

1. Record Nr.	UNINA9910574093003321
Autore	Tong Peiru
Titolo	Learning Chinese in a Multilingual Space : An Ecological Perspective on Studying Abroad // by Peiru Tong, Linda Tsung
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	3-031-00307-1
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (269 p.)
Collana	Multilingual Education, , 2213-3216 ; ; 41
Disciplina	495.10071
Soggetti	Foreign study Multilingualism Educational sociology Language and languages - Study and teaching Studying Abroad Sociology of Education Language Education Xinès Ensenyament de la llengua Ensenyament multilingüe Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Introduction -- Chapter 2. Settings and Interaction Opportunities in the SA Program -- Chapter 3. Language Affordances and Emergence: Authentic Language Use in the SA Program -- Chapter 4. The Cultural, Intercultural and Symbolic Dimensions of SA -- Chapter 5. The Influence of Identity and Self-Concept on Personalised Trajectories of SA -- Chapter 6. An Ecological Approach to SA: Theoretical and Methodological Perspectives.
Sommario/riassunto	This book examines the benefits of an Australian in-country study (ICS) in China programme and explores ways to maximise the short-term ICS experience in a multilingual space. The book employs an ecological perspective which has seldom been used to examine the study abroad

context. It emphasises the importance of the space itself as an arena of interaction, belonging and power, where conduct and modes of communication are often regulated by political authorities and societal expectations. Specifically, the book focuses on the following: • the extent to which the ICS facilitated interaction in different settings • the way in which interaction during ICS contributed to language learning • the degree in which the interaction during ICS contributed to culture learning and • the role of identity in the learning process in the ICS. The main argument of the book is that while the ICS promoted multilingual learning space for in-class and out-of-class interactions, which further facilitated language and culture learning to a great extent, Australian students' identities and self-concepts also played a core mediating role throughout individual learning trajectories.
