

# Reflexivity In Language And Intercultural Education Rethinking Multilingualism And Interculturality Routledge Studies In Language And Intercultural Communication

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*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 BLOK (INSTITUCIÓ CATALANA DE RECERCA I ESTUDIS AVANÇATS/ UNIVERSITAT DE LLEIDA, SPAIN); JOHN JOSEPH (UNIVERSITY OF EDINBURGH); BONNY NORTON (UNIVERSITY OF BRITISH COLUMBIA, CANADA).

**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.

*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 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.

**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. *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.

**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.

**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.

**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.

*Understanding Multimodal Discourses in English Language Teaching Textbooks* CHRISTOPHER A. SMITH 2022-08-11 Textbooks are indispensable components and in some cases the cornerstones of the mission of English language teaching (ELT). However, they are artefacts of a pedagogical culture that rarely echo the concerns of their most prolific consumers: teachers and students. This book offers a useful framework for evaluating ELT textbooks from a critical discourse perspective; one that is based on sound current research but also offers practical guidance to teachers. Building from a foundational understanding of ELT textbooks, the author presents a systematic procedure to critically analyze their multimodal discourse, examine how those discourses are negotiated between teachers and students in class, and measure how those consumers privately value the lessons. The book provides teachers with the tools they need to select and adapt materials based on critical multimodal discourse analysis, where not only the

text but the pictures, websites, audio, visual elements too are subjected to a process which can reveal underlying ideologies, assumptions, omissions and reifications. The triangulated approach, demonstrated in a series of vignettes featuring Korean university students and native-English-speaking instructors, can inform textbook choice, instigate change, and inspire lesson re-contextualization to best suit the needs of its primary consumers.

**MULTILINGUALISM, IDENTITY AND INTERCULTURALITY IN EDUCATION** RUTH FIELDING 2022-12-02 This book brings together research on multilingualism, identity and intercultural understanding from a range of locations across the globe to explore the intersection of these key ideas in education. It addresses the need to better understand how multilingual, identity, and intercultural approaches intersect for multilingual learners in complex and varied settings. Through global examples, it explores how identities and multilingualism are situated within, and surrounding intercultural experiences. This book examines the different theoretical interpretations as encountered and used in different contexts. By doing so, it helps readers better understand how teachers approach multilingualism and diversity in a range of contexts.

**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.

**LANGUAGE POLICY IN BUSINESS** ELISABETH BARAKOS 2020-11-16 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 socio-cultural 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.

**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 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

**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.

*Crossing Boundaries and Weaving Intercultural Work, Life, and Scholarship in Globalizing Universities* ADAM KOMISAROF 2016-10-23 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.

*Applied Linguistics and Politics* CHRISTIAN W. CHUN 2022-02-24 In the current climate of extreme nationalism and fear-mongering, a new politics for a socially just world is needed more than ever. Featuring internationally-renowned scholars, Applied Linguistics and Politics explores how innovative theories, methodologies and pedagogies in applied linguistics can address the political challenges and issues arising in the 21st century. Adopting a Gramscian theoretical framework, the five parts of this volume focus on the various ways in which the political is discursively and materially realized in its dialogic co-constructions within the media, the economy, culture and identity, affect, and education. Examining the power instantiations of sociolinguistic and semiotic practices in society from a variety of critical perspectives, this book questions how applied linguists can respond to, and challenge, current discourses of issues such as militarism, nationalism, Islamophobia, sexism, racism and the free market, and suggests future directions for research. Making use of a range of methodologies from discourse analysis, sociolinguistics, semiotics and political science, Applied Linguistics and Politics demonstrates how linguistics can intervene in the political and help mobilize and organize for an economically and socially just society.

**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.

**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.

**THE CAMBRIDGE HANDBOOK OF TRANSLATION** KIRSTEN MALMKJØR 2022-03-17 Translation plays a vital role in society – it allows us to share knowledge and enrich our lives through access to other cultures. Translation studies is a rapidly

EVOLVING ACADEMIC DISCIPLINE, DIRECTLY IMPACTED BY ADVANCES IN TECHNOLOGICAL AIDS, AND WITH CLOSE CONNECTIONS BETWEEN THEORY AND PRACTICE. BRINGING TOGETHER CONTRIBUTIONS FROM INTERNATIONALLY-RENOUNDED SCHOLARS, THIS HANDBOOK OFFERS AN AUTHORITATIVE, UP-TO-DATE ACCOUNT OF THE MANY FACETS OF THIS BUOYANT DISCIPLINE. IT COVERS DIFFERENT THEMES, AREAS OF PRACTICE AND DEVELOPING TRENDS, AND PROVIDES AN OVERVIEW OF THE MAJOR SUB-FIELDS, AND THE CONNECTIONS BETWEEN THEM. IT IS ORGANISED INTO SIX PARTS COVERING THE NATURE OF TRANSLATION, ITS ROLES IN SOCIETY, ITS RELATIONSHIPS WITH OTHER DISCIPLINES, A SELECTION OF ITS FACTUAL GENRES, A SELECTION OF ITS ART-RELATED GENRES AND, FINALLY, ITS ROLE IN HISTORY. COMPREHENSIVE YET ACCESSIBLE, IT IS ESSENTIAL READING FOR STUDENTS, TEACHERS AND SCHOLARS OF TRANSLATION STUDIES, MODERN LANGUAGES, LINGUISTICS, SOCIAL STUDIES AND LITERARY STUDIES.

**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.

**RESEARCH METHODS IN LANGUAGE POLICY AND PLANNING** Francis M. Hult 2015-04-27 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.

**INTERCULTURAL COMPETENCE IN THE WORK OF TEACHERS** Fred Dervin 2020-03-31 THIS BOOK CRITIQUES MODELS OF INTERCULTURAL COMPETENCE, WHILE 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 INDIGENITY 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.

**THE POLITICS OF RESEARCHING MULTILINGUALLY** 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.

**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 HARNESSSED 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 E-LEARNING 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 E-LEARNING 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 E-LEARNING 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.

**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.

**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 GLOBAL 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.

**SCRIPTS OF SERVITUDE** Beatriz P. Lorente 2017-10-19 THIS BOOK EXAMINES HOW LANGUAGE IS A CENTRAL RESOURCE IN TRANSFORMING MIGRANT WOMEN INTO TRANSNATIONAL DOMESTIC WORKERS. FOCUSING ON THE MIGRATION OF WOMEN FROM THE PHILIPPINES TO SINGAPORE, THE BOOK UNPACKS WHY AND HOW LANGUAGE IS EMBEDDED IN THE INFRASTRUCTURE OF TRANSNATIONAL LABOR MIGRATION THAT LINKS MIGRANT-SENDING AND MIGRANT-RECEIVING COUNTRIES. IT SHEDS LIGHT ON THE EVERYDAY LIVES OF TRANSNATIONAL DOMESTIC WORKERS AND HOW THEY DRAW ON THEIR LINGUISTIC REPERTOIRES, AND IN PARTICULAR ON ENGLISH, AS THEY CROSS GEOGRAPHICAL AND SOCIAL SPACES. BY SHOWING HOW THE TRANSNATIONAL MOBILITY OF LABOR IS DEPENDENT ON THE SELECTION AND PERFORMANCE OF PARTICULAR ASSEMBLAGES OF LINGUISTIC RESOURCES THAT INDEX MIGRANTS AS LABOR AND NOT AS PEOPLE, THE BOOK PROVIDES A POWERFUL LENS WITH WHICH TO EXAMINE HOW MIGRATION CONTRIBUTES TO RELATIONSHIPS OF INEQUALITY AND HOW SUCH INEQUALITIES ARE PRODUCED AND CHALLENGED ON THE TERRAIN OF LANGUAGE.

**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.

**A WORLD WITHOUT CAPITALISM?** Christian W. Chun 2021-12-16 IN THIS BOOK, CHRISTIAN W. CHUN EXAMINES THE WAYS IN WHICH IDENTITIES, DISCOURSES, AND TOPOGRAPHIES OF BOTH CAPITALIST AND ANTI-CAPITALIST IMAGINARIES AND REALITIES ARE EMBODIED IN THE EVERYDAY PRACTICES OF PEOPLE. A WORLD WITHOUT CAPITALISM? IS A SOCIOLINGUISTIC ETHNOGRAPHY THAT EXPLORES THE HERETOFORE LIMITED RESEARCH IN APPLIED LINGUISTICS AND SOCIOLINGUISTICS ON THE DISCURSIVE AND MATERIALIZED

REPRESENTATIONS AND ENACTMENTS OF CAPITALISM. ENGAGING ACROSS DISCIPLINARY FIELDS, INCLUDING APPLIED LINGUISTICS, ETHNOGRAPHY, POLITICAL ECONOMY, PHILOSOPHY, AND CULTURAL STUDIES, CHUN INVESTIGATES IN ETHNOGRAPHIC DETAIL HOW CAPITALISM DOES AND DOES NOT PERVADE PEOPLE’S EVERYDAY EXPERIENCES. THIS BOOK AIMS TO FURTHER CONTRIBUTE TO A MUCH-RESEARCHED QUESTIONING OF HOW GLOBAL DISCIPLINES OPERATE ON THE CO-CONSTRUCTIONS OF CAPITALIST AND ANTI-CAPITALIST IMAGINARIES AND INSTANTIATED REALITIES AND PRACTICES AS NARRATED, LIVED, AND EMBODIED BY PEOPLE AND MATERIAL ARTIFACTS. THIS BOOK IS VITAL READING FOR STUDENTS AND RESEARCHERS WORKING IN THE FIELDS OF APPLIED LINGUISTICS, DISCOURSE ANALYSIS, AND CULTURAL STUDIES, AS WELL AS THOSE INTERESTED IN UNDERSTANDING CAPITALISM AND QUESTIONING HOW TO LIVE BEYOND IT.

**MANAGING PLURILINGUAL AND INTERCULTURAL PRACTICES IN THE WORKPLACE** Georges Lef di 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.

**JOHN GRAY** 2021-05-23 THIS BOOK INVESTIGATES NEOLIBERALISM IN EDUCATION AND EXPLAINS HOW IT IS A COMPLEX PHENOMENON WHICH TAKES ON LOCAL CHARACTERISTICS IN DIVERSE GEOPOLITICAL, ECONOMIC AND CULTURAL SETTINGS, WHILE RETAINING A CORE COMMITMENT IN ALL ITS MANIFESTATIONS TO MARKET FUNDAMENTALISM. NEOLIBERALISM – THAT SET OF BELIEFS AND PRACTICES WHICH HAS BECOME THE ECONOMIC ORTHODOXY OF GLOBAL PREFERENCE SINCE THE 1980S – APPEARS REMARKABLY RESILIENT DESPITE THE US FINANCIAL CRISIS OF 2008 AND THE SUBSEQUENT IMPLEMENTATION OF AUSTERITY IN THE MASSIVELY INDEBTED NATIONS OF THE EUROPEAN UNION. THIS BOOK ADDRESSES THE PHENOMENON OF NEOLIBERALISM IN EDUCATION AND FOCUSES ON SCHOOL AND HIGHER EDUCATION SETTINGS IN IRELAND, THE UK, SINGAPORE AND HONG KONG. SPECIFICALLY, IT ADDRESSES THE ROLE OF LANGUAGE AND SEMIOSIS IN THE RECONFIGURATION OF GLOBAL EDUCATIONAL PRACTICES ALONG INCREASINGLY MARKETISED LINES. AT THE SAME TIME, THE NATURE OF THE COUNTER-HEGEMONIC DISCOURSES ALSO IN CIRCULATION IN THESE SECTORS IS ALSO CONSIDERED. COLLECTIVELY, THE CHAPTERS IN THE BOOK SEEK TO SHED LIGHT ON THE POSSIBILITIES FOR RESISTANCE AND THE PROSPECT OF CHANGE FROM A VARIETY OF THEORETICAL AND (INTER)CULTURAL PERSPECTIVE. THE CHAPTERS IN THIS BOOK WERE ORIGINALLY PUBLISHED IN A SPECIAL ISSUE OF THE JOURNAL, LANGUAGE AND INTERCULTURAL COMMUNICATION.

**ZHU HUA** 2016-01-19 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

**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.

**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.

**REGETHER, THE LANGUAGE PROVIDER COMPLETES EDUCATIONOLOGIES**, (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.

**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.

**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.

**JULIE S. BYRD CLARK** 2016-11-03 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.