

Wendy Sue Rose, Ph.D., President

# Negotiating Bilingual and Bicultural Identities

Presented by: Dr. Susan M. Eng, Ph.D., Director, Center for



# Negotiating Bilingual And Bicultural Identities Japanese Returnees Betwixt Two Worlds

**Paul Wadden, Chris Carl Hale**



## **Negotiating Bilingual And Bicultural Identities Japanese Returnees Betwixt Two Worlds:**

**Negotiating Bilingual and Bicultural Identities** Yasuko Kanno, 2003-05-14 This book examines the changing linguistic and cultural identities of bilingual students through the narratives of four Japanese returnees kikokushijo as they spent their adolescent years in North America and then returned to Japan to attend university As adolescents these students were polarized toward one language and culture over the other but through a period of difficult readjustment in Japan they became increasingly more sophisticated in negotiating their identities and more appreciative of their hybrid selves Kanno analyzes how educational institutions both in their host and home countries societal recognition or devaluation of bilingualism and the students own maturation contributed to shaping and transforming their identities over time Using narrative inquiry and communities of practice as a theoretical framework she argues that it is possible for bilingual individuals to learn to strike a balance between two languages and cultures *Negotiating Bilingual and Bicultural Identities Japanese Returnees Betwixt Two Worlds* is a longitudinal study of bilingual and bicultural identities unlike most studies of bilingual learners this book follows the same bilingual youths from adolescence to young adulthood documents student perspectives redressing the neglect of student voice in much educational research and offering educators an understanding of what the experience of learning English and becoming bilingual and bicultural looks like from the students point of view and contributes to the study of language culture and identity by demonstrating that for bilingual individuals identity is not a simple choice of one language and culture but an ongoing balancing act of multiple languages and cultures This book will interest researchers educators and graduate students who are concerned with the education and personal growth of bilingual learners and will be useful as text for courses in ESL bilingual education TESOL applied linguistics and multicultural education

*Language in Public Spaces in Japan* Nanette Gottlieb, 2014-06-11 This book throws light on ideologies practices and sociocultural developments currently shaping language use in Japan by departing from the more common investigation of language in private contexts and examining aspects of the language found in a range of significant public spaces from the material an international airport the streets of Tokyo the JSL classroom in Japan and courtrooms to the electronic television dramas local government web pages and cyberspace Through its study of the language encountered in such settings the volume provides a deeper understanding of multifaceted aspects of linguistic diversity both in terms of the use of languages other than Japanese and of issues relating to the Japanese language itself The variety of theoretical approaches brought to bear by contributing authors ensures a substantial intellectual contribution to the literature on language in contemporary Japan This book was published as a special issue of *Japanese Studies*

*Japanese Americans* Jonathan H. X. Lee, 2017-11-10 This book provides a comprehensive story of the complicated and rich story of the Japanese American experience from immigration to discrimination to adaptation achievement and contributions to the American mosaic *Japanese Americans The History and Culture of a People* highlights the enormous contributions of Japanese Americans in history civil rights politics

economic development arts literature film popular culture sports and religious landscapes It not only provides context to important events in Japanese American history and in depth information about the lives and backgrounds of well known Japanese Americans but also captures the essence of everyday life for Japanese Americans as they have adjusted their identities established communities and interacted with other ethnic groups This innovative volume will become the standard resource for exploring why the Japanese came to the USA more than 130 years ago where they settled and what experiences played a role in forming the distinctive Japanese American identity

**Routledge Encyclopedia of Language Teaching and Learning** Michael Byram, Adelheid Hu, 2013-06-26 The Routledge Encyclopedia of Language Teaching and Learning is an authoritative reference dealing with all aspects of this increasingly important field of study Offering a comprehensive range of articles on contemporary language teaching and its history it has been produced specifically for language teaching professionals and as a reference work for academic studies at postgraduate level In this new edition every single entry has been reviewed and updated with reference to new developments and publications Coverage has been expanded to reflect new technological global and academic developments with particular attention to areas such as online and distance learning teacher and learner cognition testing assessment and evaluation global English and teacher education Themes and disciplines covered include Methods and materials including new technologies and materials development Contexts and concepts such as mediation risk taking in language learning and intercomprehension Influential figures from the early days of language teaching to the contemporary Related disciplines such as psychology anthropology and corpus linguistics It covers the teaching of specific languages including Japanese Chinese Arabic and African languages as well as English French German and Spanish There are thirty five overview articles dealing with issues such as communicative language teaching early language learning teacher education and syllabus and curriculum design A further 160 entries focus on topics such as bilingualism language laboratories and study abroad Numerous shorter items examine language and cultural institutions professional associations and acronyms Multiple cross references enable the user to browse from one entry to another and there are suggestions for further reading Written by an international team of specialists the Routledge Encyclopedia of Language Teaching and Learning is an invaluable resource and reference manual for anyone with a professional or academic interest in the subject

*Culture and Foreign Language Education* Wai Meng Chan, Sunil Kumar Bhatt, Masanori Nagami, Izumi Walker, 2015-07-31 The teaching of culture and interculturality is today viewed as an integral part of foreign language education This book presents insights from recent research on the role of culture in second foreign and heritage language education It contains 14 chapters including an introductory chapter that discusses diachronically the evolving notion of culture and how the sociocultural view of culture as a complex and dynamic concept informs language teaching and language learning research The chapters following the introduction are organised in four parts focusing on 1 the teacher's role in integrated language and culture learning 2 the interrelationship between culture identity and language learning and

use 3 the effect of culture on learner characteristics which impact language learning processes and outcomes and 4 curriculum development aimed at fostering language and culture learning The chapters in Parts 1 to 3 present contributions from current research either in the form of the authors original studies or comprehensive reviews of relevant essential research which bears important implications for curricular practice in foreign language and language teacher education This close link between research theory and practice is also maintained in the two chapters in Part 4 which present developmental projects based on well grounded theoretical frameworks **Teaching English at Japanese Universities** Paul

Wadden,Chris Carl Hale,2018-10-26 Written by leading English language educators in Japan this Handbook provides an in depth guide for the new generation of teachers at Japanese universities In clear accessible prose it offers practical and detailed advice on effective classroom pedagogy student motivation learning styles classroom culture national language policy career opportunities departmental politics administrative mindset and institutional identity Its four sections The setting The courses The classroom and The workplace examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction EMI and Content and Language Integrated Learning CLIL courses Firmly grounded in contemporary teaching method and theory the Handbook s 23 chapters also acknowledge the influence of diverse movements such as World Englishes global issues gender and positive psychology Its three appendices contain information on organizations books journals and websites particularly useful for Japanese university educators explanation of types and rankings of schools ways to learn more about individual institutions for job hunting and detailed information on the structure and Japanese titles of faculty and non teaching staff at the typical university This Handbook is an invaluable resource for anyone teaching or aspiring to teach at a Japanese university Imagined Communities and Educational Possibilities Yasuko Kanno,Bonny Norton,2012-12-06 Imagined

Communities and Educational Possibilities focuses on three main themes imaged communities expand the range of possible selves technological advances in the last two decades have had a significant impact on what is possible to imagine and imagination at even the most personal level is related to social ideologies and hegemonies The diverse studies in this issue demonstrate convincingly that learners and teachers are capable of imagining the world as different from prevailing realities Moreover time and energy can be invested to strive for the realization of alternative visions of the future Research in this special issue suggests that investment in such imagined communities offers intriguing possibilities for social and educational change Alternative Approaches to Second Language Acquisition Dwight Atkinson,2011-03 This volume presents seven

alternative approaches to studying second language acquisition and each approach is authored by a leading advocate for it in the field Edited by Dwight Atkinson and including contributions from James Lantolf Diane Larsen Freeman Gabriele Kasper and Johannes Wagner Bonny Norton and Carolyn McKinney Patricia Duff and Steven Talmy **Handbook of Heritage, Community, and Native American Languages in the United States** Terrence G. Wiley,Joy Kreeft Peyton,Donna

Christian, Sarah Catherine K. Moore, Na Liu, 2014-01-03 Co published by the Center for Applied Linguistics Timely and comprehensive this state of the art overview of major issues related to heritage community and Native American languages in the United States based on the work of noted authorities draws from a variety of perspectives the speakers use of the languages in the home community and wider society patterns of acquisition retention loss and revitalization of the languages and specific education efforts devoted to developing stronger connections with and proficiency in them Contributions on language use programs and instruction and policy focus on issues that are applicable to many heritage language contexts Offering a foundational perspective for serious students of heritage community and Native American languages as they are learned in the classroom transmitted across generations in families and used in communities the volume provides background on the history and current status of many languages in the linguistic mosaic of U S society and stresses the importance of drawing on these languages as societal community and individual resources while also noting their strategic importance within the context of globalization

**Asian Americans** Xiaojian Zhao, Edward J.W. Park Ph.D., 2013-11-26 This is the most comprehensive and up to date reference work on Asian Americans comprising three volumes that address a broad range of topics on various Asian and Pacific Islander American groups from 1848 to the present day This three volume work represents a leading reference resource for Asian American studies that gives students researchers librarians teachers and other interested readers the ability to easily locate accurate up to date information about Asian ethnic groups historical and contemporary events important policies and notable individuals Written by leading scholars in their fields of expertise and authorities in diverse professions the entries devote attention to diverse Asian and Pacific Islander American groups as well as the roles of women distinct socioeconomic classes Asian American political and social movements and race relations involving Asian Americans

**Handbook of Research in Second Language Teaching and Learning** Eli Hinkel, 2011-01-25 This landmark volume provides a broad based comprehensive state of the art overview of current knowledge and research into second language teaching and learning All authors are leading authorities in their areas of expertise The chapters all completely new for Volume 2 are organized in eight thematic sections Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology Identity Culture and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy Changes in Volume 2 captures new and ongoing developments research and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia Australia Europe and North America to broaden the Handbook s international scope Volume 2 is an essential resource for researchers faculty teachers and students in MA TESL and applied linguistics programs as well as curriculum and material developers

**The Complexity of Identity and Interaction in Language Education** Nathanael Rudolph, Ali Fuad Selvi, Bedrettin

Yazan,2020-08-07 This book addresses two critical calls pertaining to language education Firstly for attention to be paid to the transdisciplinary nature and complexity of learner identity and interaction in the classroom and secondly for the need to attend to conceptualizations of and approaches to manifestations of inequity in the sociohistorical contexts in which they occur Collectively the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger transcommunal negotiations of being and belonging in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership The volume comprised of chapters contributed by a diverse array of researcher/practitioners living/working and/or studying around the globe is intended to inform/empower and inspire stakeholders in language education to explore/potentially reimagine and ultimately critically and practically transform the communities in which they live/work and/or study

**The Blackwell Guide to Research Methods in Bilingualism and Multilingualism** Li Wei, Melissa G. Moyer, 2017-11-27 As globalization has increased awareness of the extent of language

contact and linguistic diversity questions concerning bilingualism and multilingualism have taken on an increasing importance from both practical and scholarly points of view Written by leading experts and practitioners in the field The Blackwell Guide to Research Methods in Bilingualism and Multilingualism Highlights the interdisciplinary nature of research on bilingualism and multilingualism and offers a practical guide to the procedures and tools for collecting and analyzing data Specifically addresses methodological issues discussing research topics/core concepts and approaches and the methods and techniques available Links theory to method and to data and answers a real need for a know-how volume on bilingualism and multilingualism that deals with its methodology in a systematic and coherent way

*Multiple Perspectives on the Self in SLA* Sarah Mercer, Marion Williams, 2014-01-29 This collection of papers brings together a diverse range of

conceptualisations of the self in the domain of second language acquisition and foreign language learning The volume attempts to unite a fragmented field and provides a thorough overview of the ways in which the self can be conceptualised in SLA contexts

Academic Discourse Socialization Yutaka Fujieda, 2022-05-16 Academic Discourse Socialization Case Study on Multilingual Learners examines academic literacy development Yutaka Fujieda draws on literacy autobiographies reflective journals final narratives blog posts on Moodle and individual and focus group interviews with multilingual students in a mandatory research seminar/course to unpack their processes/experiences and practices of academic literacy and academic identity construction Fujieda argues that multilingual students' academic identities are co-constructed via various roles and a sense of belonging to the discourse community

*Language Across Disciplinary Boundaries* Miguel

Mantero, Paul Chamness Miller, John L. Watzke, 2022-01-01 The International Society for Language Studies (ISLS) inaugurates its first volume in the series Readings in Language Studies with *Language Across Disciplinary Boundaries* a text that

represents international perspectives on language and identity/critical pedagogy/language and power/perspectives on second language acquisition and teacher education Founded in 2002 ISLS is a world-wide organization of volunteers/scholars and

practitioners committed to critical interdisciplinary and emergent approaches to language studies      **Language Acquisition and the Multilingual Ideal** Toshiyuki Nakamura, 2019-08-08 Examining the motivational development of Japanese language learners this book investigates the relationship between their future self image as Japanese speakers and their broader self image as multilingual individuals The book compares two groups of Japanese language learners one from Australia and the other from South Korea Questioning how motivation is influenced both by native languages and by the other languages which learners speak or study Toshiyuki Nakamura uses dynamic systems theory DST to uncover how knowledge of English in these different contexts motivates the learning of Japanese Employing the concept of domain of possible selves as an analytical framework the book also provides a detailed description of the development of the learners' visions of themselves as users of Japanese and uncovers various aspects of Japanese language learners' L2 self      Critical Literacy Pedagogy for Bilingual Preservice Teachers Hyesun Cho, 2018-02-15 This book presents a participatory action research study exploring the social identity and academic literacies of bilingual preservice teachers It describes the transformative experiences of undergraduate students during their participation in a program specially designed to develop bilingual teachers in Hawaii USA Further it discusses how the curriculum and instruction in the classroom provide a third space for facilitating peer interaction and critical reflection on such issues as academic literacy heritage language education and teacher identity In doing so it connects ideas of social identity and academic literacies of bilingual preservice teachers to the real work of mentoring and teaching PreK-12 students themselves      Identity, Motivation and Autonomy in Language Learning Garold Murray, Xuesong (Andy) Gao, Terry Lamb, 2011-04-14 In this volume researchers from Asia Europe the Middle East and North and South America employ a variety of theoretical perspectives and methodological approaches in their exploration of the links between identity motivation and autonomy in language learning On a conceptual level the authors explore issues related to agency metacognition imagination beliefs and self The book also addresses practice in classroom self access and distance education contexts considering topics such as teachers' views on motivation plurilingual learning sustaining motivation in distance education pop culture and gaming study abroad and the role of agency and identity in the motivation of pre-service teachers The book concludes with a discussion of how an approach which sees identity motivation and autonomy as interrelated constructs has the potential to inform theory practice and future research directions in the field of language teaching and learning      Tutoring Second Language Writers Shanti Bruce, Ben Rafoth, 2016-03-01 Tutoring Second Language Writers a complete update of Bruce and Rafoth's 2009 ESL Writers is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center Drawing upon philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge the book is divided into four parts Part 1 Actions and Identities is about creating a proactive stance toward language difference thinking critically about labels and the mixed feelings students



may have about learning English Part 2 Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work Part 3 Words and Passages offers four personal stories of inquiry and discovery and Part 4 Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers specific expectations Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language Contributors include Jocelyn Amevuvor Rebecca Day Babcock Valerie M Balester Shanti Bruce Frankie Condon Michelle Cox Jennifer Craig Kevin Dvorak Paula Gillespie Glenn Hutchinson Pei Hsun Emma Liu Bobbi Olson Pimyupa W Praphan Ben Rafoth Jose L Reyes Medina Guiboque Seong and Elizabeth Adelay Witherite

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