



Context and Culture in Language Teaching

Claire Kramsch

Oxford University Press

Context And Culture Language Teaching

Beth Wassell, Cassandra Glynn



Context And Culture Language Teaching:

Context and Culture in Language Teaching Claire Kramsch, 1993-06-17 This book takes cultural knowledge in language learning not only as a necessary aspect of communicative competence but as an educational objective in its own right. If the aim of foreign language education is to foster cross cultural awareness and self realization language pedagogy needs to come to grips with a range of fundamental issues: what do we mean by cultural context? Can discourse practices be taught like rules of grammar? What role does literature play in the development of second language literacy? How can learners acquire both an insider's and an outsider's understanding of the foreign culture as expressed through its language? By exploring these and other issues the book can help language teachers reflect on their profession and place it within its larger societal and educational context. In turn they can help learners become not only skilful users of the language but also active architects of a new cross cultural world order.

Context and Culture in Language Teaching and Learning Michael Byram, Peter Grundy, 2003 The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

Culture in Second Language Teaching and Learning Eli Hinkel, 1999-03-13 This book identifies the many facets of culture that influence second language learners and teachers. The paperback edition identifies the many facets of culture that influence second language learners and teachers. It addresses the impact of culture on learning to interact, speak, construct meaning and write in a second language while staying within the sociocultural paradigms specific to a particular language and its speakers. By providing a comprehensive introduction to research from other disciplines on the interaction between language and culture this volume offers an important contribution to the field of second language acquisition.

Intercultural Language Teaching and Learning Anthony J. Liddicoat, Angela Scarino, 2013-04-22 This wide ranging survey of issues in intercultural language teaching and learning covers everything from core concepts to program evaluation and advocates a fluid responsive approach to teaching language that reflects its central role in fostering intercultural understanding. Includes coverage of theoretical issues defining language culture and communication as well as practice driven issues such as classroom interactions, technologies, programs and language assessment. Examines systematically the components of language teaching: language itself, meaning, culture, learning, communicating and assessments, and puts them in social and cultural context. Features numerous examples throughout drawn from various languages, international contexts and frameworks. Incorporates a decade of in depth research and detailed documentation from the authors' collaborative work with practicing teachers. Provides a much needed addition to the sparse literature on intercultural aspects of language education.

Teaching-and-learning Language-and-culture Michael Byram, 1994-01-01 Offers some theoretical innovations in teaching foreign languages and reports how they have been applied to curriculum development and experimental courses at

the upper secondary and college levels Approaches language learning as comprising several dimensions including grammatical competence change in attitudes learning about another culture and reflecting on one's own Annotation copyright by Book News Inc Portland OR Context and Culture in Language Teaching C. Kramsch, 1994 Language Teachers, Politics and Cultures Michael Byram, Karen Risager, 1999 Foreign language teaching is social interaction subject to the influences and forces of the societies in which it takes place This text argues that geo political changes have an effect on language teachers in their beliefs about their work and in the everyday methods they use in their classrooms Based on empirical research in Denmark and England the book explores the effects of major contemporary changes as they are perceived and understood by language teachers *Understanding Language Classroom Contexts* Martin Wedell, Angi Malderez, 2013-04-11 Arguably the whole point of education is to effect change in what people know and are able to do Globalization has contributed to a common perception worldwide of the need to introduce changes to the teaching and learning of languages The success of many attempts to do so has been limited by insufficient consideration of implementation contexts *Understanding Language Classroom Contexts* explores and illustrates how what happens in any language classroom is influenced by and can be an influence on the contexts in which it is situated A clear understanding of these influences is thus the starting point for planning effective change The book considers many visible and invisible features of the multiple layers of any context and provides a framework for understanding the types of factors that may influence whether changes planned by a teacher or externally initiated are likely to be successful The book will help teachers and educational managers or change planners outside the classroom to understand why their classrooms are as they are and so to make informed decisions about what can or cannot or not easily be changed and suggests how any changes might be appropriately managed

Transforming World Language Teaching and Teacher Education for Equity and Justice Beth Wassell, Cassandra Glynn, 2022-04-29 This edited book expands the current scholarship on teaching world languages for social justice and equity in K 12 and postsecondary contexts in the US Over the past decade demand has been growing for a more critical approach to teaching languages and cultures in response this volume brings together a group of scholars whose work bridges the fields of world language education and critical approaches to education Within the current US context the chapters address the following key questions 1 How are pre service or in service world language teachers professors embedding issues understandings or content related to social justice human rights access critical pedagogy and equity into their teaching and curriculum 2 How are teacher educators preparing language teachers to teach for social justice human rights access and equity Language, Culture and Literature in Telecollaboration Contexts Karin Adriane Henschel Pobbe Ramos, Kelly Cristiane Henschel Pobbe de Carvalho, 2023-09-01 This book describes and analyses experiences of teaching and learning language culture and literature based on telecollaboration an approach that creates interactions between groups of learners from different countries through the integration of a series of virtual and intercultural collaborative tasks to the curricula of

undergraduate and graduate courses The experiences analyzed in this volume come from two telecollaborative projects developed by the São Paulo State University UNESP in Brazil with universities from other countries the Brazilian Virtual Exchange BRaVE Program and the Teletandem Brasil Project The BRaVE Program aims at fostering an online collaborative learning modality that promotes intercultural contact and the exchange of ideas by connecting Brazilian undergraduate or graduate students with students from different higher education institutions around the world The Teletandem Brasil Project is based on a mode of telecollaboration teletandem that creates a virtual collaborative and autonomous context for learning foreign languages in which two students help each other to learn their own languages or a language of proficiency They do so by using the text voice and webcam image resources and by adopting the three principles of tandem learning autonomy reciprocity and separate use of both languages Language Culture and Literature in Telecollaboration Contexts will be of interest to both educational researchers and teachers as it presents on the one hand an innovative tool to promote the democratization of foreign language learning and on the other hand discusses how telecollaborative projects can contribute to the training of language and literature teachers Teacher Voices in Chinese Language Teaching Scott Smith, 2023-01-24

This book reports the results of an ethnographic study focusing primarily on the experiences of four teachers of the Chinese language in Australian secondary schools The author creates an audience for their voices as they reflect on their own understandings of culture language teaching and culture in language teaching through semi structured interviews and compares these reflections with written stimulus dialogues designed to elicit culture in language reflections as well as curriculum and policy documents produced by the Australian government The book's findings indicate that teachers of the Chinese language are diverse in their views on culture language teaching and the ways in which culture can or should inform language teaching and the author argues that language teacher intercultural competence cannot be assessed through a synthesis of the current English only research literature This book will be of interest to teachers and teacher trainers of Chinese as a foreign language as well as students and scholars of applied linguistics and language education more broadly

Appropriate Methodology and Social Context Adrian Holliday, 1994-09-22 An ethnographic framework to describe the varying cultures of classrooms teacher communities and student groups in different countries and educational contexts

The Cultural Context in Foreign Language Teaching Martin Pütz, 1997 The present book is a collection of selected papers held at the 23rd International LAUD Symposium on The Cultural Context in Communication Across Languages 26-31 March 1997 in Duisburg Germany The papers included in this volume highlight several aspects pertaining to the cultural dimension of foreign language teaching and learning The topics covered range from theoretical accounts on text language and culture through to empirically based aspects of non native discourse as well as sociolinguistic and cultural awareness in foreign language teaching Finally the volume brings together contributions from a wide variety of languages and cultural settings The Cultural Context in Foreign Language Teaching will interest students of educational linguistics and language

pedagogy intercultural communication and discourse analysis **Teaching and Learning Culture** Mads Jakob Kirkebæk, Xiang-Yun Du, Annie Aarup Jensen, 2013-11-19 This book is based on educational research conducted by researchers from the Department of Learning and Philosophy and the Confucius Institute for Innovation and Learning at Aalborg University Empirically it reports on different approaches to teaching and learning of culture including a student centered task based problem based learning PBL approach a digital technology supported approach and more It also reports on how when teaching and learning culture teachers professional identity and the informal teaching and learning environment impact the teaching and learning of culture in different educational settings from primary school to university A central theme in the book is the power of context The studies illustrate in multiple ways and from different angles that culture is not taught in a vacuum or learned in isolation but may be influenced by many factors both inside and outside the classroom at the same time culture also influences the context of the learning The context may be invisible and hide itself as tacit knowledge or embedded values or it may be very visible and present itself as a fixed curriculum or an established tradition No matter what forms and shapes the context takes the studies in this book strongly indicate that it is essential to be aware of the power of context in teaching and learning culture in order to understand it and negotiate it This book suggests that teachers should not try to limit or avoid contextual influences but instead should explore how the context may be integrated into and used constructively in the teaching and learning of culture This allowance of context in the classroom will allow for teachers students subjects and contexts to enter into a dialogue and negotiation of meaning that will enrich each other and achieve the established goal acquisition of cultural awareness and intercultural understanding

Performed Culture in Chinese Language Education Guangyan Chen, 2020-06-22 Performed Culture in Chinese Language Education A Culture Based Approach for U S Collegiate Contexts elaborates on a cultural awareness oriented cultural performance based and cross cultural communication focused foreign language pedagogical paradigm Performed Culture Approach in the context of U S collegiate Chinese language education Guangyan Chen draws on the data collected through questionnaires comparisons between this pedagogy and mainstream pedagogical frameworks and analyses of curricular development lesson plans and classroom discourses Chen promotes the performed culture approach by delineating the theoretical framework of this pedagogy reporting studies that empirically support cultural primacy in Chinese language education and illustrating this pedagogy through analyses of a curricular structure a lesson plan and classroom discourses Chen shows how this pedagogy addresses the gaps between the social need for global citizens and the insufficient integration of culture into foreign language education The performed culture approach also addresses the overall drop in U S collegiate foreign language enrollment as this pedagogy connects foreign language programs to university missions and social needs

Teaching of Culture in English as an International Language Shen Chen, Thi Thuy Le, 2018-08-06 The importance of integrating the teaching and learning of language and culture has been widely recognised and emphasized However how to

teach English as an International Language EIL and cultures in an integrative way in non native English speaking countries remains problematic and has largely failed to enable language learners to meet local and global communication demands Developing students intercultural competence is one of the key missions of teaching cultures This book examines a range of well established models and paradigms from both English speaking and non English speaking countries Exploring questions of why what and how to best teach cultures the authors propose an integrated model to suit non native English contexts in the Asia Pacific The chapters deal with other critical issues such as the relationship between language and power the importance of power relations in communication the relationship between teaching cultures and national interests and balancing tradition and change in the era of globalisation The book will be valuable to academics and students of foreign language education particularly those teaching English as an international language in non native English countries

Culture in Language Learning Hanne Leth Andersen, 2006-05-01 Classical and modern foreign language studies no longer have a well defined subject area and language and culture can no longer be defined according to nations and national identities New approaches are being developed with theoretical and methodological points of departure in new areas of research for example culture studies anthropology sociology pragmatics and conversation analyses The aim of modern language studies must therefore be redefined and be more open for variation and diversity both in culture and communication The book discusses the relation between language and culture and is a direct result of the conference Culture in Language Learning organised under the auspices of the Danish Language and Culture Network which assembles researchers from language disciplines in Denmark The aim is to examine how culture comes into the actual language code into the use of language and not least into the learning and teaching of language One of the book's main problematic areas thus concerns the learning and teaching of foreign and second languages in a globalised world where languages play a new role both for the individual person by virtue of internationalisation of education and work life and for cooperation across national borders The articles elucidate these problematic points in relation to the historic development of foreign language disciplines the meeting of language and culture teaching traditions and language appropriation theories **Language and**

Culture Pedagogy Karen Risager, 2007-01-01 Looks at the teaching of language and culture in a globalized world

Teaching Language in Context Alice Omaggio Hadley, 1993 Seeks to assist readers interested in classroom language learning in the process of clarifying their own beliefs about language teaching and learning **Language, Learning, and**

Culture in Early Childhood Ann Anderson, Jim Anderson, Jan Hare, Marianne McTavish, 2015-12-07 Complex factors affect young children and their families in today's increasingly diverse world characterized by globalization the transnational movement of people and neo liberal government policies in western and industrialized countries This book focuses on three of these factors culture language and learning and how they affect children's development and learning in the context of their communities families and schools Taking an ecological perspective it challenges normative and hegemonic views of

young children's language literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities. The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices and the importance of first or home language maintenance and its cognitive cultural economic psychological and social benefits. Links are provided to a package of audio video resources <http://blogs.ubc.ca/intersectionworkshop> including key note speeches and interviews with leading international scholars and a collection of vignettes from the workshop from which this volume was produced.

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