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Reflexivity in Language and Intercultural Education book. Rethinking Multilingualism and Interculturality. Edited By Julie S. Byrd Clark, Fred Dervin. Edition 1st Edition .

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Communication and Education. This book takes a critical look at why issues of language in higher education are routinely marginalised, despite the growing internationalisation of universities.

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Reflexivity in Language and Intercultural Education ...

Reflexivity refers to the capacity for individuals to understand the cultural system and manage their own position within it. Reflexivity is a key concept in the understanding of intercultural communication, particularly in recognising the ability for individuals to understand and adapt to new cultural contexts.

The role of reflexive thought in the achievement of ...

Drawing on extensive scholarship and many years of teaching in UK higher education, Joan Turner turns our gaze towards the taken-for-granted assumptions about language in the academy, not least in the contemporary context of 'intercultural communication', and calls for greater reflexivity

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about the practices in which we- as scholars, teachers ...

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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

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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.

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

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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.

The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a

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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

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the fields of intercultural communication, applied linguistics, TESOL/ TEFL, and communication studies.

This edited collection provides research-informed guidance on how reflexivity may be practised in applied linguistics research. Specifically, we promote reflexivity as an essential hallmark of quality research and argue that doing reflexivity confers greater transparency, methodological rigour, depth, and trustworthiness to our scholarly inquiries. The collection features perspectives from different sub-fields of applied linguistics, including intercultural communication, language education, and multilingualism, and draws on data from a range of settings, including language cafes, classrooms, workplaces, and migration and displacement contexts. Each

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chapter follows a unified structure i.e., theoretical background; context of the empirical study used as a backdrop for the chapter; an analysis of how reflexivity played out throughout the study and conclusions which include takeaway points for other researchers. This approach allows readers to gain a sound understanding of the challenges and affordances of doing reflexivity in concrete examples of applied linguistics research whilst also gaining guidance on how to nurture and report on researcher reflexivity as this unfolds throughout the lifetime of a project. This book will appeal to students and scholars in applied linguistics, particularly those with an interest in research methods in the areas of language education, multilingualism, and intercultural communication.

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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.

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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

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language education, and academics working in the fields of language and intercultural communication, intercultural education and language education in general.

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

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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.

This book explores the reflective potentialities offered by

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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 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

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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

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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.

This book explores emerging populations of mobile

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international students in order to consider innovative and inclusive approaches for a more equitable and socially just higher education for new generations of international students. It offers critical reflections on the intersections of race, place, and space at universities hosting international students across multiple geographic and cultural contexts. The volume is designed to catalyze debate on how international student learning and exchange needs to be reimagined for new generations of students in a world of increasing complexity and virtual mobility. International student mobility in higher education is intended to serve as an educational experience that speaks to the need for more interculturally sensitive and globally competent learners. However, internationalization practices like study abroad

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have increasingly been influenced by neoliberalism, and dynamics of commodification and consumerism, emphasizing the private benefits of such experiences in terms of the social and economic benefits to individual participants. This raises the question of inequality in such internationalization practices; who is benefitting from it? As post-secondary institutions around the world become more and more internationalized, what are the undesirable effects of these developments? Given the rapid expansion of research on both internationalization and inequality in higher education, it is foreseeable that this book will become a much-referenced text within the field and profession.

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