

Reflexivity In Language And Intercultural Education Rethinking Multilingualism And Interculturality

Routledge Studies In Language And Intercultural Communication

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Research Methods in Language Policy and Planning Francis M. Hult 2015-07-07 This is the first volume exclusively devoted to research methods in language policy and planning (LPP). Each chapter is written by a leading language policy expert and provides a how-to guide to planning studies as well as gathering and analyzing data Covers a broad range of methods, making it easily accessible to and useful for transdisciplinary researchers working with language policy in any capacity Will serve as both a foundational methods text for graduate students and novice researchers, and a useful methodological reference for experienced LPP researchers Includes a series of guidelines for public engagement to assist scholars as they endeavor to incorporate their work into the public policy process

Research Methods in Intercultural Communication Zhu Hua 2015-12-21 Research Methods in Intercultural Communication introduces and contextualizes the most important methodological issues in the field for upper-level undergraduate and graduate students. Examples of these issues are which paradigms and how to research multilingually, interculturally and ethnically. Provides the first dedicated and most comprehensive volume on research methods in intercultural communication research in the last 30 years Explains new and emerging methods, as well as more established ones. These include: Matched Guise Technique, Discourse Completion Task, Critical Incident Technique, Critical Discourse Analysis, Ethnography, Virtual Ethnography, Corpus Analysis, Multimodality, Conversation Analysis, Narrative Analysis, Questionnaire and Interview. Assists readers in determining the most suitable method for various research questions, conceptualizing the research process, interpreting results, and drawing conclusions Supports students from start to finish with key terms, suggestions for further reading, research summaries, and sound guidance from experienced scholars and researchers

Online Intercultural Exchange Robert O'Dowd 2016-03-31 This volume provides a state of the art overview of Online Intercultural Exchange (OIE) in university education and demonstrates how educators can use OIE to address current challenges in university contexts such as internationalisation, virtual mobility and intercultural foreign language education. Since the 1990s, educators have been using virtual interaction to bring their classes into contact with geographically distant partner classes to create opportunities for authentic communication, meaningful collaboration and first-hand experience of working and learning with partners from other cultural backgrounds. Online exchange projects of this nature can contribute to the development of learner autonomy, linguistic accuracy, intercultural awareness, intercultural skills and electronic literacies. Online Intercultural Exchange has now reached a stage where it is moving beyond individual classroom initiatives and is assuming a role as a major tool for internationalization, intercultural development and virtual mobility in universities around the globe. This volume reports qualitative and quantitative findings on the impact of OIE on universities in Europe and elsewhere and offers comprehensive guidance on using OIE at both pedagogical and technological levels. It provides theoretically-informed accounts of Online Intercultural Exchanges which will be relevant to researchers in Computer Assisted Language Learning, Computer-Mediated Communication, or Virtual Education. Finally, contributors offer a collection of practitioner-authored and practically-oriented case studies for the benefit of teachers of foreign languages or in other subject areas who wish to engage in developing the digital literacy and intercultural competences of their learners.

Language Policy in Business Elisabeth Barakos 2020-11-15 Language Policy in Business: Discourse, ideology and practice provides a critical sociolinguistic and discursive understanding of language policy in a minority language context. Focusing on Welsh-English bilingualism in private sector businesses in Wales, the book unpacks the circulating discourses, ideologies and practices of promoting bilingualism as a sociocultural and economic resource in the globalised knowledge economy. It sheds light on businesses as ideological sites for struggles over language revitalisation, which has been characterised by tensions and discursive shifts from essentialist ideologies about language, identity, nation and territory, to an increased commodification of bilingualism. The book is premised on the understanding that language is a focal point for articulating and living out historical power relationships and inequalities, and that language policy processes are never apolitical. It adds to a body of literature about bilingualism in minority language contexts and, more broadly, about how the fields of politics, business and society are inextricably related.

Diversities and Interculturality in Textbooks Kaisa Hahl 2015-04-01 Textbooks are crucial in shaping today's global and diverse world. They can contribute to making it both 'better' and more 'intercultural', but also, on occasion, create limited and biased ideas about the 'Other'. This collected volume undertakes multidisciplinary research into textbooks, taking one of the best education systems in the world – Finland – as an example. The authors investigate the issue of diversities in textbooks from multiple perspectives, disciplines, school levels and content areas. Together, the chapters provide examples of hidden ideologies, (neo-)stereotyping and othering when looking beneath the surface of texts and illustrations. The authors also present concrete tools that can be used for analysing diversities and interculturality in textbooks. In addition, the chapters will serve to develop teachers' and students' abilities to encounter diversities and similarities in ways that enhance their sensitivity, self-reflexivity and criticality. This volume will be of interest for students in educational sciences; pre-service teachers and in-service teachers of various school subjects; teacher

educators; and researchers in the areas of subject didactics, multicultural and intercultural education, language education, educational leadership, curriculum, and policy. Forewords and Commentary by Jari Lavonen, Karen Risager, Adrian Holliday and Julie S. Byrd Clark.

Open Education and Second Language Learning and Teaching Carl S. Blyth 2021-02-03 Compared with STEM fields, foreign language (FL) education and second language acquisition have only slowly embraced open education and the new knowledge ecologies it produces. FL educators may have been hesitant to participate in the open education movement due to a lack of research which investigates the benefits and challenges of FL learning and teaching in open environments. This book contextualizes open education in FL learning and teaching via an historical overview of the movement, along with an in-depth exploration of how the open movement affects FL education beyond the classroom context; fills the research void by exploring aspects of open second language learning and teaching across a range of educational contexts; and illustrates new ways of creating, adapting and curating FL materials that are freely shared among FL educators and students. This book is open access under a CC BY ND licence.

Rethinking Languages Education Ruth Arber 2020-11-27 Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory, applied linguistics and education. The contributors interrogate innovative and recent thinking and broach controversies about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty-first-century classrooms. Crucially, Rethinking Languages Education explores established understandings about language, culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change, and the politics of language, culture and identity. Rethinking Languages Education focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts. The response to these questions is multi-layered, and takes into account the complex interactions between policy, curriculum and practice, as well as their contention and implementation. In doing so, this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages, TESOL and EAL/D education. It includes diverse discussions around practice, and addresses issues of the dominance of prestige Languages programs for 'minority' and 'heritage' languages, as well as discussing controversies about the current provision of English and Languages programs around the world.

Crossing Boundaries and Weaving Intercultural Work, Life, and Scholarship in Globalizing Universities Adam Komisarof 2015-10-23 This book generates a fresh, complex view of the process of globalization by examining how work, scholarship, and life inform each other among intercultural scholars as they navigate their interpersonal relationships and cross boundaries physically and metaphorically. Divided into three parts, the book examines: (1) the socio-psychological process of crossing boundaries constructed around nations and work organizations; (2) the negotiation of multiple aspects of identities; and (3) the role of language in intercultural encounters, in particular, adjustment taking place at linguistic and interactional levels. The authors reflect upon and give meaning and structure to their own intercultural experiences through theoretical frameworks and concepts—many of which they themselves have proposed and developed in their own research. They also provide invaluable advice for transnational scholars and those who aspire to work and live abroad to improve organizational participation and mutual intercultural engagement when working in a globalizing workplace. Researchers and practitioners of applied linguistics, communication studies, and higher education in many regions of the world will find this book an insightful resource.

Handbook of Qualitative Research Methodologies in Workplace Contexts Joanna Crossman 2021-02-26 This comprehensive Handbook explores both traditional and contemporary interpretations of qualitative research in the workplace, examining a variety of foundational and innovative qualitative methodological approaches.

Virtual Sites as Learning Spaces Sangeeta Bagga-Gupta 2019-11-25 This volume fills a gap in the literature between the domains of Communication Studies and Educational Sciences across physical-virtual spaces as they intersect in the 21st century. The chapters focus on “linguaging” - communicative practices in the making - and its intersection with analogue and virtual learning spaces, bringing together studies that highlight the constant movement between analogue-virtual dimensions that continuously re-shape participants' identity positionings. Linguaging is understood as the deployment of one or more than one language variety, modality, embodiment, etc in human meaning-making across spaces. Linguaging activities are explored through a multitude of literary artefacts, genres, media, and modes produced in and across sites. The authors go beyond “best practice” approaches and instead present “how-to-explore” communicative practices for researchers, learners and teachers. This book will be of interest to readers situated in the areas of literacy, literature, bi/multilingualism, multimodality, linguistic anthropology, applied linguistics, and related fields. Chapters 2, 5, 8 and 12 are open access under a CC BY 4.0 license at link.springer.com.

Intercultural Competence in the Work of Teachers Fred Dervin 2020-03-31 This book critiques models of intercultural competence, whilst suggesting examples of specific alternative approaches that will successfully foster intercultural competence in teacher education. Bringing together diverse perspectives from teacher educators and student teachers, this volume discusses the need to move beyond essentialism, culturalism and assumptions about an us versus them perspective and recognises that multiple identities of an individual are negotiated in interaction with others. Intercultural Competence in the Work of Teachers is divided into four sections: critiquing intercultural competence in teacher education; exploring critical intercultural competences in teacher education; reflexivity and intercultural competence in teacher education; and indigeneity and intercultural competence in teacher education, providing a methodological approach through which to explore this critical framework further. This book is ideal for teacher educators or academics of education specialising in global education who are looking to explore alternative perspectives towards intercultural competence and wish to gain an insight into the ways it can be utilised in a more effective and productive manner.

Intercultural Competence Past, Present and Future María Dolores López-Jiménez 2021-01-08 This book explores the benefits of teaching reflection upon one's own culture to develop intercultural competence and looks into the relationship between the proficiency level of the second language and the target culture. It introduces new debates on the concept of 'critical cultural awareness' in intercultural learning and teaching, for example the indiscriminate use of terminologies related to the idea of 'intercultural encounters'. Also, it provides insight into the relationship between language and culture using a new tool such as the Autobiography of Intercultural Encounters through Visual Media. The presentation of different approaches, tools, barriers, educational and cultural realities, online intercultural exchange projects and concepts such as motivation, attitudes, stereotyping, otherization, and critical cultural awareness makes this book an excellent instrument not only for teachers but also for researchers, policy-makers and private and public institutions that want to explore culture and interculturality and to promote an intercultural competence and global citizenship among its learners / users / clients and / or an interculturally-oriented language education.

Interculturality in Learning Mandarin Chinese in British Universities Tinghe Jin 2020-11-30 As China and Chinese language learning moves centre stage economically and politically, questions of

interculturality assume even greater significance. In this book interculturality draws attention to the processes involved in people engaging and exchanging with each other across languages, nationalities and ethnicities. The study, which adopts an ecological perspective, critically examines a range of issues and uses a variety of sources to conduct a multifaceted investigation. Data gathered from interviews with students of Mandarin sit alongside a critical discussion of a wide range of sources. Interculturality in Learning Mandarin Chinese in British Universities will be of interest to students and academics studying and researching Chinese language education, and academics working in the fields of language and intercultural communication, intercultural education and language education in general.

The Critical Turn in Language and Intercultural Communication Pedagogy Maria Dasli 2016-09-13 This edited research volume explores the development of what can be described as the 'critical turn' in intercultural communication pedagogy, with a particular focus on modern/foreign language education. The main aim is to trace the realisations of this critical turn against a background of unequal power relations, and to illuminate the role that radical culture educators can play in the making of a more democratic and egalitarian social order. The volume takes as a starting point the idea that criticality draws on a number of intellectual traditions, which do not always focus on social and political critique, and argues that because ideological hegemony impacts on the meanings that people create and share, intercultural communication pedagogy ought to locate itself within wider socio-political contexts. With reference points drawn from critical and transnational social theory, critical pedagogy and intercultural theory, contributors to this volume provide readers with powerful ways that show how this can be achieved, and together assess the impact that their understanding of criticality can make on modern/foreign language education. The volume is divided into three major parts, namely: 'theorising critically', 'researching critically' and 'teaching critically'.

The Politics of Researching Multilingually Dr. Prue Holmes 2022-02-21 This book offers a unique understanding of how researchers' linguistic resources, and the languages they use in the research process, are often politically and structurally shaped and constrained, with implications for the reliability of the research. The chapters are written by both experienced and novice researchers, who examine how they negotiated the use of their own, and others', linguistic and communicative resources when undertaking their research in politically-charged, and linguistically and culturally diverse contexts. The contributing authors are either from the Global South, or engaged in work which is contextualised within the Global South; or they face linguistic structural hegemonies in the Global North which challenge their research processes. They utilise diverse theoretical, methodological and disciplinary approaches to produce a collection of engaging and accessible accounts of researching multilingually in their contexts. These accounts will help readers to make theoretically and methodologically informed choices about the political dimensions of languages in their own research when researching multilingually.

French Immersion Ideologies in Canada Sylvie Roy 2020-05-15 In *French Immersion Ideologies in Canada*, Sylvie Roy gives voice to people who have experiences with French immersion programs in Alberta, Canada. Using a sociolinguistics for change approach, she interprets questions related to language ideologies, as well as reasons people learn French as an additional language and why some students are asked to learn English first. She also reflects on what it means to become or to be bilingual or multilingual in a globalized world. Roy discusses teachers' and learners' linguistic and cultural practices and examines transculturality for the future. By questioning concepts that recur in participants' narratives, this book explores how power is reproduced, who is marginalized in the process, and what can be done to deconstruct ideologies about learning and teaching French in Canada and in the world. Roy demonstrates complex issues related to the French language and their consequences for learners, parents, teachers, and administrators.

Online Intercultural Education and Study Abroad Jane Jackson 2018-11-16 With the increasing focus on international education and study abroad programmes, *Online Intercultural Education and Study Abroad* meets the need for a text that addresses ways in which technology may be harnessed to enhance student experience. Combining case studies with theoretical insights, this book critically investigates the effectiveness of a fully online study abroad intervention that was designed to optimise intercultural learning in an international context. Intercultural education researchers and practitioners are provided with theory-based practical ideas such as eLearning strategies and online mentoring tips to help students maximise their intercultural education journey, intercultural competence development, and social engagement while abroad. Both practical and research-focused, this volume considers a wide range of topics, including: Contemporary notions of experiential learning Guided critical reflection through e-mentoring A social constructivist orientation towards eLearning pedagogy Tools to help understand and measure learner development abroad *Online Intercultural Education and Study Abroad* is suitable for both novice and experienced study abroad practitioners, researchers, and administrators. Satisfying the growing interest in using eLearning within study abroad programmes, this book will be a necessary point of reference for any institution that aims to enhance international educational experience, especially through the use of technology.

Education, Ethnicity and Equity in the Multilingual Asian Context Jan GUBE 2019-02-08 The book addresses issues related to the education of ethnic minority individuals in the multilingual Asian region. It features recent research and practices of scholars aiming to rethink educational policy and practice surrounding the education of ethnic minority students with a variety of language scenarios in Hong Kong and other Asian contexts. It documents how ethnicity and inequality are played out at policy, school, and individual levels, and how these affect the education of ethnic minorities in their host societies. Using a range of methods, from surveys to interviews and document analysis, this book describes the links between language, identity and educational inequality related to ethnic minorities in Asian contexts.

Researching Identity and Interculturality Fred Dervin 2014-09-19 This volume focuses on advances in research methodology in an interdisciplinary field framed by discourses of identity and interculturality. It includes a range of qualitative studies: studies of interaction, narrative studies, conversation analysis, ethnographic studies, postcolonial studies and critical discourse studies, and emphasizes the role of discourse and power in all studies of identity and interculturality. The volume particularly focuses on critical reflexivity in every stage of research, including reflections on theoretical concepts (such as 'identity' and 'interculturality') and their relationship with methodology and analytical practice, reflections on researcher identity and subjectivity, reflections on local and global contexts of research, and reflections on language choice and linguacultural aspects of data generation, analysis and communication.

Autoethnographic Perspectives on Multilingual Life Stories Hanc?-Azizoglu, Eda Ba?ak 2022-05-13 Storytelling is an ideal avenue for language learners to share their experiences and journeys and find a sense of identity. Everyone who has learned an additional language has a story to tell, but there is a unique type of autoethnographic and linguistic story that can be read in scholarly platforms. *Autoethnographic Perspectives on Multilingual Life Stories* presents the life stories of multilingual people and their experiences by using autoethnography as a research method. It proposes narrative as an autobiographical research method that provides the technique and opportunity to express how transnationals construct their identities in foreign and new contexts through partial or full life

stories. Covering topics such as identity, life stories, and self-discovery, this reference work is ideal for academicians, researchers, scholars, practitioners, instructors, and students.

Change and Exchange in Global Education Mei Yuan 2022-09-23 This unique book starts from the premise that students, scholars, and educators should be given access to a form of global education that is genuinely global. Using the notion of interculturality as change and exchange as a basis, the authors examine fifty discourse instruments (e.g. idioms, neologisms, slogans) related to what they call 'Chinese stories of interculturality'. China, like other countries, has a rich and complex history of intercultural encounters and her engagement with the notion today, which shares similarities and differences with glocal discourses of interculturality, deserves to be unpacked and familiarized with. By so doing, digging into the intricacies of the Chinese and English languages, the reader is empowered to unthink, rethink and especially reflect on their own take on the important notion of interculturality.

Echoes Warren Midgley 2014-04-03 **Echoes: Ethics and Issues of Voice in Education** breaks new ground in the field of education research ethics, by examining different perspectives on the role, influence and importance of voice. Drawing on a variety of philosophical and paradigmatic approaches, **Echoes: Ethics and Issues of Voice in Education** examines how and the different ways in which researchers conceptualise voice in the context of broader theoretical and methodological issues relating to research ethics. Written by authors working across the globe in a variety of academic contexts, it asks: • How might voice in education be reconceptualised? • What factors influence whether or not, and in what ways, voices are heard and/or (re)presented in education research? • What implications do (re)conceptualisations of voice have with respect to the ethics of education research? • What methods can be used to explore the role, importance and influence of voice in education research from an ethics perspective? • How might voices be appropriately acknowledged and represented in education research? **Echoes: Ethics and Issues of Voice in Education** invites the reader to join the conversation, as it prompts reflection and discussion about the challenges and concerns inherent in the representation of voice in education research.

Handbook of Research on Fostering Social Justice Through Intercultural and Multilingual Communication Meletiadou, Eleni 2022-09-01 Students taught with a social justice framework will ideally have a stronger sense of what is just and fair and choose careers and lifestyles that support their communities. Over time, students look at current and historical events—even their own actions—through the lens of social justice, promoting better decision-making. Building trust impacts the bottom line for global companies, and multilingual communication is a core pillar for effective growth. It is essential to promote this trust through social justice and educate learners on intercultural and multilingual communication. The **Handbook of Research on Fostering Social Justice Through Intercultural and Multilingual Communication** explores innovative teaching, learning, and assessment practices that foster social justice and enhance intercultural and multilingual communication in primary, secondary, post-secondary, and higher education. It demonstrates the value of adopting a social justice lens in education by broadening and strengthening the evidence base of the impact that this can make for students, educators, and society as a whole. Covering topics such as game-based assessment, social adaptation, and plurilingual classroom citizenship, this premier reference source is an excellent resource for educators and administrators of both K-12 and higher education, librarians, pre-service teachers, teacher educators, government officials, educational managers, linguists, researchers, and academicians.

Interculturality, Interaction and Language Learning Jane Woodin 2018-05-23 This book opens up new lines of debate in language learning and intercultural communication through an investigation of tandem language learning (a method of language learning based on mutual language exchange between native speakers and learners of each other's language) in connection with intercultural learning and identity construction. Through an empirical study of face-to-face tandem conversations, Jane Woodin provides compelling evidence for the re-definition of the tandem partnership beyond the traditional native speaker–non-native speaker (NS-NNS) paradigm. By analyzing conversation shapes, learner identification of self and other and interactants' own focus on culture, this book reveals how interactants themselves address the complexities of language, learning, ownership and meaning. The book also questions the prevalence of models of intercultural competence which describe the competence of the individual, with little recognition of the role of the relationship or interaction. Woodin considers the broader applicability of the tandem framework of autonomy and reciprocity, and suggests new directions for further research on tandem learning.

The Cultural and Intercultural Dimensions of English as a Lingua Franca Prue Holmes 2016-03-01 This book investigates the cultural and intercultural aspects of English as a Lingua Franca (ELF). Authors discuss how 'culture' and the 'intercultural' can be understood, theorised and operationalised in ELF, and how the concepts can be integrated into formats of ELF-oriented learning and teaching. The various cultural connotations are also discussed (ideological, political, religious and historical) and whether it is possible to use and/or teach a lingua franca as if it were culturally neutral. The chapters consider the communication and pedagogical implications of the cultural and intercultural dimensions of ELF and offer suggestions for new directions in ELF research, pedagogy and curriculum development.

Living with Difference Adam B. Seligman 2016-01-12 Whether looking at divided cities or working with populations on the margins of society, a growing number of engaged academics have reached out to communities around the world to address the practical problems of living with difference. This book explores the challenges and necessities of accommodating difference, however difficult and uncomfortable such accommodation may be. Drawing on fourteen years of theoretical insights and unique pedagogy, CEDAR—Communities Engaging with Difference and Religion—has worked internationally with community leaders, activists, and other partners to take the insights of anthropology out of the classroom and into the world. Rather than addressing conflict by emphasizing what is shared, **Living with Difference** argues for the centrality of difference in creating community, seeking ways not to overcome or deny differences but to live with and within them in a self-reflective space and practice. This volume also includes a manual for organizers to implement CEDAR's strategies in their own communities.

The Routledge Handbook of English Language Teaching Graham Hall 2016-05-12 The **Routledge Handbook of English Language Teaching** is the definitive reference volume for postgraduate and advanced undergraduate students of Applied Linguistics, ELT/TESOL, and Language Teacher Education, and for ELT professionals engaged in in-service teacher development and/or undertaking academic study. Progressing from 'broader' contextual issues to a 'narrower' focus on classrooms and classroom discourse, the volume's inter-related themes focus on: ELT in the world: contexts and goals planning and organising ELT: curriculum, resources and settings methods and methodology: perspectives and practices second language learning and learners teaching language: knowledge, skills and pedagogy understanding the language classroom. The Handbook's 39 chapters are written by leading figures in ELT from around the world. Mindful of the diverse pedagogical, institutional and social contexts for ELT, they convincingly present the key issues, areas of debate and dispute, and likely future developments in ELT from an applied linguistics perspective. Throughout the volume, readers are encouraged to develop their own thinking and practice in contextually appropriate ways, assisted by discussion questions and suggestions for further reading that

accompany every chapter. Advisory board: Guy Cook, Diane Larsen-Freeman, Amy Tsui, and Steve Walsh

International Student Connectedness and Identity Ly Thi Tran 2016-11-23 This book focuses on the interrelationship between international student connectedness and identity from transnational and transdisciplinary perspectives. It addresses the core issues surrounding international students' physical and virtual connectedness to people, places and communities as well as the conditions that shape their transnational connectedness and identity formation. Further, it analyses the nature, diversity and complexity of international student connectedness and identity development across different national, social and cultural boundaries.

Intercultural Learning in Language Education and Beyond Troy McConachy 2022-04-12 This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram's pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond. The chapters address important theoretical and empirical work on the teaching, learning, and assessment of intercultural learning, and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways. The book offers comprehensive, up-to-date and accessible knowledge for researchers, teachers, teacher-trainers and students.

The Routledge Handbook of Language and Intercultural Communication Jane Jackson 2020-05-20 The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics, including reflexivity and criticality, translanguaging, and social justice in relation to intercultural communication. With an emphasis on contemporary, critical perspectives, this handbook showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL/TEFL, and communication studies.

The Routledge Handbook of Language and Identity Sian Preece 2016-02-12 The Routledge Handbook of Language and Identity provides a clear and comprehensive survey of the field of language and identity from an applied linguistics perspective. Forty-one chapters are organised into five sections covering: theoretical perspectives informing language and identity studies key issues for researchers doing language and identity studies categories and dimensions of identity identity in language learning contexts and among language learners future directions for language and identity studies in applied linguistics Written by specialists from around the world, each chapter will introduce a topic in language and identity studies, provide a concise and critical survey, in which the importance and relevance to applied linguists is explained and include further reading. The Routledge Handbook of Language and Identity is an essential purchase for advanced undergraduate and postgraduate students of Linguistics, Applied Linguistics and TESOL. Advisory board: David Block (Institució Catalana de Recerca i Estudis Avançats/ Universitat de Lleida, Spain); John Joseph (University of Edinburgh); Bonny Norton (University of British Columbia, Canada).

Reflexivity in Language and Intercultural Education Julie S. Byrd Clark 2014-04-03 With the impact of accelerated globalization, digital technologies, mobility, and migration, the fields of Applied Linguistics, Language, and Intercultural Education have been shifting. One shift in need of further exploration is that of systematic and coherent reflexivity in researching language and culture. This unique and timely book thus examines the significance of reflexivity as an integral process, particularly when researching the multifaceted notions of multilingualism and interculturality in education. It also contributes to current critical approaches to representations of languages and cultures in identity politics. As such, the authors offer innovative ways of engaging with reflexivity in teaching, learning, and research through multimodal and complex ways. The chapters span a diverse range of educational settings in Asia, Australia, Europe, and North America.

Interculturality in Chinese Language Education Tinghe Jin 2017-06-27 This book calls for a change in the way interculturality is introduced in Chinese language education, while the demand for Chinese language teaching increases around the world. The concept of culture – as in the phrase 'Chinese culture' – has often been one of the main emphases of Chinese language education, providing students with facts about China and 'recipes' on how to meet Chinese people and how to behave like them. However, Chinese culture, like all cultures, does not constitute a closed system, but is constantly evolving and exchanging with other cultures. This unique volume comprises studies from around the world that promote intercultural awareness, dialogue, and encounters in Chinese language education. Written in a clear and readable style, this book will appeal to a diverse readership, from practising and training teachers of Chinese, to researchers interested in language and intercultural education.

Reflexivity in Language and Intercultural Education Julie S. Byrd Clark 2014-04-03 With the impact of accelerated globalization, digital technologies, mobility, and migration, the fields of Applied Linguistics, Language, and Intercultural Education have been shifting. One shift in need of further exploration is that of systematic and coherent reflexivity in researching language and culture. This unique and timely book thus examines the significance of reflexivity as an integral process, particularly when researching the multifaceted notions of multilingualism and interculturality in education. It also contributes to current critical approaches to representations of languages and cultures in identity politics. As such, the authors offer innovative ways of engaging with reflexivity in teaching, learning, and research through multimodal and complex ways. The chapters span a diverse range of educational settings in Asia, Australia, Europe, and North America.

The Routledge International Handbook of Autoethnography in Educational Research Emilio A. Anteliz 2022-11-10 The Routledge International Handbook of Autoethnography in Educational Research presents diverse and rigorous contemporary research at the intersection between autoethnography and educational research. The handbook investigates the bidirectional connection between autoethnography and educational research in relation to four themes: enhancing teaching and teacher education with autoethnography; enlarging doctoral study and supervision with autoethnography; conducting identity work and relationship-building via autoethnography; and promoting social justice through autoethnography. In addition to the synthesising introduction and conclusion chapters, the 27 main chapters in the handbook cover current research from Africa, Aotearoa New Zealand, Australia, Bangladesh, Canada, Spain, the United Kingdom, the United States and Venezuela. The chapters present novel applications of several key concepts and research methods, including activism, arts-based research, critical reflection, decolonising feminism, doctoral study and supervision, hybrid identities, Indigenous research, migrant education, racism, researcher self-efficacy, teacher identity, visual autoethnography and writing as voice. This book will be of use to all researchers, and doctoral and Masters students, using qualitative and autoethnographic methods in Education and related fields.

Managing Plurilingual and Intercultural Practices in the Workplace Georges Lüdi 2016-11-01 The contributions in this volume stem from different lines of research and represent both a continuation

and an advancement of the European DYLAN project. The book addresses the meanings and implications of multilingualism and plurilingual repertoires as well as the ways in which cultural diversity is managed in companies and institutions in Switzerland. Characterised by official quadrilingualism, but also by new dimensions of multilingualism resulting from massive immigration, important workforce mobility and increasing globalisation, Switzerland offers an ideal laboratory for studying phenomena linked to multilingualism and cultural diversity. On the one hand, a special focus is put on the best practices of diversity management and language regimes with particular attention paid to the interplay between official languages and English, and to ways of leveraging diversity awareness, fostering cultural inclusiveness and enhancing intercultural learning in vocational education and training. On the other hand, the chapters examine at close range the way actors' plurilingual repertoires are developed and how their use is adapted to particular objectives and specific conditions. Being observed in several types of multilingual professional settings, the plurilingual strategies, including English as lingua franca, are particularly examined in terms of power relations and processes of inclusion or exclusion.

Multilingualism and Education Gail Prasad 2022-06-09 For decades, international researchers and educators have sought to understand how to address cultural and linguistic diversity in education. This book offers the keys to doing so: it brings together short biographies of thirty-six scholars, representing a wide range of universities and countries, to allow them to reflect on their own personal life paths, and how their individual life experiences have led to and informed their research. This approach highlights how theories and concepts have evolved in different contexts, while opening up pedagogical possibilities from diverse backgrounds and enriched by the life experiences of leading researchers in the field. Beyond these questions, the book also explores the dynamic relationships between languages, power and identities, as well as how these relationships raise broader societal issues that permeate both global and local language practices. It is essential reading for students, teacher educators, and researchers interested in the impact of multilingualism on education.

Becoming and Being a TESOL Teacher Educator Rui Yuan 2021-10-06 This book offers insights into the lived experiences (e.g., teaching, research, and practicum supervision) of TESOL teacher educators in diverse institutional and socio-cultural contexts. Informed by a situated, ecological perspective, it draws on a variety of research approaches (e.g., qualitative, action research, and self-study), and sheds light on how language teacher educators engage in daily practice and social interactions. This edited collection examines how TESOL educators cope with potential contextual obstacles (e.g., the theory-practice divide), and how they seek their continuing professional development in complex, shifting higher education settings. The book offers critical and thoughtful reflections of current practice and policies in language education and higher education, and provides practical implications on the preparation and development of frontline language teachers.

Glocal Languages and Critical Intercultural Awareness Manuela Guilherme 2019-02-12 This volume provides a new perspective on prevailing discourses on translanguaging and multilingualism by looking at 'glocal' languages, local languages which have been successfully "globalized". Focusing on European languages recreated in Latin America, the book features examples from languages underexplored in the literature, including Brazilian Portuguese, Amerindian poetics, and English, Spanish, Portuguese outside Europe, as a basis for advocating for an approach to language education rooted in critical pedagogy and post-colonial perspectives and countering hegemonic theories of globalization. While rooted in a discussion of the South, the book offers a fresh voice in current debates on language education that will be of broader interest to students and scholars across disciplines, including language education, multilingualism, cultural studies, and linguistic anthropology.

Meeting Foreignness Paola Giorgis 2018-10-15 The purpose of the book is to highlight the critical and intercultural potential of foreign languages and foreign language education. The book addresses the complexity of the experience of (foreign) languages and offers both theoretical interdisciplinary suggestions and applied examples of activities.