

Disciplines and  
Interdisciplinarity  
in Foreign Language Studies

Edited by  
Hans Lauge Hansen

Museum Tusculanum Press

# Discipline And Interdisciplinarity In Foreign Language Studies

**American Council on the Teaching of  
Foreign Languages**



## **Discipline And Interdisciplinarity In Foreign Language Studies:**

Disciplines and Interdisciplinarity in Foreign Language Studies Hans Lauge Hansen, 2004 In the last part of the twentieth century the human sciences witnessed three paradigmatic turns that made it possible to comprehend each individual discipline in the light of a unitary object of study the text the pragmatic turn within linguistics the linguistic turn within historical and cultural studies and the cultural turn within literary studies Combined with the more comprehensive nature of the texts studied the mass media postcolonial studies etc reflection on the theoretical approach is more important today than ever as a means of interdisciplinary practice across both disciplines and languages Most of the contributions in this book were originally presented at a conference on Disciplines and Interdisciplinarity in Foreign Language Studies The conference took place at the University of Aarhus Denmark 19 20 September 2003 and was organised by The Language and Culture Network Founded in 2002 the network promotes interdisciplinary collaboration between the traditional branches of Foreign Language Studies

Cultures and Languages Across the Curriculum in Higher Education India C. Plough, Weloré Tamboura, 2022-11-18 This richly interdisciplinary volume explores the goals and benefits of the Cultures and Languages Across the Curriculum CLAC programs by drawing together noteworthy insights from educators administrators researchers and students who have been directly involved in the CLAC programs at colleges and universities in the United States Using autoethnographic methods the authors analyze their personal experiences of CLAC to highlight best practices in establishing CLAC models and showcase ways to integrate languages and cultures into instruction and research across disciplines and contexts Particular attention is given to the ways in which CLAC can support institutional internationalization and global objectives to enhance intercultural competence world citizenship and social justice in the community The book is separated into three sections with expertise from a wide range of culturally and linguistically diverse experts who represent different disciplines Section I describes the development of new CLAC programs into existing institutional structures and provides the reader with first hand accounts of the transformative impact of CLAC on individuals Section II demonstrates the different collaborative forms that have been created between CLAC programs and various other disciplines and Section III reflects on authors experiences with disruptions to the power structures hegemonic practices and ideological assumptions often embedded in education This timely volume will be of interest to academics researchers and post graduate students in the fields of Multicultural Education Culture and Language Studies Curriculum Studies and Higher Education This book would also greatly appeal to graduate students and scholars in education development

Undergraduate International Studies on the Eve of the 21st Century Louis W. Goodman, Kay King, Nancy L. Ruther, 1994 This study seeks to examine the manner and extent to which the United States leading higher education institutions are adapting their undergraduate international studies and area studies degree programs to the realities of the post Cold War world The study used data provided by a 1994 survey of nearly 800 undergraduate international and area studies degree programs and recommends steps to strengthen

these programs and make them more responsive to the demands of the 21st Century The study looked at a wide range of programs including 171 international studies degree programs and 102 degree programs focused on specific geographic areas of the world Also included were case studies of 10 progressive programs that offer innovative curricula and teaching Analysis found trends that show modest but significant alterations to undergraduate international studies and area studies curricula robust growth in undergraduate international and area studies degree programs and increases in the number of courses within disciplines and specializations and in student enrollments Recommendations that arose from the findings include 22 suggestions for international and area studies programs 3 recommendations for the higher education community and 5 recommendations for further study Appendixes contain a list of survey respondents the survey instruments a list of participants at a related workshop and a selected bibliography Contains 70 references JB *Bulletin of the Association of Departments of Foreign Languages* Association of Departments of Foreign Languages (U.S.),1971 **The ACTFL Foreign Language Education Series** American Council on the Teaching of Foreign Languages,1977 Interdisciplinary Studies in the Humanities Elizabeth Bayerl,1977 Interdisciplinary Approaches to Language ,1971 *PMLA: Publications of the Modern Language Association of America* Florence Howe,1974 *Interdisciplinarity in Higher Education* Thor Einar Hanisch,1983 *The Study of Africa: Disciplinary and Interdisciplinary encounters* Paul Tiyambe Zeleza,2006 This is the first of a two volume work which takes stock of the study of Africa in the twenty first century its status research agenda and approaches and place It is divided into two parts the first on the academic disciplines and African Studies the second on interdisciplinary studies *The ACTFL Review of Foreign Language Education* American Council on the Teaching of Foreign Languages,1971 Foreign Language and International Studies Thomas H. Geno,1981 *Foreign Languages* Joyce Stone,Association for Supervision and Curriculum Development,2002 **Britannica Review of Foreign Language Education** Emma Marie Birkmaier,1973 *The Language Connection* June K. Phillips,1977 **Journal of Librarianship and Information Science** ,2003 **The Team Process in the Middle School** Elliot Y. Merenbloom,1983 *The Modern American College* Arthur W. Chickering,1981 *German Studies in the United States* Walter F. W. Lohnes,Valters Nollendorfs,1976 This volume focuses on two principal aspects of German studies in the United States 1 an assessment of the German teaching profession from primary to graduate school with attention to its raison d etre in the present academic social and cultural situation as well as its structures aims and personnel and 2 strategies for survival and suggestions for self improvement The topics covered by the 28 contributions can be grouped as follows 1 German studies as culture studies 2 an examination of some instructional models for German studies on the university level 3 the future of German studies 4 German teachers on all levels 5 teacher training 6 the status and future of undergraduate and graduate German departments 7 the role and function of linguistics in German studies 8 German literature and comparative literature 9 career alternatives for students of German and 10 articulation between one level of German instruction and the next **Responding to New**

**Realities** Gilbert A. Jarvis, 1974

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