education review // reseñas educativas
editors: david j. blacker / gustavo e. fischman / melissa cast-brede

a multi-lingual journal of book reviews

October 24, 2012 ISSN 1094-5296
Education Review/Reseñas Educativas is a project of the National Education Policy Center http://nepc.colorado.edu
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Hinkel, Eli. (2011) *Handbook of Research in Second Language Teaching and Learning. Volume 2*. NY: Routledge.

Pp. 988 ISBN 978-0-415-99872-7 eBook ISBN 978-0-203-83650-7

Reviewed by Nadean Meyer
Eastern Washington University

Teaching second languages is an area of growth at my university and throughout my state's K-12 education. We have institutes on campus and programs affiliated with other international universities and international students. In the K-12 focus, many schools are expanding their programs and there is even plans for all our education students to receive an ESL endorsement as part of their program. The number of classrooms needing help with teaching second languages is increasing. Latest national statistics show 20-21 % of our K-12 students speak a language other than English at home or speak English with difficulty (U.S., 2011). While Washington State is not one of the largest states, it has between 9-10% of our student as ELL (Educating, 2010) thus indicating that almost all areas of the country need further information about

Citation: Meyer, Nadean. (2012 October 24) Review of *Handbook of Research in Second Language Teaching and Learning. Volume 2* by Eli Hinkel. *Education Review, 15.* Retrieved [Date] from http://www.edrev.info/reviews/rev1187.pdf

teaching and learning a second language. This handbook shares the latest research across many aspects of second language teaching and learning, providing a welcome resource for faculty and students.

Seven years following volume one, volume two of the *Handbook of Research in Second Language Teaching and Learning* is again edited by Eli Hinkel from Seattle University. As a teacher of ESL and applied linguistics for over thirty years, Eli Hinkel has a website (http://elihinkel.org) with tools and tips as well as information on his publications and presentations. The book's overview shows the range of research offered and the differences in the continuation of volume two. The primary content changes in volume two are: to survey prominent areas of research that received less attention in volume one, to capture new and ongoing research development and trends, and to present novel perspectives on prominent domains (p. xiii). The second major change has been including authors from other continents, specifically Asia, Europe and Australia. While many returning guest editors oversee the major sections, new authors are also included.

With 988 pages, there are divisions of 57 chapters into seven major sections. The sections include: social context, second language research, research in applied linguistics, language process, methods and instruction, assessment, ideology, identity and cultural and planning and policy. Each section opens with a review of the chapters. The extensive bibliographies of most chapters are valuable tools for further understanding of the topics. All the chapters provide key researchers and ideas and there is a range of second language learning from heritage speakers to international learners to ethnic groups within a country. The diversity of second language teaching is represented in the research discussed and the issues to consider.

With only one chapter written about computer-assisted language learning, this is one area that is pervading education and it would be beneficial to include research about this method that is prevalent in language learners in business and travel. The range of literacy from speaking to listening and writing is discussed with particular emphasis on speaking, The new part on assessment covers assessment methods and analysis of both quantitative and

qualitative methods and a chapter on assessment of classroom language learning. The chapter about assessing language provides the range of purposes and options in language assessment and the need to align the testing with the purpose.

The articles are useful for graduate students and faculty for current information. Part two on research methods is only five chapters long but it covers recent approaches in basic qualitative, quantitative, case study and action research. The inclusion of voice within qualitative research as a separate chapter indicates the importance of this evolving area. Some undergraduates may use the volume but most will need to be versed in the academic language and definitions before it is useful since this volume does not provide an overview of history or teaching methods but assumes familiarity within the discipline as would be expected in a handbook of current research.

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The majority of the books acquired by my institution and listed on WorldCat include research within teaching methods but these two volumes highlight the research as a whole of language learning for more in-depth understanding. It is a recommended purchase for education libraries with second language learning programs.

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About the Reviewer

Nadean Meyer is Learning Resources Librarian at Eastern Washington University (Cheney, WA). She oversees the Curriculum Center and has written about the modern mission of the center and new budget concerns. She

recently finished projects and grants on Pacific Northwest Native American Youth Resources and the American Library Association Maurice Sendak display about Sendak and Jewish culture.

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