

# TEACHING FOREIGN LANGUAGES IN MULTICULTURAL AND INTERCULTURAL SETTINGS

## **Authors**

**Prof. Dr. Gülden TÜM**

School of Foreign Languages, Cukurova University

**Nermin GÖKEL**

English Teacher, Ahmet Bileydi Primary School, Antalya



© Copyright 2026

*Printing, broadcasting and sales rights of this book are reserved to Academician Publishing House Inc. All or parts of this book may not be reproduced, printed or distributed by any means mechanical, electronic, photocopying, magnetic paper and/or other methods without prior written permission of the publisher. Tables, figures and graphics cannot be used for commercial purposes without permission. This book is sold with banderol of Republic of Turkey Ministry of Culture.*

<b>ISBN</b> 978-625-362-132-2	<b>Publishing Coordinator</b> Yasin DİLMEN
<b>Book Title</b> Teaching Foreign Languages in Multicultural and Intercultural Settings	<b>Page and Cover Design</b> Akademisyen Dizgi Ünitesi
<b>Authors</b> Gülden TÜM ORCID iD: 0000-0001-7790-0857	<b>Publisher Certificate Number</b> 47518
Nermin GÖKEL ORCID iD: 0000-0002-2989-9334	<b>Printing and Binding</b> Vadi Matbaacılık
	<b>Bisac Code</b> EDU020000
	<b>DOI</b> 10.37609/akya.4254

**Library ID Card**

**Tüm, Gülden ...[and other].**

Teaching Foreign Languages in Multicultural and Intercultural Settings /  
Gülden Tüm, Nermin Gököl.

Ankara : Akademisyen Yayınevi Kitabevi, 2026.

201 p. ; 135x210 mm.

Includes References.

ISBN 9786253621322

**GENERAL DISTRIBUTION**  
**Akademisyen Yayınevi A.Ş.**

Halk Sokak 5 / A

Yenişehir / Ankara

Tel: 0312 431 16 33

siparis@akademisyen.com

www.akademisyen.com

## PREFACE

Foreign language education has never been limited to teaching grammar, vocabulary, pronunciation, or communicative functions alone. It has always been connected to self-awareness, relations with others, the interpretation of meanings, and social participation. In today's world, this interrelationship has become even more evident. Language learning has been transformed by globalization, migration, multilingualism, digital communication, social stratification, and intercultural mobility. Classrooms are no longer homogeneous sites centered around a single language, culture, or identity; they have become diverse social spaces where learners come to school with varied biographies, languages, affects, aspirations, and knowledge.

This book seeks to address this new situation by providing a conceptual and practical framework for foreign language education in diverse and intercultural environments. Rather than viewing culture as yet another element to be included in foreign language education, the authors suggest that language learning and teaching should be approached through their sociocultural, affective, and political dimensions. The aim of the book is to show how language classrooms become sites for negotiating identities, differences, power relations, and the silencing, marginalization, recognition, or empowerment of learners' voices.

Each chapter of the book engages with major conceptual approaches to language learning and teaching in today's society. Concepts such as intercultural communicative competence, sociocultural theory, identity, translanguaging, critical multiculturalism, decolonial pedagogy, migration, language ideologies, digital communication, task-based learning, CLIL, project-based

learning, narrative pedagogy, trauma-informed pedagogy, and equity-oriented education are analyzed in connection with foreign language education. The purpose of each chapter is not only to provide theoretical insights into the concept under discussion but also to offer suggestions for applying it in practice.

One of the main messages of the book is the need to move beyond a narrow understanding of language competence. Learners' language should not be evaluated exclusively in terms of accuracy, fluency, or conformity to standardized norms. The multilingual, intercultural, affective, historical, and socially situated nature of learners needs to be acknowledged. Silence, accent, hesitation, narration, language choices, and participation patterns should not automatically be interpreted as weaknesses; instead, they should be understood as products of particular experiences and sociohistorical identities.

It should be noted that the need to develop critical perspectives on language issues becomes especially crucial for intercultural language education. Intercultural language classes should involve not only the celebration of diversity and the inclusion of cultural examples but also a deeper critical analysis of why languages, accents, and other aspects of identity are evaluated and valued in particular ways. Questions about who speaks and who listens, which languages are considered legitimate, whose experiences are recognized or ignored, and what kinds of participation are expected of learners should be asked.

Thus, intercultural language education is not only a matter of pedagogy but also a matter of ethics, requiring educators to create intellectually challenging, emotionally supportive, socially responsive, and critically reflective learning environments.

The book will be of interest to teachers of foreign languages, language teacher educators, researchers, graduate students, curriculum designers, and everyone who studies or works with foreign languages in multicultural societies. It can be used as a theoretical resource, a source of pedagogical ideas, and a foundation for research. Although theoretically grounded, the book remains sensitive to the real-life aspects of language classes and the challenges educators encounter in these settings.

We believe that this book can contribute to discussions on how foreign language education can be made more responsive to multicultural societies. We hope, however, that it also serves as an invitation to language teachers to view language learning as much more than the acquisition of linguistic knowledge. Language teaching is, above all, the creation of socially meaningful environments where learners can think, speak, listen, interpret, mediate, and participate with dignity.

***Gülden TÜM***  
***and***  
***Nermin GÖKEL***

# CONTENTS

PREFACE ..... iii

## PART I FUNDAMENTALS

**CHAPTER 1**  
**GLOBALITY, LANGUAGE, AND INTERCULTURAL CLASSROOMS ..... 3**

1.1. Multicultural and Intercultural Classrooms ..... 3  
1.2. Language Ideologies and Power Dynamics ..... 10  
1.3. Globality in Multicultural and Intercultural Classrooms ..... 17  
1.4. Learner Backgrounds in Multicultural and Intercultural Classrooms ..... 24

**CHAPTER 2**  
**THEORETICAL PERSPECTIVES ON LANGUAGE AND CULTURE ..... 31**

2.1. Sociocultural Theory and Language Learning ..... 31  
2.2. Intercultural Communicative Competence and Multilingualism ..... 37  
2.3. Plurilingualism and Translanguaging ..... 43  
2.4. Multiculturalism and Decolonial Language Learning ..... 49

**CHAPTER 3**  
**IDENTITY, LEARNERS, AND DIVERSITY CLASSROOMS ..... 57**

3.1. Identity Construction in Language Learning ..... 57  
3.2. Heritage Learners and Translanguaging in Language Learning ..... 63  
3.3. Cultural Representation, Stereotypes, and Bias in Language Education ..... 68  
3.4. Building Belonging in Diverse Classrooms ..... 74

**PART II**  
**METHODOLOGIES AND APPROACHES**

**CHAPTER 4**  
**METHODOLOGIES FOR INTERCULTURAL LANGUAGE TEACHING.....83**

- 4.1. Communicative Language Teaching in Multicultural and Intercultural Classrooms .....83
- 4.2. Intercultural Task-Based Language Teaching.....89
- 4.3. CLIL, Disciplinary Inquiry, and Intercultural Learning .....94
- 4.4. Experiential Learning and Project-Based Learning in Intercultural Language Education.....101

**CHAPTER 5**  
**APPROACHES TO INTERCULTURAL PEDAGOGY ..... 107**

- 5.1. Critical Incidents and Case-Based Learning in Intercultural Pedagogy .....107
- 5.2. Narration, Voice, and Identity in Intercultural Language Pedagogy .....112
- 5.3. Mediation and Conflict in Intercultural Classrooms.....117
- 5.4. Telecollaboration and Virtual Exchange in Intercultural Pedagogy .....122

**CHAPTER 6**  
**INCLUSIVE AND CULTURALLY RESPONSIVE PEDAGOGY..... 129**

- 6.1. Teaching Diverse Learners.....129
- 6.2. Emotional Dimension and Trauma-Informed Language Pedagogy .....133
- 6.3. Equity-oriented and Racial Equity Language Teaching .....137
- 6.4. Classroom Climate and Community Building.....142

**CHAPTER 7**

**CEFR, AND MEDIATION IN INTERCULTURAL CLASSROOMS 147**

7.1. CEFR Mediation Descriptors.....	147
7.2. Translanguaging as a Learning Strategy.....	155
7.3. Mediation in Multilingual Group Work.....	160
7.4. Designing Mediation Focused Tasks.....	165

**REFERENCES ..... 173**

## REFERENCES

- Abednia, A., & Izadinia, M. (2013). Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness*, 22(4), 338-352.
- Abdul-Jabbar, W. K. (2026). Al-Mufawadah as the pedagogy of negotiation: intercultural communication strategy for conflict resolution. *Teaching in Higher Education*, 1-17.
- Ahmed, S. (2014). *The cultural politics of emotion* (2nd ed.). Edinburgh University Press.
- Ajsic, A., & McGroarty, M. (2015). Mapping language ideologies. Research methods in language policy and planning: A practical guide, 181-192.
- Al-Mahdi, O., & Al-Wadi, H. (2015). Towards a sociocultural approach on teachers' professional development in Bahrain. *Journal of Teaching and Teacher Education*, 3(1), 89-100.
- Alareer, R., Al-Masri, N., de Lima, B. F., & Weissheimer, J. (2022). Towards a critical and creative intercultural pedagogy for online intercultural exchange. *Critical Intercultural Pedagogy for Difficult Times: Conflict, Crisis, and Creativity*.
- Alisoy, H. (2025). Practical classroom techniques for successful CLIL implementation. *Porta Universorum*, 1(1), 5-12.
- Andrushchenko, V., Dovbush, O., Lunyova, T., Luzhanytsia, O., Natsiuk, M., Pyliachyk, N., ... & Zhabotynska, S. (2023). Language, Culture, and Society: CLIL-based approach.
- Apata, S. B. (2026). Digital Discourses and Multimodal Expressions: New Frontiers in Linguistic Development. *International Journal of Social Sciences*, 6(1).
- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. University of Minnesota Press.
- Appiah K. A. (1996). Race, culture, identity: Misunderstood connections. In Appiah K. A., Gutmann A. (Eds.), *Color conscious* (pp. 30-105). Princeton University Press. <http://www.jstor.org/stable/j.ctt7rnb1.4>
- Arar, K., Karadaş, H., Arar, E. A. Z., & Yılmaz, İ. H. (2025). Empowering Teachers as Global Leaders in Educating Migrant Students. In *Global Leadership for Equity and Inclusion in Education* (pp. 35-51). Routledge.
- Arfaton, A., Yuliantri, R. D. A., Lestari, N. I., Syah, M. A., Rizki, I. A., & Umar, U. (2025). Implementation of multicultural education as a means of forming characters of tolerance and mutual respect. *Jurnal Eduscience*, 12(2), 377-391.

- Asghari, H., & Paul, E. (2026). Choosing without choice: On compulsion, education and the future in the narratives of newly arrived men. *Vocations and Learning*, 19(1), 9.
- Aubert, A., & Soler, M. (2007). Dialogism: The dialogic turn in the social sciences. *The Praeger handbook of education and psychology*, 3, 521-529.
- Audi, R. (2010). *Epistemology: A contemporary introduction to the theory of knowledge*. Routledge.
- Bacon, C. K. (2017). Multilanguage, multipurpose: A literature review, synthesis, and framework for critical literacies in English language teaching. *Journal of Literacy Research*, 49(3), 424-453.
- Ball, P. (2016). Using language (s) to develop subject competences in CLIL-based practice. *Pulso: revista de educación*, (39), 15-34.
- Bakhtin, M. (1981). *Dialogic imagination: Four essays*. University of Texas Press
- Bamberg, M. (1997). Language, concepts and emotions: The role of language in the construction of emotions. *Language sciences*, 19(4), 309-340.
- Banegas, D. L., Launonen, P., & Budzenski, M. (2026). Content and Language Integrated Learning (CLIL): Characteristics, Connections, and Pedagogies. *TESOL Quarterly*.
- Banks, J. A. (2019). *An introduction to multicultural education* (6th ed.). Pearson.
- Baraldi, C. (2006). Education and intercultural narratives in multicultural classrooms. *Offizina edizioni*.
- Barbosa, M. W., & Ferreira-Lopes, L. (2023). Emerging trends in telecollaboration and virtual exchange: A bibliometric study. *Educational Review*, 75(3), 558-586.
- Bayram, B., & Eryılmaz, R. (2025). The relationship between acculturation and second language learning in the context of sustainable multiculturalism: A case study of Russian immigrants and Syrian refugees in Türkiye. *Sustainability*, 17(1), 249. <https://doi.org/10.3390/su17010249>
- Berber, C. (2025). A Narrative Review of Social Distance Variables in Strategies Employed by Interlocutors in Speech Acts. *Electronic Turkish Studies*, 20(4).
- Bernhard, S., & Bernhard, S. (2022). Gender differences in second language proficiency: Evidence from recent humanitarian migrants in Germany. *Journal of Refugee Studies*, 35(1), 282-309. <https://doi.org/10.1093/jrs/feab038>
- Bhandari, L. P. (2020). Task-Based Language Teaching: A Current EFL Approach. *Advances in Language and Literary Studies*, 11(1), 1-5.
- Bilak, M. (2025). Application of Artificial Intelligence Resources in the Formation of Students'foreign Language Communicative Competence During English Language Classes. *Mountain School of Ukrainian Carpaty*, (32), 65-71.

- Block, D., & Corona, V. (2016). Intersectionality in language and identity research. In *The Routledge handbook of language and identity* (pp. 507-522). Routledge.
- Bonu, K. (2026). Strategies for Promoting Intercultural Competence in English Language Classrooms. *Инновационные методики в обучении иностранным языкам: глобальные тенденции и опыт университетов шёлкового пути*, 1, 339-342.
- Borràs, E., & Moore, E. (2019). The plurilingual and multimodal management of participation and subject complexity in university CLIL teamwork. *English Language Teaching*, 12(2), 100-112.
- Bourdieu, Pierre. 1991. *Language and symbolic power*. Harvard University Press.
- Boroş, S. Meslec, N. Curşeu, P.L., & Emons, W. (2010). Struggles for cooperation: Conflict resolution strategies in multicultural groups. *J Manag Psychol* 26(7):562-577. <https://doi.org/10.1108/02683941011048418>
- Bozkurt, D., & Topkaya, E. Z. (2023). Critical pedagogy in English language teaching. *Innovational Research in ELT*, 4(2), 53-58.
- Brock-Utne, B. (2012). Language and inequality: Global challenges to education. *Compare: A journal of comparative and international education*, 42(5), 773-793.
- Brooks-Lewis, K. A. (2012). Stereotyping in foreign language education. *Procedia-Social and Behavioral Sciences*, 51, 523-526.
- Bruner, J. (1990). *Acts of meaning*. Harvard University Press.
- Buelt, F., & Chuang, H. H. (2025). The interconnectedness of culture, language, and intercultural communication: A critical.
- Busch, D. (2022). Introduction: The interdisciplinary vision of intercultural mediation. In *The Routledge Handbook of Intercultural Mediation* (pp. 1-19). Routledge.
- Bustos, T. G. (2022). Language ideology planning as central to successful revitalization projects. LD&C.
- Byram, M. (2020). *Teaching and assessing intercultural communicative competence: Revisited*. Multilingual Matters.
- Byram, M. (2008). From foreign language education to education for intercultural citizenship: Essays and reflections, Multilingual Matters.
- Byram, M., Nichols, A. & Stevens, D. (2001). *Developing intercultural communication in practice*, Multilingual Matters.
- Byram, M., & Parmenter, L. (2012). The common European framework of reference: The globalisation of language education policy, Multilingual Matters.
- Castles, S. (2025). Migration and social transformation. In *An introduction to international Migration Studies* (pp. 155-178). Routledge.
- Canagarajah, A. S. (2002). Globalization, methods, and practice in periphery classrooms. In *Globalization and language teaching* (pp. 134-150). Routledge.

- Canagarajah, S. (2005). Critical pedagogy in L2 learning and teaching. In *Handbook of research in second language teaching and learning* (pp. 931-949). Routledge.
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. <https://doi.org/10.1093/applin/I.1.1>
- Canals, L. (2021). Multimodality and translanguaging in negotiation of meaning. *Foreign Language Annals*, 54(3), 647-670.
- Catalano, T. (2022). The visual representation of dual language education. *Visual Communication*, 21(2), 306-328.
- Cavanaugh, J. R. (2020). Language ideology revisited. *International Journal of the Sociology of Language*, 263, 51-57. <https://doi.org/10/ggz9hz>
- Cazden, C. B. (2017). Vygotsky, Hymes, and Bakhtin: From word to utterance and voice. In *Communicative competence, Classroom interaction, and educational equity* (pp. 49-65). Routledge.
- Cenoz, J., & Gorter, D. (2017). Translanguaging as a pedagogical tool in multilingual education. *Language Awareness and Multilingualism*. Encyclopedia of Language and Education, 6, 309-321.
- Chaika, O., & Zakrenytska, L. (2022). Dialogic interaction in foreign language instruction and acquisition: implementation stages of poly-/multicultural education. *Int. J. Soc. Sci. Human Res*, 5, 718-725.
- Chapman, L. R. (2024). Students' Experience of Sense of Belonging in a Diversity Class: A Model and Practice Recommendations. *Teaching and Learning in Communication Sciences & Disorders*, 8(2), 3.
- Chen, A. S. (2026). Globalization and Educational Inequality: Structural Reproduction, Epistemic Bias, and the Imperative for Decolonizing Education. In *Global Educational Inequality: Structures, Agency, and Pathways toward Human Rights* (pp. 49-73). Springer Nature Singapore.
- Chen, Y., & Buckingham, L. (2024). The English-language learning difficulties of older migrants in New Zealand: A life course perspective. *Educational Gerontology*, 51, 57-71. <https://doi.org/10.1080/03601277.2024.2382878>
- Chen, D., & Du, T. (2026). The Role of Critical Discourse Analysis in Promoting Epistemological Diversity in EAL Learning: A Case Study on Canadian International Students. *International Journal of Applied Linguistics*, 36(1), 62-74.
- Chen, B. C. (2025). Using Vygotsky's sociocultural theory to explore ethnic cultural representation in Taiwanese preschool children's play. In *Frontiers in Education* (Vol. 10, p. 1569322). Frontiers Media SA.
- Chun, E. W., & Lo, A. (2015). Language and racialization. In *The Routledge handbook of linguistic anthropology* (pp. 220-233). Routledge.

- Chen, S., & Wang, J. (2019). Effects of Task-Based Language Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course. *English Language Teaching*, 12(3), 119-138.
- Coppens, A. D., & Kelley, R. (2025). Building from sociocultural learning theory to culturally responsive assessment. In *Culturally Responsive Assessment in Classrooms and Large-Scale Contexts* (pp. 17-33). Routledge.
- Corson, D. (1993). Language, minority education and gender. *Multilingual Matters*.
- Cummins, J. (2015). Intercultural education and academic achievement: A framework for school-based policies in multilingual schools. *Intercultural education*, 26(6), 455-468.
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment—Companion volume*. Council of Europe Publishing.
- Cournoyer, A. (2010). Case-based pedagogy using student-generated vignettes: A pre-service intercultural awareness tool. In *Proceedings of Intercultural Competence Conference* (Vol. 1, pp. 51-77).
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
- Crawshaw, R., Callen, B. and Tusting, K. 2001. Attesting the self: Narration and identity change. *Language and Intercultural Communication*, 1 (2): 101-119. doi: 10.1080/14708470108668067
- Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299. <https://doi.org/10.2307/1229039>
- Cui, Y., & Pacheco, M. B. (2023). Meaning-making and collaboration: Teacher scaffolds within a translanguaging pedagogy. *Journal of World Languages*, 9(3), 371-399.
- Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st Century: Retrospective and prospective challenges and opportunities. *Journal of Immersion and Content-Based Language Education*, 10(2), 182-206.
- Dantas, M. L. (2007). Building teacher competency to work with diverse learners in the context of international education. *Teacher Education Quarterly*, 34(1), 75-94.
- Darvin, R., & Norton, B. (2016). Investment and language learning in the 21st century. *Langage et société*, 157(3), 19-38.
- Darvin, R., & Norton, B. (2014). Transnational identity and migrant language learners: The promise of digital storytelling. *Education Matters: The Journal of Teaching and Learning*, 2(1).
- Dasli, M. (2011). Reviving the 'moments': from cultural awareness and cross-cultural mediation to critical intercultural language pedagogy. *Pedagogy, Culture & Society*, 19(1), 21-39.

- DaSilva Iddings, A., Butler, E., & Flint, T. (2022). Multilingualism, emotion, and affect. *The Cambridge Handbook of Childhood Multilingualism* (Cambridge Handbooks in Language and Linguistics, pp. 304-324). Cambridge University Press. <https://doi.org/10.1017/9781108669771.017>.
- De Backer, F., Slembrouck, S., & Van Avermaet, P. (2020). Functional use of multilingualism in assessment: Opportunities and challenges. *Research Notes* (Cambridge Assessment English), 78, 35-43.
- Demirezen, M. (2011). The foundations of the communicative approach and three of its applications. *Journal of Language and Linguistic Studies*, 7(1).
- Dendrinou, B. (2019). Multilingual testing and assessment for plurilingual education. *Multitests'ECSPM position*, 1-12.
- Dewaele, J. M. (2013). Multilingualism and emotions. *The encyclopedia of applied linguistics*, 1-7.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Domke, L. M., & Cerrato, M. A. (2026). Integrating content and language instruction for multilingual learners: A systematic review across program types. *Review of Educational Research*, 96(1), 299-338. <https://doi.org/10.3102/00346543241298667>
- Dong, J., & Han, Y. (2025). "We feel excluded and isolated": Multilingual international students' emotions and agency in an EMI program. *Linguistics and Education*, 85, 101361.
- Dos Santos, L. M. (2020). The discussion of communicative language teaching approach in language classrooms. *Journal of Education and E-learning Research*, 7(2), 104-109.
- Dörnyei, Z. (2013). Communicative language teaching in the twenty-first century: The 'principled communicative approach'. Meaningful action: Earl Stevick's influence on language teaching, 161-171.
- Dörnyei, Z. (2009). The 2010s Communicative language teaching in the 21st century: The 'principled communicative approach'. *Perspectives*, 36(2), 33-43.
- Duff, P. A. (2008). Language socialization, higher education, and work. *Encyclopedia of language and education*, 8, 257-270. Springer
- Duff, P. A. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics*, 30, 169-192. DOI: <https://doi.org/10.1017/S0267190510000048>
- Ekşi, G. (2009). Foreign language learning, prejudice and stereotyping. *EKEV Akademi Dergisi*, 13(38), 317-330.
- Elbers, E. (2010). Learning and Social Interaction in Culturally Diverse Classrooms. In *International Handbook of Psychology in Education*, (eds, K. Littleton, C. Wood & J. Kleine Staarman), 277-318. Emerald.
- Eren, Ö. (2024). Towards multilingual turn in language classes: Plurilingual awareness as an indicator of intercultural communicative competence. *International Journal of Multilingualism*, 21(2), 783-801.

- Estrada-Moreno, I. S., Palma-Garcia, M. D. L. O., Gomez Jacinto, L., & Hombardos-Mendieta, M. I. (2026). Resilience in immigrants: a facilitating resource for their social integration. *Journal of Ethnic & Cultural Diversity in Social Work*, 35(3), 143-158.
- Eun, B. (2023). Teachers learning to teach: professional development based on sociocultural theory for linguistically and culturally diverse classroom. *Professional Development in Education*, 49(5), 914-924.
- Fairclough, N. (2023). Critical discourse analysis. In *The Routledge handbook of discourse analysis* (pp. 11-22). Routledge.
- Fantini, A. (2000). A central concern: Developing intercultural competence. In *About our institution, SIT Occasional Papers Series, Inaugural Issue* (pp. 25-33). World Learning.
- Fernández-Dobao, A. (2020). Exploring interaction between heritage and second language learners in the Spanish language classroom. *Language in language learning and teaching: A collection of empirical studies*, 91-110.
- Finley, A. M. (2018). Fostering success: Belongingness pedagogy for English language learners. *BC TEAL Journal*, 3(1), 37-48.
- Fitzpatrick, C., van Hover, S., Hemmler, V., & Cornett, A. (2024). How do we know what they know? A case study of classroom-based assessment with multilingual learners. *Theory & Research in Social Education*, 52(4), 497-531.
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149-171. <https://doi.org/10.17763/0017-8055.85.2.149>
- Frank Schmid, S. (2026). CLIL students' perceptions of learning along the 4Cs in inclusive primary education. *Journal of Immersion and Content-Based Language Education*.
- Freire, P. (2020). Pedagogy of the oppressed. In *Toward a sociology of education* (pp. 374-386). Routledge.
- Garcés-Manzanera, A., & Roca-Marín, J. L. (2025). The CLIL Framework in Education. In *Content and Language Integrated Learning in Physical Education: Motivation, Engagement and Inclusion* (pp. 3-24). Cham: Springer Nature Switzerland.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Gayton, A. M., Evans, M., Fisher, L., Forbes, K., & Rutgers, D. (2025). Participative multilingual identity construction in higher education: Challenging monolingual ideologies and practices. *Education Sciences*, 15(4), 463.
- Goodwin, C., and Goodwin, M.H. (2004) 'Participation', (ed. A. Duranti) in *A Companion to Linguistic Anthropology*, pp. 222-243. Basil Blackwell.

- Gottlieb, M. (2023). *Assessing multilingual learners: Bridges to empowerment*. Corwin Press.
- Griva, E., & Kasvikis, K. (2014). CLIL in Primary Education: Possibilities and challenges for developing L2/FL skills, history understanding and cultural awareness. *Current trends and issues in education: an international dialogue*, Cambridge Scholars Publishing. Retrieved from <http://bit.ly/2hyLJgo>.
- Guo, W. (2025). Conflict resolution in intercultural communication: strategies for managing cultural conflicts. *Humanities and Social Sciences Communications*, 12(1), 73.
- Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2023). Intercultural communicative competence in higher education through telecollaboration: typology and development. *Education and Information Technologies*, 28(11), 13885-13912.
- Hammoud, M., Samhoury, O., Shuayb, M., & Crul, M. (2025). Determinants of refugee children's language comprehension difficulties: Evidence from Lebanon, Türkiye, and Australia. *International Review of Education*, 71, 209–233. <https://doi.org/10.1007/s11159-024-10115-4>
- Hall, S. (1997). The spectacle of the other. *Representation: Cultural representations and signifying practices*, 7, 223-290.
- Harper, C., & De Jong, E. (2004). Misconceptions about teaching English-language learners. *Journal of Adolescent & Adult Literacy*, 48(2), 152-162.
- Harris, J. (2022). Adult English learners with limited or interrupted formal education in diverse learning settings. In *English and students with limited or interrupted formal education: Global perspectives on teacher preparation and classroom practices* (pp. 43-59). Cham: Springer International Publishing.
- Harvey, L., Tordzro, G., & Bradley, J. (2022). Beyond and besides language: Intercultural communication and creative practice. *Language and Intercultural Communication*, 22(2), 103-110.
- Henderson, J., & Reed, L. (2025). Pragmatic competence in second language acquisition: Bridging the gap between theory and practice.
- Heugh, K. (2023). Multilingualism, plurilingualism, translanguaging and transknowledging: Recharting languages education futures. *Babel*, 57(1/2), 7-10.
- Hokkinen, M., & Barner-Rasmussen, W. (2023). Refugees' language learning and career aspirations: An agentic lens. *Journal of International Management*, 29(5), 101061.
- Hofer, B. K. (2001). Personal epistemology research: Implications for learning and teaching. *Educational psychology review*, 13(4), 353-383.
- Hooks, B. (1994). *Teaching to transgress*. Routledge. <https://doi.org/10.3366/para.1994.17.3.270>

- Hu, M., Moskal, M., & Read, B. (2025). Mapping the emotions of racialised international students and the politics of exclusion in higher education. *Higher Education*, 90(4), 1001-1015.
- Hummel, K. M. (2013). Target-language community involvement: Second-language linguistic self-confidence and other perceived benefits. *Canadian Modern Language Review*, 69(1), 65-90.
- Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin.
- Illman, V., & Pietilä, P. (2018). Multilingualism as a resource in the foreign language classroom. *ELT Journal*, 72(3), 237-248.
- Irgin, P. (2026). Storytelling in a bilingual classroom through the lens of epistemic diversity and translanguaging. *International Journal of Applied Linguistics*, 36(1), 11-21.
- Isik, A. D. (2018). Use of technology in constructivist approach. *Educational Research and Reviews*, 13(21), 704-711.
- Istanbullu, S. (2021). The language policy of trilingual transnational families living between Antioch, Paris and Berlin. *Sociolinguistic Studies*, 14(4), 459–481. <https://doi.org/10.1558/sols.39512>
- Jondeya, R. S. (2011). The effectiveness of using information gap on developing speaking skills for the eighth graders in Gaza Governorate schools. Unpublished Dissertation. Gaza: Al-Azhar University.
- Kagan, O., & Dillon, K. (2008). Issues in heritage language learning in the United States. *Encyclopedia of language and education*, 4, 143-156.
- Kantelinen, R., Fielden, L. B., Elgundi, Z., Wallinheimo, K., Kajander, K., Kuisimäki, M., & Hu, Y. (2025). Building Bridges: Educators' Perspectives of Mediation in Language Education. *Apples: Journal of Applied Language Studies*, 19(2), 43-60.
- Karpava, S., Ringblom, N., & Zabrodskaja, A. (2025). Translanguaging as a dynamic strategy for heritage language transmission. *Languages*, 10(2), 19.
- Kaikkonen, P. (2014). Intercultural learning through foreign language education. In *Experiential learning in foreign language education* (pp. 61-105). Routledge.
- Keast, J. (2007). *Religious diversity and intercultural education: a reference book for schools*. Council of Europe.
- Keating, E., & Egbert, M. (2005). Conversation as a cultural activity. In: Duranti A (ed.) *A Companion to Linguistic Anthropology*, 169–196. Blackwell,
- Kemaloglu-Er, E., & Bayyurt, Y. (2019). Project-based and ELF-aware pre-service teacher education in Turkey: Sample cases of discovery, creativity, interaction, and multilingual and multicultural diversity. In *Project-based learning in second language acquisition* (pp. 82-97). Routledge.
- Khasinah, S. (2024). Strengthen the community by promoting multilingualism and cultural diversity. *Jurnal Kolaborasi Akademika*, 1(2).

- Kholis, A. N. (2026). Implementation of Project-Based Learning in Improving Critical Thinking Skills of Middle School Students. *Archipel: Journal of Indonesian Interdisciplinary Studies*, 1(5), 7-13.
- Killick, D. (2018). Critical intercultural practice: Learning in and for a multicultural globalizing world. *Journal of International Students*, 8(3), 1422-1439.
- King, K. M. (2020). When minoritized students challenge biases towards members of dominant groups in cultural immersion. *International Journal for the Advancement of Counselling*, 42(2), 159-173.
- Klimova, B. F. (2012). CLIL and the teaching of foreign languages. *Procedia-Social and Behavioral Sciences*, 47, 572-576.
- Klímová, B., Pikhart, M., & Al-Obaydi, L. H. (2025). The role of psycho-emotional characteristics in intercultural communication for effective foreign language education. *Acta Psychologica*, 261, 105906.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Komlosi-Ferdinand, F. (2020). Academic emotions and emotional validation as motivating and demotivating factors in the ESL classroom: A Mongolian case study. *REIRE Revista d'Innovació i Recerca en Educació*, 13(1), 1-21.
- Koo, A., Lim, K., & Song, B. (2024). Belonging pedagogy: Revisiting identity, culture, and difference. *Studies in art education*, 65(1), 63-80.
- Kossakowska-Pisarek, S., Siddall, R., & Świerk, M. (2022). Mediation: teachers' attitudes and perceptions of needs at European universities in the context of EU language policy. *Sustainable Multilingualism*, 20(1), 129-153.
- Kosyakova, Y., Kristen, C., & Spörlein, C. (2021). The dynamics of recent refugees' language acquisition: How do their pathways compare to those of other new immigrants? *Journal of Ethnic and Migration Studies*, 48, 989-1012. <https://doi.org/10.1080/1369183x.2021.1988845>
- Kovan, A., Seyrek, A., & Uzun, K. (2025). Social appearance anxiety and life satisfaction in emerging adults: A moderated mediation model of loneliness and communication skills. *Psychiatric Quarterly*, 1-18.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- Kress, G. (2010). *Multimodality: A social semiotic approach to contemporary communication*. Routledge.
- Kubota, R. (2004). Critical multiculturalism and second language education. *Critical pedagogies and language learning*, 30, 52.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465-491. <https://doi.org/10.3102/00028312032003465>
- Lam, W. S. E., & Warriner, D. S. (2012). Transnationalism and literacy: Inves-

- tigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.
- Lantolf, J. P. (2000). Introducing sociocultural theory. *Sociocultural theory and second language learning*, 1, 1-26.
- Lantolf, J. P. (2006). Sociocultural theory and L2: State of the art. *Studies in second language acquisition*, 28(1), 67-109.
- Lantolf, J. P., & Poehner, M. E. (Eds.). (2008). *Sociocultural theory and the teaching of second languages*. University of Toronto Press.
- Larsen-Freeman, D., & Freeman, D. (2008). Language moves: The place of “foreign” languages in classroom teaching and learning. *Review of Research in Education*, 32(1), 147-186.
- Larsen, A., & Madsen, L. M. (2025). Investigating language and inequality in a seemingly equal educational context. *Multilingua*, 44(6), 755-786.
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching*, 5(1), 3-18. <https://doi.org/10.1080/17501229.2010.519030>
- Lashley, L., & Gordon, C. (No Date). The Social and Cultural Challenges Experienced by Children with SEND through Quasi-Inclusion Practices in Two Mainstream Primary Schools in Postcolonial Guyana. Retrieved from [https://www.researchgate.net/profile/Lidon-Lashley/publication/401488643\\_The\\_Social\\_and\\_Cultural\\_Challenges\\_Experienced\\_by\\_Children\\_with\\_SEND\\_through\\_Quasi-Inclusion\\_Practices\\_in\\_Two\\_Mainstream\\_Primary\\_Schools\\_in\\_Postcolonial\\_Guyana/links/69a6d2c584431b5258b70dd0/The-Social-and-Cultural-Challenges-Experienced-by-Children-with-SEND-through-Quasi-Inclusion-Practices-in-Two-Mainstream-Primary-Schools-in-Postcolonial-Guyana.pdf](https://www.researchgate.net/profile/Lidon-Lashley/publication/401488643_The_Social_and_Cultural_Challenges_Experienced_by_Children_with_SEND_through_Quasi-Inclusion_Practices_in_Two_Mainstream_Primary_Schools_in_Postcolonial_Guyana/links/69a6d2c584431b5258b70dd0/The-Social-and-Cultural-Challenges-Experienced-by-Children-with-SEND-through-Quasi-Inclusion-Practices-in-Two-Mainstream-Primary-Schools-in-Postcolonial-Guyana.pdf)
- Laughlin, V. T., Wain, J., & Schmidgall, J. (2015). Defining and operationalizing the construct of pragmatic competence: Review and recommendations. *ETS Research Report Series*, 2015(1), 1-43.
- Lee, C. P. (2022). Intercultural mediation in the world language classroom. In *The Routledge handbook of intercultural mediation* (pp. 464-471). Routledge.
- Lee, T. Y., Ho, Y. C., & Chen, C. H. (2023). Integrating intercultural communicative competence into an online EFL classroom: An empirical study of a secondary school in Thailand. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 4.
- Lemut Bajec, M., Štemberger, T., & Bratož, S. (2025). Enhancing intercultural competences with the CulCLIL model. *Innovation in Language Learning and Teaching*, 1-21.
- Lengkanawati, N. S. (2004). How learners from different cultural backgrounds learn a foreign language. *Asian EFL Journal*, 6(1), 1-8.

- Liddicoat, A. J. (2022). Intercultural mediation in language teaching and learning. *Intercultural learning in language education and beyond: Evolving concepts, perspectives and practices*, 41-59.
- Liebke, K. (2011). Project-based learning in an intercultural context. *Scottish Languages Review*, 24, 25-42.
- Lippi-Green, R. (2012). *English with an accent: Language, ideology, and discrimination in the United States* (2nd ed.). Routledge.
- Liu, N. F., & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse?. *System*, 25(3), 371-384.
- Liu, T., & Zhang, Z. (2025). Language teachers as pedagogical designers in technology-mediated language education. *System*, 131, 103662. <https://doi.org/10.1016/j.system.2025.103662>
- Llinares, A., & Cross, M. (2022). New challenges for CLIL. *AILA Review*, 35(2), 169-179. <https://doi.org/10.1075/aila.00054.edi>
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.
- Maher, K., & King, J. (2022). ‘The silence kills Me.’: ‘Silence’ as a trigger of speaking-related anxiety in the English-medium classroom. *English Teaching & Learning*, 46(3), 213-234.
- Mambetniyazova, A., Babaeva, G., Dauletbayeva, R., Paluanova, M., & Abis-hova, G. (2024). Linguistic and cultural analysis of the concept “politeness”. *Semiotica*, 2024(258), 73-91.
- Manan, S. A., & Hajar, A. (2025). “Disinvestment” in learners’ multilingual identities: English learning, imagined identities, and neoliberal subjecthood in Pakistan. *Journal of Language, Identity & Education*, 24(1), 132-147.
- Markey, K., O’Brien, B., Kouta, C., Okantey, C., & O’Donnell, C. (2021). Embracing classroom cultural diversity: Innovations for nurturing inclusive intercultural learning and culturally responsive teaching. *Teaching and Learning in Nursing*, 16(3), 258-262.
- Marsh, D., & Frigols, M. (2012). Content and language integrated learning (CLIL). A Development Trajectory.[Электронный ресурс]. University of Córdoba.
- Matalon, M., & Clauss-Ehlers, C. S. (2023). Creating a Multiculturally Responsive and Trauma-Informed Classroom Ecology for Diverse Learners: Collaboration, Classroom Community, and Identification of Systemic Barriers. *Adult Literacy Education*, 5(1), 55-61.
- Masuda, K., Ohta, A. S., & Tsujihara, R. (2025). Concept-based language instruction: Usage-based linguistics and sociocultural theory in teaching Japanese. Routledge.
- Matiso, N. H. (2024). Optimising culturally responsive pedagogies in multicultural English second language classrooms. *International Journal of Learning, Teaching and Educational Research*, 23(11), 384-401.

- McDowell, E. (2024). Building belonging in classroom learning communities. *Decolonizing Classroom Management: A Critical Examination of the Cultural Assumptions and Norms in Traditional Practices*, 39-47.
- McGroarty, M. (2010). Language and ideologies. *Sociolinguistics and language education*, 12(1), 3-39.
- Meyers, E. M., Erickson, I., & Small, R. V. (2013). Digital literacy and informal learning environments: an introduction. *Learning, media and technology*, 38(4), 355-367.
- Midgette, E., & González, J. (2023). Trauma Informed Teaching of Literature to Multilingual Learner Refugees: In Search for Balance between Cultural Responsiveness and Curriculum Sensitivity. *Journal of Multilingual Education Research*, 12, 11-38.
- Migliarini, V., & Cioè-Peña, M. (2024). Performing the good (im) migrant: Inclusion and expectations of linguistic assimilation. *International Journal of Inclusive Education*, 28(11), 2490-2509.
- Mignolo, W. D. (2011). *The darker side of Western modernity: Global futures, decolonial options*. Duke University Press.
- Mohajeri, Z. S., Todino, M. D., D'Agostino, R., & Pace, E. M. (2025). Multilingual Classrooms to 'Feel at Home': A Viable Approach in Iran and Italy? *Journal of Inclusive Methodology and Technology in Learning and Teaching*, 5(1).
- Molina, J. E. S., Molina, M. K. R., & Vanegas, W. J. (2026). Local Culture As Epistemic Core: Decolonizing English Education Through Intercultural Bilingual Citizenship. *Cultura: International Journal of Philosophy of Culture and Axiology*, 23(1), 64-83. DOI: <https://doi.org/10.5281/zenodo.18503583>
- Moloney, R., & Oguro, S. (2015). The effect of intercultural narrative reflection in shaping pre-service teachers' future practice. *Reflective Practice*, 16(1), 96-108.
- Nesterova, M., Portera, A., & Milani, M. (2022). Diversity and intercultural competence for sustainable community development. *Baltic Journal of Economic Studies*, 8(5), 127-138.
- Ngũgĩ wa Thiong'o. (1986). *Decolonising the mind: The politics of language in African literature*. Heinemann.
- Nguyen, H. T. T. (2021). Project-Based Assessment in Teaching Intercultural Communication Competence for Foreign Language Students in Higher Education: A Case Study. *European Journal of Educational Research*, 10(2), 933-944.
- Nijhawan, S. (2022). Multilingual content and language integrated learning (CLIL) in the social sciences. A design-based action research approach to teaching 21st century challenges with a focus on translanguaging and emotions in learning. Stuttgart.

- Nikitina, L. (2020). *Stereotypes and language learning motivation: A study of L2 learners of Asian languages*. Routledge.
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education* (2nd ed.). University of California Press.
- Norton, B. (2008). Identity, language learning, and critical pedagogies. *Encyclopedia of language and education*, 6, 45-59.
- Nurkhamidah, N. (2026). Intercultural Competence in English Language Teaching for Global Citizenship. In *Community-Based Language Learning and Cultural Competence* (pp. 365-388). IGI Global Scientific Publishing.
- O'Dowd, R. (2007). *Online intercultural exchange: An introduction for foreign language teachers*. Multilingual Matters.
- O'Dowd, R., & Dooley, M. (2022). Exploring teachers' professional development through participation in virtual exchange. *ReCALL*, 34(1), 21-36.
- Oksaar, E. (1992). Intercultural communication in multilingual settings. *International Journal of Applied Linguistics*, 2(1), 3-16.
- Oliinyk, O., Bezv, N., Shuliakov, I., & Derevianko, I. (2024). The impact of multilingual education on developing communication skills for university students within foreign language learning. *Traduction et Langues*, 23(1), 125-142.
- Palacios-Hidalgo, F. J. (2025). *Critical Language Pedagogy: Revisiting the Concept*. In *Redefining Language Education Through Critical Language Pedagogy* (pp. 1-22). IGI Global Scientific Publishing.
- Panhwar, A. H., Ansari, S., & Ansari, K. (2016). Sociocultural Theory and Its Role in the Development of Language Pedagogy. *Advances in language and literary studies*, 7(6), 183-188.
- Patty, J. (2025). Integrating Critical Literacy and Multimodal Pedagogy in English Language Education. *J-Shelves of Indragiri (JSI)*, 7(2), 176-198.
- Pennycook, A. (1990). Critical pedagogy and second language education. *System*, 18(3), 303-314.
- Pennycook, A. (2007). *Global Englishes and transcultural flows*. Routledge.
- Peters, O. (2000). Digital learning environments: New possibilities and opportunities. *International Review of Research in Open and Distributed Learning*, 1(1), 1-19.
- Peterson, M., & Swier, R. (2025). Task-Based Learning and Innovation in CALL: Digital Game-Based Learning. *Language Teaching Research Quarterly*.
- Piccardo, E. (2024). Mediation for plurilingual competence: Synergies and implications. In *Mediation as negotiation of meanings, plurilingualism and language education* (pp. 27-52). Routledge.
- Piccardo, E. (2018). Plurilingualism: Vision, conceptualization, and practices. *Handbook of research and practice in heritage language education*, 207, 225.

- Poehner, M. E. (2018). Sociocultural theory: Mediating learners toward advanced proficiency. *The handbook of advanced proficiency in second language acquisition*, 114-130.
- Poehner, M. E. (2022). Motivation, Mediation, and the Individual: A Sociocultural Theory Perspective. *Researching Language Learning Motivation: A Concise Guide*, 17.
- Porto, M. (2023). Intercultural citizenship as CLIL in foreign language education. In *The Routledge handbook of content and language integrated learning* (pp. 141-159). Routledge.
- Porto, M. (2022). *From critical literacy to critical pedagogy in English language teaching: Using teacher-made materials in difficult contexts*. (Ed. Porto, M.) Springer Nature.
- Poza, L. (2017). Translanguaging: Definitions, implications, and further needs in burgeoning inquiry. *Berkeley Review of Education*, 6(2). 101-128. <https://doi.org/10.5070/B86110060>
- Prada, J. (2021). Translanguaging awareness in heritage language education. In *Heritage language teaching* (pp. 101-118). Routledge.
- Pusch, M. D. (2009). The intercultural competent global leader. *The SAGE handbook of intercultural competence*, 66-84.
- Qamar, A. H. (2023). Conceptualizing social resilience in the context of migrants' lived experiences. *Geoforum*, 139, 1-5. <https://doi.org/10.1016/j.geoforum.2023.103680>
- Riasati, M. J., & Mollaei, F. (2012). Critical pedagogy and language learning. *International journal of humanities and social science*, 2(21), 223-229.
- Reagan, T. G., & Osborn, T. A. (2001). *The foreign language educator in society: Toward a critical pedagogy*. Routledge.
- Reyneke, M., & Kaiser, K. (2025). Language as a Responsibility in Teacher Education: Multilingual Pedagogies for Higher Education in South Africa. *Educational Research for Social Change*, 14(2), 1-13.
- Reznicek-Parrado, L. M. (2023). The peer-effect: Non-traditional models of instruction in Spanish as a heritage language. Routledge.
- Riley, P. (1984). Understanding Misunderstandings: cross-cultural pragmatic failure in the language classroom. *European Journal of Teacher Education*, 7(2), 127-144.
- Rios, K. (2022). Multiculturalism and colorblindness as threats to the self: A framework for understanding dominant and non-dominant group members' responses to interethnic ideologies. *Personality and Social Psychology Review*, 26(4), 315-341.
- Rodríguez-Izquierdo, R. M. (2018). Researching the links between social-emotional learning and intercultural education: Strategies for enacting a culturally relevant teaching. *Intercultural Education*, 29(5-6), 609-623.
- Rojas-Primus, C. (2026). Education for Sustainable Development in Proje-

- ct-Based Language Learning: The ¡Voy en camino! Experience. *Virtual Synchronous Language Teaching and Learning: The New Frontier in Language Acquisition*, 23.
- Rubinfeld, S., Clément, R., Lussier, D., Lebrun, M., and Auger, R. (2006). Second language learning and cultural representations: Beyond competence and identity. *Language Learning* 56(4): 609–632.
- Rudsberg, K., Östman, L., & Aaro Östman, E. (2017). Students' meaning making in classroom discussions: The importance of peer interaction. *Cultural Studies of Science Education*, 12(3), 709-738.
- Sacks, H., Schegloff, E. A., & Jefferson, G. (1974). A simplest systematics for the organization of turn-taking for conversation. *Language*, 50(4), 696–735.
- Sah, P. K., & Uysal, H. (2025). Language ideologies and racial (in) equity in urban multilingual education. *Urban Education*, 00420859251331549.
- Said, E. W. (1977). Orientalism. *The Georgia Review*, 31(1), 162-206.
- Salmanova, S. (2025). Communicative approach in foreign language teaching: Advantages and limitations. *EuroGlobal Journal of Linguistics and Language Education*, 2(1), 79-88.
- Sánchez-Hernández, A., & Barón, J. (2022). Teaching second language pragmatics in the current era of globalization: An introduction. *Language Teaching Research*, 26(2), 163-170.
- Sardar, Z. (1998). Postmodernism and the other: New imperialism of western culture. Pluto press.
- Sayera, A. (2019). The Communicative approach in English language teaching. *Бюллетень науки и практики*, 5(4), 471-475.
- Saxena, M., & Martin-Jones, M. (2013). Multilingual resources in classroom interaction: Ethnographic and discourse analytic perspectives. *Language and Education*, 27(4), 285-297.
- Schulz, R. A. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign language annals*, 40(1), 9-26.
- Scholte, J. A. (2008). Defining globalisation. *World economy*, 31(11), 1471-1502.
- Shulist, S., & Granadillo, T. (2022). Language ideology planning as central to successful revitalization projects. *Language Documentation & Conservation* 16: 120-144. <https://hdl.handle.net/10125/74675>
- Simpson, M. A. (2023). Decolonial Critical Thinking in Curriculum Design: Discussing Decolonial Thought and Practice in Humanities Undergraduate Curricula. In ICERI2023 Proceedings (pp. 7847-7852). IATED.
- Slembrouck, S. & Rosiers, K. (2018). Translanguaging: A matter of sociolinguistics, pedagogics and interaction? In Avermaet, P. Van, Slembrouck, S., Gorp, K. Van, Sierens, S. & Maryns, K., eds., *The Multilingual Edge of Education*. Palgrave Macmillan, pp. 165–87.

- Solmaz, O. (2026). Multimodal worlds, multilingual selves: Fictional linguistic landscapes in transnational education. *Behavioral Sciences*, 16(3), 450.
- Southall, A. E., Baxter, L. P., & Gardner, F. (2023). Transforming trauma-informed understanding into trauma-informed practice: The reflective circle education model. *Australian Journal of Education*, 67(1), 62-75.
- Spencer-Oatey, H., & Harsch, C. (2015). The critical incident technique. Research methods in intercultural communication: A practical guide, 223-238.
- Spitulnik, D. 1998. Mediating unity and diversity: The production of language ideologies in Zambian broadcasting. In B.B. Schieffelin, K.A. Woolard, and P.V. Kroskrity, eds., *Language Ideologies: Practice and Theory*, 163–188. New York: Oxford University Press.
- Stables, A. (2003). Learning, identity and classroom dialogue. *The Journal of Educational Enquiry*, 4(1), 1-18.
- Stalker, J. C. (1989). Communicative competence, pragmatic functions, and accommodation. *Applied Linguistics*, 10(2), 182-193.
- Su, Y. R., Jaya, A., Hakim, M. A., & Syafiqah, N. (2025). The Use of Technology in Task-Based Language Teaching (TBLT) to Improve Students' Speaking Skills in a Collaborative EFL Learning Environment. *Journal of Education and Applied Teaching (JEAT)*, 1(2), 69-80.
- Suyarov, N. T. (2026). Ethnocultural competence assessment criteria: reflective practice and openness to different cultural expressions. *Academic Journal of Science, Technology and Education*, 2(1), 29-34.
- Svendsen, S. H. B., Ask, K., Øygardslia, K., Skotnes, C. E., Ringrose, P., Grut, G., & Røkenes, F. (2022). Migration narratives in educational digital storytelling: which stories can be told?. *Learning, media and technology*, 47(2), 201-215.
- Szilágyi, J., Giambo, D., & Szecsi, T. (2013). Teaching Strategies: "What If I Don't Speak It?" Classroom Strategies to Nurture Students' Heritage Languages: Tunde Szecsi, Editor. *Childhood Education*, 89(2), 117-121.
- Tai, K. W., & Wei, L. (2025). Mobilising multilingual and multimodal resources for facilitating knowledge construction: Implications for researching translanguaging and multimodality in CLIL classroom context. *Journal of multilingual and multicultural development*, 46(5), 1531-1541.
- Takeuchi, M. A. (2018). Power and identity in immigrant parents' involvement in early years mathematics learning. *Educational Studies in Mathematics*, 97(1), 39-53.
- Tanghe, S. (2025). Education: Addressing Linguistic Bias and Linguistic Discrimination. *Radical Inclusivity: Critical Language Awareness in the Language and Writing Classroom*, 134.
- Thompson, K. (2015). English learners' time to reclassification: An analysis. *Educational Policy*, 31(3), 330-363. doi:10.1177/0895904815598394

- Torres, J., & Cung, B. (2019). A comparison of advanced heritage language learners' peer interaction across modes and pair types. *The Modern Language Journal*, 103(4), 815-830.
- Trouki, E. (2012). The Challenge of Cultural Diversity in Greece: Reflections on 'Intercultural Education Schools' (IES) Strategy for Creating Inclusive Learning Environments. *Power and Education*, 4(2), 219-229.
- Tse, L. (2001). Heritage language literacy: A study of US biliterates. *Language Culture and Curriculum*, 14(3), 256-268.
- Tyng, C. M., Amin, H. U., Saad, M. N., & Malik, A. S. (2017). The influences of emotion on learning and memory. *Frontiers in psychology*, 8, 235933.
- Umansky, I. M., Callahan, R. M., & Lee, J. C. (2020). Making the invisible visible: Identifying and interrogating ethnic differences in English learner reclassification. *American Journal of Education*, 126(3), 335-388.
- Upadhyay, M. P. (2025). Impact of Globalization on Intercultural Communicative Competence and English Language Teaching in Nepal. *KMC Journal*, 7(2), 67-82.
- Valdés, G. (2001). Heritage language students: Profiles and possibilities. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage languages in America: Preserving a national resource* (pp. 37-77). Center for Applied Linguistics and Delta Systems.
- Valerio, E. (2022). Linguistic and cultural identity: epistemological review. Научный результат. *Вопросы теоретической и прикладной лингвистики*, 8(3), 20-37.
- VanDerHeide, J., Juzwik, M., & Dunn, M. (2016). Teaching and learning argumentation in English: A dialogic approach. *Theory into practice*, 55(4), 287-293.
- Vogel, S. & Garcia, O. (2017). Translanguaging. Oxford research encyclopedia of education (eds. Noblit, G. & Moll, L.), pp. 1-2. Oxford University Press.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wachs, W. (1941). Making the Background Visible. *Hispania*, 24(4), 385-388.
- Wallis, D.A. (1998). Language, attitude, and ideology: An experimental social-psychological study. *Journal of Pragmatics* 30, 21-48 YERÏNE GELÏNCE EKLE.
- Weidl, M., & Erling, E. J. (2025). Exploring multilingualism to inform linguistically and culturally responsive english language education. *Education Sciences*, 15(6), 763.
- Weiss, C., Chik, A., Djonov, E., & Melo-Pfeifer, S. (2025). Voices, visuals, and virtual connections: young language learners forming and constructing multilingual identity in a virtual exchange project. *Journal of Multilingual and Multicultural Development*, 1-19.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

- Whyte, S. (2019). Revisiting communicative competence in the teaching and assessment of language for specific purposes. *Language Education & Assessment*, 2(1), 1-19.
- Wijayanto, A., Prasetyarini, A., & Hikmat, M. H. (2017). Impoliteness in EFL: Foreign language learners' complaining behaviors across social distance and status levels. *Sage Open*, 7(3), 2158244017732816.
- Woolard, K.A., and Schieffelin, B.B. 1994. Language ideology. *Annual Review of Anthropology* 23: 55–82. YERI GELİNCE EKLE
- Wu, Y., Akhtar, S., & Fang, F. (2026). Sacred landscapes at home: how a migrant Muslim family mobilises semiotic resources for Muslimness in China. *Journal of Multilingual and Multicultural Development*, 1-21.
- Xia, Y., Shin, S. Y., & Kim, J. C. (2024). Cross-cultural intelligent language learning system (CILS): Leveraging AI to facilitate language learning strategies in cross-cultural communication. *Applied Sciences*, 14(13), 5651.
- Xu, H. L., & Moloney, R. (2017). Moving between diverse cultural contexts: how important is intercultural learning to Chinese heritage language learners?. In *Interculturality in Chinese language education* (pp. 151-176). London: Palgrave Macmillan UK.
- Yu, Z. (2026). Translanguaging: a bibliometric and systematic review unveiling its rise as a key research area in multilingual education and its implications for CLIL and beyond. *International journal of multilingualism*, 23(1), 546-572.
- Yuan, X. (2023). Emotion in intercultural communication: A sociocultural model. *Studies in Media and Communication*, 11(1).
- Zalli, E. (2024). Globalization and education: exploring the exchange of ideas, values, and traditions in promoting cultural understanding and global citizenship. *Interdisciplinary Journal of Research and Development*, 11(1 S1), 55-55.
- Zembylas, M. (2011). Investigating the emotional geographies of exclusion at a multicultural school. *Emotion, Space and Society*, 4(3), 151-159.
- Zheng, W. (2017). Beyond cultural learning and preserving psychological well-being: Chinese international students' constructions of intercultural adjustment from an emotion management perspective. *Language and Intercultural Communication*, 17(1), 9-25.
- Zhu, J., & Zhang, J. (2023). Implications of translanguaging for the cultivation of intercultural communication competence in foreign language education. *Lecture Notes on Language and Literature*, 6(4), 25-33.