

1. Record Nr.	UNINA9910779406103321
Titolo	Linguistics for Intercultural Education [[electronic resource] /] / Edited by Fred Dervin, University of Helsinki ; Anthony J. Liddicoat, University of South Australia
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Publishing Company, 2013
ISBN	1-299-44021-5 90-272-7235-2
Descrizione fisica	1 online resource (207 p.)
Collana	Language Learning & Language Teaching, , 1569-9471 ; ; Volume 33
Altri autori (Persone)	DervinFred <1974-> LiddicoatAnthony <1962->
Disciplina	407.1/1
Soggetti	Cross-cultural orientation Intercultural communication Language and culture Language and education Language and languages - Variation Multicultural education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Linguistics for Intercultural Education; Editorial page; Title page; LCC data; Table of contents; Introduction: Linguistics for intercultural education; 1. Introduction; 2. A different approach: Linguistics for intercultural education?; 3. What is the "intercultural" in "intercultural education"?; 4. Language and intercultural education; 5. What linguistic approaches can benefit intercultural education?; 6. A proposal: Four emphases; 7. About this volume; Acknowledgements; References; I. Developing intercultural competence through the use of linguistics Avoiding the essentialist trap in intercultural education: Using critical discourse analysis to read1. Introduction; 2. Nationalist standard practices and intercultural education; 3. The uses and utility of critical discourse analysis; 4. Objectification, prescription, and alignment in essentialized language instruction; 5. Objectification, prescription, and alignment in an alternative to nationalist essentialism; 6. Discussion; 7.

Conclusion; References; Linking learning objectives of linguistic savoir-faire and intercultural competence in mobility expe; 1. Introduction
2. Articulating objectives of linguistic and intercultural competence3.
Materials and method; 4. Analysis; 5. Conclusions; References; A place
for pragmatics in intercultural teaching and learning; 1. Introduction; 2.
Methodology; 3. Data; 4. Conclusion; References; Strategy-based
learning of pragmatics for intercultural education; 1. The role of
pragmatics in intercultural education; 2. Language learner strategies; 3.
A strategic approach to the learning and performance of speech acts; 4.
The research design; 5. The findings; 6. Discussion and conclusions;
References; Appendix:
Making the 'invisible' visible: A conversation analytic approach to
intercultural teaching and learn1. Introduction; 2. Overview of
intercultural language learning; 3. Making the 'invisible' visible through
talk-in-interaction; 4. Chinese Mandarin telephone openings and the
use of ni hao ma; 5. Analysis of language learners' use of ni hao ma; 6.
Using CA as an effective tool in ILT and ILL; 7. Conclusion; References;
Appendix 1; Appendix 2; II. Linguistics for studying interculturality in
education
Language teachers and learners interpreting the world: Identifying
intercultural development in lang1. Introduction; 2. Linguistics and its
possibilities for understanding intercultural learning; 3. The language
lesson; 4. Language teachers and learners interpreting their worlds;
References; Constructing a relationship to otherness in web-based
exchanges for language and culture learning; 1. Introduction; 2.
Discourse analysis of the 'intercultural'; 3. Cultura; 4. A methodology
for understanding the "inter"; 5. Positioning of the students: Some
linguistic markers
6. The contextual constraints of discourse

Sommario/riassunto

The goal of this chapter is to present some new ways of conceptualizing linguistic competence in relation to intercultural education. With the impact of globalization, immigration, new technologies, and the competitiveness of national and international markets, multilingualism represents the practical norm. It has been deemed a tool for local integration and international mobility. In the school context, the question of a plurilingual and pluricultural identity has also become important and research incorporating language biographies has tended to focus on the subjective view of linguistic and
