

Adrian Holliday Curriculum Vitae

Personal details

Professor of Applied Linguistics & Intercultural Education, School of Humanities & Education Studies

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:

2017-19, Programme director, PhD Education

2002-17, Head of the Graduate School

2000-02, Director of research degrees training

97-19, 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, Essex, teacher (social studies, economics, English)

Books

2022. *Contesting grand narratives of the intercultural*. Routledge

2021. with Hyde, M. & Kullman, J. *Intercultural communication*, 4th edition. Routledge

2020. with Amadasi, S. *Making sense of the intercultural: finding deCentred threads*. Routledge

2018. *Understanding intercultural communication: negotiating a grammar of culture*, 2nd edition. Routledge

2016. *Doing and writing qualitative research*, 3rd edition. Sage Publications.

2015. with Swan, A. & Aboshiha, P. J. (Eds.). *(En)countering native-speakerism: global perspectives*. Palgrave.

2011. *Intercultural communication and ideology*. Sage

2005. *The struggle to teach English as an international language*. Oxford University Press

1999. with Jacob, G. & Narkar, M. P. *Discourse skills in English: a coursebook for students of science and technology*. Frank Bros. And Co.

1994. *Appropriate methodology and social context*. Cambridge University Press.

Journal articles and book chapters since 2010

In press. A critical cosmopolitan approach to English teacher identity. In N. Galloway & A. F. Selvi (Eds.), *The Routledge handbook of teaching English as an international language*. Routledge.

In press. The varicultural, translanguaging and deCentring. *Language & Intercultural Communication*.

2022. with Collins, H, *Ethnography: Expanding the boundaries in EAP*. In Ding, A & Evans, M (Eds), *Social theory for English for academic purposes: Foundations and perspectives*. Bloomsbury: 177-198

- with Sadoudi, Y, *Defying grand narratives of 'being an international student': finding 'home' in the Other*. *London Review of Education*, 21(1), 1-11.

- *Searching for a third-space methodology to contest essentialist large-culture blocks*. *Language & Intercultural Communication*, 22(3), 367-380.

2021. with Amadasi, S, *The yin-yang relationship between essentialist and non-essentialist discourses related to the participation of children of migrants, and its implication for how to research*. *Migration Studies Review of Polish Diaspora*, 182(4), 37-54.

- *Linguaculture, cultural travel, native-speakerism and small culture formation on the go*. In Rubdi, R, Tupas, R & Saraceni, M (Eds.), *World Englishes: Ideologies*. Bloomsbury

- Recovering unrecognised deCentred experience. In Kumar, M. & Welikala, T. (Eds.), *Teaching and learning in higher education: The context of being, interculturality and new knowledge systems*, Emerald: 185-195
- 2020. Culture, communication, context, and power. In Jackson, J. (Ed.), *The Routledge handbook of language & intercultural communication*, 2nd ed. Routledge: 39-52
- with MacDonald, M. N. Researching the intercultural: intersubjectivity and the problem with postpositivism. *Applied Linguistics* 41/5, 621-39
- 2019. Who we really are as resourceful and creative cultural and linguistic travellers: combatting divisive, blocking narratives and finding threads that connect us. *Discourses*, 12, 9-18
- with Driscoll, P. Cultural threads in three primary schools: Introducing a critical cosmopolitan frame. *AILA Review Volume* 32, pp. 64–90.
- 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*. 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*. 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*. 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. 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*. 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. *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 Zhu, H. (Ed.), *The language & intercultural communication reader*. Routledge: 196-218.
- Culture, communication, context, and power. In Jackson, J. (Ed.), *The Routledge handbook of language & intercultural communication*. 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.

Plenary and invited conference papers since 2010

2024. MaWSIG & ReSIG: Research in Materials: a Joint Conference, IATEFL online
2023. 25th Warwick International Conference in Applied Linguistics (WICAL), Keynote plenary paper, Warwick University, UK
- The International Congress on Interculturality & Equity in Language Education, European Researcher Development & Engagement for Interculturality & Equity (EUREDIE), Keynote plenary paper, Istanbul University, Turkey
2022. Dialogue for Hybrid Integration Conference, Horizon 2020 Child-Up Project, Keynote plenary paper, Brussels, Belgium
- British Association of Lecturers in English for Academic Purposes (BALEAP) PIM, Keynote plenary paper, Leeds University, UK
 - Education, Migrations, Agency Seminar, Horizon 2020 Child-Up Project, Keynote plenary paper, University of Modena & Reggio Emilia, Italy
2021. Digital series of talks on plurilingualism and interculturality, University of Copenhagen, Denmark
- Open lectures from the Global Education Centre, Tokyo Kasei University, Japan
2019. KTH Royal Institute of Technology symposium on 'Language learning and Global Competence building', Keynote plenary paper, Stockholm, Sweden
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

- Final conference, Erasmus+ SHARMED project, Keynote plenary paper, Modena & Reggio Emilia University, Italy
 - International Conference on Japanese Language Education (2018 ICJLE), Keynote plenary paper, Ca' Foscari University of Venice, Italy
 - World Englishes Forum, Wenzao Ursuline University of Languages, Taiwan
2017. 4th Humanities Conference, A Nation in Transition, Keynote plenary paper, Community College of Qatar
- CFP: International conference, Criticality in Education (research): Definitions, Discourses & Controversies, University of Helsinki, Finland
 - BALEAP PIM: Intercultural communication and EAP, Keynote plenary paper, Nottingham Trent University, UK
2016. Interconnections between Culture and Behaviour: interdisciplinary perspectives. ESRC seminar, Warwick University, Centre for Applied Linguistics, UK
- 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, UK
 - 2nd International Conference on Communication Across Cultures, Institute of English Studies, Keynote plenary paper, University of Social Sciences, Warsaw, Poland
2015. 15th International Association of Language & Intercultural Communication Conference: Intercultural Communication in Social Practice, Keynote plenary paper, University of Beijing, China
- Intercultural Competence in Communication and Education Conference, Kuala Lumpur, Faculty of Modern Languages and Communication, Keynote plenary paper, Universiti Putra, Malaysia
2014. Conference on Intercultural Communication between China and the Rest of the World, Department of Teacher Education, University of Helsinki, Finland
- IEREST Symposium, University of Durham, Developing Intercultural Understanding for Study Abroad, UK
 - GEsPI Conference, Identity, Representation & Practices, University of Lisbon, Portugal
 - 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, UK
- 2011. 16th Annual conference, Nepali English Language Teachers Association, Kathmandu, Keynote plenary paper, 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, UK
- 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, UK

Professional publications and reports since 2010

- 2022. Using creative non-fiction to pinpoint moments of deCentring in intercultural mediation. In Busch, D (Ed.), *The Routledge handbook of intercultural mediation*.
- 2018. Native-speakerism. In Liontas, 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*. 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.

Consultancies and seminars since 2010

- 2019-22. Scientific Advisor, CHILD-UP project, Horizon 2020, MIGRATION-05-2018-2020, Mapping and overcoming integration challenges for migrant children, Department of Language & Cultural Studies, University of Modena & Reggio Emilia, Italy
- 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

Visiting speaker, since 2010

International

Jyväskylä University, Department of Language & Communication Studies, Finland (2024)
School of Humanities and Social Science, The Chinese University of Hong Kong, Shenzhen (2022)
Third Space Lab, Language & Culture Centre, Duke Kunshan University, China (2021)
University of Oldenburg, School of Linguistics & Cultural Studies, European Masters in Migration & Intercultural Relations, Germany (2019, 2022, 2023)
Adam Mickiewicz University, Poznań, Poland (2019)
University of Bologna, Linguistics Circle (2016)
University of Modena in Reggio Emilia, Department of Linguistic and Cultural Studies (2016, 2022)
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)
Istanbul University (2014, 2018, 2023)

UK

York University, Department of Education (2024)
Leeds University, School of Languages, Cultures & Societies (2022, 2024)
Institute of Education, University College London (2024)
Sussex University, School of Media, Arts & Humanities (2021)
Leeds Beckett University, Carnegie School of Education (2015)
Durham University, English Language Centre (2016, 2017, 2018)
Warwick University, Centre for Applied Linguistics (2015, 2016, 2023)
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, 2019)
Lancaster University, Department of Linguistics & Modern English Language (2008)

Portsmouth University, School of Languages & Area Studies (2008, 2020)

External examining of doctoral theses

Jyväskylä University, Department of Language & Communication Studies, Finland (2024)

Monash University, School of Languages, Cultures & Linguistics, Australia (2022)

Helsinki University, School, Education, Society & Culture, Finland (2018)

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

Exeter University, Graduate School of Education (2010, 2011, 2014, 2015, 2020)

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)

Leeds Beckett University, Carnegie School of Education (2021)

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, Australia (2000)

Macquarie University, Department of Linguistics, Australia (2000)

External examining of taught programmes since 2005

2021-24, Sheffield University, BA Language, School of Languages & Cultures, MA Intercultural Communication

2019-24. Warwick University, Department of Applied Linguistics, BA Language, Culture & Communication

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 identities (2016, 2014, 2013, 2009, 2021, 2022)

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

2024-present. Editorial Board, Qualitative Inquiry as Praxis in L2 Studies, Lorestan University, Iran

2018-2024. Editorial Board, Journal of Language & Intercultural Communication

2016-18. Editorial Board, International Journal of Bias, Identity & Diversities in Education

2009-15. Editorial Board, Language Teaching Research

2003-10. 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, 12-17. 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