

Researching the multilingual instructor in a complex ecological perspective.

This paper reports on a study conducted in 2014 and 2015 by Claire Kramsch and Lihua Zhang on some 200 native and non-native teachers of 17 different foreign languages at the college level on the 10 campuses of the University of California. The theoretical framework used was Larsen-Freeman & Cameron (2008) complexity theoretical and Kramsch's & Steffensen's (2017) ecological framework. It will reflect on the method used and the insights it enabled us to gain regarding the teachers' sense of legitimacy, their historical consciousness and the ethical challenges they encounter. In English.