

Language And Culture Claire Kramersch Book

Language is not simply a tool for communication - symbolic power struggles underlie any speech act, discourse move, or verbal interaction, be it in face-to-face conversations, online tweets or political debates. This book provides a clear and accessible introduction to the topic of language and power from an applied linguistics perspective. It is clearly split into three sections: the power of symbolic representation, the power of symbolic action and the power to create symbolic reality. It draws upon a wide range of existing work by philosophers, sociolinguists, sociologists and applied linguists, and includes current real-world examples, to provide a fresh insight into a topic that is of particular significance and interest in the current political climate and in our increasingly digital age. The book shows the workings of language as symbolic power in educational, social, cultural and political settings and discusses ways to respond to and even resist symbolic violence.

This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

The Routledge Handbook of Applied Linguistics serves as an introduction and reference point to key areas in the field of applied linguistics. The five sections of the volume encompass a wide range of topics from a variety of perspectives: applied linguistics in action language learning, language education language, culture and identity perspectives on language in use descriptions of language for applied linguistics. The forty-seven chapters connect knowledge about language to decision-making in the real world. The volume as a whole highlights the role of applied linguistics, which is to make insights drawn from language study relevant to such decision-making. The chapters are written by specialists from around the world. Each one provides an overview of the history of the topic, the main current issues and possible future trajectory. Where appropriate, authors discuss the impact and use of new technology in the area. Suggestions for further reading are provided with every chapter. The Routledge Handbook of Applied Linguistics is an essential purchase for postgraduate students of applied linguistics. Editorial board: Ronald Carter, Guy Cook, Diane Larsen-Freeman and Amy Tsui. 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 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

The Multilingual Subject

Context and Culture in Language Teaching and Learning

The Routledge Handbook of Language and Intercultural Communication

Identity and Language Learning

Contributions in Honour of Barbara Seidlhofer

Redefining Tandem Language and Culture Learning in Higher Education

"This Reader is a scholarly tour de force, as it offers an intelligent and comprehensive coverage of the highly multidisciplinary field of Intercultural Communication without falling into the twin traps of essentialism or relativism. No researcher in applied linguistics will want to miss Zhu Hua's brilliant concluding chapter that surveys various research designs and data collection techniques, and discusses the strengths and weaknesses of each approach. The study questions and activities featured in each chapter together with suggestions for further reading make this Reader an invaluable resource for undergraduate and graduate seminars alike." Claire Kramersch, University of California, Berkeley, USA "This volume covers all the key topics, both basic conceptual and theoretical questions and a broad range of empirical issues and perspectives related to different settings and different parts of the world. It is really global in its coverage. This book will give readers a good grasp of the field as it is being developed throughout the world." Karen Risager, Roskilde University, Denmark This reader covers the two interconnected areas of Language and Intercultural Communication, increasingly studied together. Language is key to understanding culture, and culture is an essential part of studying language. Divided into six parts, the Reader covers: Theories of language and intercultural communication; Cultural

dimensions of language in use; Communication patterns across cultures; Teaching and learning cultural variations of language use; Interculturality; and Intercultural Communication in professional contexts. With 22 varied readings from eminent authorities in the field as well as cutting edge material from new researchers, the Reader explores the breadth and depth of the subject as well as providing a valuable overview for both student and scholar. Each reading has been carefully selected to both showcase the best thinking and latest research, and to reflect the international nature of the field. Each part begins with a clear and comprehensive introduction, and is enhanced by discussion questions, suggested activities and far-reaching further reading sections. There is a final section offering advice on how to perform research in this area. This is an essential text for all students and researchers in the area of language and intercultural communication.

The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics, including reflexivity and criticality, translanguaging, and social justice in relation to intercultural communication. With an emphasis on contemporary, critical perspectives, this handbook showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL/ TEFL, and communication studies.

Written by internationally renowned academics, this volume provides a snapshot of the field of applied linguistics, and illustrates how linguistics is informing and engaging with neighbouring disciplines. The contributors present new research in the 'traditional' areas of applied linguistics, including multilingualism, language education, teacher-learner relationships, and assessment. It represents the best of current practice in applied linguistics, and will be invaluable to students and researchers looking for an overview of the field.

'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?

English as a Lingua Franca: Perspectives and Prospects

Policy, Pedagogy, Practice

Translation as Communication across Languages and Cultures

Language as Symbolic Power

The Handbook of Applied Linguistics

The Language and Intercultural Communication Reader

With the impact of accelerated globalization, digital technologies, mobility, and migration, the fields of Applied Linguistics, Language, and Intercultural Education have been shifting. One shift in need of further exploration is that of systematic and coherent reflexivity in researching language and culture. This unique and timely book thus examines the significance of reflexivity as an integral process, particularly when researching the multifaceted notions of multilingualism and interculturality in education. It also contributes to current critical approaches to representations of languages and cultures in identity politics. As such, the authors offer innovative ways of engaging with reflexivity in teaching, learning, and research through multimodal and complex ways. The chapters span a diverse range of educational settings in Asia, Australia, Europe, and North America.

This book considers the issues globalization raises for second language learning and teaching. Block and Cameron's collection shows how, in an economy based on services and information, the linguistic skills of workers becomes increasingly important. New technologies make possible new kinds of language teaching, and language becomes an economic commodity with a value in the global marketplace. This has implications for how and why people learn languages, and for which languages they learn. Drawing together the various strands of the globalization debate, this rich and varied collection of contributions explores issues such as: *The commodification of language(s) and language skills *The use of new media and new technologies in language learning and teaching *The effects of globalization on the language teaching industry *New forms of power and resistance.

This is an attempt to redraw the boundaries of foreign language study. It focuses attention not just on cultural knowledge as a necessary aspect of communicative competence, but as an educational objective in its own right, as an end as well as a means of language learning. Winner MLA Kenneth W Mildenberger Prize

Sociolinguistics is the study of the interaction between language and society. In this classic introductory work, Janet Holmes and Nick Wilson examine the role of language in a variety of social contexts, considering both how language works and how it can be used to signal and interpret various aspects of social identity. Divided into three parts, this book explains basic sociolinguistic concepts in the light of classic approaches, as well as introducing more recent research. This sixth edition has been revised and updated throughout, using key concepts and examples to guide the reader through this fascinating area, including: □ New material on gender, social media and online use of language, codeswitching, and language policy □ An updated companion website that is fully cross-referenced within this book and features video and audio materials and links to useful websites □ Revised examples and exercises that include new material from Asia and South America □ Fully updated further reading and references sections An Introduction to Sociolinguistics is an essential introductory text for all students of sociolinguistics and a splendid point of reference for students of English language studies, linguistics, and applied linguistics.

The Misteaching of English and Other Colonial Languages

The Multilingual Subject - Oxford Applied Linguistics

Decolonizing Foreign Language Education

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Context and Culture in Language Teaching

Language and Culture Oxford University Press

Claire Kramersch 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, Kramersch 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 Kramersch 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

This volume provides a state of the art overview of Online Intercultural Exchange (OIE) in university education and demonstrates how educators can use OIE to address current challenges in university contexts such as internationalisation, virtual mobility and intercultural foreign language education. Since the 1990s, educators have been using virtual interaction to bring their classes into contact with geographically distant partner classes to create opportunities for authentic communication, meaningful collaboration and first-hand experience of working and learning with partners from other cultural backgrounds. Online exchange projects of this nature can contribute to the development of learner autonomy, linguistic accuracy, intercultural awareness, intercultural skills and electronic literacies. Online Intercultural Exchange has now reached a stage where it is moving beyond individual classroom initiatives and is assuming a role as a major tool for internationalization, intercultural development and virtual mobility in universities around the globe. This volume reports qualitative and quantitative findings on the impact of OIE on universities in Europe and elsewhere and offers comprehensive guidance on using OIE at both pedagogical and technological levels. It provides theoretically-informed accounts of Online Intercultural Exchanges which will be relevant to researchers in Computer Assisted Language Learning, Computer-Mediated Communication, or Virtual Education. Finally, contributors offer a collection of practitioner-authored and practically-oriented case studies for the benefit of teachers of foreign languages or in other subject areas who wish to engage in developing the digital literacy and intercultural competences of their learners.

The Routledge Handbook of Language and Culture presents the first comprehensive survey of research on the relationship between language and culture. It provides readers with a clear and accessible introduction to both interdisciplinary and multidisciplinary studies of language and culture, and addresses key issues of language and culturally based linguistic research from a variety of perspectives and theoretical frameworks. This Handbook features thirty-three newly commissioned chapters which cover key areas such as cognitive psychology, cognitive linguistics, cognitive anthropology, linguistic anthropology, cultural anthropology, and sociolinguistics offer insights into the historical development, contemporary theory, research, and practice of each topic, and explore the potential future directions of the field show readers how language and culture research can be of practical benefit to applied areas of research and practice, such as intercultural communication and second language teaching and learning. Written by a group of prominent scholars from around the globe, The Routledge Handbook of Language and Culture provides a vital resource for scholars and students working in this area.

Reflexivity in Language and Intercultural Education

Language and Culture

Rethinking Multilingualism and Interculturality

A Resource for Teaching Foreign Languages and Cultural Studies

Contemporary Applied Linguistics Volume 1

Brave New Digital Classroom, Second Edition

Built around the concept of linguistic and cultural plurality, this book defines language as an instrument of action and symbolic power. Plurality is conceived here as : a complex array of voices, perspectives and approaches that seeks to preserve the complexity of the multilingual and multicultural enterprise, including language learning and teaching ; a coherent system of relationships among various languages, research traditions and research sites that informs qualitative methods of inquiry into multilingualism and its uses in everyday life ; a view of language as structured sociohistorical object, observable from several simultaneous spatiotemporal standpoints, such as that of daily interactions or that which sustains the symbolic power of institutions. This book is addressed to teacher trainers, young researchers, decision makers, teachers concerned with the role of languages in the evolution of societies and educational systems. It aims to elicit discussion by articulating practices, field observations and analyses based on a multidisciplinary conceptual framework.

Discourses of Southeast Asia presents the latest Southeast Asian research in Systemic Functional Linguistics (SFL). SFL provides a sophisticated social semiotic architecture for exploring meaning in languages and texts in the context of Southeast Asia. This edited volume examines the ideational,

interpersonal and textual metafunctions in the domains of education, media, translation and language typology. It applies SFL in text analysis so as to be relevant to theory, research and professional practice. This book brings together 12 original chapters by both seasoned and emerging scholars. Their chapters study the 'native' languages of Southeast Asia: Indonesian, Malay, Tagalog, Thai and Vietnamese, and relatively newer languages in Southeast Asia: English and Mandarin. The chapters analyze a variety of texts, namely advertisements, classroom interactions, corporate reports, dramas, interviews, media reports, narratives, novels, textbooks and video clips. This volume captures the exciting and productive state of the art of SFL in Southeast Asia. It will be of particular interest to scholars trying to understand the application of SFL in this region.

It is widely accepted that English is the first truly global language and lingua franca. Anna Wierzbicka, the distinguished linguist known for her theories of semantics, has written the first book that connects the English language with what she terms "Anglo" culture. Wierzbicka points out that language and culture are not just interconnected, but inseparable. She uses original research to investigate the "universe of meaning" within the English language (both grammar and vocabulary) and places it in historical and geographical perspective. This engrossing and fascinating work of scholarship should appeal not only to linguists and others concerned with language and culture, but the large group of scholars studying English and English as a second language.

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 Kramersch, 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.

Global Flows and Local Complexity

Language Acquisition and Language Socialization

Language, Culture, and Society

Online Intercultural Exchange

Discourses of Southeast Asia

Foreign Language Research in Cross-cultural Perspective

"Language is not simply a tool for communication - symbolic power struggles underlie any speech act, discourse move, or verbal interaction - be it in face-to-face conversations, online tweets or political debates. This book provides a clear and accessible introduction to the topic of language and power from an applied linguistics perspective. It is clearly split into three sections: the power of symbolic representation, the power of symbolic action and the power to create symbolic reality. It draws upon a wide range of existing work by philosophers, sociolinguists, sociologists and applied linguists, and includes current real-world examples, to provide a fresh insight into a topic that is of particular significance and interest in the current political climate and in our increasingly digital age. The book shows the workings of language as symbolic power in educational, social, cultural and political settings and discusses ways to respond to and even resist symbolic violence"--

This edited volume addresses perspectives and prospects of English as a lingua franca (ELF) in connection with other areas of linguistics. It is the first volume that brings together ELF scholars and experts from a wide range of areas in linguistics (such as corpus linguistics, sociolinguistics, historical linguistics, language pedagogy, language policy, intercultural communication) in order to explore how ELF relates to these fields.

Brave New Digital Classroom examines the most effective ways to utilize technology in language learning. The author deftly interweaves the latest results of pedagogical research with descriptions of the most successful computer-assisted language learning (CALL) projects to show how to implement technology in the foreign-language curriculum to assist the second language acquisition process. This fully updated second edition includes new chapters on the latest electronic resources, including gaming and social media, and discusses the realities and potential of distance learning for second language acquisition. The author examines the web, CALL applications, and computer-mediated communication (CMC), and suggests how the new technologically assisted curriculum will work for the foreign-language curriculum. Rather than advocating new technologies as a replacement for activities that can be done equally well with traditional processes, the author envisions a radical change as teachers rethink their strategies and develop their competence in the effective use of technology in language teaching and learning. Directed at all language teachers, from the elementary school to postsecondary levels, the book is ideal for graduate-level courses on second language pedagogy. It also serves as an invaluable reference for experienced researchers, CALL developers, department chairs, and administrators.

This volume focuses on how far the policies, principles and practices of foreign language teaching and learning are, or can be, informed by theoretical considerations and empirical findings from the linguistic disciplines. Part I deals with the nature of foreign language learning in general, while Part II explores issues arising from linguistic, socio-political, cultural and cognitive perspectives. Part III and IV then consider the different factors that have to be taken into account in designing the foreign language subject and the various approaches to pedagogy that have been proposed. Part V finally addresses questions concerning assessment of learner proficiency and the evaluation of courses designed to promote it. Key features: provides a state-of-the-art description of different areas in the context of foreign language communication and learning presents a critical appraisal of the relevance of the field offers solutions to everyday language-related problems with contributions from renowned experts

Redefining the Boundaries of Language Study

An Introduction to Sociolinguistics

Reflective Narratives and the Emergence of Identity

A Book of Readings

The politics of textbooks in language education

Ecological Perspectives

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

This book examines the role textbooks play in the teaching of dominant and non-dominant (first and foreign) languages in a range of cultural contexts worldwide. Each chapter addresses important issues related to what constitutes "legitimate knowledge", the politics of learning materials, global cultural awareness, competing ideologies, and the development of multilingual literacies. Language, Ideology and Education: The Politics of Textbooks in Language Education comprehensively surveys theoretical perspectives and methodological issues in the critical examination of language textbooks. In particular, it looks at: The Cultural Politics of Language Textbooks in the Era of Globalization The Politics of Instructional Materials for English for Young Learners Ideological Tensions and Contradictions in Lower Primary English Teaching Materials in Singapore Creating a Multilingual/multicultural Space in Japanese EFL: A Critical Analysis of Discursive Practices within a New Language Education Policy The book is primarily addressed to those who teach and research in the areas of Foreign Language Education, TESOL, Applied Linguistics, Language Policy, Critical Pedagogy, and Textual Cultures. Although the book is focused on textbook and materials analysis, rather than evaluation, most chapters discuss implications for curriculum design and materials development and therefore will be relevant to scholars working in those fields.

The perceived lack of understanding of cultural diversity in the American learning community has led instructors to challenge assumptions and stereotypes while addressing misconceptions. Teachers of foreign languages and cultural studies, in particular, feel the need to redesign curricula and lesson plans to better serve the learning community of the twenty-first century. The common starting point resides in the paradox that exists in today's connected world; while global access to information makes learners aware of the infinite variety of cultural diversity, it does not, however, make them critical thinkers. For this reason, there is opportunity to reshape critical thinking within a more global perspective, while enhancing the tools to identify, interpret, and compare the different cultural models that learners encounter. The book demonstrates the theories and practical applications by which instructors use contemporary film to provide insightful readings on diverse local communities, communities that form the basis of global culture. This collection of essays will serve as a pedagogical tool and resource, offering methods and examples of a communicative approach to analyze and integrate cultural diversities, similarities, and problems in the second language curricula, methods that expose students to different cultural models while scaffolding their critical approach to multiple layers of common and specific values. This work will encourage a dialogue and long-lasting conversation on methodologies and teaching strategies rethought, reapplied, and remolded to the new learning environments.

Redefining Tandem Language and Culture Learning in Higher Education provides an overview of a specific type of learning, called tandem language and culture learning, which was created and developed in Europe after the Second World War, before reaching other continents. Through focusing on higher education, the authors demonstrate how, despite institutional constraints, language educators can make better use of this practice in such contexts as internationalisation, physical and virtual mobility, lifelong learning and intercultural education. This book comprises 16 chapters which examine how tandem language and culture learning is currently being institutionalised in higher education thus showing how the founding principles of the tandem approach have been revisited, which learning outcomes

(intercultural, linguistic, professional) tandem learning may bring about, and which key issues must be addressed (assessment, counselling, resources) when setting up tandem programmes. The various contributions present up-to-date tandem studies from both European and non-European perspectives. Highlighting tandem learning's potential to promote multilingual and multicultural learning on a global scale, this volume will be of particular interest to students and researchers in intercultural communication, language education, multilingualism, and applied linguistics.

The Routledge Handbook of Language and Culture

Meaning and Culture

The Routledge Handbook of Applied Linguistics

Technology and Foreign Language Learning

Handbook of Foreign Language Communication and Learning

Intercultural Language Teaching and Learning

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

Studies of intercultural communication in applied linguistics initially focused on miscommunication, mainly between native and non-native speakers of English. The advent of the twenty-first century has witnessed, however, a revolution in the contexts and contents of intercultural communication; technological advances such as chat rooms, emails, personal weblogs, Facebook, Twitter, mobile text messaging on the one hand, and the accelerated pace of people's international mobility on the other have given a new meaning to the term 'intercultural communication'. Given the remarkable growth in the prevalence of intercultural communication among people from many cultural backgrounds, and across many contexts and channels, conceptual divides such as 'native/non-native' are now almost irrelevant. This has caused the power attached to English and native speaker-like English to lose much of its automatic domination. Such developments have provided new opportunities, as well as challenges, for the study of intercultural communication and its increasingly complex nature. This book showcases recent studies in the field in a multitude of contexts to enable a collective effort towards advancements in the area.

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.

This volume focuses on priorities for research in language pedagogy. The aim is to give an up-to-date overview of current thinking about important research issues such as the viability of large scale comparisons, the quantitative/qualitative research controversy, new trends in language testing and evaluation, and the role of different learning environments. In their discussions of these issues researchers from the US and from different countries in Europe show to what extent the priorities differ on both sides of the Atlantic Ocean.

Globalization and Language Teaching

Cultural Studies in Foreign Language Education

Language, Ideology and Education

Language and Intercultural Communication in the New Era

Volume One Language Teaching and Learning

The Multilingual Instructor

In this interdisciplinary book, Juliane House breaks new ground by situating translation within Applied Linguistics. In thirteen chapters, she examines translation as a means of communication across different languages and cultures, provides a critical overview of different approaches to translation, of the link between culture and translation, and between views of context and text in translation. Featuring an account of translation from a linguistic-cognitive perspective, House covers problematic issues such as the existence of universals of translation, cases of untranslatability and ways and means of assessing the quality of a translation. Recent methodological and research avenues such as the role of corpora in translation and the effects of globalization processes on translation are presented in a neutral, non-biased manner. The book concludes with a thorough, historical account of the role of translation in foreign language learning and teaching and a discussion of new challenges and problems of the professional practice of translation in our world today. Written by a highly experienced teacher and researcher in the field, Translation as Communication across Languages and Cultures is an essential resource for students and researchers of Translation Studies, Applied Linguistics and Communication Studies.

By drawing on multiple examples of real-world language learning situations, this book explores the subjective aspects of the language learning experience.

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.

The book presents a new theory of the relationship between language and culture in a transnational and global perspective. The fundamental view is that languages spread across cultures, and cultures spread across languages, or in other words, that linguistic and cultural practices flow through social networks in the world along partially different paths and across national structures and communities.

English

Extending the Conversation

Fostering Culture Through Film

A Social Semiotic Perspective

Handbook of Multilingualism and Multiculturalism

The papers in this volume fall into five categories. After "Introduction: Making the Invisible Visible" (Claire Kramersch), Part 1, "Theoretical Boundaries," includes "The Metamorphosis of the Foreign Language Director, or: Waking Up to Theory" (Mark Webber) and "Subjects-in-Process: Revisioning TA Development through Psychoanalytic, Feminist, and Postcolonial Theory" (Linda M. von Hoene). Part 2, "Educational Boundaries," includes "Redefining the Boundaries of Language Use: The Foreign Language Classroom as a Multilingual Speech Community" (Carl Blyth), "Poetics to Pedagogy: The Imagistic Power of Language" (Hung-nin Samuel Cheung); and "A Framework for Investigating the Effectiveness of Study Abroad Programs" (Thom Huebner). Part 4, "Cultural Boundaries," includes "Using Ethnography to Bridge the Gap between Study Abroad and the On-Campus Language and Culture Curriculum" (Richard Jurasek) and "Searching for Averroes: Reflections on Why It is Desirable and Impossible to Teach Culture in Foreign Language Courses" (Nicolas Shumway). Part 5, "Language Learning Environments and Their Boundaries," includes "The Electronic Language Learning Environment" (James S. Noblitt) and "The Foreign Language Problem: The Governance of Foreign Language Teaching and Learning" (Peter C. Petrakis). (Papers contain references.) (SM).

"Twenty-four articles representing a diversity of interests and approaches have been brought together in this revised collection intended to define and develop topics of central interest to language, culture, and society. Opening pieces include enduring, classic writings by Boas, Sapir, Whorf, Mead, and others, giving the volume an important historical orientation. These contributions form the ground-work for the wide sampling of more recent and contemporary works that follows." -- Back cover.

Decolonizing Foreign Language Education interrogates current foreign language and second language education approaches that prioritize white, western thought. Edited by acclaimed critical theorist and linguist Donaldo Macedo, this volume includes cutting-edge work by a select group of critical language scholars working to rigorously challenge the marginalization of foreign language education and the displacement of indigenous and non-standard language varieties through the reification of colonial languages. Each chapter confronts the hold of colonialism and imperialism that inform and shape the relationship between foreign language education and literary studies by asserting that a critical approach to applied linguistics is just as important a tool for FL/ESL/EFL educators as literature or linguistic theory.