

First Edition

# Modern Languages

*Learning and Teaching in an Intercultural Field*

Allison Phipps  
Mike Gonzalez



# Modern Languages Learning And Teaching In An Intercultural Field

**Christian Drosten**



## **Modern Languages Learning And Teaching In An Intercultural Field:**

**Modern Languages** Alison Phipps, Mike Gonzalez, 2004-04-07 This is an important book A very important book It is important because it both challenges traditional understandings of language teaching and learning in universities and rejects new understandings which only devalue the potential power of language learning This is not however merely a critique The authors offer a compelling alternative and do so in a language and style which mirror the alternative proposed The authors illustrate their ideas through snapshots of classroom practices which help to build up a picture of what is meant Such illustrations are invaluable Teaching in Higher Education Every so often a book comes along filled with so much wisdom critical insight and sheer humanity that it takes one's breath away Modern Languages is such a book Reclaiming language as both a site of struggle and a crucial sphere of politics Alison Phipps and Mike Gonzalez make it clear that matters of language lie at the heart of any viable pedagogy in which democracy matters But not a language's drained of critical possibilities passion power or imagination but language as the context and medium in which meaning is produced affective investments made and experiences are given legitimacy Any educator parent student or citizen of the world who cares about democracy pedagogy and the crucial role of modern languages creating the conditions for agency politics and yes hope should read this book Professor Henry Giroux Waterbury Chair Penn State University USA I expect it will become a much thumbed handbook for teachers in search of inspiration and I am sure it will be a catalyst to further debate and exploration But I suspect it may also become a turning point for thinking about modern languages This book exudes life and hope It shows a future where languages can thrive because they are an integral and indispensable part of what it means to be human It is an exhilarating prospect to help to bring that future closer Professor Michael Kelly Director Subject Centre for Languages Linguistics and Area Studies University of Southampton Modern Languages is argumentative in the best sense it is intellectually ambitious and is making a bold and brave argument of its own The story is exciting and offers a radical way of reconceiving teaching and learning in languages It is written with evident passion and conviction and it seeks to reach out to an audience The authors come across as committed and even as brilliant teachers This is a book for its age but yet may have a long shelf life It has made me think about modern languages and language teaching and learning in quite new ways Professor Ronald Barnett Institute of Education University of London This book pushes the traditional field of Modern Languages into new challenges and it crosses intradisciplinary borders between different languages and cultures It is intrinsically about languaging and about being intercultural The authors argue that languages are a social justice issue give voice to language users in general and to language students in particular and engage into powerful erudite reflexive and critical insights This book portrays language and culture education as a passionate intelligent and committed undertaking In sum it is essential and stimulating reading for those Language and Culture educators teaching in Modern Language Departments from universities all over the world who dare Dr Manuela Guilherme Researcher Center for Social Studies

Universidade de Coimbra This accessible book aims to challenge and stimulate all those engaged with teaching modern languages in higher education It is not a how to book rather it engages with the complex often paradoxical position of modern languages today and offers arguments for and illustrations of the ways in which teachers of modern languages can position themselves critically in that rapidly changing context It works with the concepts of languaging and being intercultural which arise from a rigorous examination of research findings a challenging critique of current models of work within the discipline and a reflection on existing teaching practices Beginning with an examination of the crisis in modern languages in the U K and North America the authors draw on data and descriptions of learning experiences in the field and position themselves critically within the debates Key problems for teachers and learners are identified and elaborated through examples of critical incidents which point to generic as well as specific issues and solutions in teaching languages in higher education The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices

Effective Learning and Teaching in Modern Languages James A. Coleman, John Klapper, 2004-11-10 Effective Learning and Teaching in Modern Languages offers insights from the latest research into learning and teaching a language and also outlines innovative teaching techniques covering all the critical subjects including the demands made of students and staff in modern languages the four language skills assessment grammar vocabulary and translation technology enhanced learning residence abroad subdisciplines such as business area cultural and literary studies and linguistics professional development Providing both a clear overview of the discipline and a wealth of techniques practical advice and useful resources this book will be welcomed by lecturers or tutors new to the profession and experienced lecturers wanting to keep up with the latest developments and improve their students learning

Learning the Arts of Linguistic Survival Alison Phipps, 2006-11-10 In this ground breaking contribution to the study of tourism and languages Alison Phipps examines what happens when tourists learn to speak other languages From ordering a coffee to following directions she argues for a new perception of the relationship between tourism and languages from one based on the acquisition of basic functional skills to one which sustains and even strengthens intercultural dialogue The twelve chapters comprising this book tell stories of the experience of learning and speaking tourist languages Drawing on a range of disciplines Alison Phipps takes the reader on a journey through risk way finding mistakes laughter conversations and the imagination She provides rich descriptions of the world of language learning which has remained invisible to mainstream studies of language education existing as it does on the margins of educational life She shows how tourism is shaped by the learning experiences of everyday life Languages she argues passionately fundamentally change the nature of perception dwelling and relationships to other people and the world This book will be essential reading for all those interested in tourism studies and in modern languages education It is a timely

study coming at time of crisis in languages as English exerts its power as a world language and as a dominant language of tourism Learning the Arts of Linguistic Survival Language Tourism Life will also be of interest to anthropologists linguists geographers sociologists and those studying education Innovative language teaching and learning at university: enhancing employability Carmen Álvarez-Mayo, Angela Gallagher-Brett, Franck Michel, 2017-05-21 The second volume in this series of papers dedicated to innovative language teaching and learning at university focuses on enhancing employability Throughout the book which includes a selection of 14 peer reviewed and edited short papers authors share good practices drawing on research reflect on their experience to promote student engagement inclusivity and collaboration and foster a successful learning environment while developing employability skills Whatever the language or the subject we teach there are a number of skills behaviours attributes and attitudes which staff and students should be aware of in order to enhance teaching and learning so as to maximise student potential and their employability prospects *Effective Communication in a Global Context* Thomas Tinnefeld, 2025-02-03 We re happy to announce the forthcoming release of Effective Communication in a Global Context Interconnectivity Interculturality Interdisciplinarity This book presents a diverse range of chapters exploring global communication skills cross cultural education challenges and practical aspects of intercultural communication It critically examines the intersection of language culture and education and highlights the interdisciplinary nature of communication across borders With a focus on virtual intercultural encounters and firsthand accounts this book offers valuable insights into communication in a globalized world It s a must read for scholars educators and professionals navigating today s interconnected world **Handbook of Foreign Language Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions

**Languages and the Military** H. Footitt, M. Kelly, 2012-07-30 Through detailed case studies ranging from the 18th century until today this book explores the role of foreign languages in military alliances in occupation and in peace building It brings together academic researchers and practitioners from the museum and interpreting worlds and the military

**Reflexivity in Applied Linguistics** Sal Consoli, Sara Ganassin, 2023-01-18 This edited collection provides research informed guidance on how reflexivity may be practised in applied linguistics research Specifically we promote reflexivity as an essential hallmark of quality research and argue that doing reflexivity confers greater transparency methodological rigour depth and trustworthiness to our scholarly inquiries The collection features perspectives from different sub fields of applied linguistics including intercultural communication language education and multilingualism and draws on data from a range of settings including language caf s classrooms workplaces and migration and displacement contexts Each chapter follows a unified structure theoretical background context of the empirical study used as a backdrop for the chapter an analysis of how

reflexivity played out throughout the study and conclusions which include takeaway points for other researchers This approach allows readers to gain a sound understanding of the challenges and affordances of doing reflexivity in concrete examples of applied linguistics research whilst also gaining guidance on how to nurture and report on researcher reflexivity as this unfolds throughout the lifetime of a project This book will appeal to students and scholars in applied linguistics particularly those with an interest in research methods in the areas of language education multilingualism and intercultural communication "How we're going about it" Melinda Dooly, Diana Eastment, 2009-03-26 How we're going about it provides a space for teachers' voices in the nexus between research and practice by outlining specific cases of innovative approaches to language teaching and learning as they have been applied in the classroom The volume includes descriptions of some of the most representative recent work and practice in the field while at the same time covering a wide geographic scope The case descriptions help synthesize research and teaching practice in a way that is accessible to busy teachers teacher trainers or anyone interested in language development Each chapter focuses on a similar approach taken by teachers and researchers from different countries and while the book contains contributions from some well known authors it also includes contributions from lesser known practitioners who merit recognition of their innovative practices This book is an important contribution to language teaching and learning for several reasons It deals with educational innovation at various levels of education young learners primary secondary tertiary it deals with perspectives from different areas of Europe and beyond and it provides examples of grass roots experiences being carried out by real teachers in real classrooms and is honest about the problems faced when implementing educational changes It is therefore a book about authentic experiences with both a theoretical and problem solving base experiences which in turn make an important contribution to the underlying theories described herein **Routledge Encyclopedia of Language Teaching and Learning** Michael Byram, Adelheid

Hu, 2013-06-26 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

Teachers as Mediators in the Foreign Language Classroom Michelle Kohler,2015-01-12 Language teachers are key figures in preparing young people for participation in an increasingly multilingual and culturally diverse world yet little is known about how they go about this in practice This book uses examples of classroom interaction to reveal how teachers of languages act as intercultural mediators and the implications of this for practice To date there has been little exploration of how teachers mediate language and culture learning from an intercultural perspective and what underlies their mediation practices in terms of their conceptions of intercultural language teaching and learning This book offers an account of what teachers are thinking feeling and doing as they enact an intercultural perspective on language teaching and learning

Developing Critical Cultural Awareness in Modern Languages Elinor Parks,2020-01-20 This volume explores the relationship between language and culture while considering its implications for the teaching of modern foreign languages in higher education Drawing on a comparative empirical study conducted at universities both in the UK and US this text problematises the impacts of a separation of language and content in German degree programmes Illustrating the need for a curriculum which fosters the development of intercultural competence and criticality Parks reconceptualises established models of criticality Barnett and intercultural communicative competence Byram The chapters in this volume discuss a range of important topics including language graduates with deep translingual and transcultural competence observed differences and similarities between British and American universities and faculty and student voices developing intercultural competence and criticality Aimed at scholars with research interests in intercultural communication language education and applied linguistics this volume provides a thorough discussion for the ways in which modern language programmes in higher education can be improved Additionally those carrying out research in the fields of language teaching and language policy in higher education will find Developing Critical Cultural Awareness in Modern Languages to be of great relevance

**Making Sense of Teaching in Difficult Times** Penny Jane Burke,Suellen Shay,2017-10-02 Thinking about teaching in educational terms has become increasingly difficult because of the conceptions of higher education that predominate in both policy and public debate Framing the benefits of higher education simply as an economic good poses particular difficulties for making educational sense of teaching Moreover the assumptions about social mobility usefulness and the economic advantages of higher education upon which these conceptions are based can no longer be taken for granted The chapters in this book all

wrestle with understandings of education and teaching experiences in changing global national and institutional contexts They explore questions of difference and privilege the social transformation of teaching through transforming teachers contestations of global citizenship and interculturality learning and sensibilities of self in the world the relationship between programme content and student decision making divergent conceptions of learning in international education and subject centred approaches to embodied teaching The book considers the value of disciplinary tools of analysis in addressing contextual challenges in developing societies connections between pedagogies autonomy and intercultural classrooms and ways of countering the marketization of higher education through online teaching communities This book was originally published as a special issue of Teaching in Higher Education Language Acts and Worldmaking ,2022-02-17 Collectively authored by the Language Acts and Worldmaking team this defining volume offers reflective narratives on research theory and practice over the course of the flagship project of the same name funded by the Arts and Humanities Research Council's Open World Research Initiative It returns to the project's key principles that our words make worlds and we are agents in worldmaking analyses the practices and outcomes of collaborative working and looks to the future by offering concrete ideas for how the work they have done can now continue to do its work in the world Focusing on the key research strands this volume looks at the role of the language teacher as a mediator between languages and cultures worldmaking in modern languages translation and the imagination languages and hospitality digital mediations and how words change and make worlds Critically it analyses the impact on communities of living in multilingual cities and the ways in which learning a first language and then a second and so on plays a crucial role in our ability to understand our culture in relation to others and to appreciate the ways in which they are intertwined Specific aims are to propose new ways of bridging the gaps between those who teach and research languages and those who learn and use them in everyday contexts from the professional to the personal put research into the hands of wider audiences share a philosophy policy and practice of language teaching and learning which turns research into action provide the research experience and data to enable informed debates on current issues and attitudes in language learning teaching and research share knowledge across and within all levels and experiences of language learning and teaching showcase exciting new work that derives from different types of community activity and is of practical relevance to its audiences disseminate new research in languages that engages with diverse communities of language practitioners

**Teaching Music Performance in Higher Education** Helen Julia Minors, Stefan Östersjö, Gilvano Dalagna, Jorge Salgado Correia, 2024-05-27 Higher Music Performance Education as taught and learned in universities and conservatoires in Europe is undergoing transformation Since the nineteenth century the master apprentice pedagogical model has dominated creating a learning environment that emphasises the development of technical skills rather than critical and creative faculties This book contributes to the renewal of this field by being the first to address the potential of artistic research in developing student centred approaches and greater student autonomy This potential is demonstrated



in chapters illustrating artistic research projects that are embedded within higher music education courses across Europe with examples ranging from instrumental tuition and ensemble work to the development of professional employability skills and inclusive practices Bringing together diverse and experienced voices working within Higher Music Education but often also as professional performers this edited collection pairs critical reflection with artistic insight to present new approaches to curricula for teaching interpretation and performance It calls for greater collaboration between Higher Education and professional music institutions to create closer bonds with music industries and thereby improve students career opportunities Teaching Music Performance in Higher Education will appeal to scholars performers teachers but also students whose interests centre on innovative practices in conservatoires and music departments

A Handbook for Teaching and Learning in Higher Education Stephanie Marshall, Heather Fry, Steve Ketteridge, 2014-08-21 This entirely new edition of a very successful book focuses on developing professional academic skills for supporting and supervising student learning and effective teaching It is built on the premise that the roles of those who teach in higher education are complex and multi faceted A Handbook for Teaching and Learning in Higher Education is sensitive to the competing demands of teaching research scholarship and academic management The new edition reflects and responds to the rapidly changing context of higher education and to current understanding of how to best support student learning Drawing together a large number of expert authors it continues to feature extensive use of case studies that show how successful teachers have implemented these ideas It includes key topics such as student engagement and motivation internationalisation employability inclusive strategies for teaching effective use of technology and issues relating to postgraduate students and student retention Part 1 explores a number of aspects of the context of UK higher education that affect the education of students looking at the drivers of institutional behaviours and how to achieve success as a university teacher Part 2 examines learning teaching and supervising in higher education and includes chapters on working with diversity encouraging independent learning and learning gain Part 3 considers approaches to teaching and learning in different disciplines covering a full range including arts and humanities social sciences experimental sciences through to medicine and dentistry Written to support the excellence in teaching and learning design required to bring about student learning of the highest quality this will be essential reading for all new lecturers particularly anyone taking an accredited course in teaching and learning in higher education as well as those experienced lecturers who wish to improve their teaching practice Those working in adult learning and educational development will also find the book to be a particularly useful resource In addition it will appeal to staff who support learning and teaching in various other roles

Meeting the Needs of Reunited Refugee Families Sarah Cox, 2023-11-14 This book explores the gap between policy practice and academic literature within language learning for refugees and argues that a multilingual approach which combines translanguaging principles decolonising methodology and linguistic hospitality provides a more accessible starting point than current monolingual pedagogies It considers the

multilingual and multilateral approach laid out within Scotland's New Scots Refugee Integration Strategy which recognises the importance of linguistic diversity and two way integration The divide between policy practice and theory points towards the need to counteract the dominant monolingual social cohesion narrative through suitable pedagogies which highlight linguistic diversity in a positive way The author suggests ecologising as an alternative language pedagogy drawing on three key findings the significance of decolonising collaborative learner teacher relationships during the liminal phase of refugee arrival the importance of place and orientation and an increased understanding of language and languaging

**The Routledge Companion to Cross-Cultural Management** Nigel Holden, Snezhina Michailova, Susanne Tietze, 2015-04-24 This Routledge Companion provides a timely and authoritative overview of cross cultural management as an academic domain and field of practice for academics and students With contributions from over 60 authors from 20 countries the book is organised in to five thematic areas Review survey and critique Language and languages moving from the periphery to the core Cross cultural management research and education The new international business landscape Rethinking a multidisciplinary paradigm Edited by an international team of scholars and featuring contributions from a range of leading cross cultural management experts this prestigious volume represents the most comprehensive guide to the development and scope of cross cultural management as an academic discipline

**The Ethnographic Self as Resource** Peter Collins, Anselma Gallinat, 2010-05-01 It is commonly acknowledged that anthropologists use personal experiences to inform their writing However it is often assumed that only fieldwork experiences are relevant and that the personal appears only in the form of self reflexivity This book takes a step beyond anthropology at home and auto ethnography and shows how anthropologists can include their memories and experiences as ethnographic data in their writing It discusses issues such as authenticity translation and ethics in relation to the self and offers a new perspective on doing ethnographic fieldwork

*Learning to Teach Foreign Languages in the Secondary School* Norbert Pachler, Michael Evans, Ana Redondo, Linda Fisher, 2013-12-17 Praise for previous editions A wealth of theory research practical advice case studies and tasks in one volume Indispensable for both HEI tutors and mentors and an important book to recommend to all MFL students Language Learning Journal Presenting clear straightforward factual information on all current issues facing MFL student teachers An excellent reference guide during the first years of teaching Mentoring and Tutoring Learning to Teach Foreign Languages in the Secondary School has established itself as the leading textbook for student teachers of foreign languages in the UK and internationally The practical focus is underpinned by a theoretical perspective and backed up by the latest research encouraging you to develop a personal approach to foreign language teaching This new fourth edition has been comprehensively updated to take account of recent policy and curriculum changes and now covers a range of relevant statutory frameworks Fully revised chapters cover the key knowledge and skills essential for becoming a foreign language teacher What can we learn from research into language teaching and learning Teaching methods and learning strategies

Creating a meaningful learning environment Transition from Primary to Secondary The role of digital technologies Teaching in the target language Receptive skills and productive skills Teaching and learning grammar Planning and reflecting on classroom practice Pupil differences and differentiation Assessment for and of learning It includes many examples of how to analyse practice to ensure pupil learning is maximised together with activities and tasks to support you as you analyse your own learning and performance Learning to Teach Foreign Languages in the Secondary School provides practical help and support for many of the situations and potential challenges you are faced with in school It is an essential purchase for every aspiring secondary foreign languages school teacher

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