# Table of contents

**Introduction: Linguistics for intercultural education**  
*Fred Dervin and Anthony J. Liddicoat*

## Part I. Developing intercultural competence through the use of linguistics

Avoiding the essentialist trap in intercultural education:  
Using critical discourse analysis to read nationalist ideologies in the language classroom  
*Deborah Cole and Bryan Meadows*

Linking learning objectives of linguistic *savoir-faire* and intercultural competence in mobility experiences of teacher trainees  
*Mirjam Egli Cuenat and Lukas Bleichenbacher*

A place for pragmatics in intercultural teaching and learning  
*Troy McConachy*

Strategy-based learning of pragmatics for intercultural education  
*Andrew D. Cohen and Julie M. Sykes*

Making the ‘invisible’ visible: A conversation analytic approach to intercultural teaching and learning in the Chinese Mandarin language classroom  
*Yanyan Wang and Johanna Rendle-Short*

## Part II. Linguistics for studying interculturality in education

Language teachers and learners interpreting the world: Identifying intercultural development in language classroom discourse  
*Lesley Harbon and Robyn Moloney*
Constructing a relationship to otherness in web-based exchanges for language and culture learning  
*Virginie Trémion*

Complex and symbolic discursive encounters for intercultural education in plurilingual times  
*Julie Byrd Clark and Sofia Stratilaki*

Index