**Annotated bibliography**

Abner, N., Cooperrider, K., & Goldin-Meadow, S. (2015). Gesture for linguists: A handy primer. *Language and Linguistics Compass, 9*(11), 437–451. <https://doi.org/10.1111/lnc3.12168>

As the name suggests, this article overviews gesture generally but has a lot of good examples in it in relation to different languages and cultures. It is quite dense but then it is to be expected for so much covered in so few pages. (Chapter 5)

Baker, W. (2017). English as a lingua franca and intercultural communication. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (pp. 210–223). Routledge. <https://doi.org/10.4324/9781315717173-3>

This book chapter offers a quick overview of broad themes often discussed in intercultural communication, starting with how intercultural communication research has changed over its history and covering the topics of ELF as a means of communication in intercultural communication, culture, identity, and intercultural competence. (Chapter 1)

Bessarab, D., & Ng’andu, B. (2010). Yarning about yarning as a legitimate method in Indigenous research*. International Journal of Critical Indigenous Studies*, *3*(1), 37–50. <https://doi.org/10.5204/ijcis.v3i1.57>

Three stages of yarning in a healthcare setting, the social yarn, the diagnostic yarn, and the management yarn, are proposed by the authors as engaging in a merging of practices. They not only reflect Aboriginal ways of communicating but also, it is argued, a truer, more natural, and friendly way of communicating with patients in general. They are suggested as a way for all communication in a healthcare setting. Read the article and think about this. (Chapter 7)

Bourhis, R. Y., Giles, H., Leyens, J. P., & Tajfel, H. (1979). Psycholinguistic distinctiveness: Language divergence in Belgium. In H. Giles & R. N. St. Claire (Eds*.), Language and social psychology* (pp. 158–185). Blackwell.

This is another study looking at convergence and divergence, here in accommodation of trilingual Flemish students (Flemish/Dutch, French, and English) in relation to identity. The participants’ convergence and divergence depending on questions (content-neutral or ethnically threatening) are well described and discussed. (Chapter 2)

Canagarajah, S. (2004). Multilingual writers and the struggle for voice in academic discourse. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts*. Multilingual Matters. <https://doi.org/10.21832/9781853596483-012>

This chapter provides a description of how multilingual writers’ agencies and voices can strategically be displayed, rather than choosing to conform to the existing norms. While people may not want to risk being disadvantaged (e.g., in assessments) by not following the dominant conventions, the article explores how they can still construct multilingual identities in writing. (Chapter 4)

Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal, 91*(1), 923–939. <https://doi.org/10.1111/j.1540-4781.2007.00678.x>

This article is an early discussion paper published in 2007. It offers significant insights into language acquisition, and use in multilingual communities, which still hold currency today. It criticises research that attempts to describe set commonalities of ELF communication and points to the variation in resources interactants bring to communication. (Chapter 1)

Cogo, A., & House, J. (2017). The pragmatics of ELF. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (pp. 210–223). Routledge.

Earlier and more recent studies in the pragmatics of ELF are well summarised with discourse examples. (Chapter 2)

Coupland, N. (2010). “Other” representation. In J. Jaspers, J.-O. Östman, & J. Verschueren (Eds.), *Society and language use, Handbook of pragmatics highlights* (pp. 241–260). John Benjamins. <https://doi.org/10.1075/hoph.7.16cou>

This book chapter provides a more detailed consideration of Othering in interactions. It includes a discussion of Othering as linked to homogenisation (making all the same), pejoration (link to negative qualities), and supressing and silencing. The focus is on pragmatics and engages with ideas from social psychology. As forewarning, there is some discussion of racist words which could be confronting for some readers. While mentioning these words is not the same as using them, it is not a good idea to reuse them in discussions because of how they could make others in the class feel. (Chapter 3)

Galloway, N., & Rose, H. (2015). English language teaching. In *Introducing global Englishes* (pp. 195–223). Routledge.

This chapter presents an extended discussion of some ideas discussed here in relation to teaching English as an additional language including an earlier version of the GELT principles and some of the scholarship related to these points. (Chapter 6)

Gasiorek, J. (2016). The “dark side” of CAT: Nonaccommodation. In H. Giles (Ed.), *Communication accommodation theory: Negotiating personal relationships and social identities across contexts* (pp. 85–104). Cambridge University Press. <https://doi.org/10.1017/CBO9781316226537.005>

This book chapter discusses nonaccommodation as a broader conception of convergence and divergence. The author points out that divergence and maintenance are conceptualised in terms of speakers’ behaviour and intentions whereas overaccommodation and underaccommodation are defined by listeners’ perceptions of what a speaker does. Features of nonaccommodation are exemplified and discussed. (Chapter 2)

Gumperz, J. J. (1982/2005). Interethnic communication. In S. F. Kiesling & C. B. Paulston (Eds.), *Intercultural discourse and communication: The essential readings* (pp. 33–44). Blackwell. <https://doi.org/10.1002/9780470758434.ch3>

Through discourse analysis of talk between two interactants from different socio-cultural backgrounds this book chapter convincingly shows that discourse management strategies are dependent on socio-cultural knowledge and how to display such knowledge linguistically. The simple fact that interactants share the same linguistic code does not mean they can achieve successful communication. (Chapter 1)

Holmes, J. (2012). Politeness in intercultural discourse and communication. In S. F. Kiesling, E. S. Rangel, & C. B. Paulston (Eds.), *The handbook of intercultural discourse and communication* (pp. 205–228). Wiley-Blackwell. <https://doi.org/10.1002/9781118247273.ch11>

This book chapter provides a more thorough discussion of politeness, including more history of different ideas prior to and after Brown and Levinson (1987), and how relevant studies have changed alongside intercultural communication. It also provides rich discourse examples from interactions in New Zealand. (Chapter 5)

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Penguin Books.

This was a very important paper in the history of linguistics and sociolinguistics, and reading classic papers can give you a sense of history and being in the know, especially when they may often be cited and expanded upon. Despite the expansion for intercultural communication discussed in Section 6.2, a lot of the material in Hymes (1972) still reads as very relevant and insightful around 50 years on. (Chapter 6)

Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Routledge. Chapter D is on Extension: Reading in global Englishes. See Section 4 on From language to literature (pp. 206–214).

This section includes short pieces of writing by two important African writers, Chinua Achebe and Ngũgĩwa Thiong’o. Each describes how he includes African identities, cultures, and experiences in writing while engaging with the political dimensions of this. Their pieces are set up as a ‘debate’ in the appropriateness or not of using English in these endeavours. (Chapter 4)

Kubota, R. (1998). An investigation of Japanese and English L1 essay organization: Differences and similarities. *Canadian Modern Language Review, 54*(4), 475–507. <https://doi.org/10.3138/cmlr.54.4.475>

This article critiques contrastive rhetoric’s simplified approach to understanding multilingual writers’ outputs and its insensitivity to understanding English as the dominant language in the world. The author argues that we can also think about what aspects make writing successful communication by focussing on similarities that highly-scored writing samples in Japanese and English share. (Chapter 4)

McNamara, T. (2019). *Language and subjectivity*. Cambridge University Press. <https://doi.org/10.1017/9781108639606>

McNamara (2019) provides a reader-friendly yet sophisticated introduction to some of the concepts discussed in this chapter and expands on them with reference to the topic of identity from an applied linguistics perspective. (Chapter 3)

Mufwene, S. S. (1997). The legitimate and illegitimate offspring of English. *Literary Studies, 14*, 182–203.

In this article, Mufwene proposes that the classification as a variety of English or as an English-based creole (and therefore an entirely new language) is linked to racist forms of thinking. He uses the metaphor of parentage and argues that those Englishes which are legitimate offspring are those spoken by descendants of Europeans rather than the distinction being based on any sort of linguistic criteria. (Chapter 3)

Piller, I. (2017). Intercultural communication in education. In *Intercultural communication: A critical introduction* (2nd ed., pp. 173–193). Edinburgh University Press.

If you were interested in some of the discussion of Piller’s (2017) ideas in Section 6.3, you could read them in full alongside her discussion of the value of multilingualism. You might also take a look at the blog she co-founded and edits *Language on the move* which centres on issues at the intersection of intercultural communication and multilingualism (available at <https://www.languageonthemove.com/blogpage/>). (Chapter 6)

Scollon, R., Scollon, S. W., & Jones, R. H. (2012). Corporate and professional discourse. In *Intercultural communication: A discourse approach* (3rd ed., pp. 178–205). Wiley-Blackwell.

This chapter discusses ideology, socialisation, forms of discourse, face system, and the size and scope of a corporate discourse system for a detailed discussion of corporate culture. This nicely supplements the discussion here in addition to more generally providing an insightful analysis into the business world. (Chapter 7)

Smith, L. E., & Nelson, C. L. (2020) World Englishes and issues of intelligibility. In C. L. Nelson, Z. G. Proshina, & D. R. Davis (Eds.), *The handbook of world Englishes* (2nd ed., pp. 430–446). Wiley Blackwell. <https://doi.org/10.1002/9781119147282.ch24>

This is a great study on intelligibility with three groups of participants: American L1 English speakers, Japanese L1 speakers who have lived in the US at least for 10 years, and a group with mixed cultural and language backgrounds who are more familiar with various accents. In this study what many people working in intercultural contexts assumed to be true in fact proves to be so, that is, familiarity with many different accents is the key to being more competent users of English in intercultural communication contexts. (Chapter 7)

Zhu Hua (Ed.). (2015). *Research methods in intercultural communication: A practical guide*. Wiley-Blackwell. <https://doi.org/10.1002/9781119166283>.

Take a look at this volume (explore its table of contents, who the contributors are, and read some of the preliminary materials overviewing the book before the main text). Choose one chapter on a method (Part 3) to read and think about the advantages and disadvantages of it. Use what the author(s) say, but also consider your own view, developing your critical skills and thinking about how methodology impacts on what we can learn. (Chapter 5)