

## An Intercultural Approach To English Language Teaching Languages For International Communication And Education

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An Intercultural Approach to English Language Teaching (Languages for Intercultural Communication and Education Book 7) eBook: Prof. John Corbett: Amazon.co.uk: Kindle Store

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Intercultural communicative competence is an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes. Intercultural awareness skills.

~~Intercultural Learning 1 | Teaching English | British ...~~

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Read more about the benefits of an intercultural classroom here. By using the existing resources and with a bit of creativity, teachers can incorporate elements of intercultural learning in their lessons. We bring you 5 ideas to integrate intercultural learning in your classroom: photo by AFS Argentina & Uruguay 1.

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Sep 03, 2020 tips for teaching culture practical approaches to intercultural communication Posted By Beatrix PotterLtd TEXT ID e775de33 Online PDF Ebook Epub Library TIPS FOR TEACHING CULTURE PRACTICAL APPROACHES TO INTERCULTURAL COMMUNICATION INTRODUCTION : #1 Tips For Teaching Culture Practical Publish By Beatrix Potter,

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 classroom tasks.

This book addresses recent developments in medical and language education. Both fields have broadened their focus on clinical expertise and linguistic skills to address issues of cultural competence. The book re-imagines the language classroom in medical settings as an arena for the exploration of values and professional identity.

This volume provides a strong theoretical introduction to the field of intercultural communication, offering practical examples of classroom activities, as well as presenting empirical research which demonstrates that intercultural communicative competence (ICC) can be developed effectively in specially tailored courses adjusted to the needs of learners. It presents a novel model of intercultural sensitivity assessment, and outlines the results of research into intercultural communicative competence conducted among the students of English Language Studies in state colleges in Poland. The cultural component in developing ICC as an extra-linguistic determinant is assigned particular prominence in the book. A thorough analysis of the empirical material collected from participant observation, the administered questionnaires and interviews allowed the most common values and attitudes held as components of intercultural sensitivity to be identified. The obtained findings are subsequently analyzed to predict the potential areas of communication misunderstandings and failures between Polish learners of English and representatives of other cultures.

This book addresses recent developments in medical and language education. In both fields, there have been methodological shifts towards 'task-based' and 'problem-based learning'. In addition, both fields have broadened their focus on clinical expertise and linguistic skills to address issues of cultural competence. English in Medical Education responds to these changes by re-imagining the language classroom in medical settings as an arena for the exploration of values and professional identity. The chapters cover topics such as the nature of cultural competence; how to understand spoken discourse in a range of medical settings; the use of tasks and problems in language education for medics; the development of critical skills and the use of literature and visual media in language education for doctors. It will interest everyone teaching English for Medical Purposes.

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 classroom tasks.

The chapters in this book all address the significance of the relationship between the aims and methods of language teaching and the contexts in which it takes place. Some consider the implications for the ways in which we research language teaching; others present the results of research and development work.

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 a practical set of guidelines for people wishing to communicate professionally in Japan, following the model of the similar book by Kelm and Victor on Brazil. Good communication requires more than knowing the language. Haru Yamada, Orlando Kelm, and David Victor, seasoned cross-cultural trainers for businesspeople, provide a guide through Victor's LESCANT model (Language, Environment, Social Organization, Context, Authority, Nonverbal, and Time). Each chapter addresses one of these topics and demonstrates how to evaluate the differences between Japan and North America, presenting examples to help people avoid common communication mistakes. The book is generously peppered with photographs to provide visual examples. The authors complete the book with a case study chapter on a business interaction between Japanese and North Americans (NA). They then gathered comments from various NA professionals working in Japan and Japanese working with US professionals about the interactions in the case, providing helpful observations about the situation. The book straddles some language and communication topics, international relations, and reaches into the business community, a strong academic program at GU, presenting us with a new opportunity to reach a wider audience.

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.

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