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Content and Language Integrated Learning [Texto impreso] : a research agenda / Christiane Dalton-Puffer, and Ute Smit

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 557-559

While Content and Language Integrated Learning (CLIL) has received a considerable amount of research interest lately, its increasing popularity as an approach to teaching content subjects in a foreign language requires concerted investigation that reflects and recognises its fundamentally contextualised nature. In this contribution, we sketch various tasks that require localised, often action research, covering a range of areas highly relevant to CLIL realities, but so far underrepresented in the literature.

These are, firstly, policy issues, comprising policy statements as well as stakeholders' perceptions of CLIL and its success; secondly, classroom discourse as the prime site for the investigation of CLIL practices and their implications for the learning process; and, thirdly, classroom pedagogy, with the focus on potential differences between CLIL and non-CLIL settings.

Language teaching. -- 2013, v.46, n.4, October, p. 545-559

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Emergent bilingual students in secondary school [Texto impreso]: along the academic language and literacy continuum / Kate Menken

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 468-476

This article offers a critical review of research about emergent bilingual students in secondary school, where the academic demands placed upon them are great, and where instruction typically remains steadfast in its monolingualism. I focus on recent scholarship about the diversity within this student population, and center on 'students with interrupted formal education' (SIFE, new arrivals who have no home language literacy skills or are at the beginning stages of literacy learning) and 'long-term English language learners' (LTELLs, primarily educated in their receiving country yet still eligible for language support services). Little has been published about these students, making this a significant area of inquiry. Moreover, both groups are characterized by poor performance and together illustrate the characteristics of secondary students at various points along an academic language and literacy continuum.

While existing research provides important information to help us improve secondary schooling for emergent bilinguals, it has also perpetuated deficit views of these students by focusing solely on their perceived academic shortcomings. Grounded in a new body of research in applied linguistics that examines the students' complex, creative, and dynamic language and literacy practices, I apply a translanguaging lens to critique the positioning of such students as deficient, with implications for research and practice.

Language teaching. -- 2013, v.46, n.4, October, p. 438-476

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Foreign language learning and teaching in Germany [Texto impreso] : a review of empirical research literature from 2005 to 2010/ Claudia Finkbeiner, Agnes Madeleine Olson, and Jennifer Friedrich

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 504-509

This article reviews the empirical research literature on foreign language (FL) learning and teaching published between 2005 and 2010 in Germany. It focuses on the empirical studies that have attracted the greatest interest among researchers during this period of time. These include research on educational standards, teacher education, early FL learning, content and language integrated learning, motivation and interest, intercultural learning, literacy, learning strategies and cooperative and computer-assisted language learning. The review reveals rich and diverse research studies in the field of FL teaching and learning. As a relatively young discipline without a longstanding research tradition, this field overlaps in its research interests and methods with other research fields such as educational psychology, linguistics and the educational sciences. The review also shows that the research into FL teaching and learning is to a large degree dominated by small rather than large-scale projects and is characterized by its largely practical relevance. The review ends with recommendations for future research as a *conditio sine qua non* for further development in the field.

Language teaching. -- 2013, v.46, n.4, October, p. 477-510

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Is the Second Language Acquisition discipline disintegrating? [Texto impreso] / Jan H. Hulstijn

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 517 : 17 refs.

After characterizing the study of second language acquisition (SLA) from three viewpoints, I try to answer the question, raised by DeKeyser (2010), of whether the SLA field is disintegrating. In answering this question, I first propose a distinction between SLA as the relatively fundamental academic discipline and SLA as the relatively applied field of language education. Instead of portraying the field in terms of quantitative or laboratory studies on the one hand, and qualitative or anthropological studies on the other, I will look at SLA in terms of theories that differ in their empirical basis. All scientific disciplines must create room for ideas or theories that do not yet lend themselves to empirical testing, but for a discipline to develop fruitfully it is crucial that nonempirical ideas do not outnumber the empirical. The fact that the number of empirical SLA theories is large is not in itself a problem: through the practices of rational 'normal science' (Kuhn 1962), the best theories (in terms of coherence, testability and scope) will rightfully come out on top.

Language teaching. -- 2013, v.46, n.4, October, p. 511-517

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Review of doctoral research in language assessment in Canada 2006-2011 [Texto impreso] / Liying Cheng, and Janna Fox

Este artículo se encuentra disponible en su edición impresa. Los datos para su localización están accesibles a través del enlace al título de la publicación.

References: p. 540-543

This paper reviews a selected sample of 24 doctoral dissertations in language assessment (broadly defined), completed between 2006 and 2011 in Canadian universities. These dissertations fall into five thematic categories: 1) reliability, validity and factors affecting test performance; 2) washback (impact) and ethics; 3) raters, rating and rating scales; 4) classroom-based research: teaching, learning and assessment; and 5) vocabulary learning, lexical proficiency and lexical richness. The themes were categorized according to the International Language Testing Association (ILTA) bibliographical categorization index. We identify trends such as the methodological strength of complex mixed methods research design, which enhances the validity of the research findings: 16 (67%) took a pragmatic (rather than paradigmatic) approach in their use of mixed methods, with four (17%) opting for multi-method quantitative approaches and four (17%) for qualitative. We also discuss the depth and breadth of these dissertations and situate their scholarly contributions within Canadian and international research on language assessment.

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