



Schwieter, J. W. (Ed.). (2013). *Studies and global perspectives of second language teaching and learning*. Charlotte, NC: Information Age Publishing.

Pp. 356

ISBN 978-1-62396-210-4

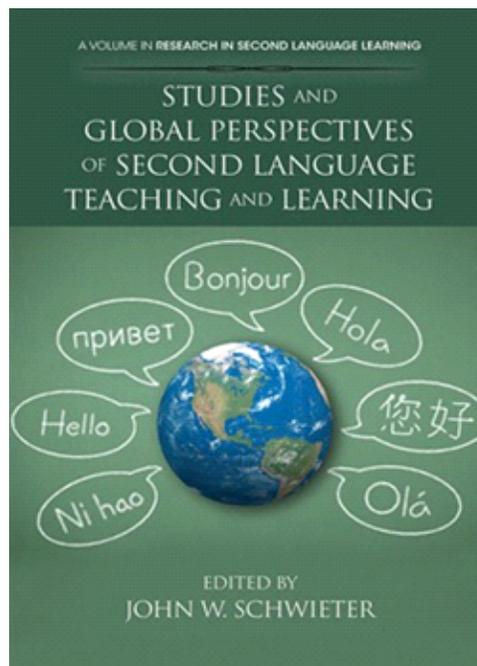
Reviewed by *Andrea Lypka*

University of South Florida

United States

The volume *Studies and global perspectives of second language teaching and learning* edited by John W. Schwieter brings together second- and foreign language acquisition (SL/FLA) research, theory, and practice with emerging technologies and teaching practices in a global context. In such environments equitable access to material resources that support L2 teaching and learning becomes paramount for researcher-practitioners, teacher educators, and curriculum designers.

The book begins with an overview of the fourteen chapters written by diverse SLA researchers and/or practitioners. These chapters explore research literature and analyses of innovative trends in L2 pedagogy in diverse settings and geographic regions from student and teacher perspectives, the challenges that arise, and how these challenges can be mitigated. Topics covered include explicit and implicit knowledge, immersion learning, learning behaviors, peace literacy, second language (L2) learning motivation, cultural identity, learner autonomy, digital storytelling, process-based listening instruction, study abroad, self-evaluation, intercultural communicative skills, pragmatic competence, and computer-assisted language learning. In the afterword section, Schwieter and *Gabrielle Klassen* revisit the key concepts in chapters, concluding with implications for future FL/SLA studies.



The first chapter reviews strengths and weaknesses of different teaching approaches of L2 grammar through the interface debate to reveal their applications to L2 teaching. After the overview of definitions and characteristics of explicit and implicit knowledge, interface positions, including non-interface, strong-interface, and weak-interface positions, applicable SLA theories and research as well as their relevance to teaching and learning are highlighted. The non-interface hypothesis based on generative views of SLA, assumes that learners have access to the Universal Grammar (UG) and focuses on meaning in communication as opposed to focus on L2 grammatical forms. The emergentist or cognitive-based strong interface position emphasizes grammatical forms as opposed to meaning in L2 learning. Focus on both form and meaning and explicit and implicit knowledge of L2 learning are interconnected, according to the weak-interface hypothesis. The author, *Mehdi Vaez Dalili* argues that the weak interface position enhances L2 learning because it connects both explicit and implicit learning. He then suggests seven pedagogical techniques to increase learner awareness to form and meaning, including structured input, visual and textual enhancement, interactional feedback, instructional conversation, focused production of linguistic forms, discourse analysis of grammar concepts, and task-based problem-solving collaborations, such as jigsaw.

In chapter 2, *Haiyong Liu* investigates non-verbal communication (NVC), such as body posture, gestures, and facial expressions in L2 face-to-face communication, calling for more research to explore NVC in teaching Chinese as a foreign language (TCFL) context. Inspired by seminal studies on non-verbal L2 communication and his teaching expertise, Liu distinguishes between American and Chinese NVC and then explores the benefits of NVC teaching to improve L2 oral competence and student engagement in TCFL. The author suggests that due to its cognitive, emotional, and organizational functions, implementation of NVC in the L2 classroom and teacher awareness on NVC might optimize classroom management, assessment, motivation, and the overall learning.

A unique perspective on the role of peace in fostering critical thinking in the L2 classroom is explored in chapter 3. *Michela Montavecchi* uses the peace education framework promoted by UNESCO and the European Council to advocate for the integration of peace education in the L2 curricula to promote critical thinking and expression of ideas. Using the peace education principles and the theoretical framework of situated learning (Lave & Wenger, 1991), twenty sixteen-year

old students engaged in student-centered intercultural communication activities based on the topic of food using digital technologies and social media. For example, after students have identified some controversial issues related to the topic of food, including anorexia, famine, obesity, and waste, students joined online communities on Facebook, Twitter, and blogs to explore these phenomena in-depth and create a class presentation on their findings. The peace strategy linked with activities with a focus on meaning challenged learners' existing views, engaged them in online and offline knowledge sharing using multiple sources and perspectives in the target language, and enhanced vocabulary learning and critical thinking. The author suggests that if integrated in curriculum, scaffolding and ongoing support is provided, critical, participatory and transformative peace education can be an innovative teaching tool to create engaging course content and encourage student investment in the curriculum.

The discussion shifts from learner-centered to self-directed learning and empowerment of first-year university students to take ownership in their L2 learning in Japan. In chapter 4, Brian R. Morrison describes 18 female students' perceptions of their L2 development in a self-directed course. Findings reveal that creating an individualized plan allowed these participants to assess the impact of the course on their language learning experiences and improved their ability to select goal-appropriate means, resources, and tools, compared to traditional courses where they had fewer opportunities to direct their own learning. In conclusion, the author argues student/individual-directed learning with an emphasis on students' determining their own goals, coupled with scaffolded instruction, clear guidelines and course expectations, and meaningful activities might empower learners to effectively take ownership in their own learning.

Student-centered practice is considered in chapter 5. Specifically, Mercedes Rowinsky-Geurts describes an innovative way of exploring high impact practices and affective L2 learning in digital stories (DS) in two introductory Spanish language classes at a university. Using pre- and post-project questionnaires, students' L2 learning experiences were examined in-depth in a DS-integrated instructional setting to better understand how participants use compilations of photo, video, audio, and text in their L2 learning, and how DS can be integrated in the course curriculum. Results from questionnaires revealed that students perceived DS favorably for promoting practice in the target language perhaps because of its interactive and personal nature, as opposed to more traditional learning

forms. Initial constraints, such as difficulties with vocabulary and verb conjugation and the time investment made some students' movement toward fuller participation in the DS project difficult. Perhaps because of personal investment in the project, participants perceived that DS is more cognitively challenging but also rewarding and meaningful in their L2 learning compared to traditional approaches. They engaged in complex thinking and used various strategies to create more in-depth assignments, similar to what would be expected of them in university-level content courses. Such projects target various multimodal skills, including writing a script and storyboard, organizing multimedia material, giving feedback and reflecting on teacher and peer feedback, can be implemented in the curriculum through the semester. Such student-centered projects can create inclusive classroom communities of practice and might enhance focus on personal issues important to them.

The next chapter fills in a research gap on L2 listening by examining process-based listening instruction at a Japanese university. *Joseph Siegel* outlines traditional approaches to developing L2 listening skills, such as the osmosis approach, the comprehension approach, and the subskills approach, and critiques "inadequate teacher education related to L2 listening pedagogy" (Siegel, 2013, p. 120) and the inadequate textbooks that neither integrate nor address L2 listening concepts. Calling for a comprehensive model for L2 listening based on cognitive processing SLA theories, Siegel offers practical examples through a classroom-based research on the implementation of process-based listening (PBLI) instruction. Such instruction incorporates concepts from previous listening models, such as bottom-up/top-down processing (Vandergrift, 2004), speech perception (Field, 2008), and the use of cognitive (Mendelsohn, 1994), metacognitive (Goh, 2010), and socioaffective strategies to promote L2 literacy development.

From the framework of culturally responsive teaching (Gay, 2013; Ladson-Billings, 1995), *Gloria Delany-Barmann, Carla Paciotto, and Loana Deveraux* explore the complexity of 18 pre-service Spanish heritage language learners' (HLLs') professional development in a bilingual education program (BE) at a Midwestern university in chapter 7. Narrative analysis of interviews reveals that participants' teacher identity construction was dynamic and complex; the formation of their professional identities was influenced by language policies, deficient views on language learners, and their previous language learning experiences. Participant responses suggest that they were aware of their perceived linguistic deficiencies in the target language, and they were motivated to expand their

knowledge to academic context. Some participants exhibited a strong advocacy reciprocate their community influence by becoming BE teachers of a K-12 BE program. These findings emphasize the need for bridging the gap between research and practice by providing HLL teacher-candidates with more opportunities to integrate the target language in content-based curricula, more study-abroad options, and increase teacher awareness about the complex relationship between language, identity, and sociopolitical contexts.

The next three chapters address research in second and third language (L2 and L3) acquisition. The quantitative study in chapter 8 focuses on immersion learning and the lexical development of the L1, L2, and L3 and motivation to learn a target language of multilingual undergraduate students from an English-speaking university in Canada. Using language questionnaires and verbal fluency measure at the beginning, middle, and end of the study abroad program, *John W. Schwieter* furthers a previous study (Schwieter & Kunert, 2012) by focusing on the development of lexical robustness or “automaticity of word retrieval due to the familiarity with and frequency of its access” (p. 165) during a three-week intermediate Spanish immersion program in Spain of 28 students with L1 English, L2 French, and L3 Spanish. Findings reveal that learners with initial less L3 lexical robustness compared to their L2 at the beginning of the program gained the most in L3 lexical robustness at the end of their program. Findings also reveal that if properly infused in curriculum, study abroad experiences might enhance student motivation in the target language and culture and have cross-disciplinary benefits.

In chapter 9, the collaborative study by *Beth Njeri Ngugi, Daniel O. Orwenjo, and Martin C. Njoroge* reports on conflicting views on effective vocabulary instruction by focusing on how English vocabulary enhancement activities, such as practicing might enhance English literacy development in Kenyan secondary schools. Primary data collection instruments, the document analysis of English syllabi, textbooks, and lesson plans were complemented with class observation notes and questionnaires. Findings reveal disconnect between learner and teacher perceptions of effective vocabulary enhancing tasks. In contrast to teachers who regarded inferring meaning from context as effective, learners indicated that sentence writing and oral production activities as the most efficient activities for English vocabulary development. Results also suggest the lack of specialized activities in target L2 vocabulary development and the lack of

identification of target words per course in the Kenyan secondary school syllabus. Furthermore, teachers' vocabulary related activities were predominantly guided by textbooks. Compared to other oral activities on communicative language use, such as debates and impromptu dialogues, teachers' preferred minimal pair activities that decontextualized form and meaning. The authors recommend teachers to use the task-based learning approach (Ellis, 2003) that emphasizes natural L2 acquisition and meaning over form instead of Baker and Westrup's (2000) presentation, practice, and production framework.

In chapter 10, *Ferit Kiliçkaya* describes how teaching English phrasal verbs through a cognitive linguistic lens and explicit instruction on the meaning of orientational metaphors might enhance English phrasal verb learning, accuracy, and comprehension. Specifically, using a corpora of phrasal verbs included in the vocabulary section of a nationwide language exam in Turkey, the author focuses on whether one type of teacher-driven method of instruction, such as learning of phrasal verbs along with their definitions in their L1 and sample sentence and the cognitive linguistic method that focused on the meaning of phrasal verbs based on orientational metaphors, impacted 26 Turkish EFLs' test scores and what were participants' perceptions on the cognitive linguistic approach to instruction. Findings revealed that students in the experimental group, who received the cognitive linguistic instruction, outperformed students in the control group, who did not receive this type of instruction. Furthermore, participants in the experimental group perceived that cognitive linguistic method increased their motivation and understanding of phrasal verbs and reduced cognitive load.

L2 writing is investigated in chapters 11 and 12. Drawing on the Common European Framework of Reference for Languages and the gricean maxims of communication, the case study by *María Luisa Carrió Pastor* and *Eva María Mestre Mestre* in chapter 11 furthers inquiry on pragmatic awareness by focusing on how Spanish learners of English develop pragmatic awareness in their formal L2 writing at a university in Spain. The quantitative results of the analysis of student writings show that participants in the experimental group who received exclusive instruction in pragmatic competence and awareness made fewer errors in their writing, compared to the control group who received grammar instruction. The authors call for the inclusion of pragmatic awareness in the L2 curriculum.

Intercultural awareness and L2 learning between native

(NS) and non-native speakers (NNS) through computer-mediated communication are investigated in the study by *Mathy Ritchie*. 29 French native speaker students from a college in Montreal and 24 non-native speakers of French from a university in Vancouver, British Columbia interacted in six chat sessions and three forums in an online content management system. The author analyzed students' text chats about identity, travel, and multiculturalism, interviews, and questionnaires about students' linguistic background and perceptions about the online exchange. Results suggest that the online interactions, in particular the text chat created opportunities for collaborative meaning making. NNS students reported that the online chat increased their confidence in using French, allowed them more practice and more vocabulary learning. In addition, NNSs perceived that online chat allowed them to engage in meaningful communication and learn about the target culture. Perhaps because of the nature of online meaning-making, less communication breakdowns were found in students' written chat sessions.

Catherine Black provides a historical overview of motivation theories in SLA in chapter 13. First, the sociopsychological or educational approach (Gardner, 1985; Gardner & Lambert, 1972) that views attitude as being linked to instrumental and integrative motivation is discussed. Other theoretical trends include the cognitive approach promoted by Dörnyei (1994) that views extrinsic and extrinsic motivation as a dynamic and complex process, the situated approach that views motivation in the context of classroom dynamics, teacher characteristics, and course-specific factors, and the process-oriented approach (Dörnyei, 2001) that views motivation as being composed of preactional, actional, and postactional stages. In line with the process-oriented approach, in the L2 motivational self-system theory (2009) Dörnyei reconceptualizes motivation as the "ideal self" (what one wishes to become) and the "ought-to-self" (what one feels should be out of moral obligation or social preoccupations) linked to the learning environment (Dörnyei & Ushioda, 2011). After the theoretical overview, several practical methods of course design and innovative teaching methods concerning L2 motivation are presented, including using drama to teach pronunciation in a non-face-threatening context, writing a story for native French-speaking school children, creating a class magazine, designing a web-page for an organization, and adapting to other's culture with public online discussion forums.

In chapter 14, in line with Osborn (2004), *Allyson*

Eamer advocates for a critical and interdisciplinary stance on teaching SL/ FL and social justice using synchronous learning management systems. To further the awareness on “the inherent value in learning and preserving languages” (p. 314), she conceptualizes current discourses on L2 learning or “i4” as synergy between language pedagogy, computer-assisted language learning (CALL), equitable access to resources, and the existing power relations between language learners and target language speakers and the status of the language. This position paper suggests that globalization and recent technological advances, such as videoconferencing tools, social media, and hypertextual learning environments where text, still images, video, and audio coexist, change traditional teacher-centered instructions and open opportunities for collaborative knowledge co-construction, training, and L1 and/or L2 maintenance. For example, the Columbia English Training Project hosted using Elluminate Live!, a videoconferencing platform was a free ESL course for teachers in rural areas. Such L2 learning opportunities can be expanded to language maintenance course for minority language speakers and HLLs.

ANALYSIS

With the changing global language teaching setting, SLA researchers indicate disconnect between research and practice when it comes to implementation of research-proven methods in the language classroom (Ortega, 2009). This book addresses language teaching challenges by calling for an integration of research and practice in the L2 classroom. These chapters are invaluable for novice and experienced practitioners interested in learning more about innovative FL/SL teaching methods in global contexts that can be applied to local contexts because they further collaborative and individual SLA research on teaching practices and technology in the L2 classroom. They also offer multiple and rich perspectives from researchers and educators in a variety of language teaching and learning settings, including the authors’ teaching experiences and provide some solutions to responding to these challenges.

Both quantitative, qualitative, and mixed research paradigms are represented. Most studies are qualitative in nature and provide rich and thick descriptions of data bound by context. Other studies are quantitative in nature, including the survey-based studies by *Schwieter* in chapter 8, by *Ngugi, Orwenjo, and Njoroge* in chapter 9, and *Carrió Pastor and Mestre Mestre* in chapter 11, and the mixed method study by *Kiliçkaya* in chapter 10. While, not all classroom-based studies might reveal methodological rigor, perhaps because space limitations, they invite practitioners

to engage in classroom-based research by providing more or less detailed guidelines on methodology.

Thorough and concise literature review and clear definitions inform most chapters. The authors' reflection on their experiences, detailed explanations of the language teaching and learning background, as well as the description of innovative projects enhance the value of the classroom-based studies included in this volume. Specifically, the thorough background descriptions about the national FL curriculum in some of the countries are crucial in understanding the evolution of theory and practice in particular contexts. For example, Morrison in chapter 4 and Siegel in chapter 6 discuss in detail FL teaching in Japan, with an emphasis on traditional language teaching practices as well students' attitudes toward L2 learning. Specifically, Morrison describes that in general students learn English language to pass certain tests. Additionally, the chalk and talk dominated teaching style seem to align with the national curriculum on language teaching and learning. Understanding such FL learning context might help language educators better understand the challenges some Japanese students when they continue their education at Western English-medium universities.

Another research inquiry, such as FL/SL teacher education remains underrepresented in this volume. The study by *Delany- Barmann, Paciotto, and Deveraux* in chapter 7 is of interest for teacher educators because the participants are a HLL pre-service teachers. Other studies, such as the one by *Ngugi, Orwenjo, and Njoroge* in chapter 9, address recommendations for a broader audience, such as curriculum developers, textbook authors, teachers, and researchers. Classroom-focused studies could have been more balanced with studies on in- and preservice teacher development, specifically research on non-native speaker language teachers and HLL teachers.

The chapters included in this volume grapple with contemporary challenges in SL/FL pedagogy, including access to resources or dissonance between teacher and learner expectations and national education policies and expectations in Western education settings. The authors suggests that even though technology-driven changes revolutionize language learning and teaching and open opportunities for collaborative knowledge co-construction, some learners might not have access to these resources. Some authors call for equitable access to resources, and they propose that teachers, practitioners, researchers, and curriculum designers reexamine SLA in existing power relations between language learners and

target language. Specifically, in chapter 7 *Delany-Barmann, Paciotto, and Deveraux*, Spanish heritage language learners' (HLLs') professional development in a bilingual education program (BE) from a culturally responsive pedagogy framework. Similarly, in chapter 14, *Eamer* advocates for a critical and interdisciplinary stance on teaching SL/ FL and social justice using synchronous learning management systems.

These papers further inquiry on language education. They also demonstrate the applicability of L2 teaching practices across languages, cultures, and regions. These studies are critical references for anyone practicing, studying or wishing to gain an overview of successful, current teaching practices in SL/FL contexts. Drawing on research, theory, and practice, each chapter explores an innovative L2 teaching approach with detailed explanations about infusing this pedagogy in the curriculum, materials and a discussion on what worked and what didn't. For example, Siegel describes how process-based listening (PBLI) on discourse markers can be implemented by offering a very detailed four-part teaching cycle description about the PBLI strategies and providing examples on teaching points, modeling strategies to raise student awareness on the listening strategies. Similar rich descriptions are provided in chapter 4 where Morrison outlines the context, syllabus, and course implementation of an elective, self-directed language learning course for first-year Japanese university students. These authors also caution that when teachers implement technologies in classrooms, they should consider affordances usability, as well as individual and collective preferences.

References

- Baker, B., & Westrup, H. (2000). *The English language teacher's handbook: How to teach large classes with few resources*. London, UK: Continuum.
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1), 48-70.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dörnyei, Z. (2001). Motivation strategies in the language classroom. Ernst Klett Sprachen.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z. (in press). The L2 motivational self system.

- Motivation, language identity and the L2 self*, 9-42.
- Ellis, R. (2003). *Task-based language learning and teaching*. New York, NY: Oxford University Press.
- Eamer, A. (2013). Computer assisted language learning in the new frontier: Exploring the i4. In J. W. Schwieter (Ed.), *Studies and global perspectives of second language teaching and learning* (pp. 313-328). Charlotte, NC: Information Age Publishing.
- Field, J. (2010). Listening in the language classroom. *ELT journal*, 64(3), 331-333.
- Goh, C. C. H. (2010). Listening as process: Listening materials for self-appraisal and self-regulation. In N. Harwood (Ed.), *English language teaching materials: Theory and practice*, (pp. 179-206). Cambridge, UK: Cambridge University Press.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165.
- Ladson-Billings, G. (2005). Is the team all right? Diversity and teacher education. *Journal of Teacher Education*, 56(3), 229-234.
- Ladson-Billings, G. (2011). Asking the right questions: A research agenda for studying diversity in teacher education. In A. F. Ball & C. A. Tyson (Eds.), *Studying diversity in teacher education* (pp. 385-398). Lanham, MD: Rowman & Littlefield.
- Lave, J. and Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, United Kingdom: Cambridge University Press.
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher: Education preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59(4), 361-373.
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundations in preservice teacher education. *Theory Into Practice*, 52(2), 98-109.
- Mendelsohn, D. J. (1994). *Learning to listen: A strategy-based approach for the second- language learner*. San Diego, CA: Dominic Press.
- Osborn, T. A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Mahwah, NJ: Lawrence Erlbaum.
- Schwieter, J. W. (2013). Immersion learning- Implications for non-native lexical development. In J. W. Schwieter (Ed.), *Studies and global perspectives of second*

- language teaching and learning* (pp. 165-185).
Charlotte, NC: Information Age Publishing.
- Schwietter, J. W., & Kunert, S. (2012). Short-term study aboard and cultural sessions: Issues of L2 development, identity, and socialization. In P. Chamness Miller, J. Watze, & M. Mantero (Eds.), *Readings in language studies, vol. 3: Critical language studies: Focusing on identity* (pp. 587-604). New York, NY: International Society for Language Studies.
- Siegel, J. (2013). Methodological Ingenuity for L2 Listening. In J. W. Schwietter (Ed.), *Studies and global perspectives of second language teaching and learning* (pp. 113-40). Charlotte, NC: Information Age Publishinh.
- Vandergrift, L. (2004). Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3-25.

About the Reviewer

Andrea Lypka
Doctoral Student
University of South Florida
United States
alypka@mail.usf.edu

Andrea Lypka is a third year PhD student in the Second Language Acquisition and Instructional Technology (SLA/IT) program at the University of South Florida (USF). She teaches ESOL at USF. Her research interests include motivation, identity, and digital storytelling.



education review // reseñas educativas
a multi-lingual journal of book reviews

editors: gustavo e. fischman / melissa cast-brede / gene v glass

Supported by the Mary Lou Fulton Teachers College, Arizona State University

 *Education Review/Reseñas Educativas/Resenhas Educativas* is supported by the edXchange initiative's Scholarly Communication Group at the Mary Lou Fulton Teachers College, Arizona State University. Copyright is retained by the first or sole author, who grants right of first publication to the *Education Review*. Readers are free to copy, display, and distribute this article, as long as the work is attributed to the author(s) and ***Education Review***, it is distributed for non-commercial purposes only, and no alteration or transformation is made in the work. More details of this Creative Commons license are available at <http://creativecommons.org/licenses/by-nc-sa/3.0/>. All other uses must be approved by the

author(s) or *Education Review*. *Education Review* is published by the Scholarly Communications Group of the Mary Lou Fulton Teachers College, Arizona State University.

Please contribute reviews at <http://www.edrev.info/contribute.html>.

Connect with *Education Review* on Facebook (<https://www.facebook.com/pages/Education-Review/178358222192644>) and on Twitter @EducReview