Linguistics and Education
ÍNDICE DE TÍTULOS
2010-2023(vol. 76)

Title	Authors	Year	Volume	Issue	Pages
"Dude, it's not a appropriate word": Negotiating word meanings, language ideologies, and identities in a literature discussion group	Handsfield, Lara J. ; Crumpler, Thomas P.	2013	Vol. 24	Issue 2	112-130
"English is my only weapon": Neoliberal language ideologies and youth metadiscourse in South Korea	Bacon, Chris K. ; Kim, So Yoon	2018	Vol. 48		10-21
"Everybody has to be with everybody": Languaging relational and intellectual work with multilingual learners in a science class community	Qin, Kongji ; Beauchemin, Faythe	2022	Vol. 69		101019
"Filming in Progress": New spaces for multimodal designing	Mills, Kathy A.	2010	Vol. 21	Issue 1	14-28
"Finally, I told my professor I was pregnant." Becoming new mothers as international graduate students	Zhang, Kuo	2021	Vol. 63		100922
"How much You wanna bet?": Examining the role of positioning in the development of L2 learner interactional competencies in the content classroom	Pinnow, Rachel J. ; Chval, Kathryn B.	2015	Vol. 30		1-11
"I don't want to become a China Buff": Temporal dimensions of the discoursal construction of writer identity	Burgess, Amy	2012	Vol. 23	Issue 3	223-234
"I heard it wasn't really a myth": Enacting and contesting expertise in an Arizona science classroom	O'Connor, Brendan H.	2015	Vol. 31		30-43
"I just wanted to make sure that everyone knew I was American": A critical discourse analysis of a dialogic speech event	Vasconcelos, Erika França de Souza	2013	Vol. 24	Issue 2	86-100
"I relate everything in my life to music": How music pre-service teachers make sense of and envision using English language development standards	Grapin, Scott E.	2022	Vol. 71		101081
"I still think there's a need for proper, academic, Standard English": Examining a teacher's negotiation of multiple language ideologies	Weaver, Megan M.	2019	Vol. 49		41-51
"I think they're Hispanic": Agency and meaning-making in Latinx students' discussions about text	Aragón, María José	2022	Vol. 69		101045
"I Wouldn't Have Said it That Way": Mediating professional editorial comments in a secondary school science classroom	Kohnen, Angela M.	2013	Vol. 24	Issue 2	75-85
"I've got an idea": A social semiotic perspective on agency in the second language classroom	Pinnow, Rachel J.	2011	Vo. 22	Issue 4	383-392
"If you don't find a friend in here, it's gonna be hard for you": Structuring bilingual peer support for language learning in urban high schools	Carhill-Poza, Avary	2017	Vol. 37		63-72
"In writing, I simply do not distinguish between the sounds:" The metacognitive experience of emergent biliterate children.	Schwartz, Mila ; Assad, Hanan ; Deeb, Inas	2022	Vol. 67		100959
"It just made me look at language in a different way:" ESOL teacher candidates' identity negotiation through teacher education coursework	Yazan, Bedrettin	2017	Vol. 40		38-49
"It just sounds proper common": Exploring the social meanings expressed by nonstandard	Moore, Emma ; Spencer, Sarah	2021	Vol. 63		100933

grammar					
"It sound like a paragraph to me": The negotiation of writer identity in dialogic writing assessment	Jones, Karis M. ; Beck, Sarah W.	2020	Vol. 55		100759
"It was kind of a given that we were all multilingual": Transnational youth identity work in digital translanguaging	Kim, Sujin	2018	Vol. 43		39-52
"It was that Trolle thing" Negotiating history in Grade 6: A matter of teachers' text choice	Walldén, Robert	2020	Vol. 60		100884
"It will emerge if they grow fond of it": Translanguaging and power in Quechua teaching	Zavala, Virginia	2015	Vol. 32-A		16-26
"Miss, nominalization is a nominalization:" English language learners' use of SFL metalanguage and their literacy practices	Gebhard, Meg ; Chen, I-An ; Britton, Lynne	2014	Vol. 26		106-125
"My dad is samurai": Positioning of race and ethnicity surrounding a transnational Colombian Japanese high school student	Shao-Kobayashi, Satoko	2013	Vol. 24	Issue 3	361-372
"No more Korean at Home." Family language policies, language practices, and challenges in Korean immigrant families: Intragroup diversities and intergenerational impacts	Lee, Hakyoon	2021	Vol. 63		100929
"Now, is this how we are going to say it?" Comparing teachers' language practices in primary and secondary state education in Cyprus	Ioannidou, Elena ; Sophocleous, Andry	2010	Vol. 21	Issue 4	298-313
"Physically I was there, but my mind had gone somewhere else": Probing the emotional side of English-medium instruction	Yuan, Rui ; Mo Li, Zhang, Tiefu	2023	Vol. 75		101163
"Say 'What happened?' in Hebrew. He does not speak Arabic!" Early language awareness as expressed in verbal and nonverbal interactions in the preschool bilingual classroom	Schwartz, Mila ; Deeb, Inas ; Hijazy, Sujoud	2019	Vol. 52		13-23
"Speak English!" A prescription or choice of English as a lingua franca in Ghanaian schools	Edu-Buandoh, Dora F. ; Otchere, Gloria	2012	Vol. 23	Issue 3	301-309
"Tell me what you are thinking": An investigation of five Latina LTELs constructing meaning with academic texts	Brooks, Maneka Deanna	2016	Vol. 35		1-14
"The emotional landscape of English medium instruction (EMI) in higher education". (Commentary)	Pun, Jack	2023	Vol. 75		101180
"The emotional landscape of English medium instruction (EMI) in higher education". (Forum)	Hillman, Sara ; et al.	2023	Vol. 75		101181
"There is no there there": Space deictics, verb tense, and nostalgia at a family literacy class	Zhang, Jenny ; Sterponi, Laura	2020	Vol. 56		100797
"Theresa! Don't pull her hair! You'll hurt her!": Peer intervention and embodiment in U.S. preschools	LeMaster, Barbara	2020	Vol. 59		100743
"They ain't using slang": Working class students from linguistic minority communities in higher education	Preece, Siân	2015	Vol. 31		260-275
"They don't see us otherwise": A discourse analysis of marginalized students critiquing the local news	Kohnen, Angela M. ; Lacy, Amanda	2018	Vol. 46		102-112

"They enjoyed little political power:" Representations of immigrant experience in an 11th-grade U.S. history textbook	Deroo, Matthew R. ; Díaz, Edgar	2021	Vol. 64		100952
"This is what I know:" Use of the first person in sixth grade argumentative writing	Troyer, Margaret	2017	Vol. 38		24-32
"Want me to show you?": Emergent bilingual preschoolers' multimodal resourcing in show-and-tell activity	Sembiante, Sabrina F. ; Bengochea, Alain ; Gort, Mileidis	2020	Vol. 55		100794
"We are children of God": White Christian teachers discussing race	Johnson, Kate R. ; Holdaway, Emma ; Ross, Amy Saunders	2021	Vol. 64		100936
"We are in Cyprus, we have to use our language, don't we?" Pupils' and their parents' attitudes towards two proximal linguistic varieties	Fotiou, Constantina ; Ayiomamitou, Ioli	2021	Vol. 63		100931
"We are looking forward to another great year!": How principals' language-in-use reflect school quality ratings in Chicago Public Schools	Rushek, Kelli A.	2019	Vol. 53		100756
"We are the mayas": Indigenous language revitalization, identification, and postcolonialism in the Yucatan, Mexico	Guerrettaz, Anne Marie	2020	Vol. 58		100765
"We can do it together!" – But can they? How Norwegian ninth graders co-constructed content and language knowledge through peer interaction in CLIL	Lialikhova, Dina	2019	Vol. 54		100764
"We can speak we do it our way": Linguistic ideologies in Catalan adolescents' language biography raps	Garrido, Maria Rosa ; Moore, Emilee	2016	Vol. 36		35-44
"We observed that the magnetic field is stronger than gravity": Exploring linguistically diverse fourth-grade students' written explanations in science notebooks	Fitts, Shanan ; Gross, Lisa ; Ramirez, Breanna	2020	Vol. 56		100809
"We're talking about mobility:" Discourse strategies for promoting disciplinary knowledge and language in educational contexts	Larsson, Pia Nygård	2018	Vol. 48		61-75
"What are you, gay?" Positioning in monologues written and performed by members of a gay-straight alliance	McEntarfer, Heather Killelea ; McVee, Mary B.	2014	Vol. 25		78-89
"What do you think?" How interaction unfolds following opinion-seeking questions and implications for encouraging subjectification in education	Balen, Johanna van ; et al.	2022	Vol. 69		101037
"Words that hold us up:" Teacher talk and academic language in five upper elementary classrooms	Ernst-Slavit, Gisela ; Mason, Michele R.	2011	Vo. 22	Issue 4	430-440
"You ARE Immigrant…but Not Like Us": A discourse analysis of immigrant students' positioning of undocumented immigrants in a CLD classroom	Hemmler, Vonna L. ; Kibler, Amanda K.	2019	Vol. 54		100763
"You not die yet": Karenni refugee children's language socialization in a video gaming community	Duran, Chatwara Suwannamai	2017	Vol. 42		1-9
(Mis)Guided interpersonal deictic choices in primary school writing under language assessment	Mendes, Mafalda ; Martins, Mário	2022	Vol. 69		101035

(Re)Imagining a translingual self: Shifting one monolingual teacher candidate's language lens	Ponzio, Christina M.	2020	Vol. 60		100866
A "rhetoric of conversational storytelling": Strategies and purposes in narrative. (Book review). Conversational Narrative: Storytelling in Everyday Talk, N.R. Norrick. John Benjamins Publishing Company, Amsterdam (2010)	Anissa J. Sorokin	2011	Vo. 22	Issue 2	187-188
A (dis)play on words: Emergent bilingual students' use of verbal jocularity as a channel of the translanguaging corriente	Ingram, Mitch	2023	Vol. 74		101165
A closer look at the interactional construction of choral responses in South African township schools	Stoffelsma, Lieke ; Charldorp, Tessa Cyrina van	2020	Vol. 58		100829
A comparative analysis of cultural representations in collegiate world language textbooks (Arabic, French, and German)	Uzum, Baburhan ; et al.	2021	Vol. 61		100901
A corpus-based study on the misspellings of Spanish heritage learners and their implications for teaching	Beaudrie, Sara M.	2012	Vol. 23	Issue 1	135-144
A critical investigation of test use: Language testing, the social dimension. (Book review). Language Testing: The Social Dimension, T. McNamara, C. Roever. Blackwell Publishing, Ltd., Malden (2006)	Schissel, Jamie L.	2010	Vol. 21	Issue 2	126-128
A critical review of proposition analysis in Alzheimer's research and elsewhere	King, James R.	2012	Vol. 23	Issue 4	388-401
A functional perspective on the challenges of teaching English tenses to speakers of other languages: The case of adult speakers of Serbian	Stosic, Dragana	2019	Vol. 51		79-90
A hidden curriculum in Japanese EFL textbooks: Gender representation	Lee, Jackie F.K.	2014	Vol. 27		39-53
A linguistic description of popular education: The enactment of pedagogy in the classroom	Vidal Lizama, Margarita	2017	Vol. 39		14-25
A multilevel description of textbook linguistic complexity across disciplines: Leveraging NLP to support disciplinary literacy	Green, Clarence	2019	Vol. 53		100748
A narrative inquiry into the emotional effects of English medium instruction, language learning, and career opportunities	Şahan, Özgür ; Sahan, Kari	2023	Vol. 75		101149
A primer on language, culture and communication. (Book Review Essay). Human Communication Across Cultures: A Cross-cultural Introduction to Pragmatics and Sociolinguistics, V. Remillard, K. Williams. Equinox Publishing Ltd., Sheffield and Bristol (2016).	Cheng, Yanhua	2019	Vol. 49		96-97
A quantitative discourse analysis of student-initiated checks of understanding during teacher-fronted lessons	Shepherd, Michael A.	2012	Vol. 23	Issue 1	145-159
A raciolinguistic perspective on standardized literacy assessments	Flores, Nelson	2021	Vol. 64		100868
A semiotic perspective on reading picture books: The case of Alexander and the Wind-Up Mouse	Kabuto, Bobbie	2014	Vol. 25		12-23
A sojourning multilingual family's sense-making in a science museum: A repertoire approach	Choi, Min-Seok	2022	Vol. 72		101106

Title	Author	Year	Vol.	Issue	Pages
A technical guide to narrative inquiry. (Book review). Narrative Inquiry: A Dynamic Approach, C. Daiute. Sage Publications, Thousand Oaks, CA (2014)	Baines, Lawrence	2015	Vol. 29		83-84
Academic and cultural literacy for heritage speakers of Spanish: A case study of Latin@ students in California	Colombi, María Cecilia	2015	Vol. 32-A		5-15
Academic discourse as situated practice: An introduction. (Editorial)	Heller, Vivien ; Morek, Miriam	2015	Vol. 31		174-186
Academic discourse practices in action: Invoking discursive norms in mathematics and language lessons	Heller, Vivien	2015	Vol. 31		187-206
Academic socialization as the production and negotiation of social space	Soltani, Behnam	2018	Vol. 45		20-30
Academic uses of language (re)defined: A case of emergent bilinguals engaging in languages and literacies in and outside of school	Blair, Alissa	2016	Vol. 35		109-119
Academic writing centres in multilingual settings: Intermediary agents of higher education language policy?	Kaufhold, Kathrin ; Yencken, Daniel Egil	2021	Vol. 64		100950
Academic writing, scholarly identity, voice and the benefits and challenges of multilingualism: Reflections from Norwegian doctoral researchers in teacher education	Langum, Virginia ; Sullivan, Kirk P.H.	2020	Vol. 60		100883
Activism, emotion, and genre: Young adults' composition of Urgent Action Letters	Collin, Ross	2014	Vol. 26		18-30
Activist literacies: An analysis of the literacy practices of a school-based human rights club	Collin, Ross	2012	Vol. 23	Issue 3	250-261
Adolescents' metalinguistic reflections on the academic register in speech and writing	Galloway, Emily Phillips ; Stude, Juliane ; Uccelli, Paola	2015	Vol. 31		221-237
Agency in a geometry review lesson: A linguistic view on teacher and student division of labor	González, Gloriana ; DeJarnette, Anna F.	2012	Vol. 23	Issue 2	182-199
Alex, the toolmaker: Tool-and-result activity in the L2 learning context	Infante, Paolo ; Poehner, Matthew E.	2021	Vol. 63		100862
Alexandra Jaffe – In memoriam	Martin-Jones, Marilyn	2019	Vol. 49		102-103
Alternative futures of English language education in Iran in the era of globalization	Chamani, Fariba	2023	Vol. 73		101146
Altruistic capital and refugee-background youth: Creating educational counter-stories and opportunities	Shapiro, Shawna	2022	Vol. 70		101011
An analytical framework for reading visual narratives. (Book Review Essay). Reading visual narratives: Image analysis of children's picture books, C. Painter, J.R. Martin, L. Unsworth. Equinox Publishing, Bristol, CT (2013)	Serafini, Frank	2014	Vol. 27		68-69
An EAP instructor's perceptions of and engagement in dialogic scaffolding	Mannion, Patrick ; et al.	2021	Vol. 66		100994
An ecological community becoming: Language learning as first-order experiencing with place and mobile technologies	Zheng, Dongping ; et al.	2018	Vol. 44		45-57
An examination of U.S. Latino identities as constructed in/through curricular materials	Rojas, Mary Alexandra	2013	Vol. 24	Issue 3	373-380

Title	Author	Year	Vol.	Issue	Pages
An excellent mentor text for new (and not-so-new) ethnographers. (Review Symposium. Heath, S. B., & Street, B. V. (2008). Ethnography: Approaches to language and literacy research)	Skilton-Sylvester, Ellen	2010	Vol. 21	Issue 4	314-316
An exploration of the communication strategies used when culture-laden words are translated from Japanese to Arabic in ELF interaction	Houghton, Stephanie Ann ; Al-Asswad, Khalifa Abubaker	2014	Vol. 28		28-40
An Introduction to Applied Linguistics, 2nd ed., N. Schmitt (Ed.). Hodder Education, London, England (2010). (Book review)	Ramos, Francisco	2011	Vo. 22	Issue 4	456-457
An introduction to sociolinguistics: Review. (Book review). An Introduction to Sociolinguistics: Society and Identity, S.K. Deckert, C.H. Vickers. Continuum, London, New York (2001).	Osiapem, Iyabo F.	2012	Vol. 23	Issue 2	215-216
**An Introduction to the Grammar of English, E. Van Gelderen., revised edition, Benjamins, Amsterdam, Philadelphia (2010).	Introducing English Grammar, K. Börjars, K. Burridge., second edition, Hodder Education, London (2010). (Book review)**	Tarasova, Elizaveta	2011	Vo. 22	Issue 4	461-463
Analysing test scripts to improve language materials in the Solomon Islands	Quinn, Marie	2021	Vol. 65		100983
Analyzing discourse analysis: Teachers' views of classroom discourse and student identity	Rumenapp, Joseph C.	2016	Vol. 35		26-36
Analyzing students' writing in a Jamaican Creole-speaking context: An ecological and systemic functional approach	Nero, Shondel ; Stevens, Lillian	2018	Vol. 43		13-24
Answering vs. exploring: Contrastive responding styles of East-Asian students and native-English-speaking students in the American graduate classroom	Takahashi, Junko	2021	Vol. 64		100958
Are females and males equitably represented? A study of early readers	Lee, Jackie F.K. ; Chin, Andy C.O.	2019	Vol. 49		52-61
Arridence and novility: Explicitness as a function of social inequality	Avenia-Tapper, Brianna	2015	Vol. 30		114-124
Attitudes toward regional British accents in EFL teaching: Student and teacher perspectives	Baratta, Alex ; Halenko, Nicola	2022	Vol. 67		101018
Balancing between uncertainty and control: Teaching reflective thinking about language in the classroom	Wijnands, Astrid ; et al.	2022	Vol. 71		101087
Been there, done that: What's new about new technologies?. (Book review). A Better Pencil: Readers, Writers, and the Digital Revolution, D. Baron. Oxford University Press (2009)	Warschauer, Mark	2010	Vol. 21	Issue 2	121-122
Being 'a competent language user' in a world of Others – Adult migrants' perceptions and constructions of communicative competence	Rydell, Maria	2018	Vol. 45		101-109
Beyond 'safe-talk': Institutionalization and agency in China's English language education	Pérez-Milans, Miguel	2012	Vol. 23	Issue 1	62-76
Beyond contrastive analysis and codeswitching: Student documentary filmmaking as a challenge to linguicism in Hawai'i	Higgins, Christina ; et al.	2012	Vol. 23	Issue 1	49-61
Beyond individual language brokering: Family literacy brokering	Ghandchi, Narges	2022	Vol. 71		101077
Beyond language: Academic communication and student success. (Review)	Cummins, Jim	2014	Vol. 26		145-154

Beyond language: Class, social categorisation and academic achievement in a Catalan high school	Codó, Eva ; Patiño-Santos, Adriana	2014	Vol. 25		51-63
Bilingual college writers' collaborative writing of word problems	Esquinca, Alberto	2011	Vo. 22	Issue 2	150-167
Bilingual education for bilingual students. (Book review). Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners, O.García,J.A. Kleifgen. (2010)	O'Brien, Ingrid	2012	Vol. 23	Issue 2	211-212
Bilingual education for scholars: Diverse contexts and current debates. (Book review). International Perspectives on Bilingual Education: Policy, Practice, and Controversy, J. Petrovic (Ed.). Information Age Publishing, Inc., Charlotte, NC (2010).	Logan-Terry, Aubrey	2011	Vo. 22	Issue 4	464-465
Bilingual education: The only option to teach all children in the 21st century in equitable ways. (Book review). Bilingual Education in the 21st Century: A Global Perspective, O. García. Wiley-Blackwell, Chicester, United Kingdom (2009)	Cummins, Jim	2010	Vol. 21	Issue 1	77-79
Bilingual Latin@ children's exposure to language and literacy practices through older siblings in immigrant families	Kibler, Amanda K. ; et al.	2016	Vol. 35		63-77
Bocadillos and the karate club: Translingual identity narratives from study abroad participants	Menard-Warwick, Julia	2019	Vol. 50		84-93
Boundaries and hybrid blends: How one multilingual narrator displays symbolic competence in a college writing class	Kelso, Josephine Meadows	2018	Vol. 45		50-61
Bringing the outside in: Negotiating knowledge and agency in multilingual learning contexts. (Editorial)	Lytra, Vally ; Spindler Møller, Janus	2011	Vo. 22	Issue 1	1-9
Building community in online discussion: A case study of moderator strategies	Lander, Jo	2015	Vol. 29		107-120
Building on the work of teachers: Augmenting a functional lens to a teacher-generated framework for describing the instructional practices of responding	Milewski, Amanda M. ; Strickland, Sharon K.	2020	Vol. 57		100816
Building word knowledge through integrated vocabulary explanations in ESL tutorials	Duran, Derya ; Kääntä, Leila	2023	Vol. 75		101182
But mom! I'm not a Spanish Boy: Raciolinguistic socialization in a Two-Way Immersion bilingual program	Chaparro, Sofía E.	2019	Vol. 50		1-12
Capitalizing on linguistic variation in Greek Cypriot education	Tsiplakou, Stavroula ; Ioannidou, Elena ; Hadjioannou, Xenia	2018	Vol. 45		62-71
Capitalizing on Mexican parents' cultural models of parental involvement from their children's perspectives	Andrews, Micah	2013	Vol. 24	Issue 4	497-510
Career choices: Linguistic and educational socialization of Sudanese-background high-school students in Australia	Hatoss, Anikó ; O'Neill, Shirley ; Eacersall, Douglas	2012	Vol. 23	Issue 1	16-30
Caring is pedagogy: Foreign language teachers' emotion labor in crisis	Warner, Chantelle ; Diao, Wenhao	2022	Vol. 71		101100
Challenging moments as opportunities to learn: The role of nonverbal interactional resources in dealing with conflicts in English as a lingua franca classroom interactions	Matsumoto, Yumi	2018	Vol. 48		35-51

Changes in attitude: Evaluative language in secondary school and university history textbooks	Myskow, Gordon	2018	Vol. 43		53-63
Changes in orientations among pre-service EFL teachers' correction practices: From teaching materials to underlying knowledge structures	Tůma, František ; Obrovská, Jana ; Svojanovský, Petr	2023	Vol. 76		101186
Children investing in literacy	Laursen, Helle Pia ; Fabrin, Liv	2013	Vol. 24	Issue 4	441-453
Children talking about writing: Investigating metalinguistic understanding	Chen, Honglin ; Myhill, Debra	2016	Vol. 35		100-108
Children's discussions about texts: Integrating and evaluating practices	Pulles, Maaike ; et al.	2022	Vol. 69		101051
Children's experiences with bullying: Understanding sexuality, gender, and homophobia. (Book Review Essay). Bullying: Experiences and Discourses of Sexuality and Gender, Rivers, N. Duncan (Eds.). Routledge, New York, NY (2013).	Siyahhan, Sinem	2014	Vol. 25		158-160
Children's knowing and learning how to spell and the effects of spelling instruction. (Book review). Children's Reading and Spelling: Beyond the First Steps, T. Nunes, P. Bryant. Wiley-Blackwell Publishers, Malden, MA (2009).	Burns, Rebecca	2013	Vol. 24	Issue 2	262-263
Children's Language and Multilingualism: Indigenous Language Use at Home and School, J. Simpson, G. Wigglesworth (Eds.). Continuum International Publishing, New York (2008). (Book review)	Ryan, Caitlin L.	2010	Vol. 21	Issue 1	80-82
Children's sign-making and construction of signifying chains in relation to texts: Book interactions as discursive processes	Ranker, Jason	2019	Vol. 51		46-58
Children's comprehension of time in audiovisual narratives: A multimodal discourse and empirical approach	Tseng, Chiao-I ; Djonov, Emilia	2023	Vol. 73		101144
Chilean students learn to think historically: Construction of historical causation through the use of evidence in writing	Henríquez, Rodrigo ; Ruiz, Marcela	2014	Vol. 25		145-157
Chinese learners' acquisition of English word stress and factors affecting stress assignment	Chen, Hsueh Chu	2013	Vol. 24	Issue 4	545-555
Church-based ESL program as a figured world: Immigrant adult learners, language, identity, power	Chao, Xia ; Kuntz, Aaron	2013	Vol. 24	Issue 4	466-478
Circles of Conscientização: Towards emancipatory discourses in teacher education. (Book review). Freire, Teaching, and Learning: Culture circles across contexts. Counterpoints: Studies in the Postmodern Theory of Education, M. Souto-Manning. Peter Lang Publishing, New York (2009)	Thomas, Ebony Elizabeth	2011	Vo. 22	Issue 2	182-184
Claiming our own space: Polyphony in teacher–student dialogue	Skidmore, David ; Murakami, Kyoko	2012	Vol. 23	Issue 2	200-210
Classroom has a heart: Teachers and students affective alignment in a Persian heritage language classroom	Atoofi, Saeid	2013	Vol. 24	Issue 2	215-236
Classroom norms as resources: Deontic rule formulations and children's local enactment of authority in the peer group	Nasi, Nicola	2022	Vol. 69		101059

Title	Authors	Year	Vol.	Issue	Pages
Co-constructing beliefs about parental involvement: Rehearsals and reflections in a family literacy program	Mangual Figueroa, Ariana ; Suh, Sora ; Byrnes, Meredith	2015	Vol. 31		44-58
Code-switching in Japanese language classrooms: An exploratory investigation of native vs. non-native speaker teacher practice	Hobbs, Valerie ; Matsuo, Ayumi ; Payne, Mark	2010	Vol. 21	Issue 1	44-59
Codeswitching practices from "other tongues" to the "mother tongue" in the provincial Philippine classroom	Osborne, Dana	2020	Vol. 55		100780
Codeswitching: Linguistic and literacy understanding of teaching dilemmas in multilingual classrooms	King, James R. ; Chetty, Rajendra	2014	Vol. 25		40-50
Colorblind along the color line: Racialized fractals, recursive oppositions, and control of meaning in developmental spaces	Eberhardt, Maeve ; DiMario, Anthony	2020	Vol. 57		100819
Commentary	Simon-Vandenbergen, Anne-Marie ; Herreweghe, Mieke van	2013	Vol. 24	Issue 4	428-432
Commentary. (Editorial)	Baynham, Mike	2011	Vo. 22	Issue 1	51-52
Commentary. (Editorial)	Moyer, Melissa	2011	Vo. 22	Issue 1	93-94
Communicating beyond language: Everyday encounters with diversity, B. Rymes. Routlege, Taylor & Francis Group, New York (2014). (Book Review Essay)	Compton-Lilly, Catherine ; Van Asselt, Bess ; Kim, Jieun	2017	Vol. 42		74-75
Communities of practice in higher education: A challenge from the discipline of architecture	Morton, Janne	2012	Vol. 23	Issue 1	100-111
Comparing rhetorical devices in history textbooks and teachers' lessons: Implications for the development of academic language skills	García, J. Ricardo ; et al.	2018	Vol. 47		16-26
Competence as linguistic alignment: Linguistic diversities, affinity groups, and the politics of educational success	Souto-Manning, Mariana	2013	Vol. 24	Issue 3	305-315
Complaining for rapport building: Troubles talk in a preservice language teacher online video exchange	Tudini, Vincenza ; Dooly, Melinda	2021	Vol. 64		100941
Complementary schools in the global age: A multi-level critical analysis of discourses and practices at Japanese Hoshuko in the UK	Danjo, Chisato ; Moreh, Chris	2020	Vol. 60		100870
Conceiving, noticing, and transcribing multi-modality in the study of social interaction as a learning environment	Erickson, Frederick	2017	Vol. 41		59-61
Concepts and language: Developing knowledge in science	Hodgson-Drysdale, Tracy	2014	Vol. 27		54-67
Conflicting ideologies of English in Korea: Study of bilingual adolescents	Lee, Chunhwa	2018	Vol. 48		22-34
Connecting to learn, learning to connect: Thinking together in asynchronous forum discussion	Delahunty, Janine	2018	Vol. 46		12-22
Constructed dialogue as a resource for promoting students' socialization to written academic discourse in an EAP class	Baffy, Marta	2018	Vol. 46		33-42

Constructing identities of disability in narratives about high school	Cuda, Josephine	2022	Vol. 71		101061
Constructing identities through "discourse": Stance and interaction in collaborative college writing	Olinger, Andrea R.	2011	Vo. 22	Issue 3	273-286
Constructing inequality in multilingual classrooms, L. Martín Rojo. De Gruyter Mouton, New York (2010). (Book review)	Mortimer, Katherine S.	2011	Vo. 22	Issue 3	287-289
Constructing language ideologies in a multilingual, second-grade classroom: A case study of two emergent bilingual students' language-use during eBook composing	Rowe, Lindsey W.	2019	Vol. 52		1-12
Constructing racial literacy through critical language awareness: A case study of a beginning literacy teacher	Wetzel, Melissa Mosley ; Rogers, Rebecca	2015	Vol. 32-A		27-40
Construction of L1/L2 use in informal social networks: A study of learners of Japanese in Australia	Kurata, Naomi	2014	Vol. 27		14-29
Construing geometric shapes in a language literacy context: Defining and classifying triangles in Greek kindergarten	Giannisi, Paraskevi ; Kondyli, Marianna	2013	Vol. 24	Issue 4	523-534
Consuming English: How Mexican transmigrants form identities and construct symbolic citizenship through the English-language program Inglés sin Barreras [English without Barriers]	Ullman, Char	2010	Vol. 21	Issue 1	1-13
Context design and critical language/media awareness: Implications for a social digital literacies education	Tagg, Caroline ; Seargeant, Philip	2021	Vol. 62		100776
Contextualizing teacher identity of non-native-English speakers in U.S. secondary ESL classrooms: A Bakhtinian perspective	Huang, I-Chen	2014	Vol. 25		119-128
Controversial topics and teacher answerability in Swedish for immigrants classes for refugees	Brookie, Hanna	2018	Vol. 47		84-92
Conversations or virtual IREs? Unpacking asynchronous online discussions using exchange structure analysis	Lander, Jo	2014	Vol. 28		41-53
Corrections as multiparty accomplishment in L2 classroom conversations	Åhlund, Anna ; Aronsson, Karin	2015	Vol. 30		66-80
Corrigendum to "Language as a tool in diverse forms of learning" [Linguist. Educ. 23 (2012) 373–387]	Orellana, Marjorie Faulstich et al.	2013	Vol. 24	Issue 2	272-272
Crafting claims about sustainability assessment: The situated practice of guiding university students into producing and presenting conclusions	Eriksson, Ann-Marie	2015	Vol. 30		97-113
Creating and sustaining representations of academic language: Curricularization and language ideologies in second grade	Lewis, Mark C.	2022	Vol. 72		100973
Creating republican machines: Language governmentality in the United States	Flores, Nelson	2014	Vol. 25		1-11
Creating translanguaging spaces in students' academic writing practices	Kaufhold, Kathrin	2018	Vol. 45		1-9
Critical thinking, questioning and student engagement in Korean university English courses	DeWaelsche, Scott A.	2015	Vol. 32-B		131-147

Title	Authors	Year	Vol	Issue	Pages
Cultural interventions: Repositioning hip hop education in India	Singh, Jaspal Naveel ; Dattatreyan, Ethiraj Gabriel	2016	Vol. 36		55-64
Culturally sustaining systemic functional linguistics: Towards an explicitly anti-racist and anti-colonial languaging and literacy pedagogy	Mizell, Jason D.	2022	Vol. 72		101108
Cumulative knowledge-building in secondary schooling: Guest editors' preface	Martin, J.R. ; Maton, Karl	2013	Vol. 24	Issue 1	1-3
Current topics in NLS: Locally situated literacy practices in global contexts. (Book review). Literacies, Global and Local, M. Prinsloo, M. Baynham (Eds.). John Benjamins, Philadelphia, PA (2008)	Gillstrom, Elizabeth	2010	Vol. 21	Issue 2	132-133
De-alienating the academy: Multilingual teaching as decolonial pedagogy	Antia, Bassey E. ; Dyers, Charlyn	2019	Vol. 51		91-100
Debating the world – Choosing the word: High school debates as academic discourse preparation for bilingual students	Antilla-Garza, Julie ; Cook-Gumperz, Jenny	2015	Vol. 31		276-285
Delay in L2 interaction in video-mediated environments in the context of virtual tandem language learning	Rusk, Fredrik ; Pörn, Michaela	2019	Vol. 50		56-70
Demands and opportunities: Analyzing academic language in a first grade dual language program	Lucero, Audrey	2012	Vol. 23	Issue 3	277-288
Demonstrating active listenership through collaborative turn completion to display epistemic access in multi-party interactions	Pouromid, Sajjad ; Hosseininasab, Khatereh	2022	Vol. 72		101118
Designedly Incomplete Utterances and student participation	Netz, Hadar	2016	Vol. 33		56-73
Designedly incomplete utterances as prompts for co-narration in home literacy events with young multilingual children	Abreu Fernandes, Olga ; Melander Bowden, Helen	2022	Vol. 71		101089
Designing knowledge construction in pre-service teachers' collaborative planning talk	Aalto, Eija ; Mustonen, Sanna	2022	Vol. 69		101022
Designing stories on social media: A corpus-assisted critical perspective on the mismatches of story-curation	Georgakopoulou, Alex	2021	Vol. 62		100737
Developing disciplinary literacy in a multilingual history classroom	Achugar, Mariana ; Carpenter, Brian D.	2012	Vol. 23	Issue 3	262-276
Developing practices for first-time encounters: Pursuing mutual understanding and relational achievement in conversations-for-learning	Kim, Sangki	2022	Vol. 71		101090
Developing teachers' critical language awareness: A case study of guided participation	Carpenter, Brian D. ; et al.	2015	Vol. 32-A		82-97
Dialogue, erasure and spontaneous comments during textual composition: What students' metalinguistic talk reveals about newly-literate writers' understanding of revision	Calil, Eduardo ; Myhill, Debra	2020	Vol. 60		100875
Different spaces: Learning and literacy with children and their grandparents in east London homes	Jessel, John ; et al.	2011	Vo. 22	Issue 1	37-50
Digital language and learning in the time of coronavirus. (Commentary)	Chik, Alice ; Benson, Phil	2021	Vol. 62		100873

Title	Authors	Year	Volume	Issue	Pages
Digital punctuation as an interactional resource: the message-final period among German adolescents	Androutsopoulos, Jannis ; Busch, Florian	2021	Vol. 62		100871
Digital social reading: Exploring multilingual graduate students' academic discourse socialization in online platforms	Burhan-Horasanlı, Elif	2022	Vol. 71		101099
Dilemmatic conversations: Some challenges of culturally responsive discourse in a high school English classroom	Thomas, Ebony Elizabeth	2013	Vol. 24	Issue 3	328-347
Discourse and educational functions of students' and teachers' code-switching in EFL classrooms in Turkey	Ataş, Ufuk ; Sağın-Şimşek, Çiğdem	2021	Vol. 65		100981
Discourses on encountering multilingual learners in Finnish schools	Repo, Elisa	2020	Vol. 60		100864
Discursive mentoring strategies and interactional dynamics in teacher education	Dobrowolska, Dominika ; Balslev, Kristine	2017	Vol. 42		10-20
Discursive negotiation of face via email: Professional identity development in school counseling supervision	Gordon, Cynthia ; Luke, Melissa	2012	Vol. 23	Issue 1	112-122
Disjuncture, modality, and institutional repertoire: (De)colonizing discourses at a tribal school	Engman, Mel M.	2019	Vol. 51		31-45
Displacement, Language Maintenance and Identity: Sudanese Refugees in Australia, A. Hatoss. John Benjamins Publishing, Amsterdam/Philadelphia (2013). (Book review)	Karam, Fares J.	2015	Vol. 29		85-86
Displaying double-voiced expertise in a 'difficult' class	Leone-Pizzighella, Andrea R.	2022	Vol. 72		101033
Diversity and conflict: Negotiating linguistic, ethnic and emotional boundaries in Greek-Cypriot literacy classrooms	Charalambous, Constadina ; Zembylas, Michalinos ; Charalambous, Panayiota	2016	Vol. 35		50-62
Does the 'Young Learner' exist? A systemic functional investigation of mood and make believe in the speech of Korean children and their teachers	Kellogg, David	2014	Vol. 27		1-13
Doing math and talking school: Professional talk as producing hybridity in teacher identity and community	Renga, Ian Parker ; et al.	2020	Vol. 55		100766
Doing voices: Stylization, literary interpretation, and indexical valence	LeBlanc, Robert Jean	2021	Vol. 64		100949
Educators' beliefs about English and languages beyond English: From ideology to ontology and back again	Hall, Christopher J. ; Cunningham, Clare	2020	Vol. 57		100817
EFL learners' attitudes toward English-medium instruction in China: The influence of sociobiographical variables	Kong, Mengxia ; Wei, Rining	2019	Vol. 52		44-51
Eliciting student participation in synchronous online L2 lessons: The use of oral and written DIUs	Park, Yujong ; Park, Sungmin	2022	Vol. 71		101085
Eligibility and bad news delivery: How call-takers reject applicants to university	Hoey, Elliott M. ; Stokoe, Elizabeth	2018	Vol. 46		91-101
Embedded literacy: Knowledge as meaning	Martin, J.R.	2013	Vol. 24	Issue 1	23-37

Embodiment in action: Engaging with the doing and be(com)ing	Zhang, Maverick Y.	2022	Vol. 71		101082
Embracing, contesting and negotiating new languages: Young children's early socialization into foreign language learning	Kearney, Erin ; Barbour, Amanda	2015	Vol. 31		159-173
Emergence of divergent L2 feelings through the co-adapted social context of online chat	Sampson, Richard J. ; Yoshida, Reiko	2020	Vol. 60		100861
Emerging learning ecologies: Mayan children's initiative and correctional directives in their everyday enskilment practices	León, Lourdes de	2017	Vol. 41		47-58
Emotion and imagination in English-medium instruction programs: Illuminating its dark side through Nepali students' narratives	Sah, Pramod K.	2023	Vol. 75		101150
Empowering students' writing through a more useful metalanguage: A language-based approach to high school English language arts	Iddings, Joshua G.	2021	Vol. 64		100956
Empowering the point: Pains and gains of a writer's traversals between print-based writing and multimodal composing	Zhang, Yiqiong ; O'Halloran, Kay L.	2019	Vol. 51		1-11
Enabling audience participation and stimulating discussion after student presentations in English as a foreign language seminars	Tůma, František	2018	Vol. 47		59-67
Enacting relationships through dialogic storytelling	Flynn, Erin Elizabeth	2022	Vol. 71		101075
Enactment of teacher identity in resolving student disagreements in small group peer interactions	Sharma, Bal Krishna	2013	Vol. 24	Issue 2	247-259
Enchantment in storytelling: Co-operation and participation in children's aesthetic experience	Cekaite, Asta ; Björk-Willén, Polly	2018	Vol. 48		52-60
Engaging in identity work through engineering practices in elementary classrooms	Kelly, Gregory J. ; Cunningham, Christine M. ; Ricketts, Amy	2017	Vol. 39		48-59
Engaging with readers: Students' metalinguistic understanding of the use of pronouns in building reader-writer relationships	Myhill, Debra ; Ahmed, Abdelhamid ; Rezk, Lameya	2023	Vol. 75		101184
English as a lingua franca and global identities: Perspectives from four second language learners of English in Hong Kong	Sung, Chit Cheung Matthew	2014	Vol. 26		31-39
English Linguistics, C. Mair, G. Narr. Verlag, Tübingen, Germany (2008). (Book review)	Chovanec, Jan	2012	Vol. 23	Issue 2	219-220
Enhanced English conversations-for-learning: Constructing and using notes for deferred correction sequences	Leyland, Christopher ; Riley, James	2021	Vol. 66		100976
Epistemic status as an analytic tool: Mapping classroom talk and participation in a middle grades prototyping testing activity	Morales, Melita	2021	Vol. 64		100939
Erratum to "Introduction of the linguistic educational research in/on Spain special issue" [Linguist. Educ. 21 (3) (2010) 137–142]	Poveda, David ; Relaño-Pastor, Ana María	2011	Vo. 22	Issue 4	466-466
Es un mal castellano cuando decimos 'su': Language instruction, raciolinguistic ideologies and study abroad in Peru	Grammon, Devin	2022	Vol. 71		101078

Ethnographic possibilities and missed opportunities. (Review Symposium. Heath, S. B., & Street, B. V. (2008). Ethnography: Approaches to language and literacy research)	Atkinson, Paul	2010	Vol. 21	Issue 4	318-319
Evaluation and instruction in PhD examiners' reports: How grammatical choices construe examiner roles	Starfield, Sue ; et al.	2017	Vol. 42		53-64
Evaluative conduct in teacher–student supervision: When students assess their own performance	Skovholt, Karianne ; Nordenström, Elin ; Stokoe, Elizabeth	2019	Vol. 50		46-55
Evaluative stance in high achieving Year 3 persuasive texts	Thomas, Damon P. ; Thomas, Angela A. ; Moltow, David T.	2015	Vol. 30		26-41
Evolution of English language education policies in the Chinese mainland in the 21st century: A corpus-based analysis of official language policy documents	Zhang, Huiyu ; Shi, Yayu	2023	Vol. 76		101190
Examining connections between the physical and the mental in education: A linguistic analysis of PE teaching and learning	Slater, Tammy ; Butler, Joy I.	2015	Vol. 30		12-25
Examining raciolinguistic struggles in institutional settings: A duoethnography	Fallas-Escobar, Christian ; Pentón Herrera, Luis Javier	2022	Vol. 67		101012
Examining silenc(ing) in literature discussion groups	Pierce, Kathryn Mitchell ; Gilles, Carol	2022	Vol. 68		100963
Examining silences in an English teacher inquiry group focused on critical conversations: A facilitator's reflexive analysis	Vetter, Amy ; Schieble, Melissa ; Martin, Kahdeidra Monét	2022	Vol. 68		100951
Exploring a linguistic orientation to facilitating refugee-background youth's meaning-making with texts: A self-study	Symons, Carrie ; Bian, Yue	2022	Vol. 70		101031
Exploring how language exposure shapes oral narrative skills in French-English emergent bilingual first graders	Cohen, Cathy ; Bauer, Eurydice ; Minniear, Jacob	2021	Vol. 63		100905
Exploring Language Assessment and Testing: Language in Action, A. Green, in: Routledge Introductions to Applied Linguistics. (2013). (Book review)	Park, Eun Jeong	2015	Vol. 32-B		150-151
Exploring problems, controversies and debates: Multiple research methods and analytical approaches in linguistics. (Book review). Research Methods in Linguistics, Lia Litosseliti. Continuum, New York (2010).	Cheng, Winnie	2011	Vo. 22	Issue 3	302-303
Exploring Stephen Krashen's 'i + 1' acquisition model in the classroom	Payne, Mark	2011	Vo. 22	Issue 4	419-429
Exploring the complexity of high school students' beliefs about language variation	Metz, Mike	2018	Vol. 45		10-19
Exploring the mixed methods research paradigm in language teaching and learning. (Book Review Essay). Mixed Methods Research in Language Teaching and Learning, A.M. Riazi. Equinox, Sheffield, UK (2017).	Lindahl, Kristen	2019	Vol. 49		100-101
Exploring the role of informal social interaction in foreign language learning. (Book review). Foreign Language Learning and Use: Interaction in Informal Social Networks, N. Kurata. Continuum, London (2011).	Sung, Chit Cheung Matthew	2012	Vol. 23	Issue 2	221-222

Exploring third-grade students' historical distancing strategies throughout an inquiry on African American history	Hughes, Ryan E.	2021	Vol. 66		100995
Family literacies during the COVID-19 lockdown: Semiotic assemblages and meaning making at home	Zhang, Zheng ; et al.	2023	Vol. 74		101166
Finding the right voice(s): An engagement analysis of L2 writers in hypothetical legal writing	Xu, Yiran	2023	Vol. 73		101140
Fixed and flexible, correct and wise: A case of genre-based content-area writing	Kindenberg, Björn	2021	Vol. 64		100938
Flagging a turn as humorous with prospective indexicals	Çopur, Nimet ; Brandt, Adam	2023	Vol. 73		101141
Focal social actions through which space is configured and reconfigured when orienting to a Finnish Sign Language class	Tapio, Elina	2018	Vol. 44		69-79
For whom does language death toll? Cautionary notes from the Basque case	Echeverria, Begoña	2010	Vol. 21	Issue 3	197-209
Fostering counter-narratives of race, language, and identity in an urban English classroom	Godley, Amanda J. ; Loretto, Adam	2013	Vol. 24	Issue 3	316-327
Framing Languages and Literacies: Socially Situated Views and Perspectives, M.R. Hawkins (Ed.) (2013). (Book review)	Lewis, Mark	2014	Vol. 28		121-122
From academic language to academic communication: Building on English learners' resources	Haneda, Mari	2014	Vol. 26		126-135
From Chungking Mansions to tertiary institution: Acculturation and language practices of an immigrant mother and her daughter	Gu, Michelle Mingyue ; Lai, Chun	2019	Vol. 52		52-60
From roots to shoots: Bridging continents and cultures through the branches of globalized English. (Book review). Globish: how the English language became the world's language, R. McCrum. W. W. Norton & Company, New York, NY (2010).	Fasching-Varner, Kenneth J. ; Cho, Desiree	2012	Vol. 23	Issue 2	217-218
Gatekeeping EpiSTEMic territories: Disciplinary requirements in Engineering and Natural Sciences undergraduate admissions interviews at the University of Cambridge	Weston, Daniel	2022	Vol. 69		101017
Gender voices in Chinese university students' English writing: A corpus study	Zhang, Xiufeng ; Yang, Hengwen	2021	Vol. 64		100935
Gender-Inclusive Textisms: How Spanish-speaking educational communities promote linguistic innovations on twitter	Núñez-Román, Francisco ; Gómez-Camacho, Alejandro ; Hunt-Gómez, Coral I.	2023	Vol. 76		101191
Gendered address terms in reproach sequences in classroom interaction	Tainio, Liisa	2011	Vo. 22	Issue 4	330-347
Getting and keeping Nora on board: A novice elementary ESOL student teacher's practices for lesson engagement	Waring, Hansun Zhang ; Hruska, Barbara L.	2011	Vo. 22	Issue 4	441-455
Global informal learning environments and the making of Chinese middle class	Dong, Jie ; Blommaert, Jan	2016	Vol. 34		33-46
Going beyond the post-observation's interactional agenda: The observers' references to their practices and pedagogical understandings	Topal, Pınar ; Aptoula, Nur Yiğitoğlu	2022	Vol. 69		101016
Going from oral to written discourse: Norwegian students' grammatical challenges when	Maagerø, Eva ; Siljan, Henriette ;	2021	Vol. 66		101001

writing persuasive texts	Veum, Aslaug				
Graphical models for narrative texts: Reflecting and reshaping curriculum demands for Swedish primary school	Ridell, Kim ; Walldén, Robert	2023	Vol. 73		101137
Guests and hosts: What hospitality may reveal in the heritage language classroom	Karrebæk, Martha Sif ; Ghandchi, Narges	2017	Vol. 39		37-47
Hand-on-shoulder touch as a resource for constructing a pedagogically relevant participation framework	Heinonen, Pilvi ; Karvonen, Ulla ; Tainio, Liisa	2020	Vol. 56		100795
Hebrew as heritage: The work of language in religious and communal continuity	Avni, Sharon	2012	Vol. 23	Issue 3	323-333
Heritage and identity: Ethnic minority students from South Asia in Hong Kong	Gu, Mingyue (Michelle) ; Patkin, John	2013	Vol. 24	Issue 2	131-141
Heteroglossia and identities of young adults in Bangladesh	Sultana, Shaila	2014	Vol. 26		40-56
Hierarchies of home language proficiency in the linguistically diverse primary school classroom: Personal, social and contextual positioning	Foster, Nell ; Avermaet, Piet van ; Auger, Nathalie	2023	Vol. 76		101187
Hip Hop, language and identity: Bridging organic learning and institutional learning spaces. (Editorial)	Aliagas, Cristina ; Garrido Sardà, Maria Rosa ; Moore, Emilee	2016	Vol. 36		1-4
Hip-Hop echoes in south Madrid teenagers' soundscapes	Morgade, Marta ; Verdesoto, Alberto ; Poveda, David	2016	Vol. 36		27-34
Hip-Hop mediated transformations. (Discussion)	Newman, Michael	2016	Vol. 36		65-67
Historical images of teachers and their underlying ideologies in Swedish academia: Multimodal discourses from 1950 and 1980	Brodin, Eva M. ; et al.	2021	Vol. 63		100914
Historical literacy in bilingual settings: Cognitive academic language in CLIL history narratives	Lorenzo, Francisco	2017	Vol. 37		32-41
Holding them back or pushing them out?: Reclassification policies for English learners with disabilities	Kangas, Sara E.N. ; Schissel, Jamie L.	2021	Vol. 63		100927
Homework in a bi-national family: The mobilisation of others in resolving language-related epistemic issues	Roberts, Tim	2022	Vol. 69		101034
Honorifics and peer conflict in Korean children's language socialization	Ahn, Junehui	2020	Vol. 59		100736
Hospitable writing: Accommodating emergent users of English by means of intralingual translation	Verzella, Massimo	2020	Vol. 56		100791
Hosting collectivity: 'We' as a person reference in interactional reflective practice in peer observation sessions	Batlle, Jaume	2023	Vol. 73		101147
How teachers deliberate policy: Taking a stance on third grade reading legislation in online language teacher education	Warren, Amber N. ; Lester, Jessica Nina	2020	Vol. 57		100813
How teachers use prosody to guide students towards an adequate answer	Sikveland, Rein Ove ; Solem, Marit	2021	Vol. 61		100886

	Skarbø ; Skovholt, Karianne				
How'd you figure that…OUT?: What can micro-analysis of discourse tell us about fostering academic language? (Discussion)	O'Connor, Catherine ; Michaels, Sarah	2015	Vol. 31		304-310
Humor in multimodal language use: Students' Response to a dialogic, social-networking online assignment	Song, Kwangok ; et al.	2021	Vol. 63		100903
Humor, uncertainty, and affiliation: Cooperative and co-operative action in the university science lab	Looney, Stephen Daniel ; Kim, Jamie	2018	Vol. 46		56-69
Hunting the position: On the necessity of dissonance as attunement for dialogism in classroom discussion	Boelé, Amy L.	2018	Vol. 45		72-82
Identity matters: Language, practices and the (non)performance of rudeness in a Pupil Referral Unit	Dray, Susan	2017	Vol. 38		44-54
Ideological becoming through study abroad: Multilingual Japanese students in Turkey	Erduyan, Işıl ; Murat Bozer, Emre	2022	Vol. 71		101062
Ideology, identity, and pedagogy in English language arts teachers' linguistic styling in U.S. classrooms	Metz, Mike	2021	Vol. 64		100942
Imagined communities and identities: A spaciotemporal discourse analysis of one woman's literacy journey	Bacon, Heidi R. ; Kaya, Jean	2018	Vol. 46		82-90
Immigration and language education in Catalonia: Between national and social agendas	Pujolar, Joan	2010	Vol. 21	Issue 3	229-243
Impact of genre-based pedagogy on students' academic literacy development in Content and Language Integrated Learning (CLIL)	Lo, Yuen Yi ; Jeong, Heeseon	2018	Vol. 47		36-46
Improvising identities: Comparing cultural roles and dialogic discourse in two lessons from a US elementary classroom	Sherry, Michael B. ; Dodson, Gretchen ; Sweeney, Sherridon	2019	Vol. 50		36-45
Informing practices in narrative inquiry: A review of complementary perspectives. (Book Review Essay).	Petrone, Deborah A.	2017	Vol. 37		89-91
Infusing multiliteracies into English language curriculum: The visual construction of knowledge in English textbooks from an ontogenetic perspective	Guo, Nancy Songdan ; Feng, Dezheng	2015	Vol. 31		115-129
Initiating and carrying out L2 instruction by asking known-answer questions: Incongruent interrogative practices in bi- and multilingual peer interaction	Rusk, Fredrik ; Sahlström, Fritjof ; Pörn, Michaela	2017	Vol. 38		55-67
Integrating disciplinary-specific genre structure in discourse strategies to support disciplinary literacy	Rappa, Natasha Anne ; Tang, Kok-Sing	2018	Vol. 43		1-12
Interactional features of repair negotiation in NS–NNS interaction on two task types: Information gap and personal information exchange	Kitajima, Ryu	2013	Vol. 24	Issue 2	165-178
Interactional order, moral order: Classroom interactions and the institutional production of identities	LeBlanc, Robert Jean	2017	Vol. 40		27-37

Interactional renegotiations of educational discourses in recreational learning contexts	Madsen, Lian Malai	2011	Vo. 22	Issue 1	53-67
Interpreted writing center tutorials with college-level deaf students	Babcock, Rebecca Day	2011	Vo. 22	Issue 2	95-117
Interpreter training in Japanese higher education: An innovative method for the promotion of linguistic instrumentalism?	Giustini, Deborah	2020	Vol. 56		100792
Into the void of discourse	Arya, Diana J.	2022	Vol. 68		100964
Introducing Multilingualism: A Social Approach, J. Weber, K. Horner. Routledge, New York (2012). (Book review)	Zhao, Ruilan	2016	Vol. 33		74-75
Introduction to special issue: De-centering and negotiating expertise: youth voices and language play in the enregisterment of academic discourses	Braden, Sarah K. ; Leone-Pizzighella, Andrea R.	2022	Vol. 72		101116
Introduction to special issue: Researching language teaching, learning and policy in refugee resettlement contexts in the United States	Dávila, Liv T.	2022	Vol. 70		101056
Introduction: Scales analysis, and its uses and prospects in educational linguistics	Canagarajah, Suresh ; De Costa, Peter I.	2016	Vol. 34		1-10
Introduction. (Editorial)	David Poveda, Ana María Relaño-Pastor	2010	Vol. 21	Issue 3	137-142
Introduction. (Multiple Publics, Multiple Voices: Exploring Perspectives on Race and Identity in Urban Schools and Communities)	Haddix, Marcelle M. ; Kinloch, Valerie	2013	Vol. 24	Issue 3	273-275
Introduction. (Special Section: Multilingualism in the context of Southern African universities)	Slembrouck, Stef ; Verdoolaege, Annelies ; Valcke, Martin	2013	Vol. 24	Issue 4	381-384
Investigating digital language/media practices, awareness, and pedagogy: Introduction	Androutsopoulos, Jannis	2021	Vol. 62		100872
Irony and the moral order of secondary school classrooms	Piirainen-Marsh, Arja	2011	Vo. 22	Issue 4	364-382
Joining the adventures of Sally Jones – Discursive strategies for providing access to literary language in a linguistically diverse classroom	Walldén, Robert ; Nygård Larsson, Pia	2022	Vol. 72		101121
Jointly constructing semantic waves: Implications for teacher training	Macnaught, Lucy ; et al.	2013	Vol. 24	Issue 1	50-63
Journal writing as a means of enhancing EFL learners' awareness and effectiveness of recasts	Rassaei, Ehsan	2015	Vol. 32-B		118-130
Kinetically-held questions: Representational gesture post-stroke holds in whole-class interactions in STEM	Flood, Virginia J. ; Harrer, Benedikt W.	2023	Vol. 75		101164
Knowledge and school talk: Intellectual accommodations to literacy?	Freebody, Peter	2013	Vol. 24	Issue 1	4-7
Korean–English bilingual sibling interactions and socialization	Cho, Hyonsuk	2018	Vol. 45		31-39
Lacasa, P. (Ed.), Aprendiendo periodismo digital: Historias de pequeñas escritoras. Madrid: Antonio Machado Libros. (2006). (Book review)	Mercado, Antonieta	2010	Vol. 21	Issue 4	322-324

Title	Author	Year	Volume	Issue	Pages
Language "Hybridity" and Permeability: A Preliminary Proposal, D.R. Miller & P. Bayley (Eds.). Hybridity in Systemic Functional Linguistics: Grammar, Text, and Discursive Context, Equinox Press, Bristol, Connecticut (2016). (Book review essay)	Bruna, Katherine Richardson	2018	Vol. 48		96-97
Language and meaning making: Register choices in seventh- and ninth-grade students' factual writing	Fang, Zhihui ; Cao, Peijuan ; Murray, Nate	2020	Vol. 56		100798
Language as a tool in diverse forms of learning	Orellana, Marjorie Faulstich; et al.	2012	Vol. 23	Issue 4	373-387
Language demands of textbooks for learning English in Hong Kong: A multi-stratal analysis	GUO, Nancy Songdan ; YAO, Yuan	2021	Vol. 63		100934
Language education via audio/videoconferencing (LEVAC): A discursive investigation	Kozar, Olga	2015	Vol. 31		86-100
Language policy and multilingualism in semi-peripheral higher education research: Two cases from a University in Catalonia	Torres-Purroy, Helena ; Mas-Alcolea, Sònia	2022	Vol. 71		101105
Language resources to negotiate historical thinking in history classroom interactions	Oteíza, Teresa ; Henríquez, Rodrigo ; Canelo, Valentina	2018	Vol. 47		1-15
Language visibility in multilingual schools: An empirical study of schoolscapes from India	Bisai, Samrat ; Singh, Smriti	2022	Vol. 69		101046
Latino rap in Barcelona: Diaspora, languages and identities	Corona, Victor ; Kelsall, Sophie	2016	Vol. 36		5-15
Latino(a) and Burmese elementary school students reading scientific informational texts: The interrelationship of the language of the texts, students' talk, and conceptual change theory	Croce, Keri-Anne	2015	Vol. 29		94-106
Learner initiative in action: Post-expansion sequences in a novice ESL survey interview task	Greer, Tim	2016	Vol. 35		78-87
Learning a language: Untangling what is implicit and what is explicit. (Book review). Implicit and Explicit Language Learning: Conditions, Processes, and Knowledge in SLA and Bilingualism, C. Sanz, R. Leow (Eds.). Georgetown University Press, Washington, DC (2011).	Schaetzel, Kirsten	2012	Vol. 23	Issue 4	408-409
Learning language and mathematics: A perspective from Linguistics and Education. (Review)	Wilkinson, Louise C.	2019	Vol. 49		86-95
Learning through standard English: Cognitive implications for post-pidgin/-creole speakers	Malcolm, Ian G.	2011	Vo. 22	Issue 3	261-272
Learning, literacy and language: A cross-cultural perspective. (Book review). Language and education: Learning and teaching in society, R. Hasan. Equinox, London (2011).	Greenfield, Jeremy	2015	Vol. 32-B		152-153
Legitimating meritocracy as part of the American Dream through the ritual of commencement speeches	Martín de la Rosa, Victoria ; Lázaro, Luis Miguel	2022	Vol. 72		101117
Lexical characteristics of written language input across primary grades: An analysis of a Dutch corpus based lexicon	Zeeuw, Marlies de ; et al.	2019	Vol. 49		11-21
Linguistic ideology and practice: Language, literacy and communication in a localized workplace context in relation to the globalized	Nair-Venugopal, Shanta	2013	Vol. 24	Issue 4	454-465
Linguistic landscapes and trends in the study of schoolscapes	Gorter, Durk	2018	Vol. 44		80-85
Linguistic norms and adult roles in play and serious frames	Spindler Møller, Janus ; Jørgensen,	2011	Vo. 22	Issue 1	68-78

	Jens Normann				
Linguistic Othering and "knowledge deserts": Perspectives on Arabic use in linguistically diverse Islamic institutions	Gonzalez-Dogan, Shyla	2022	Vol. 71		101076
Linguistic shaming and emotional labour: English medium of instruction (EMI) policy enactments in Kiribati higher education	Liyanage, Indika	2023	Vol. 75		101151
Linguistically responsive teaching: A requirement for Finnish primary school teachers	Heikkola, Leena Maria ; et al.	2022	Vol. 69		101038
Linguistics and Education Article Collection. Introduction: Tracing themes in the evolution of the academic language construct	Bailey, Alison L. ; Wilkinson, Louise C.	2022	Vol. 71		101063
Linguistics at School: Language Awareness in Primary and Secondary Education, K. Denham, A. Lobeck (Eds.). Cambridge University Press, New York (2010). (Book review).	Stolow, Alison	2012	Vol. 23	Issue 4	414-416
Listening for silences: Discursive constructions of class within reflections of black male study abroad travelers from the USA	Patterson, Ashley N.	2022	Vol. 68		100954
Listening to 21st century literacies: Prehistory of writing in an academic discipline	Boggs, George L.	2015	Vol. 29		15-31
Literacy school practices and oral community strategies in the classroom for teaching Mapuzugun	Calderón, Margarita ; et al.	2021	Vol. 63		100924
Lived narratives: Female investment and identity negotiation in learning English in rural Pakistan	Sharif, Shawwal ; Liaquat Ali Channa	2022	Vol. 72		101119
Making classroom teachers language testing experts. (Book review). Practical Language Testing, G. Fulcher. Hodder Education, London, England (2010)	Linville, Heather	2011	Vo. 22	Issue 3	296-297
Making fun of language use: Teasing practices and hybrid language forms in auto mechanic student peer interactions	Kontio, Janne	2017	Vol. 37		22-31
Making semantic waves: A key to cumulative knowledge-building	Maton, Karl	2013	Vol. 24	Issue 1	8-22
Making sense of comprehension practices and pedagogies in multimodal ways: A second-grade emergent bilingual's sensemaking during small-group reading	Shepard-Carey, Leah	2020	Vol. 55		100777
Making sense of not making sense: Novice English language teacher talk	Stanley, Phiona ; Stevenson, Marie	2017	Vol. 38		1-10
Managing classroom transgressions: Use of directives in a reading practice	Moore, Ekaterina	2017	Vol. 41		35-46
Managing disruptive student conduct: Negative emotions and accountability in reproach-response sequences	Evaldsson, Ann-Carita ; Melander, Helen	2017	Vol. 37		73-86
Managing multiple normativities in classroom interaction: Student responses to teacher reproaches for inappropriate language choice in a bilingual classroom	Jakonen, Teppo	2016	Vol. 33		14-27
Matching vocabulary learning process with learning outcome in L2 academic writing: An exploratory case study	Ma, Qing	2013	Vol. 24	Issue 2	237-246

Meaning and the real life of language—Learning from "pathological" cases in science classrooms	Roth, Wolff-Michael	2015	Vol. 30		42-55
Meanings and metaphors: What do they tell us about silence?	Compton-Lilly, Catherine	2022	Vol. 68		100974
Mediating hybrid spaces in the bilingual science class by learning to cultivate children's metaphors	Martínez-Álvarez, Patricia ; Sáez, Natalia ; Ghiso, María Paula	2018	Vol. 47		68-83
Memorisation strategies and the adolescent learner of Mandarin Chinese as a foreign language	Grenfell, Michael ; Harris, Vee	2015	Vol. 31		1-13
Metacultural positioning in language socialization: Inhabiting authority in informal teaching among Peruvian Aymara siblings	Smith, Benjamin	2014	Vol. 25		108-118
Missing response after teacher question in primary school English as a foreign language classes	Hosoda, Yuri	2014	Vol. 28		1-16
Mobilizing emotion in an urban classroom: Producing identities and transforming signs in a race-related discussion	Lewis, Cynthia ; Tierney, Jessica Dockter	2013	Vol. 24	Issue 3	289-304
Mode-switching as Face-saving Resource in a Synchronous Online Class about Linguistic Racism	Sherry, Michael B. ; Dunn, Mandie Bevels ; O'Brien, Jessica	2023	Vol. 73		101139
Mode-switching in video-mediated interaction: Integrating linguistic phenomena into multimodal transcription tasks	Sindoni, Maria Grazia	2021	Vol. 62		100738
Modes and meaning in the classroom – The role of different semiotic resources to convey meaning in science classrooms	Danielsson, Kristina	2016	Vol. 35		88-99
Monolingualism in a historically Black South African University: A case of inheritance	Makalela, Leketi ; McCabe, Rose-marie	2013	Vol. 24	Issue 4	406-414
Moral panic about sexual promiscuity: Heterogeneous scales in the identification of one middle-school Latina girl	Clonan-Roy, Katherine ; Rhodes, Catherine R. ; Wortham, Stanton	2016	Vol. 34		11-21
More than just language teaching: Ideologies in language textbooks. (Book review essay). Language, ideology and education: The politics of textbooks in language education, X.L. Curdt-Christiansen, C. Weninger. Routledge, Abingdon and New York (2015).	Hua, Congchao ; Wang, Weihong	2018	Vol. 48		98-99
Morphological awareness and spelling in Spanish heritage language learners	Llombart-Huesca, Amàlia	2017	Vol. 37		11-21
Movers and shapers: Teaching in online environments	Delahunty, Janine ; Jones, Pauline ; Verenikina, Irina	2014	Vol. 28		54-78
Moves in hypertext: The resource of negotiation as a means to describe the way students navigate a pathway through hypertext	Zammit, Katina	2011	Vo. 22	Issue 2	168-181
Moving out of the here and now: An examination of frame shifts during microteaching	Park, Innhwa	2021	Vol. 66		100979
Multidimensional perspectives on gender in Dutch language education: Textbooks and teacher talk	Koster, Dietha ; Litosseliti, Lia	2021	Vol. 64		100953
Multilingual education in South African universities: Policies, pedagogy and practicality	Madiba, Mbulungeni	2013	Vol. 24	Issue 4	385-395

Title	Author	Year	Vol	Issue	Pages
Multilingual label quests: A practice for the 'asymmetrical' multilingual classroom	Bonacina-Pugh, Florence	2013	Vol. 24	Issue 2	142-164
Multilingualism, Discourse and Ethnography, S. Gardner, M. Martin-Jones (Eds.). Routledge, New York (2012). (Book review)	De Costa, Peter	2015	Vol. 29		92-93
Multimodal and multilingual resources in children's framing of situated learning activities: An introduction	Kyratzis, Amy ; Johnson, Sarah Jean	2017	Vol. 41		1-6
Multimodality and footing in peer correction in reading picture books	Johnson, Sarah Jean	2017	Vol. 41		20-34
Multimodality in the English language classroom: A systematic review of literature	Lim, Fei Victor ; Toh, Weimin ; Nguyen, Thi Thu Ha	2022	Vol. 69		101048
Multiple language signage in linguistic landscapes and students' language practices: A case study from a language immersion setting	Pakarinen, Sanna ; Björklund, Siv	2018	Vol. 44		4-11
Multiple means to manage language arts methods courses. (Book review). Reclaiming English Language Arts Methods Courses: Critical Issues and Challenges for Teacher Educators in Top-Down Times, J. Brass, A. Webb (Eds.). Routledge, New York/London (2014)	Payne Jordan, Rebecca Lee	2015	Vol. 32-B		158-159
Narrative constructions of school-oriented parenthood during parent–teacher-conferences	Kotthoff, Helga	2015	Vol. 31		286-303
Narratives about 'homeland', heritage, languages and belonging: A case of 'return' migration	Mariou, Eleni	2020	Vol. 56		100793
Narratives in the classroom: A tale of affordances and missed opportunities	Netz, Hadar ; Segal, Aliza	2021	Vol. 64		100937
National reproduction in national claims: A case study of discursive power in an adult English as a Second Language (ESL) classroom setting	Meadows, Bryan	2018	Vol. 45		83-91
Nature and function of proposals in collaborative writing of primary school students	Herder, Anke ; et al.	2018	Vol. 46		1-11
Navigating morality in neoliberal spaces of English language education	West, Gordon Blaine	2019	Vol. 49		31-40
Navigating tensions and asserting agency in language teacher identity: A case study of a graduate teaching assistant	Robertson, W. Boden ; Yazan, Bedrettin	2022	Vol. 71		101079
Navigating the German school system when being perceived as a student 'with migration background': Students' perspectives on linguistic racism	Oldani, Martina ; Truan, Naomi	2022	Vol. 71		101049
Negotiating collaborative and inclusive practices in university students' group-to-group videoconferencing sessions	Oittinen, Tuire	2022	Vol. 71		101107
Negotiating identities through multilingual writing: Local school policy that opens up spaces for students' diverse languages	Wedin, Åsa	2020	Vol. 55		100775
Negotiating language use and norms in intercultural communication: Multilingual university students' scaling practices in translocal space	Ou, Wanyu Amy ; Gu, Mingyue Michelle	2020	Vol. 57		100818
Negotiating language, culture and pupil agency in complementary school classrooms	Lytra, Vally	2011	Vo. 22	Issue 1	23-36
Negotiating learning in early childhood: Narratives from migrant homes	Bubikova-Moan, Jarmila	2017	Vol. 39		26-36

Negotiating the terms of engagement: Humor as a resource for managing interactional trouble in after-school tutoring encounters	Pomerantz, Anne	2019	Vol. 49		22-30
Negotiating voices through embodied semiosis: The co-construction of a science text	Taylor, Roberta	2019	Vol. 53		100746
Neoliberal rules: A critical multimodal analysis of metonymy on high school webpages	McLachlan, Mary	2021	Vol. 65		100957
Neutral subjectivity: Facts and evidence in school Modern History writing	Matruglio, Erika	2018	Vol. 48		76-84
New models, old patterns? The implementation of the Common European Framework of Reference for Languages for Chinese	Casas-Tost, Helena ; Rovira-Esteva, Sara	2014	Vol. 27		30-38
New ways of working 'with grammar in mind' in School English: Insights from systemic functional grammatics	Macken-Horarik, Mary ; et al.	2015	Vol. 31		145-158
Non-native English speaker teachers and TESOL. (Book review). The NNEST Lens: Non-native English Speakers in TESOL, A. Mahboob (Ed.). Cambridge Scholars Publishing, Newcastle upon Tyne (2011).	Sung, Chit Cheung Matthew	2012	Vol. 23	Issue 4	410-411
Norm-transgression sequences in the classroom interaction at a Madrid high school	Alcalá Recuerda, Esther	2011	Vo. 22	Issue 3	195-212
Norm-transgression sequences in the classroom interaction at a Madrid high school	Alcalá Recuerda, Esther	2010	Vol. 21	Issue 3	210-228
Observing, resisting, and problem-posing language and power: Possibilities for small stories in inservice teacher education	Taylor, Laura A. ; Vlach, Saba Khan ; Wetzel, Melissa Mosley	2018	Vol. 46		23-32
On becoming an ethnographer: Joining an ongoing and dynamic community of social scientists. (Review Symposium. Heath, S. B., & Street, B. V. (2008). Ethnography: Approaches to language and literacy research)	Castanheira, Maria Lucia ; Green, Judith	2010	Vol. 21	Issue 4	319-321
On the development of interactional competence in L2 French: Changes over time in responsive turn beginnings in peer interactions	Konzett-Firth, Carmen	2023	Vol. 75		101176
On the interactional challenges of revealing summative assessments: Collaborative scoring talk among teachers and students in Swedish national tests	Nilsberth, Marie ; Sandlund, Erica	2021	Vol. 61		100899
On the margins: Undocumented students' narrated experiences of (il)legality	King, Kendall A. ; Punti, Gemma	2012	Vol. 23	Issue 3	235-249
On the trail of the pied-piper and alternative routes: Diverging approaches to linguistic analysis. (Book review). The Oxford Handbook of Linguistic Analysis, B. Heine, H. Narrog (Eds.). Oxford University Press, Oxford (2010).	Odlin, Terence	2012	Vol. 23	Issue 1	166-167
Or-prefaced third turn self-repairs in student questions	Park, Innhwa	2015	Vol. 31		101-114
Our Worlds in Our Words: Exploring Race, Class, Gender, and Sexual Orientation in Multicultural Classrooms, M. Dilg. Teachers College Press, New York (2010). (Book review).	Stigall, Natalie	2013	Vol. 24	Issue 2	268-269
Parents appraise schools: A study of counter-narratives	Rogers, Rebecca ; Brefeld, Rosa	2015	Vol. 29		46-58
Participant interaction in asynchronous learning environments: Evaluating interaction analysis	Blanchette, Judith	2012	Vol. 23	Issue 1	77-87

methods					
Pedagogical variations of critical literacies practices in a secondary transnational education program	Zhang, Zheng	2023	Vol. 75		101185
Pedagogies in context: Perspectives on contemporary Spain. (Editorial)	Budach, Gabriele	2010	Vol. 21	Issue 3	244-255
Peer conflict and language socialization in preschool: Introduction to special issue	Moore, Ekaterina ; Burdelski, Matthew	2020	Vol. 59		100758
Peer ecologies for learning how to read: Exhibiting reading, orchestrating participation, and learning over time in bilingual Mexican-American preschoolers' play enactments of reading to a peer	Kyratzis, Amy	2017	Vol. 41		7-19
Peer interaction practices as part of a Sweden Finnish spatial repertoire	Vuorsola, Lasse	2022	Vol. 67		101014
Peer involvement in dealing with teacher's insufficient response to student initiatives	Bozbıyık, Merve ; Can Daşkın, Nilüfer	2022	Vol. 69		101013
Peer review among students of Spanish as a heritage language: The effectiveness of a metalinguistic literacy task	Jegerski, Jill ; Ponti, Estefanía	2014	Vol. 26		70-82
Performance and interaction during 'reading hour' in a Spanish secondary school	Poveda, David	2011	Vo. 22	Issue 1	79-92
Performance, performativity and second language identities: How can we know the actor from the act?	Harman, Ruth M. ; Zhang, Xiaodong	2015	Vol. 32-A		68-81
Performativity theory and language learning: Sedimentating, appropriating, and constituting language and subjectivity	Miller, Elizabeth R.	2012	Vol. 23	Issue 1	88-99
Personas of plagiarism: The construction of the 'plagiarist' in Australian university subreddits	Anson, Daniel W.J.	2022	Vol. 69		101050
Pointing at words: Gestures, language and pedagogy in elementary literacy classrooms in China	Bowcher, Wendy L. ; Zhang, Zhenzhen	2020	Vol. 55		100779
Politicizing difference: Interpreting citizenship as a dimension of diversity in pre-service teachers' narratives	Rodriguez, Terri L. ; Polat, Nihat	2012	Vol. 23	Issue 4	361-372
Positioning proficiency: How students and teachers (de)construct language proficiency at school	Martin-Beltrán, Melinda	2010	Vol. 21	Issue 4	257-281
Possibilities of building peace through classroom discourse: A positive discourse analysis	Calle-Díaz, Luzkarime	2019	Vol. 54		100762
Practices of conformity and transgression in an out-of-school reading programme for 'at risk' children	Moore, Emilee ; Vallejo, Claudia	2018	Vol. 43		25-38
Practices of self-selection in the graduate classroom: Extension, redirection, and disjunction	Takahashi, Junko	2018	Vol. 46		70-81
Pragmatics for Language Educators: A Sociolinguistic Perspective, V. LoCastro. Routledge, New York (2012). (Book Review Essay)	Hong, Huili	2015	Vol. 32-B		154-155
Prata svenska, vi är i Sverige! [Talk Swedish, we are in Sweden!]: A study of practiced language policy in adult language learning	Rosén, Jenny ; Bagga-Gupta, Sangeeta	2015	Vol. 31		59-73

Pre-service English Language Arts teachers' development of Critical Language Awareness for teaching	Godley, Amanda J. ; Reaser, Jeffrey ; Moore, Kaylan G.	2015	Vol. 32-A		41-54
Precision: Toward a meaning-centered view of language use with English learners in the content areas	Grapin, Scott E. ; et al.	2019	Vol. 50		71-83
Preference organization in English as a Medium of Instruction classrooms in a Turkish higher education setting	Duran, Derya ; Sert, Olcay	2019	Vol. 49		72-85
Preparing for task: Linguistic formats for procedural instructions in early years schooling	Mushin, Ilana ; Gardner, Rod ; Gourlay, Claire	2019	Vol. 54		100749
Privileging language as social semiotic in higher education. (Book review). A Language as Social Semiotic-Based Approach to Teaching and Learning in Higher Education, C. Coffin, J. Donohue. Wiley, San Francisco, CA (2014)	Bishop, Jesse	2015	Vol. 29		87-89
Problematic directives in pedagogical interaction	Waring, Hansun Zhang ; Hruska, Barbara L.	2012	Vol. 23	Issue 3	289-300
Producing change and stability: A scalar analysis of Paraguayan bilingual education policy implementation	Mortimer, Katherine S.	2016	Vol. 34		58-69
Professional and academic discourse – Swedish student teachers' final degree project in Early Childhood Education and Care	Erixon Arreman, Inger ; Erixon, Per-Olof	2017	Vol. 37		52-62
Promoting metalanguage awareness among CLIL content teachers. (Book review). Llinares et al., 2012 The Roles of Language in CLIL, A. Llinares, T. Morton, R. Whittaker. Cambridge University Press, Cambridge (2012).	Banegas, Darío Luis	2013	Vol. 24	Issue 2	260-261
Promoting the contributions of multilingual preschoolers	Sousa, E. Brook Chapman de	2017	Vol. 39		1-13
Putting the fourth crow in the sky: Using narrative to understand the experiences of one non-heritage learner of an endangered language	Weinberg, Miranda	2015	Vol. 30		125-136
Questioning linguistic instrumentalism: English, neoliberalism, and language tests in Japan	Kubota, Ryuko	2011	Vo. 22	Issue 3	248-260
Questions as literacy practice and boundary object in a teacher education setting	Blåsjö, Mona ; Christensson, Johan	2018	Vol. 48		85-95
Racialization of the bilingual student in higher education: A case from the Peruvian Andes	Zavala, Virginia	2011	Vo. 22	Issue 4	393-405
Re-thinking inspiration as in-betweens in arts-integrated literacy practices	Jusslin, Sofia	2022	Vol. 72		101098
Reading about geography and race in the rural rustbelt: Mobilizing dis/affiliation as a practice of whiteness	Panos, Alexandra	2021	Vol. 65		100955
Reading metaphor: Symbolising, connoting and abducing meanings	Rose, David	2021	Vol. 64		100932
Reading pedagogy-as-text: Exploring gendered discourses as canonical in an English classroom	Macaluso, Michael	2016	Vol. 35		15-25
Reading science: Using systemic functional linguistics to support critical language awareness	O'Hallaron, Catherine L. ; Palincsar,	2015	Vol. 32-A		55-67

	Annemarie S. ; Schleppegrell, Mary J.				
Reading the world in Spanglish: Hybrid language practices and ideological contestation in a sixth-grade English language arts classroom	Martínez, Ramón Antonio	2013	Vol. 24	Issue 3	276-288
Reality rhymes – Recognition of rap in multicultural Norway	Opsahl, Toril ; Røyneland, Unn	2016	Vol. 36		45-54
Rebranding bilingualism: The shifting discourses of language education policy in California's 2016 election	Katznelson, Noah ; Bernstein, Katie A.	2017	Vol. 40		11-26
Recent research in translation studies. (Book review). The Routledge Companion of Translation Studies, C. Millán, F. Bartrina (Eds.). & Translation in the Digital Age, M. Cronin.	McNamara, John	2014	Vol. 26		85-87
Recently I was in a fatal incident: Personal narratives and social identities	Sosa, Teresa	2017	Vol. 42		34-42
Recontextualization as embodied and embedded sense-making activity: An ecosocial semiotic approach to languaging dynamics of teacher talk in university literature classrooms	Shi, Dan	2022	Vol. 71		101102
Recruiting help in word searches in L2 peer interaction: A multimodal conversation-analytic study	Tůma, František ; Sherman, Tamah	2022	Vol. 67		100999
Redefining the role of emotion in critical language teaching and learning. (Book review). Considering Emotions in Critical English Language Teaching: Theories and Praxis, S. Benesch. Routledge, New York, NY (2012)	Lockwood, Travis W.	2015	Vol. 29		90-91
Reference to a shared past event in primary school setting	Kardaş İşler, Nergiz ; Can Daşkın, Nilüfer	2020	Vol. 57		100815
Reflective writing, reflecting on identities: The construction of writer identity in student teachers' reflections	Vassilaki, Evgenia	2017	Vol. 42		43-52
Reflexive engagement with social meanings through registers	Shahri, Naseh Nasrollahi ; Minakova, Valeriya	2021	Vol. 64		100926
Reflexive expertise and channel reconfiguration	Reyes, Angela	2022	Vol. 72		101086
Reframing recitation: The dialogic potential of students' responses in IRE/F	Sherry, Michael B.	2018	Vol. 45		110-120
Relocalization in digital language practices of university students in Asian peripheries: Critical awareness in a language classroom	Sultana, Shaila ; Dovchin, Sender	2021	Vol. 62		100752
Repertoires of communicative possibility: Clues for creating classrooms that support learning and being. (Book Review Essay).	Compton-Lilly, Catherine ; Asselt, Bess Van ; Kim, Jieun	2017	Vol. 37		87-88
Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature	Gu, Xiaoyan ; Catalano, Theresa	2022	Vol. 71		101083
Request for permission to Switch to L1: Treatment for unlocatable problems in English medium of instruction classrooms	Ishino, Mika	2022	Vol. 71		101074
Researching language and communication in schooling. (Review)	Leung, Constant	2014	Vol. 26		136-144

Responding artfully to student-initiated departures in the adult ESL classroom	Waring, Hansun Zhang ; Reddington, Elizabeth ; Tadic, Nadja	2016	Vol. 33		28-39
Responsibilisation and acceptable verbal behaviour in schools: Teachers and leaders arbitrating the boundaries of swearing	Downes, Lynn ; et al.	2021	Vol. 61		100898
Responsiveness in teacher explanations: A conversation analytical perspective on scaffolding	Koole, Tom ; Elbers, Ed	2014	Vol. 26		57-69
Review of Semiotic Landscapes: Language, Image, Space, A. Jaworski, C. Thurlow (Eds.). Continuum (2010). (Book review)	Nelson, Mark Evan	2012	Vol. 23	Issue 2	213-214
Review of Voces del Aula: Multilingual school ethnographies, L. Martín Rojo, L. Mijares (Eds.). Ministerio de Educación y Ciencia (2007). (Book review)	Muñoz, Kristine	2010	Vol. 21	Issue 2	134-136
S.J. Ball. Foucault, Power, and Education, S.J. Ball. Routledge, New York (2013)	Carlson, David Lee	2014	Vol. 27		72-73
Sacred language acquisition in superdiverse contexts	Rosowsky, Andrey	2019	Vol. 53		100751
Scaffolding analytical argumentative writing in a design class: A corpus analysis of student writing	Gomez-Laich, Maria Pia ; Miller, Ryan T. ; Pessoa, Silvia	2019	Vol. 51		20-30
Scaffolding CLIL in the science classroom via visual thinking: A systemic functional multimodal approach	Fernández-Fontecha, Almudena ; et al.	2020	Vol. 55		100788
Scaffolding or side-tracking? The role of knowledge about language in content instruction	Walldén, Robert	2019	Vol. 54		100760
Scaling emotions and identification: Insights from a scholarship student	De Costa, Peter I.	2016	Vol. 34		22-32
School knowledge in talk and writing: Taking 'when learners know' seriously	Freebody, Peter	2013	Vol. 24	Issue 1	64-74
School-positive practices outside the classroom	Ag, Astrid	2022	Vol. 69		101000
Schooling activist evangelical literacy: Speaking, writing, and storying Christian faith in dialogue with public secondary literacy curriculum	Weyand, Larkin ; Juzwik, Mary M.	2020	Vol. 55		100789
Seeing like a state: Literacy and language standards in schools	Prinsloo, Mastin	2021	Vol. 64		100867
Semiotic potential of gestures in multimodal ensembles: Narrative meanings produced by school narrators with intellectual disability	Manghi Haquin, Dominique ; et al.	2019	Vol. 49		62-71
Shades of impersonality: Rhetorical positioning in the academic writing of Italian students of English	Vergaro, Carla	2011	Vo. 22	Issue 2	118-132
Shaping spaces: Teachers' orchestration of metatalk about written text	Newman, Ruth ; Watson, Annabel	2020	Vol. 60		100860
Shifting language ideologies and the perceptions of Hawaiʻi Creole among educators at the university level in Hawaiʻi	Lockwood, Hannah M. ; Saft, Scott L.	2016	Vol. 33		1-13
Shifts and stability in schoolscapes: Diachronic considerations of southeastern Estonian schools	Brown, Kara D.	2018	Vol. 44		12-19

Title	Author	Year	Vol.	Issue	Pages
Show that you know – Explanations, interactional identities and epistemic stance-taking in family talk and peer talk	Morek, Miriam	2015	Vol. 31		238-259
Shuttling between scales in the workplace: Reexamining policies and pedagogies for migrant professionals	Canagarajah, Suresh	2016	Vol. 34		47-57
Signaling a language of possibility space: Management of a dialogic discourse modality through speculation and reasoning word usage	Boyd, Maureen P. ; Chiu, Ming Ming ; Kong, Yiren	2019	Vol. 50		25-35
Signing up to be tested: The costs of participation in high stakes literacy standardised assessments	Comber, Barbara	2021	Vol. 64		100869
SIGNS: Uncovering the mechanisms by which messages in the linguistic landscape influence language/race ideologies and educational opportunities: Linguistics and education	Przymus, Steve Daniel ; Kohler, Alan Thomas	2018	Vol. 44		58-68
Silence as absence, silence as presence: A discourse analysis of English language arts teachers' descriptions of classroom silences	Sulzer, Mark A.	2022	Vol. 68		100961
Silence as Political and Pedagogical: Reading Classroom Silence Through Neoliberal and Humanizing Lenses	Taylor, Laura A.	2022	Vol. 68		100863
Silence(ing) across learning spaces: New considerations for educational research aims and rationale	Arya, Diana J. ; Vetter, Amy	2022	Vol. 68		100965
Sites of belonging: Fluctuating and entangled emotions at a UAE English-medium university	Hopkyns, Sarah ; Gkonou, Christina	2023	Vol. 75		101148
Small stories as performative resources: An emerging framework for studying literacy teacher identity	Ives, Denise ; Juzwik, Mary M.	2015	Vol. 31		74-85
Social organization through teacher-talk: Subteaching, socialization and the normative use of language in a multilingual primary class	Copp Mökkönen, Alicia	2012	Vol. 23	Issue 3	310-322
Socializing emotionally and morally appropriate peer group conduct through classroom discourse	Cekaite, Asta	2013	Vol. 24	Issue 4	511-522
Sociocultural perspectives on teacher language awareness in form-focused EFL classroom instruction	Luk, Jasmine C.M. ; Wong, Ruth M.H.	2010	Vol. 21	Issue 1	29-43
Sociolinguistics and Language Education, N.H. Hornberger, S.L. McKay (Eds.). Multilingual Matters, Bristol, UK (2010). (Book Review Symposium).	Bialostok, Steve ; Baugh, John	2012	Vol. 23	Issue 4	402-407
Soliciting and pursuing suggestions: Practices for contemporaneously managing student-centred and curriculum-focused activities	Ekberg, Stuart ; et al.	2017	Vol. 42		65-73
Spanish as a Heritage Language in the United States: The State of the Field, S.M. Beaudrie, M. Fairclough. Georgetown University Press, Washington, DC (2012). (Book review)	Wang, Yen-Ling	2014	Vol. 25		161-162
Spoken written-language in writing center talk	Mackiewicz, Jo ; Thompson, Isabelle	2018	Vol. 47		47-58
Spotlighting pedagogic metalanguage in Reading to Learn – How teachers build legitimate	Hipkiss, Anna Maria ; Andersson Varga,	2018	Vol. 47		93-104

knowledge during tutorial sessions	Pernilla				
Stilettoed Damsels in Distress: the (un)changing depictions of gender in a business English textbook	Goyal, Richa ; Rose, Heath	2020	Vol. 58		100820
Stories of assessment: Spanish–English bilingual children's agency and interactional competence in oral language assessments	Corella Morales, Meghan ; Lee, Jin Sook	2015	Vol. 29		32-45
Story-closing in PhD supervisory feedback: A conversation analytical study	Ta, Binh Thanh ; Anna Filipi	2023	Vol. 75		101183
Strengths and weaknesses of NESTs and NNESTs: Perceptions of NNESTs in Hong Kong	Ma, Lai Ping Florence	2012	Vol. 23	Issue 1	1-15
Structuring written arguments in primary and secondary school: A systemic functional linguistics perspective	Thomas, Damon P.	2022	Vol. 72		101120
Student ambivalence toward second language education in three Swedish upper secondary schools	Hedman, Christina ; Magnusson, Ulrika	2020	Vol. 55		100767
Student essays as evidential resource in placement meetings	Kasper, Gabriele ; Ro, Eunseok	2022	Vol. 72		101127
Student perceptions of stylistic variation in introductory university textbooks	Egbert, Jesse	2014	Vol. 25		64-77
Student perspectives on dual immersion in California: A comparison with the perceptions of CLIL learners in Madrid	Rascón Moreno, Diego	2021	Vol. 61		100887
Student talk as a resource: Integrating conflicting agendas in math tutoring sessions	Creider, Sarah Chepkirui	2020	Vol. 58		100822
Student-initiated language learning sequences in a real-world digital environment	Kurhila, Salla ; Kotilainen, Lari	2020	Vol. 56		100807
Student-initiated multi-unit questions in EMI classrooms	Duran, Derya ; Sert, Olcay	2021	Vol. 65		100980
Student-to-student hand-on-shoulder touch as an embodied response to reproach and critical teacher evaluation	Tainio, Liisa ; Heinonen, Pilvi	2021	Vol. 66		100982
Students' beliefs about the role of interaction for science learning and language learning in EMI science classes: Evidence from high schools in China	An, Jiangshan ; Thomas, Nathan	2021	Vol. 65		100972
Students' unsolicited initiations in a science classroom as displays of competence	Filipi, Anna ; Berry, Amanda ; Nguyen, Minh Hue	2022	Vol. 72		101124
Studying the local as a window into the global. (Book review). The Local Construction of a Global Language: Ideologies of English in South Korea, J.S. Park. Mouton de Gruyter, Berlin, Germany (2009)	Lee, Kathy	2010	Vol. 21	Issue 2	123-125
Studying the visual and material dimensions of education and learning. (Editorial)	Laihonen, Petteri ; Szabó, Tamás Péter	2018	Vol. 44		1-3
Subtle Islamization of teacher education: A critical discourse analysis of Turkey's "inclusive" education initiative for refugee integration	Toker, Şeyma	2021	Vol. 63		100923
Supervisor–student teacher interactions: The role of conversational frames in developing a vision of ambitious teaching	Long, Jennifer J. ; van Es, Elizabeth A. ; Black, Rebecca W.	2013	Vol. 24	Issue 2	179-196

Support use in Chinese writers' English argumentative models: Status and linguistic subjectivity	Chen, Peishan ; Ouyang, Huhua	2022	Vol. 71		101060
Supporting emergent bilinguals' argumentation: Evaluating evidence in informational science texts	Symons, Carrie	2017	Vol. 38		79-91
Swearing in class: Institutional morality in dispute	Doherty, Catherine ; Berwick, Adon ; McGregor, Rowena	2018	Vol. 48		1-9
Synchronizing and amending: A conversation analytic account of the "Co-ness" in co-teaching	King, Allie Hope	2022	Vol. 67		101015
Systemic Functional Linguistics as appliable linguistics. (Book review). Appliable Linguistics, A. Mahboob, N.K. Knight (Eds.). Continuum, London/New York (2010)	Gurzynski-Weiss, Laura	2011	Vo. 22	Issue 3	300-301
Taking ELF off the shelf: Developing HE students' speaking skills through a focus on English as a lingua franca	Dippold, Doris ; et al.	2019	Vol. 54		100761
Talk that Teaches: Using Strategic Talk to Help Students Achieve the Common Core, J.R. Paratore, D.A. Robertson. Guilford Press, New York (2013). (Book review)	Sullivan Palincsar, Annemarie ; et al.	2015	Vol. 32-B		162-166
Talkin' in the company of my sistas: The counterlanguages and deliberate silences of Black female students in teacher education	Haddix, Marcelle M.	2012	Vol. 23	Issue 2	169-181
Talking "smart": Academic language and indexical competence in peer interactions in an elementary classroom	Corella, Meghan	2020	Vol. 55		100755
Talking about texts: Middle school students' engagement in metalinguistic talk	D'warte, Jacqueline	2012	Vol. 23	Issue 1	123-134
Talking Hip-Hop: When stigmatized language varieties become prestige varieties	Magro, José L.	2016	Vol. 36		16-26
Talking through shadows of the past in the classrooms of today: Exploring rhetoric and narrative ethnographically with middle school students. (Book review). The Rhetoric of Teaching: Understanding the Dynamics of Holocaust Narratives in an English Classroom, M.M. Juzwik. Hampton Press, Inc., Cresskill, NJ (2009).	Fasching-Varner, Kenneth J.	2011	Vo. 22	Issue 2	192-193
Target-like and non-target-like conjunctive relations in L2 Swedish beginner writing	Lindström, Eva ; Lubińska, Dorota	2022	Vol. 71		101073
Task type and linguistic performance in school-based assessment situation	Gan, Zhengdong	2013	Vol. 24	Issue 4	535-544
Teacher candidates' ideological tensions and covert metaphors about Syrian refugees in Turkey: Critical discourse analysis of telecollaboration	Turnbull, John ; et al.	2022	Vol. 69		101053
Teacher language ideologies mediating classroom-level language policy in the implementation of dual language bilingual education	Henderson, Kathryn I.	2017	Vol. 42		21-33
Teacher questions in English medium instruction classrooms in a Turkish higher education setting	Genc, Eda ; Yuksel, Dogan	2021	Vol. 66		100992
Teacher questions: Learning the discourse of science in a linguistically diverse elementary classroom	Ernst-Slavit, Gisela ; Pratt, Kristen L.	2017	Vol. 40		1-10

Title	Author	Year	Volume	Issue	Pages
Teacher repair in a second language class for low-literate adults	Park, Seo Hyun	2015	Vol. 29		1-14
Teacher response pursuits in whole class post-task discussions	Duran, Derya ; Jacknick, Christine M.	2020	Vol. 56		100808
Teacher scaffolding and immersion language learning of refugee-background students in an elementary immersion classroom	Heo, Saem	2022	Vol. 70		101055
Teacher Talk and Literacy Gains in Chilean Elementary Students: Teacher Participation, Lexical Diversity, and Instructional Non-present Talk	Meneses, Alejandra ; Uccelli, Paola ; Valeri, Linda	2023	Vol. 73		101145
Teacher-oriented address terms in students' reproach turns	Lehtimaja, Inkeri	2011	Vo. 22	Issue 4	348-363
Teacher's and students' use of gestures and home-language during classroom-talk to elicit a shared understanding of structure in figural patterns: A case study in a multilingual mathematics classroom	El Mouhayar, Rabih	2022	Vol. 71		101088
Teachers' beliefs and practices with respect to translanguaging university mathematics in Iraq	Alhasnawi, Sami	2021	Vol. 63		100930
Teachers' narratives of resistance to Madrid's bilingual programme: An exploratory study in secondary education	Alonso-Belmonte, Isabel ; Fernández-Agüero, María	2021	Vol. 63		100925
Teachers' open invitations in whole-class discussions	Willemsen, Annerose ; et al.	2018	Vol. 45		40-49
Teachers' reproaches and managing discipline in the classroom: When teachers tell students what they do 'wrong'	Margutti, Piera	2011	Vo. 22	Issue 4	310-329
Teachers' shifting language ideologies and teaching practices in Philippine mother tongue classrooms	Parba, Jayson	2018	Vol. 47		27-35
Teaching students from refugee backgrounds: The link between language ideologies and policy appropriation	Ambroso, Eric Patrick	2022	Vol. 70		101030
Television Dialogue: The Sitcom Friends vs. Natural Conversation, P. Quaglio. John Benjamins Publishing, Amsterdam (2009). (Book review)	Fought, Carmen	2011	Vo. 22	Issue 3	298-299
Television series inside the EFL classroom: Bridging the gap between teaching and learning informal language through subtitles	Frumuselu, Anca Daniela ; et al.	2015	Vol. 32-B		107-117
Telling tales: Discursive space and narratives in ESOL classrooms	Simpson, James	2011	Vo. 22	Issue 1	10-22
Text, talk, and stance: Nigerian and Ukrainian student presentations in English-medium classes at a Ukrainian university	Goodman, Bridget A.	2019	Vol. 53		100757
That word "abuse" is a big problem for us: South Sudanese parents' positioning and agency vis-à-vis parenting conflicts in Australia	Hatoss, Anikó	2022	Vol. 67		101002
The "grammar school pressure": From tolerance to distance, to rejection of 'Scouse' in middle-class Merseyside schools	Lampropoulou, Sofia ; Cooper, Paul	2021	Vol. 66		100996
The academic fields of study in literacy and reading in Brazil: Conditions and perspectives in Applied Linguistics research	Senna, Luiz Antonio Gomes	2013	Vol. 24	Issue 4	433-440

The advantages and disadvantages of quantitative methods in schoolscape research	Savela, Timo	2018	Vol. 44		31-44
The affective construction of others' experience: A cross-cultural comparison of youth's responses to a film about the Uruguayan dictatorship	Achugar, Mariana ; Baeza Duffy, Patricia	2021	Vol. 66		100993
The assault of market discourse on the non-business world: (How) can we fight back? (Book review). Language and the Market Society: Critical Reflections on Discourse and Dominance, G. Mautner. Routledge, New York (2010).	Weninger, Csilla	2012	Vol. 23	Issue 1	163-165
The burden of smartness: Teacher's pet and classmates' teasing in a Danish classroom	Lundqvist, Ulla	2019	Vol. 52		24-32
The case of the non-missing "no": Implications of extensive direct repair on tutor-learner interactions	Netz, Hadar	2020	Vol. 57		100814
The co-construction of competence: Trusting autistic children's abilities in interactions with peers and teachers	Heller, Vivien ; Kern, Friederike	2021	Vol. 65		100975
The collective classroom "we": The role of students' sense of belonging on their affective, cognitive, and discourse experiences of online and face-to-face discussions	Zengilowski, Allison ; et al.	2023	Vol. 73		101142
The construction of 'academic language' in German classrooms: Communicative practices and linguistic norms in 'morning circles'	Kern, Friederike ; Lingnau, Beate ; Paul, Ingwer	2015	Vol. 31		207-220
The contribution of descriptive corpus linguistics to English language teaching. (Book review)	Craig, Elizabeth	2011	Vo. 22	Issue 3	290-293
The dialogism of 'telling': Intertextuality and interdiscursivity in early school writing	Björk, Oscar ; Iyer, Radha	2023	Vol. 74		101168
The disciplinary constraints of SLA and TESOL: Additive bilingualism and second language acquisition, teaching and learning	May, Stephen	2011	Vo. 22	Issue 3	233-247
The discourse of ESL advocacy in a simulated environment	Fox, Will ; Salerno, April S.	2021	Vol. 63		100928
The discursive construction of knowledge and equity in classroom interactions	Shepherd, Michael A.	2014	Vol. 28		79-91
The doctoral gaze: Foreign PhD students' internal and external academic discourse socialization	Anderson, Tim	2017	Vol. 37		1-10
The educational challenges arising from transnational migration, changes in mobility patterns, and pervasive use of technology. (Book review). Multilingualism and Multimodality: Current Challenges for Educational Studies, I. de Saint-Georges, J.-J. Weber. Sense Publishers, The Netherlands (2013)	Abas, Suriati	2015	Vol. 32-B		160-161
The effect of a socio-cognitive approach to teaching writing on stance support moves and topicality in students' expository essays	Chandrasegaran, Antonia	2013	Vol. 24	Issue 2	101-111
The effectiveness of intensive and extensive recasts on L2 acquisition for implicit and explicit knowledge	Kamiya, Nobuhiro	2015	Vol. 29		59-72
The embodied work of teaching grammar and pronunciation in IELTS speaking tutorials	Ro, Eunseok	2021	Vol. 65		100978

The emergence of semiotic resource complexes in the composing processes of young students in a literacy classroom context	Ranker, Jason	2014	Vol. 25		129-144
The emotional landscape of English medium instruction (EMI) in higher education	Hillman, Sara ; et al.	2023	Vol. 75		101178
The English you need to know: Language ideology in a citizenship classroom	Griswold, Olga V.	2011	Vo. 22	Issue 4	406-418
The environment of a bilingual classroom as an interactional resource	Jakonen, Teppo	2018	Vol. 44		20-30
The expression of agency by graduate teaching assistants and professors in relation to their professional obligations	Shultz, Mollee ; Herbst, Patricio ; Schleppegrell, Mary	2019	Vol. 52		33-43
The first lecture: Playing upon identities and modeling academic roles	Bannink, Anne ; Van Dam, Jet	2013	Vol. 24	Issue 4	556-571
The Geosemiotics of a Thai University: The narratives embedded in schoolscapes	Jocuns, Andrew	2021	Vol. 61		100902
The global phenomenon of bi/multilingualism. (Book review). Global Perspectives on Multilingualism: Unity in Diversity, M. Torres-Guzmán, J. Gómez (Eds.). Teachers College Press, New York, New York (2009)	Brooks, Maneka Deanna	2011	Vo. 22	Issue 3	294-295
The impact of translanguaging-driven training on in-service EFL teachers: Complexity theory prism	Yüzlü, Muhammet Yaşar ; Dikilitaş, Kenan	2022	Vol. 71		101080
The interactional construction of identity: An adolescent with autism in interaction with peers	Bottema-Beutel, Kristen ; Smith, Nevin	2013	Vol. 24	Issue 2	197-214
The interactional construction of the academic reader in writing tutorials for international students: An advice-giving resource	Leyland, Christopher	2021	Vol. 61		100900
The interactional management of discipline and morality in the classroom: An introduction	Margutti, Piera ; Piirainen-Marsh, Arja	2011	Vo. 22	Issue 4	305-309
The interconnections among metadiscourse, metalanguage, and metacognition: Manifestation and application in classroom discourse	Tang, Kok-Sing	2021	Vol. 65		100977
The interplay of global forms of pop culture and media in teenagers' 'interest-driven' everyday literacy practices with English in Greece	Rothoni, Anastasia	2017	Vol. 38		92-103
The key to a thorough understanding of language teaching. (Book review). The Handbook of Language Teaching, M. Long, C. Doughty (Eds.). Wiley-Blackwell, West Sussex, UK (2009).	Moreno, Nina	2011	Vo. 22	Issue 2	189-191
The language of engagement in two highly interactive undergraduate mathematics classrooms	Mesa, Vilma ; Chang, Peichin	2010	Vol. 21	Issue 2	83-100
The logogenesis of writing to learn: A systemic functional perspective	Klein, Perry D. ; Unsworth, Len	2014	Vol. 26		1-17
The multidimensionality of attitudes toward language varieties. (Book review). Attitudes to Language, Key Topics in Sociolinguistics, Peter Garrett. Cambridge University Press, Cambridge, UK (2010).	Myers-Scotton, Carol	2011	Vo. 22	Issue 4	458-460
The multimodal organization of speaker selection in classroom interaction	Fasel Lauzon, Virginie ; Berger, Evelyne	2015	Vol. 31		14-29
The multiple perspectives in a dialogical continued education course on animal welfare: Accounts of a team of extension agents and a manager and a cowboy from a rural Brazilian	Zuin, Luis Fernando S. ; et al.	2014	Vol. 28		17-27

territory					
The need for a needs analysis at UEM: Aspects of and attitudes towards change	Cabinda, Manuel	2013	Vol. 24	Issue 4	415-427
The pedagogy of ESL in elementary teacher education. (Book review). Academic literacy for English learners: High-quality instruction across content areas, C. Brock, D. Lapp, R. Salas, D. Townsend.The practitioner's bookshelf, language and literacy series, C. Genishi, D. Alvermann (Eds.). Teachers College Press, Columbia University, New York (2009).	Burns, Rebecca	2012	Vol. 23	Issue 4	412-413
The permanence of departure: Young Mexican immigrant students' discursive negotiations of imagined childhoods allá	Gallo, Sarah ; Dabkowski, Meghan	2018	Vol. 45		92-100
The politics of Arabic language education: Moroccan immigrant children's language socialization into ethnic and religious identities	García-Sánchez, Inmaculada M.	2010	Vol. 21	Issue 3	171-196
The politics of plurilingualism: Immersion, translanguaging, and school autonomy in Catalonia	Erdocia, Iker	2020	Vol. 60		100865
The professional identity of Iranian young-learner teachers of English: A narrative inquiry	Tavakol, Mahbube ; Tavakoli, Mansoor	2022	Vol. 71		101101
The profusion of voices in society. (Book review). The Guidebook to Sociolinguistics, A.Bell. Wiley Blackwell, Chichester, West Sussex (2014)	Anderson, Helen	2015	Vol. 32-B		148-149
The racist reality of white discourse in the United States. (Book review). The Everyday Language of White Racism, J.H. Hill. Wiley-Blackwell Press, Malden, MA (2008)	Limerick, Nicholas	2010	Vol. 21	Issue 1	75-76
The relational actor: How teachers in bilingual schools distribute their political agency	Hurdus, Jeremy	2023	Vol. 74		101152
The relative effects of peer and teacher feedback on improvement in EFL students' writing ability	Ruegg, Rachael	2015	Vol. 29		73-82
The science nerd as the science expert: Enregistering asociality to achieve disciplinary expertise in high school physics	Braden, Sarah K.	2022	Vol. 72		101003
The secret multimodal life of IREs: Looking more closely at representational gestures in a familiar questioning sequence	Flood, Virginia J.	2021	Vol. 63		100913
The semiotic construal of attitudinal curriculum goals: Evidence from EFL textbooks in China	Chen, Yumin	2010	Vol. 21	Issue 1	60-74
The social construction of authorities: An interactional ethnographic examination of positional legitimacy	Edelen, Daniel ; et al.	2023	Vol. 75		101177
The Sociolinguistics of Writing, T. Lillis. Edinburgh University Press (2013). (Book Review Essay)	Xia, Jing	2014	Vol. 27		70-71
The subtle interactional dance of a teacher: The negotiation of pupil-teacher translanguaging practices in a Brussels' Dutch-medium secondary school	Rosiers, Kirsten	2020	Vol. 58		100796
The text is reading you: teaching language in the age of the algorithm	Jones, Rodney H.	2021	Vol. 62		100750
The use of cohesive devices in argumentative writing by Chinese EFL learners at different proficiency levels	Yang, Wenxing ; Sun, Ying	2012	Vol. 23	Issue 1	31-48

Title	Author	Year	Vol	Issue	Pages
The use of linguistic resources by mathematics teachers to create analogies	González, Gloriana	2015	Vol. 30		81-96
The uses of mediation in conflict analysis: A discourse-based approach to the study of language in its social context. (Book review). Storied Conflict Talk: Narrative Construction in Mediation, K.A. Stewart, M.M. Maxwell. John Benjamin, Philadelphia (2010).	Borish, Steven	2013	Vol. 24	Issue 2	270-271
The workings of multiple principles in student-teacher interactions: Orientations to both mundane interaction and pedagogical context	Breukelman, Mieke ; et al.	2023	Vol. 76		101188
Thematic analysis of students' talk while solving a real-world problem in geometry	DeJarnette, Anna F. ; González, Gloriana	2016	Vol. 35		37-49
Theme: Critical language awareness approaches in the Americas: Theoretical principles, pedagogical practices and distribution of intellectual labor. (Editorial)	Achugar, Mariana	2015	Vol. 32-A		1-4
Theorizing fiction reading engagement during wordless book reading	Lysaker, Judith T. ; Arvelo Alicea, Zaira	2017	Vol. 37		42-51
Third position repair for resolving troubles in understanding teacher instructions	Badem-Korkmaz, Fatma ; Balaman, Ufuk	2020	Vol. 60		100859
Time to say goodbye: Writing center consultation closings	Thonus, Terese	2016	Vol. 33		40-55
Time travel: The role of temporality in enabling semantic waves in secondary school teaching	Matruglio, Erika ; Maton, Karl ; Martin, J.R.	2013	Vol. 24	Issue 1	38-49
Too many balls in the air?: Juggling a multitude of ideas. (Review Symposium. Heath, S. B., & Street, B. V. (2008). Ethnography: Approaches to language and literacy research)	Florio-Ruane, Susan	2010	Vol. 21	Issue 4	316-317
Toward multisexual literacy in language education. (Book review). Sexual Identities in English Language Education: Classroom Conversations, C. Nelson. Routledge, New York (2009).	Li, Houxiang	2010	Vol. 21	Issue 2	118-120
Towards a metalanguage adequate to linguistic achievement in post-structuralism and English: Reflections on voicing in the writing of secondary students	Macken-Horarik, Mary ; Morgan, Wendy	2011	Vo. 22	Issue 2	133-149
Towards a theoretical framework of heritage language literacy and identity processes	Lo-Philip, Stephanie Wing-Yan	2010	Vol. 21	Issue 4	282-297
Towards rethinking multilingualism and language policy for academic literacies	Stroud, Christopher ; Kerfoot, Caroline	2013	Vol. 24	Issue 4	396-405
Tracing ideologies of learning in group talk and their impediments to collaboration	Anderson, Kate T. ; Weninger, Csilla	2012	Vol. 23	Issue 3	350-360
Training sociolinguistic awareness in school pedagogy: Students' rights, students' strategies, global cases. (Book review). J.C. Scott, D.Y. Straker, L. Katz. Affirming Students' Rights to Their Own Language: Bridging Language Policies and Pedagogical Practices. Routledge (2009)	Fabricius, Anne	2011	Vo. 22	Issue 2	185-186
Transforming habitus and recalibrating capital: University students' experiences in online learning and communication during the COVID-19 pandemic	Gu, Mingyue Michelle ; Huang, Corey Fanglei	2022	Vol. 69		101057
Translanguaging practices in the EFL classroom - the Polish context	Sobkowiak, Paweł	2022	Vol. 69		101020
Translation in foreign language teaching: A case study from a functional perspective	Károly, Adrienn	2014	Vol. 25		90-107

Title	Author	Year	Volume	Issue	Pages
Translingual context zones: Critical reconceptualizing of teachers' work within the context of globalism	Gebhard, Meg ; Willett, Jerri	2015	Vol. 32-A		98-106
Transworlding and translanguaging: Negotiating and resisting monoglossic language ideologies, policies, and pedagogies	Koyama, Jill ; Kasper, Julie	2022	Vol. 70		101010
Triadic conflict mediation as socialization into perspective taking in Swedish preschools	Cekaite, Asta	2020	Vol. 59		100753
Unbiased but ideologically unclear: Teacher beliefs about language practices of emergent bilingual students in the U.S.	Sah, Pramod K. ; Uysal, Huseyin	2022	Vol. 72		101126
Uncovering language socialization mechanisms in language teacher identity formation: An ethnographic study in a Chinese culture class	Sang, Yuan	2023	Vol. 73		101138
Undergraduate thesis supervisory conference: Academic discourse socialisation multiple-case study	Yamada, Kiyomi	2022	Vol. 69		101054
Understanding classroom trouble through regulative gravity and instructional elasticity	Doherty, Catherine	2015	Vol. 30		56-65
Understanding Emotions in EMI Institutions through Attending to Context, History, and Ideology. (Commentary)	Miller, Elizabeth R.	2023	Vol. 75		101179
Understanding English Language Variation in U.S. Schools, Anne H. Charity Hudley, Christine Mallinson. Teachers College Press, New York and London (2011). (Book review essay)	Echeverria, Begoña	2013	Vol. 24	Issue 2	264-267
Understanding how pre-service English teachers adopt stance toward academic teaching inquiry tasks	Salerno, April S. ; Kibler, Amanda K.	2014	Vol. 28		92-106
Understanding Korean-American first-graders' written translanguaging practices	Lee, Chaehyun ; García, Georgia Earnest	2021	Vol. 66		100998
Understanding the "mmhm": Dilemmas in talk between teachers and adolescent emergent bilingual students	Kibler, Amanda	2011	Vo. 22	Issue 3	213-232
Understanding the language of evaluation in examiners' reports on doctoral theses	Starfield, Sue ; et al.	2015	Vol. 31		130-144
Understanding willingness to communicate as embedded in classroom multimodal affordances: Evidence from interdisciplinary perspectives	Peng, Jian-E	2019	Vol. 51		59-68
Unpacking corrections in mobile instruction: Error-occasioned learning opportunities in driving, cycling and aviation training	Levin, Lena ; et al.	2017	Vol. 38		11-23
Unspoken dialogues between educational and family language policies: Language policy beyond legislations	Kaveh, Yalda M.	2020	Vol. 60		100876
Use of non-situational identities in teacher-student interaction	Taylor, Elena	2021	Vol. 66		100997
Using a functional linguistics metalanguage to support academic language development in the English Language Arts	Moore, Jason ; Schleppegrell, Mary	2014	Vol. 26		92-105
Using a language socialization framework to explore Chinese Students' L2 Reticence in English	Sang, Yuan ; Hiver, Phil	2021	Vol. 61		100904

language learning					
Using Burmese and other languages to teach Karenni refugees English. (Book Review Essay). Language and Literacy in Refugee Families, C.S. Duran. Palgrave Publishers, New York (2017).	Stambach, Amy	2019	Vol. 49		98-99
Using student positioning to identify collaboration during pair work at the computer in mathematics	DeJarnette, Anna F.	2018	Vol. 46		43-55
Valued voices: Students' use of Engagement in argumentative history writing	Miller, Ryan T. ; Mitchell, Thomas D. ; Pessoa, Silvia	2014	Vol. 28		107-120
Vocabulary explanations in beginning-level adult ESOL classroom interactions: A conversation analysis perspective	Tai, Kevin W.H. ; Khabbazbashi, Nahal	2019	Vol. 52		61-77
Voice of the voiceless? Multiethnic student voices in critical approaches to race, pedagogy, literacy and agency	Chang, Benji	2013	Vol. 24	Issue 3	348-360
Voices, grins and laughter in the lecture room	Bannink, Anne ; Van Dam, Jet	2013	Vol. 24	Issue 4	572-584
Walking and talking with pride: Reclaiming and revitalizing Guarani epistemology. (Book review). New Languages of the State: Indigenous Resurgence and the Politics of Knowledge in Bolivia, B. Gustafson. Duke University Press, Durham, NC (2009).	Lemley, Christine K.	2012	Vol. 23	Issue 1	160-162
What made primary English education in Japan different from the global trend? A policy process analysis	Terasawa, Takunori	2022	Vol. 71		101084
When students tackle grammatical problems: Exploring linguistic reasoning with linguistic metaconcepts in L1 grammar education	Rijt, Jimmy H.M. van ; et al.	2019	Vol. 52		78-88
When the old is stronger than the new: Introduction of constructivist methodology in a special education school	Martín-del-Campo, Beatriz ; et al.	2010	Vol. 21	Issue 3	143-170
Which instructional programme (EFL or CLIL) results in better oral communicative competence? Updated empirical evidence from a monolingual context	Martínez Agudo, Juan de Dios	2019	Vol. 51		69-78
Why should we care about academic language? (Introduction)	Haneda, Mari	2014	Vol. 26		88-91
Willingness to communicate/participate' in action: A case study of changes in a recipient's practices in an L2 book club	Ro, Eunseok ; Burch, Alfred Rue	2020	Vol. 58		100821
With regret: The genre of teachers' public resignation letters	Dunn, Alyssa Hadley ; Deroo, Matthew ; VanDerHeide, Jennifer	2017	Vol. 38		33-43
Word sketches of descriptive modifiers in children's short stories for teacher training in teaching English as a foreign language	Labrador, Belén	2022	Vol. 69		101036
Words on the Web: A call to investigate Language Online. (Book Review Essay). Language Online: Investigating Digital Texts and Practices, D. Barton, C. Lee. Routledge, New York, NY (2013).	Russum, Jennifer A.	2014	Vol. 26		83-84

World Englishes and the possibility of paradigm shift. (Book review). The handbook of world Englishes, Braj B. Kachru, Yamuna Kachru, Cecil L. Nelson (Eds.). Blackwell Publishing, Malden, MA (2009)	Hartse, Joel Heng	2010	Vol. 21	Issue 2	129-131
Written metalinguistic reflections of 4th graders on scientific explanations: A bridge between conceptual, discursive, and lexicogrammatical dimensions	Hugo, Evelyn ; Meneses, Alejandra	2022	Vol. 69		101047
Wuli and stance in a Korean heritage language classroom: A language socialization perspective	Song, Juyoung	2019	Vol. 51		12-19
Young people's languaging and social positioning. Chaining in "bilingual" educational settings in Sweden	Gynne, Annaliina ; Bagga-Gupta, Sangeeta	2013	Vol. 24	Issue 4	479-496
Youth Community Inquiry: New Media for Community and Personal Growth, B. Bruce, A. Bishop, N. Budhathoki (Eds.). Peter Lang Publishing, Inc., New York, NY (2014). (Book review)	Howell, Emily ; Reinking, David	2015	Vol. 32-B		156-157