



Intercultural Dialogue in Practice: Managing Value Judgment through Foreign Language Education (Languages for Intercultural Communication and Education)

By Stephanie Ann Houghton

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The term intercultural dialogue has become a buzzword at policy level, but there is a pressing need to synchronise the terminology of policymakers with that of academics. An overarching aim of this book is to explore the wide-ranging terminology relevant to intercultural dialogue in order to promote clearer consideration of the underlying issues. More specifically, this book reports the findings of a research project conducted in Japan that brought teaching practice to bear upon some of the main conflicting theoretical perspectives on how value judgment should be managed in foreign language education. At the heart of this issue lies the management of prejudice, which is a key dynamic in intercultural dialogue that brings many other factors into play.

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Editorial Review

Review

A refreshingly engaging monograph sharing a passionate researching practitioner's insight into intercultural issues in foreign language education and offering a long-awaited theory- and evidence-based model for anyone interested in cultural issues in foreign language teaching and learning. One thing is for sure, once you start reading, you will find it hard to put the book down.

(Anwei Feng, Bangor University, UK)

The book is intended for researchers or professionals at tertiary level interested in intercultural competence development in education and foreign language education. Hence, the book has a strong academic feel and ideas are backed up with previous research in the field.

(Katrín Volt, George Simons International *dialogin – The Delta Intercultural Academy in November 2012*)

About the Author

Stephanie Houghton is an Associate Professor in Intercultural Communication at Saga University in Japan. She is co-author of *Developing Criticality in Practice through Foreign Language Education* with Etsuko Yamada, co-editor of *Becoming Intercultural Inside and Outside the Classroom* with Yau Tsai, and co-editor of *Native-speakerism in Japan Intergroup Dynamics in Foreign Language Education* with Damian Rivers.

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