

1. Record Nr.	UNINA9910780151403321
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Titolo	Critical citizens for an intercultural world [[electronic resource] ] : foreign language education as cultural politics / / Manuela Guilherme
Pubbl/distr/stampa	Clevedon ; ; Buffalo [N.Y.] , : Multilingual Matters, c2002
ISBN	1-280-82810-2 9786610828104 9781853596113 1-85359-611-6
Descrizione fisica	1 online resource (310 p.)
Collana	Languages for intercultural communication and education ; ; 3
Disciplina	418/.0071
Soggetti	Critical pedagogy Multicultural education Languages, Modern - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 227-252) and index.
Nota di contenuto	Front matter -- Contents -- Series Editors' Preface -- Preface -- Acknowledgements -- Introduction -- Chapter 1. Critical Pedagogy as Cultural Politics -- Chapter 2. Philosophical Foundations for Critical Cultural Awareness -- Chapter 3. The Critical Dimension in Foreign Culture Education -- Chapter 4. Teachers' Voices: Critical Cultural Awareness in EFL Classes in Portugal -- Chapter 5. Preparing Critical Citizens and Educators for an Intercultural World -- Bibliography -- Appendix 1. Questionnaire -- Appendix 2. Questionário A -- Appendix 3. Questionário B -- Appendix 4. Statistical Results of Questionnaires A and B -- Appendix 5. Interview Guide for Focus-Groups -- Appendix 6. Questions for American Teacher Trainers -- Index
Sommario/riassunto	Mindful of the fact that cultures are now more interdependent than ever, this book explores the development of critical cultural awareness through the processes of teaching and learning about foreign cultures. It draws upon theoretical foundations relating to inter- and intra-cultural communication from contemporary philosophical movements, namely Critical Theory and Postmodernism. The study adopts Critical Pedagogy, as it is described by Freire, Giroux and others, as the

educational framework providing guidelines for taking a critical perspective towards both native and foreign cultures. It examines the critical dimension of some selected documents and models used worldwide for teaching/learning culture within foreign language classes. It includes a research project carried out among secondary school teachers of EFL in Portugal whose national syllabus suggests a critical approach to English-speaking cultures. This project aimed to illustrate how practicing teachers approach foreign cultures critically, to provide some grounded theory for a definition of critical cultural awareness within foreign language/culture education, and to inspire a proposal for teacher education and development. Finally, this book submits a general proposal for the development of critical cultural awareness and intercultural communication competence among prospective and practicing teachers of foreign languages/cultures.

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