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Conclusions; References; Appendix

II. Learning culture and identities through dialogue4. "Tu no eres espanola": Teasing of L2 learners in host family communities of practice; 1. Introduction; 2. Literature review; 3. Research methods; 4. Results; 5. Discussion and conclusions; 6. Limitations and suggestions for future research; References; 5. Exploring the complex nature of language and culture through intercultural dialogue: The case of ; 1. Introduction; 2. Literature review; 3. Methods; 4. Analysis of the dialogues; 5. Discussion; 6. Conclusion; References; Appendix 1  
6. Multilingual Eurovision meets plurilingual YouTube: Linguascaping discursive ontologies1. Introduction; 2. Literature review; 3. Politics of language choice in the ESC; 4. Eurovision meets YouTube: Data and methods; 5. Data analysis; 6. Discussion: Linguascaping and discursive formations in digital spaces; 7. Conclusion; References; III. Learning practices of communities; 7. Dialogic knowledge building in learning communities: Discovering an electric circuit through coll; 1. Introduction; 2. Modern teaching and learning: Learning communities  
3. Support from psychology: Self-Determination Theory (SDT)4. Deep learning: Deep reasoning and active knowledge building; 5. Theory of Dialogic Action Games: The explorative action game; 6. Analysis of selected explorative action games; 7. Discussion; 8. Conclusion; References; 8. Artifacts, gestures, and dispensable speech: Multimodality in teaching and learning of a biology ; 1. Introduction; 2. Ethnomethodological and conversation analytic inquiry into apprenticeship learning; 3. The data analysis; 4. Conclusion; References; Appendix  
9. Changing frames in native speaker and learner talk: Moving toward a shared dialogue

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Sommario/riassunto

The Community of Practice (CofP; Wenger 1998) model of social learning has recently been a preferred lense for investigating professional practice in education. This chapter focuses on the experiences and resultant beliefs and practices of a group of teachers from a range of backgrounds (local, national, international) engaged in a highly diverse community of practice. Data were collected through a mixed focus group, interviews and written responses at a university in Southern China, where local, regional, mainland, autonomous territory and overseas Chinese, as well as native, non-native, seco

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