

Written Discourse Completion Task Questionnaire

This book explores second language pragmatic development with a specific focus on two areas: classroom-based pragmatic instruction in the study abroad context, and using technology for developing and assessing pragmatic competence. Teaching Pragmatics and Instructed Second Language Learning directly compares the effects of technology platforms and traditional paper-based tasks within the second language environment for developing pragmatic competence. These analyses are based on empirical research of how undergraduate Chinese learners of English receive explicit instruction in classrooms using different training materials. The book makes an original and innovative contribution to collecting oral speech act data in the form of computer-animated production tasks (CAPT) designed to enhance learner engagement and performance. Using this tool, it explores the beneficial role of technology in teaching and learning, offering practitioners and researchers practical ways to maximise second language pragmatic development in the classroom.

Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching.

This volume presents the first collection of work on research synthesis in applied linguistics. It introduces readers to a cutting-edge approach for reviewing and summarizing exactly what accumulated research has to say about theoretical and practical subjects. John Norris and Lourdes Ortega first elucidate the value and practice of synthesis, and they challenge all members of the research community to adopt a "synthetic ethic". The book then features seven empirical syntheses, each modeling rigorous synthetic practice in definitively reviewing the state of knowledge and research quality in important domains. Included are five meta-analyses on: Universal Grammar; Task-Based Interaction; Corrective Feedback; Instructed Pragmatics Development; and Reading Strategy Training. Also included are a qualitative meta-synthesis on Effective Teaching for English Language Learners, and a historiographical synthesis of Proficiency Assessment practices. Rounding out the collection are commentaries by two renowned experts in language learning and teaching research: Nick Ellis and Craig Chaudron.

Pragmatics in Language Teaching examines the acquisition of language use in social contexts in second and foreign language classrooms. Included are 2 state-of-the-art survey chapters, and 11 chapters reporting the results of empirical research. The empirical studies cover three areas: incidental acquisition of pragmatics in instructed contexts, the effects of instruction in pragmatics, and the assessment of pragmatics ability. The studies address a number of areas in pragmatics, from speech acts and discourse markers to conversational routines and address terms, and represent a range of target languages and contexts in the United States, Asia, and Europe.

Technical Manual

Theory Informing Practice

Sample Questions from OECD's PISA Assessments

The Handbook of Technology and Second Language Teaching and Learning

Grammatical structure and sequential organization

The Routledge Handbook of Second Language Acquisition and Language Testing

This book provides an engaging introduction to cross-cultural pragmatics. It is essential reading for both academics and students in pragmatics, applied linguistics, language teaching and translation studies. It offers a corpus-based and empirically-derived framework which allows language use to be systematically contrasted across linguacultures.

This volume examines the second language pragmatic development of international learners of English inside and outside the classroom.

Exploring Politeness in Business Emails explores the contextual complexities of workplace emails by comparing British English and Peninsular Spanish directive speech events and systematically assessing the impact of contextual factors. Through a combination of qualitative and quantitative methods of data collection and analysis, and the inclusion of metapragmatic insights in the interpretation of the results, the book offers an innovative approach to the study of politeness. The book partially contradicts previous assumptions about English and Spanish directives and provides new insights into the role of politeness in the workplace. By offering a

meticulous account of the linguistic choices made by the English and Spanish first language users and the contextual factors influencing these choices, the book suggests far-reaching implications for future research in cross-cultural pragmatics and business discourse, as well as practical implications relevant for academics, postgraduate students and practitioners interested in these fields.

This is the first edited collection focusing exclusively on how second language users interpret and engage with the processes of email writing. With chapters written by an international array of scholars, the present volume is dedicated to furthering the study of the growing field of L2 email pragmatics and addresses a range of interesting topics that have so far received comparatively scant attention. Utilising both elicited and naturally-occurring data, the research in this volume takes the reader from a consideration of learners' pragmatic development as reflected in email writing, and their perceptions of the email medium, to relational practices in various email functions and in a variety of academic contexts. As a whole, the contributions incorporate research with learners from a range of proficiency levels, language and cultural backgrounds, and employ varied research designs in order to examine different email speech acts. The book provides valuable new insights into the dynamic and complex interplay between cultural, interlanguage, pedagogical, and medium-specific factors shaping L2 email discourse, and it is undoubtedly an important reference and resource for researchers, graduate students and experienced language teachers.

Cross-Cultural Pragmatics

Interlanguage Pragmatic Competence of EFL Learners in China's University

Research as a Tool for Empowerment

A Reference Guide

Compliments and Compliment Responses

Perspectives from Variational, Interlanguage and Contrastive Pragmatics

Research Methods in Intercultural Communication A Practical Guide John Wiley & Sons

The book aims to provide a bridge between two applied linguistics subfields, namely those of interlanguage pragmatics and third language acquisition. It examines the production and identification of request acts formulas on the part of bilingual learners of English in the Valencian Community (Spain). Previous to the empirical study itself, we present an overview of the theoretical background and the sociolinguistic context where the experiment was conducted.

Researching Sociopragmatic Variability showcases a range of research approaches to the study of speech acts and pragmatic markers across different languages and varieties of a language, investigating native and non-native usages and variation across gender, situation and addressee.

Research Methods in Intercultural Communication introduces and contextualizes the most important methodological issues in the field for upper-level undergraduate and graduate students.

Examples of these issues are which paradigms and how to research multilingually, interculturally and ethnically. Provides the first dedicated and most comprehensive volume on research methods in intercultural communication research in the last 30 years Explains new and emerging methods, as well as more established ones. These include: Matched Guise Technique, Discourse Completion Task, Critical Incident Technique, Critical Discourse Analysis, Ethnography, Virtual Ethnography, Corpus Analysis, Multimodality, Conversation Analysis, Narrative Analysis, Questionnaire and Interview. Assists readers in determining the most suitable method for various research questions, conceptualizing the research process, interpreting results, and drawing conclusions Supports students from start to finish with key terms, suggestions for further reading, research summaries, and sound guidance from experienced scholars and researchers

Challenges to Communication in a Second Language

Identity and Pragmatic Language Use

Teaching Pragmatics and Instructed Second Language Learning

Research Questions in Language Education and Applied Linguistics

PISA Take the Test Sample Questions from OECD's PISA Assessments

Construction, Administration, and Processing

This volume is the first book-length attempt to bring together the fields of task-based language teaching (TBLT) and second language pragmatics by exploring how the teaching and assessment of pragmatics can be integrated into TBLT. The TBLT-pragmatics connection is illustrated in a variety of constructs (e.g., speech acts, honorifics, genres, interactional features), methods (e.g., quantitative, quasi-experimental, conversation analysis), and topics (e.g., instructed SLA, heritage language learning, technology-enhanced teaching, assessment, and discursive pragmatics). Chapters in this volume collectively demonstrate how the two fields can together advance the current practice of teaching language for socially-situated, real-world communicative needs.

This volume presents a collection of research papers investigating how to foster the learning and teaching of pragmatic phenomena, as well as how to administer tests that assess pragmatic competence in second/foreign language education with regards to several target languages. The topics investigated include: speech acts; computer-mediated communication; conversation analysis; pragmatic, intercultural, and emotional competence; native and non-native

performance; data collection and instructional methods; needs analysis; and syllabus design and materials development. The contributions will be of particular interest to linguists, language learners and teachers, teacher trainers, and communication experts.

In the disciplines of applied linguistics and second language acquisition (SLA), the study of pragmatic competence has been driven by several fundamental questions: What does it mean to become pragmatically competent in a second language (L2)? How can we examine pragmatic competence to make inference of its development among L2 learners? In what ways do research findings inform teaching and assessment of pragmatic competence? This book explores these key issues in Japanese as a second/foreign language. The book has three sections. The first section offers a general overview and historical sketch of the study of Japanese pragmatics and its influence on Japanese pedagogy and curriculum. The overview chapter is followed by eight empirical findings, each dealing with phenomena that are significant in Japanese pragmatics. They target selected features of Japanese pragmatics and investigate the learners' use of them as an indicator of their pragmatic competence. The target pragmatic features are wide-ranging, among them honorifics, speech style, sentence final particles, speech acts of various types, and indirect expressions. Each study explicitly prompts the connection between pragmalinguistics (linguistic forms available to perform language functions) and sociopragmatics (norms that determine appropriate use of the forms) in Japanese. By documenting the understanding and use of them among learners of Japanese spanning multiple levels and time durations, this book offers insight about the nature and development of pragmatic competence, as well as implications for the learning and teaching of Japanese pragmatics. The last section presents a critical reflection on the eight empirical papers and prompts a discussion of the practice of Japanese pragmatics research. This text provides an introduction to the field of sociolinguistics for second and foreign language teachers. This book provides an introduction to the field of sociolinguistics for second and foreign language teachers. Chapters cover the basic areas of sociolinguistics, including regional and social variations in dialects, language and gender, World English, and intercultural communication. Each chapter has been specially written for this collection by an individual who has done extensive research on the topic explored. This is the first introductory text to address explicitly the pedagogical implications of current theory and research in sociolinguistics. The book will also be of interest to any teachers with students from linguistically diverse backgrounds.

Acquisition in Interlanguage Pragmatics

A Practical Guide

The Concise Encyclopedia of Applied Linguistics

Interlanguage Refusals

Towards the Pragmatic Core of English for European Communication

Principles, Methods and Practices

English in Europe is not one but many, and substantial differences in the way people from different countries communicate using it may cause misunderstandings. This book shows that, through research into the pragmatic behaviour of non-native speakers of English from across Europe, it is possible to uncover the core-the shared strategies. This common pragmatic linguistic behaviour is proposed as the basis for a reference guide for those who wish to successfully communicate in English in Europe. The study reported on in this book is based on the analysis of the speech act of apologizing as realized by 466 respondents from 8 European countries, all proficient users of English involved in teacher-training programmes. The results Provide a basis for practical teaching and in-class research.

Eva Alcón Soler Maria Pilar Safont Jordà Universitat Jaume I, Spain The main purpose of the present book is to broaden the scope of research on the development of intercultural communicative competence. Bearing this purpose in mind, English learners are considered as intercultural speakers who share their interest for engaging in real life communication. According to Byram and Fleming (1998), the intercultural speaker is someone with knowledge of one or more cultures and social identities, and who enjoys discovering and maintaining relationships with people from other cultural backgrounds, although s/he has not been formally trained for that purpose. Besides, possessing knowledge of at least two cultures is the case of many learners in bilingual or multilingual communities. In these contexts, the objective of language learning should then focus on developing intercultural competence, which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction (see Alcón, this volume). This is the idea underlying the volume, which further sustains Kramsch's argument (1998) against the native/ non-native dichotomy. Following that author, we also believe that in a multilingual world where learners may belong to more than one speech community, their main goal is not to become a native speaker of English, but to use this language as a tool for interaction among many other languages and cultures.

ELF (English as a lingua franca) research counters the monocentric view of English based on norms of native speakers of English, and supports any usages reflecting sociopragmatic and pragmalinguistic reality of ELF communication. Such an approach empowers any speakers of English to contemplate their own varieties of English as legitimate, providing them greater options for positive self-identification. Based on qualitative and interpretive methodology, this book illustrates how Japanese L2 English users establish identities related to L2 English as part of their multiple identities, and how they explore new identity options through ELF. Moreover, the author demonstrates how power relations relating to English language are constructed through the participants' experiences in ELF interactions. Also, analysis of the data reveals that to what degree the Japanese L2 English users wish to affiliate with particular groups in ELF interactions with people from diverse cultural background. Because of the

multidisciplinary nature of the study, this book will appeal to a broad audience such as scholars and students who are interested in further understanding of identity and sociocultural issues involved in intercultural communication.

*This volume encompasses the range of research questions on language-related problems that arise in language teaching, learning and assessment. The [150] chapters are written by experts in the field who each offer their insights into current and future directions of research, and who suggest several highly relevant research questions. Topics include, but are not limited to: language skills teaching, language skills assessment and testing, measurement, feedback, discourse analysis, pragmatics, semantics, language learning through technology, CALL, MALL, ESP, EAP, ERPP, TBLT, materials development, genre analysis, needs analysis, corpus, content-based language teaching, language teaching and learning strategies, individual differences, research methods, classroom research, form-focused instruction, age effects, literacy, proficiency, and teacher education and teacher development. The book serves as a reference and offers inspiration to researchers and students in language education. An important skill in reviewing the research literature is following a study's "plan of attack." Broadly, this means that before accepting and acting upon the findings, one considers a) the research question (Is it clear and focused? Measurable?), b) the subjects examined, the methods deployed, and the measures chosen (Do they fit the study's goal and have the potential to yield useful results?), and c) the analysis of the data (Do the data lead to the discussion presented? Has the author reasonably interpreted results to reach the conclusion?). Mohebbi and Coombe's book, *Research Questions in Language Education and Applied Linguistics: A Reference Guide*, helps budding researchers take the first step and develop a solid research question. As the field of language education evolves, we need continual research to improve our instructional and assessment practices and our understanding of the learners' language learning processes. This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base. Deborah J. Short, Ph.D., Director, Academic Language Research & Training, Past President, TESOL International Association (2021-22) As a teacher in graduate programs in TESOL I frequently come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated, that it is often impossible to properly address all that interests them. Hence, I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally, the cutting-edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150 chapters are organized in a most powerful, yet, deceptively simple way offering a positioning within the topic, suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more, the nine sections in which the chapters are organized leave no area of the field unexplored. Dr. Gabriel Díaz Maggioli, Academic Advisor, Institute of Education, Universidad ORT del Uruguay, President, IATEFL*

Pragmatics in Language Teaching

Contemporary Second Language Assessment

Learning how to Do Things with Words in a Study Abroad Context

Research Methods in Interlanguage Pragmatics

Study Abroad and Technology-Enhanced Teaching

Exploring Politeness in Business Emails

This book investigates the notion of Speech Act from a cross-cultural perspective. The starting point for this book is the assumption that speech acts are realized from culture to culture in different ways and that these differences may result in communication difficulties that range from the humorous to the serious. Importantly, a recurring theme in this volume has to do with the need to verify the form, the function and the constraining variables of speech acts as a prerequisite for dealing with them in the classroom. The book deals with three major areas of Speech Act research: 1) Methodological Issues, 2) Speech Acts in a second language, and 3) Applications. In the first section authors discuss general issues of methodology and present data in an effort to detail the efficacy of different methodologies. Research clearly shows the effect of methodology on the results. This section is followed by a discussion of specific speech acts, including speech acts and strategy use that have as their goal the creation and maintenance of solidarity (i.e. greetings, compliments, apologies) and speech acts that involve face-threatening acts (i.e. complaints, favor-asking, suggestions). In the final section, authors consider applications of speech act research within the context of advertising and business relationships.

In conjunction with top survey researchers around the world and with Nielsen Media Research serving as the corporate sponsor, the Encyclopedia of Survey Research Methods presents state-of-the-art information and methodological examples from the field of survey research. Although there are other "how-to" guides and references texts on survey research, none is as comprehensive as this Encyclopedia, and none presents the material in such a focused and approachable manner. With more than 600 entries, this resource uses a Total Survey Error perspective that considers all aspects of possible survey error from a cost-benefit standpoint.

Language acquisition is a human endeavor par excellence. As children, all human beings learn to understand and speak at least one language: their mother tongue. It is a process that seems to take place without any obvious effort. Second language learning, particularly among adults, causes more difficulty. The purpose of this series is to compile a collection of high-quality monographs on language acquisition. The series serves the needs of everyone who wants to know more about the problem of language acquisition in general and/or about language acquisition in specific contexts.

This study reports on an investigation designed to, in some way, meet the need for acquisition research in L2 pragmatics - in particular in the form of longitudinal studies - and also to meet the need for research into the acquisition of L2 pragmatic competence in German. Specifically, it concerns a longitudinal study in which the development of the L2 pragmatic competence of a group of 32 Irish learners of German is investigated over ten months spent studying in the target speech community, Germany. The study is anchored in the field of interlanguage pragmatics, and the approach taken is speech-act based - interest focusing on productions of requests, offers

and refusals of offers. The study also draws on research from discourse analysis in the investigation of offer-refusal of offer exchanges. The objective of this study was to record any developments - whether towards or away from the L2 norm - in the L2 pragmatic competence of the current group of learners over time spent in the target community.

- Assessing Second Language Pragmatics
- A Study on Japanese ELF Users
- A Cross-cultural Study of Japanese-English
- Pragmatics in English Language Learning
- Task-Based Approaches to Teaching and Assessing Pragmatics
- Sociolinguistics and Language Teaching

The first book-length collection of studies on the assessment of pragmatic competencies in a second or foreign language. Grounded in theoretical perspectives on communicative and interactional competencies, it examines the reception and production of speech acts through a variety of assessment methods and quantitative and qualitative analyses.

This book analyzes compliments and compliment responses in naturally occurring talk-in-interaction in German. Using Conversation Analytic methodology, it views complimenting and responding to compliments as social actions which are co-produced and negotiated among interactants. This study is the first to analyze the entire complimenting sequence within the larger interactional context, thereby demonstrating the interconnectedness of sequence organization, turn-design, and (varying) function(s) of a turn. In this regard, the present study makes a novel contribution to the study of talk-in-interaction beyond German. The book adds to existing work on interaction and grammar by closely analyzing the functions of linguistic resources used to design compliment turns and compliment responses. Here, the study extends previous Conversation Analytic work on person reference by including an analysis of inanimate object reference. Lastly, the book discusses the use and function of various particles and demonstrates how speaker alignments and misalignments are accomplished through various grammatical forms.

A comprehensive guide to the terms, concepts, and theories of pragmatics - the study of language in use - from the traditional to the most recent, showing how they originated and how they are used. A vital resource for students and researchers in linguistics, philosophy, psychology, anthropology, and computational linguistics.

This Handbook, with 45 chapters written by the world's leading scholars in second language acquisition (SLA) and language testing, dives into the important interface between SLA and language testing: shared ground where researchers seek to measure second language performance to better understand how people learn their second languages. The Handbook also reviews how to best measure and evaluate the second language (L2) learners' personal characteristics, backgrounds, and learning contexts to better understand their L2 learning trajectories. Taking a transdisciplinary approach to research, the book builds upon recent theorizing and measurement principles from the fields of applied linguistics, cognitive science, psychology, psycholinguistics, psychometrics, educational measurement, and social psychology. The Handbook is divided into six key sections: (1) Assessment concepts for SLA researchers, (2) Building instruments for SLA research, (3) Measuring individual differences, (4) Measuring language development, (5) Testing specific populations, and (6) Measurement principles for SLA researchers.

- A Mixed-Methods Analysis
- Email Pragmatics and Second Language Learners
- Pragmatic Competence
- Current Issues in Intercultural Pragmatics
- The Oxford Dictionary of Pragmatics
- Language, Mobility and Study Abroad in the Contemporary European Context

Interlanguage Pragmatic Competence of EFL

Learn **Post-hoc**

Scheffe

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers. Research as a Tool for Empowerment: Theory Informing Practice is an edited volume that includes an array of research-based chapters that not only further the field of second/foreign language research, but also provide practical implications to language classrooms in international and national settings. Chapters in this volume present a bridge between methodologically sound second/foreign language research and strong

pedagogical implications. This volume includes the voices of researchers, graduate students, teachers, parents, and learners exploring the second/foreign language phenomena. The multiple voices of the contributing authors reflect the diverse readership of the Research in Second Language Learning series. Unlike previous anthologies in second/foreign language research, this volume presents studies from various research paradigms. Chapters include examples of various research methods from both quantitative and qualitative paradigms. Few previous anthologies have presented research based in multiple paradigms and from multiple perspectives. Research as a Tool for Empowerment: Theory Informing Practice not only presents these various perspectives, but it also makes the link from research to classroom implications and applications. The volume is unique as it makes a connection between different types of research and research methods and empowerment and issues of empowerment.

Includes chapters on key aspects of second language assessment such as test construct, diagnosis, exam design, and the growing range of public policy, social and ethical issues. Each of the contributors is an expert in their area; some are established names while others are talented newcomers to the field. The chapters present new research or perspectives on traditional concerns such as test quality; fairness and bias; the testing of different language skills; the needs of different groups of examinees, including English language learners who need to take content tests in English; and the use of language assessments for gate-keeping purposes. The volume demonstrates how language assessment is informed by and engages with neighbouring areas of applied linguistics such as technology and language corpora. The book represents the best of current practice in second language assessment and, as a one volume reference, will be invaluable to students and researchers looking for material that extends their understanding of the field.

Clinical Evaluation of Language Fundamentals

Research Methods in Intercultural Communication

Researching Sociopragmatic Variability

Synthesizing Research on Language Learning and Teaching

Speech Acts Across Cultures

Having been established as a field in its own right for the last decade, intercultural pragmatics is increasingly being recognized as an important area of research among scholars working in pragmatics. The present volume is a collection of selected papers from the 6th International Conference on Intercultural Pragmatics and Communication – admittedly the biggest venue for researchers in the area, and comprises contributions that report on recent research that deals with or can directly inform work in intercultural pragmatics. Given the breadth of research areas that are represented herein, ranging from lingua franca and business communication to the study of cultural perceptions, translation and pragmatic development, this volume is bound to be of interest to not only students and scholars engaged in the area of intercultural pragmatics, but also to all those with a more general interest in the sociocultural turn in the study of pragmatics.

In a series of studies specially written for this volume, Studying Speaking to Inform Second Language Learning offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy. The volume offers an interweaving of discourse perspectives: speech acts, speech events, interactional analysis, pragmatics, and conversational analysis. This book presents all the publicly available questions from the PISA surveys. Some of these questions were used in the PISA 2000, 2003 and 2006 surveys and others were used in developing and trying out the assessment.

This collection explores student mobility and study abroad programmes across Europe, presenting original research on personal, linguistic, and intercultural development during study abroad experiences. The volume synthesizes work from the 2016–2020 Cost Action 15130 ‘Study Abroad Research in European Perspective’ research network, offering a multidisciplinary account of the intersection of language learning and study abroad in Europe amidst the changing contemporary higher education landscape, as well as new directions for future research. The initial section comprises short survey chapters outlining key themes and literature, connecting traditional study abroad research with new multilingual and transnational realities. This is supported by a main section containing original empirical studies in a wide range of European contexts and a short afterword bringing together policy and pedagogical proposals. Taken together, the collection shines a light on the impact of the internationalisation of higher education on linguistic dimensions of student mobility while including a range of lesser studied settings and languages. New insights are offered on language learning, identity, interculturality, student agency and motivation, and transnational social networks in the study abroad context. This book will be of particular interest to students, researchers and institutions interested in the intersection of language learning and study abroad, including such areas as multilingualism, higher education, and applied linguistics.

Encyclopedia of Survey Research Methods

Third Language Learners

The Cambridge Handbook of Corrective Feedback in Second Language Learning and Teaching

Contemporary Applied Linguistics

Teaching, Learning and Investigating Pragmatics

Pragmatic Production and Awareness

Offers a wide-ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies, examines, and seeks solutions to real-life language-related issues. Such issues often occur in situations of language contact and technological innovation, where language problems can range from explaining misunderstandings in face-to-face oral conversation to designing automated speech recognition systems for business. The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline, introducing readers to the concepts, research, and methods used by applied linguists working in the field. This succinct, reader-friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them. This abridged reference work has been compiled from the most-accessed entries from The Encyclopedia of Applied Linguistics (www.encyclopediaofappliedlinguistics.com), the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide. Alphabetically-organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism, language policy and planning, language assessment and testing, translation and interpreting, and many others. Accessible for readers who are new to applied linguistics, The Concise Encyclopedia of Applied Linguistics: Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language, language use, and contexts of language use Demonstrates the connections among theory, research, and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field, The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field.

We have recently seen a broadening of pragmatics to new areas and to the study of more than one language. This is illustrated by the present volume on Contrastive Pragmatics which brings together a number of articles originally presented at the 10th International Pragmatics Conference in Göteborg in 2007. The contributions deal with pragmatic phenomena such as speech acts, discourse markers and modality in different language pairs using theoretical approaches such as politeness theory, Conversation Analysis, Appraisal Theory, grammaticalization and cultural textology. Also discourse practices and genres may differ across cultures as illustrated by the study of TV news shows in different countries. Contrastive pragmatics also includes the comparative study of pragmatic phenomena from a foreign language perspective, a new area with implications for language teaching and intercultural communication. The contributions to this volume were originally published in Languages in Contrast 9:1 (2009).

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.

Contrastive Pragmatics

Intercultural Language Use and Language Learning

Studying Speaking to Inform Second Language Learning

The Speech Act of Apologising in Selected Euro-Englishes

Questionnaires in Second Language Research