

Social Identities and Multiple Selves in Foreign Language Education

Edited by
Damian J. Rivers and Stephanie Ann Houghton

B L O O M S B U R Y

Social Identities And Multiple Selves In Foreign Language Education

Mika Yoshimoto



Social Identities And Multiple Selves In Foreign Language Education:

Social Identities and Multiple Selves in Foreign Language Education Damian J. Rivers, Stephanie Ann Houghton, 2013-09-19 Describes the prototypical foreign language learner as a complex dynamic multiple and systemic construct

Multilingualism and Multiculturalism in Language Education Sviatlana Karpava, 2025-03-24 This volume focuses on multidisciplinary approaches to multilingualism multiculturalism and language teaching and learning at pre primary secondary and tertiary levels It addresses both top down and bottom up perspectives on language education policies teacher training and preparation The book explores the needs and challenges related to education in multilingual classrooms the relationship between parents and educators and linguistic and cultural diversity in classrooms It draws on the findings of research that has been conducted worldwide including in Cyprus USA UK Scotland Spain France Sri Lanka Slovenia Australia New Zealand Indonesia Hong Kong Sweden Greece and Italy This book is ideal for students of applied linguistics socio linguistics psycholinguistics language acquisition and education as well as practitioners teachers parents experts and researchers wishing to update their knowledge regarding multilingualism multiculturalism language learning and teaching

Making the Most of Intercultural Education Garry Robson, Virginie Trémion, Fred Dervin, 2015-06-18 Many different words are used to deal with diversity in education such as cross cultural meta cultural polycultural multicultural and intercultural as well as terms like global and international Some are trendier than others some more political Some of these words are used in certain parts of the world while others are rejected This volume concentrates on the notion of the intercultural and makes sense of its polysemy in education As such in research and practice my intercultural may not mean the same as your intercultural My intercultural might have different values and ideologies than your intercultural The contributors also propose considerations on how to make the most of renewed critical and reflexive approaches to intercultural education in a breadth of contexts and countries including Argentina Australia France Iceland Tunisia and the UK The book will appeal to students and teachers as well as to confirmed researchers who will gain inspiration and new insights into the increasingly contested notion of the intercultural in education

Transcultural Interaction and Linguistic Diversity in Higher Education A. Fabricius, Bent Preisler, 2015-06-22 This book presents research that seeks to understand students experiences of transnational mobility and transcultural interaction in the context of educational settings confronted with linguistic diversity

Criticality, Teacher Identity, and (In)equity in English Language Teaching Bedrettin Yazan, Nathanael Rudolph, 2018-03-26 This edited volume envisioned through a postmodern and poststructural lens represents an effort to destabilize the normalized assumption in the discursive field of English language teaching ELT Pennycook 2007 critically oriented and otherwise that identity experience privilege marginalization in equity and interaction can and should be apprehended and attended to via categories embedded within binaries e g NS NNS NEST NNEST The volume provides space for authors and readers alike to explore fluidly critical practical approaches to identity experience in

equity and interaction envisioned through and beyond binaries and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction in and beyond the classroom The volume additionally serves to prompt criticality in ELT towards reflexivity conceptual clarity and congruence and dialogue

Technology-Supported Learning In and Out of the Japanese Language Classroom Erica Zimmerman, Abigail McMeekin, 2019-05-10 This book addresses several pressing concerns of teachers and researchers who are looking for ways to integrate technology use in and out of their classrooms and assess its usefulness in the learning process It provides an up to date examination of technology supported pedagogy and language acquisition in a variety of Japanese as a foreign or second language contexts It equips readers with practical pedagogical information including methods of implementation and learning assessment and ideas for how technology can be applied to achieve a wide range of learning objectives The topics examined include cultural learning identity construction speaking reading writing pronunciation collaborative online learning digital and 3D virtual reality games online text analysis and participation in online communities In addition different e learning configurations such as flipped online and distance learning classrooms are explored Studies examine various current technologies e g blogs synchronous asynchronous telecollaboration corpus analysis software modern pronunciation tools and will have both direct and indirect consequences for teaching and learning a second foreign language with technology across all languages

Drama-based foreign language learning Helga Tschurtschenthaler, 2013 What does another language do to the individual who learns and uses it How is the individual's idea of self affected by the other language This case study deals with these two overarching questions within the context of learning English as a foreign language through drama at a German upper secondary school in South Tyrol It investigates how the students see themselves in their roles how they perceive themselves as users of the foreign language and how they experience themselves in role in another language The results show how powerful drama based activities can be and what educational impact they have

Linguistics and Language Behavior Abstracts, 2008

Second Language Literacy and Identity Formation on the Internet Wan Shun Eva Lam, 2003

Second Language Learning and Identity Mika Yoshimoto, 2008 This book is largely about second language learning and identity construction It is based on a unique hybrid design of case study and autoethnography In addition diary study plays an important role in allowing the participants to express themselves in a self reflective way The author examines and discusses with the participants of her research the everyday struggles of Japanese women in Canada who are trying to learn English Of particular interest to this study was the role of metaphor in language which constructs our conceptual framework in a manner consistent with sociocultural theory and critical theory Also Foucault's discourse theory plays a prominent role particularly with regards to diary interviews and group meetings in that it sees identity and discourse as being profoundly interrelated and inseparable Thus by examining discourse we can become more aware of changes in identity With regards to the context of this study with respect to other research the author believes that there is a significant connection to Bonny

Norton's notion of investment rather than motivation with regards to how invested a second language learner feels in his or her studies. Also Hongyu Wang who writes extensively in the style of autoethnography has helped me come to understand my journey that generates feelings of exclusion, repression and alienation. Bakhtin's notion of multiple voices was also very important to the author as she discussed identity as constantly shifting, layered voices in multiple contexts. In second language learning research, there is very little attention paid to the perspective of the learner with regards to how they feel and their identity. Most other research in this area looks at particular linguistic functions such as syntax, morphology, etc. This research is also a documentation of the author's personal journey as she was a participant in her own research. The importance of narratives is also something that the author found was largely ignored in second language research. For this reason, the author ensured that it was central to her work. When the author first began this research, her aim was to help Japanese women who were studying English understand the changes in identity that they were experiencing. However, as her research progressed, she saw that this research would benefit all students pursuing a second language, all teachers of second languages as well as researchers in SLA and curriculum theorists. The use of haiku throughout the thesis is a particularly unique reflection of poetic discourse. Autoethnography has also recently grown in popularity in terms of its use in research and is used extensively throughout this work. The use of the liminal space, doubling space, in between space, Third Space, notion in the exploration of identity and its transformation in this work is also quite interesting. Through this research, the author has uncovered a profound connection between language and identity. For Japanese women learning English, it is both liberating and unsettling. This beautifully written work will be an important book for all involved in second language learning, curriculum theorists as well as researchers concerned with connections between language and identity, poetic inquiry and discourse, narrative theory and autoethnography.

Sociological Abstracts Leo P. Chall, 2004. CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences. The database provides abstracts of journal articles and citations to book reviews drawn from over 1,800 serials publications and also provides abstracts of books, book chapters, dissertations and conference papers.

Education Landscapes in the 21st Century Iris Guske, Bruce Carl Swaffield, 2008. With contributions from scholars and practitioners in the fields of education, literacy, literature, media, communication and cultural studies from all five continents, the present volume focuses on themes of pressing importance in today's globalized community. By giving voice to educators committed to excellence in teaching from primary school to university, the book introduces the reader to a plurality of approaches to and applications of up-to-date theories in the fields of cognition, language acquisition, intercultural communication and technology-based distance education, to name but a few. Though situated in a concrete educational context, be it a Chinese EFL classroom in transition, an online MBA course offered in post-Communist Romania or a U.S. university utilizing community elders as a pedagogical tool, each paper was selected on the universal value of its findings which professionals facing the challenges of 21st century

pedagogy will find readily applicable in classrooms worldwide Since teaching paradigms are strongly culture bound and influenced by national policies as much as international politics this book represents a maximum of diversity by including philosophical texts hands on research results and articles in the critical discourse tradition which reflect a number of contentious issues ranging from the pros and cons of dual language classrooms to potentially racist literature curricula and the intersection of politics and pedagogy in a post September 11 world

Interpersonal Dynamics in Second Language Education Madeline E. Ehrman,Zoltan Dornyei,1998-08-04 The authors discuss and analyse the factors that contribute to unproductive conflict demotivation and aversion to language learning and ways of ameliorating the situation for foreign language teachers and teachers of English as a second language

European language policy Rüdiger Ahrens,2003 Die Beitr ge dieses Sammelbandes die auf eine gleichnamige Konferenz im Juni 2002 an der Universit t W rzburg zur ckgehen behandeln die Probleme der Europ ischen Sprachenpolitik aus verschiedenen Perspektiven Zum einen wird die Europ ische Dimension dieser f r die Europ ische Union hochbrisanten Frage aus dem Blickwinkel der Europ ischen Kommission und der Mitgliedsstaaten betrachtet Zum anderen werden die regionalen Aspekte und die Funktionen der Sprache insbesondere des Englischen auf der kommunikativen Ebene der bildungspolitischen juristischen arbeitspraktischen und sprachenpolitischen Ebene analysiert Insbesondere werden auch neueste neurophysiologische und behavioristische Forschungsergebnisse mit Bezug auf den Spracherwerb einbezogen Auch der fr he Fremdsprachenerwerb wird im Gegensatz zum Muttersprachenerwerb aus hrlich behandelt Den Band schlie t die W rzburger Erkl rung zur Europ ischen Sprachenpolitik ab in der sich die Experten einvernehmlich f r den Ausbau der Plurilingualit t in der Europ ischen Union aussprechen Den Beitr gen die vornehmlich in der englischen aber auch in der deutschen und franz sischen Sprache abgefasst sind sind kurze Zusammenfassungen in den jeweils anderen Sprachen beigef gt so dass den Lesern auf jeden Fall die Hauptgedanken der Beitr ge nahegebracht werden

American Educational Research Association Annual Meeting Program American Educational Research Association,2005

Silence in Second Language Learning Colette A. Granger,2004 This text examines the under researched and often troubling phenomenon of silence in second language learning through a triangulation of SLA research memoirs and language learner diaries and psychoanalytic concepts of anxiety ambivalence conflict and loss

Audible Difference Jennifer Miller,2003 A study of the relationship between learning English as an additional language and the ways in which immigrant students are able to represent their identities at school It raises questions about language and identity in schools and should be of interest to researchers teachers and students

Educational Administration Abstracts ,1997 **Current Index to Journals in Education** ,2001 Passions Pedagogies and 21st Century Technologies Gail Hawisher,Cynthia L. Selfe,1999 Gail Hawisher and Cynthia Selfe created a volume that set the agenda in the field of computers and composition scholarship for a decade The technology changes that scholars of composition studies faced as the new century opened couldn t have been more deserving of passionate study

While we have always used technologies e g the pencil to communicate with each other the electronic technologies we now use have changed the world in ways that we have yet to identify or appreciate fully Likewise the study of language and literate exchange even our understanding of terms like literacy text and visual has changed beyond recognition challenging even our capacity to articulate them As Hawisher Selfe and their contributors engage these challenges and explore their importance they find themselves engaged in the messy contradictory and fascinating work of understanding how to live in a new world and a new century The result is a broad deep and rewarding anthology of work still among the standard works of computers and composition study

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Table of Contents Social Identities And Multiple Selves In Foreign Language Education

1. Understanding the eBook Social Identities And Multiple Selves In Foreign Language Education
 - The Rise of Digital Reading Social Identities And Multiple Selves In Foreign Language Education
 - Advantages of eBooks Over Traditional Books
2. Identifying Social Identities And Multiple Selves In Foreign Language Education
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Social Identities And Multiple Selves In Foreign Language Education
 - User-Friendly Interface
4. Exploring eBook Recommendations from Social Identities And Multiple Selves In Foreign Language Education

- Personalized Recommendations
 - Social Identities And Multiple Selves In Foreign Language Education User Reviews and Ratings
 - Social Identities And Multiple Selves In Foreign Language Education and Bestseller Lists
5. Accessing Social Identities And Multiple Selves In Foreign Language Education Free and Paid eBooks
 - Social Identities And Multiple Selves In Foreign Language Education Public Domain eBooks
 - Social Identities And Multiple Selves In Foreign Language Education eBook Subscription Services
 - Social Identities And Multiple Selves In Foreign Language Education Budget-Friendly Options
 6. Navigating Social Identities And Multiple Selves In Foreign Language Education eBook Formats
 - ePub, PDF, MOBI, and More
 - Social Identities And Multiple Selves In Foreign Language Education Compatibility with Devices
 - Social Identities And Multiple Selves In Foreign Language Education Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Social Identities And Multiple Selves In Foreign Language Education
 - Highlighting and Note-Taking Social Identities And Multiple Selves In Foreign Language Education
 - Interactive Elements Social Identities And Multiple Selves In Foreign Language Education
 8. Staying Engaged with Social Identities And Multiple Selves In Foreign Language Education
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Social Identities And Multiple Selves In Foreign Language Education
 9. Balancing eBooks and Physical Books Social Identities And Multiple Selves In Foreign Language Education
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Social Identities And Multiple Selves In Foreign Language Education
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Social Identities And Multiple Selves In Foreign Language Education
 - Setting Reading Goals Social Identities And Multiple Selves In Foreign Language Education
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Social Identities And Multiple Selves In Foreign Language Education

- Fact-Checking eBook Content of Social Identities And Multiple Selves In Foreign Language Education
- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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