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this work investigates the close relationship between language and culture it explains key concepts such as social context and cultural authenticity using insights from fields which includes linguistics sociology and anthropology

kramsch combines insights from linguistics anthropology and sociology to show how language represents and constructs social reality

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

brings together essays by leading scholars to explore the profound impact of feminist scholarship on the major academic disciplines

the papers in this volume stemming from the fourth annual conference of the consortium for language teaching and learning explore the relationships between form and meaning in language use

identity and language learning draws on a longitudinal case study of immigrant women in canada to develop new ideas about identity investment and imagined communities in the field of language learning and teaching bonny norton demonstrates that a poststructuralist conception of identity as multiple a site of struggle and subject to change across time and place is highly productive for understanding language learning her sociological construct of investment is an important complement to psychological theories of motivation the implications for language teaching and teacher education are profound now including a new comprehensive introduction as well as an afterword by claire kramsch this second edition addresses the following central questions under what conditions do language learners speak listen read and write how are relations of power implicated in the negotiation of identity how can teachers address the investments and imagined identities of learners the book integrates research theory and classroom practice and is essential reading for students teachers and researchers in the fields of language learning and teaching tesol applied linguistics and literacy this book is open access under a cc by nd licence

this is an outstanding collection of papers by top scholars in a range of disciplines who shed stimulating complementary insights into the social cognitive and semiotic frameworks that shape both the acquisition of language and the constitution of social actors through that process the intentionally loose ecological framing of the volume provides an arena within which a range of perspectives all united by their opposition to a mechanistic view of language acquisition can enter into dialogue with each other this is a most stimulating collection with a range of insightful investigations of settings as diverse as an autistic child learning to interact with others on the playing field

professional gate keeping encounters and foreign language classrooms professor charles goodwin university of california at los angeles the book brings together well known scholars in two relatively distinct fields language acquisition and language socialization and from a variety of orientations within applied linguistics to describe language development from a relational perspective the papers in this volume are a response to three main questions 1 what conceptual models best capture the ecological nature of language learning 2 what research approaches are best likely to illuminate the relationship between language and social structure 3 how is educational success defined for language acquisition and language socialization

literacy language teaching

this book presents a new and comprehensive framework for the analysis of representations of culture society and the world in textbooks for foreign and second language learning the framework is transferable to other kinds of learning materials and to other subjects the framework distinguishes between five approaches national studies citizenship education studies cultural studies postcolonial studies and transnational studies in a series of concrete analyses the book illustrates how one can describe and uncover representations of the world in textbooks for english german french spanish danish and esperanto each analysis is accompanied by suggestions of possible supplements and changes the book points to the need for language learning materials to deal seriously with knowledge about the world including its diversities and problems

claire kramsch and lihua zhang use an ecological approach and a complexity thought model to examine the identities experiences and practices of foreign language teachers as native or non native speakers multilingual instructors and professional educators what is their sense of legitimacy how do they bridge the historical and cultural gaps between them and their students what stories do they share in the classroom which do they not share how do they view their ethical responsibility drawing on primary research with teachers at the college level in the us the book explores some of the key issues related to teaching languages in an era of increasing global mobility institutional control and educational uncertainty in this landmark publication kramsch and zhang show us the challenges facing the multilingual instructor and the importance of understanding their experiences in order to improve the quality of teaching and learning as transformative practices the ecological framework provides a very useful model for future studies while the attention to the ethical role of the multilingual instructor is a timely reminder to us all li wei chair of applied linguistics ucl institute of education university college london claire kramsch is emerita professor of german and professor of the graduate school of education at university of california berkeley lihua zhang is lecturer of chinese and chinese language program coordinator at university of california berkeley oxford applied linguistics series advisers anne burns and diane larsen freeman

victorian alphabet books and the education of the eye shows how the familiar genre went beyond mere reading instruction to offer nineteenth century british writers illustrators and publishers a site for representing and re thinking literacy itself this interdisciplinary study traces how individuals throughout the victorian era deployed alphabet books to promote visual literacy or oral culture as a vital complement to textual literacy their strategies ranged from puns and political allusions to elaborate designs that addressed adult audiences alongside or even instead of children as the format became more familiar in the first part of victoria s reign george cruikshank william makepeace thackeray henry cole and edward lear were quick to recognize its critical potential this history pivots around the mid 1860s and 1870s when the production of illustrated alphabet books exploded thanks to evolving printing technology and national education reform case studies of individual works and makers show how a revolution in picture books reflected and responded to laws assuring children s access to schooling on the one hand socialist artist walter crane was able to develop alphabetical illustration from a utilitarian mid century product into an aesthetically rich yet accessibly priced education of the eye on the other hand kate greenaway hablot knight browne phiz and their publishers tended to leverage commercialized nostalgia against pedagogy this survey concludes by showing how market oriented trends and the development of photographic reproduction toward the end of the century fed into interpretations of the alphabet including works by rudyard kipling and hilaire belloc that reflected growing ambivalence about industrialized print culture

the routledge encyclopedia of language teaching and learning is an authoritative reference dealing with all aspects of this increasingly important field of study offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level in this new edition every single entry has been reviewed and updated with reference to new developments and publications coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global english and teacher education themes and disciplines covered include methods and materials including new technologies and materials development contexts and concepts such as mediation risk taking in language learning and intercomprehension influential figures from the early days of language teaching to the contemporary related disciplines such as psychology anthropology and corpus linguistics it covers the teaching of specific languages including japanese chinese arabic and african languages as well as english french german and spanish there are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design a further 160 entries focus on topics such as bilingualism language laboratories and study abroad numerous shorter items examine language and cultural institutions professional associations and acronyms multiple

cross references enable the user to browse from one entry to another and there are suggestions for further reading written by an international team of specialists the routledge encyclopedia of language teaching and learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject

this edited book gathers expert scholars and prominent educators from diverse backgrounds and nationalities to foster a rich dialogue on the topic of implementing literature as a tool in english language education it presents an overview of current trends in literature teaching while also forecasting future developments the volume takes a global perspective featuring research based insights into the role of literature in language education drawing from empirical studies conducted across various contexts it seeks to explore the potential of literature in english language learning and teaching along with effective methodologies for its implementation with a focus on practical implications the volume aims to offer relevant theoretical frameworks and the latest research findings addressing pedagogical considerations that hold global significance while examining key issues in literature instruction from a global viewpoint the volume intends to highlight both shared practices and regional differences as well it is designed for teachers researchers teacher trainers and educators at all levels of education primary secondary and higher education who seek practical guidance on incorporating literature into language teaching and learning

the revival of translation as a means of learning and teaching a foreign language and as a skill in its own right is occurring at both undergraduate and postgraduate levels in universities in this book sara laviosa proposes a translation based pedagogy that is grounded in theory and has been applied in real educational contexts this volume draws on the convergence between the view of language and translation embraced by ecologically oriented educationalists and the theoretical underpinnings of the holistic approach to translating culture it puts forward a holistic pedagogy that harmonizes the teaching of language and translation in the same learning environment the author examines the changing nature of the role of pedagogic translation starting with the grammar translation method and concluding with the more recent ecological approaches to foreign language education translation and language education analyses current research into the revival of translation in language teaching and is vital reading for translators language teachers and postgraduate students working in the areas of translation studies and applied linguistics

oxford applied linguistics features books providing thorough yet accessible coverage of controversial topics related to language use including learning teaching research and policy all titles are based on extensive research and include comprehensive bibliographies the authors are noted authorities in their fields

reading for meaning presents a model for the implementation of interactive reading in

the foreign language classroom intended for all language professionals it contains a comprehensive summary of reading research and offers support for the integration of reading skills into the classroom reading for meaning presents a format for diagnostic testing of reading comprehension and provides numerous examples that enable teachers to develop assignments and applications for a variety of literary and nonliterary texts back cover

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