

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

Having been established as a field in its own right for the last decade, intercultural pragmatics is increasingly being recognized as an important area of research among scholars working in pragmatics. The present volume is a collection of selected papers from the 6th International Conference on Intercultural Pragmatics and Communication – admittedly the biggest venue for researchers in the area, and comprises contributions that report on recent research that deals with or can directly inform work in intercultural pragmatics. Given the breadth of research areas that are represented herein, ranging from lingua franca and business communication to the study of cultural perceptions, translation and pragmatic development, this volume is bound to be of interest to not only students and scholars engaged in the area of intercultural pragmatics, but also to all those with a more general interest in the sociocultural turn in the study of pragmatics.

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.

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.

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The therapeutic relationship is increasingly becoming a central topic in systemic psychotherapy and cross-cultural thinking. Here, experienced systemic psychotherapists offer their reflections and thoughts on the issues of race, culture, and ethnicity in the therapeutic relationship. The aim is to develop this area of systemic practice, to place culture squarely at the centre of all systemic psychotherapy practice as a model for all psychotherapy practice, to encourage both trainees and experienced systemic psychotherapists to pay attention to race, culture, and ethnicity as central issues in their own and their clients' identities, and to inform researchers who use qualitative research techniques such as ethnography. This book moves the issues of culture, race and equity into the centre of psychotherapeutic practice, including that which involves therapeutic encounters across culture, racial and ethnic divides. It develops an approach to cultural transference and demonstrates that thinking about culture, race and ethnicity does not belong at the margin.

Skills for Academic and Career Success focuses on the essential skills you need to be successful in your studies and in your future career. This original textbook aims to improve and enhance your study skills; it also introduces some important aspects of business and professional communication. An integrated approach is used to bring together these key fields of academic skills and business communication competency. The emphasis throughout the book is on practical, applied learning. It has been developed to complement Australian tertiary education curricula in the areas of study skills and professional communication and is designed to enhance learning outcomes for students within the Australian and Pan-Asian context.

This Routledge Companion provides a timely and authoritative overview of cross-cultural management as an academic domain and field of practice for academics and students. With contributions from over 60 authors from 20 countries, the book is organised into five thematic areas: Review, survey and critique Language and languages: moving from the periphery to the core Cross-cultural management research and education The new international business landscape Rethinking a multidisciplinary paradigm. Edited by an international team of scholars and featuring contributions from a range of leading cross-cultural management experts, this prestigious volume represents the most comprehensive guide to the development and scope of cross-cultural management as an academic discipline.

This book asks the question; why is it that tourism matters? It looks at how it is we do tourism and learn to be tourists when we are on holiday. Tourism is a dynamic way of being that may facilitate or hinder intercultural exchange. The ways in which we do tourism and the places in which we are tourists raise practical, material and emotional questions about tourist life. This book draws on both empirical work and a range of theoretical frameworks, arguing that tourism matters precisely because of the lessons it can teach us about living everyday life with others.

Research Methods in Intercultural Communication introduces and contextualizes the most important methodological

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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

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.

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-needed understanding of how discourses operate in 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.

For artists, scholars, researchers, educators and students of arts theory interested in culture and the arts, a proper understanding of the questions surrounding 'interculturality' and the arts requires a full understanding of the creative, methodological and interconnected possibilities of theory, practice and research. *The International Handbook of Intercultural Arts Research* provides

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concise and comprehensive reviews and overviews of the convergences and divergences of intercultural arts practice and theory, offering a consolidation of the breadth of scholarship, practices and the contemporary research methodologies, methods and multi-disciplinary analyses that are emerging within this new field.

Chapter 1. Introduction: setting the stage -- Chapter 2.: Why use the word interculturality and not something else? What are the meanings of interculturality today? -- Chapter 3: Why does it really matter? What is interculturality all about in education? What are its goals? -- Chapter 4: What should teachers know about the idea of interculturality? -- Chapter 5: What should/could teachers learn to do with interculturality? -- Chapter 6: What concepts to use? -- Chapter 7: Step 1: Interculturality from within -- Chapter 8: Step 2: Interculturality and imaginaries -- Chapter 9: Step 3: Interculturality and language -- Chapter 10: Good practice 1: Using textbooks to explore interculturality -- Chapter 11: Good practice 2: The media as an educational resource to rethink interculturality -- Chapter 12: Good practice 3: Fiction and art as a support to develop a sense of interculturality -- Chapter 13. Conclusion.

This collection argues for the need to promote intercultural understanding as a clear goal for teaching and learning pragmatics in second and foreign language education. The volume sees the learning of pragmatics as a challenging yet enriching process whereby the individual expands their capacity for understanding how meaning making processes influence social relationships and how assumptions about social relationships shape the interpretation and use of language in context. This locates pragmatics within a humanistically oriented conception of learning where success is defined relative to the enrichment of human understanding and appreciation of difference. The book argues that intercultural understanding is not an “add on” to language learning but central to the learner’s ability to understand and construct meaning with individuals from diverse linguistic and cultural backgrounds. Chapters analyse teachers’ and learners’ ways of making sense of pragmatics, how their assumptions about social relationships impact their perceptions of language use, and how reflection on pragmatic judgments opens up possibilities for developing intercultural understanding. This book will be of interest to students and scholars in intercultural communication, language education, and applied linguistics.

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.

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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.

This book examines the identity formation and negotiation of Chinese doctoral students in the UK, and the opportunity for self-transformation this experience offers. As the largest group of international students in the English-speaking world, Mainland Chinese students encounter a range of difficulties and prospects that may be relevant to the wider international student community. Using extensive qualitative and empirical data, the author explores the narratives of eleven Chinese doctoral students at two British universities through a sociological perspective. Balancing analysis with solid theoretical framework and the voices of the students themselves, the author moves away from essentialism and 'othering', instead shining a light on the effects of globalisation, internationalisation and recent policy strategies. This volume will be of interest and value to students and scholars of comparative and international education, identity formation, intercultural communication, the sociology of education and study abroad.

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. This book unites a range of emerging topics in the burgeoning transdisciplinary fields of second language acquisition and interculturality in a study abroad context. It explores key issues, trends and approaches within each strand and how the strands relate to one another, painting a big picture of the diversity and complexity underpinning second language acquisition in a study abroad context. The chapters highlight themes such as social networks, input and interaction

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issues, learner identities and study abroad in lingua franca contexts, while also presenting other themes spanning the breadth of second language acquisition and interculturality research, such as individual differences and linguistic development. This comprehensive and cohesive volume showcases the latest innovative research using quantitative, qualitative and mixed method approaches across a range of source and target language learner cohorts, and highlights emerging themes and directions for future research.

This book addresses different approaches to critical intercultural communication pedagogy. The contributors explore a range of theoretical frameworks and intercultural concepts, and offer practical applications and case studies to illuminate the many facets of critical intercultural communication pedagogy.

Understanding and experiencing the diversity of languages and cultures is both an aim of and a resource for quality education. Plurilingual and intercultural education is a response to the needs and requirements of quality education, covering the acquisition of competences, knowledge and attitudes, diversity of learning experiences, and construction of individual and collective cultural identities. Its aim is to make teaching more effective and increase the contribution it makes both to school success for the most vulnerable learners and to social cohesion. This guide is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages – foreign, regional or minority, classical and language(s) of schooling.

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.

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

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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

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."

This amazing, highly readable book breaks a new ground in revealing the dominant theories and policies that have had profound effects on the strategies to accommodate cultural diversity on university campus. This book has outlined an emerging concept of some considerable significance, interculturalisation, from a variety of contemporary perspectives, and indicated its conceptual potential in understanding the impact of higher education on globalisation, internationalisation and the knowledge economy.

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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.

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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. This book takes a critical look at why issues of language in higher education are routinely marginalised, despite the growing internationalisation of universities. Through analyses of a variety of intercultural encounters, the book highlights the range of interpretative possibilities available for understanding these encounters, and suggests the role that the reality of the contemporary intercultural dynamic between the Socratic and Confucian pedagogic traditions can play in driving change to the pedagogic practices of higher education. Another important aim of the book is to examine language in the academy as an object of cultural theory. While rooted in the practical and empirical reality of teaching and using language in higher education, this book argues for the importance of examining the institutional interface between language and higher education, and of critically exploring the values inscribed in the pedagogy and evaluation of academic language.

This volume seeks to add to our understanding of how language is constructed in late capitalist societies. Exploring the conceptual and theoretical underpinnings of the so-called "commodification of language" and its relationship to the notion of linguistic capital, the authors examine recent research that offers implications for language policy and planning. Bringing together an international group of scholars, this collection includes chapters that address whether or not language can rightly be referred to as a commodity and, if so, under what circumstances. The different theoretical foundations of understanding language as a resource with exchange value – whether as commodity or capital – have practical implications for policy writ large. The implications of the "commodification of language" in more empirical terms are explored, both in terms of how it affects language as well as language policy at more micro levels. This includes more specific policy arenas such as language in education policy or family language policies as well as the implications for individual identity construction and linguistic communities. With a conclusion written by leading scholar David Block, this is key reading for researchers and advanced students of critical sociolinguistics, language and economy, language and politics, language policy and linguistic anthropology within linguistics, applied linguistics, and language teacher education.

This text is a practical guide that provides readers with effective approaches to communication theories and strategies and offers a wealth of tools for enhancing communication both in Canada and abroad. Informed by the authors' intersection of cultural identities and lived experiences, Intercultural Communication demonstrates how communicative practices are established and influenced within societal realms. Readers' understanding of culture is widened beyond discussions of race and ethnicity by critically examining factors like age, familial roles, sex, gender, socioeconomic status, and disability. Guided through real and complex scenarios, this text explores how different social and cultural practices present implications for communication, demonstrating how to manage conversations in appropriate and meaningful ways. Key topics include verbal and non-verbal communication, cultural values, self-awareness, and digital communications. Case studies, practical

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activities, and thought-provoking questions accompany each chapter, helping students to explore their own attitudes and actions through self-reflection. This invaluable and comprehensive guide is ideal for students enrolled in intercultural communication and cross-cultural communication courses, including studies in business, education, social work, health care, and law enforcement.

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.

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.

Reflexive Ethnography is a unique guide to ethnographic research for students of anthropology and related disciplines. It provides practical and comprehensive guidance to ethnographic research methods, but also encourages students to develop a critical understanding of the philosophical basis of ethnographic authority. Davies examines why reflexivity, at both personal and broader cultural levels, should be integrated into ethnographic research and discusses how this can be accomplished for a variety of research methods. This revised and updated second edition includes: a new chapter on internet-based research and 'interethnography' chapters on selection of topics and methods, data collection and analysis, and ethics and politics of research practical advice on writing up ethnographic study new and updated research examples. Postmodernist relativism can lead to an over-emphasis on reflexivity that denies the possibility of social research. *Reflexive Ethnography* utilises postmodernist insights – incorporation of different standpoints, exposure of the intellectual tyranny of meta-narratives – but proposes that reflexive ethnographic research be undertaken from a realist perspective. *Reflexive Ethnography* will help students to use and understand ethnographic research practices that fully incorporate reflexivity without abandoning claims to develop valid knowledge of social reality.

This book explores the reflective potentialities offered by analyses of teachers' professional learning narratives. The book has a specific focus on narratives on professional learning and professional identities emerging from different contexts and gives a deeper understanding of successful teachers' narratives globally. Diverging from universally standardized constructions of idealized teacher identity and professional learning, the book provides analyses of a diversified set of cases with detailed descriptions of each teacher's idiographic and professional

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context to gain a deeper understanding of situated professional identities. With contributions from a range of international backgrounds, it shows teachers of various age groups, subject areas and curricula contribute their narratives to help readers reflect on different trajectories toward becoming a teacher. These narratives provide insight into and a deeper understanding of the conditions and complex processes that being a "successful" teacher involves within these case studies, providing a useful contribution to the field of teacher education. *Professional Learning and Identities in Teaching: International Narratives of Successful Teachers* will be of great interest to researchers, academics, and post-graduate students of teacher education and international and comparative education.

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.

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).

"This Reader is a scholarly tour de force, as it offers an intelligent and comprehensive coverage of the highly multidisciplinary field of Intercultural Communication without falling into the twin traps of essentialism or relativism. No researcher in applied linguistics will want to miss Zhu Hua's brilliant concluding chapter that surveys various research designs and data collection techniques, and discusses the strengths and weaknesses of each approach. The study questions and activities featured in each chapter together with suggestions for further reading make this Reader an invaluable resource for undergraduate and graduate seminars alike." Claire Kramsch, University of California, Berkeley, USA "This volume covers all the key topics, both basic conceptual and theoretical questions and a broad range of empirical issues and perspectives related to different settings and different parts of the world. It is really global in its coverage. This book will give readers a good grasp of the field as it is being developed throughout the world." Karen Risager, Roskilde University, Denmark This reader covers the two interconnected areas of Language and Intercultural Communication, increasingly studied together. Language is key to understanding culture, and culture is an essential part of studying language. Divided into six parts, the Reader covers: Theories of language and intercultural communication; Cultural dimensions of language in use; Communication patterns across cultures; Teaching and learning cultural variations of language use; Interculturality; and Intercultural Communication in professional contexts. With 22 varied readings from

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eminent authorities in the field as well as cutting edge material from new researchers, the Reader explores the breadth and depth of the subject as well as providing a valuable overview for both student and scholar. Each reading has been carefully selected to both showcase the best thinking and latest research, and to reflect the international nature of the field. Each part begins with a clear and comprehensive introduction, and is enhanced by discussion questions, suggested activities and far-reaching further reading sections. There is a final section offering advice on how to perform research in this area. This is an essential text for all students and researchers in the area of language and intercultural communication.

This book considers what is at stake for professionals whose work increasingly involves communicating in linguistically and culturally diverse contexts, and argues for the need to better understand the crucial role of languages and cultures in the modern workplace. With a focus on the experience of multilingual professionals, the author's position is that such professionals, exemplified by those who have relocated internationally, deploy their unique linguistic, cultural and intercultural repertoires in their work. This book examines the ways in which professionals interpret and manage their experience of working within and across languages and cultures in ways that create affordances for them, their professional practice, and those who depend on their knowledge and expertise. It will be relevant to undergraduate and postgraduate students undertaking studies in applied linguistics, sociolinguistics, intercultural education and professional communication in any discipline.

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'.

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