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Nota di contenuto	Front matter -- Contents -- Introduction: Context and Culture in Language Teaching and Learning -- From Practice to Theory and Back Again -- Carrying a Baby in the Back: Teaching with an Awareness of the Cultural Construction of Language -- Autobiographical Contexts of Mono-Cultural and Bi-Cultural Students and their Significance in Foreign Language Literature Courses -- Learning Culture by Communicating: Native–Non-Native Speaker Telephone Interactions -- Exporting Methodologies: The Reflective Approach in Teacher Training -- ‘We Would Have to Invent the Language we are Supposed to Teach’: The Issue of English as Lingua Franca in Language Education in Germany -- Teaching India in the EFL-Classroom: A Cultural or an Intercultural Approach? -- European Communicative Integration: The Function of Foreign Language Teaching for the Development of a European Public Sphere -- Context, Culture and Construction: Research Implications of Theory Formation in Foreign Language Methodology
Sommario/riassunto	The now familiar forces of globalisation and internationalisation are influencing the role and significance of language teaching and learning in contemporary classrooms. This affects the ways in which English is taught and learnt in particular but is also an inevitable factor in all language teaching and learning. The authors of the chapters in this

book all share a concern to explore the ways in which the contexts in which language teaching takes place impact on the aims and the methods of language teaching. Some do so by discussing the implications for what research we do and how we do it; Kramsch, for example, explains in detail how her own research evolves from issues which arise in the classroom. In other chapters the changing nature of the teaching of English is presented from empirical research; Decke-Cornill, for example, identifies different philosophies of language teaching among different kinds of English teacher in Germany. Other authors present studies of the ways in which what learners bring to the learning process from their own contexts and languages has to be taken into consideration if we are to understand language learning; Holme shows this from close analysis of the acquisition of metaphorical language, and Wendt argues for the importance of a social constructivist theory of language learning. Our common purpose is to take a fresh look at teaching and research through the perspective of the inevitable connections between contexts, cultures and classrooms.
