

Dr Richard Fay

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Qualifications

[1985] **BA (Hons) English Language & Literature** (Jesus College, Oxford University)
[1988] **DipTEFLA** (South Trafford College)
[1994] **MEd TESOL** (The University of Manchester)
[2004] **PhD Education** (The University of Manchester)
[2013] **MusM** (Ethnomusicology) (The University of Manchester)

Teaching

MA TESOL:

- Language Education as Intercultural Practice
- Developing Researcher Competence
- Principled Materials and Course Design
- Dissertations on intercultural topics (often using narrative methods).

MusB programme:

- Ensemble Performance (klezmer)

Leadership Roles:

- Academic Lead for the MA TESOL (Intercultural Education pathway) (ongoing)
- Programme Director for the MEd in English Language Teaching programme (1997-2005);
- ERASMUS Co-ordinator for the School of Education (2001-2011);
- joint Programme Director for the MA in Intercultural Communication (2011-2018);
- joint Academic Lead for the Manchester Global Challenge Award for the University College for Interdisciplinary Learning (2013-2018); and
- Academic Lead for the LANTERN Doctoral community (since 2005).

Music Department Role:

- Co-founder of the university's klezmer ensemble (the Michael Kahan Kapelye) in 2011
- Co-director of the university's klezmer ensemble (ongoing)
- Co-Organiser of the klezmer-in-the-community social responsibility-funded programme.

International Experience:

Argentina, Bulgaria, Canada, China, Cyprus, France, Germany, Greece, Kenya, Macedonia, Poland, Portugal, Romania, Spain, Sweden, Switzerland, Thailand, Uganda, Uruguay.

Teaching Awards:

- 2013 - Teacher of the Year / Humanities (for supporting early career researchers in the LANTERN community)
- 2022 - Finalist in the Making a Difference in Social Responsibility (through Teaching Innovation) for my klezmer-in-the-community extension of teaching.

Research Interests

Intentionally collaborative, interdisciplinary, and multilingual in character, my research focuses on intercultural aspects of:

- Language Education
- Language Teacher Education

- Researcher Education
- Music Education
- Refugee Education
- Distance Education
- Online Education

For example, my work includes:

- considerations of the intercultural purpose of teaching English as a Lingua Franca,
- narrative study of interculturality evident in the multilingualism of Sephardic Jews in Bulgaria,
- problematisation of binary understandings of social inclusion in refugee education in Greece,
- exploration of intercultural musicking through klezmer ensemble performance,
- exploration of intercultural musicking through klezmer in the community,
- critiques of the Anglo-centric tendencies within research and academic literacy,
- proposals for universities to embrace the plurilingualism of staff and students
- arguments for plurilingual universities to develop rich and diverse epistemological ecologies,
- reviews of interculturally-inclined linguistic practices in Global Mental Health,
- supervision of often narratively-undertaken intercultural doctoral studies as supported through the LANTERN researcher community.

These examples illustrate the expanding parameters of intercultural project I originally embarked upon as initially focused more narrowly on language teacher education.

Social Responsibility / Community Engagement

Social Responsibility has become the underlying focus in all aspects of the intercultural project. For example, the language teacher education area has been applied in refugee education both locally and overseas; and the musicking now involves klezmer in the community (e.g. music-based events with Holocaust survivors) and in the service of well-being (through music-based reminiscence sessions with those living with dementia). The intercultural musicking through klezmer-in-the-community programme in particular is gaining momentum and involves:

- the Klezmer Tune Club
- the klezmer-based reminiscence sessions in local Jewish care homes
- the Halle Klezmer Evenings of Music and Dance
- the klezmer-based events for Holocaust survivors (Association of Jewish Refugees)
- the klezmer for Ukraine Humanitarian fundraising concerts and recordings.

Research/Funded Projects

- **Klezmer in, with, and for the community: Intercultural musicking, community engagement, and well-being** (Social Responsibility funding (2023-24)
- **Towards a klezmer education network** (Catalytic funding) (2022-23)
- **Exploring identity in performing arts education** (in Uruguay) (2022-2024)
- **Intercultural music education: Klezmer 'goes local'** (2021-23)
- **Multilingual intentionalities and MA praxis: Understanding MIE PGT students' use of languages in their learning** (early career funding, 2021-22)
- **Transforming lives, transforming practice: how technology shapes teaching, learning and well-being for vulnerable adults in a time of pandemic** (ESRC IAA funded, 2020-21)
- **Intercultural performer personhood: Arts-based explorations of klezmer ensemble performance** (2020-21)
- **Developing Appropriate Distance Learning Methodology: Transplanting MA TESOL Courseware from the UK (The University of Manchester) to Greece (the Hellenic Open University)** (1998-2004)
- **Researching Multilingually - Idioms of Distress** (AHRC/GCRF extension, 2017-18)
- **Understanding and supporting International Students PGT outcomes** (CHERIL-funded project, 2016-17)
- **Researching Multilingually at the Borders of Language, Law, the Body, and the State** (AHRC-funded large grant, 2014-17)
- **Researching Multilingually** (AHRC-funded Research Network project, 2011-2013)
- **Narrative Study of Multilingualism and Intercultural Identity of Elderly Sephardic Jews in Bulgaria** (2011-2016)
- **Developing Appropriate Distance Learning Methodology: Transplanting MA TESOL Courseware from the UK (The University of Manchester) to Greece (The Hellenic Open University)** (1998-2004)

Upcoming Publications

Linguaging research: Multidisciplinary policy and practice insights

Fay, R., Andrews, J., Huang, Z. M. & White, R. G., 11 Dec 2023, (Accepted/In press).

Intercultural musicking: Reflection, in, on and for situated klezmer ensemble performance

Fay, R., Mawson, D. & Palacios, N., Dec 2023, (Accepted/In press) *Teaching music performance in higher education: Exploring the potential of artistic research*. Salgado Correia, J., Dalagna, G., Minors, H. J. & Ostersjo, S. (eds.). Open Books Publishing

English for research purposes and linguistic diversity: Research reflexivity and social justice

De Stefani, M., Fay, R. & Huang, Z. M., Oct 2023, (Accepted/In press) *Social justice in EAP and ELT contexts: Global Higher Education Perspectives*. Breen, P. & Le Roux, M. (eds.). Bloomsbury Academic

From translanguaging to transknowledging: Exploring new epistemological and linguistic approaches in higher education research

Andrews, J., Fay, R., Huang, Z. M. & White, R. G., Oct 2023, (Accepted/In press) *Theory and Method in Higher education research: Volume 7*. Huisman, J. & Tight, M. (eds.). Emerald Publishing Limited, (Theory and Method in Higher Education Research).

Linguistic diversity in research with and by international students: Considerations for research design and practice

Fay, R., Andrews, J., Huang, Z. M. & White, R. G., Oct 2023, (Accepted/In press) *Researching with international students: Critical and methodological considerations*.

Recent Publications

[2022] Co-Inclusion - Problematising binary understandings of social integration

Polymenakou, E. & Fay, R.
Language and Intercultural Communication, 22, 3, p.324-336

[2022] Intercultural musicking: Learning through klezmer

Fay, R., Mawson, D. J. & Bithell, C.
Language and Intercultural Communication, 22, 2, p.204-220

[2022] Communication about distress and well-being: Epistemic and ethical considerations

White, R., Fay, R., Chiumento, A., Giurgi-Onucu, C. & Phipps, A.
Transcultural Psychiatry, 59, 4, p.413-424

[2022] Exploring the shaping of English language teacher practices while working with refugees and asylum seekers during the Covid-19 pandemic

Motteram, G., Dawson, S., Fay, R., Mora, A. & Leoni, F.
Giannikis, C. N. (ed.). *Transferring language teaching and learning from face-to-face to online settings*. Hershey, PA.: IGI Global, p.247-265.

[2021] Bringing the critical into doctoral supervisory praxis: What can we learn from debates on epistemic (in)justice and the languaging of research?

Fay, R., Andrews, J., Huang, Z. M. & White, R.
Journal for Praxis in Higher Education, 3, 2, p.104-127

[2021] Extending the conceptualisation of reflection: Making meaning from experience over time

Palacios, N., Onat-Stelma, Z. & Fay, R.
Reflective Practice, 22, 5, p.600-613

[2020] Valuing a translingual mindset in researcher education in Anglophone higher education: Supervision perspectives

Andrews, J. & Fay, R.
Language Culture and Curriculum, 33, 2, p.188-202

[2020] Researching multilingually in applied linguistics

Andrews, J., Holmes, P., Fay, R. & Dawson, S.
Rose, H. & McKinley, J. (eds.). *The Routledge handbook of applied linguistics*. London: Routledge, p.76-86

[2020] Theorizing arts-based collaborative research processes

Andrews, J., Fay, R., Frimberger, K., Tordzro, G. & Sithole, T.
Moore, E., Bradley, J. & Simpson, J. (eds.). *Translanguaging as transformation: The collaborative construction of new linguistic realities*. Bristol: Multilingual Matters, p.118-134.

[2020] Developing Anglo-centric literacy: Problematising understandings of criticality

Bekar, M. & Fay, R.
Simpson, A. & Dervin, F. (eds.), *The meaning of criticality in education research: Reflecting on critical pedagogy*. Cham., Palgrave Macmillan. p.23-45.

[2019] An ecological perspective for critical action in applied linguistics

Stelma, J. & Fay, R.
Kostoulas, A. (ed.). *Challenging boundaries in language education*. Springer Nature, p.51-70.

[2019] Education and migration: Languages foregrounded

Holmes, P., Fay, R., & Andrews, J. (eds.) London: Routledge.

[2018] **Developing an ELF-aware intercultural purpose in the Thai university context**

Tantiniranat, S. & Fay, R.

Sifakis, N. & Tsantila, N. (eds.). *English as a lingua franca in EFL contexts*. Bristol: Multilingual Matters, p.72-92

[2018] **From linguistic preparation to developing a translanguing mindset: Possible implications of plurilingualism for researcher education**

Andrews, J., Fay, R. & White, R.

Choi, J. & Ollerhead, S. (eds.). *Plurilingualism in Teaching and Learning: Complexities across contexts*. London: Routledge, p.220-233

[2018] **What shapes everyday translanguaging? Insights from a global mental health project in northern Uganda**

Andrews, J., Fay, R. & White, R.

Mazzaferro, G. (ed.). *Translanguaging as everyday practice*. Cham.: Springer Nature, p.257-273

[2017] **Mindfulness and the ethics of intercultural knowledge-work**

Huang, Z., Fay, R. & White, R.

Language and Intercultural Communication, 17, 1, p.45-57

[2016] **Living intercultural lives: Identity performance and zones of interculturality**

Fay, R., & Davcheva, L.

Derwin, F. & Gross, Z. (eds.), *Intercultural Competence: Alternative approaches for today's education*. London: Routledge, p.131-143

[2016] **How to research multilingually: Possibilities and complexities**

Holmes, P., Fay, R., Andrews, J., & Attia, M.

Hua, Z. (ed.), *Research methods in intercultural communication: A practical guide*. London: John Wiley & Sons Ltd, p.88-102

[2016] **Interculturalities of English as a lingua franca: International communication and multicultural awareness in the Greek context**

Fay, R., Lytra, V., & Sifakis, N.

Holmes, P. & Dervin, F. (eds.), *The cultural and intercultural dimensions of English as a lingua franca*. Bristol: Multilingual Matters, p.67-92

[2016] **Criticality, intentionality and intercultural action**

Fay, R. & Stelma, J.

Dasli, M. & Díaz, A. R. (eds.). *The critical turn in language and intercultural communication pedagogy*. London: Routledge, p.150-164

[2016] **Zones of interculturality and linguistic identity: Tales of Ladino by Sephardic Jews in Bulgaria**

Fay, R. & Davcheva, L.

Holmes, P., Dooly, M. & O'Regan, J.P. (eds.). *Intercultural dialogue: Questions of research, theory and practice*. London: Routledge. p.22-40

[2014] **Intentionality and developing researcher competence on a UK master's course: an ecological perspective on research education**

Stelma, J. & Fay, R.

Studies in Higher Education, 39, 4, p.517-533

[2013] **Developing intentionality and researching multilingually: An ecological and methodological perspective**

Stelma, J., Fay, R. & Zhou, X.

International Journal of Applied Linguistics, 23, 3, p.300-315.

[2013] **Introduction (to Special Issue on Researching Multilingually)**

Andrews, J., Holmes, P. & Fay, R.

International Journal of Applied Linguistics. 23, 3,

[2013] **Researching multilingually: New theoretical and methodological directions**

Holmes, P., Fay, R., Andrews, J. & Attia, M.

International Journal of Applied Linguistics, 23, 3, p.285-299

Newsletters and Documentaries

[forthcoming, Sept 2023] **Researching multilingually**

Fay, R., Aug 2023, (Accepted/In press) *Bulletin* (Institute of Translators & Interpreters)

[2021] **Intercultural Zoomery in a time of COVID-19**

Sylvester, K., Fay, R., Dawson, S. & Huang, Z. M. *TESOL ICIS newsletter*.

[2021] **Learning from volunteer experiences during the Covid-19 pandemic lockdown**
Dawson, S., Mora, A., Motteram, G., Fay, R. & Leoni, F. *TESOL TEIS Newsletter*

[2021] ***Appropriate, not appropriative, methodology: (Online) klezmer ensemble performance as intercultural musicking***
(Online pre-recorded paper given at the International Symposium on the Sociology of Music Education)) -
<https://youtu.be/KXliY-3Rnsg>

[2020] ***Vessels of Song: Journeys into the Worlds of klezmer*** - <https://youtu.be/60OKDjdVOXY>

[2015] ***Klezmer in Manchester: People and Passion*** - <https://youtu.be/sqgvdfVJsno>

[2014] ***Ladino-Geschichten: Sefardische Jüdinnen und Juden sprechen über ihre Sprache***
Davcheva, L. & Fay, R., *Generations*. Berlin: Hentrich & Hentrich, Vol. 1. p.86-97 11 p. (Bet Debora Journal).

Music Releases

[2023] ***Magu Hiraeth*** {Acquired Nostalgia} -- Mid-length CD/Digital album of my Welsh-oriented ethno-classical compositions
[available from: <https://richardfay.bandcamp.com/album/magu-hiraeth>]

[2022] ***Amid the Mirk Over the Irk*** -- an EP of material from the show of the same name (as conceived, composed, and arranged by me)
[available from: <https://richardfay.bandcamp.com/album/amid-the-mirk-over-the-irk-ep>]

[2022] ***How lovely are the viburnums in the meadows*** -- Humanitarian aid for Ukraine fundraising recording
[available from: <https://richardfay.bandcamp.com/track/how-lovely-are-the-viburnums-in-the-meadows>]

[2021] ***Hamosity: Music in Hard Times*** -- full length CD/Digital album of my ethno-classical compositions
[available from: <https://richardfay.bandcamp.com/album/hamosity-music-in-hard-times>]

[2019] ***Helix: Music for Hard Times*** -- full length CD/Digital album of my ethno-classical compositions
[available from: <https://richardfay.bandcamp.com/album/helix-music-for-hard-times>]

Music Projects

The **Michael Kahan Kapelye** (Klezmer Ensemble Performance
-- <https://sites.manchester.ac.uk/klezmer/>

Klezmer Klassica
-- <https://www.richardfay.co.uk/klezmer-klassica>

Amid the Mirk Over the Irk - When Irish Meets Klezmer
-- <https://www.klezmerirish.com/>

Music Films/Videos

[2023] ***Klezmer Klassica - Joseph Achron's Hebrew Lullaby and Hebrew Melody***
[available from: <https://www.youtube.com/watch?v=dxl7nmndSyI>]

[2023] ***How lovely are the viburnums in the meadows*** (Humanitarian Aid for Ukraine fundraiser)(music Richard Fay & Sam Gee / Film: Sam Gee)
[available from: <https://www.youtube.com/watch?v=DzxiCszjdIA>]

[2023] ***Frankenitsa Horo*** (music: Richard Fay / Animation: Claire Loveday) {finalist in the London Music Video Festival 2023}
[available from: <https://www.youtube.com/watch?v=fU00ZPFSzhI>]

[2022] ***Klezmer Klassica - Alexander Krein's Jewish Sketches*** (Movement 1)
[available from: <https://www.youtube.com/watch?v=A7XtxYrCtrg>]

[2022] ***Klezmer Klassica - Alexander Krein's Jewish Sketches*** (Movement 2)
[available from: https://www.youtube.com/watch?v=mcleB_toARg]

[2022] ***Klezmer Klassica - Alexander Krein's Jewish Sketches*** (Movement 3)
[available from: <https://www.youtube.com/watch?v=xXlnM54xSMI>]

[2022] **Amid the Mirk Over the Irk - Overture** (music Richard fay / Filming: Sam Gee)
[available from: <https://www.youtube.com/watch?v=psVm1RLaBUK>]

[2021] **Hamosity Horo** (music: Richard Fay / Animation: Claire Loveday)
[available from: <https://www.youtube.com/watch?v=G-Jv0LrnNNw>]

[2021] **Russet Fells** (music: Richard Fay / Filming: Sam Gee)
[available from: https://www.youtube.com/watch?v=tWm7e9hP_M4]

[2021] **Going Home (to Ruby)** (music: Richard Fay / Filming: Sam Gee)
[available from: <https://www.youtube.com/watch?v=YYxxzqEBRCK>]

[2021] **Sean Mannion** (music: Richard Fay / Filming: Sam Gee)
[available from: <https://www.youtube.com/watch?v=iQkDZLtdKqk>]

[2021] **Aberdaron** (music: Richard Fay / Filming: Sam Gee)
[available from: <https://www.youtube.com/watch?v=JZIsxnzu6ik>]

[2021] **The Heron Pool** (music: Richard Fay / Filming: Sam Gee / Art: Claire Loveday)
[available from: <https://www.youtube.com/watch?v=R1iLyQnSUa4>]

[2020] **In Remembrance of Lost Worlds** (music: Richard Fay / Filming: Sam Gee / Photography: Artur Worobiej)
[available from: https://www.youtube.com/watch?v=Zr8sj_9QC6o]

Doctoral Supervisions

[ongoing] Choen Yin Chan
[ongoing] Huran Mirillo
[ongoing] Nur Amalina Binti Miskon
[ongoing] Jing Wang
[ongoing] Xian Zhao

[2019] **Zhuo Min Huang**
Mindfulness and intercultural personhood: Understanding students' intercultural experience at a culturally-diverse UK university. (PhD Education)

[2019] **Nahielly Palacios**
Mexican EFL teachers narrating their professional development during their sojourn in the UK. (PhD Education)

[2019] **Magdalena Rostron**
Students' experiences of othering: An ethnographic case study of an English language university preparatory programme in Qatar. (PhD Education)

[2017] **Volha Arkhipenka**
A narrative exploration of MA TESOL participants' professional development. (PhD Education)

[2017] **Siti M. Fitriyah**
Experiencing policy change and reversal: Indonesian teachers and the language of instruction. (PhD Education)

[2017] **Miriam Firth**
Skills and knowledge for service encounters in the leisure industry: Implications for Higher Education. (PhD Education)

[2017] **Rafidah Sahar**
Exploring cultures of doctoral supervision: Narrative perspectives from the International Islamic University of Malaysia. (PhD Education)

[2017] **Sutraphorn Tantiranat**
TESOL purposes and paradigms in an intercultural age: Practitioner perspectives from a Thai university. (PhD Education)

[2016] **Su Corcoran**
Leaving the street? Exploring transition experiences of street connected children and youth in Kenya. (PhD Education)

[2016] **Susan Dawson**
The language learning lives of English for academic purposes learners: From puzzlement to understanding and beyond in inclusive practitioner research. (PhD Education)

[2016] **Jaime Echávarri**
ICT and education policies in developing contexts: The case of teachers in Mexico. (PhD Development Policy and

Management)

[2015] **Eljee Javier**

Narratively performed role identities of visible ethnic minority, native English-speaking teachers in TESOL. (PhD Education)

[2014] **Parneet Chahal**

A narrative exploration of the lived experiences of street-connected young people in India. (Doctorate in Counselling Psychology)

[2014] **Emily Cudworth**

Making sense of breast cancer: A narrative study. (Doctorate in Counselling Psychology)

[2014] **Tanya Halldórsdóttir**

Stories of our sister selves: How educated Yemeni women experience the storylines available to them. (PhD Education)

[2014] **Lou Harvey**

Language learning motivation as ideological becoming: Dialogues with six English-language learners. (PhD Education)

[2013] **Paul Smith**

Academic literacy practices: Plausibility in the essays of a diverse social science cohort. (PhD Education)

[2013] **Sophia Kariotaki**

Under the shadow of recession: A narrative study of young Greek graduates' experience of recession. (Doctorate in Counselling Psychology)

[2010] **Xiaowei Zhou**

A Narrative exploration of the UK academic acculturation experiences of students from mainland China. (PhD Education)

[2009] **Tzu-Hsuan Liu**

Teachers' narrative understandings of the Taiwanese foreign English teachers recruitment project. (PhD Education)

[2004] **Ola Mira**

The influence of socio-cultural background and literary experience on the reading of Egyptian postgraduate students of English. (PhD Education)