

Language & Citizenship Resources



Citizenship And Language Learning

Geof Alred, Michael Byram



Citizenship And Language Learning:

Citizenship and Language Learning Audrey Osler, Hugh Starkey, 2005 This volume is the result of a British Council seminar on language and citizenship **Language Learning for European Citizenship** John Leslie Melville Trim, Council of Europe. Council for Cultural Co-operation. Education Committee, 1997-01-01 On cover Modern languages Learning to Teach Citizenship in the Secondary School Liam Gearon, 2014-11-26 Praise for previous editions A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of citizenship How can it be taught effectively Learning to Teach Citizenship in the Secondary School is an essential resource for students training to teach citizenship in the secondary school as well as teachers of citizenship looking for fresh ideas and guidance Written by leading experts in the field the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum This new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development Learning to Teach Citizenship in the Secondary School is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and offers specialists new insight into this crucial subject *Citizenship and Moral Education* Mark Halstead, Mark Pike, 2006-08-21 Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond This book addresses some of the central issues in moral and citizenship education facing teachers today embedding practical considerations in a theoretical context and reviewing teaching learning and assessment strategies It draws extensively on research but is written in a clear accessible style Citizenship and Moral Education examines the key concepts and provides an up to date overview of policy particularly addressing theoretical issues aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum extra curricular activities and the school ethos to citizenship and moral education in school teaching strategies materials pupil assessment and school evaluation The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education **The Palgrave Handbook of Global Citizenship and Education** Ian Davies, Li-Ching Ho, Dina Kiwan, Carla L. Peck, Andrew

Peterson, Edda Sant, Yusef Waghid, 2018-01-11 This Handbook is a much needed international reference work written by leading writers in the field of global citizenship and education. It is based on the most recent research and practice from across the world with the Geographically Based Overviews section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America and East and South East Asia. The Handbook discusses in the Key Ideologies section the philosophies that influence the meaning of global citizenship and education including neo liberalism and global capitalism, nationalism and internationalism and issues of post colonialism, indigeneity and transnationalism. Next the Key Concepts section explores the ideas that underpin debates about global citizenship and education with particular attention paid to issues of justice, equity, diversity, identity and sustainable development. With these key concepts in place the Principal Perspectives and Contexts section turns to exploring global citizenship and education from a wide variety of viewpoints including economic, political, cultural, moral, environmental, spiritual and religious as well as taking into consideration issues of ethnicity, gender and sexuality and social class. Finally the Key Issues in the Teaching of Global Citizenship section discusses how education can be provided through school subjects and study abroad programmes as well as through other means including social media and online assessment and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education particularly those with an interest in comparative studies. [From Foreign Language Education to Education for Intercultural Citizenship](#) Michael Byram, 2008-05-27 This collection of essays and reflections starts from an analysis of the purposes of foreign language teaching and argues that this should include educational objectives which are ultimately similar to those of education for citizenship. It does so by a journey through reflections on what is possible and desirable in the classroom and how language teaching has a specific role in education systems which have long had and often still have the purpose of encouraging young people to identify with the nation state. Foreign language education can break through this framework to introduce a critical internationalism. In a globalised and internationalised world the importance of identification with people beyond the national borders is crucial. Combined with education for citizenship, foreign language education can offer an education for intercultural citizenship. **Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship** Saúde, Sandra, Raposo, Maria Albertina, Pereira, Nuno, Rodrigues, Ana Isabel, 2020-10-30 The profound changes that we are experiencing at the political, environmental, economic, social and cultural levels of our postmodern society pose immense challenges to education. In order to empower students to analyze, reflect and take action for a sustainable world, the learning and educational process must be experienced in the context of citizenship that is it must be designed, planned and implemented having global sustainability as a framework thus developing societal awareness, values and principles. **Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship** is an essential research book that provides comprehensive research on education as a fundamental factor in

empowering citizens to understand and act on the multiple risks and challenges to the sustainability of our society and world Highlighting a range of critical learning strategies such as global and critical education development education and transformational education among others this book is ideal for academicians education professionals researchers policymakers and students

Education for Intercultural Citizenship Geof Alred, Michael Byram, 2006-01-01 Uses country and international case studies to examine citizenship education from the perspective of interculturality

Ecopedagogy and the Global Environmental Citizen Greg William Misiasek, 2025-03-31 This edited volume collates over a decade of Greg William Misiasek's work on ecopedagogy with a new focus on insights and possibilities for global citizenship education GCE scholarship Rooted in critical theories and originating from Paulo Freire's popular education models of Latin America ecopedagogy is centered on understanding the struggles of and the connections between human acts of environmental violence social injustices and Nature's unsustainability The book brings together diverse understandings of ecopedagogy introduces key concepts of teaching for local to planetary citizenship and explains how both are essential for socio environmental justice and planetary sustainability Grouped into three parts it includes new detailed introductions with crucial GCE threads explored throughout the chapters This includes discussions of how non critical teaching for environmentally sustainable development that opposes critical GCE's essence instills anti environmentalism rather than countering it As a comprehensive and fresh curation of Misiasek's work on timely and critical topics it will appeal to academic scholars educational researchers teachers and social environmental movement leaders participants among others who have interests in GCE environmental sustainability sustainable development environmental teaching and social environmental justice

Citizenship Education in China Kerry J. Kennedy, Gregory Fairbrother, Zhenzhou Zhao, 2013-10-15 There is a flourishing literature on citizenship education in China that is mostly unknown in the West Liberal political theorists often assume that only in democracy should citizens be prepared for their future responsibilities yet citizenship education in China has undergone a number of transformations as the political system has sought to cope with market reforms globalization and pressures both externally and within the country for broader political reforms Over the past decade Chinese scholars have been struggling for official recognition of citizenship education as a key component of the school curriculum in these changing contexts This book analyzes the citizenship education issues under discussion within China and aims to provide a voice for its scholars at a time when China's international role is becoming increasingly important

Mapping the Broad Field of Multicultural and Intercultural Education Worldwide Gunther

Dietz, Nektaria Palaiologou, 2012-12-07 The issues which are discussed in the 29 chapters of this volume address core matters with respect to modern diverse societies The most important relate to the following the societal needs of migrant populations and the educational needs of their children the exclusivist policies which usually impact upon migrant groups the need to enrich school texts and curricula with new intercultural and citizenship dimensions the importance of integrating the notion

of Paideia within the school ethos and educational programmes This volume has a dual aim The first aim is to envisage the field of Multicultural and Intercultural Education from different disciplines at the international level describing the new educational and social conditions that have been created by recent migration and identifying new trends in the field The second aim is to highlight the importance of Multicultural and Intercultural Education in the development of a new citizen who moves around the world interacting with different people and has a dynamic and flexible identity with polymorphic personal social and cultural characteristics a new intercultural persona To sum up this volume highlights that authors coming from different continents share some common ideas and tend to believe in the notion of Intercultural Multicultural Education as a useful new dimension within the dynamics of many disciplines as a new inter disciplinary approach that is embedded within them and which characterizes modern societies

Teaching the Global Dimension David Hicks, Cathie Holden, 2007-04-19 Teaching the Global Dimension specifically responds to concerns such as inequality justice environment and conflict in chapters written by leading educationalists in the field It explores both the theory and practice of global education today and provides a framework for understanding global issues a model identifying the key elements of good practice insight into young people's concerns for the world and the future tried and tested strategies for handling controversial global issues more confidently in the classroom key concepts for planning appropriate learning experiences a range of case studies which demonstrate the different ways in which a global dimension can be developed Inspiring thought provoking and highly practical this book shows how teachers at any stage in their career can effectively and successfully bring a global dimension to the taught curriculum

Schools for the Future Europe John Sayer, Lynn Erler, 2012-03-08 Schools for the Future Europe brings together a team of leading academics policy makers and education professionals to explore the emergence development and application of European education policy up to the 2009 Lisbon Treaty and beyond The book charts the historical development of a Europe wide education policy and examines how that policy has sought to address such issues as European citizenship human rights and bilingual schooling Taking as examples the intended future extension of the European Schools and the European Baccalaureate and a case study of work towards the first British European Academy or Free School at Culham UK the book critically explores the interplay of EU action programmes policy and rhetoric on secondary education In the final section the editors draw on the insights of the previous chapters to outline an achievable programme for the future development of education policy structures and practice in schools for Europe

Educating Teachers for Sustainable Development and Global Citizenship Britta Freitag-Hild, Stefanie Goertz, Isolde Malmberg, Linda P. Juang, Ursula Hardenbicker, Andreas Borowski, Marco Rieckmann, Michele Brott, Ceren Kocaman, Amitabh Banerji, Howard Nicholas, Gigi Peterson, Marina Gall, Sharleen Pevec, Christoph Balzar, Jana Roos, Esther Pürgstaller, Stefan Meier, Sebastian Ruin, Manuela Hackel, Winnie-Karen Giera, Aylin Braunewell, Jana Buschmann, Claudia-Susanne Günther, Melina Fabian, Kevin Larkin, Ulrich Kortenkamp, 2025-04-11 In an era of rapid societal

change and political and ecological global crises universities play a vital role in educating future teachers for sustainable development and global citizenship As teacher educators at universities solving these complex issues is beyond our scope Nevertheless our volume addresses the pivotal role of teacher education in fostering inclusive sustainable and peaceful societies How can universities empower future teachers to navigate these complexities and cultivate the competencies needed for sustainable development and global citizenship How can they guide learners towards becoming responsible citizens of the world Our volume explores these questions presenting concepts and pedagogical approaches developed within the international project UP Network for Sustainable Teacher Education 2021 2024 coordinated by the University of Potsdam and sponsored by the German Academic Exchange Service DAAD with funds from the Federal Ministry of Education and Research BMBF Laying the theoretical foundation by providing a framework that emphasizes the transformative potential of Education for Sustainable Development and the importance of action oriented pedagogy the volume offers insights from the interdisciplinary international Summer School Teaching the SDGs held in 2022 The Summer School concept provides a practical example of how Education for Sustainable Development and Global Citizenship can be integrated into teacher education programs through practical experiences and subject specific viewpoints Recognizing the global nature of the challenges associated with sustainable development and our shared responsibility to address them this volume concludes by presenting various successful strategies and models from the University of Potsdam By sharing our collaborative projects in this volume we aim to offer insights into our activities contribute to the academic discourse on Education for Sustainable Development and Global Citizenship in teacher education and inspire collaboration across diverse contexts We invite teacher educators from all fields to join us in sharing context specific concepts and approaches fostering the development of global competencies for a sustainable future

Teaching Modern Foreign Languages in Secondary Schools Ann

Swarbrick, 2013-10-11 A companion to Aspects of Teaching Secondary Modern Foreign Languages this book charts developments during the past few decades of reform in MFL teaching considering the origins of these reforms and analysing their impact on the classroom The reader is divided into four sections Controversies and disagreements is an overview of changes to MFL teaching and learning during the last thirty years MFL schools and society looks at the role of MFL in a wider social and educational context Developing strategy looks at how more effective MFL teaching might be achieved Research and the MFL teacher looks at the implications for classroom practice of recent research into MFL teaching and Learning

From Principles to Practice in Education for Intercultural Citizenship Michael Byram, Irina

Golubeva, Han Hui, Manuela Wagner, 2016-11-01 The contributors to this volume have collaborated to present their work on introducing competences in intercultural communication and citizenship into foreign language education The book examines how learners and teachers think about citizenship and interculturality and shows how teachers and researchers from primary to university education can work together across continents to develop new curricula and pedagogy This involves the

creation of a new theory of intercultural citizenship and a procedure for implementation The book is written by teacher researchers who aim to help other teachers and concludes with reflections on the lessons they have learnt which will help others to implement these ideas in their own practice The book is essential reading for foreign language educators and researchers students in pre service teacher training and teachers in in service training

Handbook of Civic Engagement and Education Richard Desjardins, Susan Wiksten, 2022-12-08 Underscoring the complex relationship between civic engagement and education at all stages of life this innovative Handbook identifies the contemporary challenges and best approaches and practices to encourage civic engagement within education

The Political Economy of Global Citizenship Education Vanessa De Oliveira Andreotti, 2016-03-16 This edited collection offers analyses of global citizenship education within and across different national contexts This book illustrates the contingency of definitions the complexities of juxtaposing demands and priorities in different educational contexts and the difficulties and tensions of asking a question that is arguably one of the most pressing of our time how should we live together in interdependent ecologies in a finite planet In the discipline of education where market imperatives and the dictatorship of effective replicable results have laid siege to independent debates this book aims to emphasize the importance of raising our intellectual game as educators to interrupt new and old problematic patterns of engagements representations uncomplicated solutions and conceptual straightjackets Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms ethnocentrism and relativism deficit theorizations and romanticizations of difference fantasies of supremacy and paralysis in guilt the global and the local The chapters take different approaches to map the origins meanings workings ethics politics and implications of initiatives approaches and conceptual frameworks related to the ideas of globalization citizenship and education in different sites of knowledge production This book was originally published as a special issue of Globalisation Societies and Education

Intercultural Service Learning Petra Rauschert, Jacqueline Alexander, 2025-05-13 This book provides a much needed overview of the theory and practice of intercultural service learning ISL an approach that combines curricular learning intercultural encounters and community service It includes a model that outlines the essential components of this pedagogy and which is intended to serve as a foundation for practitioners developing their projects Practical examples offer templates and inspiration while the scholarly examination of the projects demonstrates the approach's potential The book concludes with considerations on how to assess intercultural and democratic competences in ISL projects and practical implementation guidelines Suitable for both in service foreign language educators at all levels and for use in teacher training the book provides a practical guide to a holistic pedagogy that is increasingly being used by educators keen to engage their students in an ever more interconnected world

Coherence of Principles, Cohesion of Competences Anne-Brit Fenner, David Newby, European Centre for Modern Languages, 2006-01-01 Focusing on three main areas learner autonomy intercultural awareness including literature teaching and human rights teaching plus

grammar the first part of this publication considers theoretical aspects and attempts to show links between them In the second part of this book case studies are presented illustrating the implementation of principles identified in the first part both in language and teacher education

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