The Role of Reading in Reconfiguring Foreign Language Programs
A Supplement to Reading in a Foreign Language
Edited by Cindy Brantmeier and Diana Pulido

From the Editors
p. i

From the Guest Editors
Cindy Brantmeier and Diana Pulido
pp. ii–iii

Articles

A reaction to the 2007 MLA Report
Elizabeth B. Bernhardt
pp. 1–4

The role of reading in fostering transcultural competence
Keiko Koda
pp. 5–10

Revisiting the MLA Report on reconfiguring foreign language programs: The role of reading
William Grabe
pp. 11–14

Conversations about collaboration in response to “Foreign Languages and Higher Education:
New Structures for a Changed World”
JoAnn Hammadou Sullivan
pp. 15–25

The role of reading in a Japanese language program: A response to the MLA Ad Hoc
Committee’s Report (2007)
Ginger Marcus
pp. 26–30

Incremental gains in foreign language programs: The role of reading in learning about other
cultures
Diana Frantzen
pp. 31–37
Guest Editorial Assistant

Megan Havard
PhD Student in Hispanic Literatures
Department of Romance Languages and Literatures
Washington University in St. Louis