## SOCALLT'02

CREATING CROSS-CULTURAL
COMMUNICATION:
A CRITICAL GOAL OF
TECHNOLOGY-ENHANCED
LANGUAGE INSTRUCTION

UTE S. LAHAIE, EDITOR

**Gerrard Mugford** 

**Socallt '02** Ute S. Lahaie, 2002 This publication is a record of the sessions presented during the annual conference of the South Central Association for Language Learning Technology SOCALLT held at the University of Colorado in Boulder on April 13 14 2002 All authors are current members of the organization The articles of these proceedings focus on a variety of issues dealing with the integration of technology into the foreign language curriculum the role of technology in the teaching and learning process language media development professional development and language center management '05 Scott Williams, Ute Lahaie, 2006-08 SOCALLT 05 is the seventh publication of the series documenting the sessions presented during the annual conferences of the South Central Association for Language Learning Technology SOCALLT This publication is a record of the sessions presented during the 2005 conference held at the Southeastern Louisiana University in Hammond LA on February 4 5 2005 All authors are current members of the organization The articles of these proceedings focus on a variety of issues such as new technologies for language learning the integration of technology into the foreign language curriculum the role of technology in the teaching and learning process language materials development and web Cross-Cultural Perspectives on Technology-Enhanced Language Learning Tafazoli, enhanced language instruction Dara, Gomez Parra, M. Elena, Huertas-Abril, Cristina A., 2018-06-08 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

Multiculturalism and Technology-Enhanced Language Learning Tafazoli, Dara, Romero, Margarida, 2016-11-30 The implementation of technological tools in classroom settings provides significant enhancements to the learning process When utilized properly students can achieve better knowledge and understanding Multiculturalism and Technology Enhanced Language Learning is a critical source of research for the latest perspectives on the intersection of cross cultural studies and technology in foreign language learning classrooms Highlighting pertinent topics across a range of relevant coverage such as

mobile learning game based learning and distance education this book is ideally designed for educators researchers academics linguists and upper level students interested in the latest innovations for language education Cultures in the Language Classroom, Second Edition Andrea DeCapua, Ann C. Wintergerst, 2016-01-28 A MICHIGAN TEACHER TRAINING title Teachers are often in the forefront of today's cross cultural contact whether in the language classroom or in the K 12 or university college classroom but they are not always prepared to handle the various issues that can arise in terms of cross cultural communication. The intent of this book is to make education in cross cultural awareness accessible to a broad range of teachers working in a variety of educational settings Crossing Cultures in the Language Classroom attempts to balance theory and practice for pre service and in service teachers in general education programs or in ESL EFL bilingual and foreign language teacher training programs as well as cross cultural awareness workshops This book is unique in that it combines theory with a wide range of experiential activities and projects designed to actively engage users in the process of understanding different aspects of cross cultural awareness. The goals of the book are to help readers expand cultural awareness of one s own culture and that of others achieve a deeper understanding of what culture is and the relationship between culture and language acquire the ability to observe behaviors in order to draw conclusions based on observation rather than preconceptions understand and implement observations of cultural similarities and differences develop an attitude of tolerance toward cultural differences and move away from the single story. The new edition has been thoroughly updated and includes a Suggested Projects section in each chapter This section provides opportunities for users of the text to explore in greater depth an area and topic of interest It also includes even more Critical Incidents brief descriptions of events that depict some element or elements of cultural differences miscommunication or culture clash Critical Incidents develop users ability to analyze and understand how multiple perspectives of the same situation are rooted in differing culturally influenced beliefs behaviors norms of interaction and worldviews The Critical Turn in Language and Intercultural Communication Pedagogy Maria Dasli, Adriana Raquel Díaz, 2016-09-13 This edited research volume explores the development of what can be described as the critical turn in intercultural communication pedagogy with a particular focus on modern foreign language education The main aim is to trace the realisations of this critical turn against a background of unequal power relations and to illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order The volume takes as a starting point the idea that criticality draws on a number of intellectual traditions which do not always focus on social and political critique and argues that because ideological hegemony impacts on the meanings that people create and share intercultural communication pedagogy ought to locate itself within wider socio political contexts With reference points drawn from critical and transnational social theory critical pedagogy and intercultural theory contributors to this volume provide readers with powerful ways that show how this can be achieved and together assess the impact that their understanding of criticality can make on modern foreign language

education The volume is divided into three major parts namely theorising critically researching critically and teaching Developing Cross-Cultural Relational Ability in Foreign Language Learning Gerrard Mugford, 2021-07-22 By critically reconceptualizing successful communication in a foreign language as an enjoyable and uplifting experience this volume moves beyond a focus on grammatical accuracy and fluency to foreground the ways in which foreign language learners can be encouraged to build on previous achievements and communicative successes in the target language and so develop confidence commitment and cross cultural relational ability Building on Mugford's previous volume Addressing Difficult Situations in Foreign Language Learning 2019 this text draws on grounded qualitative data collected through questionnaires semi structured interviews and conversations with Spanish speaking learners of English to illustrate how learners experiences and insights can be used to inform a productive pedagogy centred around language users communicative objectives and interactional successes Chapters highlight bilingual speakers conscious language use practices and choices in the target language and the reasons and implications for such deliberate communicative practices and relational behaviour In doing so Mugford is able to outline a critical relational pedagogy designed to better equip language learners with the confidence and pragmatic resources they require to engage in positive cross cultural relational work As a valuable student centred contribution to teaching and learning of modern foreign languages this volume will be key reading for researchers scholars and educators with an interest in language education TESOL World Language teaching and Applied Linguistics

Cases on Communication Technology for Second Language Acquisition and Cultural Learning Aitken, Joan E., 2013-08-31 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 **Brave New Digital Classroom** Robert J. Blake, Gabriel Guillén, 2020-02-20 Robert Blake now with Gabriel Guill n updates his successful book 1st ed 2008 2nd ed 2013 on how to teach foreign languages using technology Brave New Digital Classroom touches on all of the key concepts and challenges of teaching with technology focusing on issues specific to FLL or L2 learning and CALL Originally referred to as computer assisted language learning CALL has come to encompass any kind of learning that uses digital tools for language learning This edition reframes the conversation to account for how technology has been integrated into our lives Blake and Guill n address the ways technology can help with L2 how to choose the right digital tools how to use those tools effectively and how technology can impact literacy and identity The book is primed for use in graduate courses terminology is in bold

and a comprehensive glossary is included each chapter finishes with a short list of references for further reading on the topic and discussion questions. The authors provide short interview videos free via GUP website to enhance discussions on each chapter s topic. **Teaching Culture** H. Ned Seelye,1993 Teaching Culture provides practical strategies for integrating language and culture study and outlines six goals for cultural instruction Sample learning units abundant activities cultural mini dramas and student performance objectives help teachers illustrate how the cultural context of communication is vital to understanding the message

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