

HANDBOOK OF RESEARCH
IN SECOND LANGUAGE
TEACHING AND LEARNING
VOLUME II

EDITED BY
ELI HINKEL

Handbook of Research in Second Language Teaching and Learning

Volume II

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Preface

“And how many hours a day did you do lessons?” said Alice, in a hurry to change the subject.

“Ten hours the first day,” said the Mock Turtle: “nine the next, and so on.”

“What a curious plan!” exclaimed Alice.

“That’s the reason they’re called lessons,” the Gryphon remarked:

“because they lessen from day to day.”

Lewis Carroll, *Alice’s Adventures in Wonderland*

Overview

The quickening pace of globalization and the increasing influence of English as lingua franca world-wide has brought to the foreground the importance of research in second (L2) and foreign (FL) language teaching and learning. As was the case with Volume I of the *Handbook in Second Language Teaching and Learning*, the evolving complexities of human societies, political structures, and the expanding range of needs in L2 and FL learning and teaching call for novel perspectives on L2 research. In addition, however, the appearance of Volume II attests to the fact that the rapid changes in the discipline of L2 and FL teaching and research make practically any state-of-the-art overview dated even before it is published.

The overarching purpose of Volume II of the *Handbook* is to revisit, review, supplement, and complement Volume I. Several chapters in this book present entirely new perspectives and update the research in the subdisciplines that deal with the essential areas of investigation in L2 teaching and learning. That is, Volume II is not a second edition of Volume I, but it is a whole new book that covers new territories and research venues. As with Volume I, the content of Volume II continues to strive to remain comprehensive and inclusive, as much as possible within the scope of one book. The lineup of chapter authors also adheres to the original strategy of selecting leading authorities in their disciplinary areas. It is important to note, however, that this compendium of articles on research in second language teaching and learning, just like any other of its kind, does not aspire to cover the entire enormous range of variables that directly or indirectly impact L2 teaching and learning. In combination, though, both Volumes I and II have a better chance of presenting more thoroughly essential study areas in the field of language teaching and learning.

A collection of state-of-the-art overviews of what is known, important, advantageous, relevant, influential, fruitful, theoretical, practical, or controversial and contradictory in L2 teaching and learning may have little choice but exclude a number of research areas. This obvious constraint applies equally to both Volumes I and II of the *Handbook*. In part due to its comparatively short

history as a discipline, research on second language teaching and learning has been a dynamic field, where new venues and perspectives continuously evolve and develop. The growth of new knowledge about the how and the what of L2 teaching and learning is certain to continue along its path of disciplinary maturation.

Like Volume I, Volume II seeks to bring together a comprehensive, state-of-the-art overview of current research into social contexts of L2 teaching and learning, research methods, contributions of applied linguistics to second language research, research into L2 processes and development, teaching methods and instruction, second language assessment (but less so testing, as was the case in Volume I), the place of ideology in second language education, second culture and a learner's identity, as well as critical L2 literacy, and language rights, policy, and planning.

The new features of the book are highlighted below, followed by those features that have endured the test of time and are therefore retained in Volume II.

New Directions, Contents, Chapters, and Authors in Volume II

The content changes in Volume II accomplish three goals:

1. survey the prominent areas of research that were not addressed or received less attention than they should have in Volume I due to space limitations
2. capture new and ongoing developments, research, and trends that have evolved in the key mainstay areas of L2 teaching and learning, to supplement their coverage in Volume I, e.g. the teaching of second language learners in school, teaching English as an International Language and as a Foreign Language in Europe, central and evolving directions in second language research methods, the contexts of language socialization, as well as the foundational language skills, such as speaking, listening, reading, writing, grammar, and vocabulary
3. present novel perspectives on research domains that have become particularly prominent in the past several years, since the publication of Volume I, e.g. English as an International Language, World Englishes, or the teaching of English within new European migratory realities

The author and chapter changes have the goal of bringing to the foreground additional innovative and expert perspectives on the foundational subdisciplines in L2 teaching and learning. As in Volume I, all authors in Volume II are leading authorities in their areas of expertise. Volume II includes 57 chapters with 17 returning and 40 new authors.

- One of the important changes in Volume II is an inclusion of new authors from Asia, Australia, Europe, and North America to expand to the book's international scope.
- Some authors whose names are synonymous with their areas of expertise and who are the pre-eminent figures in their subdisciplines have been invited back to contribute to Volume II. Nonetheless, all chapters are completely new and will not significantly overlap content in those domains published in Volume I.
- Some authors with world-class reputations and diverse research interests have chosen to work on chapters on topic areas different from those in their Volume I chapters.
- The Guest Editor of the Language Policy and Planning section, Richard Baldauf, University of Queensland, continues to edit this section in Volume II. The new overview of Language Policy and Planning includes all new chapters on current and broad-based areas, fundamentally different from those in Volume I.
- Carol Chapelle, Iowa State University, is the new Guest Editor of the Second Language Assessment

section. The new section focuses predominantly on assessment in various facets in L2 teaching and learning, and in this regard, bears little resemblance to the Testing section in Volume I. The assessment of, for instance, language ability, learning in the classroom, and social and political contexts of language assessment pick up on the thematic threads addressed in earlier chapters of the book.

Revisited Research Themes in L2 Teaching and Learning

The selection of the topics and areas of research for inclusion are based on several criteria, similar to those noted in Volume I. Like Volume I, Volume II of the *Handbook* seeks to provide state of the art overview of what is known and of what requires further study in a broad array of domains of second language teaching and learning. To this end, the far-ranging areas of research requisite in a comprehensive survey have remained largely unaltered:

- social contexts in research on second language teaching and learning
- second language research methods
- second language research and applied linguistics
- research in second language processes and development
- methods and instruction in second language teaching
- second language assessment
- ideology, identity, culture, and critical literacy in L2 teaching and learning
- language planning and policy

The main reason for some similarity of the research areas in Volume I and II is that it seems impossible for a handbook on L2 teaching and learning to proceed without the disciplinary essentials, such as research in the social contexts where second languages are taught and learned, methods for conducting academic studies, investigations of prevalent pedagogical approaches, or the current state of language assessment. However, within these broad-scope disciplinary foundations, the contents of the two volumes diverge substantially.

Both volumes of the *Handbook* are geared to all types of second and foreign language professionals: researchers and researchers-in-training, advanced and not-so-advanced graduate students, faculty in teacher training, teacher education, and applied linguistics programs, practicing, novice, and pre-service teachers, teacher trainers, curriculum designers, and material developers, or others who are still merely considering joining the profession.

The Organization of the Book

Part I, Social Contexts in Research on Second Language Teaching and Learning, begins with the research in many social contexts of learning and types of L2 learners and users that have different language learning needs and goals. The ten chapters in this section of the book focus on the populations and individuals who seek to learn and teach a second and foreign language in various locations, institutions, and political and educational systems, and with broad-ranging objectives for achieving different L2/FL proficiencies in order to accomplish their educational, vocational, personal, academic, professional, career, and communicative objectives.

Methods for research in second language teaching and learning are the focus of the second part of the book—**Part II, Second Language Research Methods**. Each of the five themes discussed in these chapters address divergent approaches to gathering, analyzing, and interpreting data, associated with L2 research.

The areas of applied linguistics that deal directly with research in L2 teaching and learning are presented in **Part III, Second Language Research and Applied Linguistics**. These seven chapters treat a number of broad domains of research such as the application and applicability of Second Language Acquisition (SLA) research, discourse analysis, the contexts of language socialization, L2 pragmatics, sociocultural theory and cognitive linguistics, conversational analysis and its relevance in language teaching and learning, and the role of corpus analyses in all manner of language pedagogy.

The ten chapters in **Part IV, Research in Second Language Processes and Development**, address the foundational elements of L2 teaching and learning. The study of the ecology and semiotic of language learning portrays an overarching perspective on the entire enterprise of language teaching and learning. The research into cognitive aptitudes that enable one to learn a language largely speaks to the strengths and limitations of the human condition, as do the studies of the Critical Periods in language learning that continue to remain hypotheses after many decades of research. Interactional competence and its attendant skills are similarly intertwined with the development of the essential L2 skills, such as speaking, listening, literacy and biliteracy, reading, grammar, and writing. At its core, L2 teaching and learning is fundamentally a very human undertaking, with all its advantages and flaws, and this essential theme largely undergirds the contents of chapters in Part IV.

The nine chapters in **Part V, Methods and Instruction in Second Language Teaching**, attempt to deal only with a few prominent exemplars widely adopted in various geographic locations and social contexts around the world. For example, the communicative method has been slowly changing how foreign languages, including English, are taught in many countries. However, the continued prevalence of traditional instructional methods also accords it a pride of place in various regions around the globe. The corrective feedback movement undertakes to research how this feature of language instruction has steadily gained importance in L2 pedagogy. In the past decade, content-based language teaching has become central in a range of teaching contexts and at various levels of schooling, such as elementary and secondary, including both majority- and minority-language learners. Research in written discourse and the applications of its findings to teaching L2 writing is probably one of the more robust areas in the academy today, and no handbook on second language anything can proceed without an overview of the current state of affairs in this discipline. The same can be said about the proliferation of technology in language instruction in and out of school, as well as the expansion of techniques and innovative applications in Computer Assisted Language Learning. The chapter on L2 learner strategies highlights of strategies for language learning across all methods and approaches.

The six chapters in **Part VI, Second Language Assessment**, underscore the vexing complexity of language testing and assessment, as it is closely tied to L2 learning, learning processes, and inferential measurements of L2 competence, proficiency, and skill. Thus, the chapters in Part VI present brief overviews of the socio-political contexts of language assessment, considerations of validity and the history of testing, research methods, testing of language for specific purposes, and classroom-centered language assessment.

The topics of **Ideology, Identity, Culture, and Critical Pedagogy** are examined in **Part VII**. Research into the connections between language learning and ideology in language education, as well as learners' and teachers' identities, and intercultural communication in language education shows that these play a pivotal role in how languages are taught and learned around the world. The importance of critical literacy in the modern-day and technological society cannot be underestimated, as it undergirds the learner's path in contemporary educational and professional endeavors.

The six chapters in **Part VIII, Language Planning and Policy** present an overview of the important directions in the research of language policy and planning, and the impact of these on minority language rights. The introductory chapter outlines a number of general key issues and terms and a general framework for the types of activities that define the field. The next five chapters discuss the

classic activity types and focus on the important recent research specifically geared toward language teaching and learning.

The Structure of the Chapters

In this volume, the principles for selecting and structuring chapters have largely remained the same as they were in Volume I. Based on the survey of professional associations and organizations around the globe, followed by a similar review of research themes at professional meetings, the areas of relevance and currency were relatively easy to identify. An examination of research articles published during the past decade in over 30 academic journals served as the foundation for selecting the relevant topics for the book as a whole. The purpose of the chapters is to highlight the major findings and advancements in various regions around the world.

Nonetheless, despite the great diversity of the field, research, and disciplinary perspectives, every effort has been made to make the chapters consistent in style, tone, and the depth of material coverage. For this purpose, all contributors were requested construct their chapters along a similar outline:

- An explanation of how the topic discussed in the chapter fits into a larger picture of the domain of L2 research
- Important developments, trends, and traditions in the discipline, as well as current controversies and the reasons that they have arisen
- A detailed examination of the current research findings presented in the chapter
- A section on conclusions and/or future research directions
- A substantial list of references that can assist interested readers in backtracking seminal and relevant works

Each chapter represents a stand alone examination of research in a specific L2 subdomain, yet, the book as a whole seeks to reflect the major trends in the current investigations into the people and the contexts where and how second and foreign languages are taught and learned.

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Eli Hinkel, Seattle University

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I

Social Contexts in Research on Second Language Teaching and Learning

1

Dual Language Education

Donna Christian

Introduction

As this handbook clearly demonstrates, the field of second language teaching and learning encompasses diverse goals, contexts, and traditions. New languages are learned in the community or in school, by children and adults, and for primarily oral communication purposes, literacy, or both. In the service of second language teaching and learning that occurs in school, dual language education occupies an important, if currently small, space that attends to the maintenance and development of the native language along with the second. The approach emphasizes bilingualism as an outcome when a new language is learned and fosters “additive bilingualism” (Lambert, 1984) as a foundational concept. Research shows that the model can be effective for second language learning while conveying other benefits as well.

In dual language education programs, the second language is not taught as a subject. Rather, it is used as a medium of instruction in an educational setting, and, with appropriate instructional techniques and materials, students learn curricular content as well as a new language. The native language of the students is also nurtured, and it is expected that the students will move toward bilingualism and biliteracy as a result of participating in this type of program. Thus, dual language education serves the goal of second language teaching and learning, but situates that goal in the broader context of bilingualism.

In this chapter, *dual language education* refers to programs, primarily for students in preschool, elementary, and secondary levels of schooling, which provide literacy and content area instruction to all students through two languages (their native language and a new language). The programs seek to develop bilingualism and biliteracy in the two languages, grade-level academic achievement, and multicultural competence for all students (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007). Students learn subject matter content such as science and social studies through their second language, they develop oral proficiency and literacy skills in that language, and they gain understanding of its cultural connections. Thus, second language learning is embedded in grade-appropriate academic instruction, and language learning is an important, but not the only, goal for the programs.

Dual language classrooms may be linguistically homogeneous or may include speakers of both languages of instruction. The variations in student populations characterize four major types of dual language programs that will be discussed in later sections: