

Doing Second Language Research An Introduction To The Theory And Practice Of Second Language Research For Graduate Masters Students In Tesol And Oxford Handbooks For Language Teachers

This book provides an up-to-date and comprehensive overview of research methods in second-language teaching and learning, from experts in the field. The Cambridge Guide to Research in Language Teaching and Learning covers 36 core areas of second-language research, organised into four main sections: Primary Considerations; Getting Ready; Doing the Research; Research Contexts. Presenting in-depth but easy to understand theoretical overviews, along with practical advice, the volume is aimed at 'students of research', including pre-service and in-service language teachers who are interested in research methods, as well as those studying research methods in Bachelor, MA, or PhD graduate programs around the world.

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.

Questionnaires in Second Language Research: Construction, Administration, and Processing is the first guide in the second language field devoted to the question of how to produce and use questionnaires as reliable and valid research instruments. It offers a thorough overview of the theory of questionnaire design, administration, and processing, made accessible by concrete, real-life second language research applications. This Second Edition features a new chapter on how an actual scientific instrument was developed using the theoretical guidelines in the book, and new sections on translating questionnaires and collecting survey data on the Internet. Researchers and students in second language studies, applied linguistics, and TESOL programs will find this book invaluable, and it can also be used as a textbook for courses in quantitative research methodology and survey research in linguistics, psychology, and education departments.

This timely reference guide is specifically directed toward the needs of second language researchers, who can expect to gain a clearer understanding of which techniques may be most appropriate and fruitful in given research domains. Data Elicitation for Second and Foreign Language Research is a perfect companion to the same author team's bestselling Second Language Research: Methodology and Design. It is an indispensable text for graduate or advanced-level undergraduate students who are beginning research projects in the fields of applied linguistics, second language acquisition, and TESOL as well as a comprehensive reference for more seasoned researchers.

Second Language Research in Honor of Susan M. Gass

Evaluating Second Language Vocabulary and Grammar Instruction

Vygotskian Approaches to Second Language Research

A Practical Guide

Research Methods in Second Language Acquisition

Key Issues in Chinese as a Second Language Research

The Oxford Handbook of Language Production provides a comprehensive, multidisciplinary review of the complex mechanisms involved in language production. It describes what we know of the computational, linguistic, cognitive, and brain bases of human language production - from how we conceive the messages we aim to convey, to how we retrieve the right (and sometimes wrong) words, how we form grammatical sentences, and how we assemble and articulate individual sounds, letters, and gestures. Contributions from leading psycholinguists, linguists, and neuroscientists offer readers a broad perspective on the latest research, highlighting key investigations into core aspects of human language processing. The Handbook is organized into three sections: speaking, written and sign languages, and how language production interfaces with the wider cognitive system, including control processes, memory, non-linguistic gestures, and the perceptual system. These chapters discuss a wide array of levels of representation, from sentences to individual words, speech sounds and articulatory gestures, extending to discourse and the broader social context of speaking. Detailed supporting chapters provide an overview of key issues in linguistic structure at each level of representation. Authoritative yet concisely written, the volume will be of interest to scholars and students working in cognitive psychology, psycholinguistics, cognitive neuroscience, computer science, audiology, and education, and related fields.

The Think-Aloud Controversy in Second Language Research aims to answer key questions about the validity and uses of think-alouds, verbal reports completed by research participants while they perform a task. It offers an overview of how think-alouds have been used in language research and presents a quantitative meta-analysis of findings from studies involving verbal tasks and think-alouds. The book begins by presenting the theoretical background and empirical research that has examined the reactivity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with implications for the use of think-alouds in language research. With its focus on a much-discussed and somewhat controversial data elicitation method in language research, this timely work is relevant to students and researchers from all theoretical perspectives who collect first or second language data. It serves as a valuable guide for any language researcher who is considering using think-alouds.

This landmark volume provides a broad-based, state-of-the-art overview of current knowledge and research into second language teaching and learning. Fifty-seven chapters are organized in eight thematic sections: *social contexts of second language learning; *research methodologies in second-language learning, acquisition, and teaching; *contributions of applied linguistics to the teaching and learning of second language skills; *second language processes and development; *teaching methods and curricula; *issues in second or foreign language testing and assessment; *identity, culture, and critical pedagogy in second language teaching and learning; and *important considerations in language planning and policies. The Handbook of Research in Second Language Teaching and Learning is intended for researchers, practitioners, graduate students, and faculty in teacher education and applied linguistics programs; teachers; teacher trainers; teacher trainees; curriculum and material developers; and all other professionals in the field of second language teaching and learning.

Quantitative Methods for Second Language Research introduces approaches to and techniques for quantitative data analysis in second language research, with a primary focus on second language learning and assessment research. It takes a conceptual, problem-solving approach by emphasizing the understanding of statistical theory and its application to research problems while paying less attention to the mathematical side of statistical analysis. The text discusses a range of common statistical analysis techniques, presented and illustrated through applications of the IBM Statistical Package for Social Sciences (SPSS) program. These include tools for descriptive analysis (e.g., means and percentages) as well as inferential analysis (e.g., correlational analysis, t-tests, and analysis of variance [ANOVA]). The text provides conceptual explanations of quantitative methods through the use of examples, cases, and published studies in the field. In addition, a companion website to the book hosts slides, review exercises, and answer keys for each chapter as well as SPSS files. Practical and lucid, this book is the ideal resource for data analysis for graduate students and researchers in applied linguistics.

A Comprehensive Guide

Teaching and Researching Writing

Studies on Reference to Person in a Multilingual World

Second Language Writing Research

Second Language Research Methods - Oxford Applied Linguistics:

Second Language Classroom Research

This volume in honor of Susan M. Gass focuses on interaction in second language acquisition from multiple perspectives. International experts in the field of SLA contribute insights and explanations on the interaction approach's compatibility with other theoretical approaches, key empirical studies, interaction in specific contexts, and future directions. Readers will find an enriching discussion of how the interaction research tradition is viewed in a wide range of different approaches to learning and teaching second languages.

This collection brings together a series of empirical studies on topics surrounding classrooms of Chinese as a second language (L2) by drawing on a range of theoretical frameworks, methodological strategies, and pedagogical perspectives. Over the past two decades, research on classroom-based second language acquisition (SLA) has emerged and expanded as one of the most important sub-domains in the general field of SLA. In Chinese SLA, however, scarce attention has been devoted to this line of research. With chapters written by scholars in the field of SLA—many of whom are experienced in classroom teaching, teacher education, or program administration in Chinese as a second language—this book helps disentangle the complicated relationships among linguistic targets, pedagogical conditions, assessment tools, learner individual differences, and teacher variables that exist in the so-called "black-box" classrooms of L2 Chinese.

Using Priming Methods in Second Language Research is an accessible introduction to the use of auditory, semantic, and syntactic priming methods for second language (L2) processing and acquisition research. It provides a guide for the use, design, and implementation of priming tasks and an overview of how to analyze and report priming research. Key principles about auditory, semantic, and syntactic priming are introduced, and issues for L2 researchers to consider when designing priming studies are pointed out. Empirical studies that have adopted priming methods are highlighted to illustrate the application of experimental techniques from psychology to L2 processing and acquisition research. Each chapter concludes with follow-up questions and activities that provide additional reinforcement of the chapter content, while the final chapter includes data sets that can be used to practice the statistical tests commonly used with priming data.

Quantitative Methods for Second Language Research introduces the approaches to and techniques for quantitative data analysis in second language research (SLR), with a primary focus on second language learning and assessment research. It takes a conceptual, problem-solving approach, emphasizing the understanding of statistical theory and its application to research problems and pays less attention to the mathematical side of statistical analysis. A range of common statistical analysis techniques that can be employed in SLR, presented and illustrated through applications of the IBM Statistical Package for Social Sciences (SPSS) program, are presented and discussed. These include tools for descriptive analysis (e.g. means and percentages) as well as inferential analysis (e.g. correlational analysis, t-tests, and analysis of variance (ANOVA)). It provides conceptual explanations of quantitative methods through the use of examples, cases and published studies in the field. Additionally, a companion website to the book hosts review exercises and answer keys for each chapter, SPSS files, and a manual. Practical and lucid, this book is the ideal resource for data analysis for graduate students and researchers in applied linguistics.

Second Language Acquisition Myths

Referring in a Second Language

The Cambridge Guide to Research in Language Teaching and Learning

Using Priming Methods in Second Language Research

Construction, Administration, and Processing

Peer Interaction and Second Language Learning

Children learn languages quickly and easily while adults are ineffective in comparison -- A true bilingual is someone who speaks two languages perfectly -- You can acquire a language simply through listening or reading -- Practice makes perfect -- Language students learn (and retain) what they are taught --

Language learners always benefit from correction -- Individual differences are a major, perhaps the major, factor in SLA -- Language acquisition is the individual acquisition of grammar.

An Introduction to Second Language Research MethodsDesign and Data (2nd edition) enables classroom teachers to become classroom researchers, and in doing so, to improve their understanding of their teaching. Changes made for the second edition include a new chapter, an expanded glossary of terms, combining the references, and three new appendices.

In many ways, this edited volume can be read as a showcase for the state of affairs in SLA research. It exemplifies what makes current SLA work so energetic and vibrant, topically and methodologically innovative, insightful in its results, and intellectually and epistemologically expansive in its implications and significance beyond second language acquisition. - Applied Linguistics This text brings together the work of scholars attempting to extend Vygotsky's theory to second language research. The papers included, are organized according to three of the major topics of interest in Vygotskian research: zone of proximal development, inner and private speech, and activity theory. All of the papers report on the results of empirical research carried on in these three areas. Readers will recognize the potential sociocultural theory and research has for developing a fuller understanding of L2 learning and use.

This third edition of Teaching and Researching Writing continues to build upon the previous editions' work of providing educators and practitioners in applied linguistics with a clearly written and complete guide to writing research and teaching. The text explores both theoretical and conceptual questions, grapples with key issues in the field today, and demonstrates the dynamic relationship between research and teaching methods and practice. This revised third edition has been reorganized to incorporate new topics, including discussions of technology, identity, and error correction, as well as new chapters to address the innovative directions the field has taken since the previous edition's publication. Boxes throughout, including "Concepts" and "Quotes", help to both reinforce readers' understanding of the topics covered by highlighting key ideas and figures in the field, while the updated glossary and resource sections allow readers to further investigate areas of interest. This updated edition of Teaching and Researching Writing is the ideal resource for language teachers, practitioners, and researchers to better understand and apply writing research theories, methods, and practices.

Multiple Perspectives on Interaction

The Oxford Handbook of Language Production

Third Edition

WAC and Second Language Writers

Research Methods in Second Language Psycholinguistics

A Synthesis of the Research on Teaching Words, Phrases, and Patterns

The Psychology of Learning and Motivation, Volume 72 in this preeminent series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Chapters in this new release cover Statistical learning predicts literacy acquisition of a foreign alphabetic and logographic language, An Investigation into Virtual Immersion Mandarin Chinese Writing Instruction with Students with Autism, Child and adult classroom L2 learners: uniqueness and similarities, and implications for cognitive models, Current Trends in Second Sign Language Research: Acquisition, Teaching and Assessment, Language Experiences and Cognitive Control: A Dynamic Perspective, and much more. Presents the latest information in the highly regarded Psychology of Learning and Motivation series Provides an essential reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research

A comprehensive, current review of the research and approaches to advanced proficiency in second language acquisition The Handbook of Advanced Proficiency in Second Language Acquisition offers an overview of the most recent and scientific-based research concerning higher proficiency in second language acquisition (SLA). With contributions from an international team of experts in the field, the Handbook presents several theoretical approaches to SLA and offers an examination of advanced proficiency from the viewpoint of various contexts and dimensions of second language performance. The authors also review linguistic phenomena among advanced learners through the lens of phonology and grammar development. Comprehensive in scope, this book provides an overview of advanced proficiency grounded in socially-relevant domains of second language acquisition including discourse, reading, genre-based writing, and pragmatic competence. The authoritative volume brings together the theoretical accounts of advanced language use combined with solid empirical research. Includes contributions from an international collection of noted scholars in the field of second language acquisition Offers a variety of theoretical approaches to SLA Contains information on the most recent empirical research that contributes to an understanding of SLA Describes performance phenomena according to multiple approaches to SLA Written for scholars, students and linguists. The Handbook of Advanced Proficiency in Second Language Acquisition is a comprehensive text that offers the most recent developments in the study of advanced proficiency in the acquisition of a second language.

Exploring Second Language Classroom Research is a comprehensive introductory manual for beginning and advanced researchers. Authored by two leading experts in the field, the text explores research traditions and processes. The text is illustrated with a variety of qualitative and quantitative data and includes tasks for reflection and application.

Peer Interaction and Second Language Learning synthesizes the existing body of research on the role of peer interaction in second language learning in one comprehensive volume. In spite of the many hours that language learners spend interacting with peers in the classroom, there is a tendency to evaluate the usefulness of this time by comparison to whole class interaction with the teacher. Yet teachers are teachers and peers are peers – as partners in interaction, they are likely to offer very different kinds of learning opportunities. This book encourages researchers and instructors alike to take a new look at the potential of peer interaction to foster second language development. Acknowledging the context of peer interaction as highly dynamic and complex, the book considers the strengths and limitations of peer work from a range of theoretical perspectives. In doing so, Peer Interaction and Second Language Learning clarifies features of effective peer interaction for second language learning across a range of educational contexts, age spans, proficiency levels, and classroom tasks and settings.

Second Language Research Methods

Authentic Materials Myths

Methodology and Design

A Teacher's Guide to Statistics and Research Design

Stimulated Recall Methodology in Second Language Research

Understanding, Evaluating, and Conducting Second Language Writing Research speaks to the rapidly growing area of second language writing by providing a uniquely balanced approach to L2 writing research. While other books favor either a qualitative or quantitative approach to second language acquisition (SLA) research, this text is comprehensive in scope and does not privilege one approach over the other, illuminating the strengths of each and the ways in which they might complement each other. It also provides equal weight to the cognitive and socio-cultural approaches to SLA. Containing an array of focal studies and suggestions for further reading, this text is the ideal resource for students beginning to conduct L2 writing research as well as for more experienced researchers who wish to expand their approach to conducting research.

The introduction and tracking of reference to people or individuals, known as referential movement, is a central feature of coherence, and accounts for “about every third word of discourse”. Located at the intersection of pragmatics and grammar, reference is now proving a rich and enduring source of insight into second language development. The challenge for second language (L2) learners involves navigating the selection and positioning of reference in the target language, continually shifting and balancing the referential means used to maintain coherence, while remaining acutely sensitive to the discourse and social context. The present volume focuses on how L2 learners meet that challenge, bringing together both eminent and up-and-coming researchers in the field of L2 acquisition. The chapters address a range of problems in second language acquisition (SLA) (e.g., form-function mapping, first language [L1] influence, developmental trajectories), and do so in relation to various theoretical approaches to reference (e.g., Accessibility Theory, Givenness Hierarchy). The global outlook of these studies relates to the L2 acquisition of English, French, Japanese, Korean, and Spanish and covers a diverse range of situational contexts including heritage language learning, English as a medium of instruction, and the development of sociolinguistic competence.

The methodology of introspection, and especially of stimulated recall, is gaining increasing popularity in second language research. This book provides a “how-to” guide for researchers considering using this technique, contextualized within a history of the procedure and a discussion of its strengths and weaknesses. Topics covered in depth include: * research questions for which this methodology is (and is not) well-suited, * preparing for data collection, * transcribing, coding, and analyzing stimulated recall data, and * avoiding common pitfalls in the use of this methodology. By way of demonstration, the authors walk readers, step by step, through several studies in different areas of second language education which have used this technique, including L2 writing, reading, oral interaction, and interlanguage pragmatics. This book is one of several in LEA's Second Language Acquisition Research Series dealing with specific data collection methods or instruments. Each of these monographs addresses the kinds of research questions for which the method/instrument is best suited, its underlying assumptions, a characterization of the method/instrument and extended description of its use, and problems associated with its use. For more information about these volumes, please visit LEA's Web site at www.erlbaum.com.

The use of authentic materials in language classrooms is sometimes discussed as a reliable way to expose students to the target language, but there is also disagreement regarding what kinds of authentic materials should be used, when they should be used, and how much of the curriculum should revolve around them. This volume in the Myths series explores the research related to the use of authentic materials and the ways that authentic materials may be used successfully in the classroom. Like others in the Myths series, this book combines research with good pedagogical practices. The myths examined in this book are: Authentic texts are inaccessible to beginners. Authentic texts cannot be used to teach grammar. Shorter texts are more beneficial for language learners. Activating background knowledge or making a word list is sufficient to prepare students for authentic texts. Authentic texts can be used to teach only listening and reading. Modifying or simplifying authentic texts always helps language learners. For learners to benefit from using authentic texts, the associated tasks must also be authentic. The Epilogue explores the challenges of using authentic texts in the classroom and calls for more research.

Issues and Opportunities

Second Language Research

The Think-Aloud Controversy in Second Language Research

Design and Data, 2nd Edition

Quantitative Methods for Second Language Research

An Introduction to Second Language Research Methods, 2nd Edition

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.

Providing a much-needed critical synthesis of research on teaching vocabulary and grammar to students of a second or foreign language, this book puts the research into perspective in order

to distil recommendations for language teaching. Boers evaluates a comprehensive range of both well-established and lesser-known research strands and classroom practices to draw out the most effective instructional approaches to teaching words, multiword expressions and grammar patterns. Chapters discuss learning as a by-product of communicative activities, language-focused instruction, diverse types of exercises, mnemonic techniques and more, with a view to building bridges between the available research on such instructional approaches and how they are commonly implemented in actual language courses and textbooks. This book helps teachers make research-informed decisions regarding their instructional approaches to words, phrases and patterns, and direct researchers to specific areas in need of further inquiry. Boers not only demonstrates how research findings can inform effective teaching, but also calls for a deeper appreciation on the part of researchers of the realities of the teaching profession, making this a worthwhile text for preservice teachers, teacher educators, graduate students and scholars.

Key Issues in Chinese as a Second Language Research presents and discusses research projects that serve as theoretical grounding for improving the teaching and learning of Chinese as a second language (CSL) in order to help researchers and practitioners better understand the acquisition, development, and use of CSL. With the exception of the first chapter, which is state-of-the-art, each chapter makes an attempt to bring together theory and practice by focusing on theory building and theory application in practice. The book is organized around areas where most future research is needed in CSL: phonology, semantics, grammar, and pragmatics. Consisting of contributions from an international group of scholars working on cutting-edge research, this is the ideal text for researchers, graduate students, and practitioners in the area of Chinese as a second or foreign language.

This textbook provides a hands-on introduction for students embarking on their first qualitative research projects in language teaching and learning environments. The author addresses theoretical, methodological, and procedural aspects of conducting qualitative studies on issues of language teaching and learning, and includes examples which take a closer look at real-world scenarios and obstacles that might occur in language education research. Written in learner-friendly language, this textbook provides a rare how-to text for beginner qualitative researchers, and will be a valuable resource for upper undergraduate and postgraduate students on courses in applied linguistics, second/foreign language teaching, TESOL, literacy studies and related fields.

Handbook of Research on Web 2.0 and Second Language Learning

Doing Qualitative Research in Language Education

Understanding Research in Second Language Learning

Applying Second Language Research to Classroom Teaching

A Problem-Solving Approach

Adult and Second Language Learning

Specifically targeted towards the needs of a second language research audience, Second Language Research: Methodology and Design addresses basic issues related to research design, providing step-by-step instructions for how to carry out studies. This up-to-date text includes chapters that cover identifying research problems and questions; selecting elicitation measures; dealing with ethical issues related to data gathering; validity and reliability in research; research in second and foreign language classroom contexts; data description and coding; and data analysis. Also included is a chapter on the much needed and rarely addressed topic of writing up SLA research, giving concrete suggestions about preparing for publication. Principles of both qualitative and quantitative research are discussed in the context of design issues. Throughout the book, examples from applied linguistics, second language acquisition, and TESOL are provided. Helpful discussion and data-based skill-building exercises at the end of each chapter promote better understanding of the principles discussed. A glossary outlines the key terms in second language research. Second Language Research: Methodology and Design is an ideal textbook for introductory and advanced classes in second language research methods, as well as classes in related areas, for example, TESOL research methods.

Doing Second Language ResearchAn Introduction to the Theory and Practice of Second Language Research for Graduate/Master's Students in TESOL and Applied Linguistics, and OthersOxford University Press

In an attempt to fill the gap left by the many published studies on classroom second language research, this book explores a variety of human, social, and political issues involved in the carrying out of such studies. Many journals are chock-full of the results of classroom research, with evidence to support one claim or another about the efficacy of one teaching method or another. Many textbooks are replete with statistical procedures to be used, and with experimental designs to fit varying situations. Too often overlooked in these treatments are the human, social, and political issues involved in carrying out research in classrooms that are not one's own. What are the problems going to be when one attempts work such as this? What does one do on discovering that an administrator's agenda is different than one had thought? What does one do when a teacher resents intrusions into her classroom? This book offers a view on those kinds of issues, as presented and managed by successful classroom researchers themselves. The authors present their own experiences including, on occasion, their trials and tribulations and how they dealt with them. They lay themselves open to criticism in doing so, but they make their contributions much the richer as well. The classroom contexts extend to different countries, and range from elementary schools to universities. Some of the issues presented are: * the necessarily collaborative nature of the research; * the question of meshing pedagogically sound and experimentally acceptable practices; * the often strong possibility that political and social decisions will interrupt the research; * the perennial question of reporting out the results; and * the training of graduate student researchers.

Research Methods in Second Language Acquisition: A Practical Guideis an informative guide to research design and methodology for graduate students and scholars. Each chapter of this volume offers background, step-by-step guidance, and relevant studies to create comprehensive coverage of each method. Includes chapters by expert scholars on an array of topics, including second language writing and reading, meta-analyses, research replication, qualitative data collection and analysis, and more Includes feature boxes in each chapter highlighting relevant research studies, discussion questions and suggested further readings Utilizes research methods and tools from varied fields of study including education, linguistics, psychology, and sociology

The Handbook of Advanced Proficiency in Second Language Acquisition

An Introduction to the Theory and Practice of Second Language Research for Graduate/Master's Students in TESOL and Applied Linguistics, and Others

Understanding, Evaluating, and Conducting Second Language Writing Research

Data Elicitation for Second and Foreign Language Research

Advancing Quantitative Methods in Second Language Research

Exploring Second Language Classroom Research

This introduction to visualization techniques and statistical models for second language research focuses on three types of data (continuous, binary, and scalar), helping readers to understand regression models fully and to apply them in their work. Garcia offers advanced coverage of Bayesian analysis, simulated data, exercises, implementable script code, and practical guidance on the latest R software packages. The book, also demonstrating the benefits to the L2 field of this type of statistical work, is a resource for graduate students and researchers in second language acquisition, applied linguistics, and corpus linguistics who are interested in quantitative data analysis.

Addressing a rapidly growing interest in second language research, this hands-on text provides students and researchers with the means to understand and use current methods in psycholinguistics. With a focus on the actual methods, designs, and techniques used in psycholinguistics research as they are applied to second language learners, this book offers the practical guidance readers need to determine which method is the best for what they wish to investigate as well as the tools that will enhance their research. Each methods chapter is written by a leading expert who describes, discusses, and comments on how a method is used and what its strengths and limitations are for second language research. These chapters follow a specific format to ensure cohesion and a predictable structure across all chapters. The chapters also inform the novice researcher on such key issues as ease of use, costs, potential pitfalls, and other related matters, each of which impact decisions that researchers make about the paths they take. With the most reliable information available from experienced researchers, Research Methods in Second Language Psycholinguistics is an essential resource for anyone interested in conducting second language research using psycholinguistic methods.

Editors and contributors pursue the ambitious goal of including within WAC theory, research, and practice the differing perspectives, educational experiences, and voices of second-language writers. The chapters within this collection not only report new research but also share a wealth of pedagogical, curricular, and programmatic practices relevant to second-language writers. Representing a range of institutional perspectives—including those of students and faculty at public universities, community colleges, liberal arts colleges, and English-language schools—and a diverse set of geographical and cultural contexts, the editors and contributors report on work taking place in the United States, Asia, Europe, and the Middle East.

"This book investigates how those involved in education can respond to the opportunities offered by the Web 2.0 technology"--Provided by publisher.

A Guide to Doing Statistics in Second Language Research Using SPSS

Handbook of Research in Second Language Teaching and Learning

Data Visualization and Analysis in Second Language Research

Research Towards Linguistically and Culturally Inclusive Programs and Practices

Classroom Research on Chinese as a Second Language

Doing Second Language Research

Advancing Quantitative Methods in Second Language Research is the first hands-on guide to conducting advanced research methods in the fields of applied linguistics and second language studies. While a number of texts discuss basic quantitative research methodology, none focus exclusively on providing coverage of alternative advanced statistical procedures in second language studies from a practical approach. The text is bookended by discussions of these advanced procedures in the larger context of second language studies, debating their strengths, weaknesses, and potential for further research; the remaining chapters are how-to sections, each chapter following the same organization, on a wide variety of advanced research methods. By offering much-needed coverage on advanced statistical concepts and procedures, with an eye toward real-world implementation, Advancing Quantitative Methods in Second Language Research enhances the methodological repertoire of graduate students and researchers in applied linguistics and second language studies. For additional content, visit: <http://oak.ucc.nau.edu/ldp3/AQMSLR.html>

This valuable book shows second language researchers how to use the statistical program SPSS to conduct statistical tests frequently done in SLA research. Using data sets from real SLA studies, A Guide to Doing Statistics in Second Language Research Using SPSS shows newcomers to both statistics and SPSS how to generate descriptive statistics, how to choose a statistical test, and how to conduct and interpret a variety of basic statistical tests. It covers the statistical tests that are most commonly used in second language research, including chi-square, t-tests, correlation, multiple regression, ANOVA and non-parametric analogs to these tests. The text is abundantly illustrated with graphs and tables depicting actual data sets, and exercises throughout the book help readers understand concepts (such as the difference between independent and dependent variables) and work out statistical analyses. Answers to all exercises are provided on the book 's companion website, along with sample data sets and other supplementary material.

What is research? - Variables - Data organization - Controlling extraneous variables - Critiquing statistical studies - The group and the individuals - Patterns in human behavior - Statistics for testing - Statistical logic - Correlation - Comparing means - Comparing frequencies - Hands-on critique and posttest.

In this original volume, eighteen researchers from different parts of the world reflect on their own research projects, providing insights into key methodological issues in research on second language writing. By offering a glimpse into the process of constructing and negotiating knowledge in the field--the messy space of situated practices of inquiry--it helps to demystify the research process, which can appear in published studies and in introductory methodology guides to be neater and more orderly than it actually is. Taking a broad conception of research as inquiry that emphasizes the situated and constructed nature of knowledge in the field, Second Language Writing Research: Perspectives on the Process of Knowledge Construction encourages multiple forms of inquiry, including philosophical, narrative, and historical modes. Empirical inquiry as presented in this book encompasses both quantitative and qualitative approaches as well as those that strategically combine them. A helpful discussion of the "nuts and bolts" of developing sustainable research programs is also provided. The volume as a whole facilitates a situated, issue-driven research practice. Its unique focus on second language writing research makes it an invaluable resource for both novice and experienced researchers in the field.

Questionnaires in Second Language Research

Perspectives on the Process of Knowledge Construction