

# **Autobiographic Narratives As Data In Applied Linguistics**

*This book brings together scholarship that contributes diverse and new perspectives on childhood amnesia - the scarcity of memories for very early life events. The topics of the studies reported in the book range from memories of infants and young children for recent and distant life events, to mother-child conversations about memories for extended lifetime periods, and to retrospective recollections of early childhood in adolescents and adults. The methodological approaches are diverse and theoretical insights rich. The findings together show that childhood amnesia is a complex and malleable phenomenon and that the waning of childhood amnesia and the development of autobiographical memory are shaped by a variety of interactive social and cognitive factors. This book will facilitate discussion and deepen an understanding of the dynamics that influence the accessibility, content, accuracy, and phenomenological qualities of memories from early childhood. This book was originally published as a special issue of Memory.*

*The essays and editorial commentary in this volume focus on the inter-relationship between experience, self and society and offer to advance understanding of the implications of the narrative turn in social sciences. This book discusses salient moments of multilingual encounters and brings together contributions focused on the interplay between language use by individuals and societies, and language-related inequalities or opportunities for speakers. The chapters demonstrate how biographical and speaker-centred approaches can contribute to an understanding of linguistic diversity, how researchers can empirically account for lived experiences of languages, and how such accounts are embedded in a larger discussion on social (in)equality. Together the chapters make a powerful case for the importance of speaker-centred methodologies in multilingual and multilingualism research. The book is a rich source of theoretical and methodological reflections and will thus be a valuable resource for both experienced researchers and students beginning to explore biographical research methods.*

*Analysing Qualitative Data in Psychology equips students and researchers in psychology and the social sciences to carry out qualitative data analysis, focusing on four major methods (grounded theory, interpretative phenomenological analysis, discourse analysis and narrative analysis).*

*Assuming no prior knowledge of qualitative research, chapters on the nature, assumptions and practicalities of each method are written by acknowledged experts. To help students and researchers make informed methodological choices about their own research the book addresses data collection and the writing up of research using each method, while providing a sustained comparison of the four methods, backed up with authoritative analyses using the different methods.*

*Cognitive Approaches to Old English Poetry*

*Bilingual Minds*

*The Work of the Unconscious in Experiential Knowledge, Embodied Theorizing, and Representations of Self and Other*

***Autobiographical Memory and the Construction of A Narrative Self  
Autobiographical Memory, Narrative Identity, and Mental Health  
Dominant Language Constellations Approach in Education and Language  
Acquisition***

***Theories and Approaches***

The relationship between language and culture has been the focus of attention in the fields of anthropology, applied linguistics, sociolinguistics and sociology, especially with regard to the acquisition of language and negotiation of identity. Schieffelin and Ochs' (1986) framework of language socialization, in this respect, has inspired a variety of research, each of which approaches individuals' socialization processes from a different perspective. Second language (L2) acquisition research has also benefited from this framework to explore L2 learners' linguistic and social development in the target language culture. This volume offers a new perspective to analyze L2 socialization. Since adult L2 learners have already acquired the norms and values of their native culture through first language socialization (Kecskes, 2002; Matsumoto, 2001), their experience with the L2 leads to conceptual blending and restructuring of what they already have. Therefore, the present book talks about "conceptual socialization" (Kecskes, 2002), a theoretical framework that is proposed in this volume. We refer to the process that L2 learners go through in becoming members of the target language community. The aim of the study presented in this volume is to explore the process of conceptual socialization by investigating its impact on international students' social and linguistic development. Both qualitative and quantitative methods were used to identify and explore the changes in the students' social and linguistic repertoire. While there is a plethora of research on English as second language learners and short-term study abroad students within the field of applied linguistics and interlanguage pragmatics, the trajectories of long-term international students who pursue graduate degrees abroad remain untold. Considering the increasing number of international students in the US and the challenges awaiting them in the new sociocultural environment, this volume plays a substantial role in exploring the process that international students go through as a result of their conceptual socialization. The findings presented in this book will not only shed light on how international students become socialized into the target culture's linguistic and sociocultural repertoire but will also provide recommendations for the prospective international students so as to facilitate their conceptual socialization process.

This book focuses on the writing process in the self-study of teaching and teacher education practices. It addresses writing as an area in which teacher educators develop their skills and represents how to write in ways that are compatible with the study's orientations towards the inquiry, both personal and on practice. The book examines effective self-study writing with chapters written by experienced self-study practitioners. In addition to considering elements of writing as a method for the study of practice, it delves into the cognitive processes of real writers making sense of their writing practices. Practical suggestions are connected to the lived experiences of self-study practitioners making sense of their field through the process of writing.

book will be of interest to doctoral and novice self-study writers, and experienced authors seeking to develop their practice. It demonstrates that writing as a method of inquiry in self-study and beyond can be learned, modeled and taught.

This timely Handbook of Research Methods on Gender and Management exemplifies the multiplicity of gender and management research and provides effective guidance for putting methods into practice.

Doing Research in Applied Linguistics: Realities, dilemmas, and solutions provides insight and guidance for those undertaking research, and shows the reader how to deal with the challenges of this research involving real people in real settings. Featuring over twenty chapters by experienced and up-and-coming researchers from around the world, this book: outlines the steps involved in solving the problem and completing a successful, and publishable, project; provides case studies of obstacles faced at each stage of research, from preliminary planning to report writing; addresses issues of validity and reliability during data collection and analysis; discusses ethical issues in research dealing with vulnerable groups including children, refugees, and students; includes examples from longitudinal studies, and both qualitative and quantitative research. Doing Research in Applied Linguistics is essential reading for students studying research methods, or for those embarking on their first research project in applied linguistics or language education.

Using Narrative in Research

Researching Family Narratives

Autobiographical Memory Development

Australian Autobiographical Narratives: To 1850

A Workbook

Narrative and Self-Understanding

Devising Histories and Contemporary Practices

***Narrative Inquiry in Language Teaching and Learning Research provides an entry-level introduction to research methods using stories, as data or as a means of presenting findings, that is grounded in published empirical research within the field of language teaching and learning. It discusses basic definitions and concepts in narrative inquiry, explains how and why narrative methods have been used in language teaching and learning research, and outlines the different approaches and topics covered by this research. It also examines the different ways of eliciting, analyzing, and presenting narrative inquiry data. Narrative inquiry offers exciting prospects for language teaching and learning research and this book is the first focused and practical guide for readers who are interested in understanding or carrying out narrative studies.***

***This edited volume takes an interdisciplinary approach to the question of how identities are negotiated and a sense of belonging established in a world of increasing migration and diversity. Transcending field-specific approaches and differences in foci, the authors investigate how identity is constructed and mediated in face-to-face interactions (in real time and fictional writing), how writers use narratives to express their reorientation and their identity negotiation in a new homeland, and how material***

*objects convey layered meaning to identity and belonging. This engagement with spoken, written and material mediation of identity resonates with recent sociolinguistic investigations on how language is connected to and intersects with embodiment, materiality and time. The volume will be of interest to students and scholars of globalisation and migration studies, sociolinguistics and narrative analysis, anthropology and cultural studies. Pia Lane is Professor of Multilingualism at the Center for Multilingualism in Society across the Lifespan (MultiLing), University of Oslo, Norway, and her research interests include narrative analysis, language policy, language shift and language revitalisation. She edited Standardizing Minority Languages (with Costa and De Korne) and is co-editor-in-chief of Linguistic Minorities in Europe. Bjrghild Kjelsvik is Associate Professor of Norwegian Language at the Department of Teacher Education, NLA University College, Oslo, Norway. She holds a PhD in Linguistics. Her research interests include discourse analysis, linguistic anthropology and narrative analysis. She has published research on asylum interviews as oral narratives. Annika Bstein Myhr is Associate Professor of Norwegian Literature at the University of South-Eastern Norway. Myhr holds a PhD in Comparative Literature and has published extensively on Russian and Scandinavian literature. She is the editor of Twist (2021), and co-editor of Sarbarhet og litteratur [Vulnerability and literature] (2021, with Dancus and Linhart).*

*Autobiographical Memory, Narrative Identity, and Mental Health*  
**Frontiers Media**  
**SA**  
**Australian Autobiographical Narratives: To 1850**  
**National Library Australia**  
*A practical guide to the methodologies used in language teaching and learning research, providing expert advice and real-life examples from leading TESOL researchers*  
**Research Methods in Language Teaching and Learning** provides practical guidance on the primary research methods used in second language teaching, learning, and education. Designed to support researchers and students in language education and learning, this highly accessible book covers a wide range of research methodologies in the context of actual practice to help readers fully understand the process of conducting research. Organized into three parts, the book covers qualitative studies, quantitative studies, and systematic reviews. Contributions by an international team of distinguished researchers and practitioners explain and demonstrate narrative inquiry, discourse analysis, ethnography, heuristic inquiry, mixed methods, experimental and quasi-experimental studies, and more. Each chapter presents an overview of a method of research, an in-depth description of the research framework or data analysis process, and a meta-analysis of choices made and challenges encountered. Offering invaluable insights and hands-on research knowledge to students and early-career practitioners alike, this book: Focuses on the research methods, techniques, tools, and practical aspects of performing research Provides firsthand narratives and case studies to explain the decisions researchers make Compares the relative strengths and weaknesses of different research methods Includes real-world examples for each research method and framework to highlight the context of the study Includes extensive references, further reading suggestions, and end-of-chapter review questions Part of the Guides to Research Methods in Language and

*Linguistics series, Research Methods in Language Teaching and Learning is essential reading for students, educators, and researchers in all related fields, including TESOL, second language acquisition, English language teaching, and applied linguistics.*

*Memory in Infancy and Beyond*

*Autobiographical Writing and Identity in EFL Education*

*Biographical and Speaker-centred Approaches*

*Research Methods in Applied Linguistics*

*Pragmatic and Discourse Disorders*

*Autobiographic Narratives as Curriculum*

*Literature, Psychology, and the Brain*

Autobiographical memory is constituted from the integration of several memory skills, as well as the ability to narrate. This all helps in understanding our relation to self, family contexts, culture, brain development, and traumatic experiences. The present volume discusses contemporary approaches to childhood memories and examines cutting-edge research on the development of autobiographical memory. The chapters in this book written by a group of leading authors, each make a unique contribution by describing a specific developmental domain. In providing a multinational and multicultural perspective on autobiographical memory development—and by covering a variety of theoretical and methodological approaches, this state-of-the-book is essential reading on the autobiographical memory system for memory researchers and graduate students. It is also of interest to scholars and students working more broadly in the fields of cognitive, developmental, and social psychology, and to academics who are conducting interdisciplinary research on neuroscience, family relationships, narrative methods, culture, and oral history. Comprehensive guide to published Australian autobiographical writing which deals with life in Australia up to 1850. Entries are listed alphabetically by author's name. Includes three separate indexes to personal names, places and subjects. Walsh has worked on numerous Australian reference publications. Hooton teaches English at the Australian Defence Force Academy and is co-author of 'The Oxford Companion to Australian Literature' (1985); Walsh is assisting her in preparing a new edition.

The way we tell stories influences how others react to our emotions, and impacts how we cope with emotions ourselves.

The volume examines the role of narratives in old and new media. Its ten contributions firstly center on the various forms and functions narratives assume in computer-mediated environments, e.g. websites, weblogs, message boards, etc. In this light, past and present approaches to the description of narratives are presented and reevaluated based on their ability to capture the conceptual and methodological exigencies of new media. Secondly, the volume sheds new light upon the multimodal composition of new media narratives which typically feature multiple co-occurring semiotic modes such as speech, sound, text, static or moving images. In this vein, each paper explores a wide

array of authentic examples from text genres as diverse as political speeches, real-time narratives and contemporary feature films. Its wide scope should not only appeal to linguists interested in the discursive and pragmatic dimension of narratives but also to scholars and students in other scientific disciplines.

I Foresee My Life

Writing as a Method for the Self-Study of Practice

Theoretical and Methodological Approaches

Explorations in Sociology, Psychology and Cultural Studies

The Routledge Handbook of Educational Linguistics

Critical Autobiography as Social Science

Narrative and Consciousness

*The book explores the pedagogical potential of autobiographical writing in English-as-a-foreign language, approaching the topic from an educational, longitudinal, dialogical, and social perspective. Through a number of case studies, the author delineates four phases that EFL writers may experience in their identity construction processes, illustrating the complexity of EFL writers' social identities. This book will provide a valuable resource for language teachers and researchers interested in the pedagogical applications of autobiographical writing.*

*"As they narrate their lives in these rituals, leaders also give other participants ways to address some of the pressing issues in their own lives. Special emphasis is given to the emotional effects of narrative performances and how these accounts move people to identify with others, compel them to act in appropriate ways, or assuage their grief over a lost loved one. Oakdale analyzes autobiographical performances using insights from studies on ritual, life history, and linguistic anthropology to better understand Kayabi notions of self and person and the role these narrative expressions play in their social life."--BOOK JACKET.*

*This methods book will guide the reader through the process of conducting and producing an autoethnographic study through the understanding of self, other, and culture. Readers will be encouraged to follow hands-on, though not prescriptive, steps in data collection, analysis, and interpretation with self-reflective prewriting exercises and self-narrative writing exercises to produce their own autoethnographic work. Chang offers a variety of techniques for gathering data on the self—from diaries to culture grams to interviews with others—and shows how to transform this information into a study that looks for the connection with others present in a diverse world. She shows how the autoethnographic process promotes self-reflection, understanding of multicultural others, qualitative inquiry, and narrative writing. Samples of published autoethnographies provide exemplars for the novice researcher to follow.*

*Social scientists increasingly invoke "narrative" in their theory and research. This book explores the wide range of work in sociology, psychology and cultural studies in which narrative approaches have been used to study meaning, subjectivity, politics, and power in concrete contexts. The Uses of Narrative presents a range of case studies, including: Princess Diana's Panorama interview, media coverage of the 1992 Los Angeles riots, memoirs of the wives of scientists who made the first atomic bomb, popular images of gay marriage, and the effect of the "Velvet Revolution" on writing autobiography. The book brings together contributions from European, Australian, and North American researchers, indicating the diversity and potential of narrative approaches. The editors adopt a distinctive and unique psychosocial approach to narrative, and set the individual chapters in the context of three broad themes: culture, life histories, and discourse. The Uses of Narrative complicates, challenges and stimulates--it will be of vital interest to sociologists, psychologists, social theorists, students of cultural studies, and others who are interested in the relationships between meaning, self and society. Molly Andrews, Shelley Day Sclater and Corinne Squire are co-directors of the Centre for Narrative Research in the Social Sciences, University of East London. Amal Treacher is co-director of the Centre for Adoption and Identity Studies, University of East London. "...For us, the main attractions were the range of topics covered and the inclusive approach to theorizing. Albeit, this is not a book for the faint-hearted; if the reader is willing to engage on a variety of levels then it has a great*

*deal to offer in terms of illuminating and opening up an expansive appreciation of the narrative turn."--Christine Horrocks and Nancy Kelly, *Feminism and Psychology**

*Narrative Revisited*

*A Practical Guide*

*Realities, dilemmas, and solutions*

*Remembering and Forgetting Early Childhood*

*The Uses of Narrative*

*Forbidden Narratives*

**Do bi- and multilinguals perceive themselves differently in their respective languages? Do they experience different emotions? How do they express emotions and do they have a favourite language for emotional expression? How are emotion words and concepts represented in the bi- and multilingual lexicons? This ground-breaking book opens up a new field of study, bilingualism and emotions, and provides intriguing answers to these and many related questions.**

**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.**

**Why is fashion "in fashion" in museums today? This timely volume brings together expert scholars and curators to examine the reasons behind fashion's popularity in the twenty-first century museum and the impact this has had on wider museum practice. Chapters explore the role of fashion in the museum across a range of international case studies including the Costume Institute at the Metropolitan Museum of Art in New York, The Fashion Museum at Bath, ModeMuseum in Antwerp and many more. Contributions look at topics such as how fashion has made museums accessible to diverse audiences and how curators present broader themes and issues such as gender, class and technology innovatively through exhibiting fashion. Drawing on approaches from dress history, fashion studies, museum studies and curatorship, this engaging book will be key reading for students and scholars across a range of disciplines.**

**The purpose of *Remembering the Times of Our Lives: Memory in Infancy and Beyond* is to trace the development from infancy through adulthood in the capacity to form, retain, and later retrieve autobiographical or personal memories. It is appropriate for scholars and researchers in the fields of cognitive psychology, memory, infancy, and human development.**

**Autoethnography as Method**

**Negotiating Identities in Nordic Migrant Narratives**

## **Research Methods in Language Teaching and Learning**

### **Emotion and Narrative**

### **Fashion and Museums**

### **Remembering the Times of Our Lives**

### **Emotional Experience, Expression, and Representation**

The different traditions that have inspired the contributors to this volume can be divided along three different orientations, one that is rooted predominantly in sociolinguistics, a second that is ethnomethodologically informed, and a third that came in the wake of narrative interview research. All three share a commitment to view self and identity not as essential properties of the person but as constituted in discursive practices and particularly in narrative. Moreover, since self and identity are held to be phenomena that are contextually and continually generated, they are defined and viewed in the plural, as selves and identities. In the attempt of moving closer toward a process-oriented approach to the formation of selves and identities, this volume sets the stage for future discussions of the role of narrative and discourse in this generation process and for how a close analysis of these processes can advance an understanding of the world around us and within this world, of identities and selves.

*Forbidden Narratives: Critical Autobiography as Social Science* explores overlapping layers of voices and stories that convey the social relations of psychiatric survivor participation within a community mental health service system. It is written from the perspective of a woman who, in the course of working with the survivor movement, had a physical and emotional breakdown. Ironically, the author found herself personally confronted with issues she typically dealt with only from a distance: as a mental health professional, a researcher, and an activist. The author of this volume writes herself into her work as a major character. Narratives such as this have traditionally been forbidden as outside proper professional standards. Now they are claiming and receiving attention. *Forbidden Narratives* has the power to speak to a broad audience not only of mental health professionals but also policy makers, sociologists and feminists. It is about the breaking up of professional discourse. It demonstrates and signals profound changes in the social sciences.

The evocation of narrative as a way to understand the content of consciousness has sparked truly interdisciplinary work among psychologists, philosophers and literary critics. The research presented in this volume should appeal to the general reader and researchers enmeshed in these problems.

*Using Narrative in Research* by Christine Bold provides an accessible, easy-to-understand guide to the theory and practice of the use of narrative in research. Written with those new to narrative in mind, this book will enable readers to understand the origins of narrative traditions and to plan and carry out a narrative study of their own. Christine Bold's book examines narrative approaches across a range of research contexts and disciplinary boundaries and will be of equal value to practitioners and academic



students and researchers alike. Drawing on a range of real-life examples of narrative studies, *Using Narrative in Research* will enable readers to provide a sound justification for adopting a narrative-based approach and will help them to write about and write up narrative in research. This book examines:

- How we design research projects with a narrative approach
- Ethics
- Narrative thinking
- Collecting narrative data
- Analysing narrative data
- Representation in narrative analysis
- Reporting and writing up narrative research.

Understanding Autobiographical Memory

Crossing Borders and Telling Lives

Theory and Practice

Developmental and Cultural Perspectives

Psychosocial Perspectives

The Ritual Performance of Autobiography in an Amazonian Community

Analysing Qualitative Data in Psychology

**Social scientists increasingly invoke "narrative" in their theory and research. This book explores the wide range of work in sociology, psychology and cultural studies in which narrative approaches have been used to study meaning, subjectivity, politics, and power in concrete contexts. The Uses of Narrative presents a range of case studies, including: Princess Diana's Panorama interview, media coverage of the 1992 Los Angeles riots, memoirs of the wives of scientists who made the first atomic bomb, popular images of gay marriage, and the effect of the "Velvet Revolution" on writing autobiography. The book brings together contributions from European, Australian, and North American researchers, indicating the diversity and potential of narrative approaches. The editors adopt a distinctive and unique psychosocial approach to narrative, and set the individual chapters in the context of three broad themes: culture, life histories, and discourse. The Uses of Narrative complicates, challenges and stimulates--it will be of vital interest to sociologists, psychologists, social theorists, students of cultural studies, and others who are interested in the relationships between meaning, self and society.**

**This book provides a critical insight into comparative approaches to the professional learning and development of early years educators - taken to include all those working in a professional capacity with young children in educative settings, including home-based care and education. It also analyses leadership development for the early years workforce, and the evaluation of the success or otherwise of professional development initiatives involving early years educators. The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators. The book is essential reading for professionals working in early years settings,**

**for those engaged with the professional learning of early years educators, and for academics researching professionalism in early years education. It provides international perspectives on the professional learning and development of those working in early years education. This book was originally published as a special issue of the journal Professional Development in Education.**

**Making a Performance traces innovations in devised performance from early theatrical experiments in the twentieth-century to the radical performances of the twenty-first century. This introduction to the theory, history and practice of devised performance explores how performance-makers have built on the experimental aesthetic traditions of the past. It looks to companies as diverse as Australia's Legs on the Wall, Britain's Forced Entertainment and the USA-based Goat Island to show how contemporary practitioners challenge orthodoxies to develop new theatrical languages.**

**Designed to be accessible to both scholars and practitioners, this study offers clear, practical examples of concepts and ideas that have shaped some of the most vibrant and experimental practices in contemporary performance.**

**This edited book guides students and researchers through the processes of researching everyday stories about families.**

**Showcasing the wide range methods and data sources currently used in narrative research, it features: Examples of real research into historical and contemporary family practices from around the world. Coverage of both traditional and cutting-edge topics, like multi-method approaches, online research, and paradata. Practical advice from leading figures in the field on how to incorporate these methods and data sources into family narrative research. With accessible language and features that help readers reflect on and internalize key concepts, this book helps readers navigate researching family lives with confidence and ease.**

**The Professional Development of Early Years Educators**

**A Language Socialization Perspective on Conceptual Fluency and Social Identity**

**Lines of Narrative**

**Speaking Subjects in Multilingualism Research**

**Explorations in Sociology, Psychology, and Cultural Studies**

**The Development of Conceptual Socialization in International Students**

**Narrative Inquiry in Language Teaching and Learning Research**

*Reviews and integrates the many theories, perspectives and approaches in the field of autobiographical memory.*

*This exciting new edited collection bridges the gap between narrative and self-understanding. The problem of self-knowledge is of universal interest; the nature or character of its achievement has been one continuing thread in our philosophical tradition for millennia.*

*Likewise the nature of storytelling, the assembly of individual parts*

*of a potential story into a coherent narrative structure, has been central to the study of literature. But how do we gain knowledge from an artform that is by definition fictional, by definition not a matter of ascertained fact, as this applies to the understanding of our lives? When we see ourselves in the mimetic mirror of literature, what we see may not just be a matter of identifying with a single protagonist, but also a matter of recognizing long-form structures, long-arc narrative shapes that give a place to – and thus make sense of – the individual bits of experience that we place into those structures. But of course at precisely this juncture a question arises: do we make that sense, or do we discover it? The twelve chapters brought together here lucidly and steadily reveal how the matters at hand are far more intricate and interesting than any such dichotomy could accommodate. This is a book that investigates the ways in which life and literature speak to each other.*

*Divided into three parts, this volume discusses: the development of autobiographical memory and self-understanding; cross-cultural variation in narrative environments and self-construal; and the construction of gender and identity concepts in developmental and situational contexts.*

*Offers an entirely new way of interpreting and examining Anglo-Saxon texts, via theories derived from cognitive studies.*

*Doing Research in Applied Linguistics*

*Selves and Identities in Narrative and Discourse*

*Perspectives in Autobiographical Storytelling*

*Telling a story in the age of new media*

*Handbook of Research Methods on Gender and Management*

*Making a Performance*

*A Practical Resource*

This volume is an important instalment in the rapidly expanding literature on multilingualism in education and language teaching. Within multilingual studies the volume is highly innovative in its application of the concept, theory and perspectives of the Dominant Language Constellations (DLC). The volume reports original research on language education policy and practice which address contemporary DLC-informed multilingualism within family settings and institutional domains such as teacher education, primary and secondary schooling, and higher education. Deploying the DLC concept as an analytical and conceptual category the chapters explore both personal and institutional life of multilingualism, enriched through visualizations. Specific chapters examine issues connected to career opportunities of adults of refugee background in Norway, multilingual transnational couples, and language teacher preparation in settings as diverse as Austria, Canada, Finland, Iceland, Israel, and the Basque Country and Catalonia in Spain. This volume is of direct relevance to coursework students and researchers pursuing programs in education, linguistics, applied linguistics, sociolinguistics and multilingualism, but will also attract interest in disciplines such as social work and psychology. Additionally the volume will appeal to members of the general public wishing to acquaint themselves with current research and thinking on critical issues in multilingual studies, such as learning experiences within and beyond classrooms, and aspects of public policy and institutional decision-making processes.

An essential study aid for students of speech and language pathology, this highly practical workbook includes short-answer questions and data analysis exercises which help students to test and improve their knowledge of pragmatic and discourse disorders. The book contains a detailed examination of the causes, language and cognitive features of these disorders and includes frequently encountered clinical populations and conditions that are overlooked by other texts. The use of actual linguistic data provides readers with an authentic insight

into the clinical setting. • 200 short-answer questions help students to develop and test their knowledge of pragmatic and discourse disorders • 67 data analysis exercises provide readers with real-life clinical scenarios • Fully worked answers are provided for all exercises, saving the lecturer time and allowing the reader to self-test and improve understanding • A detailed glossary of terms makes the text a self-contained reference tool • Carefully selected suggestions for further reading are provided for each chapter.

Research Methods in Applied Linguistics is designed to be the essential one-volume resource for students. The book includes: \* qualitative, quantitative and mixed methods \* research techniques and approaches \* ethical considerations \* sample studies \* a glossary of key terms \* resources for students As well as covering a range of methodological issues, it looks at numerous areas in depth, including language learning strategies, motivation, teacher beliefs, language and identity, pragmatics, vocabulary, and grammar. Comprehensive and accessible, this is the essential guide to research methods for undergraduate and postgraduate students in applied linguistics and language studies.