This book offers several insights into cross-cultural and multilingual learning, drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning/Teaching. It places particular emphasis on the Polish learning environment and Poles abroad.

Today’s world is an increasingly complex network of cross-cultural and multilingual influences, forcing us to redefine our Selves to include a much broader perspective than ever before. The first part of the book explores attitudes toward multiculturalism in British political speeches, joking behaviour in multicultural working settings, culture-dependent aspects of taboos and swearing, and expressive language of the imprisoned, adding a diachronic perspective by means of a linguistic study of The Canterbury Tales. In turn, the studies in the second part focus on visible shifts in contemporary multilingualism research, learners' attitudes towards multiple languages they acquire, teachers' perspectives on the changing requirements related to multiculturalism, and immigrant brokers' professional experience in the UK.
About the Series

The series brings together volumes dealing with different aspects of learning and teaching second and foreign languages. The titles included are both monographs and edited collections focusing on a variety of topics ranging from the processes underlying second language acquisition, through various aspects of language learning in instructed and non-instructed settings, to different facets of the teaching process, including syllabus choice, materials design, classroom practices and evaluation. The publications reflect state-of-the-art developments in those areas, they adopt a wide range of theoretical perspectives and follow diverse research paradigms. The intended audience are all those who are interested in naturalistic and classroom second language acquisition, including researchers, methodologists, curriculum and materials designers, teachers and undergraduate and graduate students undertaking empirical investigations of how second languages are learnt and taught.

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Editors

Multiculturalism,
Multilingualism and the Self
Studies in Linguistics and Language Learning
Preface

Multilingualism, which is one of the most multidimensional and complex of language phenomena, "is to be understood as the capacity of societies, institutions, groups and individuals to engage on a regular basis in space and time with more than one language in everyday life" (Franceschini, 2009, p. 33). In this volume multilingualism is discussed alongside multiculturalism and the self, as all of these concepts are interwoven and influence each other. The chapters that constitute this volume all focus on language studies, applied linguistics and language learning in a multilingual and/or multicultural context. Additionally, the volume includes several papers devoted to the notion of the self, which they also explore from the multilingual/multicultural perspective.

The present volume consists of twelve chapters grouped in two parts. Part I, focusing on language studies, opens with the chapter "Changing Perceptions of Multiculturalism in the British Public Sphere", by Katarzyna Molek-Kozakowska and Sabina Pogorzelska, on the changing semantic prosody of the term multiculturalism. In the next contribution, by Urszula Michalik and Iwona Sznicer, various types and functions of humour are identified with reference to the multicultural working environment. In his chapter, Łukasz Matusz looks at verbal taboos from a cross-linguistic perspective. The author elaborates on the biological and cultural factors that influence some acts of verbal aggression, language impoliteness and taboo violation. By analysing the conceptual construal of trouble, and its synonym, ouch in The Canterbury Tales Agnieszka Wawrzynek, the author of the next chapter, compares and contrasts Chaucer’s language and culture with those of the present-day English-speaking world. The last chapter in this part of the volume ("Expressing the Prison Self" by Alicja Dziedzic-Rawska) is devoted to the role of prison slang in the construction of prison identity.

All the papers in Part II of the volume discuss language learning and teaching in a multilingual context. The first chapter in this section is by Danuta Gabryś-Barker, who provides insight into how metaphors can serve as a tool in researching and understanding the concept of multilingualism. The following two contributions examine the role of the emotions in language learning. The chapter by Ewa Piasecka-Kuciel examines one of the achievement emotions, namely enjoyment,

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About the Editors

Danuta Gabryś-Barker is Professor of English at the University of Silesia, Katowice, Poland, where she lectures and supervises M.A. and Ph.D. theses in applied linguistics, psycholinguistics, and especially in second language acquisition and multilingualism. She has published approximately hundred and fifty articles and the books *Aspects of multilingual storage, processing and retrieval* (2005) and *Reflectivity in pre-service teacher education* (2012). She has also edited eleven volumes, among others for Multilingual Matters, Springer and the University of Silesia Press. Professor Gabryś-Barker has been the editor-in-chief of the *International Journal of Multilingualism* (Taylor & Francis/Routledge) since 2010 (with Prof. Eva Vetter) and the co-founder and the editor-in-chief of the journal *Theory and Practice of Second Language Acquisition* (University of Silesia Press) since 2015 (with Prof. Adam Wojtaszek).

Dagnara Galajda received her Ph.D. degree in Linguistics from the University of Silesia, where she works as assistant professor. Apart from communication studies, her research interests focus on teacher action zone in facilitating group dynamics, affect in language learning, individual learner differences in SLA/FLL and reflective teaching. Recent publications include: “Anxiety and perceived communication competence as predictors of willingness to communicate in ESL/FL classroom” in D. Gabryś-Barker, J. Bielska (eds) (2013) *The affective dimension in second language acquisition*. Clevedon: Multilingual Matters, “Communication apprehension and self-perceived communication competence as variables underlying willingness to communicate” in K. Piętkowska, E. Kościalkowska-Okońska (eds) (2013) *Correspondences and contrasts in foreign language pedagogy and translation studies*, Berlin: Springer-Verlag. Recently, she has co-edited *Positive psychology perspectives on foreign language learning and teaching*, Berlin: Springer-Verlag (with Danuta Gabryś-Barker). She is also one of the main organizers of the annual international SLA conference held in Szczyrk, Poland, a major academic event of international recognition.

Iga Maria Lehman and Rob Anderson

Abstract This paper focuses on academic identity and the impact of individual and environmental factors on its development. Drawing on a variety of theoretical perspectives, originally put forward in e.g., Gee (2012), Halliday (1978), Halliday & Hasan (1989), Hall (1995), Harré & van Langenhove (1999) and Hyland (2012a, b), Lehman’s (2014a), framework for an analysis of authorial self-representation along the axis of individual–collective is presented. It is shown, however, that this basic continuum entails a number of related aspects, which are synthesized in a multi-dimensional model of academic identity, with particular reference to the formation of collective (see Lehman 2014a). To support the theoretical facet of the proposed model, the practical aspects of discipline-specific English courses at Italian tertiary level are discussed to show how disciplinary self develops in this context of constrained access to possibilities for self-representation.

Keywords Academic identities · Individual self · Collective self · Literacy practices · Discipline-specific context

1 Introduction

Each discourse community, including disciplinary communities, is a space in which the participant’s self constitutes itself and is constituted. This is evidenced in students’ linguistic expressions which are not only the unique products of their cog-
Academic Identities and Literacy Practices ...

Therefore, in a real-life situation when students enter what for them is a new social context, such as tertiary education, they are likely to find that negotiating their academic identities is an integral part of the learning process since there is no such thing as ‘impersonal academic self’. The relations of power that exist between lecturers and students as well as the beliefs, values and practices of their academic communities both enable and constrain their possibilities for selfhood. This happens because students can either comply with or reject the pre-established discursive conventions of their communities, as the discourse community is a site of resistance as well as compliance with the discipline’s preferred discourses and social practices. Students’ subsequent linguistic expressions reflect the degree to which they align themselves with subject positions which are available in the discipline. Yet, discourse communities should not simply be viewed as social collectives where shared meaning is produced, but as sites of struggle between individual and collective aspects of the self, involved in the processes of disciplinary identity formation.

The aspects of identity that are taken into account in this paper concern the students’ perceptions of themselves as individuals and as members of different social and therefore discourse communities. These perceptions are expressed through the different voices they adopt when writing or speaking. Authorial voice has been investigated in a variety of text-focused studies which include (1) those focusing on discoursal features including (a) the concept of metadiscourse (Hyland, 2004), (b) self-referential pronouns (Matsuda, 2001) and (c) modality, lexis, nominalization and the use of the ‘I’ pronoun (Tang & John, 1999); (2) those investigating ideological and thematic revelations (Pavlenko, 2004) and (3) those combining the above two research approaches in their analyses (Clark & Ivanič, 1997). Therefore, drawing on the above-mentioned studies which deal with writer’s voice and which work on the theoretical assumption that written texts are constituted by authors’ discoursal and ideological choices, we argue that L2 student writers have to negotiate their identities which are multiple, conflictual and evolving, in relation to changing socio-cultural and discursive contexts. To support this claim we build on Clark and Ivanič’s conceptualization of writer’s voice seen as both ‘voice as form’ and ‘voice as content’ (Clark & Ivanič, 1997, p. 151). These conceptualizations are represented by the concepts of the ‘discoursal self’, which refers to the social notion of voice and is constructed by “writer’s affiliation to or unique selection among existing discourse conventions” (ibid.) and the ‘self as author’, which refers to “writers’ expression of their own ideas and beliefs” and reveals an individualistic, expressive and assertive voice (ibid.).

Given that identity and linguistic expression, including the power relations inscribed in it, are inextricably linked together, our purpose in this paper is to show how disciplinary identities of second language (L2) Italian tertiary students are influenced by both institutional constraints and institutional possibilities for the development of their selfhood in the courses of English for Business and Economics.
2 Influence of Collective Aspects of Academic Identity on the Formation of Disciplinary Identities

The choice of language for academic discourse is not an idiosyncratic decision made by the speaker/writer, but it involves the coalition of two aspects of their self, which we call the ‘individual self’ and the ‘collective self’. These two major pillars of academic identity have been outlined in Lehman’s (2014a) binary framework (Fig. 1) that conceptualizes academic self according to two general, individual and collective, dimensions.

Although the proposed framework has been designed for handling authorial self-representation in academic text, it is our strong conviction that it can be also applied to analyse mechanisms underlying the formation of disciplinary identities. Lehman’s graphic representation of authorial identity emphasizes the critical role of interpersonal communication (including the relations of power inscribed in it) and context in the process of the discoursal self-representation. Furthermore, as Fig. 1 shows, the constituents of authorial identity do not function in isolation but are in continuous interplay. The discoursal features writers employ to communicate with their audiences convey information about their identity, which is constituted by both individual and environmental factors.

The individual aspect of identity is concerned with actual people producing actual discourses. The other dimension of academic identity—‘collective self’—is shaped by environmental factors and refers to prototypical possibilities for selfhood which are made available to writers in the social context of discourse (see Fig. 2 for elaboration).

Social constructionist theorists (Foucault, 1988; Giddens, 1991; Harré, 1979; Parker, 1989) often use the term ‘subject positions’ to talk about the socially available possibilities for selfhood. However, we find the term limiting because it suggests unitary and coherent social identities. Therefore, we prefer to draw a distinction between the two aspects of ‘collective self’, which operate in the academic setting, by calling them ‘institutional possibilities for selfhood’ and ‘institutional constraints on selfhood’ to emphasize the complexity of the phenomenon.

In any disciplinary context there are several available possibilities for selfhood: different ways of doing the same thing (some of which are more privileged than others, in the sense that the discourse community assigns them more status). They constitute the aspect of ‘collective self’ (‘institutional possibilities for selfhood’) because it offers discourse participants opportunities to enrich their academic identities within the instructional environment. These opportunities include providing a context-sensitive learning environment with clear curricular goals, which help develop the students’ socio-literate perspective.

The other aspect of ‘collective self’ is formed by what we call ‘institutional constraints on selfhood’. ‘Institutional constraints on selfhood’ draw attention to the

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1The ‘individual self’ is that aspect of the author’s self which is a product of their mind, cognition, personality and life history (Lehman 2014a).
ways in which possibilities for selfhood are institutionally limited due to aspects such as students' limited access to the discipline's literacies, constraints of the learning environment, which include the time and space students have at their disposal, the incompatibility of students' cultural and linguistic backgrounds, the lack of opportunity for disciplinary interactions and restrictions on reader–writer communication.

To support the theoretical facet of the proposed approach, we will explain how disciplinary identity of Italian tertiary students, enrolled in the courses of English for Business and Economics, develops in the context of socially available access to possibilities for self-representation.

3 The Macro-context

Educational contexts are constantly changing and as curricular decisions are "underpinned by a sensitivity to the contexts of teaching" (Hyland, 2006, p. 30), there is today a greater need for pragmatism and flexibility on the part of the English for Specific Purposes (ESP) course designers and teachers than ever before. Within the tertiary level of education, ESP courses can manifest themselves in many ways and the literature is awash with acronyms (EAP, CLIL, EMI, EGAP, EOP, ESAP, etc.) which in themselves testify to how ESP programmes are responding to the demands of specific social and institutional contexts (Hyland, 2006). Much of the research into ESP has been carried out at lower or high school level with few studies at tertiary level and the existing tertiary-level research has tended to focus on northern European countries, where in the last decade English Medium Instruction (EMI) university programmes have increased by over 300% in countries such as Germany, the Netherlands and Scandinavia (Wächter & Mäiwurm, 2008), representing an over 300 percent increase on the BA and MA programmes offered in 2002 (Doiz, Lasagabaster, & Sierra, 2011). However, it is not always the case that "(...) irrespective of region or educational tradition, European tertiary educational institutions have undergone a remarkable shift away from relying exclusively on their respective national or dominant language(s) towards widening the spectrum by also using English for teaching and learning" (Smit & Dafouz, 2012, p. 2). Tertiary-level EAP programmes are often conceived as being one of two types; EMI, which focuses on content learning only (Hellekjaer, 2010; Unterberger & Wilhelmer, 2011), or an integrated learning approach (ILHE), in which tertiary-level courses have "explicit and integrated content and language learning aims" (Coyne, Hood, & Marsh, 2010, pp. 41–45; Unterberger & Wilhelmer, 2011, p. 95). However, in Italy it is rare that either approach is adopted in its theoretically 'pure' form and hybrid or alternative programmes are the norm, such as adjunct courses in ESP (Raissian & Fortanet-Gomez, 2008b, p. 42), which are either pre-sessional or run in tandem with the discipline-specific courses. Due to the differences in ESP programmes from institution to institution and discipline to discipline, it is difficult for ESP practitioners to transfer research findings from one institutional setting to another, as Benesch points out "I do not think the results of my experiments are transferable to other settings" (Benesch, 2001, p. 133).

4 Institutional Constraints on Selfhood

4.1 Instructional Restrictions

Italian subject specialists are predominantly non-native English speakers and are therefore likely to focus on content. In Italy there is very little ICLIHE or EMI teacher training for university lecturers and so it is likely that they feel inadequate in handling any language issues that might come up in either an EMI or an ICLIHE course (this is borne out in some Spanish studies carried out in this area, specifically, Fortanet-Gomez (2011)). Costa concludes that "It is quite difficult to imagine that experienced subject specialists with a high social status (such as Italian university lecturers) will adapt to following ICLIHE methodological training or accept English language training" (Costa, 2010, p. 43). Moreover, the monologic lecture is the preferred teaching approach in Italy.

In such an instructional context, the ESP practitioner is therefore often required to become self-taught in the discipline's literacies and discourses, to research the discipline as much as is reasonable to expect, using their abilities to "explore academic worlds: their language; their genres; their values, and their literacies, remembering at all times that these worlds are complex and evolving, conflict and messy" (Johns, 1997, p. 154). However, as Spack points out, "It seems that only the rare individual teacher can learn another discipline" (Spack, 1998, p. 100). Therefore, the nature of class instruction is likely to be either monologic lectures carried out by the discipline specialist, with insufficient language skills to communicate the discipline's discourses in English, or, language-focused classes in which the language specialist, with scarce knowledge of the discipline, is unable to provide students with appropriate discipline-specific content. As academic identities are developed through the interaction between the individual and the discipline's discourses (Hyland, 2012a, b), the resulting lack of appropriate models of the discipline's literacies are likely to constrain students' possibilities for the development of academic selfhood.

5 Institutional Possibilities for Selfhood

5.1 Instructional Possibilities

ESP has traditionally placed less emphasis on research and theory and more on course planning and instruction and this focus on syllabus design, instruction and
teaching materials, over research and theory, allowed ESP to "become increasingly responsive to the complexities of institutions, teaching, and learning in local contexts" (Benesch, 2001, p. 4). Where the ESP classes are adopting an integrated learning approach the ESP practitioner is able to choose texts from an appropriate source of the discipline’s discourse and design tasks which allow for the foregrounding of the discipline’s typically recurring discourse features while maintaining the academic content. In this way the EAP course “emphasises higher order skills, student development, and authentic text and features while working within specific epistemological traditions associated with different disciplines” (Enongene, 2013, p. 59). As Callahan points out, “Exposure to domain-specific language facilitates content-area understanding” (Callahan, 2005, p. 306). In this way students are helped in their ability to process the discipline’s discourses, thereby facilitating their access to its literacies and so have greater possibility in developing their academic identity.

6 Institutional Constraints on Selfhood

6.1 Constraints of the Learning Environment

It is important that the institution has a language policy, which involves clearly communicated purposes regarding student language levels, teacher language levels, learning outcomes and instruction procedures. The institution’s attitude to the ESP course will have an effect on students’ attitude and motivation to the learning situation. In Italy many non-language faculties have classified foreign languages as ‘F’, the lowest disciplinary category, which above all warrants the subject fewer hours, in many cases less than 60 hours for the whole 3 years of a first degree course. This also affects factors such as timetabling, where the ESP course is simply ‘added on’ to the main course, often resulting in unsuitable classrooms and times of classes. This ‘downgrading’ of the ESP course will also affect the relationship between the ESP course (and the tutor) and the specific discipline it is connected to. In this way the institution communicates to the students the unimportance and ‘non-academic’ status of the ESP course. Moreover, the groups of learners are generally large in number, typically composed of students with differences in: linguistic skills and discipline-specific knowledge, age, personal motivation, attendance levels, self-perceived needs and objectives and social and ethnic backgrounds. These differences “can be accommodated only to a certain extent” (Gatehouse, 2001) and this leads to a reduction in teacher-student and student-student communication. As stated above, the instruction is predominantly monologic, with the professor reading aloud from notes and the students silent and passive and this lack of contact with the discipline expert and/or class peers restricts the opportunities for learners to create their academic identity through verbal interactions of appraisal or feedback. This lack of “dialogic process of socialization” into the discipline’s discourse community will limit the students’ opportunity to develop their “performance of identity” (Hyland, 2012a, b, p. x).

7 Institutional Possibilities for Selfhood

7.1 Context-Sensitive Learning Environment

An individual’s proximity to the discipline’s community and a key feature of the development of academic identity is the interaction between the individual and the discipline’s discourses (Hyland, 2012a, b, p. 37). The ESP practitioner is able to position him/herself as an active intellectual with clear curricular goals in which language is central, especially in the written form and where, therefore, the students are focused on chosen texts, language and activities appropriate to particular disciplines (Halliday, McIntosh, & Strevens, 1964). Having chosen the subject-specific text and analysed it for the typically recurring lexico-grammatical and textual discourse features employed in the (sub)-genre, the ESP practitioner designs exercises and tasks on and around the text in order to highlight and provide practice in these linguistic features and how they are employed to communicate the discipline’s knowledge, ideas and values. As the “teaching of rhetoric cannot be divorced from the teaching of content” (Spack, 1998, p. 103), the chosen texts will not only allow the ESP practitioner to help students become familiar with the sub-genre’s typically recurring discourse features, but also help to develop and reinforce content knowledge. The challenging nature of the texts is essential, as the “focus on language is more committed when the content is intellectually stimulating” (Turner, 2004, p. 105). The discipline-specific texts provide an opportunity for the teacher and student to participate in a rich and challenging dialogue, in this way, instead of transferring knowledge statically, as a fixed possession of the teacher, teacher and students are involved in “the joint act of knowing and re-knowing the object of study” (Shor & Friere, 1987, p. 10). The appropriately chosen discipline-specific texts will also allow students to develop a sense of what Johns calls a “socio-literate perspective”, a perspective that emphasizes the specific social purposes of texts, writer and reader roles, and contexts (Johns, 1997, p. 14). This potential for the ESP course to provide consistent exposure to and guidance in the processing of the discipline’s texts help create a sense of academic identity in allowing the student to ‘approach’ the discipline through its discourses.
8 Institutional Constraints on Selfhood

8.1 Restrictions to Reader-Writer Communication

"The key concepts of a discipline, its methods of persuasion, its ways of negotiating interpretations and its practices of constructing knowledge are all defined through and by language" (Hyland, 2006, p. 38). Students make sense of texts by bringing formal linguistic and content schemata "to bear on the task of interpreting the text" (Hoey, 2001, p. 120), it is an act of interpretation which "depends as much on what we as readers bring to a text as what the author puts into it" (McCarthy, 1991, p. 27). Successful processing of texts will not occur if the content of the text "is not part of a particular reader's cultural background" (Carrell & Eisterhold, 1983, p. 80) and ESP practitioners cannot "assume students' previous learning experiences will provide the appropriate schemata and skills to meet course demands" (Hyland, 2006, p. 17), in fact "few assumptions can be made about students' scientific knowledge or their language proficiency" (Starfield, 1990, p. 87). Therefore students' lack of appropriate content schemata can be a major factor in their inability to process subject-specific texts in English and will affect the quality of students' involvement in classroom tasks (see Allison & Tauroza, 1995). The ability to access a discipline's discourses, which are learnt both "formally and informally through engagement" (Hyland, 2012a, b, p. 12), is restricted due to this lack of familiarity with and limited exposure to discipline-specific texts and this will have a negative effect on the development of the learner's disciplinary identity.

9 Institutional Possibilities for Selfhood

9.1 Engagement with Texts on a Non-expert Level

Academic discourse communities have different ideas about "what is worth communicating, how it can be communicated, what readers are likely to know" (Hyland, 2006, p. 7). Exposure to these discipline-specific genres is essential in the development of an academic identity. The ESP practitioner's context-sensitive choice of discipline-specific texts enhances the possibilities for the development of academic selfhood in that students are guided in the processing of the discipline's texts. The ESAP practitioner needs therefore to make initial assumptions about how much of the discourse's linguistic, formal and content schemata are present in the learners' background knowledge, these assumptions will of course be reflected on and revised throughout the progress of the course. Materials and activities would then be designed aimed at activating and developing these schemata. For example, discipline-specific texts are typified by a high density of technical lexis (see Swales, 1990, pp. 24-26), and therefore a substantial part of course and materials' design will therefore focus on learning and developing subject-specific lexis. Recent studies suggest that focused vocabulary instruction can have a positive effect on vocabulary knowledge and reading comprehension of language students in academic settings (Grabe, 2009). We also argue for the choice of an academic as opposed to scientific genre of the discipline's discourses, which would allow for engagement with texts on a non-expert level, while still providing the discipline-specific input. As "Academic writing (…) is conducted in a variety of genres and text types" and possibilities for selfhood are less socially constrained than in scientific writing (Lehman, 2015a), academic texts have the potential to enhance the possibilities for the development of academic selfhood.

10 Conclusion

Our paper is only an issue-raising proposal, which reveals the complexity of the factors involved in the construction of disciplinary identity of tertiary-level students who study in English. It is therefore clear that there are many avenues for future research within this field of discourse studies and identity, with particular reference to the formation of disciplinary self. Our research intention is to qualitatively verify our observations by investigating the textual self-representations of student-writers who are emerging members of a discipline-specific discourse community.

References


Multicultural Education in English Teacher’s Books for Young Learners

Maria Stec

Abstract More and more European children are being taught foreign languages at a young age. Early language education is an intercultural process from the very beginning. There are plenty of teaching and learning materials (ELT) used worldwide, with English language materials varying to a considerable degree. The common tendency is to incorporate cultural content in ELT materials to enrich linguistic content. This paper focuses on teacher’s books and their multicultural elements. The aim is to identify the most important aspects linked with teaching culture offered in English teacher’s book for young learners (YL). The following questions are explored: How is cultural content incorporated in English teacher’s books for young learners? What cultural aspects are included in English teacher’s books for young learners? What instructions are provided for teaching cultural content to young learners? The project involves an analysis of selected teachers’ books currently used in teaching English to YLs in Polish primary schools. The project involves the evaluation studies based on a set of universal and content-specific criteria. The most important criteria are linked with the cultural elements found in ELT materials. It is hoped that the results from the project will enrich the process of designing materials for early language education.

Keywords ELT materials • Multicultural education • Teacher’s books • Young learners

1 Introduction

Multicultural education is an increasingly important area in applied linguistics in this period of rapidly changing social, demographic and political realities in Europe. This fluid situation produces economic, social, personal and educational consequences in the given societies (Hunnedar, 2015, p. 15). Namely, even Brexit