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Competences for democratic culture [Recurso electrónico] / Leticia Yulita

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 513-516

This article reports on a pedagogical intervention in foreign language teaching in higher education. It analyzes the competences developed by Argentinian and UK-based students as they used Skype to design a leaflet that addressed a real world issue: the Argentinian military dictatorship and its manipulation of the 1978 Football World Cup. The data consists of students' discussions of this highly disturbing human rights issue. A first level of analysis focused on identifying evidence of competences using the Council of Europe's conceptual model of 'competences for democratic culture' (2016). In a second level of analysis, the data was categorized within the framework of Article 2.2 of the United Nations Declaration on Human Rights Education and Training (2011). This research study provides an empirical test of these two frameworks in the field of language education, an aspect that has not been investigated before. It also contributes to our understanding of the potential of intercultural citizenship projects in achieving the goals of human rights education in foreign language teaching. Results indicate the development of substantial competences for democratic culture defined in the Council of Europe's model.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 499-516

1. Argentina 2. Citizenship 3. Competences for democratic culture 4. Council of Europe 5. Human rights education 6. Intercultural language learning and teaching 7. UK 8. United Nations

2

Intercultural citizenship in the (foreign) language classroom [Recurso electrónico] / Melina Porto, Stephanie Ann Houghton, Michael Byram

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 495-498

The purpose of this special issue is to bring the theory of intercultural citizenship education to readers' attention and to offer teachers and researchers working with this or similar concepts the opportunity to make their work known in a context of a coherent presentation of theory and practice. In this introduction, we will explain the rationale and the concepts involved in intercultural citizenship education and present the articles in this special issue which arose from our call for papers.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 484-498

1. Civic engagement 2. Criticality 3. Duties and responsibilities of language education 4. Intercultural citizenship education 5. Instrumental and educational perspectives

3

Intercultural citizenship through participation in an international service-learning program [Recurso electrónico] : a case study from Taiwan / Chiu-Hui W

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 529-531

Byram's (2008) intercultural citizenship framework includes the following orientations: cognitive, evaluative, comparative, action, and communicative. Using this framework as a theoretical basis, this study explored the international service-learning (ISL) experiences of four Taiwanese non-native English speakers (NNES) during a two-week trip to a poor community in the Philippines. Data collected from these students' individual reflections, interviews, and public presentations illustrate their acquisition of the knowledge, skills and attitudes of intercultural citizenship. This study thus demonstrates that ISL allowed students to engage beneficially for themselves and their hosts with other NNES, instead of following the tradition of study abroad in countries where English is spoken natively.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 517-531

1. College volunteers 2. English as a foreign language 3. Intercultural citizenship 4. Intercultural competence 5. International service-learning

4

Inclusive and exclusive uses of we in four American textbooks for multicultural teacher education [Recurso electrónico] / Baburhan Uzum, Bedrettin Yazan, Ali Fuad Selvi

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 646-647

This study analyses four American multicultural teacher education textbooks for instances of inclusive and exclusive representations through the use of first person plural pronouns (i.e. we, us, our, ours). Positioning theory is used as a theoretical framework to examine the textbook authors' uses of first person plural pronouns and to understand how these pronouns perform reflexive and interactive positioning and fluidly (re)negotiate and (re)delineate the borders between 'self' and 'other.' The findings suggest that first person plural pronouns are used extensively in the focal textbooks to refer to such groups as authors, Americans, humans, teachers, and teacher educators. Expressing differing levels of ambiguity in interpretation, these pronouns play significant roles in the discursive representations of inclusivity and exclusivity across topics of multicultural education. This study implicates that language teachers should use criticality and reflexivity when approaching exclusionary discourses and representations that neglect the particularities of individuals from different cultures.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 625-647

1. Critical discourse 2. Education textbooks 3. Intercultural competence 4. Teacher education 5. Pronouns

5

'A more inclusive mind towards the world' [Recurso electrónico]: English language teaching and study abroad in China from intercultural citizenship and English as a lingua franca perspectives / Fan (Gabriel) Fang, Will Baker

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 622-624

With the status of English as a global lingua franca (ELF), English is no longer the sole property of its Anglophone native English speakers (NES) problematizing the current dominance of Anglophone cultures and NES in the field of English language teaching (ELT). The notion of intercultural citizenship education offers a critical alternative model in language education. To investigate how ELF, intercultural approaches and the concept of intercultural citizenship might be integrated within the field of ELT, a study was conducted in a university located in southeast China. Due to the large number of ELT learners and high degree of student mobility in China these are issues of much relevance in this setting. The research collected qualitative data through face-to-face interviews, email interviews and focus groups with students on study abroad programmes who have both ELT and first-hand intercultural experiences. Many students spoke positively about aspects of intercultural citizenship, but classroom instruction offered only limited channels for students to experience and understand intercultural communication and citizenship. In contrast, most of their understanding and experiences were gained outside the classroom during study abroad. Furthermore, many students spoke about the importance of English in their development of intercultural connections and citizenship. We conclude that more in-depth and critical approaches to teaching language, culture and intercultural communication in ELT are needed which foster and cultivate students' sense of intercultural citizenship.

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1. China 2. ELT 3. English as a lingua franca 4. Intercultural citizenship 5. Intercultural communication

6

Preparing elementary readers to be critical intercultural citizens through literacy education [Recurso electrónico] / Seonmin Huh, Young-Mee Suh

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 549-551

The purpose of this study is to extend existing approaches to civic and English as a foreign language (EFL) literacy education to include critical intercultural citizenship. Students not only need to learn how to communicate, but should also develop their positions as citizens who exercise literacy skills to demonstrate connections to others in intercultural domains. The central research question explored how teacher pedagogy in the intercultural citizenship curriculum helped students to become more intercultural and caring citizens. A practitioner action study was conducted for two years with 10 fifth- and sixth-graders (11–12 years old) in Korea. All 40 one-hour video-taped class sessions containing eleven graphic novel discussions, as well as the artifacts students produced, were collected for analysis. Data analysis illustrates that critical citizenship literacy skills can be developed with teacher pedagogy that help students reflect on the cultural knowledge and practices that seem natural to them. The pedagogies of dialoguing, active consideration of missing perspectives and direct juxtaposition of students' own and others' social contexts are unpacked to suggest ways of incorporating intercultural citizenship education into literacy education. Educational implications are considered in terms of teacher engagement with learners, expanded position-taking of learners as intercultural citizens, and selection of discussion topics.

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1. Critical citizenship literacy 2. Elementary reading curriculum 3. Intercultural citizenship

7

The promising potential role of intercultural citizenship in preparing mainstream teachers for im/migrant populations [Recurso electrónico]/ Judy Sharkey

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 586-589

The multilingual reality of migration in the 21st century has presented US schools and teacher education programs with pressing challenges: more and more P-12 educators have become de facto language teachers, asked to make their content and classrooms accessible and meaningful to newcomer students whose home language(s) and culture(s) differ from those in their new schools and communities. These challenges are exacerbated by climates of anti-immigrant rhetoric, xenophobia, and demographic shifts that impede or foreclose interaction between different racial, cultural and linguistic groups. This article addresses a number of questions arising from this situation: What is the role of second language teacher education in the preparation of mainstream teachers serving newcomer students and their families who never imagined themselves as language instructors? How might infusing the principles of intercultural citizenship and immigrant integration policy frameworks expand and enhance current linguistically and culturally focused teacher preparation approaches? This article presents a multi-year study with in-service teachers working in immigrant/refugee communities in a small state in the Northeastern US. Findings indicate some promising potential, yet a stronger, more explicit Intercultural Citizenship approach needs to be articulated and integrated much earlier in the program.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 570-589

1. Citizenship education 2. Immigrant integration 3. Intercultural citizenship 4. Social justice language teacher education

8

Stories of engagement [Recurso electrónico] : pre-service language teachers negotiate intercultural citizenship in a community-based English language program / Christelle Palpacuer-Lee, Jessie Hutchison Curtis, Mary E Curran

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 604-607

The position statement on global competence by the American Council on the Teaching of Foreign Languages (ACTFL) emphasizes the need for increased participation 'in multilingual communities at home and abroad', and for deeper engagement with languages and cultures (ACTFL, 2014). In response, language teacher preparation programs have sought to increase opportunities for 'cosmopolitan practice' (Canagarajah, 2013; Guilherme, 2007). Employing Byram's (2008) construct of intercultural citizenship, this article explores the potential of service-learning, a sub-set of experiential learning, as such an opportunity. Several studies have established the positive impact of service-learning on teachers' cultural awareness, yet contact among communities does not necessarily result in engagement (De Leon, 2014; Haddix, 2015). This qualitative study explores the reported

experiences of thirty pre-service language teachers and ten linguistically diverse families who participated in an English-focused service-learning project. The analysis outlines how pre-service teachers negotiate intercultural encounters in this program, which we view as a 'contact zone' (Pratt, 1991), a zone of possibilities for engagement, leading to action. We discuss the extent to which emerging intercultural citizenship experiences can be transformative (Byram, 2008), and suggest implications for practice.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 590-607

1. Intercultural citizenship 2. Pre-service teachers 3. Reciprocity 4. Service-learning

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Towards critical cultural and linguistic awareness in language classrooms in Norway [Recurso electrónico] : fostering respect for diversity through identity texts / Anna Krulatz, Tove Steen-Olsen, Eivind Torgersen

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'.

References: p. 567-569

This article reports the results of a school-based curriculum development project that aimed to support language teachers working with culturally and linguistically diverse student populations in Norway to develop teaching strategies that foster intercultural citizenship and multilingual competence. Three university researchers collaborated with two schools to increase mutual respect and tolerance for cultural and linguistic diversity in language classrooms, to increase awareness of the positive impact of home language maintenance on academic performance, and to improve the engagement of multilingual literacy and student identity in the classroom. Data were collected during teacher workshops and while following the delivery of the project, and consist of lesson planning materials, texts produced by students, and a follow-up teacher survey. The article presents examples of activities and materials the teachers at the cooperating schools designed and implemented, samples of student work, as well as teacher reflections on the extent to which the project promoted multiliteracy and intercultural citizenship. The findings suggest that while the project helped strengthen awareness of cultural and linguistic diversity at the schools, understanding of the relevance of the home language to literacy development and academic success and multiliteracy were not adequately supported. Implications for future work to promote language classrooms that foster linguistic and cultural diversity and multiliteracy are discussed.

Language teaching research. -- 2018 (September), v. 22, n. 5, p. 552-569

1. Critical cultural awareness 2. Identity texts 3. Language awareness 4. Language teaching 5. Minority language students 6. Multilingual classrooms
