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Nota di contenuto	Front matter -- Preface -- Contents -- Chapter 1. Culture and foreign language education: An introduction to the book -- Chapter 2. Culture in foreign language learning – The implications for teachers and teacher training -- Chapter 3. Pre-service teachers discovering intercultural enquiry in language classroom discourse -- Chapter 4. Exploring the intercultural in Australian community languages teaching -- Chapter 5. Critical thinking, (inter)cultural awareness and pedagogical dilemmas: Stories of three university teachers in Indonesia -- Chapter 6. First, second, third place and beyond: Reflection on a philosophy of Self & Identity for intercultural language teaching -- Chapter 7. Growing up in Hawai'i as Japanese heritage language speakers: Language, culture and identity -- Chapter 8. Identities and languages: Two stories of multilingual development -- Chapter 9. The construction of cultural difference through negotiating participation: Learning-as-participation in an English-medium college in Japan -- Chapter 10. Motivational changes and their affecting factors among

students from different cultural backgrounds -- Chapter 11. Significant others in influencing Chinese EFL students' learning strategy use: From a sociocultural perspective -- Chapter 12. Cultural learning styles – “Is there such a thing?” -- Chapter 13. Learning language and culture through video clips: An action research study -- Chapter 14. Shifting paradigms: A model for the integrated assessment of language and culture -- Authors and their affiliations -- Index

Sommario/riassunto

The teaching of culture and interculturality is today viewed as an integral part of foreign language education. This book presents insights from recent research on the role of culture in second/foreign and heritage language education. It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research. The chapters following the introduction are organised in four parts focusing on: 1) the teacher's role in integrated language and culture learning; 2) the interrelationship between culture, identity, and language learning and use; 3) the effect of culture on learner characteristics which impact language learning processes and outcomes; and 4) curriculum development aimed at fostering language and culture learning. The chapters in Parts 1 to 3 present contributions from current research - either in the form of the authors' original studies or comprehensive reviews of relevant essential research - which bears important implications for curricular practice in foreign language and language teacher education. This close link between research, theory and practice is also maintained in the two chapters in Part 4, which present developmental projects based on well-grounded theoretical frameworks.
