

# Publications for Ken Cruickshank

## 2018

Wright, J., Cruickshank, K., Black, S. (2018). Languages discourses in Australian middle-class schools: Parent and student perspectives. *Discourse: Studies in the Cultural Politics of Education*, 39(1), 98-112. <a href="http://dx.doi.org/10.1080/01596306.2016.1232536">[More Information]</a>

## 2017

Black, S., Wright, J., Cruickshank, K. (2017). The struggle for legitimacy: language provision in two 'residual' comprehensive high schools in Australia. *Critical Studies in Education*, Online first, 1-16. <a href="http://dx.doi.org/10.1080/17508487.2016.1197139">[More Information]</a>

## 2016

Cruickshank, K., Wright, J. (2016). A tale of two cities: What the dickens happened to languages in NSW? *Australian Review of Applied Linguistics*, 39(1), 72-94. <a href="http://dx.doi.org/10.1075/ara1.39.1.04cru">[More Information]</a>

Rubino, A., Cruickshank, K. (2016). Exploring language choice and identity construction in 'in-between' sites: Ethnic media and community languages schools in Australia. *Australian Review of Applied Linguistics*, 39(3), 255-271. <a href="http://dx.doi.org/10.1075/ara1.39.3.03rub">[More Information]</a>

## 2015

Cruickshank, K. (2015). A framework for inclusion: Plurilingual teachers in day and community schools. *Australian Review of Applied Linguistics*, 38(3), 155-171. <a href="http://dx.doi.org/10.1075/ara1.38.3.05cru">[More Information]</a>

Cruickshank, K. (2015). Community languages schools: the importance of context in understanding hybrid identities. In Dwi Noverini Djenar, Ahmar Mahboob, Ken Cruickshank (Eds.), *Language and Identity Across Modes of Communication*, (pp. 83-105). Berlin: Mouton de Gruyter. <a href="http://dx.doi.org/10.1515/9781614513599.83">[More Information]</a>

Djenar, D., Mahboob, A., Cruickshank, K. (2015). Identity and mode as a frame for understanding social meanings. In Dwi Noverini Djenar, Ahmar Mahboob, Ken Cruickshank (Eds.), *Language and Identity Across Modes of Communication*, (pp. 1-13). Berlin: Mouton de Gruyter. <a href="http://dx.doi.org/10.1515/9781614513599.1">[More Information]</a>

Djenar, D., Mahboob, A., Cruickshank, K. (2015). *Language and Identity Across Modes of Communication*. Berlin: Mouton de Gruyter.

## 2014

Cruickshank, K. (2014). Exploring the -lingual between bi and mono: Young people and their languages in an Australian context. In Jean Conteh, Gabriela Meier (Eds.), *The Multilingual Turn in Languages Education: Opportunities and Challenges*, (pp. 41-63). Bristol: Multilingual Matters.

Murray, J., Cross, J., Cruickshank, K. (2014). *Stakeholder perceptions of IELTS as a gateway to the professional workplace: The case of employers of overseas trained teachers*, 2014/1, (pp. 4 - 78). Melbourne, Australia: IDP: IELTS Australia. <a href="https://www.ielts.org/~/media/research-reports/ielts\_online\_rr\_2014-1.ashx">[More Information]</a>

## 2013

Cruickshank, K., Westbrook, R. (2013). Local and global - conflicting perspectives? The place of overseas practicum in preservice teacher education. *Asia-Pacific Journal of Teacher Education*, 41(1), 55-68. <a href="http://dx.doi.org/10.1080/1359866X.2012.753989">[More Information]</a>

Morgan, L., Cruickshank, K., Chodkiewicz, A., Tsung, L. (2013). *Mapping Language Study in NSW Schools and Communities*, (pp. 5 - 127). Sydney, Australia: UTS.

## 2012

Cruickshank, K. (2012). Constructions of Language and Learner Identity in the Classroom: Confessions of a Failure. *Australian Review of Applied Linguistics*, 35(2), 170-182. <a href="http://dx.doi.org/10.1075/ara1.35.2.03cru">[More Information]</a>

Cruickshank, K., Chen, H., Warren, S. (2012). Increasing international and domestic student interaction through group work: a case study from the humanities. *Higher Education Research and Development*, 31(6), 797-810. <a href="http://dx.doi.org/10.1080/07294360.2012.669748">[More Information]</a>

## 2011

Tsung, L., Cruickshank, K. (2011). Emerging Trends and Issues in Teaching and Learning Chinese. In Linda Tsung and Ken Cruickshank (Eds.), *Teaching and Learning Chinese in Global Contexts: Multimodality and Literacy in the New Media Age*, (pp. 1-10). London: Continuum. <a href="http://dx.doi.org/10.5040/9781474212373.ch-001">[More Information]</a>

Tsung, L., Cruickshank, K. (2011). Minority Education for Exclusion or Access: Teaching Chinese as a Second Language in Xinjiang Uyghur Autonomous Region. In Linda Tsung and Ken Cruickshank (Eds.), *Teaching and Learning Chinese in Global Contexts: Multimodality and Literacy in the New Media Age*, (pp. 97-115). London: Continuum. <a href="http://dx.doi.org/10.5040/9781474212373.ch-007">[More Information]</a>

Zhang, Q., Tsung, L., Cruickshank, K., Ki, W., Shum, M. (2011). South Asian Students' Educational Experience and Attainment: Learning Chinese as a Second/Additional Language in Hong Kong. In Linda Tsung and Ken Cruickshank (Eds.), *Teaching and Learning Chinese in Global Contexts: Multimodality and Literacy in the New Media Age*, (pp. 63-80). London: Continuum. <a href="http://dx.doi.org/10.5040/9781474212373.ch-005">[More Information]</a>

Tsung, L., Cruickshank, K. (2011). *Teaching and Learning Chinese in Global Contexts: Multimodality and Literacy in the New Media Age*. London: Continuum. <a href="http://dx.doi.org/10.5040/9781474212373.ch-005">[More Information]</a>

<http://dx.doi.org/10.1080/19313152.2014.931323>>[More Information]</a>

Cruikshank, K., Tsung, L. (2011). Teaching and Learning Chinese: A Research Agenda. In Linda Tsung and Ken Cruickshank (Eds.), *Teaching and Learning Chinese in Global Contexts: Multimodality and Literacy in the New Media Age*, (pp. 213-224). London: Continuum. <a href="http://dx.doi.org/10.5040/9781474212373.ch-014" data-bbox="45 125 400 151">[More Information]</a>

## 2010

Tsung, L., Zhang, Q., Cruickshank, K. (2010). Access to Majority Language and Educational Outcomes: South Asian Background Students in Postcolonial Hong Kong. *Diaspora, Indigenous, and Minority Education*, 4(1), 17-32. <a href="http://dx.doi.org/10.1080/15595690903442256" data-bbox="45 238 469 264">[More Information]</a>

## 2009

Tsung, L., Cruickshank, K. (2009). Mother tongue and bilingual minority education in China. *International Journal of Bilingual Education and Bilingualism*, 12(5), 549-563. <a href="http://dx.doi.org/10.1080/13670050802209871" data-bbox="45 338 469 364">[More Information]</a>

## 2004

Cruikshank, K. (2004). Towards diversity in teacher education: teacher preparation of immigrant teachers. *European Journal of Teacher Education*, 27(2), 125-138. <a href="http://dx.doi.org/10.1080/0261976042000223006" data-bbox="45 437 487 463">[More Information]</a>

## 2003

Cruikshank, K., Newell, S., Cole, S. (2003). Meeting English language needs in teacher education: a flexible support model for non-English speaking background students. *Asia-Pacific Journal of Teacher Education*, 31(3), 239-247.