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Some of its chapters were originally presented at two symposia on culture learning, *Interdisciplinary Perspectives on Culture learning in the Second Language Curriculum*, held at the University of Minnesota in 1991 and 1994. Other chapters were developed at a third conference, *Culture as the Core: Transforming the Language Curriculum*.

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Culture as the Core: Perspective on Culture in Second Language Education (Research in Second Language Learning) (Hardback) - Common Hardcover - 2003. by Edited by Dale L. Lange (Author) 5.0 out of 5 stars 1 rating. See all 5 formats and editions. Hide other formats and editions.

Culture as the Core: Perspective on Culture in Second ...

Culture as the Core: Perspective on Culture in Second Language Education. Dale L. Lange. IAP, Apr 1, 2003- Language Arts &

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Disciplines- 385 pages. 0Reviews. This volume presents the very important...

Culture as the Core: Perspective on Culture in Second ...

The second part of the volume contains five papers presented at the 1996 Minnesota conference on "Culture as the core." The book's principal asset is its truly interdisciplinary character—the contributing scholars being sociolinguists, applied linguists, anthropologists, intercultural communication specialists, as well as those actively involved in foreign language

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*CULTURE AS THE CORE: PERSPECTIVES ON CULTURE
IN SECOND ...*

Part 1 "Culture as the Core:

Interdisciplinary Perspectives on Culture
Teaching and Learning in the Second Language
Curriculum," includes: (1) "Extending
Communicative Concepts in the Second Language
Curriculum: A Sociolinguistic Perspective"
(Muriel Saville-Troike); (2) "Teaching along
the Cultural Frontline" (Claire Kramersch); (3)
"A Linguistic Anthropological Perspective on
Language and Culture in the Second Language

Download Free Culture As The Core Perspective On Culture In Second Curriculum" (Jill Brody); (4) "Culture in Second Language Learning and ...

*ERIC - ED476745 - Culture as the Core:
Perspectives on ...*

Functionalists view culture as a reflection of society's values. Conflict theorists see culture as inherently unequal, based upon factors like gender, class, race, and age. An interactionist is primarily interested in culture as experienced in the daily interactions between individuals and the symbols that comprise a culture.

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Theoretical Perspectives on Culture / Introduction to . . .

Functionalists view society as a system in which all parts work—or function—together to create society as a whole. In this way, societies need culture to exist. Cultural norms function to support the fluid operation of society, and cultural values guide people in making choices. Just as members of a society work together to fulfill a society's needs, culture exists to meet its members' basic needs.

Reading: Theoretical Perspectives on Culture

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/ Sociology Learning Research In Second
Cultural Perspectives. The Core Texts Program
is a two semester course sequence, Cultural
Perspectives 101 and 102, taken by all
Samford University students. In these courses
students engage ideas that form a narrative
of human learning. Here, they are taught to
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with classic texts that have stood the test
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Cultural Perspectives - Samford University
Here is one viewpoint. "Culture" refers to a
group or community which shares common

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experiences that shape the way its members understand the world. It includes groups that we are born into, such as race, national origin, gender, class, or religion. It can also include a group we join or become part of.

Section 1. Understanding Culture and Diversity in Building ...

The title of my speech today is 'a regulatory perspective: the drivers of culture, and the role of purpose and governance', but before I describe in more detail what I intend to cover, I wanted to start with a brief story.

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A friend of mine was recently at an event similar to this at a financial services firm (not, I hasten to add, in the asset ...

A regulatory perspective: the drivers of culture and the ...

CULTURE AS A SYSTEM OF BEHAVIORS According to Brown (1991), "culture consists of the conventional patterns of thought, activity, and artifact that are passed on from generation to generation" (p. 40). Thus, if a society demonstrates a recognizable pattern of activity, such as rice cultivation, that is part of its culture.

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THE CONCEPT OF CULTURE

Baldrige Perspective on Culture and Values. Baldrige considers culture and values in the "Core Values" section and the Criteria questions of the Baldrige Excellence Framework. Signs of a healthy culture include a culture that reinforces the vision and stated values of the organization; is employee- and customer-focused

*C - V = D (Culture Minus Values Equals
Destiny) | NIST*

People speak roughly 7,000 languages

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worldwide. Although there is a lot in common among languages, each one is unique, both in its structure and in the way it reflects the culture of the people ...

The power of language: How words shape people, culture

Culture is the invisible bond which ties people together. It refers to the pattern of human activity. The art, literature, language, and religion of a community represent its culture. Our cultural values and beliefs manifest themselves through our lifestyle.

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*Why is Culture Important and How Does it
Influence People ...*

Cultural perspectives on self-enhancement and self-protection. In Alicke , M. & Sedikides , C. (Eds.), The handbook of self-enhancement and self-protection . New York : Guilford .

*Culture and Creativity: A Process Model -
Cambridge Core*

These intellectual skills include the ability to think critically and communicate effectively; the ability to understand different cultures and modes of thought; and

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the ability to investigate forces that shape the social, artistic, scientific, and technological complexities of our contemporary culture and society. The BG Perspective curriculum is defined by particular intellectual skills integral to all courses: critical thinking and effective communication, investigating and problem ...

BG Perspective (general education curriculum)

A cultural perspective on emotion assumes that humans are biologically prepared with a variety of physiological, neurological, and psychological components of emotion. Evidence

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for the thesis that human emotions are biologically prepared but socioculturally configured and conditioned is still sparse, limited largely to a few domains.

*Cultural Perspective - an overview |
ScienceDirect Topics*

Unlike role-oriented culture, where positional or personal power plays an important role, skills, competencies and expert power form the core of achievement-oriented culture. Therefore, authority is based on appropriate knowledge and competence.

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This volume presents the very important issue of integrating culture into the second language classroom. Some of its chapters were originally presented at two symposia on culture learning, *Interdisciplinary Perspectives on Culture learning in the Second Language Curriculum*, held at the University of Minnesota in 1991 and 1994. Other chapters were developed at a third conference, *Culture as the Core: Transforming the Language Curriculum*. The latter brought scholars and practitioners together to

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reflect on the earlier theoretical discussions, refine those ideas in light of subsequent theoretical developments, and translate theory into classroom practice.

Part of the Research in Second Language Learning series, this book is divided into two parts: interdisciplinary perspectives on culture teaching and learning in the second language curriculum; and integrating culture into the second language curriculum.

Culture now has a prominent place on the urban policy and re-profiling agendas of

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cities around the world. City-based cultural planning emphasising creativity in all its guises has emerged as a significant local policy initiative, while the notion of the 'creative city' has become an urban imaging cliché. The proliferation of local blueprints for cultural planning/creative cities has been remarkable, while supra-state bodies such as the European Union and UNESCO are also fostering the use of culture in strategies to revive cities and urban economies and to brand places as 'different'. Cities of Culture highlights significant trends in cultural planning since its

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inception, revealing and analysing key discourses and influential (globally-circulating) manifestos and processes, as well as their interpretation and implementation in specific places. With reference to examples drawn from Europe, Australia, Asia and North America, *Cities of Culture* provides insights into the application of urban cultural strategies in different local, national and international contexts, highlighting regularities, tensions and intersections as well as core underpinning assumptions. This book explores the now-pervasive expectation that cultural

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planning is capable of achieving a wide range of social, economic, urban and creative outcomes. It will be of interest for students and scholars of urban sociology, urban studies, cultural policy studies and human geography.

This book takes you on an adventure, an adventure into why you are the way you are, and hence why the world you live in is the way you perceive it. It is a challenging adventure this seeing why you are the way you

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are and your world is the way it is. Most people don't care, but they end up regretting not understanding this whole business of perspective in their lives gone by. You are holding in your hands the prescription for avoiding that all-too-common regret at the end of life. Herein are the tools for understanding the one thing in your life you can do something about now your perspective on things.

Perspectives on Las Américas: A Reader in Culture, History, and Representation charts new territory by demonstrating the limits of

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neatly demarcating the regions of 'Latin America' and the 'United States'. This landmark volume presents key readings that collectively examine the historical, cultural, economic, and political integration of Latina/os across the Americas, thereby challenging the barriers between Latina/o Studies and Latin American/Caribbean Studies. Brings together key readings that collectively examine the historical, cultural, economic, and political integration of Latina/os across the Americas. Charts new territory by demonstrating the limits of neatly demarcating the regions of 'Latin

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America' and the 'United States'. Challenges
the barriers between Latina/o Studies and
Latin American/Caribbean Studies as
approached by anthropologists, historians,
and other scholars. Offers instructors,
students, and interested readers both the
theoretical tools and case studies necessary
to rethink transnational realities and
identities.

SOCIOLOGY: A GLOBAL PERSPECTIVE, Ninth
Edition, introduces readers to the concepts
and theories of sociology, demonstrates how
those concepts and theories can be used to

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think about the most significant and pressing global issues of our day, and uses powerful visual images to illustrate their impact on individuals, local communities, and society. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce

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training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related

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Language Learning and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the

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constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

What can we learn about management ethics from other cultures and societies? In this textbook, cross-cultural management theory is applied and made relevant to management ethics. To help the reader understand different approaches that global businesses can take to operate successfully and ethically, there are chapters focusing on

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specific countries and regions. As well as giving the wider geographical, political and cultural contexts, the book includes numerous examples in every chapter to help the reader critique universal assumptions of what is ethical. By taking a closer look at the way we view other cultures and their values, the author challenges us to rethink commonly held assumptions and approaches in cross-cultural management, and to apply a more critical approach.

This book seeks for an alternative perspective in analysing cultural phenomena

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to supplement the norm of Western dominant theorising and conceptualisation. It engages notions and concepts of culture developed by Chinese cultural theorists when addressing Chinese teachers' cross-cultural experiences in Australian school settings. This alternative approach acknowledges the fact that the generation and development of cultural theories is contextually based. Through the reciprocated theory-data examination, it enables the arguments: Chinese culture is rooted in its written language (hanzi) which makes culture inseparable from language teaching; the core

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Language Learning

of the culture is linked back to, streamlined with and continues from China's elongated history; this core has been consistently influential on these teachers' practices and the observable cultural shift in them could be non-genuine mimicry for survival. Document analysis witnesses the current political push for the culture's stability and continuity through the national education system across sectors. This book provides background information for teachers with cultural backgrounds different from their students', and draws on a bank of practice-based evidence to suggest ways to enhance teacher-

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student relationships in cross-cultural
settings.

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