Handbook of Research in Second Language Teaching and Learning

Individual Freedom in Language Teaching - Oxford Applied Linguistics

The Routledge Handbook of Educational Linguistics provides a comprehensive survey of the core and current language-related issues in educational contexts. Bringing together the expertise and voices of well-established as well as emerging scholars from around the world, the handbook offers over thirty authoritative and critical explorations of methodologies and contexts of educational linguistics, issues of instruction and assessment, and teacher education, as well as coverage of key topics such as advocacy, critical pedagogy, and ethics and politics of research in educational linguistics. Each chapter relates to key issues raised in the respective topic, providing additional historical background, critical discussion, reviews of pertinent research methods, and an assessment of what the future might hold. This volume embraces multiple, dynamic perspectives and a range of voices in order to move forward in new and productive directions, making The Routledge Handbook of Educational Linguistics an essential volume for any student and researcher interested in the issues surrounding language and education, particularly in multilingual and multicultural settings.

Individual Freedom in Language Teaching - Oxford Applied Linguistics

Sor Juana Inés de la Cruz (1648-1695) wrote poetry, prose, and plays and is considered the greatest of Mexican women writers. She was an intellectual prodigy, reportedly mastering Latin in twenty lessons, and at sixteen she entered a convent so that she might continue her learning. One of the most influential early feminists in the New World, she answered a bishop's criticism in a letter that has become a classic defense of the education of women. She collected a private library of 4,000 volumes, but when she was told that her studies were delaying the progress of her spiritual education, she gave away her books and devoted herself to religious studies. Traditionally, scholars have attributed only one complete play to Sor Juana, but in 1989 Guillermo Schmidhuber discovered a lost play, The Second Celestina, which he proved conclusively to be Sor Juana's earliest comedy, co-authored with Agustín Salazar y Torres. Schmidhuber's critical study is the first dedicated exclusively to the secular plays and the first to confirm Sor Juana's authorship of three dramatic pieces. Combining literary history and criticism, Schmidhuber explores the life and originality of Sor Juana's dramas and helps elucidate her enigmatic genius. Though Sor Juana's work as a poet and intellectual has received increasing attention in the last decade, writing about her has rarely taken into account her role as dramatist. Schmidhuber helps correct this critical imbalance by examining Sor Juana's plays in light of dramatic theory. He finds elements of both mannerist and baroque theater in her work, sometimes both within
the same play.

**Focus on the Language Classroom**

The authors set out to define the aims, principles and objectives of recent research into what exactly happens in the language classroom, to describe the findings of this work, and to relate these to teaching practice.

**Experimental Research Methods in Language Learning**

Collected papers address various research issues and their relevance to language pedagogy. Topics discussed include interaction, formal instruction, variability and learning styles. The book begins with an overview of the development of second language acquisition research.

**The Research Manual**

An up to date comprehensive introduction to second language acquisition research. Contains a general framework for the study of second language acquisition, provides a general description of learner language, accounts for the role of the linguistic environment, examines the learner's internal mechanisms, explores individual differences in language learning and reviews the expanding research on classroom second language acquisition.

**An Introduction to Second Language Acquisition Research**

Starting from the premise that each person develops a unique and personal code for communication, Christopher Brumfit examines the roles of teachers and learners and the approaches that education professionals should develop in support of learners. The book draws upon linguistic, psychological, philosophical, and sociolinguistic principles and uses practical examples from second, foreign, and mother tongue teaching. It attempts to integrate theoretical and empirical work with the practical needs of institutions and of teachers without losing sight of learners' needs for free personal choice combined with effective communication. Drawing upon the author's extensive experience in the field, it considers the roles of literature and culture, as well as language policy in relation to learners' rights, and attempts to outline a humane and realistic philosophy for language teaching.

**Case Study Research in Applied Linguistics**

The Handbook of Applied Linguistics is a collection of newly commissioned articles that provide a comprehensive and up-to-date picture of the field of Applied Linguistics. Provides a comprehensive and current picture of the field of Applied Linguistics. Contains 32 newly commissioned articles that examine both the applications of linguistics to language data and the use of real world language to ameliorate social problems. Valuable resource for students and researchers in applied linguistics, language teaching, and second language acquisition. Presents applied linguistics as an independent discipline that unifies practical experience and theoretical understanding of language development and language in use.

**Language Acquisition Studies in Generative Grammar**

**The Blackwell Guide to Research Methods in Bilingualism and Multilingualism**
'A dictionary of research methodology and statistics in applied linguistics' is a reference guide which offers an authoritative and comprehensive overview of key terms and concepts in the areas of research and statistics as concerns the field of applied linguistics. The volume is intended as a resource to delineate the meaning and use of various concepts, approaches, methods, designs, techniques, tools, types, and processes of applied linguistics research in an efficient and accessible style. Some entries relating to statistical aspects of research are also used so as to help the researcher in the successful formulation, analysis, and execution of the research design and carry the same towards its logical end. This book makes use of approximately 2000 entries on the key concepts and issues of research with cross references where necessary. This volume is designed to appeal to undergraduate and graduate students, teachers, lecturers, practitioners, researchers, consultants, and consumers of information across the field of applied linguistics and other related disciplines.

The Study of Second Language Acquisition

Aimed at students of applied linguistics and TEFL on research training courses and practising language teachers, this work provides specific advice and support to those wishing to learn how to approach the critical analysis of a research paper.

Learning a Second Language through Interaction

The Routledge Handbook of Research Methods in Applied Linguistics provides a critical survey of the methodological concepts, designs, instruments and types of analysis that are used within the broad field of applied linguistics. With more than 40 chapters written by leading and emerging scholars, this book problematizes and theorizes applied linguistics research, incorporating numerous multifaceted methodological considerations and pointing to the future of good practice in research. Topics covered include: key concepts and constructs in research methodology, such as sampling strategies and mixed methods research; research designs such as experimental research, case study research, and action research; data collection methods, from questionnaires and interviews to think-aloud protocols and data elicitation tasks; data analysis methods, such as use of R, inferential statistical analysis, and qualitative content analysis; current considerations in applied linguistics research, such as a need for transparency and greater incorporation of multilingualism in research; and recent innovations in research methods related to multimodality, eye-tracking, and advances in quantitative methods. The Routledge Handbook of Research Methods in Applied Linguistics is key reading for both experienced and novice researchers in Applied Linguistics as well as anyone undertaking study in this area.

Encyclopedia of Language and Education

This book examines different theoretical perspectives on the role that interaction plays in second language acquisition. The principal perspectives are those afforded by the Interaction Hypothesis, Socio-Cultural Theory and the Levels of Processing model. Interaction is, therefore, defined broadly; it is seen as involving both intermental and intramental activity. The theoretical perspectives are explored empirically in a series of studies which investigate the relationship between aspects of interaction and second language acquisition. A number of these studies consider the effects of interaction on the acquisition of vocabulary (word meanings) by both adult and child L2 learners. In addition, the effects of language aptitude on input processing are considered. Further studies consider the contribution that interaction makes to the acquisition of grammatical knowledge. These studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an L2. Finally, the book considers a number of pedagogic specifications. In particular, the importance of discourse control as a means of learners’ obtaining the quality of interaction likely to foster acquisition is discussed.

Approaching English Language Research

As globalization has increased awareness of the extent of language contact and linguistic diversity, questions concerning bilingualism and multilingualism have
taken on an increasing importance from both practical and scholarly points of view. Written by leading experts and practitioners in the field, The Blackwell Guide to Research Methods in Bilingualism and Multilingualism: Highlights the interdisciplinary nature of research on bilingualism and multilingualism and offers a practical guide to the procedures and tools for collecting and analyzing data. Specifically addresses methodological issues, discussing research topics, core concepts and approaches, and the methods and techniques available. Links theory to method, and to data, and answers a real need for a know-how volume on bilingualism and multilingualism that deals with its methodology in a systematic and coherent way.

**Doing Practice-based Research in Therapy**

**ICT and ELT: Research and Practices in South East Asia (Penerbit USM)**

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning, Second Language Research Methods, Second Language Research and Applied Linguistics, Research in Second Language Processes and Development, Methods and Instruction in Second Language Teaching, Second Language Assessment, Ideology, Identity, Culture, and Critical Pedagogy, and Second Language Research and Applied Linguistics. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook’s international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

**The Handbook of Applied Linguistics**

**Correction of Errors in English A Training Course**

ISBN 9042003316 (paperback) NLG 55.00 The topics in this volume include parsing and annotation of corpora, discourse studies, lexicography, translation studies, parallel corpora, language variation and change, national varieties, methodology and English language teaching, realist novel, later in the century.

**Utilising Fiction to Promote English Language Acquisition**

Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP). • Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP • Features newly-commissioned contributions from a global team of leading scholars • Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and business, legal, and medical English • Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography.

**Research Methods in Language and Education**

Unlike most monographs on Spanish phonology and morphology that approach these topics from a structuralist or generativist framework, this volume is written...
from a less traditional point of view. More specifically, it emphasizes quantitative evidence from sources such as usage-based studies, psycholinguistic experiments, corpus data, and computer simulations. Arguments are presented to demonstrate that these kinds of evidence are crucial for establishing theories of language that relate to the psychological mechanisms involved in producing and comprehending speech, in contrast to theories about abstract linguistic structure. A range of topics is covered including morphological parsing, nominalization, stress, syllable structure, diphthongization, gender, morphophonemic alternations, and epenthesis. An appendix is included that serves as a primer on quantitative linguistic research. It discusses how some of the cited experiments were carried out, provides an introduction to statistical analysis, and discusses tools that are available for conducting quantitative research on the Spanish language.

**Homage to W. R. Lee**

This book offers a lively introduction to the research methods and techniques available to English language teachers who wish to investigate aspects of their own practice. It covers qualitative and quantitative methodology and includes sections on observation, introspection, diary studies, experiments, interviews, questionnaires, numerical techniques and case study research. Each method is illustrated with examples in language teaching contexts, and techniques of data collection and analysis are introduced. The authors focus particularly on research in the classroom, on tests, materials, the effects of innovations, and they discuss methods appropriate to research in various collaborative modes as well as by individuals. A key feature of the book is an introduction to the debate surrounding different approaches to research, with an evaluation of traditional research in relation to the paradigms associated with reflective practice and action research. The book is ideal for teachers on initial training and post-experience courses, students on degree programmes in applied linguistics and TEFL and, of course, practising teachers with an interest in research methods in language teaching.

**Spanish Phonology and Morphology**

This volume seeks to enable language and education practitioners and researchers to get a sense of the range of issues being pursued in language and education research and the array of methods employed to do so. It focuses on language and education in relation to society, variation, culture, and interaction. Its unity of purpose and outlook with regard to the central role of language as both vehicle and mediator of educational processes and to the need for continued and deepening research into the limits and possibilities that implies is most impressive.

**Second Language Research Methods**

This is a collection of essays on the native and non-native acquisition of syntax within the Principles and Parameters framework. In line with current methodology in the study of adult grammars, language acquisition is studied here from a comparative perspective. The unifying theme is the issue of the 'initial state' of grammatical knowledge: For native language, the important controversy is that between the Continuity approach, which holds that Universal Grammar is essentially constant throughout development, and the Maturation approach, which maintains that portions of UG are subject to maturation. For non-native language, the theme of initial states concerns the extent of native-grammar influence. Different views regarding the continuity question are defended in the papers on first language acquisition. Evidence from the acquisition of, inter alia, Bernese, Dutch, English, Finnish, French, German, Icelandic, Italian and Japanese, is brought to bear on issues pertaining to clause structure, null subjects, verb position, negation, Case marking, modality, non-finite sentences, root questions, long-distance questions and scrambling. The views defended on the initial state of (adult) second language acquisition also differ: from complete L1 influence to different versions of partial L1 influence. While the target language is German in these studies, the native language varies: Korean, Spanish and Turkish. Analyses invoke UG principles to account for verb placement, null subjects, verbal morphology and Case marking. Though many issues remain, the volume highlights the growing ties between formal linguistics and language acquisition research. Such an approach provides the foundation for asking the right questions and putting them to empirical test.
The Production-Comprehension Interface in Second Language Acquisition

The book draws upon linguistic, psychological, philosophical, and sociolinguistic principles and uses practical examples from second, foreign, and mother tongue teaching. It attempts to integrate theoretical and empirical work with the practical needs of institutions and of teachers without losing sight of learners' needs for free personal choice combined with effective communication.

Research Design and Statistics for Applied Linguistics

The study of vocabulary is a flourishing area in applied linguistics and language teaching which is creating a need for new approaches to vocabulary assessment. This volume presents a framework that expands the traditional concept of a vocabulary test to cover a range of procedures for assessing the vocabulary knowledge of second language learners. These procedures can be useful for addressing practical assessment needs as well as providing tools for conducting research into the lexical dimension of language.

Second Language Acquisition & Language Pedagogy

This book is designed to help students and other interested readers approach research in English Language studies. Its concerns include project, dissertation and thesis research and writing.

Research Methods for English Language Teachers

Second Language Research Methods - Oxford Applied Linguistics:

There have been numerous debates and discussions on the use of ICT in education, especially in English language teaching and learning. In this book, readers will find it meaningful to further revisit and re-evaluate the existing practices of ICT use for teaching-learning of English. The main aims of this book are addressing some of the critical issues in the research and practices of ICT use for English language teaching and learning in South East Asia (SEA), and discerning the wide range and extent of ICT use in different English language classrooms, where ICT serves as a mediating tool for the facilitation process of teaching and learning. These aims are guided, and then supported by the pedagogical considerations and implications that are underscored as a result of the examination of ICT use and integration in the contexts. This publication would be among the first in terms of examining ICT and English language teaching and learning in the overall SEA context, whereby there are opportunities for readers to learn from different contexts and different countries.

Investigating Second Language Acquisition

This volume seeks to enable language and education practitioners and researchers to get a sense of the range of issues being pursued in language and education research and the array of methods employed to do so. It focuses on language and education in relation to society, variation, culture, and interaction. Its unity of purpose and outlook with regard to the central role of language as both vehicle and mediator of educational processes and to the need for continued and deepening research into the limits and possibilities that implies is most impressive.

The Handbook of English for Specific Purposes
Case studies of individual language learners are a valuable means of illustrating issues connected with learning, using, and in some cases, losing another language. Yet, even though increasing numbers of graduate students and scholars conduct research using case studies or mix quantitative and qualitative methods, there are no dedicated applied linguistics research methods texts that guide one through the case study process. This book fills that gap. The volume provides an overview of case study methodology and examples of published case studies in applied linguistics, without attempting to be a comprehensive survey of the innumerable case studies that exist. The case studies presented here involve teachers and learners of English and various other languages in North America and other parts of the world. Advice is also given about how to conduct and publish case studies. Case Study Research in Applied Linguistics is designed for students, both undergraduate and graduate, as well as other scholars seeking to understand case study methods and their applications in research on language learners and language users in a variety of contexts. Applied linguists working in other subfields will find the volume useful in their own research and in their supervision and evaluation of others' case studies.

**Corpus-based Studies in English**

An accessible introduction to language learning research, which provides a 'feel' for what research activities are like by engaging the reader in several roles across a range of research design types, both quantitative and qualitative. Roles include research subject, research organizer, data collector, data analyst, and research reporter. The book systematically explains the characteristics and purposes of various types of research, including terminology, the logic underlying selection, and the steps typical of each type of research design. It also offers an introduction to some classic research studies.

**The Routledge Handbook of Educational Linguistics**

Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

**Appraising Research in Second Language Learning**

Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

**Individual Freedom in Language Teaching**

The teaching of English in the United Arab Emirates is based upon the communicative approach and aims to enable EFL students to employ language skills for communication purposes, as appropriate. Personal experience and the author’s colleagues’ observations, however, reveal that a number of EFL university students fail to achieve adequate communicative competence, which, in turn, does not qualify them to exploit the foreign language of English as required by their curricula as well as by today’s world. Central to university education in the United Arab Emirates is critical thinking. It seems reasonable, then, to assume that EFL university students are well-equipped to tackle a reading text and to handle a writing task, demonstrating through such activities an adequate repertoire of critical thinking skills. Personal experience and the author’s colleagues’ observations, however, indicate that this does not apply to a number of EFL university students studying in the country. Seeking an effective remedy, the author argues that utilising literature in the EFL classroom would be beneficial in terms of many essential aspects. Based on a three-year research project conducted at a private university in Dubai involving a number of EFL students, the book concludes with some suggestions with regards to what criteria to adopt when utilising literary texts. The current book, as such, is expected to be of use and interest to: applied linguists (as the study proposes an approach to integrating the teaching of language, literature, communication and critical thinking, with the ultimate goal of
promoting communicative competence and enhancing critical thinking on the part of EFL learners); curricula designers (since the study introduces a course for the enhancement of communicative competence and critical thinking); and EFL instructors (because the study offers instructional material which can be adopted or adapted when teaching EFL university students).

**Doing Second Language Research**

The book concerns theoretical, interdisciplinary and methodological issues in L2 acquisition research. It gives an accurate and up-to-date overview of high quality work currently in progress in research methodology, processing, principles and parameters theory, phonology, the bilingual lexicon, input and instruction. The volume will have the purpose of a handbook for teachers, students and researchers in the area of second language acquisition. The aim is to provide the reader with an acquisition perspective on processes of second and foreign language learning.

**The Three Secular Plays of Sor Juana Inés de la Cruz**

Learning how to use critical self-reflection creatively when practising therapy is an important component of training. This level of self-awareness is, however, often neglected in research, despite the centrality of the researcher to their work. Doing Practice-based Research in Therapy: A Reflexive Approach makes the vital link between practical research skills and self-awareness, critical reflection and personal development in practice-based research. Starting with a clear introduction to the theory, practice and debates surrounding this type of research, the book then guides the reader step-by-step through the practicalities of the research process, encouraging them to reflect upon and evaluate their practice at each stage. The book: - incorporates case studies throughout to illustrate different methodological approaches - uses real life examples from students conducting practice-based psychotherapy research - includes exercises, chapter objectives, end-of-chapter questions and suggestions for further reading to help consolidate learning - encourages ongoing personal development by introducing personal development planning (PDP) and lifelong learning in the field of research. By demystifying the reflexive approach, this highly practical guide ensures that trainees and qualified therapists get the most, both professionally and personally, from their practice-based research.

**Research on Dictionary Use in the Context of Foreign Language Learning**

Examining a key issue in second language acquisition (SLA) research, this book explores the relation between second language (L2) production and comprehension at the level of processing. The central question underlying this interface is the relationship between grammatical encoding and decoding, namely: are the two modalities of production and comprehension subserved by different types of processors, or by the same syntactic processing module? Proposing an 'Integrated Encoding-Decoding Model' of SLA, Anke Lenzing presents the results of a comprehensive empirical study to demonstrate the extent to which the two modalities rely on shared representations and/or shared processes. Through this detailed analysis The Production-Comprehension Interface in Second Language Acquisition sheds new light on the cognitive architecture of human language processing and offers a deeper understanding of the mechanisms at work in the L2 acquisition process.

**A Dictionary of Research Methodology and Statistics in Applied Linguistics**

Language learning research aims to describe and fully explain how and why language learning takes place, but can fall short of its stated purpose. Systematic, rigorous research is needed if the growing field of language learning is to progress methodically. This book demonstrates and fully explains such a methodology. Given that research in language acquisition yields practical pedagogical implications, it is crucial that it is rigorous and accurate. This book offers a quantitative research methodology that relies on statistical analysis in order to make inferences and conclusions about language learning. Experimental research aims to understand differences between or within groups of learners under manipulated environments. It requires strict control of conditions, enabling interpretations
with a low factor of error. Aek Phakiti provides step-by-step guidelines and underlying principles, epistemology and methodology, in a book that is essential for advanced students of language acquisition and language and education.

**The Routledge Handbook of Research Methods in Applied Linguistics**

**Research Design and Statistics for Applied Linguistics**

Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. Second languages are vitally important to diverse groups of people, ranging from refugees to college students facing foreign language requirements. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

**Assessing Vocabulary**

The purpose of this book is to conceptualise the research on dictionary use within a more general overview of language learning. It brings together some of the findings of studies on dictionary users and uses and shows how research into dictionary use can contribute to the improvement of dictionary design and the clarification of issues in language learning. The book also provides reports on a series of empirical studies on dictionary use in decoding activities (reading comprehension and L2/L1 translation), which will shed some light on the nature of the issues discussed throughout the book. The book falls into two parts. Part I, »Research on Dictionary Use - State of the Art« is, as its title suggests, a summary of previous studies to tease out relevant issues in each area of inquiry. Part 2, »Empirical Studies« reports on a series of studies the author has conducted in the past 15 years. The first three studies (Chapter 5, 6, and 7) investigate dictionary use in the broader context of language learning. The next four studies (Chapter 8, 9, 10 and 11) report on a series of controlled experiments on the relationship between the macro- and microstructure of the dictionary and reference skills. Finally, the last two chapters (Chapter 12 and 13) report the use of learner language data for a better lexicographical output.