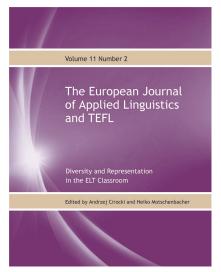
The European Journal of Applied Linguistics and TEFL

Volume 11 Number 2

Edited by Andrzej Cirocki and Heiko Motschenbacher



The European Journal of Applied Linguistics and TEFL (EJALTEFL) is a refereed academic publication which aims to disseminate information, knowledge and expertise in the broad area of applied linguistics. Strong preference is given to contributions relating to second language acquisition, foreign language pedagogy, teacher training and classroom innovation.

Volume 11 Number 2 is a special issue devoted to the theme of *Diversity* and *Representation in the ELT Classroom* and consists of ten articles presenting the latest theoretical deliberations, research and scholarship from institutions in Mexico, the United Kingdom, the USA, Germany, Hong Kong, the Philippines and Japan.

This provides a valuable source of reference for applied linguists, teacher trainers, materials developers and practitioners in the field of EFL/ESL. It offers readers a deeper insight into current issues, thereby broadening their knowledge and promoting professional development.

Available from booksellers or by subscription (two issues per year).

Subscription enquiries: info@linguabooks.com

CONTENTS

Editorial

HEIKO MOTSCHENBACHER & ANDRZEJ CIROCK

VILMA HUERTA CORDOVA, MARIO E. LOPEZ-GOPAR AND WILLIAM M. SUGHRUA Cultures in Contact: University Students and Speakers of Indigenous Languages

MOHAMMED ATEEK

Refugee Foreign Language Learning: Trauma and the Use of Translanguaging Space as a Vehicle for Psycho-Social Support

KATHRYN DEPIETRO, DENIZ ORTACTEPE HART AND XINXIN LIU

Harvesting Digital Spaces for Emergent Bilinguals: Culturally-Sustaining MALL Pedagogies for Migrant Children

VIVIANE LOHE

"We Are All Equal?!" – Gender, Gender Awareness and Attitudes towards Gender in Foreign Language Teaching and Learning

BENEDICT J. L. ROWLETT

Thinking Queerly: Implications for Transformative Teacher Practice in the English Language Classroom Journal website: http://theeuropeanjournal.eu Publisher website: http://www.linguabooks.com

JAYSON PARBA AND IRISH FERNANDEZ-DALONA Disrupting English Hegemony and Promoting Critical Language Pedagogy in Philippine ELT

JENNIFER YPHANTIDES,

EFL Teachers' Experiences with Neurodiverse Students and Self-Efficacy for Inclusive Practice in Japanese Univesities

BIMALI INDRARATHNE

Using the Multisensory Structured Teaching Approach to Help Learners with Dyslexia in Acquiring a Second/Additional Language

SHAREN BERTRANDO

Exploring Virtual Simulations to Develop Teachers' Ability to Support English Language Learners' Social-Emotional development

JOANNA PFINGSTHORN

Inclusive Communicative Language Teaching: Hidden Contradictions and Overt Practical Issues

ISSN 2192-1032 **EJALTEFL** ISBN 978-1-911369-95-0 **Volume 11 Number 2** (2022) 208pp

ADVISORY PANEL: DAT BAO, Monash University, Australia – ANNE BURNS, University of New South Wales (Australia) – ANNA CIEŚLICKA, Texas A&M International University, USA – MAYA KHEMLANI DAVID, University of Malaya, Malaysia – KAREN E. JOHNSON, The Pennsylvania State University, USA – LAUREN STEPHENSON, University of Notre Dame Australia, Australia – MARK WYATT, Khalifa University, UAE

EDITORIAL PANEL: OKSANA AFITSKA, Lancaster University, UK – MOHAMMAD JAVAD AHMADIAN, University of Leeds, UK – LUCYNA ALEKSANDROWICZ-PĘDICH, University of Social Sciences and Humanities, Poland – ALEKSANDRA ARCEUSZ, University of Gdansk, Poland – DARIO BANEGAS, University of Strathclyde, UK – HEATHER BUCHANAN, University of York, UK – JAMES CHANTRY, University of York, UK – JOE FAGAN, University College, London, UK – WOLFGANG HALLET, University of Giessen, Germany – JUDICH HANKS, University of Leeds, UK – SVĚTLANA HANUŠOVÁ, Masaryk University, Czech Republic – ANNA KRULATZ, Norwegian University of Science and Technology, Norway – DAVID LITTLE, University of Dublin, Ireland – MARIE McCULLAGH, University of Portsmouth, UK – JOHN McRAE, University of Nottingham, UK – FREDA MISHAN, University of Limerick, Ireland – JULIE NORTON, University of Leicester, UK – ANGELIKI PSALTOU-JOYCEY, Aristotle University, Greece – HUGO SANTIAGO SANCHEZ, University of Bath, UK – MILICA SAVIĆ, University of Stavanger, Norway – JOSEPH SIEGEL, Örebro University, Sweden – BILL SODEN, University of York, UK – DINA TSIGARI, Oslo Metropolitan University, Norway – PETER WATKINS, University of Portsmouth, UK.