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demonstrate that substantial intercultural
learning can and does occur in the modern
language classroom, and explores the features
of the classroom that support meaningful
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Awareness of plurilingual and intercultural
education ; Understanding the opportunities
in order to improve language/intercultural
teaching and learning environments ;
Understanding how complex the language
environment can be due to the interplay
between people/structures and culture and why

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Meaningful Stakeholders Potentials Languages For
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various stakeholders need to be included when
changing attitudes to language /
intercultural teaching and learning

~~Setting up learning environments where modern
languages ...~~

Many educators aim to engage students in
deeply meaningful learning in the language
classroom, often facing challenges to connect
the students with the culture of the language
they are learning. This book aims to
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language classroom, and explores the features

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Plurilingual education embraces all language learning, e.g. home language/s, language/s of schooling, foreign languages, and regional and minority languages. Intercultural learning supports the personal growth of learners and enhances social cohesion.

~~Thematic areas — European Centre for Modern
Languages~~

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The Modern Language Centre at King's College London is delighted to invite you to the International Symposium on Intercultural Communication and Chinese Language Teaching which is going to be held at the King's College London on Friday 28 June 2019.

Winner of the 2015-16 Kenneth W. Mildenberger Prize awarded by the Modern Language Association Many educators aim to engage students in deeply meaningful learning in the language classroom, often facing challenges

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to connect the students with the culture of the language they are learning. This book aims to demonstrate that substantial intercultural learning can and does occur in the modern language classroom, and explores the features of the classroom that support meaningful culture-in-language-learning. The author argues that transformative modern language education is intimately tied to a view of language learning as an engagement in meaning-making activity, or semiotic practice. The empirical evidence presented is analyzed and then linked to both the theorizing of culture-in-language-teaching

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This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram's pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond. The chapters address important theoretical and empirical work on the teaching, learning, and assessment of intercultural learning, and highlight how individual language educators and communities of practice enact intercultural learning in

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locally appropriate ways. The book offers comprehensive, up-to-date and accessible knowledge for researchers, teachers, teacher-trainers and students.

The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence. Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity, conceptions, beliefs and assumptions inside the learner's mind. As part of the changes, assessment is

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seen as an important means of enhancing the learning processes, emphasising the role of reflective self-assessment. The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning, intercultural learning, autobiographical knowledge and teacher development, together with the philosophical underpinnings of foreign language education.

This accessible book is written by teachers of modern languages and tackles the specifics

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Interkulturelle Kompetenz gilt in Zeiten der Globalisierung und Migration als eine der wichtigsten Schlüsselkompetenzen für viele Berufszweige und ist ein vorrangiges Ziel im schulischen und universitären Bildungssektor. Insbesondere für die fremdsprachliche Bildung wird die systematische Förderung interkultureller Kompetenz immer wieder eingefordert. Der vorliegende grenzüberschreitend ausgerichtete Band setzt

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den Akzent auf die empirische Erforschung
interkultureller Lern- und
Entwicklungsprozesse und auf die Frage der
Evaluation, und zwar vor allem im Kontext von
fremdsprachlichem Lernen. In the current age
of globalisation and migration, intercultural
competence is one of the most important key
competences in many professions and has
become a priority aim in school and
university education. The demand for a
systematic development of intercultural
competence is a constant concern in foreign
language education in particular. This
international volume emphasises the empirical

Online Library Intercultural Learning In Modern Language Education Expanding Investigation of processes of intercultural learning and development and the issue of assessment with particular reference to the context of foreign language learning.

Intercultural language education has redefined the modern languages agenda in Europe and North America. Now intercultural learning is also beginning to impact on English Language Teaching. This accessible book introduces teachers of EFL to intercultural language education by describing its history and theoretical principles, and by giving examples of

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Seminar paper from the year 2005 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 2,3, Bielefeld University, 4 entries in the bibliography, language: English, abstract: The discussion about aims, content and methods of foreign language lessons resulted in demands for a broader integration of intercultural learning. Jörg Roche, who dedicated one chapter of his book Interkulturelle Sprachdidaktik: Eine Einführung to the role of intercultural language didactics in the

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teaching and learning of foreign languages, makes specific suggestions about restructuring the traditional concepts of foreign language lessons. According to him, the best learning success is achieved when intercultural learning and foreign language teaching are integrated. He explains conclusively that language and culture are inseparably bound to one another. Roche also warns not to use isolated or poorly researched pieces of cultural information, since this would lead to a falsified image of the target culture and prevent the learners from authentic language use. Roche's appeal

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illustrates the growing need of intercultural communication. Young pupils in Germany do not only live in a country that maintains contact with cultures all over the world, but they are also part of a multicultural society that is mirrored by the school classes. Foreign language lessons offer the opportunity to help them deal with it and prepare them for living in a multicultural society. After the introduction of English as a foreign language as an obligatory school subject in the classes 3 and 4 of the primary schools in 2003, it is now possible for the young learners in Germany to exhaust their enormous

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language learning potential more effectively.
However, how they should be taught, and what
exactly, is still discussed extensively. The
new school subject made it necessary to
develop a new curriculum and new school
books, which were supposed to meet the needs
of the young foreign language learners and
the conditions of the guidelines. Considering
the textbooks Bumblebee 3 and Bumblebee 4
(Schroedel 2003) as examples, this paper
examines in how far the school books concur
with the regulations concerning intercultural
learning. Of course, school books do not
solely represent what is taught in the

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lessons; the way the teachers uses them and what they teach additionally must also be regarded for that. Yet, the books play a central role in the lessons. Tasks, content and especially the illustrations have much influence on how the lessons are perceived by the pupils. Furthermore, the pupils can take the books home where they can work autonomously.

Seminar paper from the year 2010 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 13, Justus-Liebig-University Giessen (Anglistik), course:

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Seminar: Teaching about Britain in the
Foreign Language Classroom, language:
English, abstract: When it comes to the
English foreign language classroom, often
people's first associations are grammar rules
or learning vocabulary. In fact, it needs
much more to learn a language and be able to
use it properly, than just achieving
grammatical skills and knowledge in terms of
vocabulary. In order to internalize and
successfully apply English as a foreign
language in spoken and written code, it will
not suffice to merely learn about syntax,
lexis, phonology and other features that

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structure the language. The learner should also be aware of the specific cultural background, which speakers of the English language have. Cultural awareness is necessary in order to show etiquette and avoid misunderstandings in intercultural communication. Thus, intercultural communicative competence is a quality, which helps speakers of English as a foreign language to successfully communicate with native speaker. English - as much as any other language - has developed over centuries and was shaped by culture. Therefore, intercultural learning plays an important

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role in foreign language learning and should be systematically integrated in the English foreign language classroom. As a matter of fact, English has become the official language of many nations worldwide and every nation developed its own history and culture, there are many cultures involved when it comes to learning about English culture. Since the English language originates from Britain, this term paper will focus on approaching British culture in the English foreign language classroom and its necessity for the development of an intercultural communicative competence. The term paper will

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commence by giving a definition of culture and what it has to do with language in general. In the next step, it examines the purpose and development of intercultural learning in the foreign language classroom. Finally, this term paper gives an overview of how intercultural learning can be approached. It works as a guide for teachers and offers practical examples for the English foreign language classroom with focus on British culture.

Seminar paper from the year 2005 in the
subject English - Pedagogy, Didactics,

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Literature Studies, grade: 2,3, Bielefeld University, 4 entries in the bibliography, language: English, abstract: The discussion about aims, content and methods of foreign language lessons resulted in demands for a broader integration of intercultural learning. Jörg Roche, who dedicated one chapter of his book *Interkulturelle Sprachdidaktik: Eine Einführung* to the role of intercultural language didactics in the teaching and learning of foreign languages, makes specific suggestions about restructuring the traditional concepts of foreign language lessons. According to him,

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the best learning success is achieved when intercultural learning and foreign language teaching are integrated. He explains conclusively that language and culture are inseparably bound to one another. Roche also warns not to use isolated or poorly researched pieces of cultural information, since this would lead to a falsified image of the target culture and prevent the learners from authentic language use. Roche's appeal illustrates the growing need of intercultural communication. Young pupils in Germany do not only live in a country that maintains contact with cultures all over the world, but they

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are also part of a multicultural society that is mirrored by the school classes. Foreign language lessons offer the opportunity to help them deal with it and prepare them for living in a multicultural society. After the introduction of English as a foreign language as an obligatory school subject in the classes 3 and 4 of the primary schools in 2003, it is now possible for the young learners in Germany to exhaust their enormous language learning potential more effectively. However, how they should be taught, and what exactly, is still discussed extensively. The new school subject made it necessary to

Online Library Intercultural Learning In Modern Language Education Expanding develop a new curriculum and new school books, which were supposed to meet the needs of the young foreign language learners and Education

Language Learning and Intercultural Understanding in the Primary School shows how to deliver a progressive and holistic embedded language curriculum. It provides guidance on inclusive approaches for students with English as an additional language, including native speakers in the target language as well as language awareness activities that maximise links with learning in English. Practical and accessible, it

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contains classroom examples, plans, resources and pedagogical approaches all underpinned by theory, research and practice. Each chapter examines specific themes relating to language, culture, identity and wellbeing, providing rich discussions and a range of perspectives. Case studies 'bring to life' the examples provided, and reflection points offer the reader the opportunity to pause and consider an idea, resource, or challenging concept before moving on. Presenting a lived narrative of shared voices, the authors invite readers to learn about their own cultural and linguistic identities and how

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these relate to their practice. This is a
must-read for teachers, language specialists
and school leaders who wish for a clear
rationale for the role of language, culture,
identity and wellbeing within and beyond the
curriculum.

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