

Ethnic Identity and Intercultural Awareness in Modern Language Teaching

*Tilka Model for Ethnic
Conflicts Avoidance*

Vesna Mikolic



And Identity Intercultural Awareness Language Teaching

Michael Byram

And Identity Intercultural Awareness Language Teaching:

Culture and Identity through English as a Lingua Franca Will Baker, 2015-07-01 The use of English as a global lingua franca has given rise to new challenges and approaches in our understanding of language and communication One area where ELF English as a lingua franca studies both from an empirical and theoretical orientation have the potential for significant developments is in our understanding of the relationships between language culture and identity ELF challenges traditional assumptions concerning the purposed inexorable link between a language and a culture Due to the multitude of users and contexts of ELF communication the supposed language culture and identity correlation often conceived at the national level appears simplistic and naive However it is equally naive to assume that ELF is a culturally and identity neutral form of communication All communication involves participants purposes contexts and histories none of which are neutral Thus we need new approaches to understanding the relationship between language culture and identity which are able to account for the multifarious and dynamic nature of ELF communication

Routledge Encyclopedia of Language

Teaching and Learning Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level

Ethnic Identity and Intercultural Awareness in Modern Language Teaching Vesna Mikolič, 2016 This monograph applies several modern approaches to ethnic studies sociolinguistics intercultural education and transactional analysis and consequently introduces a new L1 and L2 teaching model TILKA Teaching Interculturality through Language and Literature for Conflicts Avoidance It includes an intercultural and interdisciplinary approach which integrates language and literature teaching through research and activity as well as the principles and methods of transactional analysis especially the power game in the drama triangle model The TILKA model is engaged in helping teachers education policy makers and researchers to find ways to strengthen possibilities to peaceful interethnic and intercultural coexistence Tilka is the title of the 19th century Slovenian short story of a marriage attempt by a clumsy and physically weak peasant boy Tilka It is a great psychological sketch of a little man who on one hand warns against society's inadequate attitude towards the different and on the other hand emphasizes the importance of the social skills development for interpersonal contacts and overcoming conflict situations All of this is also offered by the TILKA teaching model Within this model teaching language and literature is based on life situations and authentic materials Fiction and non fiction texts are used as a starting point for discussions and comparisons of different cultures and societies on very complex and problematic social areas In this way the students develop critical cultural awareness on the cognitive emotional and active level which is developed simultaneously with the communicative and reading competence Thus the students are achieving intercultural communicative competence Language therefore is taught simultaneously with culture including literature regardless of whether it is the first or the second foreign language In addition learning language through literature allows students to identify and acquire

communication patterns which according to the theory of transactional analysis are essential for effective communication. Through this they can evaluate their own role through interaction the Persecutor the Victim or the Rescuer and are able to stand out from harmful relations in the power triangle. Each learning unit contains four steps the approach to the topic a linguistic and a stylistic part becoming absorbed in the topic and applying the topic. In fact the whole book is a presentation of theories and concepts that are part of this teaching model. The first three chapters contain a review of significant findings on phenomena connected with ethnicity and communicative competence and shed light on innovative concepts of ethnic identity, interethnic awareness, communicative competence and intercultural communicative competence. The fourth chapter presents different approaches of the intercultural education while the fifth chapter applies the findings relating the intercultural communicative competence to the specific language teaching and learning methods of the TILKA model. They are based on the theory of intercultural education connected with intercultural pragmatics theory of the cultural keywords, philological concept of language and literature, transactional analysis and constructivism in education. The presentation of the model is followed by an example of a concrete learning unit in which teachers can find concrete proposals for its implementation.

The Handbook of Plurilingual and Intercultural Language Learning Christiane Fäcke, Xuesong (Andy) Gao, Paula Garrett-Rucks, 2024-11-08 The most up to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice. The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field. The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language. Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning, describes core pedagogical concepts in different contexts, discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories. In depth chapters address code switching and translanguaging, equity in foreign language learning, intercultural sensitivity, technology enhanced learning, world Englishes, the role of language policy in nation building, the situations of migrants in language classrooms and more. A field defining overview of the latest research on the science of language education and acquisition. The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile. Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world. Discusses future trends in language education, policy assessment and teacher training in light of new attitudes about language, community and statehood. Features contributions from a wide range of scholars reflecting different cultural, linguistic, regional and ideological perspectives. Introduces European research discourses on intercomprehension into the English

speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication *Transcultural Communication Through Global Englishes* Will Baker, Tomokazu Ishikawa, 2021-06-28 This textbook introduces current thinking on English as a global language and explores its role in intercultural and transcultural communication It covers how English functions as a lingua franca in multilingual scenarios alongside other languages in a wide variety of global settings and the fluid and dynamic links between English other languages and cultural identities and references The implications for English language teaching ELT academia business and digital communication are explored Contemporary research and theory are presented in an accessible manner illustrated with examples from current research and supported with discussions and tasks to enable students to relate these ideas to their own experiences needs and interests Each chapter contains activities to help students orientate towards the topic reflect on personal experiences and opinions and check their understanding Additionally a detailed glossary of key terminology in Global Englishes and Intercultural Communication is provided Exploring in depth the links between Global Englishes Intercultural Communication research and Transcultural Communication research this is key reading for all advanced students and researchers in Global or World Englishes English as a Lingua Franca ELF and Intercultural Communication *Developing ELF Programmes for Language Teaching* Tomokazu Ishikawa, Paul McBride, Ayako Suzuki, 2025-10-20 This book explores the possibilities of designing implementing and evaluating an English language teaching programme based on research in English as a lingua franca ELF Drawing on the editors and authors experiences in applying ELF research to pedagogy within a university setting the book challenges epistemological and institutional structures that position discrete constructs of the English language as central in pedagogy *Digital Technology and Language Teaching* Aby John, 2026-02-19 In today's digital age language teaching is undergoing a profound transformation The convergence of technology and language learning has unlocked unprecedented opportunities for innovation and growth Digital platforms multimedia resources and interactive tools are redefining the way languages are taught and learned This book explores the frontiers of digital technology in language teaching shedding light on its potential to enhance language acquisition boost learner engagement and foster global communication From theoretical foundations to practical applications this comprehensive volume provides a nuanced understanding of the complex relationships between technology language and learning By examining the benefits and challenges of digital language learning this book aims to inform educators researchers and policymakers about the effective integration of technology in language teaching With its cutting edge insights and expert contributions this book is an indispensable resource for anyone seeking to harness the power of digital technology to transform language learning This volume will be of significant interest to educators researchers and

policymakers due to its comprehensive exploration of the intersection of digital technology and language teaching It will also serve as a valuable resource for language learners seeking to understand the role of technology in language acquisition

Intercultural and Transcultural Awareness in Language Teaching Will Baker,2022-04-07 The central aim of language teaching is typically to prepare learners to communicate through the language learnt However much current language teaching theory and practice is based on a simplistic view of communication that fails to match the multilingual and intercultural reality of the majority of second language L2 use This Element examines the relationship between language and culture through an L2 in intercultural and transcultural communication It puts forward the argument that we need to go beyond communicative competence in language teaching and focus instead on intercultural and transcultural awareness Implications for pedagogic practice are explored including intercultural and transcultural language education Teaching and Learning Second Language Pragmatics for Intercultural Understanding Troy McConachy,Anthony J.

Liddicoat,2021-11-29 This collection argues for the need to promote intercultural understanding as a clear goal for teaching and learning pragmatics in second and foreign language education The volume sees the learning of pragmatics as a challenging yet enriching process whereby the individual expands their capacity for understanding how meaning making processes influence social relationships and how assumptions about social relationships shape the interpretation and use of language in context This locates pragmatics within a humanistically oriented conception of learning where success is defined relative to the enrichment of human understanding and appreciation of difference The book argues that intercultural understanding is not an add on to language learning but central to the learner s ability to understand and construct meaning with individuals from diverse linguistic and cultural backgrounds Chapters analyse teachers and learners ways of making sense of pragmatics how their assumptions about social relationships impact their perceptions of language use and how reflection on pragmatic judgments opens up possibilities for developing intercultural understanding This book will be of interest to students and scholars in intercultural communication language education and applied linguistics Language

Learning and Intercultural Understanding in the Primary School Wendy Cobb,Virginia Bower,2021-11-29 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 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 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 **Language and Culture in the Intercultural World** Vesna Mikolič,2020-12-09 The intensification of contacts between cultures and languages has a major impact on all social spheres today Multiculturalism and multilingualism are important elements of the local regional national and global community Much of the world's conflict stems from the contrast between globalization and nationalism fuelled by religious racial divisions traditions and other cultural particularities Focusing mainly on the situation in Central and South eastern Europe this book addresses how cultural identities develop through tourism education literature and other social fields and how language and literature teaching should be planned in this context It consists of the following sections Language Culture and Tourism Interculturalism Multilingualism and Approaches to Language Learning and Culture in Literature and Translation The volume will be of interest to teachers and researchers of cultural and tourism studies linguistics and language learning literary studies and translation while also addressing wider readers interested in contemporary intercultural society

Ethnic Identity and Interethnic Awareness in Modern Language Teaching

Vesna Mikolič,2016 This monograph applies several modern approaches to ethnic studies sociolinguistics intercultural education and transactional analysis and consequently introduces a new L1 and L2 teaching model TILKA Teaching Interculturality through Language and Literature for Conflicts Avoidance It includes an intercultural and interdisciplinary approach which integrates language and literature teaching through research and activity as well as the principles and methods of transactional analysis especially the power game in the drama triangle model The TILKA model is engaged in helping teachers education policy makers and researchers to find ways to strengthen possibilities to peaceful interethnic and intercultural coexistence Tilka is the title of the 19th century Slovenian short story of a marriage attempt by a clumsy and physically weak peasant boy Tilka It is a great psychological sketch of a little man who on one hand warns against society's inadequate attitude towards the different and on the other hand emphasizes the importance of the social skills development for interpersonal contacts and overcoming conflict situations All of this is also offered by the TILKA teaching model Within this model teaching language and literature is based on life situations and authentic materials Fiction and non fiction texts are used as a starting point for discussions and comparisons of different cultures and societies on very complex and problematic social areas In this way the students develop critical cultural awareness on the cognitive emotional and active level which is developed simultaneously with the communicative and reading competence Thus the students are achieving intercultural communicative competence Language therefore is taught simultaneously with culture including literature regardless of whether it is the first or the second foreign language In addition learning language through literature allows students to identify and acquire communication patterns which according to the theory of transactional analysis are essential for effective communication Through this they can evaluate their own role through interaction the Persecutor the Victim or

the Rescuer and are able to stand out from harmful relations in the power triangle Each learning unit contains four steps the approach to the topic a linguistic and a stylistic part becoming absorbed in the topic and applying the topic In fact the whole book is a presentation of theories and concepts that are part of this teaching model The first three chapters contain a review of significant findings on phenomena connected with ethnicity and communicative competence and shed light on innovative concepts of ethnic identity interethnic awareness communicative competence and intercultural communicative competence The fourth chapter presents different approaches of the intercultural education while the fifth chapter applies the findings relating the intercultural communicative competence to the specific language teaching and learning methods of the TILKA model They are based on the theory of intercultural education connected with intercultural pragmatics theory of the cultural keywords philological concept of language and literature transactional analysis and constructivism in education The presentation of the model is followed by an example of a concrete learning unit in which teachers can find concrete proposals for its implementation

Intercultural Language Teaching and Learning Anthony J. Liddicoat, Angela Scarino, 2013-04-22

This wide ranging survey of issues in intercultural language teaching and learning covers everything from core concepts to program evaluation and advocates a fluid responsive approach to teaching language that reflects its central role in fostering intercultural understanding Includes coverage of theoretical issues defining language culture and communication as well as practice driven issues such as classroom interactions technologies programs and language assessment Examines systematically the components of language teaching language itself meaning culture learning communicating and assessments and puts them in social and cultural context Features numerous examples throughout drawn from various languages international contexts and frameworks Incorporates a decade of in depth research and detailed documentation from the authors collaborative work with practicing teachers Provides a much needed addition to the sparse literature on intercultural aspects of language education

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

Second Language Learning and Identity Mika Yoshimoto, 2008 This book is largely about second language learning and identity construction It is based on a unique hybrid design of case study and autoethnography In addition diary study plays an important role in allowing the participants to express themselves in a self reflective way The author examines and discusses with the participants of her research the everyday struggles of Japanese women in Canada who are trying to learn

English Of particular interest to this study was the role of metaphor in language which constructs our conceptual framework in a manner consistent with sociocultural theory and critical theory Also Foucault s discourse theory plays a prominent role particularly with regards to diary interviews and group meetings in that it sees identity and discourse as being profoundly interrelated and inseparable Thus by examining discourse we can become more aware of changes in identity With regards to the context of this study with respect to other research the author believes that there is a significant connection to Bonny Norton s notion of investment rather than motivation with regards to how invested a second language learner feels in his or her studies Also Hongyu Wang who writes extensively in the style of autoethnography has helped me come to understand my journey that generates feelings of exclusion repression and alienation Bakhtin s notion of multiple voices was also very important to the author as she discussed identity as constantly shifting layered voices in multiple contexts In second language learning research there is very little attention paid to the perspective of the learner with regards to how they feel and their identity Most other research in this area looks at particular linguistic functions such as syntax morphology etc This research is also a documentation of the author s personal journey as she was a participant in her own research The importance of narratives is also something that the author found was largely ignored in second language research For this reason the author ensured that it was central to her work When the author first began this research her aim was to help Japanese women who were studying English understand the changes in identity that they were experiencing However as her research progressed she saw that this research would benefit all students pursuing a second language all teachers of second languages as well as researchers in SLA and curriculum theorists The use of haiku throughout the thesis is a particularly unique reflection of poetic discourse Autoethnography has also recently grown in popularity in terms of its use in research and is used extensively throughout this work The use of the liminal space doubling space in between space Third Space notion in the exploration of identity and its transformation in this work is also quite interesting Through this research the author has uncovered a profound connection between language and identity For Japanese women learning English is both liberating and unsettling This beautifully written work will be an important book for all involved in second language learning curriculum theorists as well as researchers concerned with connections between language and identity poetic inquiry and discourse narrative theory and autoethnography *Investigating the Role of Language in the Identity Construction of Scholars* John Adamson,Vuyisile Mathew Ngoqo,Sivakumar Sivasubramaniam,2016-09-23 Many people across the globe are today experiencing an era characterised by increasingly dynamic population mobility It is consequently a time where previously held assumptions about individual and group identities and about the social and political semiotics that shape them seem inadequate Languages and cultures are at the heart of what has been termed this superdiversity In contemporary superdiverse societies the question of language poses a particularly difficult challenge with new cultural realities giving rise to new questions In such circumstances how can linguistic and cultural identities be defined The future is likely to witness

tensions and oppositions between centrifugal and centripetal forces and tendencies towards globalisation allow some to suggest that culture is becoming increasingly uniform. This book illustrates the narrowness and reductiveness of such suggestions and underlines the importance of embracing centrifugal forces. Central to this and to the practices argued for in this book is the need for greater intercultural awareness on the part of teachers, curriculum planners, teacher educators and of course their students. The book explores major hindrances to communication in the way in which we over generalise stereotype and reduce the people with whom we communicate to something different or less than they are.

The

Intercultural Dimension of Foreign Language Teaching, Learning and Assessment: Theory and Practice

Aydan IRGATOĞLU, Gülsev PAKKAN, Özkan KIRMIZI, Muhammed KÖK, Burcu KOÇ, Derya TUZCU EKEN, GÜLÜMSER EFE OĞLU, Hayriye AVARA, Naile CANLI, Çağla ATMACA, Ömer ÖZER, Cihan TEKİN, Peri ASLAN, Sevcan ASLİHAN İLERİ, Şerife DURNA, Zamzagul SULEIMENOVA, 2024-03-22

When foreign language teaching, learning and evaluation are viewed through an intercultural lens, it becomes clear that language has evolved into a process that includes intercultural interaction and understanding rather than simply teaching words and grammatical rules. In this context, culture, which is an inherent part of language, is an important factor that enriches and adds meaning to language learning. The intercultural dimension of foreign language teaching aims to provide students with context and communication skills that extend beyond language.

Understanding that language is more than just words and grammatical rules allows students to better understand the societies and cultures in which the language is used. The intercultural dimension in language teaching informs students about the social norms, traditions, behavioural patterns and values of the societies in which the language is spoken. This allows the language learner to interact more effectively with his or her contacts while also developing culturally sensitive communication skills. Furthermore, the intercultural dimension of language learning provides an opportunity to understand how the language is used in real life. Language is more than just the act of putting words together; it also includes the ability to understand how to interact within a community using those words. For example, teaching students cultural elements such as everyday expressions, traditional rituals, expressions and slang enriches their practical language use. The intercultural dimension in assessment processes takes into account students' language proficiency not only through grammar and vocabulary but also how they communicate in a cultural context. Exams and performance assessments can be tailored to evaluate students' cultural sensitivity, expressiveness and language skills in a cultural setting. The current curriculum and the design of new curricula are critical in language learning. Curriculum design is a planning and organizing process that guides educational processes. Curriculum design and intercultural competence play an important role in enriching educational programs and providing students with a global perspective. When intercultural competence is integrated into this design, students have the opportunity to learn about elements of different cultures such as art, literature, history and language. This broadens students' perspectives and helps them understand cultural diversity. Integrating intercultural competence into

curriculum design aims to help students develop intercultural communication skills Aside from grammar and vocabulary communication skills include intercultural sensitivity empathy and effective communication techniques Intercultural communication skills are developed by giving students opportunities to interact with people from various cultures Improving intercultural communication skills has become a key learning objective in today s globalized world In the classroom students can learn intercultural communication skills through a variety of effective practices Intercultural discussions in the classroom cultural exchange programs culturally themed project studies participation in cultural events intercultural communication simulations and intercultural sensitivity training are all effective studies that promote learning through experience while also strengthening cultural interaction in language teaching These classroom practices are designed to provide students with the skills and awareness required for successful intercultural communication This allows students to acquire not only language knowledge but also the social skills required for successful intercultural interaction This book examines teaching learning and the intercultural dimension in language education both theoretically and practically The book which includes original research offers new perspectives for teachers by addressing developmental methods We would like to thank the authors and experts who contributed to the present book We d like to thank the entire publishing house team for their contributions to publish this book

Encyclopedia of Language and Education Nancy H. Hornberger,2007-11-20 In this second fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including two new volumes of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of sociogeographic experience in the field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage

Developing Intercultural Language Materials Freda Mishan,Tamas Kiss,2024-03-29 Developing Intercultural Language Materials puts intercultural competence at the forefront of the learning agenda It unpicks its underlying theory and provides a framework and practical methodologies for practitioners providing a toolkit for them to create their own learning materials and design their own classroom activities to nurture intercultural competence This innovative book showcases some of the new ways language teachers in practice successfully integrate this essential skill into their curricula Directions for further research pulling out recurring threads in this book such as critical pedagogy and cultural sensibility offer opportunities for professional development This research grounded and action oriented text is essential reading for language and cultural studies practitioners who want to help their students thrive in today s multicultural world

An Intercultural Approach to English Language Teaching John Corbett,2022-03-02 This is a thoroughly revised updated and expanded edition of a practical introduction to intercultural education for teachers of English as a second language It provides a concise summary of the intellectual and pedagogical traditions that have shaped intercultural language education from ethnography to critical

pedagogy and cultural studies. The book offers clear illustrations of the practical impact of these traditions on curriculum design, classroom activities and assessment. As well as addressing developments in the field since the publication of the 1st edition, this new edition also reflects on the impact of online resources for English language education. The book continues to make a powerful case for developing intercultural as well as linguistic competences and will remain invaluable reading for English language teachers across the world.

Embark on a transformative journey with Written by is captivating work, Discover the Magic in **And Identity Intercultural Awareness Language Teaching**. This enlightening ebook, available for download in a convenient PDF format PDF Size: , invites you to explore a world of boundless knowledge. Unleash your intellectual curiosity and discover the power of words as you dive into this riveting creation. Download now and elevate your reading experience to new heights .

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And Identity Intercultural Awareness Language Teaching Introduction

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