

Second Language Research Journal

This book honours the contribution of Marjolijn Verspoor to the development and implementation of dynamic usage-based (DUB) approaches in second language (L2) research and pedagogy. With chapters written by renowned experts in the field, the book addresses the dynamics of language, language learning and language teaching from a usage-based perspective. The book contains both theory and empirical work: the initial theoretical chapters present cutting-edge thinking in relation to both the scope of DUB theory and its applications, providing conceptual perspectives from cognitive grammar and linguistics, thinking-for-speaking (TFS), and Complex Dynamic Systems Theory (CDST) approaches, united by their shared underpinnings of language as a dynamic system of conventionalized routines. The second half of the volume showcases state-of-the-art methodologies to study dynamic trajectories of language learning, empirical investigations into the above-mentioned theoretical concepts, and innovative classroom implementations of DUB language pedagogy.

This textbook approaches second language acquisition from the perspective of generative linguistics. Roumyana Slabakova reviews and discusses paradigms and findings from the last thirty years of research in the field, focussing in particular on how the second or additional language is represented in the mind and how it is used in communication. The adoption and analysis of a specific model of acquisition, the Bottleneck Hypothesis, provides a unifying perspective. The book assumes some non-technical knowledge of linguistics, but important concepts are clearly introduced and defined throughout, making it a valuable resource not only for undergraduate and graduate students of linguistics, but also for researchers in cognitive science and language teachers.

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.

Routledge Introductions to Applied Linguistics is a series of introductory level textbooks covering the core topics in Applied Linguistics, primarily designed for those beginning postgraduate studies, or taking an introductory MA course as well as advanced undergraduates. Titles in the series are also ideal for language professionals returning to academic study. The books take an innovative 'practice to theory' approach, with a 'back-to-front' structure. This leads the reader from real-world problems and issues, through a discussion of intervention and how to engage with these concerns, before finally relating these practical issues to theoretical foundations. Additional features include a glossary of key terms, and discussion questions. Following the back-to-front approach of the series, the book takes problematic issues in language pedagogy as its starting points. These are then examined in terms of second language acquisition. Each chapter begins with a look at the pedagogical proposals found in teacher guides and then asks ' Do these proposals accord with what we know about how languages are acquired? ' Pedagogical topics covered include teaching methods, syllabus design, explicit instruction, comprehension versus production-based instruction, task-based instruction, authentic materials, the role of the learners ' first language in the classroom, error correction and catering for individual differences. Including a glossary of key terms and questions for discussion at the end of each chapter, and assuming no prior knowledge of second language acquisition, this is the ideal text for all students studying language teaching methods, language teacher education, English teaching methodology and second language acquisition modules in advanced undergraduate and postgraduate/graduate TESOL and Applied Linguistics courses.

Bridging the Gap Between Research and Teaching

Second Language Teaching and Learning through Virtual Exchange

Learning, Teaching, and Research

Exploring Language Pedagogy through Second Language Acquisition Research

Theoretical and Empirical Progress

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 highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

This volume offers fresh perspectives on a controversial issue in applied linguistics and language teaching by focusing on the use of the first language in communicative or immersion-type classrooms. It includes new work by both new and established scholars in educational scholarship, second language acquisition, and sociolinguistics, as well as in a variety of languages, countries, and educational contexts. Through its focus at the intersection of theory, practice, curriculum and policy, the book demands a reconceptualization of code-switching as something that both proficient and aspiring bilinguals do naturally, and as a practice that is inherently linked with bilingual code-switching.

Synthesizing the theory behind and methodology for conducting judgment tests, Using Judgments in Second Language Acquisition Research aims to clarify the issues surrounding this method and to provide best practices in its use. The text is grounded on a balanced and comprehensive background of the usage of judgment data in the past up through its present-day applications. SLA researchers and graduate students will find useful a chapter serving as a "how-to" guide for a variety of situations to conduct research using judgments, including ways to optimize task design and examples from successful studies. Lucid and practical, Using Judgments in Second Language Acquisition Research offers guidance on a method widely used by SLA researchers, both old and new to the field.

From Theory and Research to Practice

Developing Narrative Comprehension

Key Questions in Second Language Acquisition

Third language acquisition

Research Methods in Second Language Acquisition

Working Collaboratively in Second/Foreign 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.

Virtual exchanges provide language learners with a unique opportunity to develop their target language skills, support inter-cultural exchange, and afford teacher candidates space to hone their teaching craft. The research presented in this volume investigates the role of virtual exchanges as both a teaching tool to support second language acquisition and a space for second language development. Practitioners obtain guidance on the different types of exchanges that currently exist and on the outcome of those exchanges so that they can make informed decisions on whether to include this type of program in their language teaching and learning classrooms. To this end, this edited volume contains chapters that describe individual virtual exchanges along with results of research done on each exchange to show how the exchange supported specific second language teaching and learning goals.

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.

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.

Second Language Acquisition

A Research Synthesis and Methodological Guide

New Perspectives on Willingness to Communicate in a Second Language

Key Issues in Chinese as a Second Language Research

Tutoring Second Language Writers

Knowing and Using Two or More Languages

This book represents the most comprehensive account to date of foreign language writing. Its basic aim is to reflect critically on where the field is now and where it needs to go next in the exploration of foreign language writing at the levels of theory, research, and pedagogy.

This volume brings together seven empirical studies about aptitude-treatment interactions (ATI), i.e., about how (second language) learners with different aptitudes match or don't match with different educational treatments; and aptitude-testing interactions, i.e., about how learners with different aptitudes perform better or worse depending on the way their knowledge and skills are tested. The authors are all established researchers or rising stars in the field of second language acquisition (SLA), who believe that little can be said about the effectiveness of teaching and testing methods or techniques without taking individual differences into account. Many of the studies corroborate in SLA what has become a central finding in the psychological and educational research about ATI: the more a method puts the burden of information processing on the student, the bigger the role of the corresponding aptitudes. The kinds of findings documented in this volume contribute to a scientific basis for the art of language teaching that will become increasingly useful as emerging technologies make adaptation to individuals and groups more feasible. Originally published as special issue of Journal of Second Language Studies 2:2 (2019).

Since the introduction of communicative language teaching, collaborative learning has played an important role in the second language (L2) classroom. Drawing from sociocultural theory, which states that human cognitive development is a socially situated activity mediated by language, studies in L2 pedagogy advocate the use of tasks that require learners to work together. Collaborative dialogue encourages language learning, and research shows that the solutions reached by students in this process are more often correct with a lasting influence on their language comprehension. This volume includes ten chapters that illustrate the benefits of collaborative dialogue in second foreign language classrooms. The volume considers key issues dealing with collaborative tasks and implications for language teaching.

A book on those who know and use two or more languages: Who are they? How do they do it?

Usage-Based Dynamics in Second Language Development

Multilingual Assessment Instrument for Narratives

Age, proficiency and multilingualism

Interdisciplinary Approaches

Writing in Foreign Language Contexts

Evaluating Second Language Vocabulary and Grammar Instruction

This text aims to broaden the field of second language acquisition, focusing on Japanese rather than on more commonly studied European languages. Chapters include studies on input and interaction, research into the evaluation of proficiency, and grammatical investigations.

Practical resources designed to help language educators apply the latest research and most effective pedagogical methods to classroom pronunciation instruction In Second Language Pronunciation: Bridging the Gap Between Research and Teaching, a team of distinguished researchers and educators delivers an incisive and practical approach to evidence-based pronunciation instruction in second language classrooms. Developed for language teachers who want to incorporate and implement the most effective pedagogical methods in their language instruction, this edited volume offers 15 essays that connect the latest research with practical applications in the classroom. In addition to exploring recent but less well-known methods—like High Variability Phonetic Training, discourse-based teaching, communicative classrooms, and technology-based methods—these chapters are unified in bringing theory to bear on practical questions faced by language teachers.

The chapters follow a standard format, moving from critical research issues to pedagogical implications, and practical resources to equip language teachers, scholars, administrators, and teachers-in-training with the tools they require to develop their students' pronunciation abilities. Readers will also find: A

thorough introduction to using empirical evidence to guide pronunciation instruction in second language students Comprehensive explorations of the integration of pronunciation instruction into second language education Practical discussions of perception training in pronunciation instruction and the importance of L2 segmental and suprasegmental contrasts in pronunciation learning In-depth examinations of classroom research for pronunciation and the use of technology to explore L2 pronunciation Perfect for upper-level undergraduate and graduate students studying TESOL, applied linguistics, and second language acquisition, Second Language Pronunciation: Bridging the Gap Between Research and Teaching will also earn a place in the libraries of researchers, scholars, and teachers of language and education.

This book deals with the phenomenon of third language (L3) acquisition. As a research field, L3 acquisition is established as a branch of multilingualism that is concerned with how multilinguals learn additional languages and the role that their multilingual background plays in the process of language learning. The volume points out some current directions in this particular research area with a number of studies that reveal the complexity of multilingual language learning and its typical variation and dynamics. The eight studies gathered in the book represent a wide range of theoretical positions and offer empirical evidence from learners belonging to different age groups, and with varying levels of proficiency in the target language, as well as in other non-native languages belonging to the learner's repertoire. Diverse linguistic phenomena and language combinations are viewed from a perspective where all previously acquired languages have a potential role to play in the process of learning a new language. In the six empirical studies, contexts of language learning in school or at university level constitute the main outlet for data collection. These studies involve several language backgrounds and language combinations and focus on various linguistic features. The specific target languages in the empirical studies are English, French and Italian. The volume also includes two theoretical chapters. The first one conceptualizes and describes the different types of multilingual language learning investigated in the volume: i) third or additional language learning by learners who are bilinguals from an early age, and ii) third or additional language learning by people who have previous experience of one or more non-native languages learned after the critical period. In particular, issues related to the roles played by age and proficiency in multilingual acquisition are discussed. The other theoretical chapter conceptualizes the grammatical category of aspect, reviewing previous studies on second and third language acquisition of aspect. Different models for L3 learning and their relevance and implications for representations of aspect and for potential differences in the processing of second and third language acquisition are also examined in this chapter. As a whole, the book presents current research into third or additional language learning by young learners or adults, considering some of the most important factors for the complex process of multilingual language learning: the age of onset of the additional language and that of previously acquired languages, social and affective factors, instruction, language proficiency and literacy, the typology of the background languages and the role they play in shaping syntax, lexicon, and other components of a L3. The idea for this book emanates from the symposium Multilingualism, language proficiency and age, organized by Camilla Bardel and Laura Sánchez at Stockholm University, Department of Language Education, in December 2016.

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

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

Journal Writing in Second Language Education

Adult and Second Language Learning

A Practical Guide

How I Learn Languages

Second Language Pronunciation

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>

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.

Through several unique perspectives and contexts, this volume contributes to current understanding of agency in second language learning. It includes chapters discussing theoretical, analytical and pedagogical approaches, and will serve as a key reference for researchers of language learning and teaching.

Key Issues in Chinese as a Second Language ResearchTaylor & Francis

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

First Language Use in Second and Foreign Language Learning

Second Language Speech Learning

Advancing Quantitative Methods in Second Language Research

WAC and Second Language Writers

Doing Second Language Research

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.

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.

This book is unique in bringing together theory, research, and practice about English encountered outside the classroom - extramural English - and how it affects teaching and learning. The book investigates ways in which learners successfully develop their language skills through extramural English and provides tools for teachers to make use of free time activities in primary and secondary education. The authors demonstrate that learning from involvement in extramural English activities tends to be incidental and is currently underutilized in classroom work. A distinctive strength is that this volume is grounded in theory, builds on results from empirical studies, and manages to link theory and research with practice in a reader-friendly way. Teacher-educators, teachers and researchers of English as a foreign language and teachers of English as a second language across the globe will find this book useful in developing their use of extramural English activities as tools for language learning.

This book is intended to introduce novice student researchers to second language acquisition in the study abroad learning environment. It reviews the existing literature and provides the emerging researcher an overview of the important factors to consider, informs them where to begin, and how to move forth an agenda for future research in this field. The book recognizes that aside from the academic advantages, study abroad programmes are an excellent tool for fostering extended and relevant interaction with native speakers. It provides reflection questions and activities, and guides the novice researcher in critically analysing existing research and to eventually carry out their own study. The book will be of use to beginning researchers who are new to linguistics in the areas of study abroad and second language acquisition.

Second Language Research Methods

A Practical Approach to Critical Analysis of Quantitative Research

Aptitude-Treatment Interaction in Second Language Learning

Extramural English in Teaching and Learning

Appraising Research in Second Language Learning

Methodology and Design

Research Methods in Second Language Acquisition: A Practical Guide is 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 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. Including contributions from a team of world-renowned international scholars, this volume is a state-of-the-art survey of second language speech research, showcasing new empirical studies alongside critical reviews of existing influential speech learning models. It presents a revised version of Flege's Speech Learning Model (SLM-r) for the first time, an update to research. Chapters are grouped into five thematic areas: theoretical progress, segmental acquisition, acquiring suprasegmental features, accentedness and acoustic features, and cognitive and psychological variables. Every chapter provides new empirical evidence, offering new insights as well as challenges on aspects of the second language speech acquisition. coverage, this book summarises the state of current research in second language phonology, and aims to shape and inspire future research in the field. It is an essential resource for academic researchers and students of second language acquisition, applied linguistics and phonetics and phonology.

Journal writing is not new--journals have been around for centuries. More recently, journals have been viewed as a means of scaffolding reflective teaching and encouraging reflectivity in research processes. As a result, some educators may ask, "What more do we need to know?" Those likely to raise this question are probably not thinking of the explosive growth of social networking on the Web, the blogs and other interactive e-vehicles for reflection on experiences in our literate, "real," and virtual lives. This revisiting of journal writing from a 21st century perspective, informed by relevant earlier literature, is what Christine Pearson Casanave guides readers through in this first book-length treatment of the use of journal writing, pre and in-service teaching, and research. Casanave has put together existing ideas that haven't been put together before and has done it not as an edited collection, but as a single-authored book. She has done it in a way that will be especially accessible to teachers in language teacher education programs and to practicing teachers and researchers in language settings, and in a way that will inspire all of us to think about, not just do, journal writing. Those who have never attempted to use journals in their classes and own lives, as well as others who have used it with mixed results, will probably be tempted to try it in at least some of the venues Casanave provides guidance for. Those already committed to journal writing will find book new reasons for expanding and enhancing their use of journals.

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 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

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.

Eye Tracking in Second Language Acquisition and Bilingualism

An Introduction for Student Researchers

Understanding, Evaluating, and Conducting Second Language Writing Research

Theorizing and Analyzing Agency in Second Language Learning

Polyglot: How I Learn Languages

Second Language Research

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost-benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman

In this second edition of the best-selling Second Language Research, Alison Mackey and Sue Gass continue to guide students step-by-step through conducting the second language research process with a clear and comprehensive overview of the core issues in second language research. Supported by a wealth of data and examples from actual studies, the book examines questions of what is meant by research and what defines good research questions, covering such topics as basic research principles and data collection methods, designing a quantitative research study, and concluding and reporting research findings. The second edition includes a new chapter on mixed-methods, new "time to think" and "time to do" text boxes throughout, and updates to reflect the latest research and literature. Supplementary materials, including an extensive glossary and appendices of forms and documents that students can use in conducting their own studies, serve as useful reference tools, with suggestions on how to get research published reemphasizing the book's practical how-to approach. Second Language Research, Second Edition is the ideal resource for understanding the second language research process for graduate students in Second Language Acquisition and Applied Linguistics.

This edited collection provides a state-of-the-art overview of research on willingness to communicate (WTC) in a second and foreign language. In particular, it includes innovative studies seeking to demonstrate the ways in which WTC can be examined within the framework of complex dynamic systems, how the construct is related to self-assessment, reticence and extroversion, and what it signifies in the case of immigrants. Another group of papers is related to the role of technology in fostering WTC in different contexts. The volume also comprises papers that touch on methodological issues in the study of WTC such as experience case sampling, the network approach or the integration of the macro- and micro-perspective. The book will be of value to researchers interested in the study of WTC but will also provide inspiration for students, teachers and materials writers.

Tutoring Second Language Writers, a complete update of Bruce and Rafoth's 2009 ESL Writers, is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center. Drawing upon philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge, the book is divided into four parts. Part 1: Actions and Identities is about creating a proactive stance toward language difference, thinking critically about labels, and the mixed feelings students may have about learning English.

Part 2: Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work. Part 3: Words and Passages offers four personal stories of inquiry and discovery, and Part 4: Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers' specific expectations. Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing, Tutoring Second Language Writers engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language. Contributors include Jocelyn Amevuvor, Rebecca Day Babcock, Valerie M. Balester, Shanti Bruce, Frankie Condon, Michelle Cox, Jennifer Craig, Kevin Dvorak, Paula Gillespie, Glenn Hutchinson, Pei-Hsun Emma Liu, Bobbi Olson, Pimyupa W. Praphan, Ben Rafoth, Jose L. Reyes Medina, Guiboek Seong, and Elizabeth (Adelay) Witherite.

Second Language Research Methods - Oxford Applied Linguistics:

An Introduction

The Acquisition of Japanese as a Second Language

Research Towards Linguistically and Culturally Inclusive Programs and Practices

Using Judgments in Second Language Acquisition Research

Researching Second Language Acquisition in the Study Abroad Learning Environment

Eye Tracking in Second Language Acquisition and Bilingualism provides foundational knowledge and hands-on advice for designing, conducting, and analysing eye-tracking research in applied linguistics. Godfroid's research synthesis and methodological guide introduces the reader to fundamental facts about eye movements, eye-tracking paradigms for language scientists, data analysis, and the practicalities of building a lab. This indispensable book will appeal to undergraduate students learning principles of experimental design, graduate students developing their theoretical and statistical repertoires, experienced scholars looking to expand their own research, and eye-tracking professionals.

Comprehension of texts and understanding of questions is a cornerstone of successful human communication. Whilst reading comprehension has been thoroughly investigated in the last decade, there is surprisingly little research on children's comprehension of picture stories, particularly for bilinguals. This can be partially explained by the lack of cross-culturally robust, cross-linguistic instruments targeting early narration. This book presents an inference-based model of narrative comprehension and a tool that grew out of a large-scale European project on multilingualism. Covering a range of language settings, the book uses the Multilingual Assessment Instrument for Narratives to answer the question which narrative comprehension skills (bilingual) children can be expected to master at a certain age, and explores how such comprehension is affected (or not affected) by linguistic and extra-linguistic factors. Linking theory to method, the book will appeal to researchers in linguistics and psychology and graduate students interested in narrative, multilingualism, and language acquisition.

Life as a Bilingual

Handbook of Research on Web 2.0 and Second Language Learning

English Medium Instruction