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専門的能力の開発としての省察的実践：  
日本の英語教師の経験

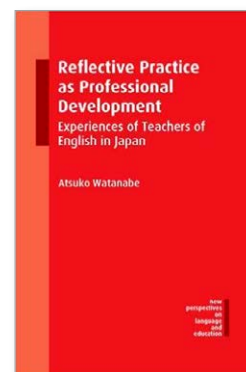
## Reflective Practice as Professional Development: Experiences of Teachers of English in Japan

*Second Language Acquisition*

● By **Atsuko Watanabe**

This book presents an exploration of reflective practice with Japanese teachers of English as participants. It illustrates how reflective practice facilitated the development of professional identity and teacher cognition. The author reflects on her own engagement in the study and emphasises the importance of reflexivity in conducting research.

Atsuko Watanabe is Senior Lecturer of English for Liberal Arts at the International Christian University, Japan. She has over 20 years' experience as an English teacher. Her research interests include teacher development, teacher cognition, reflective practice and researchers' reflexivity in qualitative research.



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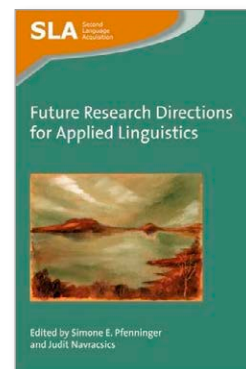
応用言語学のための将来の研究方向

## Future Research Directions for Applied Linguistics

*Second Language Acquisition*

Edited by **Simone E. Pfenninger** and **Judit Navracics**

This edited volume provides an overview of current thinking and directions for further research in applied linguistics by bringing together in a single volume a range of perspectives regarding original research agendas and innovative methodological approaches. It focuses not only on the challenges that applied linguistics researchers have been facing in recent years but also on producing workable and productive research designs and on identifying ways of how alternatives to conventional research methodologies can be used. Discussions featured in the volume include the so-called 'Bilingual Advantage' in psycho- and neurolinguistics; the optimal starting age debate in foreign language learning; the growing interest among applied linguists in more nuanced and more complex (statistical) data analysis and the priority given to more descriptive and social approaches to linguistics rather than to theorising.



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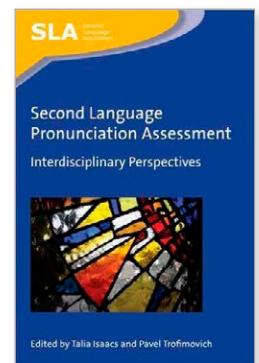
**第二言語の発音評価: 学際的展望**

**Second Language Pronunciation Assessment: Interdisciplinary Perspectives**

*Second Language Acquisition*

Edited by **Talia Isaacs** and **Pavel Trofimovich**

This book is open access under a CC BY license. It spans the areas of assessment, SLA and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language (L2) speech in classroom, research and real-world contexts. It will be of interest to anyone working on L2 pronunciation and assessment.



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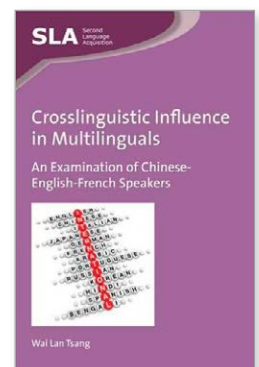
**マルチリンガルにおける交差言語的影響:  
中国語／英語／フランス語使用者の研究**

**Crosslinguistic Influence in Multilinguals:  
An Examination of Chinese-English-French Speakers**

*Second Language Acquisition*

By **Wai Lan Tsang**

This book connects the topics of third language acquisition, reverse transfer and the Interface Hypothesis. It reports on a study of Cantonese, English and French multilinguals in Hong Kong and investigates whether the acquisition and use of a later acquired language has an effect on the reception and production of one acquired earlier.



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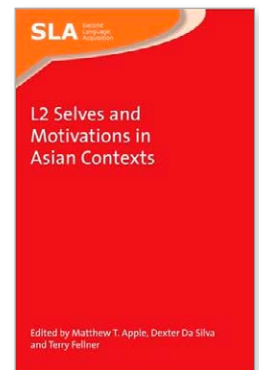
## アジアにおけるL2自己と動機づけ

### L2 Selves and Motivations in Asian Contexts

*Second Language Acquisition*

Edited by **Matthew T. Apple**, *et al.*

This book examines the applications of language learning motivation research theories and models from WEIRD (Western, educated, industrialized, rich, developed) contexts to the EFL situation in Asian countries. Themes include the use of L2 selves as a theoretical model of motivation, teacher motivation and demotivation in Asian educational systems.



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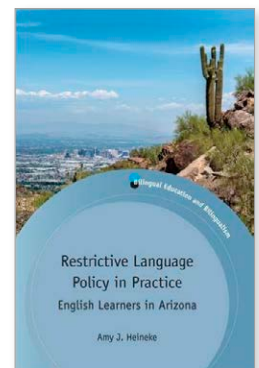
## 制限的言語政策: アリゾナの英語学習者

### Restrictive Language Policy in Practice: English Learners in Arizona

*Bilingual Education and Bilingualism*

By **Amy J. Heineke**

Arizona's monolingual and prescriptive approach to teaching English continues to capture international attention. This book examines the experiences of those involved in Arizona's language policy on a daily basis, highlighting the importance of local perspectives as well as preparing and professionalizing teachers of English learners.



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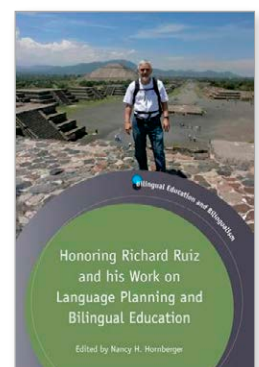
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### Honoring Richard Ruiz and His Work on Language Planning and Bilingual Education

*Bilingual Education and Bilingualism*

Edited by **Nancy H. Hornberger**

This volume brings together a selection of Richard Ruiz' writings on language planning orientations, bilingual and language minority education, language threat and endangerment, voice and empowerment, and even language fun, accompanied by contributions from colleagues and former students reflecting and expanding on Ruiz' ground-breaking work.



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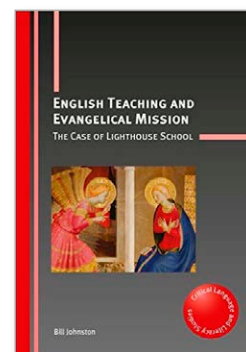
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ライトハウス・スクールのケース

English Teaching and Evangelical Mission:  
The Case of Lighthouse School

*Critical Language and Literacy Studies*

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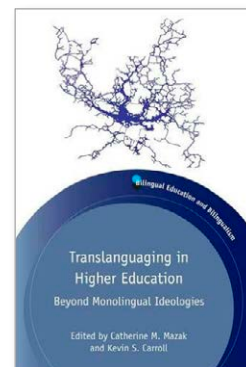
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Translanguaging in Higher Education:  
Beyond Monolingual Ideologies

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This book examines translanguaging in higher education and provides clear examples of what translanguaging looks like in practice in particular contexts around the world. Chapters show how the use of translanguaging practices allows students and professors to build on their linguistic repertoires to more effectively learn content.



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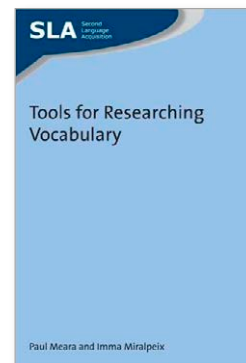
語彙研究のためのツール

Tools for Researching Vocabulary

*Second Language Acquisition*

By **Paul Meara** and **Imma Miralpeix**

This book introduces an innovative collection of easy-to-use computer programs that have been developed to measure and model vocabulary knowledge. It aims to help second language acquisition researchers explore some new instruments for L2 vocabulary research, providing examples of how the tools might be used in real research projects.



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**Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation**

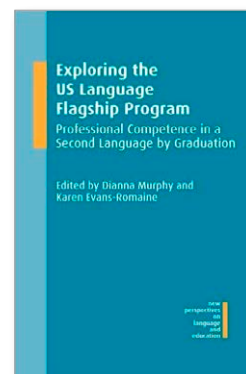
*New Perspectives on Language and Education*

Edited by **Dianna Murphy** and **Karen Evans-Romaine**

The Language Flagship program provides opportunities for US undergraduate students in any specialization to reach a professional level of competence in a targeted second language by graduation. This volume highlights innovative practices that enable students to achieve this goal and explores the rationale and history of this federal program.

Dianna Murphy is Associate Director of the Language Institute and Russian Flagship Program at the University of Wisconsin-Madison. Her research interests are in foreign language education at the postsecondary level, with a focus on students' goals and perspectives on their foreign language learning.

Karen Evans-Romaine is Professor of Russian in the Department of German, Nordic, and Slavic and Director of the Russian Flagship Program at the University of Wisconsin-Madison. Her research interests include Russian language pedagogy and early 20th-century Russian literature, particularly intersections of music and literature.



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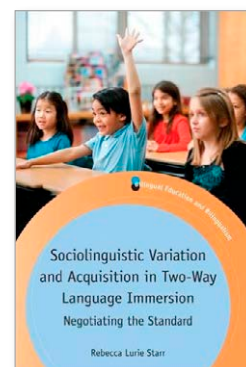
**Sociolinguistic Variation and Acquisition in Two-Way Language Immersion: Negotiating the Standard**

*Bilingual Education and Bilingualism*

By **Rebecca Lurie Starr**

This book investigates the acquisition of sociolinguistic knowledge in the early elementary school years of Mandarin-English two-way language immersion. Using ethnographic observation and quantitative analysis, the author explores how input from teachers and classmates shape students' language acquisition.

The book considers the different sociolinguistic messages conveyed by teachers in their patterns of language use and the variety of dialects negotiated and represented. Using analysis of teacher speech, corrective feedback and student language use, the author brings together three analyses to form a more complete picture of how children respond to sociolinguistic variation within a two-way immersion program.



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超多様性の考察：空間、時間、言語実践の再結合

## Engaging Superdiversity: Recombining Spaces, Times and Language Practices Encounters

Edited by **Karel Arnaut**, *et al.*

Through case studies of language practices in spaces understood as inherently translocal and multi-layered (classrooms and schools, youth spaces, mercantile spaces and nation-states), this book explores the relevance of superdiversity for the social and human sciences and positions it as a research perspective in sociolinguistics and beyond.



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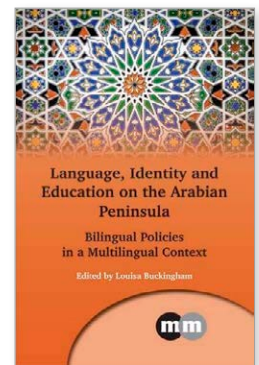
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アラビア半島の言語、アイデンティティー、教育：  
マルチリンガル環境におけるバイリンガル政策

## Language, Identity and Education on the Arabian Peninsula: Bilingual Policies in a Multilingual Context

Edited by **Louisa Buckingham**

This collection examines the urban multilingual realities of inhabitants of the Arabian Peninsula in the early 21st century from the perspectives of learners, teachers and researchers. Focusing on both public and private spheres, it considers the importance of both English and immigrants' languages in a context of rapid socio-economic development.



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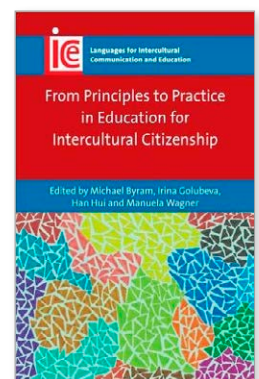
相互文化的市民性のための教育：原則から  
実践へ

## From Principles to Practice in Education for Intercultural Citizenship

*Languages for Intercultural Communication and Education*

Edited by **Michael Byram**, *et al.*

This volume examines how foreign language learners and teachers think about citizenship and interculturality. It presents a new theory of intercultural citizenship and demonstrates how it can be fostered in practice. It describes how teachers in schools and universities can work together across continents to develop new curricula and pedagogy.



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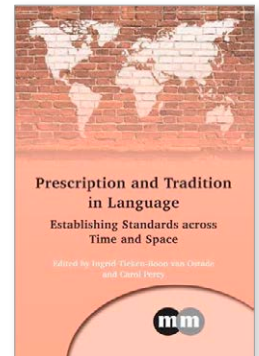
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**言語における規定と伝統：普遍的基準の確立**

## Prescription and Tradition in Language: Establishing Standards across Time and Space

Edited by **Ingrid Tieken-Boon van Ostadee** and **Carol Percy**

This book crystallises key interrelationships between linguistic standardisation and prescriptivism, contextualising case studies across languages and cultures. It breaks new ground with its multilingual approach, helping to balance the otherwise strong emphasis on English in English language publications on prescriptivism.



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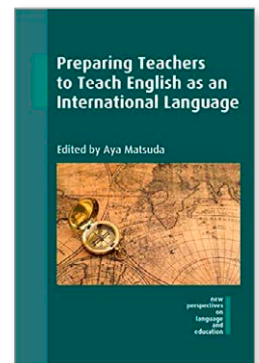
**国際語としての英語を教える先生のために**

## Preparing Teachers to Teach English as an International Language

*New Perspectives on Language and Education*

By **Aya Matsuda**

This book explores ways to prepare teachers to teach English as an International Language, and provides theoretically-grounded models for EIL-informed teacher education. It includes two chapters that present a theoretical approach to EIL teacher education, followed by descriptions of field-tested teacher education programs, courses and activities.



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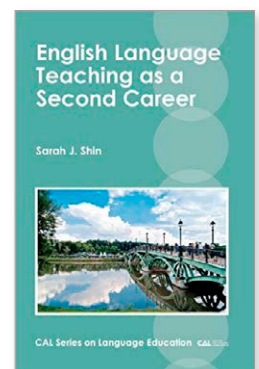
**第二のキャリアとしての英語教授**

## English Language Teaching as a Second Career

*CAL Series on Language Education*

By **Sarah J. Shin**

This book explores the experiences of 30 men and women who train to teach ESL as a second career. It provides portraits of these individuals as they develop as teachers and launch their new careers. A welcome addition to the growing literature on teacher development, this book will be an important resource for anyone working in TESOL.



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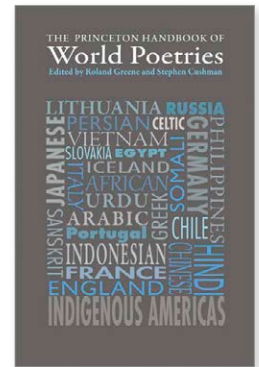
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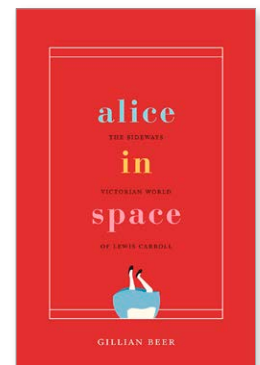
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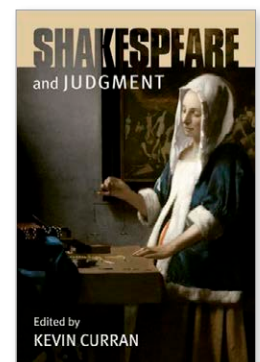
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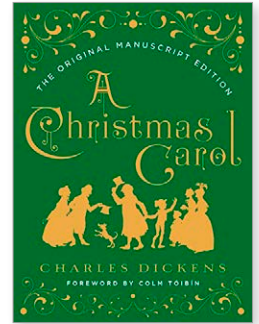
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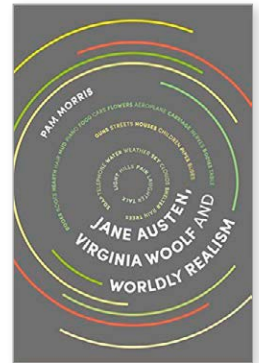
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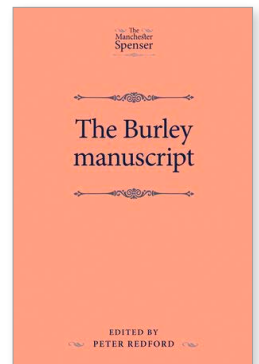
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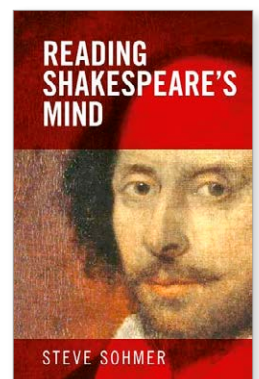
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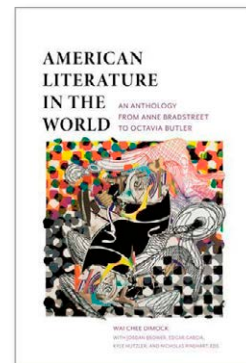
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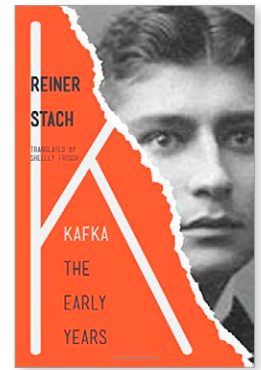
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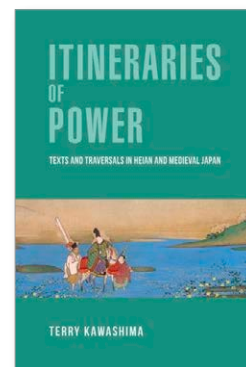
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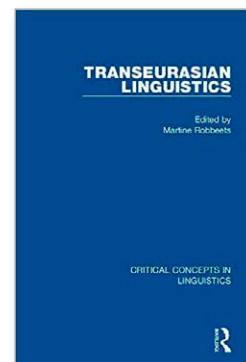
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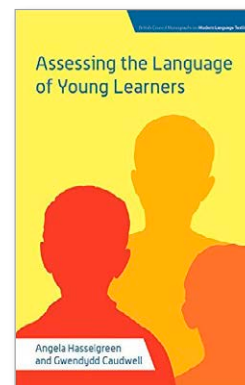
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不可能な人称

## Impossible Persons

*Linguistic Inquiry Monographs, 74*

By **Daniel Harbour**

*Impossible Persons*, Daniel Harbour's comprehensive and groundbreaking formal theory of grammatical person, upends understanding of a universal and ubiquitous grammatical category. Breaking with much past work, Harbour establishes three core theses, one empirical, one theoretical, and one metatheoretical. Together, these redefine the data subsumed under the rubric of "person," simplify the feature inventory that a theory of person must posit, and restructure the metatheory in which feature theory as a whole resides.

At its heart, *Impossible Persons* poses a simple question of the possible versus the actual: in how many ways could languages configure their person systems, in how many do they configure them, and what explains the size and shape of the short-fall? Harbour's empirical thesis—that the primary object of study for persons are partitions, not syncretisms—transforms a sea of data into a categorical problem of the attested and the absent. Positing, innovatively, that features denote actions, not predicates, he shows that two features alone generate all and only the attested systems. This apparently poor inventory yields rich explanatory dividends, covering the morphological composition of person, its interaction with number, its connection to space, and properties of its semantics and linearization. Moreover, the core properties of this approach are shared with Harbour's earlier work on number features. Jointly, these results establish an important metatheoretical corollary concerning the balance between richness of feature semantics and restrictiveness of feature inventories. This corollary holds deep implications for how linguists should approach feature theory in future.





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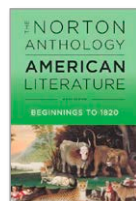
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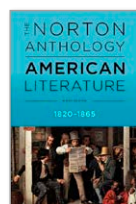


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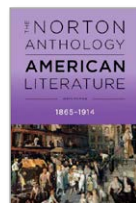


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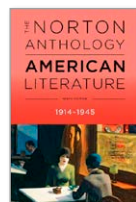


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