

Intercultural Education: Ethnographic and Religious Approaches

by Eleanor Nesbitt

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Intercultural education. Every language conveys and is a vehicle for culture. Taking into account the cultural dimension of the languages present and taught in schools is a fundamental and particularly delicate aspect of plurilingual and intercultural education. Today's children are exposed to cultural diversity at an early stage, both in a social context and when starting school. The intercultural aspect of school education constitutes a space where children can come together, make contact and interact with difference and otherness. It also contributes to their preparation for community | Intercultural Experience and/as Education IN ALRED, G., BYRAM, M. & FLEMING, M. (Eds.) Intercultural Experience and Education Clevedon, Multilingual Matters LTD. BATEMAN, B. E. (2002) Promoting openness toward culture learning: ethnographic interviews for students of Spanish Modern Language Journal 86(3), 318-331. BROADY, E. (2004) Sameness and difference: the challenge of culture in language teaching Language Learning Journal 29(1), 68-72. Dr Sarah Smalley, General Adviser for Religious Education and SACRE, Cambridgeshire LEA, the British Journal of Religious Education. Eleanor Nesbitt succeeds in vividly bringing to life the traditional plurality (ethnic, cultural and linguistic, etc.) of different communities of faith, and the modern plurality related to the intellectual climate of late modernity or post modernity. She also makes absolutely explicit the gap between the rhetoric and reality of religions, and the urgent need for a religious and cultural literacy that takes us beyond, on the one hand, multiculturalism and, on the other, Her many publications include Sikhism: A Very Short Introduction and Intercultural Education: Ethnographic and Religious Approaches. Read more. Product details.