Online Intercultural Exchange An Introduction For Foreign Language Teachers Languages For Intercultural Communication And Education

The Yearbook of Corpus Linguistics and Pragmatics 2013 discusses current methodological debates on the synergy of Corpus Linguistics and Pragmatics research. The volume presents insightful pragmatic analyses of corpora in new technological domains and devotes some chapters to the pragmatic description of spoken corpora from various theoretical traditions. The Yearbook of Corpus Linguistics and Pragmatics series will give readers insight into how pragmatics can be used to explain real corpus data, and, in addition, how corpora can explain pragmatic intuitions, and from there, develop and refine theory. Corpus Linguistics can offer a meticulous methodology based on mathematics and statistics, while Pragmatics is characterized by its efforts to interpret intended meaning in real language. This yearbook offers a platform to scholars who combine both research methodologies to present rigorous and interdisciplinary findings about language in real use.

Journal of Virtual Exchange is an online, open-access, peer-reviewed journal aimed at practitioners and researchers in the field known variously as telecollaboration, virtual exchange, or online intercultural exchange. It is the official journal of UniCollaboration, the international academic organisation dedicated to supporting and promoting telecollaboration and virtual exchange in higher education.

This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology. It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions. Thanks to its unique perspective, the book offers a distinctive approach to addressing empirical research on second language teaching, translator training and technology. As universities are some of the best arenas for analyzing teaching techniques for various subjects, higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students' responses to new teaching and translation techniques. An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation, this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers. As the authors are experienced scholars, readers will not only come to understand how to use new teaching strategies, but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators.

The ability to effectively communicate with individuals from different linguistic and

cultural backgrounds is an invaluable asset. Learning a second language proves useful as students navigate the culturally diverse world; however, studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language. Also, changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology-enhanced language learning (TELL). Cross-Cultural Perspectives on Technology-Enhanced Language Learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources. Readers will explore themes such as language pedagogy, how specific and universal cultural contexts influence audio-visual media used in technology-enhanced language learning (TELL), and the use of English video games to promote foreign language learning. This book is a valuable resource for academicians, education practitioners, advanced-level students, and school administrators seeking to improve language learning through technology-based resources.

"This international and interdisciplinary book presents research from a wide range of disciplines (business, communication, education, governance, law, marketing, microbiology, mining, music, nursing, pharmacy, philosophy, psychology and sociology) utilizing varied technologies to achieve high quality, practical and successful communication"--Provided by publisher.

This collection of essays and reflections starts from an analysis of the purposes of foreign language teaching and argues that this should include educational objectives which are ultimately similar to those of education for citizenship. It does so by a journey through reflections on what is possible and desirable in the classroom and how language teaching has a specific role in education systems which have long had, and often still have, the purpose of encouraging young people to identify with the nation-state. Foreign language education can break through this framework to introduce a critical internationalism. In a 'globalised' and 'internationalised' world, the importance of identification with people beyond the national borders is crucial. Combined with education for citizenship, foreign language education can offer an education for 'intercultural citizenship'.

This is the third book in the Pestalozzi series. The first, Teacher education for change, dealt with the underlying philosophy of the Pestalozzi Programme and its approach to education in general and teacher education in particular. The second Intercultural competence for all, looked at the various implications of promoting the development of intercultural competence as a main concern of mainstream education. This work takes a step further towards the full integration of intercultural competences as a key element within the education system. It aims at offering an educational rationale and conceptual framework for the development of intercultural competence, as well as a clear description of its constitutive elements to be developed in and through education.

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.

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The book concerns the ways in which the new media shape communication along with educational expectations and practices in foreign language classrooms. Although foreign language learners have cheap and easy access to information and ways of communication, they also wrestle with problems that have always accompanied language learning. The focus of the book is two-fold. On the one hand, the authors demonstrate how using social networks, videoconferencing, mobile phones, wikis, and computer-mediated interaction contributes to the development of language skills, negotiated interaction, autonomy, and intercultural competence. On the other, they discuss "old" issues pertaining to the role of vocabulary, corrective feedback, textbooks and inner speech in the process of language learning and use. Every chapter reports original empirical research on issues related to the new media and old problems in foreign language teaching contexts in various countries, and with respect to various age groups.

A state of the art reference volume on contemporary computer-assisted language learning, including chapters on research and methodology by leading international figures in the field. Public Internet discussion forums offer opportunities for intercultural interaction in many languages on a vast range of topics, but are often overlooked by language educators in favour of purpose-built exchanges between learners. The book investigates this untapped pedagogical potential.

The 26th EUROCALL conference was organised by the University of Jyväskylä (JYU) Language Campus and specifically the Language Centre. The theme of this year's conference was 'Future-proof CALL: language learning as exploration and encounters', which reflects an attempt to envision language teaching and learning futures in a changing world. What brought researchers together this year are shared concerns in relation to the sustainability of language learning and teaching in technology-rich contexts that are marked by ever-increasing complexity. The collection of short papers in this volume is a very thorough view into the conference proper exhibiting the complexity and novelty of the field of CALL. There are exciting new openings and a more profound exploration of theoretical underpinnings of the contemporary issues in teaching and learning, cross-cultural communication, mobile learning

and the like.

This volume draws together all the articles published by the International Journal of Mobile and Blended Learning in its second year of publication (2010). As the use of mobile technology for personal and business applications continues to grow, it naturally follows that educators and researchers will investigate the use of mobile devices for knowledge sharing and learning. Refining Current Practices in Mobile and Blended Learning: New Applications provides perspectives on new approaches to learning theory and practice in increasingly mobile, immersive environments. Situated at the intersection of theory and practice, this book provides foundational research on the development and implementation of mobile games, the delivery of mobile and blended learning, and philosophical underpinnings of this emerging discipline. Academic Days of Timi?oara: Language Education Today is a book of the proceedings of the 3rd International Symposium "Language Education Today: Between Theory and Practice" held in Timi?oara, Romania, on May 6–7, 2011, under the auspices of the Romanian Academy. It will appeal to teachers of modern languages no matter the level of instruction. The papers it contains deal with two main approaches of the teaching of languages in Europe, Asia, North America and South America: linguistics (theoretical linguistics: English, French, German, Serbian, and Swiss French; descriptive linguistics: Albanian, English, French, German, Italian, Romanian, Spanish and Serbian; applied linguistics: Albanian, Aromanian, Bahasa Malaysia, Bosnian, Croatian, English, German, Hungarian, Italian, Persian, Russian, Serbian, Spanish, and Turkish) and languages for specific purposes (Croatian, English, French, German, Japanese, Romanian, Russian, Ruthenian, Serbian, and Spanish).

Intercultural Language Activities offers practical teaching ideas which encourage learners to reflect on their own language and culture, as well as that of others. Topics covered in the fourteen chapters include childhood, food, sport, icons, politics and body language. The book also helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. It examines interview techniques, how people present themselves, and ways to interpret cultural symbols and characteristics, such as those found in postcards, advertisements and online newspapers. In engaging with these topics, learners become intercultural explorers and raise their level of communicative competence. This is an invaluable resource for any teacher who wishes to combine language learning with cultural exploration. In addition, the accompanying CD-ROM provides print-friendly photocopiable worksheets and reading texts which can be put to immediate use.

For teachers of English, connecting with non-native students can pose significant problems, but communication technologies may offer a viable solution. Cases on Communication Technology for Second Language Acquisition and Cultural Learning provides educators with valuable insight into methods and opportunities for using technology to teach students learning a foreign language. Theoretical and pragmatic cases illustrate teaching strategies and methodologies, hardware and software development, administrative concerns, and cross-cultural considerations with respect to effective educational technologies. Educators and students, as well as administrators and developers, will use this book to improve the effectiveness of second language curricula across a variety of intercultural perspectives.

Despite widespread agreement about the need to develop interculturally competent graduates, there is a lack of agreement about how this goal may be achieved in practice. This is significant as universities around the world, particularly in English-speaking countries, have espoused an interculturally-

aware vision for their future graduates and turned to language education, as an inherently intercultural activity, to expose students to a world which is linguistically and culturally different from their own. This book focuses on narrowing the gap between the often conflicting theoretical and practical imperatives faced by language teachers in an internationalised higher education context. It does so by providing comprehensive conceptual discussions of emerging critical intercultural language pedagogies as well as empirical accounts and case studies from the frontline.

International perspectives on intercultural learning are presented within a framework of cultures of learning related to education and language learning and use in academic contexts. Intercultural learning involves learners travelling to learn in a place where other cultures of learning are dominant and to which they are usually expected to adapt.

This volume responds to the growing need for intercultural approaches to teaching and learning languages. The central premise is that the aim of intercultural language teaching and learning is to foster effective communication and effective learning in spaces between cultures in order to prepare learners for global citizenship, but that the corresponding models and methods must emerge from the bottom-up in order to meet the needs of each unique context. The book offers a collection of successful experiences rooted in praxis. It shares the activities, methods, models, and approaches which have been developed within specific contexts. Thus, it offers an example of how to adopt an "intercultural perspective" in teaching and learning. The editors and contributors share the conviction that the experiences detailed here can be informative to the realities of all readers in the same way that their own practices have been informed by others.

"This book provides empirical studies on theoretical issues and outcomes in regards to the integration of innovative technology into language teaching and learning, discussing empirical findings and innovative research using software and applications that engage learners and promote successful learning"--Provided by publisher.

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and

technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching. Explorations of Language Teaching and Learning with Computational Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs.

Christopher J. Jenks thoroughly analyses the interactional effects of technology, and explores in detail the social and linguistic implications of communicating in second language chat rooms.

The exponential growth and development of modern technologies in all sectors has made it increasingly difficult for students, teachers and teacher educators to know which technologies to employ and how best to take advantage of them. The Routledge Handbook of Language Learning and Technology brings together experts in a number of key areas of development and change, and opens the field of language learning by exploring the pedagogical importance of technological innovation. The handbook is structured around six themes: historical and conceptual contexts core issues interactive and collaborative technologies for language learning corpora and data driven learning gaming and language learning purpose designed language learning resources. Led by fundamental concepts, theories and frameworks from language learning and teaching research rather than by specific technologies, this handbook is the essential reference for all students, teachers and researchers of Language Learning and TESOL. Those working in the areas of Applied Linguistics, Education and Media Studies will also find this a valuable book.

The APACALL Book Series covers a wide range of issues in computer-assisted language learning (CALL) and offers opportunities for CALL researchers and practitioners to engage in research and discussion on their areas of interest.This book provides an up-to-date view of the field of CALL for applied linguists, researchers, language teachers and teacher trainers. It explores various aspects of Internet-based language learning (IBLL) and presents the findings of recent work in IBLL that are of direct relevance to second/foreign language learning and teaching. In particular, it looks into Web-based language learning, course management systems, digital storytelling, online dictation exercises, Web authoring projects, Web-based portfolios and blogging.Chapter authors include Antonie Alm, Wai Meng Chan, Ing Ru Chen, Penelope Coutas, Michael J. Crawford, Iain Davey, Brian Gregory Dunne, Debra Hoven and Jeong-Bae Son.

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 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 role of technology in the learning process can offer significant contributions to help meet the increasing needs of students. In the field of language acquisition, new possibilities for instructional methods have emerged from the integration of such innovations. The Handbook of Research on Foreign Language Education in the Digital Age presents a comprehensive examination of emerging technological tools being utilized within second language learning environments. Highlighting theoretical frameworks, multidisciplinary perspectives, and technical trends, this book is a crucial reference source for professionals, curriculum designers, researchers, and upper-level students interested in the benefits of technology-assisted language acquisition.

Modern technology has enhanced many aspects of life, including classroom education. By offering virtual learning experiences, educational systems can become more efficient and effective at teaching the student population. Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments is a critical scholarly resource that examines experiences with virtual networks and their advantages for universities and students in the domains of writing, translation, and usability testing. Featuring coverage on a broad range of topics such as collaborative writing, project-based learning, and writing and translation practices, this book is geared towards administrators, teachers, professors, academicians, practitioners, and researchers seeking current research on multilingual writing and pedagogical cooperation in virtual learning environments.

The informative and wide-ranging essays in this second volume of Borgo Perspectives on Intercultural Communication, by authors from Britain, Bulgaria, Germany, India, Russia and Spain, look at intercultural communication in action--whether in television or the movies, in the press, on the internet, in student life, in school, in the work of translators and interpreters, or simply in the attempt to communicate with "the Other." The seventeen pieces include: FRANCIS JARMAN: Intercultural Communication; ARIT BREEDE: Studying Abroad to Encounter the Other?; VASCO DA SILVA: Qualitative Approaches to Students' Intercultural Experience; BERENIKE KUSCHEL, ELKE BOSSE & IOULIA GRIGORIEVA: Go.Intercultural!; HELENA DRAWERT: Biographical Research; JOACHIM GRIESBAUM: Using Social Information and Communication Tools to Foster Intercultural Exchange and Learning; THOMAS MANDL: Encountering Others Online; MARIA MÖSTL, CHRISTA WOMSER-HACKER & JOACHIM GRIESBAUM: Self-Expression in Online Networks; FRANCIS JARMAN:

The Hildesheim Intercultural Film Database; ANNE-KRISTIN LANGNER: Casting Shows and Culture; MANJU RAMANAN: Growing "Other"wise; DETELINA METZ & MADELEINE DANOVA: Encountering the Other; HANSJÖRG BITTNER: Words and Phrases; JESÚS BAIGORRI JALÓN & CONCEPCIÓN OTERO MORENO: Understanding the Other; FRANCIS JARMAN: Put the Signs Up, Take the Signs Down; EKATERINA SOFRONIEVA: In Quest of the Language Bridge; KLAUS SCHUBERT: Reducing Otherness. Francis Jarman has authored nine books for Borgo Press, including plays, a science fiction novel, a collection of essays, and three anthologies of essays by other writers. He lives and works in Germany. This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

A comprehensive introduction to the multidisciplinary field of intercultural communication, drawing on the expertise of leading scholars from diverse backgrounds.

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.

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.

This book is a valuable resource for teachers and other professionals who are looking for a proven way to increase cultural appreciation and awareness. New applications of the ABCs model of Cultural Understanding and Communication are presented and discussed in this new

volume, based on studies done in the United States, and Canada and Europe. In this ground-breaking project, the authors describe how the ABCs model complicated and challenged and changed the cultural perceptions of those who participated in it, even those who were initially highly resistant to such possibilities. At the heart of the project is the exchange of narratives – life stories that give insight into the cultural worlds of selves and others. In addition to the narratives, other instruments including the Transcultural Competence Scale (TCC), provide further evidence of the positive impact of the ABCs on participants' receptivity toward cultural differences. In the TRANSABCs project, researchers from both sides of the Atlantic invited teacher candidates, students who will become workplace and other professionals to write an autobiography (A) of themselves from various cultural perspectives, a biography (B) of an individual who is culturally different from themselves along particular dimensions, and to use these documents to conduct cross-cultural comparisons (C) between themselves and the person they interviewed. Furthermore, candidates developed culturally responsive ideas for the school or the workplace (C). These exchanges and analyses produced epiphanies and insights that translated into specific actions to improve cultural understanding and communication in classrooms and workplaces. Educators and professionals can take from these examples to inspire their own personal journey toward greater cultural understanding and sensitivity.

As the world becomes more globalized, student populations in educational settings will continue to grow in diversity. To ensure students develop the cultural competence to adapt to new environments, educational institutions must develop curriculum, policies, and programs to aid in the progression of cultural acceptance and understanding. Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners. It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues. Highlighting a range of topics such as intercultural communication, student diversity, and language skills, this multi-volume book is ideally designed for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Bringing together leading experts and scholars from around the world, this Handbook provides a comprehensive overview of the latest theories and research on intercultural competence. It will be a useful and invaluable resource to administrators, faculty, researchers, and students.

"This book explores the potential of utilizing medical data through the implementation of developed models in practical applications"--Provided by publisher.

Providing an overview of how online technology is being used for foreign language learning, this title assesses three different models of telecollaboration and covers theoretical approaches to online intercultural exchange as well as practical aspects.

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