

From Foreign Language Education To Education For Intercultural Citizenship Essays And Reflections Languages For Intercultural Communication And Education

Dialogue in foreign language education is a collection of studies that explore topics important in contemporary foreign language education, such as: academic discourse, intercultural communication, the use of information technology, critical reading, the development of communicative skills, anxiety in foreign language learning. Researchers from Poland and abroad discuss the interplay between various factors influencing foreign language learning and teaching. The publication consists of eleven chapters, each followed by comments in which their authors dialogue with the opinions expressed in the chapters. It is our hope that the book will inspire readers to ask questions and pursue new paths along “old, well known” topics concerning foreign language education. ... an extremely valuable book; discussing issues that play a crucial role in contemporary foreign language pedagogy, in an interesting way presenting the voices of its contributors ... I believe the publication will definitely be welcomed by foreign language teachers, pre-service and in-service trainers, academic teachers as well as teacher trainees and students of foreign language colleges. (translated by the editor)

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This volume extends the Task-Based Language Teaching: Issues, Research and Practice books series by deliberately exploring the potential of task-based language teaching (TBLT) in a range of EFL contexts. It is specifically devoted to providing empirical accounts about how TBLT practice is being developed and researched in diverse educational contexts, particularly where English is not the dominant language. By including contributions from settings as varied as Japan, China, Korea, Venezuela, Turkey, Spain, and France, this collection of 13 studies provides strong indications that the research and implementation of TBLT in EFL settings is both on the rise and interestingly diverse, not least because it must respond to the distinct contexts, constraints, and possibilities of foreign language learning. The book will be of interest to SLA researchers and students in applied linguistics and TESOL. It will also be of value to course designers and language teachers who come from a broad range of formal and informal educational settings encompassing a wide range of ages and types of language learners.

Robert Blake, now with Gabriel Guillén, updates his successful book (1st ed. 2008, 2nd ed. 2013) on how to teach foreign languages using technology. Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology, focusing on issues specific to FLL or L2 learning and CALL. Originally referred to as computer-assisted language learning, CALL has come to encompass any

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kind of learning that uses digital tools for language learning. This edition reframes the conversation to account for how technology has been integrated into our lives. Blake and Guillén address the ways technology can help with L2, how to choose the right digital tools, how to use those tools effectively, and how technology can impact literacy and identity. The book is primed for use in graduate courses: terminology is in bold and a comprehensive glossary is included; each chapter finishes with a short list of references for further reading on the topic and discussion questions. The authors provide short interview videos (free via GUP website) to enhance discussions on each chapter's topic.

Taking a broadly chronological approach, this volume of original essays traces the origins of the concept of 'grammar'. In doing so, it charts the social, moral and cultural factors that have shaped the development of grammar from Antiquity, via the Middle Ages, Renaissance and Modern Europe, to current education systems and language learning pedagogy. The chapters examine key turning points in the history of language teaching epistemology, focusing on grammar for 'foreign' language teaching across different European cultural contexts. Bringing together leading scholars of classical and modern languages education, this book offers the first single-source reference on the evolving concept of grammar across cultural and linguistic borders in Western language education. It therefore represents a valuable resource for teachers, teacher-educators and course designers, as well as students and scholars of historical linguistics, and of

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second and foreign language education.

This volume, containing fourteen invited papers on foreign-language policy, starts off with a brief history of foreign-language teaching policy in the Netherlands. This historical outline is followed by four contributions of authors who once developed the Dutch National Action Programme (NAP) on Foreign Languages under the directorship of Theo van Els. The second section consists of five contributions written by experts from Germany, Israel, Finland and the United States, who reflect on the language policies adopted in their countries and on the international impact of the ideas developed in the NAP. The final section of the book presents four contributions from Dutch authors, all focussing on language policy issues related to the respective roles of Dutch as a second language, and of ethnic-minority languages in the Netherlands. The contributions to this volume were written by friends and colleagues of Theo van Els, in recognition of his considerable contributions to that area of applied linguistics which has captured his fascination for many years: foreign-language teaching policy.

First Published in 1991. Routledge is an imprint of Taylor & Francis, an informa company.

This text brings together two significant domains of educational practice: foreign language education and critical pedagogy--linking them in a way that can help foreign language educators develop a critical awareness of the nature, purposes, and challenges facing foreign language pedagogy. Unique among texts in the field, this is

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the first to deal explicitly with the social, political, ideological, and economic aspects of language, language learning, and language teaching in our society and to connect the practice of foreign language education with these critical, and crucial, aspects of language and language use. The Foreign Language Educator in Society: Toward A Critical Pedagogy: *emphasizes what teachers and future teachers of foreign languages in this country ought to know and understand about language-- language attitudes, practices, rights, and policy-- and related issues; *focuses on helping students to move beyond pragmatic pedagogical concerns to the social and political concerns relevant to their teaching; and *provides students with the opportunity to develop critical perspectives on the central facets of the language education process. Intended for foreign language education programs at both basic and advanced levels, as well as courses in critical pedagogy, critical language awareness, sociolinguistics, and social and cultural foundations of education, the text provides helpful pedagogical features to direct the reader in applying the content of each chapter to his or her own context. This book offers concrete and practical ideas for implementing content-based instruction—using subject matter rather than grammar—through eleven case studies of cutting-edge models in a broad variety of languages, academic settings, and levels of proficiency. The highly innovative models illustrate content-based instruction programs for both commonly and less-commonly taught languages—Arabic, Croatian, French, German, Indonesian, Italian, Russian, Serbian, and Spanish—and for proficiency levels ranging from beginners to fluent speakers. They include single-teacher and multi-teacher contexts and such settings as typical language department

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classrooms, specialty schools, intensive language programs, and university programs in foreign languages across the curriculum. All of the contributors are pioneers and practitioners of content-based instruction, and the methods they present are based on actual classroom experiences. Each describes the rationale, curriculum design, materials, and evaluation procedures used in an actual curriculum and discusses the implications of the approach for adult language acquisition.

"New Directions for Research in Foreign Language Education brings together contributions by reputed scholars that examine the challenges, opportunities, and benefits of teaching and learning foreign languages. With a particular focus on languages other than English, the book looks at the socio-political dimension of language learning and teaching and the need to re-theorize multilingualism for our age. The volume includes a range of perspectives, from language teaching as an act of reconciliation to language learning across the lifespan, from innovations in assessment and curriculum to critical appraisals of pedagogy and textbook materials. Each chapter presents a clear case study drawn from diverse contexts to illustrate the different concerns of the contributors. The book is a valuable resource for all students, teachers, teacher educators and researchers who share an interest in researching multilingualism and the different facets of teaching and learning foreign languages"--

This book examines a board spectrum of topics related to educational technology in second-language teaching and research.

Written by the winner of the 1987 BAAL book prize, this book deals with the acquisition of understanding of foreign cultures and peoples. It is also a study of the philosophy and purpose of language teaching in all its facets, in the context of foreign language teaching in secondary

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education. The book is written for language teachers and, though it draws on disciplines not usually included in their education and professional training, it does so from within the profession's own perspective. It is an attempt to raise teachers' and learners' awareness of the full educational value of foreign language learning

This edited book uses the concept of diversity in child foreign language education as a major organizing principle. Since a foreign language, most typically English, is taught globally to an increasing number of children, the variability in the process and varied learning outcomes are inescapable phenomena. This book has been constructed on the premise that heterogeneity, first, concerns young language learners, who due to the disparity in the pace of development need appropriately tailored educational solutions, and, second, it refers to a diversity of contexts in which learning takes place. The contexts can be defined on a macroscale (e.g. different countries), mesoscale (e.g. different institutions), and microscale (e.g. specific learner groups). The book consists of four thematic strands. In Part One the learner-internal causes of heterogeneity of young language learners are clarified. Part Two presents a sample of classroom studies in which learner variables, such as gender, learner preferences, and special needs are taken into account. Part Three looks at teaching materials and how they meet learners' needs. Finally, Part Four highlights diversity issues that teachers should be prepared to face.

This collection of essays and reflections starts from an analysis of the purposes of foreign language teaching and argues that this should include educational objectives which are ultimately similar to those of education for citizenship. It does so by a journey through reflections on what is possible and desirable in the classroom and how language teaching has

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a specific role in education systems which have long had, and often still have, the purpose of encouraging young people to identify with the nation-state. Foreign language education can break through this framework to introduce a critical internationalism. In a 'globalised' and 'internationalised' world, the importance of identification with people beyond the national borders is crucial. Combined with education for citizenship, foreign language education can offer an education for 'intercultural citizenship'.

Presents research into the learning of Spanish, Japanese, Finnish, Hawaiian, and English as a second language, with additional comments and examples from French, German, and miniature artificial languages.

The contributions to the volume examine in detail diverse aspects of second language education, ranging from a focus on the basic contributions of linguistic theory and research to our understanding of second language learning and teaching on the one hand, to a series of reviews of innovative language education practices in selected regions of the world on the other.

This book serves as a summative history and a resource for the continued study, discussion, and development of K-12 foreign language education policy. The author includes a comprehensive database of historical education statistics and national and state education law, and suggests concise policy implications to address historical precedence and the greater mission of general education.

This book reviews the record of the foreign language teaching profession over the past several years and examines the successes and determines the reasons for failures.

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Learner characteristics have been at the center of second language acquisition and foreign language education research in response to the puzzling questions: Why are there often large differences in second language (L2) learning achievement and why do many learners, though proficient first language speakers, not succeed in learning a L2? The papers in this book explore and challenge the three key factors in individual difference research: language aptitude, language learning strategies and motivation. The teaching of culture and interculturality is today viewed as an integral part of foreign language education. This book presents insights from recent research on the role of culture in second/foreign and heritage language education. It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research. The chapters following the introduction are organised in four parts focusing on: 1) the teacher's role in integrated language and culture learning; 2) the interrelationship between culture, identity, and language learning and use; 3) the effect of culture on learner characteristics which impact language learning processes and outcomes; and 4) curriculum development aimed at fostering language and culture learning. The chapters in Parts 1 to 3 present contributions from current research - either in the form of the authors' original studies or comprehensive reviews of relevant essential research - which bears important implications for curricular practice in foreign language and language teacher education.

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This close link between research, theory and practice is also maintained in the two chapters in Part 4, which present developmental projects based on well-grounded theoretical frameworks.

Drama pedagogy has been undergoing considerable changes over the last few years. The diversification of dramatic texts and performative practices – both analogue and digital – impacts on foreign language education and requires new forms of literacies for teachers and learners. This volume brings together papers that theorize and investigate current teaching perspectives at the nexus of drama-oriented and performative teaching and foreign language education.

Language, Education and Society in a Changing World brings together recent research in language planning, bilingualism, translation, discourse analysis, cultural awareness, second language learning and first and second language literacy. Expert contributors, including John Edwards, Rosamond Mitchell, Bernard Spolsky and Andrew Cohen, address many of the issues facing language teachers, researchers and policy makers in a world where languages are becoming extinct at an alarming rate and are frequently a focus for dispute and conflict; where foreign language teaching and learning are confronted by new technological and practical demands; and where modern communication media require the development of new linguistic techniques. These factors, together with the continued slow economic and educational development in the third world, where access to a 'world language' is often promoted as an educational

panacea, present Applied Linguistics with major philosophical as well as practical problems. Drawing on research from North America, the European Union, Guatemala, Japan, Nigeria and Russia, this collection underlines the interdisciplinary nature of the challenges facing Applied Linguistics at the end of the twentieth century.

"Teaching Modern Foreign Languages in the Primary School" supports student and practising teachers - whether generalist or specialist - to have the confidence and skills to successfully incorporate modern foreign languages into teaching. Based on the author's extensive experience of both teaching across Key Stage 1 and Key Stage 2 and delivering initial teacher education, this book provides comprehensive guidance on the essential theory and pedagogy that underpins language teaching, together with strategies and tools that can be easily implemented in the classroom. This title covers e.

This volume challenges traditional approaches to foreign language education and proposes to redefine them in our age of international migration and globalization. Foreign language classrooms are no longer populated by monolingual students, but increasingly by multilingual students with highly diverse language backgrounds. This necessitates a new understanding of foreign language learning and teaching. The volume brings together an international group of researchers of high caliber who specialize in third language acquisition, teaching

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English as an additional language, and multilingual education. In addition to topical overview articles on the multilingual policies pursued in Europe, Africa, North America, and Asia, as well as several contributions dealing with theoretical issues regarding multilingualism and plurilingualism, the volume also offers cutting edge case studies from multilingual acquisition research and foreign language classroom practice. Throughout the volume, multilingualism is interpreted as a valuable resource that can facilitate language education provided it is harnessed in appropriate conditions.

This collection of essays analyses the evolution of theory of intercultural competence and its relationship to education for citizenship. It does so by analysing the concepts of intercultural competence, including the notion of the intercultural speaker, by discussing the ways in which language education policy develops and by comparing the theories and purposes of foreign language education and education for citizenship.

Foreign Languages: Lessons from the Past and Innovations for the Future delves into topics that challenge us in teaching and learning content, applicable skills, pedagogy and the functionality of Foreign Languages at the secondary and tertiary levels of education. Using a practitioner's perspective, it analyses aspects of grammar, lexicology, morphology and material sources as an entry point to

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learner centred teaching. It discusses professionalism in the languages, the intricacies of translating from foreign to local languages, semiotic equivalence across cultures and intercultural communication skills. Basing on empirical data, it traces the history of foreign language education in Uganda, literacy's facilitation of language acquisition, current institutional/structural challenges, to propose effective solutions. It propounds the functionality of foreign languages: making a link between foreign language learning and the acquisition intercultural competencies, marketing capacity and international business. Most importantly, this book, transforms abstract knowledge of foreign language teaching into experiential learning that can help us to practically frame teaching messages and harness the learning environment to cause pedagogical change. It is that spotting of innovations for the future for better communication, translation, interaction and transaction, which makes *Foreign Languages: Lessons from the Past and Innovations for the future* extremely instructive; an inspirational testimony of practitioners who preach what they teach. What others say "The richness of this work is its multidisciplinary perspective of teaching and learning languages. It looks at foreign languages from several theoretical angles and pools knowledge and skills from different cultures." - Prof Oswald K. Ndoleriire, Professor of Linguistics and Director of the Confucius Institute at Makerere University "This

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book offers intercultural inroads to understanding the learners, materials, approaches, and the ever-changing environment of teaching foreign languages. It is a language-teaching support in many socio-cultural learning contexts. It takes the integrated methods of language teaching to another level, and will influence your perspective as an innovative educationalist or linguist." - Dr. Robinah Kyeyune, Senior Lecturer, Language Pedagogy, School of Education, Makerere University

The purpose of this book is to give new perspectives on how to teach English as a foreign language in Indonesia. English is one of the subjects taught in junior high school and senior high school which is based on the curriculum and syllabus determined by the government. The syllabus consists of the core competence, basic competence, objective, materials, methods, and evaluation. The subjects must contribute to the establishment of attitude, skills, and knowledge. This book is completed with something new: Curriculum 2013. The students of this subject are introduced with the history of language teaching, the spread of "Englishes", and the concept of ENL, ESL, EFL, TEFL, TESL, and TESOL. The concept, the framework, and the standards in the new curriculum are also included in this book. In addition, the students are also introduced to scientific learning model such as thematic learning, discovery learning, and problem-based learning.

Furthermore, the kinds of text as learning materials are also given. It is expected that upon completing this subject, the students are able to teach English as a foreign language in Indonesia using lesson plan based on the syllabus of curriculum 2013. The examples of syllabus and lesson plans used in teaching English for junior high school and senior high school are available in the appendix of this book.

This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning. In Part One, emphasis is placed on challenges that second language education has to face, both those more general, dealing with language policy issues, and those more specific, concerned with instructional options in the language classroom. Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom, both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction. Finally, Part Three is devoted to challenges involved in second and foreign language teacher education, the quality of which to a large extent determines the outcomes of second language education in any educational context.

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This volume presents the most recent theoretical, methodological, and pedagogical insights on foreign and second language learning and teaching in diverse educational settings and situations, learner populations, proficiency levels and teaching practices. Five thematic sections each include theoretical and practical approaches to second and foreign language education: • Theoretical underpinnings • Current approaches • International perspectives • Teacher preparation and professional development • The role of technology This is one of ten volumes of the Encyclopedia of Language and Education published by Springer. The Encyclopedia bears testimony to the dynamism and evolution of the language and education field, as it confronts the ever-burgeoning and irrepressible linguistic diversity and ongoing pressures and expectations placed on education around the world.

The main purpose of this book is to help foreign language teachers to reflect upon and investigate their learners' views of the countries and peoples whose language they teach. It presents data from a research project and explains its significance and usefulness for teachers.

Click on the link below to access this e-book. Please note that you may require an Athens account.

This volume reports on innovative, useful evaluation work conducted within U.S. college

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foreign language programs. Each case is reported by program-internal educators, who walk readers through critical steps, from identifying evaluation uses, users, and questions, to designing methods, interpreting findings, and taking actions.

The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students. In the field of language acquisition, new possibilities for instructional methods have emerged from the integration of such innovations. The Handbook of Research on Foreign Language Education in the Digital Age presents a comprehensive examination of emerging technological tools being utilized within second language learning environments. Highlighting theoretical frameworks, multidisciplinary perspectives, and technical trends, this book is a crucial reference source for professionals, curriculum designers, researchers, and upper-level students interested in the benefits of technology-assisted language acquisition.

The testing and assessment of language competence continues to be a much debated issue in foreign language teaching and research. This book is the first one to address the testing of four important dimensions of foreign language education which have been left largely unconsidered: learner autonomy, intercultural competence, literature and literary competence, and the integration of content and language learning. Each area is considered through a theoretical framework, followed by two empirical studies, raising questions of importance to all language teachers: How can one test literary competence? Can intercultural competence be measured? What about the integrated

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assessment of content-and-language in CLIL and teaching? Is progress in autonomous learning skill gaugeable? The book constitutes essential reading for anyone interested in the testing and assessment of seemingly largely untestable aspects of foreign language competence. "The title of this book is well chosen. Despite the apparent oxymoron, this collection of papers succeeds in addressing important issues of educational policy and theory with the precision born of empirical work combined with discussion of principles. This book will open new options for testers, for teachers and for those who make policy decisions." Michael Byram, School of Education, University of Durham, UK

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