



Book Series

Research in Second Language Learning

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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 secondlanguage 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.

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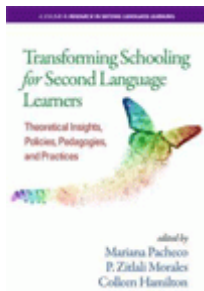
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Transforming Schooling for Second Language Learners Theoretical Insights, Policies, Pedagogies, and Practices

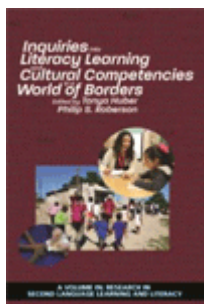
Mariana Pacheco, University of Wisconsin-Madison; P. Zitlali Morales, University of Illinois at Chicago; Colleen Hamilton, University of Wisconsin-Madison

2019. Paperback 978-1-64113-507-8 \$45.99. Hardcover 978-1-64113-508-5 \$85.99. eBook 978-1-64113-509-2 \$65.

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*. **SECTION I: THEORETICAL INSIGHTS.** Spinning Trump's Language: Cracking the Code and Transforming Identities and Ideologies, *Aria Razfar*. Dual Language Teachers as a Potentially Democratizing Force in English Learner Education, *Donaldo Macedo and Lilia I. Bartolomé*. **SECTION II: TRANSFORMATIVE POLICIES.** Transforming School District Policy for Emergent Bilinguals in New Immigrant Destinations: The Role of Community-Based Organizations, *Megan Hopkins and Kristina Brezicha*. Reimagining the Educational Environment in California for Emergent Bilinguals: The Implications of the Passage of Proposition 58, *Ursula S. Aldana and Danny C. Martinez*. How School-Level Practices Transform Federal and State Policies: One Dual-Immersion School's Response to the Common Core State Standards, *Jamy Stillman*. **SECTION III: TRANSFORMATIVE PEDAGOGIES.** Socio-Spatial Repertoires as Tools for Resistance and Expansive Literacies, *Arturo Córtez and Kris D. Gutiérrez*. Transforming Teaching in Multilingual Communities: Towards a Transcultural Pedagogy of Heart and Mind, *Marjorie Faulstich Orellana, Janelle Franco, Sarah Jean Johnson, Krissia Martinez, G. Beatriz Rodríguez, Andréa C. Rodríguez-Minkoff, and Lilia Rodríguez*. Pedagogy in Hyper-Diverse Contexts: Educating Newly Arrived Immigrant Adolescents in a Science Class, *Christine Malsbary and Jordan Wolf*. **SECTION IV: TRANSFORMATIVE PRACTICES.** Translanguaging and the Transformation of Classroom Space: On the Affordances of Disrupting Linguistic Boundaries, *Ramón Antonio Martínez, Michiko Hikida, and Leah Durán*. Bilingual Youth and Networks of Support: Designing a Formula for Success on the Path to College, *Colleen Hamilton and Mariana Pacheco*. Biliteracy as Emotional Practice: Latina/o Children Building Relationship Through Digital Literacy at an Afterschool Technology Program, *Lucila D. Ek, Armando Garza, and Adriana García*. The Practice of *Cariño* for Emergent Bilingual Students: Latinx Students in the United States and Indigenous Guatemaltecos, *P. Zitlali Morales and Lydia A. Saravia*. **SECTION V: CONCLUSION.** Implications and Future Directions: Expanding Transformative Possibilities for Emergent Bilinguals in Contentious Times, *Mariana Pacheco, P. Zitlali Morales, and Colleen Hamilton*. About the Contributors.



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

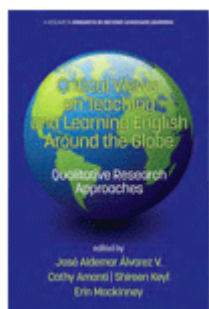
Tonya Huber, Texas A&M International University; Philip S. Roberson, Texas A&M International University

2018. Paperback 978-1-64113-205-3 \$45.99. Hardcover 978-1-64113-206-0 \$85.99. eBook 978-1-64113-207-7 \$65.

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.

CONTENTS: Foreword, *William A. Howe*. Preface: Literacy Learning and Intercultural Competency: Shifting From Dominant Culture to Multi-Cultural to Globally Inter-Cultural, *Tonya Huber*. **PART I: LAREDO, TEXAS—NUEVO LAREDO, MEXICO: A RIVER RUNS THROUGH IT.** Research-Based Instructional Strategies for Emerging ELL Readers, *Bonnie J. Villarreal and Xuesong Wang*. “Un-Drowning” the Transfer Process: Strategies to Aid Hispanic Transfer Students, *Marcela Uribe and Cihlalli G. Perez*. Intercultural Competency: Crossing Borders Between Laredo, Texas, USA, and Ahmednagar, India, *Tonya Huber, Randel Brown, and Philip S. Roberson*. **PART II: VOICES OF BORDER CROSSERS.** Structuring and Un-Structuring Interaction Among English Language Learners (ELL) and Their Non-ELL Peers, *Anny Fritzen Case*. Moving Between Languages, Meanings, and Worlds: Bilingual Adolescents as Poetry Translators and Cultural Mediators, *Jie Y. Park and Lori Simpson*. Youth Scaling Borders to Access Education, *Kathleen M. Corley*. **PART III: HISTORICAL, NATIONAL, THEORETICAL, AND EMERGING PARADIGMS OF ENGLISH LANGUAGE LEARNING, BILINGUALISM, AND CULTURALLY RESPONSIVE PRACTICE.** Cognitive Impact of Bilingualism And Language Habits at the Borders of Cultures and Nations, *Angélique Michelle Blackburn*. Crossing Cultural Borders: Language Use and Identity of Chinese Immigrant Students, *Yuwen Deng*. Project-Based Inquiry: Professional Development With Chinese EFL Elementary Teachers, *Hiller A. Spires, Casey M. Paul, and Chang Yuan*. Promoting Intercultural Learning Through an International Teaching Internship Program, *David M. Moss, Christine A. Barry, and Heather MacCleoud*. The Role of Teacher Educators and Teacher Leaders in Developing Intercultural Literacy in and Beyond US Border Communities, *James G. O’Meara*. Epilogue: In Pursuit of English Language Learning on the Border: The TAMIU-LBV Literacy Partnership, *Philip S. Roberson, Bonnie Villarreal, Andrea Pawelek, and Heather Blagg*. About the Contributors. Recognizing Reviewers’ Critical Feedback.



Critical Views on Teaching and Learning English Around the Globe

Qualitative Research Approaches

José Aldemar Álvarez V., Universidad del Valle, Colombia; Cathy Amanti, Georgia State University; Shireen Keyl, Utah State University; Erin Mackinney, Roosevelt University

2016. Paperback 9781681233420 \$45.99. Hardcover 9781681233437 \$85.99. eBook 9781681233444 \$65.

This volume takes a critical look at teaching and learning English across the globe. Its aim is to fill a gap in the literature created by the omission of the voices of those engaged in the everyday practice of teaching and learning English; those of students, teachers, and specialists. Three unique characteristics give this book broad appeal. They include

- its inclusion of the perspectives and experiences of students and educators involved in the everyday practice of English language teaching and learning
- its inclusion of the experiences of students and educators in both core and non-core English-speaking countries
- its basis on original, qualitative studies conducted by scholars in different parts of the world including Europe, the Middle East, Asia, and the Americas

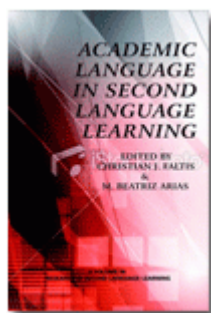
Of particular interest to applied linguists, scholars from diverse fields such as English as a Foreign/Second Language, English as an International Language, anthropology and education, English education, sociolinguistics, and bilingual education will also find value in this book. Written in accessible language, it can be used in such courses as Applied Linguistics, Second Language Classroom Contexts, Bilingualism and Multilingualism, English Around the World, Research Methodologies in Second Language Acquisition, and Research in Second Language Pedagogical Contexts. In addition, by focusing on presenting research experiences that adopt several epistemological and theoretical approaches, the book provides teachers of research with a great tool to examine varied applications of qualitative methods, data collection, and analytic techniques. Thus it could also be used for courses in Field Research and Qualitative Methods.

ENDORSEMENT:

"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*

CONTENTS: Preface. English Around the Globe and Translocal Flows, *José Aldemar Álvarez V.* **PART I ENGLISH LANGUAGE USERS AND IDENTITY POSITIONINGS.** Framing Learners' Identity Through Semiotic Designs on Social Net-working Sites for Language Learning, *José Aldemar Álvarez V.* "I Translate Everything in My Head": Maintaining Bilingualism in a U.S. Middle School, *Erin Mackinney.* The Role of the EFL Classroom in Maintaining Multilingual Identities: Issues and Considerations in Sør-Trøndelag Public Schools, *Anna Krulatz and Eivind Nessa Torgersen.* Language Learning Perspectives and Experiences of Black English Speaking Stakeholders in the Community of Flowers Bay, Roatan, Honduras, *Carla McNelly.* **PART II LANGUAGE IDEOLOGIES, HIERARCHIES, AND SOCIAL PRACTICE.** "What! You Don't Know English?": Producing, Reproducing, and Resisting Dominant English Ideologies in a Mexican High School, *Cathy Amanti.* "They Just Have the 'Foreigner Face'": Ideologies of Ethnicity, Nationality, Native-Speakerism, and English in Taiwan, *Charles Brown.* Legacies of Language Ideology in Alaska, *Jennifer Stone.* English, Arabic, and "Good Teaching": How Language Ideologies Shape L2 Teachers' Discourses About Teaching and Learning, *Thomas Deus.* **PART III ENGLISH, NGOS, AND DEVELOPMENT.** Learning English in the Margins: Migrant Worker Knowledge Production in Beirut's NGO Spaces, *Shireen Keyl.* "I Cannot Stay Idle in This Community": Translocal Investments in ELT for Refugee Resettlement, *Katherine Silvester.* A Pedagogy of Enthusiasm: A Critical View of English- Language Voluntourism, *Cora Jakubiak.* Concluding Commentary, *Cathy Amanti.* About the Editors.



Academic Language In Second Language Learning

M. Beatriz Arias, Arizona State University; Christian J. Faltis, University of California, Davis

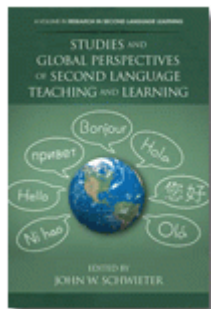
2013. Paperback 9781623961145 \$45.99. Hardcover 9781623961152 \$85.99. eBook 9781623961169 \$65.

Language in academic settings, also referred to as academic language, has gained attention in the field of second language learning owing to new understandings of the complexities of language inherent in learning academic content, and new efforts to assess English learners' language proficiency in the context of school learning. The concept of academic language as distinct from social language has been in the academic literature since the mid-1950s, and surfaced as a major construct in the field of bilingual education in the 1980s. Many readers will be familiar with the ideas of BICS and CALP, first introduced by Jim Cummins in the 1980s. This book presents a critique of academic language as a separable construct from social language, and introduces current research efforts to understand how English learners interact, interpret, and show understanding of language in academic contexts in ways that re-think and go beyond the distinction between social and academic language.

The book is organized into three main sections, each with a range of chapters that consider how academic language plays into how children and youth learn academic content as emergent bilingual students in school settings. A Foreword and Afterward offer commentary on the book and its contents. The intended audience for this book is graduate students, teacher educators, and researchers interested in issues of language and content learning for English learners, the new mainstream of schools across the nation. There is something for a wide range of readers and students of second language acquisition in this volume.

CONTENTS: Foreword, *M. Beatriz Arias.* **SECTION I: LANGUAGE IN ACADEMIC CONTENTS.** Demystifying and Questioning the Power of Academic Language, *Christian Faltis.* Developing Academic English With English Language Learners: A Study of Mainstream Classroom Practices, *Shanan Fitts and Erica Bowers.* Pedagogical Language Knowledge and the Instruction of English Learners, *Audrey Lucero.* **SECTION II: ACADEMIC LANGUAGE IN LANGUAGE TEACHING.** Exploring Academic Language in Exemplary Beginning Teachers Through a Constructivist Inquiry Approach, *Barbara J. Merino, J. Richard Pomeroy, Al Mendle, and M. Cecilia Gómez.* Developing Teachers' Critical Language Awareness in Digital Contexts, *Tomás Galguera.* Educators' Conceptions of Academic Literacy and Language, *Steven Z. Athanases and Juliet Michelsen Wahleithner.* **SECTION III: LANGUAGE IN SUBJECT-AREA CONTENT.** Academic Language in the Social Studies for English Learners, *Luciana C. de Oliveira.* Scaffolding Academic Language in Science for

English Learners, *Frank Ramírez-Marín and Doug Clark*. English Language Learning and Learning Academic Language in Mathematics, *James A. Middleton, Silvia Llamas-Flores, and Paula Patricia Guerra Lombardi*. Afterword, *Karen E. Lillie*. About the Contributors.



Studies and Global Perspectives of Second Language Teaching and Learning

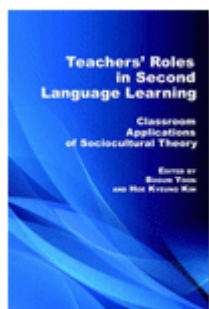
John W. Schwieter

2013. Paperback 9781623962104 \$45.99. Hardcover 9781623962111 \$85.99. eBook 9781623962128 \$65.

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.

CONTENTS: Preface. Acknowledgments. Current Innovative Ideas in Explicit/Implicit Teaching and Learning of L2 Grammar, *Mehdi Vaez Dalili*. Nonverbal Communication: Implications in the Chinese L2 Classroom, *Haiyong Liu*. Integrating Peace Education Literacy in L2 Teaching and Learning, *Michela Montevocchi*. Learning Behaviors: Potential Barriers in L2 Learning, *Brian R. Morrison*. Digital Stories in L2 Classes: High-Impact Practices and Affective Learning, *Mercedes Rowinsky-Geurts*. Methodological Ingenuity for L2 Listening, *Joseph Siegel*. Spanish Heritage Language Learners as Bilingual Education Teachers: Cultivating Spaces for Academic and Local Language, *Gloria Delany-Barmann, Carla Paciotto, and Loana Deveraux*. Immersion Learning: Implications for Non-Native Lexical Development, *John W. Schwieter*. Enhancing Vocabulary Learning in Kenya's ESL Classrooms, *Beth Njeri Ngugi, Daniel O. Orwenjo, and Martin C. Njoroge*. Teaching ESL Phrasal Verbs Through a Cognitive Linguistic Lens, *Ferit Kiliçkaya*. Increasing Pragmatic Awareness in the L2 Classroom, *María Luisa Carrió Pastor and Eva María Mestre Mestre*. Learning Language and Culture Through Intercultural Online Exchange, *Mathy Ritchie*. Motivation: A Key Factor in L2 Teaching and Learning, *Catherine Black*. Computer Assisted Language Learning in the New Frontier: Exploring the i4, *Allyson Eamer*. About the Editor. About the Contributors.



Teachers' Roles in Second Language Learning Classroom Applications of Sociocultural Theory

Bogum Yoon, State University of New York at Binghamton; Hoe Kyeong Kim, Cleveland State University

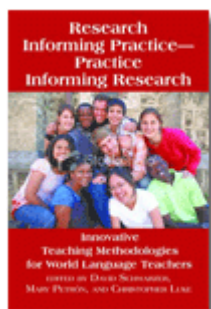
2012. Paperback 978-1-61735-847-0 \$45.99. Hardcover 978-1-61735-848-7 \$85.99. eBook 978-1-61735-849-4 \$65.

This book is designed to provide practical applications of sociocultural theory with regard to teachers' roles in second language education. By providing specific examples of teachers' roles in the classroom, the book aims to help researchers, teacher educators, and classroom teachers make clear connections between practice and theory in second language

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.

CONTENTS: Foreword by Leo van Lier. Introduction: Sociocultural Theory as a Theoretical Framework for Understanding Teachers' Roles in Second Language Learning, *Bogum Yoon and Hoe Kyeong Kim*. **PART I: LINGUISTIC PERSPECTIVES.** How Teacher Talk Can Guide Student Exploratory Talk: Communication, Conjecture, and Connections in a Fourth and Fifth Grade ELL Classroom, *Maureen P. Boyd*. Mediating Meaning in Interaction: Researching the Connection between Professional Development and Teacher Practice, *Jose' David Herazo and Richard Donato*. Mediating Learning and Negotiating Curricular Ideologies in a Fourth Grade Bilingual Classroom, *Lara J. Handsfield*. Teacher and Students' Use of Gesture as a Meaning-Making Affordance for Second Language Learning, *Alessandro Rosborough*. Teacher Discourse and Code Choice in a Swedish EFL Classroom, *Kristy Beers Fägersten*. How do Teachers Participate, Mediate, and Intervene in the Coconstruction of Language Knowledge During Learner Interactions? *Melinda Martin-Beltrán*. **PART II: CULTURAL PERSPECTIVES.** Teacher's Use of Funds of Knowledge to Promote Class Participation and Engagement in a EFL Context, *Hoe Kyeong Kim and Soyung Lee*. Teachers' Roles in Facilitating Novice Writers From Generation 1.5, *Paula M. Carbone*. Teachers' Cultural Inclusivity and ELLs' Participation in Language and Literacy Activities, *Bogum Yoon*. Working with Preschool English Language Learners: A Sociocultural Approach, *Joyce Bezdicek and Georgia Earnest García*. **PART III: SOCIAL PERSPECTIVES.** Teacher Discourse and Peer Interaction in Linguistically Diverse Classrooms, *Ester J. de Jong*. An ESL Instructor's Strategic Teaching in a Collaborative Learning Community, *Eun-Jeong Kim*. Teachers' Roles and Mediating Strategies of Learners' Engagement in the L2 Classroom, *Jennifer R. Smiley and Marta Antón*. Second Grade ESL Literacy Success in a U.S. Mainstream Classroom, *Amma Akrofi, Carole Janisch, Amira Zebidi, and Karla Lewis*. About the Contributors.



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

2011. Paperback 978-1-61735-390-1 \$45.99. Hardcover 978-1-61735-391-8 \$85.99. eBook 9781617353925 \$65.

"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.

CONTENTS: Foreword, *Judith L. Shrum*. Introduction, *David Schwarzer, Mary Petrón, and Christopher Luke*. **SECTION I: EXTENDING THE WORLD LANGUAGE CLASSROOM BEYOND ITS WALLS: GLOBAL/GLOCAL COMPETENCIES 1.** Innovations in Assessment: Portfolio Assessment in the Novice Language Classroom, *Melanie Bloom*. 2. Using Children's Literature in the College-Level World Language Classroom, *Maripaz García*. 3. Crossing the Digital Divide: Language

Learning in Virtual Environments, *Christopher Luke*. 4. Extending a Hebrew Class Beyond the Classroom: A Problem-Based Learning Approach, *Taly Schwarzer*. **SECTION II: TRANSLINGUAL AND TRANSCULTURAL VIEWS OF LANGUAGE LEARNING** 5. Shared Reading in the Hoikuen: Applying Whole Language Theory and Practice to World Language Learning in Japanese Nursery Schools, *Daniel E. Ferguson*. 6. Practice Informing Theory: A Retrospective Approach, *Mary Petrón*. 7. Inventing a Whole Language World Language Learning Community, *David Schwarzer*. **SECTION III: "FROM FOREIGN LANGUAGE TEACHER" TO "WORLD-MINDED LANGUAGE EDUCATOR"** 8. Engaged Scholarship: Implications for the Foreign Language Classroom, *Clarena Larrotta*. 9. From Linguistic Imperialism to Linguistic Conscientización: Learning From Heritage Language Speakers, *Howard L. Smith, Patricia Sánchez, Lucila D. Ek, and Margarita Machado-Casas*. Conclusion, *David Schwarzer, Mary Petrón, and Christopher Luke*. About the Authors.



Crossing Languages and Research Methods Analyses of Adult Foreign Language Reading

Cindy Brantmeier, Washington University in St. Louis

2009. Paperback 978-1-60752-285-0 \$45.99. Hardcover 978-1-60752-286-7 \$85.99. eBook 9781607522874 \$65.

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.

CONTENTS: Foreword. Introduction: Foreign Language Reading Research with Adults: A Selected Survey of Variables and Methodologies, *Cindy Brantmeier*. The Effects of Input Frequency, Temporal Indicators, and Pre-Reading Questions on L2 Reading Comprehension, *James F. Lee and Donna Binkowski*. Familiarity Effects on Lexical Access during L2 Word Reading, *Andrew P. Farley and Gregory D. Keating*. Toward a Dependable Measure of Metacognitive Reading Strategies with Advanced L2 Learners, *Cindy Brantmeier and Boncho Dragiyski*. What Don't You Understand?: Understanding Misunderstandings in Foreign Language Reading, *Dolly J. Young and Constancio K. Nakuma*. "It's Made to Match": Linking L2 Reading and Writing through Textual Borrowing, *Hiram H. Maxim*. Comprehension and Compensatory Processing in Advanced L2 Readers, *Alan McMillion and Philip Shaw*. Gender and Foreign Language Reading Comprehension: The Effects of Strategy Training, *Jeanne M. Schueller*



Project-Based Second and Foreign Language Education Past, Present, and Future

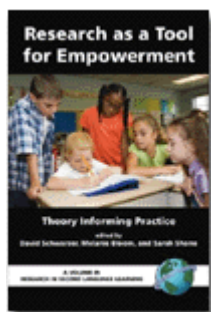
Gulbahar H. Beckett, University of Cincinnati; Paul Chamness Iida, Akita International University

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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

(Weinstien, 2004), and critical and higher order thinking as well as problem-solving skills urged by the National Research Council (1999). 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.

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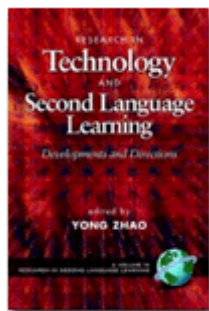


Research as a Tool for Empowerment Theory Informing Practice

Sarah Shono; Melanie Bloom; David Schwarzer, Montclair State University

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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

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Culture as the Core Perspective on Culture in Second Language Education

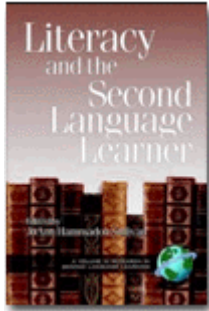
Dale L. Lange, University Of Minnesota

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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 theory into classroom practice.

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Literacy and the Second Language Learner

JoAnn Hammadou Sullivan, University of Rhode Island

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