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## **Readings**

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## Readings

### **Module 1:**

#### **The intercultural in language teaching and learning**

##### **Reading**

Kramsch, C. (1998). *Language and culture* (Oxford Introductions to Language Study Series) (chapter 1). Oxford: Oxford University Press.

Liddicoat, A.J. (2005). Teaching languages for intercultural communication. In D. Cunningham & A. Hatoss (Eds.), *An international perspective on language policies, practices and proficiencies* (pp. 201–214). Belgrave: Editura Funda\_iei Academice AXIS & Fédération Internationale des Professeurs de Langues Vivantes.

##### **Further reading**

Kramsch, C. (1998). *Language and culture* (Oxford Introductions to Language Study Series) (especially chapters 3 and 6). Oxford: Oxford University Press.

### **Module 2:**

#### **Exploring intercultural language teaching and learning**

##### **Reading**

Kramsch, C. (1993). *Context and culture in language teaching* (chapter 2). Oxford: Oxford University Press.

Liddicoat, A.J., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning* (sections 3.2 and 3.3). Canberra: Department of Education, Science and Training. (Available at [www.curriculum.edu.au/nalsas/pdf/intercultural.pdf](http://www.curriculum.edu.au/nalsas/pdf/intercultural.pdf).)

##### **Further reading**

Crozet, C., & Liddicoat, A.J. (2000). Teaching culture as an integrated part of language: Implications for the aims, approaches and pedagogies of language teaching. In A.J. Liddicoat & C. Crozet (Eds.), *Teaching languages, teaching cultures* (pp. 1–18). Melbourne: Language Australia.

Kramsch, C. (1993). *Context and culture in language teaching* (especially chapter 1). Oxford: Oxford University Press.

Lantolf, J.P., & Thorne, S. (2006). *Sociocultural theory and the genesis of second language development* (especially pp. 4–13). New York: Oxford University Press.

### **Module 3:**

#### **Developing long-term programmes for intercultural language teaching and learning**

##### **Reading**

Kohler, M. (2003, Spring). Developing continuity through long-term programming. *Babel*, 38(2), 9–16, 38.

Liddicoat, A.J., Papademetre, L., Scarino, A., & Kohler, M. (2003). *Report on intercultural language learning* (sections 3.4 and 3.5). Canberra: Department of Education, Science and Training. (Available at [www.curriculum.edu.au/nalsas/pdf/intercultural.pdf](http://www.curriculum.edu.au/nalsas/pdf/intercultural.pdf).)

### **Further reading**

Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4–13.

## **Module 4: Assessing intercultural language learning**

### **Reading**

Sercu, L. (2006, March). The foreign language and intercultural competence teacher: The acquisition of a new professional identity. *Intercultural Education*, 17(1), 55–72.

Sercu, L. (2004, March). Assessing intercultural competence: A framework for systematic test development in foreign language education and beyond. *Intercultural Education*, 15(1), 73–89.

## **Module 5: Classroom-based investigations of intercultural language learning**

### **Reading**

Fischer, J.C. (2001). Action research rationale and planning: Developing a framework for teacher inquiry. In G. Burnaford, J. Fischer, & D. Hobson (Eds.), *Teachers doing research: The power of action through inquiry* (chapter 2), 2nd edn. Mahwah, NJ: Lawrence Erlbaum Associates.

Hopkins, D. (2002). *A teacher's guide to classroom research* (chapter 3), 3rd edn. Maidenhead, Berks: Open University Press.

Hubbard, R.S., & Power, B.M. (1999). *Living the questions: A guide for teacher-researchers* (pp. 1–5, 31–34, 70–72, 110–112, 280–283). York, ME: Stenhouse.

### **Further reading**

Burnaford, G.E., Fischer, J., & Hobson, D. (Eds.) (2001), *Teachers doing research: The power of action through inquiry*, 2nd edn. Mahwah, NJ: Lawrence Erlbaum Associates.

Burns, A. (2005). Action research: An evolving paradigm. *Language teaching*, 38, 57–74.

Hammersley, M., & Atkinson, P. (1983). *Ethnography: Principles and practice*. London: Tavistock.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis*, 2nd edn. Thousand Oaks, CA: Sage.

Wajnryb, R. (1992). *Classroom observation tasks*. Cambridge: Cambridge University Press