

Social psychology	Group perceptions relationship between individuals and groups; units on which ethnocentric perception is based	Aspects of individuals and people's emotions, social perception
Linguistics	Negative mental images of alien groups in linguistically diverse patterns	Verbal representations of stereotypes; language bases of stereotypes
Cognitive linguistics	A mental category that people easily transfer to all the members of this category	Linguistic behavior; cognitive abilities; the way language reflects patterns of thought
Ethno-linguistics	A mental construct correlating with naïve worldview; a stable complex of naïve beliefs about a nation, reflecting specific features of folk xenopsychology	Language as an aspect of culture; language influence on culture and of culture on language; cultural / ethnic identity
Psycholinguistics	Based on different levels of language, including paralanguage	The mental aspects of language and speech; speech perception and peculiarities of various levels of language
Semiotics	Signs and symbols, their function in both artificial and natural languages; communicative behavior expressed both in language and nonverbal communication	Process and result of communicative (behavior) in accordance with semiotic patterns
Discourse analysis	Cultural ideological statements and overgeneralization	Reading key (the tone of communication)
Memetics	Memes as behavioral rules; generalisations of certain (positive or negative) opinions attached to individuals	Stereotyping based on culturally learned behavioral rules ignoring fixed, assumed, deduced or imagined characteristics

Critical Cultural Awareness Managing Stereotypes Through Intercultural Language Education

Damian J. Rivers, Karin Zotzmann



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 Addressing Issues of Learner Diversity in English Language Education

Tran, Thao Quoc, Duong, Tham My, 2024-04-22 In the dynamic context of English language education learners bring many differences in identity motivation engagement ability and more Addressing Issues of Learner Diversity in English Language Education recognizes that traditional one size fits all approaches to language education are insufficient in meeting the needs of a varied and global learner population It grapples with effectively teaching English to individuals with diverse linguistic backgrounds learning styles and cultural contexts The challenges range from learner autonomy and motivation issues to navigating mixed level classes and integrating technology into language teaching Drawing on current research trends and cutting edge methodologies this book captures the diverse voices of contributors from various ESL EFL settings offering context specific solutions to the myriad challenges faced in language education The book illuminates the nuanced phenomena within English language education it showcases innovative theoretical frameworks and up to date research findings By addressing learners as singular individuals and collectives the publication guides educators in enhancing individual competencies and maximizing the potential of each learner Rethinking Education Across Borders Uttam

Gaulee, Shyam Sharma, Krishna Bista, 2020-02-14 This book focuses on critical issues and perspectives concerning globally mobile students aspects that have grown in importance thanks to major geopolitical economic and technological changes around the globe i e in and across major origins and destinations of international students Over the past few decades the field of international higher education and scholarship has developed robust areas of research that guide current policy programs and pedagogy However many of the established narratives and wisdoms that dominate research agendas scope and foci have become somewhat ossified and are unable to reflect recent political upheavals and other changes e g the Brexit Trump era and Belt and Road Initiative that have disrupted a number of areas including mobility patterns and recruitment practices understanding and supporting students engagement of global mobile students with their local counterparts and the political economy of international education at large By re assessing established issues and perspectives in light of the emerging global local situations the contributing authors all experts on international education share insights on policies and practices that can help adapt to emerging challenges and opportunities for institutions scholars and other stakeholders in international higher education Including theoretical empirical and practitioner based methods and perspectives provided by scholars from around the world the book offers a unique and intriguing resource *Beyond Native-Speakerism* Stephanie

Ann Houghton, Damian J. Rivers, Kayoko Hashimoto, 2018-06-14 Despite unsubstantiated claims of best practice the division of language teaching professionals on the basis of their categorization as native speakers or non native speakers continues to cascade throughout the academic literature It has become normative under the rhetorical guise of acting to correct prejudice and or discrimination to see native speakerism as having a single beneficiary the native speaker and a single victim the non native speaker However this unidirectional perspective fails to deal with the more veiled systems through which those labeled as native speakers and non native speakers are both cast as casualties of this questionable bifurcation This volume documents such complexities and aims to fill the void currently observable within mainstream academic literature in the teaching of both English and Japanese foreign language education By identifying how the construct of Japanese native speaker mirrors that of the native speaker of English the volume presents a revealing insight into language teaching in Japan Further taking a problem solving approach this volume explores possible grounds on which language teachers could be employed if native speakerism is rejected according to experts in the fields of intercultural communicative competence English as a Lingua Franca and World Englishes all of which aim to replace the native speaker model with something new

The Multilingual Instructor Claire Kramsch, Lihua Zhang, 2018-01-04 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

Going Performative in Intercultural Education John

Crutchfield, Manfred Schewe, 2017-08-24 Over the last two decades drama pedagogy has helped to lay the foundations for a new teaching and learning culture one that accentuates physicality and centres on performative experience Signs of this performative turn in education are especially strong in the field of foreign second language teaching This volume introduces scholars language teachers student teachers and drama practitioners to the concept of a performative foreign language didactics Approaching the subject from a wide variety of contexts the contributors explore the extent to which performative approaches emphasising the role of the body as a learning medium can achieve deep intercultural learning Drama activities such as improvisation hot seating and tableaux are shown to create rich opportunities for intercultural encounters that transport students beyond the parameters of conventional language literature and culture education

Criticality, Teacher Identity, and (In)equity in English Language Teaching Bedrettin Yazan, Nathanael Rudolph, 2018-03-26 This edited volume envisioned through a postmodern and poststructural lens represents an effort to destabilize the normalized assumption in the discursive field of English language teaching ELT Pennycook 2007 critically oriented and otherwise that identity experience privilege marginalization in equity and interaction can and should be apprehended and attended to via categories embedded within binaries e g NS NNS NEST NNEST The volume provides space for authors and readers alike to explore fluidly critical practical approaches to identity experience in equity and interaction envisioned through and beyond binaries and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction in and beyond the classroom The volume additionally serves to prompt criticality in ELT towards reflexivity conceptual clarity and congruence and dialogue

Conditions for English Language Teaching and Learning in Asia Bernard Spolsky, Kiwan Sung, 2015-01-12 In 1989 Bernard Spolsky published Conditions for Second Language Learning Oxford University Press At the 2012 Annual Conference of Asia TEFL a number of senior scholars were invited to comment upon the relevance of the book to the teaching of English in their region and to make suggestions on how it might be updated This volume contains revised versions of these talks and thus provides a survey of the conditions for teaching English in Asia Most contributors

found the Conditions model useful but there has been a major change in emphasis in the past two decades whereas the 1989 book emphasized linguistic and psycholinguistic conditions more recent work generally emphasizes the importance of sociolinguistic and language policy conditions for teaching English in Asia today

Discourses of Identity Martin Mielick, Ryuko Kubota, Luke Lawrence, 2023-02-07 This edited book draws on research on identity in language education to present a detailed and multi faceted study of identity in language learning teaching and revitalization settings in the context of Japan It employs a diverse range of theoretical approaches including poststructuralism critical realism cognitive behavioral theory and complexity theory as well as methodologies such as linguistic ethnography narrative enquiry and critical multimodal discourse analysis The authors focus on multiple dimensions of identity illuminating linguistic cultural and human complexity as manifested in language teaching and learning This book will be of interest to advanced students and scholars of TESOL applied linguistics education Japanese studies East Asian studies linguistic anthropology indigenous languages and sociolinguistics

Handbook of Research in Second Language Teaching and Learning Eli Hinkel, 2016-11-18 Volume III of the Handbook of Research in Second Language Teaching and Learning like Volumes I and II is a comprehensive state of the art overview of current research into social contexts of second language L2 foreign language FL teaching and learning language policy curriculum types of instruction incremental language skills such as listening speaking reading writing vocabulary and grammar international communication pragmatics assessment and testing It differs from earlier volumes in its main purpose to provide a more in depth discussion and detailed focus on the development of the essential language skills required for any type of communication speaking listening reading vocabulary grammar and writing Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2 FL teaching and learning and applied linguistics but rather than offering a historical review of disciplinary traditions it explores innovations and new directions of research acknowledges the enormous complexity of teaching and learning the essential language abilities and offers a diversity of perspectives Chapter authors are all leading authorities in their disciplinary areas What's new in Volume III Updates the prominent areas of research including the sub disciplines addressed in Volumes I and II and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what the how and the why of teaching foundational language skills including theories pedagogical principles and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2 FL teaching and learning and innovative research topics that have gained substantial recognition in current publications including the role of corpora technology and digital literacy in L2 FL teaching and learning Examines new trends in language pedagogy and research such as an increased societal emphasis on teaching academic language for schooling somewhat contradictory definitions of literacy and the growing needs for instruction in intercultural communication

Social Identities and Multiple Selves in Foreign Language Education Damian J. Rivers, Stephanie Ann Houghton, 2013-07-18 Within foreign

language education contexts across the globe inadequate attention has been paid to documenting the dynamics of identity development negotiation and management This book looks at these dynamics in specific relation to otherness in addition to attitudinal and behavioural overtones created through use of the term foreign despite its position as an integral marker in language acquisition discourse This book argues that individual identities are multidimensional constructs that gravitate around a hub of intricate social networks of multimodal intergroup interaction The chapters pursue a collective desire to move the notion of identity away from theoretical abstraction and toward the lived experiences of foreign language teachers and students While the identities entangled with these interactions owe a significant measure of their existence to the immediate social context they can also be actively developed by their holders The collection of chapters within this book demonstrate how foreign language education environments traditional and non traditional are ideal locations for the development of a sophisticated repertoire of discursive strategies used in the formulation navigation expression and management of social identities and multiple selves

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