

Written Texts and Cultural Readings

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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

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Text and Context Claire J. Kramersch, 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 Kramersch, Sally McConnell-Ginet, 1992 **Fossilization in Adult Second Language Acquisition** ZhaoHong Han, 2004-03-16 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

Second Language Acquisition Susan M. Gass, Jennifer Behney, Luke Plonsky, 2020-05-28 Now in a fifth edition this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition SLA Its chapters have been fully updated and reorganized where appropriate to provide a comprehensive yet accessible overview of the field and its related disciplines In order to reflect current developments new sections and expanded discussions have been added The fifth edition of Second Language Acquisition retains the features that students found useful in previous editions This edition provides pedagogical tools that encourage students to reflect upon the

experiences of second language learners As with previous editions discussion questions and problems at the end of each chapter help students apply their knowledge and a glossary defines and reinforces must know terminology This clearly written comprehensive and current textbook by Susan Gass Jennifer Behney and Luke Plonsky is the ideal textbook for an introductory SLA course in second language studies applied linguistics linguistics TESOL and or language education programs This textbook is supported with a Companion Website containing instructor and student resources including PowerPoint slides exercises stroop tests flashcards audio and video links <https://routledge.textbooks.com/textbooks/9781138743427> *Studies in Immersion Education* Elaine Mellen Day, Stan Shapson, 1996 This book presents a unique collection of research studies on French Immersion conducted from the authors base as a research team in British Columbia Canada It serves as an important resource for educators and policymakers interested in the impact of immersion on educational policy student outcomes second language curriculum and teacher education Section I documents the authors experiences in developing a systematic approach to evaluation and assessment of French immersion programs Section II includes studies on important curricular and instructional considerations for immersion education and Section III addresses teacher education and professional development including in depth case studies of immersion teacher education programs and immersion teachers perspectives on their role and needs for support and improvement A final chapter contains concluding comments and future directions for immersion programs Immersion has grown significantly not only in Canada but also worldwide This collection of research studies will be informative to those involved in intensive second language education internationally BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved

Rethinking Language and Gender Research Victoria Bergvall, 2014-06-11 Rethinking Language and Gender Research is the first book focusing on language and gender to explicitly challenge the dichotomy of female and male use of language It represents a turning point in language and gender studies addressing the political and social consequences of popular beliefs about women s language and men s language and proposing new ways of looking at language and gender The essays take a fresh approach to the study of subjects such as language and sex and the use of language to produce and maintain power and prestige Topics explored in this text include sex and the brain the language of a rape hearing teenage language radio talk show exchanges discourse strategies of African American women political implications for language and gender studies the relationship between sex and gender and the construction of identity through language A useful introductory chapter sets the articles in context explaining the relationships that exist between them and full cross referencing between articles and an extensive index allow for easy access to information The interdisciplinary approach of the text the wide range of methodologies presented and the comprehensive review of the current literature will make this book invaluable reading for all upper level undergraduate students postgraduate students and researchers in the fields of linguistics sociolinguistics gender and cultural studies *Interaction Process and Chinese EFL Learners' Proficiency Development* Shanshan

Gu,2017-11-01 This book provides readers a better understanding of the interaction learning relationship in the English as a Foreign Language EFL context It introduces theories on input output and learners internal mechanisms and presents the pedagogical implications of how to adapt focus on form instruction in Chinese EFL classrooms As such it will be of particular interest to those readers who want to explore the relationship between interaction and language acquisition *Handbook of Research in Second Language Teaching and Learning* Eli Hinkel,2005-03-23 This landmark volume provides a broad based state of the art overview of current knowledge and research into second language teaching and learning Fifty seven chapters are organized in eight thematic sections social contexts of second language learning research methodologies in second language learning acquisition and teaching contributions of applied linguistics to the teaching and learning of second language skills second language processes and development teaching methods and curricula issues in second or foreign language testing and assessment identity culture and critical pedagogy in second language teaching and learning and important considerations in language planning and policies The Handbook of Research in Second Language Teaching and Learning is intended for researchers practitioners graduate students and faculty in teacher education and applied linguistics programs teachers teacher trainers teacher trainees curriculum and material developers and all other professionals in the field of second language teaching and learning

Investigating Intimate Discourse Brian Clancy,2015-10-16 Intimate discourse that between couples family and close friends in private non professional settings lies at the heart of our everyday linguistic experience It creates and sustains our closest relationships Using an innovative blend of the community of practice model with a corpus linguistic methodology Brian Clancy expertly reveals the patterns that characterise the shared linguistic repertoire of intimates Corpus methods such as frequency and concordance are thoroughly introduced exemplified and systematically employed in order to operationalise the concept of the community of practice in relation to intimate discourse A half million word corpus of intimate data collected in various settings throughout Ireland provides the data for insights into patterns such as intimates use of pronouns vocatives taboo language and pragmatic markers The intimate linguistic repertoire that emerges is shown to facilitate the delicate balance between our instinctive desire to be involved in the lives of those closest to us while at the same time recognising their need for privacy and non imposition Investigating Intimate Discourse will primarily be of interest to postgraduate students and researchers working in the area and to those working in related areas such as discourse analysis corpus linguistics sociolinguistics and pragmatics Advanced undergraduates taking modules in those subjects will also find the book useful

Researching Chinese Learners L. Jin,M. Cortazzi,2011-02-01 This collection focuses on Chinese learners with original data sets using innovative research methods It investigates Chinese learners learning and language skills perceptions and particularly the processes of reciprocal intercultural adaptations in a wide international context of Australia Canada China Hong Kong New Zealand and the UK Georgetown University Round Table on Languages and Linguistics (GURT) 1992: Language, Communication, and Social Meaning James E.

Alatis,1993-10-01 This volume based on the forty third annual Georgetown University Round Table covers a variety of topics ranging from the relationship of language and philosophy through language policy to discourse analysis **Beyond Methods** B. Kumaravadivelu,2003-01-01 Publisher s description In this original book B Kumaravadivelu presents a macrostrategic framework designed to help both beginning and experienced teachers develop a systematic coherent and personal theory of practice His book provides the tools a teacher needs in order to self observe self analyze and self evaluate his or her own teaching acts The framework consists of ten macrostrategies based on current theoretical empirical and experiential knowledge of second language and foreign language teaching These strategies enable teachers to evaluate classroom practices and to generate techniques and activities for realizing teaching goals With checklists surveys projects and reflective tasks to encourage critical thinking the book is both practical and accessible Teachers and future teachers researchers and teacher educators will find the volume indispensable **Current Issues in English Language Methodology** Eva Alcón Soler,1998 An interesting contribution to the discussed task of adopting an effective methodology in the teaching of English as a foreign language Aspects such as the application of a cognitive theory the usage of electronic mail in the classroom the making of informative glossaries take that question again and new proposals are actualised

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