

Adrian Holliday Curriculum Vitae

Personal details

Professor of Applied Linguistics & Intercultural Education, Faculty of Education
Canterbury Christ Church University, Canterbury, UK
Website: adrianholliday.com

Education

- 1987-90. Lancaster University, Department of Linguistics & English Language: part-time PhD student (English language curriculum project implementation; ethnographic classroom research)
- 1979-80. Lancaster University, Department of Linguistics & English Language: Masters programme, applied linguistics
- 1971-72. Christ Church College, Canterbury: Postgraduate teacher training (social studies)
- 1968-71. Portsmouth Polytechnic: Bachelor's programme, sociology
- 1961-68. Morley Grammar School, Leeds, Yorkshire

Qualifications

- PhD Linguistics & Modern English Language, Lancaster University, 1991
- MA Linguistics for English Language Teaching, Lancaster University, 1980
- Diploma TEFL, Royal Society of Arts, 1973
- Post Graduate Certificate Education, London University, 1972
- BSc Sociology, London University, 1971

Professional experience

- 1991-present, Canterbury Christ Church University:
- 2017-present, Programme director, PhD Education
 - 2002-17, Head of the Graduate School
 - 2000-02, Director of research degrees training
 - 97-present, Programme director, PhD Applied Linguistics
 - 92-99, Programme director, MA in English language education
 - 91-92, Programme director, Diploma TEFL
- 1985-90. The British Council, curriculum development consultant, Ain Shams University, Cairo, Egypt (national English language teacher education project)
- 1980-85. The British Council, English for special purposes advisor, Damascus University, Syria (language centre development, English for academic purposes)
1979. Lancaster University, English language tutor, Institute for English Language Education (English for science and technology, study skills)

- 1976-79. The British Council, Team Leader, National Iranian Oil Company project, Ahwaz, Iran (English for science and technology)
- 1973-76. The British Council, English language teacher, The British Council Teaching Centre, Tehran, Iran (co-ordinating advanced and Cambridge proficiency courses)
- 1972-73. North Romford Comprehensive School, Romford, Essex, teacher (social studies, economics, English)

Books

2018. Understanding intercultural communication: negotiating a grammar of culture, 2nd edition. London: Routledge
2016. with Hyde, M. & Kullman, J. Intercultural communication, 3rd edition. London: Routledge
- Doing and writing qualitative research, 3rd edition. London: Sage Publications.
2015. with Swan, A. & Aboshiha, P. J. (Eds.). (En)countering native-speakerism: global perspectives. London: Palgrave.
2013. Understanding intercultural communication: negotiating a grammar of culture. London: Routledge
2011. Intercultural communication and ideology. London: Sage
2005. The struggle to teach English as an international language. Oxford: Oxford University Press
1999. with Jacob, G. & Narkar, M. P. Discourse skills in English: a coursebook for students of science and technology. Mumbai: Frank Bros. And Co.
1994. Appropriate methodology and social context. Cambridge, Cambridge University Press.

Journal articles and book chapters since 2005

2018. with Amadasi, S. 'I already have a culture.' Negotiating competing grand and personal narratives in interview conversations with new study abroad arrivals. *Language & Intercultural Communication*: 18/12, 241-256.
- Designing a course in intercultural education. *Intercultural Communication Education*, 1/1, 3-10.
2017. with Amadasi, S. Block and thread intercultural narratives and positioning: conversations with newly arrived postgraduate students. *Language & Intercultural Communication* 17/3: 254-269.
2016. Appropriate methodology: towards a cosmopolitan approach. In Hall, G. (Ed.), *Routledge handbook of English language teaching*. London: Routledge: 265-277.
- Difference and awareness in cultural travel: negotiating blocks and threads. *Language & Intercultural Communication* 16/3: 318-31
 - Cultural travel and cultural prejudice. In Aquino, M. B. & Frota, S. (Eds.), *Identities: representation and practices*. Lisbon: CELGA-ILTEC, University of Coimbra: 25-44
 - PhD students, interculturality, reflexivity, community and internationalisation. *Journal of Multilingual & Multicultural Development*: 1-13.

- Revisiting intercultural competence: small culture formation on the go through threads of experience. *International Journal of Bias, Identity & Diversities in Education* 1/2: 1-13
- Studying culture. In Hua, Z. (Ed.), *Research methods in intercultural communication*. Bognor Regis: Wiley: 23-36.
- 2015. Native-speakerism: taking the concept forward and achieving cultural belief. In Swan, A. et al. (Eds.): 11-15
- with Armenta, I. Researching discourses of culture and native-speakerism. In Swan, A. et al. (Eds.): 26-40
- Qualitative research and analysis. In Phakiti, A. & Paltridge, B. (Eds.), *Continuum companion to research methods in applied linguistics*, 2nd ed. London: Continuum: 49-61
- 2014. Researching English and culture and similar topics in ELT. *The EFL Journal* 5/1: 1-15.
- 2013. The politics of ethics in diverse cultural settings: colonising the centre stage. *Compare* 43/4: 537-54.
- with Gong, Y. Cultures of change. In Hyland, K. & Wong, L. (Eds.), *Innovation and change in English language education*. London: Routledge: 44-57.
- ‘Native speaker’ teachers and cultural belief. In Houghton, S. & Rivers, D. (Eds.), *Native-speakerism in Japan: intergroup dynamics in foreign language education* Clevedon: Multilingual Matters: 17-26.
- 2012. Interrogating researcher participation in an interview study of intercultural contribution in the workplace. *Qualitative Inquiry* 18/6: 504-15.
- 2011. Small cultures. In Hua, Z. (Ed.), *The language & intercultural communication reader*. London: Routledge: 196-218.
- Culture, communication, context, and power. In Jackson, J. (Ed.), *The Routledge Handbook of Language & Intercultural Communication*. London: Routledge: 37-51
- A narrative of unexpected cultural contribution: a critical cosmopolitan approach to global cultural politics and internationalisation. In Clifford, V. & Montgomery, C. (Eds.), *Moving towards internationalisation of the curriculum for global citizenship in Higher Education*. Oxford: OCSLD & CICIN, Oxford Brookes University 121-40.
- 2010. Complexity in cultural identity. *Language & Intercultural Communication* 10/2: 165-77
- Cultural descriptions as political cultural acts: an exploration. *Language & Intercultural Communication* 10/3: 260-73.
- Analysing qualitative data. In Phakiti, A. & Paltridge, B. (Eds.), *Continuum companion to research methods in applied linguistics*. London: Continuum: 98-110.
- Submission, emergence and personal knowledge: new takes, and principles for validity in decentred qualitative research. In Shamim, F. & Qureshi, R. (Eds.), *Perils, pitfalls and reflexivity in qualitative research in education*. Karachi: Oxford University Press Pakistan: 10-31.
- 2009. The role of culture in English language education: key challenges. *Language & Intercultural Communication* 9/3: 144-55.
- with Aboshiha, P. The denial of ideology in our perceptions of “non-native speaker” teachers. *TESOL Quarterly* 43/4: 669-89.

- English as a lingua franca: “non-native speakers” and cosmopolitan realities. In F. Sharifian (Ed.), *English as an international language: perspectives & pedagogical issues*. Bristol: Multilingual matters. pp. 21-33.
 - Avoiding prejudice in dealing with cultural difference: a critical cosmopolitan approach. In Ward, C. (Ed.), *Language teaching in a multilingual world: challenges and opportunities*. Singapore: SEAMEO Regional Language Centre: 233-42.
2008. Standards of English and politics of inclusion. *Language Teaching* 41/1: 115–126.
2007. Response to ‘ELT and “the spirit of the times”’. *ELT Journal* 61/4: 360-6
- The dangers of matrix thinking in international project design. In Coleman, H. (Ed.), *Language and Development: Africa and Beyond*, Proceedings of the 7th International Language and Development Conference. Addis Ababa: The British Council: 130-7
2006. Native-speakerism. *ELT Journal* 60/4: 385-6
- The value of reconstruction in revealing hidden or counter cultures. *Journal of Applied Linguistics* 1/3: 275-294
2005. How is it possible to write? *Journal of Language, Identity & Education* 4/4: 304-9
- What happens between people: who we are and what we do. In Gieve, S. & Miller, I. (Eds), *Understanding the language classroom*. London: Palgrave Macmillan: 47-63.

Plenary and invited, conference papers since 2005

2018. 18th International Association of Language & Intercultural Communication Conference: The ‘good’ interculturalist yesterday, today and tomorrow: Everyday life-theory-research-policy-practice, University of Helsinki, Finland
- International Conference on Japanese Language Education (2018 ICJLE), Ca’ Foscari University of Venice, Italy
 - World Englishes Forum, Wenzao Ursuline University of Languages, Taiwan
2017. 4th Humanities Conference, A Nation in Transition, Community College of Qatar
- CFP: International conference, Criticality in Education (research): Definitions, Discourses and Controversies, University of Helsinki, Finland
 - BALEAP PIM: Intercultural communication and EAP, Nottingham Trent University, UK
2016. Interconnections between Culture and Behaviour: interdisciplinary perspectives. ESRC seminar, Warwick University, Centre for Applied Linguistics.
- COST Action seminar, Study Abroad Research: Insights from the Present, Directions for the Future, Vilnius, Lithuania
 - BAAL-Routledge seminar. Expectations *of* and *on* international students in UK HE: investigating mismatching language ontologies and destabilising encounters, Manchester Metropolitan University
 - 2nd International Conference on Communication Across Cultures, Institute of English Studies, University of Social Sciences, Warsaw
2015. 15th International Association of Language & Intercultural Communication Conference: Intercultural Communication in Social Practice, University of Beijing, China
- Intercultural Competence in Communication and Education Conference, Kuala Lumpur, Faculty of Modern Languages and Communication, Universiti Putra Malaysia

2014. Conference on Intercultural Communication between China and the Rest of the World, Department of Teacher Education, University of Helsinki
- IEREST Symposium, University of Durham, Developing Intercultural Understanding for Study Abroad
 - GESIPI Conference, Identity, Representation & Practices, University of Lisbon
 - Seminar on Internationalisation of Tertiary Education: Multilingualism, Plurilingualism & Intercultural Communication, University of Primorska, Slovenia,
 - BAAL Language Learning & Teaching Conference, University of Leeds
 - Nile TESOL Conference, American University in Cairo
2013. TEC 2013, the Teacher Education Conference, Hyderabad, India
- 5th Symposium of Intercultural Communication in Foreign Language Education, Suzhou Foreign Language School, China
 - LAKMA 16th International Conference, Intercultural Competence & The Global Village, Vilnius, Lithuania
2012. British Association of Applied Linguistics Intercultural Communication SIG, Open University, Milton Keynes
- 1st International Conference: Current Academic Research, an-Najah University, Nablus, Palestine
 - AHRC seminar, Researching Multilingually, Manchester University, School of Education
2011. 16th Annual conference, Nepali English Language Teachers Association, Kathmandu, Nepal.
- Annual Regional English Language Center (RELC) International Conference, Singapore
2010. 3rd CICIN Conference, Internationalisation of the Curriculum for Global Citizenship: Policies, Practices and Pitfalls, Oxford Brookes University
- 10th Annual Conference of the International Association of Languages & Intercultural Communication (IALIC), Travelling Languages: Culture, Communication and Translation in a Mobile World, Centre for Tourism & Culture Change, Leeds Metropolitan University
2009. Culture, Discourse & Language Teaching. Zhejiang Normal University, China.
- National Association for Foreign Language Education annual conference, Beijing, China.
 - National Conference of University Professors, London
2008. Annual Regional English Language Center (RELC) International Seminar, Singapore
- ESRC Seminar Series. Rethinking the Needs of International Students: Critical perspectives on the Internationalisation of UK Higher Education Institutions. Mapping the Conceptual Territory, School of Education, University of Birmingham.
2007. Korean Association of Teachers of English International Conference, Embracing diversity and Pursuing Professional Integrity in TEFL, National University of Education, Seoul.
- Society of Intercultural Educators, Trainers and Researchers (SIETAR) Autumn Conference, Birkbeck University, London

2006. Multidisciplinary International Conference on Qualitative Research in Developing Countries, Faculty of Arts and Humanities, Karachi University, Pakistan

2005. TESOL Arabia Conference, Teaching, Learning, Leading, Dubai.

- SATEFL meeting, University of Stirling, Scotland

Professional publications and reports since 2009

2018. Native-speakerism. In Lontas, J. (Ed.), TESOL Encyclopedia of English Language Teaching. Wiley.

- Postmodernism. In Kim, Y. Y. (Ed.), International Encyclopedia of Intercultural Communication. Wiley.

2014. Intercultural awareness for young learners. AL Forum, TESOL Applied Linguistics Interest Section/September.

2013. Authenticity, communities and hidden potentials. In Powell-Davies, P. & Gunashekar, P. (Eds.), English language teacher education in a diverse environment: Selected papers from the 3rd International Teacher Educators Conference. Hyderabad, India: The British Council and the EFL University: 19-23.

- Validity in qualitative research. In Chapelle, C. A. (Ed.), The encyclopedia of applied linguistics. New Jersey: Wiley-Blackwell
- Chapter 4: Standards for cultural knowledge and intercultural communication skills. Proposed syllabus for English language teacher education: Standards for School English Teachers in China. Beijing: Chinese National Institute of Education Sciences 1-8.

2009. with Franson, C.. Social and cultural perspectives. In Richards, J. & Burns, A. (Eds.), The Cambridge guide to second language teacher education. Cambridge: Cambridge University Press: 40-6.

- Interrogating the concept of stereotypes in intercultural communication. In Hunston, S. & Oakley, D. (Eds.), Introducing applied linguistics: concepts and skills. London: Routledge: 134-41.

Consultancies and seminars since 2005

2013. Writing the teacher education syllabus chapter on Cultural Knowledge and Intercultural Communication Skills, Foreign Language Education Research Centre, Chinese National Institute of Education Sciences, Beijing, China

2012. Seminar on the cultural and linguistic contribution of English language learners, for university teachers from Syria, Palestine and Jordan, The British Council, Amman, Jordan

- Seminar on intercultural communication for Uzbek university curriculum developers, British Council Inspire Project, University of East Anglia, UK

2011. Seminar on teaching English in a multilingual society, Nepali English Language Teachers Association and The British Council, Kathmandu, Nepal

2008. British Council Future Perfect Symposium, KICE, Samcheong Dong, Seoul, South Korea

- Seminar series on critical applied linguistics, intercultural communication and qualitative research, Faculty of Education, Boğaziçi University

2007. Seminar on intercultural sensitivity for curriculum project managers, British Council
Kuwait

Visiting speaker, since 2007

International

University of Bologna, Linguistics Circle (2016)

University of Modena in Reggio Emilia, Department of Linguistic and Cultural Studies (2016)

British Council Cairo (2014)

Porto Polytechnic, Centre for Intercultural Studies (2014)

Helsinki University, Department of Teacher Education (2014)

Hebron University, Palestine (2012)

Open University Ramallah, Palestine (2012)

Beijing Normal University (2007)

Istanbul University (2014, 2018)

UK

Leeds Beckett University (2015)

Durham University, English Language Centre (2016, 2017, 2018)

Warwick University, Centre for Applied Linguistics (2015, 2016)

Exeter University, Graduate School of Education (2008, 2015)

Hull University, Centre for Educational Studies (2014, 2015)

University of the West of England, Department of Languages, Linguistics & Area Studies
(2008, 2009, 2010, 2011, 2012, 2016)

Essex University, Department of Language & Linguistics (2012)

University of East Anglia, School of Language & Communication Studies (2011), Centre for
Applied Research in Education (2011)

Newcastle University, School of Education, Communication & Language Sciences (2007,
2008, 2010)

Reading University, Institute of Education (2010)

Southampton University, Centre for Applied Language Research (2009)

Lancaster University, Department of Linguistics & Modern English Language (2008)

Portsmouth University, School of Languages & Area Studies (2008)

External examining of doctoral theses

Newcastle University, School of Education, Communication & Language Sciences (2016)

Exeter University, Graduate School of Education (2010, 2011, 2014, 2015)

Manchester University, Faculty of Education (2004, 2008, 2014)

Lancaster University, Department of Linguistics & Modern English Language (2002, 2003,
2014)

Bristol University, Graduate School of Education (2012)
Birmingham University, Centre for English Language Studies (1999, 2012)
Leicester University, School of Education (2008)
Institute of Education, London University, Department of Languages in Education (1999, 2005, 2010), School of Arts & Humanities (2004).
Essex University, Department of Language & Linguistics (2002)
Leeds University, Department of Linguistics (1992), International Education (1993, 1995, 2000)
Edinburgh University, Department of Applied Linguistics (1999), Department of Theoretical & Applied Linguistics (2000)
Warwick University, Centre for English Language Teacher Education (2000)
Sydney University, Department of Linguistics (2000)
Macquarie University, Department of Linguistics (2000)

External examining of taught programmes since 2005

2015-18. Durham University, English Language Centre, MA TESOL
2009-14. Newcastle University, MA Cross-cultural Communication
2004-8. Lancaster University, PhD by Thesis & Coursework (Linguistics & Modern English Language)

PhD supervision (to completion as 1st supervisor)

Culture, discourse and curriculum (2016, 2014, 2013, 2009)
Dominant discourses in International English language education (2015, 2012, 2008, 2004, 2003, 2002)
Problematising common perceptions of culture and imperialism (2008, 2005, 2002, 2002, 2001)
The politics of the English language curriculum (2017, 2008, 2008, 2007, 2005, 2001, 2001, 1996)

Professional activities since 2005

2018-present. Editorial Board, Journal of Language & Intercultural Communication
2016-present. Editorial Board, International Journal of Bias, Identity & Diversities in Education
2009-present. Editorial Board, Language Teaching Research
2003-present. Editorial Board, Journal of Applied Linguistics & Professional Practice
2005, 7, 10. Invited speaker in support of the international Qualitative Research Conference, School of Languages, University of Guanajuato, Mexico
2006, 8, 12-16. Organiser of 'Cutting Edges' international conference in language education, Canterbury Christ Church University
2004-6. Book Reviews Editor, TESOL Quarterly

Professional Association membership

British Association for Applied Linguistics (BAAL)

BAAL Intercultural Communication Special Interest Group