

## **Understanding the Other/Understanding the Self: Second Languaculture Learning as a Process of Discovery**

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Most foreign language teachers tend to conceptualize “language” and “culture” as two separate objects of study. In other words, they tend to think of “language AND culture” rather than “language AS culture.” In this talk, I will argue that educators should embrace the term “languaculture,” defined simply as the “cultural aspects of language” (Agar 1994; Risager 2006, 2007), and should develop a second languaculture pedagogy that emphasizes the discovery of culturally influenced ways of meaning-making. In this kind of pedagogy, the learner is akin to an ethnographer who tries to understand the foreigner’s “world of meaning” in relation to his or her own world. Such a relational pedagogy is grounded in the belief that a speaker’s “meaning only reveals its depths once it has encountered and come into contact with another culture” (Bakhtin 1981). I will apply the theoretical concept of languaculture to the classroom by demonstrating methods and activities that foster a deeper understanding of the Other as well as a deeper understanding of the Self, e.g., metapragmatic discussion, “rich point” analysis, interaction analysis, and student self-reflection.

### Biographical Blurb

**Dr. Carl Blyth** (PhD, Cornell University) is Associate Professor of French Linguistics and Director of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin (USA). An applied linguist, he has interests in interactional sociolinguistics, intercultural/interlanguage pragmatics and language technology. He has published several books and book chapters as well as articles in such journals as *Language and Dialogue*, *The Modern Language Journal*, *CALICO Journal*, and *Journal of Educational Computing Research*. He serves on the editorial board of *Intercultural Pragmatics* and *Issues in Language Program Direction* (AAUSC).