

Replication Research In Applied Linguistics Cambridge Applied Linguistics

Now in a fifth edition, this bestselling introductory textbook remains the cornerstone volume for the study of second language acquisition (SLA). Its chapters have been fully updated, and reorganized where appropriate, to provide a comprehensive yet accessible overview of the field and its related disciplines. In order to reflect current developments, new sections and expanded discussions have been added. The fifth edition of *Second Language Acquisition* retains the features that students found useful in previous editions. This edition provides pedagogical tools that encourage students to reflect upon the experiences of second language learners. As with previous editions, discussion questions and problems at the end of each chapter help students apply their knowledge, and a glossary defines and reinforces must-know terminology. This clearly written, comprehensive, and current textbook, by Susan Gass, Jennifer Behney, and Luke Plonsky, is the ideal textbook for an introductory SLA course in second language studies, applied linguistics, linguistics, TESOL, and/or language education programs.

Second Language Research: Methodology and Design is a clear, comprehensive overview of core issues in L2 research. Authored by well-known scholars in SLA and supported by a wealth of examples from actual studies and extensive pedagogical resources, this book first introduces students to the key topics and debates in L2 research. It then guides readers step by step through the research process—from basic principles and collection methods through study design and reporting—to the point of being able to conduct their own research from beginning to end. This book is an essential text for students and novice researchers of SLA, applied linguistics, and second and foreign language teaching. Key Features A wealth of graphics, visuals, and exercises in each chapter. "Time to Think" and "Time to Do" boxes within chapters Helpful glossary and subject index New to This Edition Substantially reorganized chapters Significantly expanded chapters on qualitative and mixed methods Substantive revised material on computer/technology-based research Spotlights a variety of new software packages and databases, including video-mediated technology and games Discusses the Open Science Movement Expanded coverage of corpora, processing, and psycholinguistics-based research Updated references throughout

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>

With clear guides and specific examples, this book makes methodology accessible to those working within L2 interaction and task research.

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

Dieses Handbuch liefert einen umfassenden, systematischen und sprachenübergreifenden Überblick über die Forschungsrichtungen und -methoden der Fremdsprachendidaktik. Es geht von den drei grundständigen Forschungsrichtungen der historischen, theoretischen und empirischen Forschung aus und zeichnet die großen Entwicklungslinien der fremdsprachendidaktischen Forschung im deutschsprachigen Raum nach. Davon ausgehend werden alle wichtigen Erhebungs- und Analyseverfahren von ausgewiesenen Expertinnen und Experten vorgestellt, disziplinspezifisch erläutert und an zahlreichen Beispielen konkretisiert. Ein weiteres Kapitel stellt Hilfen und Handlungsempfehlungen für den gesamten Prozess einer wissenschaftlichen Arbeit von der Ideenfindung bis zur Präsentation und Publikation zusammen. Zwölf Referenzarbeiten aus den letzten 15 Jahren, die beispielhaft unterschiedliche Forschungsmethoden verwenden, bilden den gemeinsamen Bezugsrahmen. Besonderes Gewicht wird auf die interne Kohärenz des Handbuchs gelegt, die sich in übersichtlicher Struktur, begrifflicher Konsistenz und systematischen Querbeziehungen zeigt.

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 combines diverse research scenarios to present a solid framework for analysis of figurative language. *Figurative Language, Genre and Register* brings together discourse analysis and corpus linguistics in a cutting-edge study of figurative language in spoken and written discourse. The authors explore a diverse range of communities from chronic pain sufferers to nursery staff to present a detailed framework for the analysis of figurative language. The reader is shown how figurative language is used between members of these communities to construct their own 'world view', and how this can change with a shift in perspective. Figurative language is shown to be pervasive and inescapable, but it is also suggested that it varies significantly across genres.

Providing an overview of key issues in theory and practice, *Replication Research in Education* is designed to identify and discuss the benefits and challenges facing replication studies in education. Both clear and practical, this groundbreaking volume covers how to introduce, develop, conduct, report, and discuss these studies, and the issues they raise for policy and practice. Bridging theory and practice, this book considers what replication research should look like, how it should be conducted, and how to judge when it has been successful. It enables researchers to plan and conduct studies successfully, from their earliest stages through to completion. This key text: brings together in a single volume, existing issues, claims and counterclaims, discourses, and practices of replication; introduces, covers, and extends this field of research, indicating its possibilities and limits; expands and adds to existing discussions and practices; will enable researchers to design, conduct, evaluate, and critique studies. The comprehensive and exhaustive coverage of issues and practices within *Replication Research in Education* make it a 'must read' for all novice and experienced educational researchers who are considering, conducting, and reviewing replication studies in education.

The *Routledge Handbook of Educational Linguistics* provides a comprehensive survey of the core and current language-related issues in educational contexts. Bringing together the expertise

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

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.

Replication Research in Applied Linguistics Cambridge University Press

Instruments for Research into Second Languages is an accessible introduction to understanding and evaluating existing and emerging methodologies in L2 research. The book provides an introduction to the data collection materials available in the IRIS database. IRIS is an open access, searchable repository of instruments used to elicit data for research into second and foreign language learning and teaching. The book is aimed at graduate students, researchers and educators in the fields of Applied Linguistics and Second Language Acquisition. Featuring contributions from top scholars in the field, this dynamic volume includes empirical research carried out using innovative instruments held in IRIS, offering insights into their basic mechanics, how and why they are used, as well as the challenges they can present. The chapters describe the kinds of data (evidence about knowledge, processing, interaction, learning, and motivation) that result from these methods, and they discuss conditions that lead to reliable and valid data collection and analysis. This unique collection provides researchers, professionals, and students with up-to-date responses to practical and theoretical questions about how second language learning and teaching can be investigated using the IRIS database of instruments. IRIS was funded by the Economic and Social Research Council and is a long term British Academy Research Project.

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.

A study of the role of language input, interaction, and corrective feedback in second-language learning and Second Language Acquisition research

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.

Doing Replication Research in Applied Linguistics is the only book available to specifically discuss the applied aspects of how to carry out replication studies in Applied Linguistics. This text takes the reader from seeking out a suitable study for replication, through deciding on the most valuable form of replication approach, to its execution, discussion, and writing up for publication. A step-by-step decision-making approach to the activities guides the reader through the replication research process from the initial search for a target study to replicate, through the setting up, execution, analysis, and dissemination of the finished work.

The successful collection of data is a key challenge to obtaining reliable and valid results in applied linguistics research. *Data Collection Research Methods in Applied Linguistics* investigates how research is conducted in the field, encompassing the challenges and obstacles applied linguists face in collecting good data. The book explores frequently used data collection techniques, including: * interviews and focus groups * observations * stimulated recall and think aloud protocols * data elicitation tasks * corpus methods *

questionnaires * validated tests and measures Each chapter focuses on one type of data collection, outlining key concepts, threats to reliability and validity, procedures for good data collection, and implications for researchers. The chapters also include exemplary research projects, showcasing and explaining for readers how the technique was used to collect data in a successfully published study. This book is an essential resource for both novice and experienced applied linguists tackling data collection techniques for the first time.

This handbook is a comprehensive practical resource on corpus linguistics. It features a range of basic and advanced approaches, methods and techniques in corpus linguistics, from corpus compilation principles to quantitative data analyses. The Handbook is organized in six Parts. Parts I to III feature chapters that discuss key issues and the know-how related to various topics around corpus design, methods and corpus types. Parts IV-V aim to offer a user-friendly introduction to the quantitative analysis of corpus data: for each statistical technique discussed, chapters provide a practical guide with R and come with supplementary online material. Part VI focuses on how to write a corpus linguistic paper and how to meta-analyze corpus linguistic research. The volume can serve as a course book as well as for individual study. It will be an essential reading for students of corpus linguistics as well as experienced researchers who want to expand their knowledge of the field.

One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices.

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.

With increasing mobility of people across the world, there is a pressing need to develop evidence-based teaching practices that lead to high-quality education, which serves the needs of inclusive societies and social and epistemic justice. This book presents cutting-edge qualitative case-study research across a range of educational contexts, research-method contributions and theory-oriented chapters by distinguished multilingual education scholars. These take stock of the field of translanguaging in relation to the education of multilingual individuals in today's globalized world. The volume breaks new ground in that all chapters share a focus on teachers as 'knowledge generators' and many on teacher-researcher collaboration. Together, the chapters provide comprehensive and up-to-date applications of the concept of pedagogical translanguaging and present recent research in educational contexts that have hitherto received scant attention, namely secondary-level education, education for adult immigrants and the school-wide introduction of pedagogical translanguaging in primary school. Chapters 1, 3, 4 and 8 will be free to download as open access publications. We will link to them here as soon as they are available.

Doing Research in Applied Linguistics: Realities, dilemmas, and solutions provides insight and guidance for those undertaking research, and shows the reader how to deal with the challenges of this research involving real people in real settings. Featuring over twenty chapters by experienced and up-and-coming researchers from around the world, this book: outlines the steps involved in solving the problem and completing a successful, and publishable, project; provides case studies of obstacles faced at each stage of research, from preliminary planning to report writing; addresses issues of validity and reliability during data collection and analysis; discusses ethical issues in research dealing with vulnerable groups including children, refugees, and students; includes examples from longitudinal studies, and both qualitative and quantitative research. Doing Research in Applied Linguistics is essential reading for students studying research methods, or for those embarking on their first research project in applied linguistics or language education. This cutting edge volume explores holistic trends in multilingualism, analysing the processes of both 'becoming multilingual' and 'being multilingual'. Multilingualism has increased in recent years due to globalisation, transnational mobility and the spread of Information and Communications Technology (ICT). This volume explores some of the trends in the study of multilingual education by putting together research studies that analyse the processes of both 'becoming multilingual' and 'being multilingual' in educational contexts.

This volume consists of a well-integrated collection of original research articles and theoretical/overview papers on second language (L2) input processing. The primary contributors are former students of Bill VanPatten from the past three decades, and the collection of articles is intended as a tribute to his career and contribution of bringing processing issues to the center stage of research in second language acquisition (SLA) and instructed SLA. The research and theorizing presented in this volume are the most recent in the field and represent innovations in approaches to L2 processing research, including the use of online methodologies (self-paced reading and eye tracking) in the experimental papers. In addition, the editors are recognized authors and researchers who have published on sentence processing, input processing, and processing instruction, and all three editors are either on editorial boards or are associate editors of major L2 journals.

By combining theory and practice, this book provides a comprehensive overview of the whole process of English grammar teaching.

This book provides practical guidance on research methods and designs that can be applied to Complex Dynamic Systems Theory (CDST) research. It discusses the contribution of CDST to the field of applied linguistics, examines what this perspective entails for research and introduces practical methods and templates, both qualitative and quantitative, for how applied linguistics researchers can design and conduct research using the CDST framework. Introduced in the book are methods ranging from those in widespread use in social complexity, to more familiar methods in use throughout applied linguistics. All are inherently suited to studying both dynamic change in context and interconnectedness. This accessible introduction to CDST research will equip readers with the knowledge to ensure compatibility between empirical research designs and the theoretical tenets of complexity. It will be of value to researchers working in the areas of applied linguistics, language pedagogy and educational linguistics and to scholars and professionals with an interest in second/foreign language acquisition and complexity theory.

The only book available dedicated to the theory and practice of replication research in Second Language Acquisition and Applied Linguistics. A replication study repeats a previous study to discover if its findings are reliable and/or can be generalised to other circumstances. This edited volume brings together a number of experts who argue in favour of a more central role for replication research in Second Language Acquisition and Applied Linguistics. The book provides a theoretical argument to support this view, as well as practical examples and model replication studies. It includes advice on how best to set up and execute replication research, and how to write up the findings for presentation to a journal. A paperback version is available separately.

Essential reading for understanding genre innovation and evolution in relation to Web 2.0 technology and sociocultural diversity.

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.

Bringing together current research, analysis, and discussion of the role of corrective feedback in second language teaching and learning, this volume bridges the gap between research and pedagogy by identifying principles of effective feedback strategies and how to use them successfully in classroom instruction. By synthesizing recent works on a range of related themes and topics in this area and integrating them into a single volume, it provides a valuable resource for researchers, graduate students, teachers, and teacher educators in various contexts who seek to enhance their skills and to further their understanding in this key area of second language education.

This edited collection examines a range of English Language Teaching (ELT) research in the Middle East and North Africa (MENA). While the MENA context has witnessed considerable change in recent years, it has so far been under-represented in ELT research at both the regional and the international level. This book aims to fill that gap by surveying the current state of the field, examining in detail a range of issues and concepts, and suggesting future directions for further research. It will be of interest to ELT researchers and practitioners in general - not just those based in MENA contexts themselves.

With examples of validation studies, this book demonstrates how to design research investigating the validity of language tests.

Language Aptitude: Advancing Theory, Testing, Research and Practice brings together cutting-edge global perspectives on foreign language aptitude. Drawing from educational psychology, cognitive science, and neuroscience, the editors have assembled interdisciplinary authors writing for an applied linguistics and education audience. The book is broken into five major themes: revisiting and updating current language aptitude theories and models; emerging insights from contemporary research into language aptitude and the age factor or the critical period hypothesis; redefining constructs and broadening territories of foreign language aptitude; exploring language aptitude from a neurocognitive perspective; and exploring future directions of foreign language aptitude research. Focused on critical issues in foreign language aptitude and second language learning and teaching, this book will be an important research resource and supplemental reading in both applied linguistics and cognitive psychology.

This volume bridges the gap between the rapidly advancing fields of Learner Corpus Research and Second Language Acquisition.

A proper understanding of intelligibility is at the heart of effective pronunciation teaching, and with it, successful teaching of speaking and listening. Far from being an optional 'add-it-on-if-we-have-time' language feature, pronunciation is essential because of its tremendous impact on speech intelligibility. Pronunciation dramatically affects the ability of language learners to make themselves understood and to understand the speech of others. But not all elements of pronunciation are equally important. Some affect intelligibility a great deal, while others do not. With a strong emphasis on classroom practice and how pronunciation teaching can be more effectively approached in different teaching contexts, this book provides an important resource for pronunciation researchers, with a distinctly practical focus. It shows how intelligibility research informs pronunciation teaching within communicative classrooms, enabling language teachers to incorporate intelligibility findings into their teaching. Professionals interested in oral communication, pronunciation, and speech perception will find the book fascinating.

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 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.

Second language (L2) fluency is an exciting and fast-moving field of research, with clear practical applications in language teaching. This book provides a lively overview of the current advances in the field of L2 fluency, and connects the theory to practice, presenting a hands-on approach to using fluency research across a range of different language-related professions. The authors introduce an innovative multidisciplinary perspective, which brings together research into cognitive and social factors, to understand fluency as a dynamic variable in language performance, connecting learner-internal factors such as speech processing and automaticity, to external factors such as task demands, language testing, and pragmatic interactional demands in communication. Bringing a much-needed multidisciplinary and novel approach to understanding the complex nature of L2 speech fluency, this book provides researchers, students and language professionals with both the theoretical insights and practical tools required to understand and research how fluency in a second language develops.

This book constitutes a holistic study of how and why late starters surpass early starters in comparable instructional settings. Combining advanced quantitative methods with individual-level

qualitative data, it examines the role of age of onset in the context of the Swiss multilingual educational system and focuses on performance at the beginning and end of secondary school, thereby offering a long-term view of the teenage experience of foreign language learning. The study scrutinised factors that seem to prevent young starters from profiting from their extended learning period and investigated the mechanisms that enable late beginners to catch up with early beginners relatively quickly. Taking account of contextual factors, individual socio-affective factors and instructional factors within a single longitudinal study, the book makes a convincing case that age of onset is not only of minimal relevance for many aspects of instructed language acquisition, but that in this context, for a number of reasons, a later onset can be beneficial.

This book offers a comprehensive linguistic analysis of contemporary US television series. Adopting an interdisciplinary and multimethodological approach, Monika Bednarek brings together linguistic analysis of the Sydney Corpus of Television Dialogue with analysis of scriptwriting manuals, interviews with Hollywood scriptwriters, and a survey undertaken with university students about their consumption of TV series. In so doing, she presents five new and original empirical studies. The focus on language use in a professional context (the television industry), on scriptwriting pedagogy, and on learning and teaching provides an applied linguistic lens on TV series. This is complemented by perspectives taken from media linguistics, corpus linguistics and sociocultural linguistics/sociolinguistics. Throughout the book, multiple dialogue extracts are presented from a wide variety of well-known fictional television series, including The Big Bang Theory, Grey's Anatomy and Bones. Researchers in applied linguistics, discourse analysis, critical discourse analysis, corpus linguistics, sociolinguistics and media linguistics will find the book both stimulating and unique in its approach.

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