



*Routledge Research in Language Education*

# **LANGUAGE TEACHER IDENTITY TENSIONS**

**NEXUS OF AGENCY, EMOTION, AND INVESTMENT**

Edited by  
Zia Tajeddin and Bedrettin Yazan



# Language Education Identity Routledge Ethnicity

**Uju Anya**



## **Language Education Identity Routledge Ethnicity:**

**Racialized Identities in Second Language Learning** Uju Anya, 2016-12-01 Winner of the 2019 AAAL First Book Award

Racialized Identities in Second Language Learning Speaking Blackness in Brazil provides a critical overview and original sociolinguistic analysis of the African American experience in second language learning More broadly this book introduces the idea of second language learning as transformative socialization how learners instructors and their communities shape new communicative selves as they collaboratively construct and negotiate race ethnicity gender sexuality and social class identities Uju Anya's study follows African American college students learning Portuguese in Afro Brazilian communities and their journeys in learning to do and speak blackness in Brazil Video recorded interactions student journals interviews and writing assignments show how multiple intersecting identities are enacted and challenged in second language learning Thematic critical and conversation analyses describe ways black Americans learn to speak their material ideological and symbolic selves in Portuguese and how linguistic action reproduces or resists power and inequity The book addresses key questions on how learners can authentically and effectively participate in classrooms and target language communities to show that black students racialized identities and investments in these communities greatly influence their success in second language learning and how successful others perceive them to be

Language Teacher Identity Sílvia Melo-Pfeifer, Vander Tavares, 2024-02-06 The first volume to focus on race ethnicity and accent as elements of language teacher identity a valuable guide for in service teachers and teachers in training Language Teacher Identity presents a groundbreaking critical examination of how ideologies of race ethnicity accent and immigration status impact perceptions of plurilingual teachers Bringing together contributions by an international panel of established and emerging scholars this important work of scholarship addresses issues related to native speakerism monolingualism racism competence authenticity and legitimacy while examining their role in the construction of professional identity With an intersectional and holistic approach the authors draw upon case studies of practical teacher experiences from Brazil Canada Germany Norway Mongolia Pakistan and the United States to provide teachers with real world insights on responding to the assumptions biases and prejudices that students student teachers and teachers may bring into the classroom Topics include the impact of policies and ideologies on teacher identity development the intersection between L2 teacher identity and teacher emotion research awareness of ethnic accent bullying and the use of transraciolinguistic approaches in the classroom This unique new work Provides a broad overview of the different types of challenges language teachers face in their careers Focuses on race ethnicity plurilingualism and accent as fundamental elements of a language teacher's identity Discusses the sensitive political and social factors that complicate the role of a language teacher in the classroom Covers the teaching of a wide range of languages including English Japanese Portuguese French Spanish and Norwegian Addresses key issues and significant gaps in contemporary research on language teacher education including the experiences of teachers of two or more languages

Employing a variety of methodological and theoretical approaches *Language Teacher Identity* is a forward looking look at an exciting area of research and theory in language teacher education and training It is essential reading for students training to become language teachers in service teachers and for students and scholars in applied linguistics with a focus on TESOL teacher and language education     *Race, Racism, and Antiracism in Language Education* Ryuko Kubota, Suhanthie Motha, 2024-10-30 Building on the pioneering 2009 volume *Race Culture and Identities in Second Language Education* this book reflects the significant expansion in the research since its publication and offers a wider breadth of perspectives on the complex theoretical terrain of race racism and antiracism in language education Contributors to this book apply a range of conceptual and methodological lenses to teaching diverse world languages Underscoring the interconnectedness of race and colonialism world language education and intersectional ideologies this book offers a forum for engaged dialogues among teachers teacher educators teacher candidates graduate and advanced undergraduate students curriculum developers policymakers and educational researchers in a wide range of disciplines including language education In covering important theoretical frames and constructs including raciolinguistic and anti oppressive pedagogies decoloniality neoliberalism and reverse linguistic stereotyping this book breaks from the Global North norms in applied linguistics and language instruction An essential text in TESOL and world language education this volume weaves meaningful connections among language education language in education policy and research     *Sociolinguistics and Language Education* Nancy H. Hornberger, Sandra Lee McKay, 2010-06-17 This book addressed to experienced and novice language educators provides an up to date overview of sociolinguistics reflecting changes in the global situation and the continuing evolution of the field and its relevance to language education around the world Topics covered include nationalism and popular culture style and identity creole languages critical language awareness gender and ethnicity multimodal literacies classroom discourse and ideologies and power Whether considering the role of English as an international language or innovative initiatives in Indigenous language revitalization in every context of the world sociolinguistic perspectives highlight the fluid and flexible use of language in communities and classrooms and the importance of teacher practices that open up spaces of awareness and acceptance of and access to the widest possible communicative repertoire for students     *Multilingualism, Identity and Interculturality in Education* Ruth Fielding, 2022-10-31 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     *Race and Ethnicity in English Language Teaching* Christopher Joseph

Jenks,2017-08-14 This book examines racism and racialized discourses in the ELT profession in South Korea The book is informed by a number of different critical approaches to race and discourse and the discussions contained in the chapters offer one way of exploring how the ELT profession can be understood from such perspectives Observations made are based on the understanding that racism should not be viewed as individual acts of discrimination but rather as a system of social structures While the book is principally concerned with language teaching and learning in South Korea the findings are situated in a wider discussion of race and ethnicity in the global ELT profession The book makes the following argument White normativity is an ideological commitment and a form of racialized discourse that comes from the social actions of those involved in the ELT profession this normative model or ideal standard constructs a system of racial discrimination that is founded on White privilege saviorism and neoliberalism Drawing on a wide range of data sources this book is a must read for anyone interested in critically examining ELT      **The Handbook of English for Specific Purposes** Sue

Starfield,Christoph Hafner,2025-05-13 A field defining survey of research in the rapidly growing field of English for Specific Purposes now in its second edition The Handbook of English for Specific Purposes provides an up to date account of the origins development current state and future directions in the study of English as used in its specific contexts including medical English business English and academic English Featuring research from leading authorities this comprehensive volume addresses all key aspects of ESP including speaking reading writing legal English nursing assessment intercultural rhetoric multimodality English as a lingua franca and ethnography The second edition of the Handbook is fully revised to incorporate new areas of ESP research and reflects changing demands on English Language Learners ELL including a new historical overview of the field by Prof Vijay K Bhatia and entirely new chapters English medium instruction and ESP research materials development teacher development call center communication Global Englishes and translinguaging identity and the emergence of digital genres Unmatched in its breadth and depth of coverage The Handbook of English for Specific Purposes Features original state of the art reviews relevant to scholars and students working across applied linguistics and education Features contributions by scholars working on ESP in a wide range of international contexts Addresses current and emerging challenges in ESP with implications for related fields of TESOL and English language education more broadly Includes in depth reviews of new ESP research findings and suggestions for further scholarship Part of the Wiley Blackwell Handbooks in Linguistics series The Handbook of English for Specific Purposes Second Edition is an essential reference for upper level undergraduate and graduate students scholars researchers and educators working in TESOL ELL ELT applied linguistics and language studies      **Identity and Language Learning** Bonny Norton,2013-10-04 Identity and Language Learning draws on a longitudinal case study of immigrant women in Canada to develop new ideas about identity investment and imagined communities in the field of language learning and teaching Bonny Norton demonstrates that a poststructuralist conception of identity as multiple a site of struggle and subject to change across time

and place is highly productive for understanding language learning Her sociological construct of investment is an important complement to psychological theories of motivation The implications for language teaching and teacher education are profound Now including a new comprehensive Introduction as well as an Afterword by Claire Kramsch this second edition addresses the following central questions Under what conditions do language learners speak listen read and write How are relations of power implicated in the negotiation of identity How can teachers address the investments and imagined identities of learners The book integrates research theory and classroom practice and is essential reading for students teachers and researchers in the fields of language learning and teaching TESOL applied linguistics and literacy This book is open access under a CC BY ND licence

**AI-Mediated Language Education in the Metaverse Era** Yu-Ju Lan, Grace Yue Qi, Dorothy Chun, 2025-10-13 This book provides open discussions and dialogues around the latest research and development on applying AI and ubiquitous technologies into various language learning contexts Living in the Metaverse era arguably a turning point in the evolution of the Internet it is vital for researchers and practitioners to rethink and reconsider human and AI relationships in transforming the way we teach learn and live in everyday life Reinders et al 2022 amongst Computer Assisted Language Learning CALL researchers have emphasised the need to conduct more research on language learning in the classroom and beyond that makes real connections with what language learners do for their learning today More importantly language educators must find ways to support language learning in this new era What is urgently needed is a consolidation and synthesis of theoretical foundations visions and the latest research findings and practices on the integration of AI and ubiquitous technologies and language education from diverse perspectives This book comprising of contributions regarding contextualised AI mediated language learning and teaching provides researchers practitioners and teacher educators with an opportunity to closely engage in research informed practices and intellectual dialogues on potential opportunities and challenges in the Metaverse era It also helps to facilitate the development of equitable sustainable and just practices for the diversity of language learners today

Critical Ethnography, Language, Race/ism and Education Stephen May, Blanca Caldas, 2022-11-22 This book provides a contemporary overview of work in critical ethnography that focuses on language and race ism in education as well as cutting edge examples of recent critical ethnographic studies addressing these issues The studies in this book while centred primarily on the North American context have wide international significance and interdisciplinary reach and address a range of educational contexts across K 12 education and less formal educational settings They explore the racialized construction positioning and experiences of bi multilingual students and the implications of this for educational policy pedagogy and practice The chapters draw on a range of critical theoretical perspectives including CRT LatCrit Indigenous epistemologies and bilingual education they also address significant methodological questions that arise when undertaking critical ethnographic work including the key issues of positionality and critical reflexivity

**Language Learning in Study Abroad** Wenhao Diao, Emma Trentman, 2021-03-04

Vestiges of monolingual bias are present in the portrayal of study abroad as an idealized monolingual immersion experience and the steps many programs take to encourage or enforce target language monolingualism. In reality study abroad is often inherently multilingual. This book addresses the need for a recognition of the multilingual realities of study abroad across a variety of traditional and non traditional national contexts and target languages. The chapters examine multilingual socialization and translanguaging with peers local hosts and instructors how the target language is necessarily entwined in global local and historical contexts and how students negotiate the use of local and global varieties of English. Together the chapters present a powerful argument for scholars and study abroad practitioners to consider and critically incorporate multilingual realities into their research and planning.

*Racism, Eh?* Charmaine Nelson, Camille Antoinette Nelson, 2004  
Racism Eh is the first publication that examines racism within the broad Canadian context. This anthology brings together some of the visionaries who are seeking to illuminate the topics of race and racism in Canada through the analysis of historical and contemporary issues which address race and racism as both material and psychic phenomena. Fundamentally interdisciplinary in nature this text will be an invaluable resource for undergraduate and graduate students academics studying or practicing within the Humanities and the Social Sciences and anyone seeking information on what has been a little explored and poorly understood Canadian issue.

**Be(com)ing Korean in the United States: Exploring Ethnic Identity Formation Through Cultural Practices** Sung Youn Sonya Gwak, 2006  
**Language, Education, and Identity** Chaise LaDousa, Christina P. Davis, 2021-07-08  
This book examines medium of instruction in education and studies its social economic and political significance in the lives of people living in South Asia. It provides insight into the meaning of medium and what makes it so important to identity aspiration and inequality. It questions the ideologized associations between education and social and spatial mobility and discusses the gender and class based marginalization that comes with vernacular medium education. The volume also considers how policy measures such as the Right to Education RTE Act in India have failed to address the inequalities brought by medium in schools and investigates questions on language access inclusion and rights. Drawing on extensive fieldwork and in depth interviews the book will be indispensable for students and scholars of anthropology education studies sociolinguistics sociology and South Asian studies. It will also appeal to those interested in language and education in South Asia especially the role of language in the reproduction of inequality.

*The Xinjiang emergency* Michael Clarke, 2022-02-08  
The Xinjiang Uyghur Autonomous Region is the site of the largest mass repression of an ethnic and or religious minority in the world today. Researchers estimate that since 2016 one million people have been detained there without trial. In the detention centres individuals are exposed to deeply invasive forms of surveillance and psychological stress while outside them more than ten million Turkic Muslim minorities are subjected to a network of hi tech surveillance systems checkpoints and interpersonal monitoring. Existing reportage and commentary on the crisis tend to address these issues in isolation but this ground breaking volume brings them together exploring the

interconnections between the core strands of the Xinjiang emergency in order to generate a more accurate understanding of the mass detentions significance for the future of President Xi Jinping's China

**Constructing, Reconstructing and Reclaiming Learner Identities** Ellen Preston Motohashi, 2025-08-20 This book focuses on the experiences of 1.5 generation Filipinos in Japan charting their life histories and educational experiences in both the Philippines and Japan. Against a background of transnational migrations between both countries and varying levels of Japanese as a Second Language and educational support for immigrant non-Japanese speaking children in Japanese schools, the author uses a narrative life history approach to consider how the participants use their educational histories and learner identities as intangible resources upon which they drew to overcome the structural and cultural differences in the teaching/learning environments they encountered in Japanese schools. The book ends by recounting the participants' regained sense of confidence as learners upon entering university where they reclaim their learner identities as active participants in the classroom with several receiving awards for academic excellence.

*Inclusive Education, Social Justice, and Multilingualism* Sviatlana Karpava, 2025-03-26 This edited volume delves into the intricate relationships between multilingualism, inclusive education, and social justice. It presents a rich array of interdisciplinary studies that blend both theoretical and practical perspectives. The authors employ a mixed methods approach to gather and analyze data from a diverse range of populations including students, teachers, parents, and language policy experts across various educational levels. The book examines the dynamics of bilingual and multilingual classrooms as well as Content and Language Integrated Learning (CLIL) environments, emphasizing the importance of linguistic and cultural diversity as valuable educational resources. It draws upon a variety of theoretical and practical approaches from applied linguistics, sociolinguistics, language policy, and education, all centered on the benefits of multilingualism, inclusive education, and social justice. The work explores the complexities of multilingualism and multiculturalism and their connections to inclusive education and social justice across different geographic regions and educational settings. It adopts a dual approach, examining both theoretical frameworks and practical realities by incorporating the voices and perspectives of multiple stakeholders. This diverse range of viewpoints sheds light on the roles of family and school involvement in promoting multilingual education, inclusive practices, and social justice.

*Multiculturalism, Chinese Identity, and Education* Jason Cong Lin, 2022-11-02 In Chinese societies, Chinese identity is an important yet controversial topic. This book examines official understandings of Chinese identity in Mainland China and Hong Kong, exploring how the latest governments of Mainland China and Hong Kong conceptualize Chinese identity, how government-endorsed textbooks frame it in different subjects, and how a multicultural approach can enhance understanding of identity in both societies. Using content analysis to support his theoretical arguments, Lin offers an in-depth, updated, and detailed picture of how the governments of Mainland China and Hong Kong and their endorsed textbooks encourage people in these societies to respond to the question of "who are we." He also elaborates on how the current approach to understanding



Chinese identity can be harmful and examines how a multicultural approach could better fit these Chinese contexts and enhance understanding of who we are. Given that the question of identity causes trouble everywhere and many countries are debating approaches to understanding diverse identities in their own societies, this book provides valuable insights into the Chinese perspective to allow readers to more fully understand global frameworks of identity. This book will interest researchers and students in the fields of multiculturalism, multicultural education, national identity, identity politics, and China and Hong Kong studies.

**Negotiating Englishes and English-speaking Identities** Jacqueline Aiello, 2017-07-06  
 Cover Title Copyright Dedication Contents List of Tables Acknowledgements 1 Introduction 2 Identities and Englishes 3 English in Italy 4 Attitudes, motivations and proficiencies 5 Facilitators and constraints 6 Power and paradox: proficiency, accents and selves 7 Positioning the researcher 8 Reconceptualizing Englishes and English speaking identities 9 Educating English learners today Appendix: transcription conventions Index

*Language Ideologies and Linguistic Identity in Heritage Language Learning* Rachel Showstack, Diego Pascual y Cabo, Damián Vergara Wilson, 2024-04-16  
*Language Ideologies and Linguistic Identity in Heritage Language Learning* addresses the ways in which discourses about language value and identities of linguistic expertise are constructed and negotiated in the Spanish heritage language (HL) classroom and how the classroom discourse shapes and is shaped by the world outside of the classroom. The volume examines the sociopolitical contexts, personal histories and communicative practices of Spanish teachers and students in two diverse geographic regions: the US states of Texas and Kansas. Adopting an integrated sociocultural approach, it considers the ways in which individuals draw from multiple linguistic resources and social practices in daily interaction and how they articulate their beliefs about language through storytelling. Rich interactional data examples from social media and stories of community engagement are utilized to demonstrate how Spanish heritage speakers use language creatively and proactively to legitimize and claim power in their home and community linguistic practices. This is an invaluable resource for applied linguists who seek to better understand the relationship between language ideology and identity and for graduate students and researchers in the fields of linguistics, Spanish and HL education.

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