Book Series

Research in Second Language Learning

Series Editors
Bogum Yoon, State University of New York at Binghamton


The field of second language learning research has grown rapidly in recent years. Educators have become increasingly aware that pedagogical knowledge varies significantly from one subject domain to the next and that findings from educational research in one domain are not necessarily applicable to the next. Researchers in second language learning are adding to our understandings of second language specific pedagogy. There exists a need, therefore, for an outlet for these ever improving understandings of this content-specific pedagogy. The new book series, Research in Second Language Learning, will provide just such an outlet. The series invites articles from all methodological approaches to research. The series will promote a research-based approach to the decision-making process in second language teaching/learning.

Books in this series:
- Transforming Schooling for Second Language Learners
- Inquiries Into Literacy Learning and Cultural Competencies in a World of Borders
- Critical Views on Teaching and Learning English Around the Globe
- Academic Language In Second Language Learning
- Studies and Global Perspectives of Second Language Teaching and Learning
- Teachers' Roles in Second Language Learning
- Research Informing Practice - Practice Informing Research
- Crossing Languages and Research Methods
- Project-Based Second and Foreign Language Education
- Research as a Tool for Empowerment
- Research in Technology and Second Language Learning
- Culture as the Core
- Literacy and the Second Language Learner

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Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices

Mariana Pacheco, University of Wisconsin-Madison; P. Zitlali Morales, University of Illinois at Chicago; Colleen Hamilton, University of Wisconsin-Madison


The purpose of Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices is to bring together educational researchers and practitioners who have implemented, documented, or examined policies, pedagogies, and practices in and out of classrooms and in real and virtual contexts that are in some way transforming what we know about the extent to which emergent bilinguals (EBs) learn and achieve in educational settings. In the following chapters, scholars and researchers identify both (1) the current state of schooling for EBs, from their perspective, and (2) the particular ways that policies, pedagogies, and/or practices transform schooling as it currently exists for EBs in discernible ways based on their scholarship and research.

Drawing on current and seminal research in fields including second language acquisition, applied linguistics, sociolinguistics, and educational linguistics, contributing authors draw on complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in schools and in the United States. In sum, we are deeply committed to asserting hope, possibility, and potential to discussions and discourses about bi/multilingual students. We value the urgency around improving the conditions, experiences, and circumstances in which they are learning languages and academic content. Our aim is to highlight perspectives, conceptualizations, orientations, and ideologies that disrupt and contest legacies of deficit thinking, linguistic purism, language standardization, and racism and the racialization of ethnolinguistic minorities.

CONTENTS:
Acknowledgments. Introduction and Overview, Mariana Pacheco, P. Zitlali Morales, and Colleen Hamilton.


Inquiries Into Literacy Learning and Cultural Competencies in a World of Borders

Tonya Huber, Texas A&M International University; Philip S. Roberson, Texas A&M International University


The vision of this book has been to represent the work of educators and scholars invested in moving education beyond insular models of language study and cultural awareness to more globally representative and inclusive interactions that
range from the studied word to the lived experience, and from reading the word to read the world (Freire & Macedo, 1987). A fundamental aspect of this vision is to recognize the living nature of language and its intricate role in culture. Culture is mediated through language (Hauerwas, Skawinski, & Ryan, 2017, p. 202) and the linguistic experience of difference is essential for developing cultural competence beyond surface culture considerations. The editors of this volume are committed to a closer bond between literacy learning and cultural competencies, particularly when literacy practices and education are often characterized by quantifiable standards and accountability restraints. Readers of this volume will find meaningful and practical approaches to engage with learners from their earliest encounter with language(s), through adolescence and adulthood, and across ever-changing local and global communities.

“As a scholar and educator who has consistently explored the social implications of the teaching and learning of English, I applaud this book’s concern with documenting the previously unheard voices of language learners and teachers around the world. The book is unique in the manner in which it focuses on the everyday experiences of marginalized English teachers and learners in various contexts around the globe. It also is unique in the manner in which it brings together researchers, teachers and learners to qualitatively investigate a great diversity of local language learning contexts. This book is a must read for anyone concerned with the current spread of English and its implications for individuals not typically foregrounded in language learning and teaching research.”
— Dr. Sandra Lee McKay, Professor Emeritus, San Francisco State University, USA

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more.

One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

learning. All the studies in this edited book are conducted in the PreK-16 classroom setting. Each chapter presents rigorous research analysis within the framework of sociocultural theory and provides rich descriptions of teachers’ roles.

The book is intended to be used in teacher education courses. The primary audience of the book is in-service teachers who work with second language learners (SLLs) in their classrooms including ESL/Bilingual classrooms or regular classrooms. Since many SLLs receive instructions both in the ESL/Bilingual classrooms and in the regular classrooms, it is important to discuss teachers’ roles in both settings. The secondary audience of the book is teacher educators and researchers who work with pre-service and in-service teachers in teacher education. This book will be an excellent resource for book study groups and practitioners working with professional learning communities.


Research Informing Practice - Practice Informing Research: Innovative Teaching Methodologies for World Language Teachers

David Schwarzer, Montclair State University; Mary Petrón, Sam Houston State University; Christopher Luke, Ball State University


"Research Informing Practice—Practice Informing Research: Innovative Teaching Methodologies for World Language Educators" is an edited volume that focuses on innovative, nontraditional methods of teaching and learning world languages. Using teacher-research projects, each author in the volume guides readers through their own personal journey and exploration of teaching methods, novelty, risk-taking, and reflection. Chapters include guiding questions, vignettes, and thick descriptions of classroom-based research in an assortment of instructional settings. Theoretical issues and an array of practical applications are presented, as well as additional research opportunities and guidelines for implementation in a variety of teaching and learning venues.

While not professing to be a panacea for world language learning, this book provides various lines of theory, research, and practice as they interact with each other through teacher-research narratives. As a well-known African proverb asserts, “It takes a village to raise a child.” Similarly, it takes a village to develop a master teacher, and it takes a community to create an exceptional classroom. Throughout this volume, authors share their voices, experiences, and expertise as a means of strengthening the village. They then invite readers to embark on their own methodological journeys. The text thus serves as a stimulus for further discussion and pedagogical development in world language settings. Teachers and researchers are challenged to think critically and reflectively about world language education, encouraged to design innovative methods, approaches, and techniques for their world language classes, and ultimately asked to share their findings with students, parents, peers, communities, and the village.

In 2002, this series was launched with its first volume, Literacy and the Second Language Learner, which contained many noteworthy research studies in the learning and teaching of second language reading. The selection of this theme for the series’ entry on the scene demonstrates the importance of the topic of second language reading. Because reading plays a key role in the act of acquiring new knowledge, it is important to understand this complex process. The series again explores this multifaceted and fruitful area of inquiry in this, its seventh volume. In recent years, an explosion of work that strives to create a more complete understanding of second language reading has occurred and researchers today are making gains in fitting together a model of second language reading.

This current volume brings together a range of high quality analyses of adult foreign language reading across languages and research methods. It provides important research findings that will assist foreign language readers and those who support their efforts.


Dewey’s idea of Project-based Learning (PBL) was introduced into the field of second language education nearly two decades ago as a way to reflect the principles of student-centered teaching (Hedge, 1993). Since then, PBL has also become a popular language and literacy activity at various levels and in various contexts (see Beckett, 1999; Fried-Booth, 2002; Levis & Levis, 2003; Kobayashi, 2003; Luongo- Orlando, 2001; Mohan & Beckett, 2003; Weinstein, 2004). For example, it has been applied to teach various ESL and EFL skills around the world (e.g., Fried-Booth, 2002). More recently, PBL has been heralded as the most appropriate approach to teaching content-based second language education (Bunch, et al., 2001; Stoller, 1997), English for specific purposes (Fried-Booth, 2002), community-based language socialization
Despite this emphasis, there is a severe shortage of empirical research on PBL and research-based frameworks and models based on sound theoretical guidance in general and second and foreign language education in particular (Thomas, 2000). Also missing from the second and foreign language education literature is systematic discussion of PBL work that brings together representative work, identifying obvious gaps, and guiding the field toward future directions. This, first of its kind, volume bridges these obvious gaps through the original work of international scholars from Canada, Israel, Japan, Singapore, and the US.

**CONTENTS:**

- Foreword, *Leo van Lier*
- **Part I: Overview, Theory, and Research.** Establishing a Theoretical Foundation for Project-Based Learning in Second and Foreign Language Contexts, *Fredricka Stoller.*
- Instructor Experiences With Project Work in the Adult ESL Classroom: A Case Study, *Doreen Doherty and Janet Eyring.*
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**Part II: Application: Frameworks and Models.**

- “Learners’ Lives as Curriculum”: An Integrative Project-Based Model for Language Learning, *Gail Weinstein.*
- Knowing the Other Through Multicultural Projects in School EFL Programs, *Valerie Jakar.*
- Integrating Second Language Standards Into Project-Based Instruction, *Paul Chamness Miller.*
- Assessing Projects as Second Language and Content Learning, *Tammy Slater, Gulbahar H. Beckett,* and *Carolyn Aufderhaar.*

**Part III: Future Directions.**


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**Research as a Tool for Empowerment**

**Theory Informing Practice**

Sarah Shono; Melanie Bloom; David Schwarz; Montclair State University


Research as a Tool for Empowerment: Theory Informing Practice is an edited volume that includes an array of research-based chapters that not only further the field of second/foreign language research, but also provide practical implications to language classrooms in international and national settings. Chapters in this volume present a bridge between methodologically sound second/foreign language research and strong pedagogical implications. This volume includes the voices of researchers, graduate students, teachers, parents, and learners exploring the second/foreign language phenomena. The multiple voices of the contributing authors reflect the diverse readership of the Research in Second Language Learning series. Unlike previous anthologies in second/foreign language research, this volume presents studies from various research paradigms. Chapters include examples of various research methods from both quantitative and qualitative paradigms. Few previous anthologies have presented research based in multiple paradigms and from multiple perspectives. Research as a Tool for Empowerment: Theory Informing Practice not only presents these various perspectives, but it also makes the link from research to classroom implications and applications. The volume is unique as it makes a connection between different types of research and research methods and empowerment and issues of empowerment.
Research in Technology and Second Language Learning
Developments and Directions
Yong Zhao, Michigan State University


Culture as the Core
Perspective on Culture in Second Language Education
Dale L. Lange, University Of Minnesota

This volume presents the very important issue of integrating culture into the second language classroom. Some of its chapters were originally presented at two symposia on culture learning, Interdisciplinary Perspectives on Culture learning in the Second Language Curriculum, held at the University of Minnesota in 1991 and 1994. Other chapters were developed at a third conference, Culture as the Core: Transforming the Language Curriculum. The latter brought scholars and practitioners together to reflect on the earlier theoretical discussions, refine those ideas in light of subsequent theoretical developments, and translate into classroom practice.


Literacy and the Second Language Learner
JoAnn Hammadou Sullivan, University of Rhode Island

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