— Chapter 15

Written Texts and Cultural Readings

Janet Swaffar

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The thesis of this paper is a simple one: cultural differences must be discovered as dialogic practices, not learned as monologic features. Cultural differences are found in mutually defining networks of practices, not inventories of practices: in patterns of behavior, not in behaviors as such. The most consistent cultural networks are located in authentic texts for listening, viewing, or reading. One working definition of authentic materials is that they were originally produced by native speakers to be read by native speakers. As artifacts of the second language's culture, such texts present the second language learner with social functions familiar in many, perhaps all, cultures. Yet at the same time they depict concrete situations that are culture specific. In other words, authentic texts offer readers case studies of fundamental human relationships, needs, and social institutions such as kinship, ritual behavior, social status, governance, or eating arrangements as they are manifested in the unfamiliar culture.*

CULTURAL MISREADINGS AND L2 COMPREHENSION

To illustrate, a marriage ritual is common to most cultures. Even where formal ceremonies seem quite similar, however, the broader significance of what is happening—its social meaning—may diverge radically from one culture to the next. Steffensen and her colleagues (1979) did a now classic study a decade ago with students from America and India. Descriptions of American and Indian weddings were read by both groups. Although the two texts were in English, recall was consistently higher for the text from each group's own culture—its C1. Differences were qualitative as well as quantitative. Consistently, connotations diverged with

Text And Context Cross Disciplinary Perspectives On Language Study

Rachel Sandford

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Text and Context Claire J. Kramsch, Sally McConnell-Ginet, 1992 The papers in this volume stemming from the Fourth Annual conference of the Consortium for Language Teaching and Learning explore the relationships between form and meaning in language use **Text and Context** Claire Kramsch, Sally McConnell-Ginet, 1992 Fossilization in Adult Second Language Acquisition Zhaohong Han, 2004 This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research which is why are learners adults in particular unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language adequate motivation to learn and sufficient opportunity to practice **Cross-Cultural Interaction: Concepts,** Methodologies, Tools, and Applications Management Association, Information Resources, 2014-01-31 In a globalized society individuals in business government and a variety of other fields must frequently communicate and work with individuals of different cultures and backgrounds Effectively bridging the culture gap is critical to success in such scenarios Cross Cultural Interaction Concepts Methodologies Tools and Applications explores contemporary research and historical perspectives on intercultural competencies and transnational organizations. This three volume compilation will present a compendium of knowledge on cultural diversity and the impact this has on modern interpersonal interactions Within these pages a variety of researchers scholars professionals and leaders who interact regularly with the global society will find useful insight and fresh perspectives on the field of cross cultural interaction **Applied Language Learning** ,1994

Learner Contributions to Language Learning Michael Breen, 2014-09-15 Since it was first established in the 1970s the Applied Linguistics and Language Study series has become a major force in the study of practical problems in human communication and language education Drawing extensively on empirical research and theoretical work in linguistics sociology psychology and education the series explores key issues in language acquisition and language use What the learner contributes is central to the language learning process Learner Contributions to Language Learning provides a uniquely comprehensive account of learners personal attributes their thinking their feelings and their actions that have been shown to have an impact upon language learning Containing specific chapters from leading names in the field this book provides both a review of what has been discovered from previous research and identifies important future directions for research on learner contributions It is a landmark volume setting the agenda for language learning research in the 21st century and it provides invaluable information for all those engaged in language teaching The contributors to the volume are Michael P Breen Bonny Norton Anna Chamot Rebecca Oxford Rod Ellis Anna Pavlenko James P Lantolf Anita Wenden Diane Larsen Freeman Collaborative Writing in L2 Classrooms Neomy Storch, 2013-07-04 In this first book length treatment of collaborative writing in second language L2 classrooms Neomy Storch provides a theoretical pedagogical and empirical rationale for the use of collaborative writing activities in L2 classes as well as some guidelines about how to best implement

such activities in both face to face and online mode The book discusses factors that may impact on the nature and outcomes of collaborative writing and examines the beliefs about language learning that underpin learners and teachers attitudes towards pair and group work The book critically reviews the available body of research on collaborative writing and identifies future research directions thereby encouraging researchers to continue investigating collaborative writing activities

Educating Immigrant Children Charles L. Glenn, Ester J. De Jong, 1996-08-01 This study is concerned with the ways in which a dozen knowledge based societies of Western Europe and the English speaking world respond to unprecedented cultural and linguistic diversity resulting from the flow of immigrants and refugees since World War II It asks how public policy has sought to use schooling to minimize the potentially divisive and inequitable effects of this diversity and to provide opportunities to the children of immigrants It asks also how the nature of each of these societies affects the meaning of integration into each of them Content and Language Integrated Learning María Luisa Carrió-Pastor, 2009 The adoption of Content and Language Integrated Learning CLIL in Higher Education teaching has been widespread This learning strategy has developed the need to learn foreign languages and to communicate with people with different cultural backgrounds Culture learning should be part of language and content teaching as Higher Education involves language skills topic comprehension and sociological capabilities Teachers explore new teaching strategies which imply diverse goals and focus on different cultural backgrounds The contributions of this book comment the multicultural awareness of the students involved in learning another language and the facts implied in teaching in a multicultural environment **Ecology of** Language Acquisition J.H. Leather, Jet van Dam, 2013-03-09 While most research on language acquisition continues to consider the individual primarily in closed system terms Ecology of Language Acquisition emphasizes the emergence of linguistic development through children's and learners interactions with their environment spatial social cultural educational and so on bringing to light commonalities between primary language development child and adult second language learning and language acquisition by robots Such a situated context responsive perspective on acquisition is able to interrelate insights from a variety of paradigms and disciplines while avoiding unjustifiable appeals to normativity The theoretical and empirical studies presented here challenge a number of dominant ideas in language acquisition theory and mark an important new research orientation This work should be of interest to language acquisition researchers and professionals in a wide range of specialisms

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