



Critical Cultural Awareness Managing Stereotypes Through Intercultural Language Education

**Vera da Silva Sinha, Ana Moreno-
Núñez, Zhen Tian**



Critical Cultural Awareness Managing Stereotypes Through Intercultural Language Education:

Critical Cultural Awareness Yumiko Furumura, Maria Lebedko, Yau Tsai, 2014-09-26 In a rapidly globalizing world one of the most challenging barriers to be overcome is the stereotype This book aims to promote understanding of the nature of stereotypes and to suggest ways in which teachers can manage them by developing critical cultural awareness as an intrinsic part of the intercultural communicative competence of their students Part 1 of the book explores ways of defining eliciting and illustrating stereotypes from theoretical standpoints Part 2 showcases ways of addressing stereotypes through intercultural language education to provide teachers with a firm platform for the practical application of their knowledge and skills when attempting to manage stereotypes in the classroom Researching the Stereotypes of People Around Me Yau Tsai, 2014-10-21 This textbook will help students to develop thesis writing skills through experiential learning by conducting a research project based on questionnaire and interview based research focusing on stereotypes and reporting on it in a mini thesis It was developed for the benefit of international students who in their penultimate year of study are planning to write a graduation thesis in English related to stereotypes in their final year with little or no prior knowledge of the subject or of

Learning Strategy Instruction in the Language Classroom Anna Uhl Chamot, Vee Harris, 2019-05-10 This comprehensive collection comprising both theoretical and practical contributions is unique in its focus on language learning strategy instruction LLSI The chapters written by leading international experts embrace both sociolinguistic and psycholinguistic perspectives The issues presented include different models of strategy instruction and how they can be tailored according to context and the learners age and attainment level The collection will be an important resource for researchers in the field both for its critical perspectives and its guidance on collaborating with teachers to design interventions to implement strategy instruction It also identifies key areas for research including the teaching of less studied groups of strategies such as grammar and affective strategies The book will prove equally valuable to language teachers through the provision of detailed teaching materials and tasks Those engaged in professional development whether pre or in service teacher education will find a wealth of concrete ideas for sessions courses and assignments *The Handbook of Research in World Language Instruction* Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishauna Hines-Gaither, 2025-06-05 This seminal handbook provides a comprehensive overview of the research on world language education and how that research can transform into effective and daily instructional practices for K 16 language teachers With contributions from leading scholars in the field the volume addresses cutting edge research trends and practice Covering key topics in language education the volume is organized in six sections Teaching Methods and Approaches Culture Pragmatics and Intercultural Communicative Competence Assessment and Program Evaluation Diversity Equity and Inclusion in the World Language Classroom Technology Integration and Online Language Teaching and Learning and Key Issues in World Language Instruction including advocacy teacher recruitment and retention and professional

development This handbook is an essential text for all scholars researchers and educators in world languages

Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education

García-Sánchez, Soraya, Clouet, Richard, 2022-05-27 It has never been more important for schools and instructors to consider best practices and strategies to appropriately design effective English language courses Teaching English successfully to diverse audiences requires an understanding of how to communicate with students based on their individual needs and backgrounds In order to ensure schools provide the best English language education possible they must examine and apply innovative research in the field Intercultural Communication and Ubiquitous Learning in Multimodal English Language Education reviews and reports the current research methods and theoretical advances in English language learning linked to applied technologies and action research The book considers the most innovative approaches to English language education from an intercultural and communicative perspective that covers key concepts such as collaborative ubiquitous learning and multimodal communication Covering topics such as social networks virtual environments and intercultural awareness this reference work is crucial for academicians researchers scholars practitioners instructors and students *The Critical Turn in Language and Intercultural Communication Pedagogy* Maria Dasli, Adriana Raquel Díaz, 2016-09-13 This edited research volume explores the development of what can be described as the critical turn in intercultural communication pedagogy with a particular focus on modern foreign language education The main aim is to trace the realisations of this critical turn against a background of unequal power relations and to illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order The volume takes as a starting point the idea that criticality draws on a number of intellectual traditions which do not always focus on social and political critique and argues that because ideological hegemony impacts on the meanings that people create and share intercultural communication pedagogy ought to locate itself within wider socio political contexts With reference points drawn from critical and transnational social theory critical pedagogy and intercultural theory contributors to this volume provide readers with powerful ways that show how this can be achieved and together assess the impact that their understanding of criticality can make on modern foreign language education The volume is divided into three major parts namely theorising critically researching critically and teaching critically **Language, Culture and Identity - Signs of Life** Vera da Silva Sinha, Ana Moreno-Núñez, Zhen Tian, 2020-04-30 The dynamics of language culture and identity are a major focus for many linguists and cognitive and cultural researchers This book explores the inextricable connection that language has with cultural identity and cultural practices with a particular emphasis on how they contribute to shaping personal identity The volume brings together selected peer reviewed papers from the 7th International Conference on Language Culture and Mind with other specially commissioned chapters Like the conference this book aims to enhance mutual understanding among researchers from diverse disciplinary and theoretical perspectives offering a wealth of insights to a wide range of readers on recent culturally

oriented cognitive studies of language **New Perspectives on Intercultural Language Research and Teaching** Melina Porto, Michael Byram, 2016-06-10 Illustrated by an empirical study of English as a Foreign Language reading in Argentina this book argues for a different approach to the theoretical rationales and methodological designs typically used to investigate cultural understanding in reading in particular foreign language reading It presents an alternative approach which is more authentic in its methods more educational in its purposes and more supportive of international understanding as an aim of language teaching in general and English language teaching in particular **Isms in Language Education** Damian J. Rivers, Karin Zotzmann, 2017-10-23 This volume develops a comprehensive understanding of the manner in which dominant emergent ideologies discourses and social structures impact language education The 17 chapters analyze the complex social dynamics of isms within language education and detail how such dynamics influence language education pedagogies and practices institutional policies intergroup subjectivities in addition to language proficiency achievements

Native-Speakerism in Japan Stephanie Ann Houghton, Damian J. Rivers, 2013-02-19 The relative status of native and non native speaker language teachers within educational institutions has long been an issue worldwide but until recently the voices of teachers articulating their own concerns have been rare Existing work has tended to focus upon the position of non native teachers and their struggle against unfavourable comparisons with their native speaker counterparts However more recently native speaker language teachers have also been placed in the academic spotlight as interest grows in language based forms of prejudice such as native speakerism a dominant ideology prevalent within the Japanese context of English language education This innovative volume explores wide ranging issues related to native speakerism as it manifests itself in the Japanese and Italian educational contexts to show how native speaker teachers can also be the targets of multifarious forms of prejudice and discrimination in the workplace

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