



2025 Edition Language Learning

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The Handbook of Plurilingual and Intercultural Language Learning Christiane Fäcke, Xuesong (Andy) Gao, Paula Garrett-Rucks, 2024-11-12 The most up to date reference text on the latest science in plurilingual and intercultural language education covering both new research and current practice The Handbook of Plurilingual and Intercultural Language Learning reveals the nuances and complexities of teaching and learning languages while providing a timely account of the most recent developments and research in the field The first reference work to examine plurilingual and intercultural language teaching and learning trends across five continents this innovative volume examines the various ways learners acquire language Divided into four sections this Handbook explains the conceptual basis of intercultural and plurilingual learning describes core pedagogical concepts in different contexts discusses various learning and teaching approaches and surveys the historical development of foreign language instruction methods and theories In depth chapters address code switching and translanguaging equity in foreign language learning intercultural sensitivity technology enhanced learning world Englishes the role of language policy in nation building the situations of migrants in language classrooms and more A field defining overview of the latest research on the science of language education and acquisition The Handbook of Plurilingual and Intercultural Language Learning Explores how policy and pedagogy can adapt to the shifting demographics of local student populations as the world becomes increasingly mobile Addresses new trends and evolving themes that are currently determining the future of language education and policy around the world Discusses future trends in language education policy assessment and teacher training in light of new attitudes about language community and statehood Features contributions from a wide range of scholars reflecting different cultural linguistic regional and ideological perspectives Introduces European research discourses on intercomprehension into the English speaking world Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of Plurilingual and Intercultural Language Learning is an essential resource for students educators and researchers in Applied Linguistics language teaching and learning English as a Lingua Franca plurilingualism multilingualism TESOL cognitive linguistics language policy language acquisition and intercultural communication

Narrative Inquiry in Language Teaching and Learning Research Gary Barkhuizen, Phil Benson, Alice Chik, 2024-08-30 Narrative Inquiry in Language Teaching and Learning Research is the only entry level introduction to research methods using stories either as data or as a means of presenting findings and a practical guide for those interested in carrying out narrative studies This successful text is grounded in published empirical research within the field of language teaching and learning and clearly defines basic concepts in narrative inquiry explaining how and why narrative methods have been used in language teaching and learning research and outlining different choices and approaches It also examines the different ways of eliciting analyzing and presenting narrative inquiry data which offers exciting prospects for language teaching and learning research This second edition has been fully revised and updated to reflect the latest research and

includes new sections on multimodal digital narrative research and the reporting of findings in dissertations and theses This original and well respected textbook is an ideal course book for specialist courses on narrative inquiry in language teaching and learning It is an excellent entry level text for undergraduate students preparing honours projects postgraduate masters and doctoral students embarking on narrative projects and more advanced researchers seeking to understand the role of narrative inquiry in language teaching and learning research It is also the go to choice as a reference on narrative in more general applied linguistics research methodology courses

Social Media and Language Learning Yeong-Ju Lee, 2025-08-22 This book explores creative uses of social media for informal language learning It focuses on the underexplored area of how informal language learning adapts to technological innovations in two multimodal media sharing platforms TikTok and Instagram Drawing on ecological perspectives of language learning and spatial understandings of digital technology and learning the research reported in this book unpacks how social media technologies are used for language learning It presents insights from a dual level qualitative methodological design a comparative study of public online data of social media posts collected from TikTok and Instagram and a multiple case study based on ethnographic narrative data gathered from participants journal entries stimulated recall interviews and social media posts This book reveals the dynamic landscape of digital language learning that is being integrated into learners everyday lives through multimodal content creation and networking This book enriches readers understanding of social media s role in language learning and offers pedagogical strategies for teachers to integrate newer technologies and multimodal materials into language classrooms to enhance students learning experiences

Multilingualism in the Australian Suburbs Ruth Fielding, 2015-04-25 This book introduces a framework for examining bilingual identity and presents the cases of seven individual children from a study of young students bilingual identities in an Australian primary school The new Bilingual Identity Negotiation Framework brings together three elements that influence bilingual identity development sociocultural connection investment and interaction The cases comprise individual stories about seven young bilingual students and are complemented by some more general investigations of bilingual identity from a whole class of students at the school The framework is explained and supported using the students stories and offers readers a new concept for examining and thinking about bilingual identity This book builds upon past and current theories of identity and bilingualism and expands on these to identify three interlinking elements within bilingual identity The book highlights the need for greater dialogue between different sectors of research and education relating to languages and bilingualism It adds to the increasing call for collaborative work from the different fields interested in language learning and teaching such as TESOL bilingualism and language education Through the development of the framework and the students stories in this study this book shows how multilingual children in one school in Australia developed their identities in association with their home and school languages This provides readers with a model for examining bilingual identity in their own contexts or a theoretical construct to

consider in their thinking on bilingualism language and identity Perspectives on Teaching Workplace English in the 21st Century Mable Chan,2023-07-13 This collection bridges the gap between research and practical applications by showcasing the latest research developments on business English as a lingua franca and the ways in which they might better inform language teaching practice Featuring contributions from both established and emerging researchers in the field this book brings together research findings on business and workplace English pedagogy with a focus on addressing issues and challenges around spoken communicative needs in the workplace The volume explores spoken communication in the business context across a diverse range of settings and media including oral presentations small talk meetings business negotiations and interviews Taken together the book offers an up to date synthesis of research on key topics at the intersection of spoken workplace communication and language teaching toward facilitating more engaged empirically grounded business English as a lingua franca teaching This book will be of particular interest for students and scholars in business communication workplace communication and English for specific purposes Multilingual Selves and Motivations for Learning Languages other than English in Asian Contexts Anas Hajar,Syed Abdul Manan,2024-07-16 This edited volume focuses on the experiences of individuals learning languages other than English LOTEs in a range of Asian contexts that have traditionally been under represented in the literature Aligning with the multilingual turn in SLA it views learners as individuals of a multilingual society with unique complex heterogenous and dynamic identities The chapters explore the learners motivational trajectories multilingual identities and their conceptualisations of the ideal multilingual self This volume enhances our critical understanding of language learning motivation through empirical findings and conceptual insights from studies of motivation in specific regions in Asia including Greater China Indonesia Japan Kazakhstan Malaysia Pakistan and Syria Providing insight into the multilingual identities of individuals learning LOTEs it will appeal to students and scholars in second language acquisition researchers in language learning motivation and policymakers in language education **Enabling Indigenous Knowledge Systems in Action Research and Action Learning** Mapotse, Tomé Awshar,Tetteh, Emmanuel N. A.,Matsekoleng, Tsebo Kgoto,2025-05-29 After centuries of colonialism and imperialism many indigenous knowledge systems have been purposefully disregarded and forgotten to the point that the vast majority of the public but specifically researchers are completely unaware of their existence By utilizing these systems in conjunction with action learning and action research it can be possible to garner perspective and influence from all types of people regardless of their social or economic standing in working towards an inclusive and prosperous global society Enabling Indigenous Knowledge Systems in Action Research and Action Learning encourages researchers the world over to apply Indigenous Knowledge Systems IKS using Action Research and or Action Learning AR AL approaches in their fields of specialization The AR AL framework approaches and methodologies cut across almost all field of studies Covering topics such as action research and learning coloniality and professional development this book is an excellent resource for researchers

academicians educators pre service teachers sociologists and more *Indigenous Teaching Disciplines and Perspectives for Higher Education* Kgari-Masondo, Maserole Christina, 2025-03-28 Literature indicates that sociolinguists and educationists often claim multilingual practice and Africanizing and Indigenizing education will jeopardize national unity and social cohesion Such claims delay the implementation of decolonization policies and the transformation of the curriculum under false assumptions However research reveals many Indigenous students struggle with higher educational content which is often presented through languages that are unfamiliar to them This implies that there is a need to uncover resources that can assist in necessitating the implementation of Indigenous education globally and that all multilingual strategies in education must be based on quality mother tongue illustrative content as its foundation As a result further research on the subject is necessary to enhance teaching strategies that reach all Indigenous students *Indigenous Teaching Disciplines and Perspectives for Higher Education* illustrates the need for the implementation of a decolonized teaching and learning curriculum with integrated resources as models It explores how to improve Indigenous knowledge content and teaching methods Covering topics such as cultural identity African research methodology and Indigenous media this book is an excellent resource for teachers policymakers school administrators researchers scholars academicians and more

Transforming the Workforce With Microcredentials Maming, Jimmy Bernabe, 2025-10-09 As the workforce rapidly evolves in response to technological advancement traditional education and training models are increasingly being supplemented by microcredentials These flexible certifications are transforming the workforce by offering lifelong learning across a wide range of sectors By bridging the gap between academic institutions and labor market needs microcredentials empower workers to remain competitive and adaptable while enabling employers to more effectively identify and develop talent in a fast changing economy *Transforming the Workforce With Microcredentials* explores how microcredentials are transforming the workforce for the better This book analyzes how microcredentials empower individuals to adapt upskill and thrive in this dynamic environment Covering topics such as artificial intelligence gig economy and workforce development this book is an essential resource for educators business leaders human resource professionals researchers academicians and more

Responsive Practice for Dual Language Learners in Early Childhood Education Jennifer J. Chen, 2024-10-22 Support Diverse Dual Language Learners through Reflective Practice *Responsive Practices for Dual Language Learners in Early Childhood Education* provides educators theoretical background and practical advice as they welcome an increasing number of dual language learners into their programs to support these children to learn and flourish Author Jennifer Chen shares case studies from her fieldwork with diverse early childhood classrooms demonstrating her Four Cornerstone model of responsive practice while offering reflective questions to help educators implement it in their own contexts for children from birth to age eight who speak any language Learn to apply the Four Cornerstone model's tenets of developmentally responsive culturally responsive linguistically responsive and contextually appropriate practice in a variety of real life situations

including while providing scaffolding for children while building relationships with parents and while working with children with a variety of needs

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