

Directory of UK ELT Research 2011–12

Compiled by Richard Smith with Seongsook Choi,
Imogen Liggins and Gosia Sky

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Construction of the Directory

The research entries collected here bring the total number of entries in the Directory of UK ELT Research database (covering the period 2005–12) to around 2,500, with 76 different departments, institutions or organisations being represented in total (nine are represented for the first time in the present Directory). The entire searchable database is available at www.teachingenglish.org.uk/elt-research

The information contained in this 2011–12 Directory was collected according to procedures previously established for the Directories of UK ELT Research for 2005–08 and 2009–10 (available for download in PDF form via the above website). Therefore, no more than a brief summary of these procedures is provided here. Readers in search of fuller descriptions are invited to consult the first chapter of the 2005–08 Directory.

Rationale

The British Council Directory of UK ELT Research was originally conceived in pursuit of three main aims:

1. To disseminate and share information generally in the area of UK-based ELT research.
2. To promote interchange amongst researchers in the UK and other countries.
3. To publicise and make research available to the broader constituency of ELT professionals worldwide.

An important principle underlying construction of the directory is that the research recorded in it should be publicly accessible.

Background

The idea for a survey of UK ELT research was conceived within the British Council during 2008 as part of an overall strategy to enhance links with research-active UK institutions. A team led by Richard Smith at the University of Warwick – liaising with John Knagg at the British Council – has had responsibility for defining parameters and gathering relevant data throughout the 2005–12 period.

A 2005–08 Directory (compiled by Richard Smith and Shelagh Rixon) was first published in 2009, with a second, expanded edition being issued in 2010. This was followed by the 2009–10 Directory, published in 2011. For the present 2011–12 compilation, the project team consisted of Richard Smith (principal investigator), Seongsook Choi, Imogen Liggins (project manager) and Gosia Sky.

Since feedback had shown that the parameters and data collection tools for the 2005–08 and 2009–10 Directories worked well, and to enhance possibilities of comparison between 2005–08, 2009–10 and 2011–12 data, basic procedures were left unchanged for 2011–12. Data collection itself occurred between February and June 2013.

Methodology

The method for collecting details of research activity for 2011–12 was to approach the key contacts within relevant institutions in the UK already identified for 2005–08 and 2009–10, and to ask them to provide information on their research and that of their colleagues. This made collection of a large body of data feasible within a relatively short space of time and meant that institutions were given responsibility for the selection of entries and the accuracy of returns. Online database input forms originally designed by Seongsook Choi were used, which participating institutions had access to via a password. Imogen Liggins and Gosia Sky acted as interlocutors with inputting institutions and assisted with the compilation of entries.

Selection of institutions

The 2011–12 Directory builds on the systematic attempts made for 2005–08 and 2009–10 to identify all institutions and organisations in the UK that appear to have relevant departments or centres or are otherwise likely to have staff members researching in the area of ELT. The ‘units’ on the list we had developed included language schools, testing agencies and educational charities, as well as university and college departments. Aside from direct approaches, invitations to contact us with a view to contributing were sent out via the mailing lists of various associations. Indeed, for this 2011–12 Directory, a deliberate attempt was made to widen the net and to encourage participation by teachers of English who might be doing ELT research (including research into their own classrooms and practices); thus, the invitation to participate was sent not only to members of BAAL (the British Association for Applied Linguistics) but also to members of BALEAP (the British Association of Lecturers of English for Academic Purposes), English UK (the national association of English language centres approved by Accreditation UK) and ESOL-Research (for the field of teaching English to immigrants and refugees). We wish to thank, in particular, Huan Japes and Philida Schellekens for their assistance with this outreach effort.

Definition of ‘UK ELT Research, 2011–12’

The following definitions of terms, unchanged from 2005–08 and 2009–10, were shared with participating institutions and organisations:

Research

‘Research’ was defined as ‘original investigation undertaken in order to gain knowledge and understanding’. The term also includes ‘scholarship’ – the creation, development and maintenance of the intellectual infrastructure of an activity or area of study, in this case ELT; for example, in forms such as dictionaries, research databases and reviews of the ‘state of the art’ in areas relevant to ELT.

ELT research

‘ELT research’ was defined as ‘any research whose data and/or findings relate directly to the teaching, learning or assessment of English as a Foreign, Second or Additional Language in the UK or any other context’.

UK research

‘UK research’ refers to research undertaken by a current member of staff or associate of an educational institution or organisation with a base in the UK. The actual research may have taken place anywhere in the world, not necessarily in the UK. ‘Current’, for the purposes of the 2011–12 Directory, refers to the census point of 31 January 2013. An exception to the ‘current association’ rule was made for completed doctoral theses and for externally funded projects; in both these cases, even though the researchers involved may have left the submitting institution (indeed, were likely to have done so in the case of authors of doctoral theses), submission of the theses or projects in question was encouraged, since they were considered to have been ‘hosted’ by the submitting institution.

The 2011–12 date range

This refers to date of publication. The earliest publication date for work to be included was 1 January 2011 and the latest was 31 December 2012. In the case of funded projects, the project must have either begun or ended within the date range.

Types of entry, and details requested

Details of the following types of research output were requested:

- Journal articles
- Chapters in edited books
- Papers in conference proceedings

- Authored books
- ‘Unpublished’ but electronically accessible items
- Doctoral theses supervised within the institution in question
- Externally funded research projects.

Any assessment of *quality* was left to the discretion of the submitting institution or organisation. Doctoral theses and research projects were the only categories where the researchers involved did not need to be currently affiliated with the contributing institution; in both cases, it was felt that the institution could legitimately submit details due to their support for the research in question. In the case of doctoral theses, the names of supervisors were requested as a means of acknowledging the important role they have in helping bring theses to completion.

In all cases, we required sufficient bibliographical detail for users to be able to access a particular item for themselves. For any ‘unpublished’ items a URL was required, in order to ensure accessibility. The same important principle of accessibility (see ‘Rationale’ above) was applied to externally funded research projects – for each of these we requested a project website URL, or details of a publicly available project report or associated publication.

Some optional fields were also provided for each type of item. Most importantly, there was space to enter a short summary. This invitation was taken up in many but not in all cases. Selection from the following list of 20 possible descriptors was also encouraged though not required; as many or as few of these descriptors as necessary could be chosen for each item entered:

- Assessment
- Classroom interaction
- Curriculum/syllabus
- English language
- ESP
- ESOL/EAL
- Learner autonomy/strategies
- Learner cognition
- Learning technologies
- Listening
- Management/innovation

- Materials
- Methodology
- Pronunciation
- Reading
- Cultural issues
- Speaking
- Teacher cognition
- Teacher education
- Writing

Inputting of the following details for each item was also encouraged though not required:

- Country of research (selection from a drop-down menu of countries, including 'various' and 'n/a')
- Learners' background (same menu of choices as for 'country of research')
- Institutional level (selection from pre-primary, primary, secondary, tertiary, adult)
- Associated funded project (where this had been entered as part of the same institution's submission)

For 2011–12 we considered *requiring* submission of information in the above hitherto optional fields; however, consultations showed that doing so might discourage some researchers from inputting entries. In order to keep the Directory as comprehensive as possible we decided in the end not to add to the perceived burden of inputting. However, we strongly encouraged submission of summaries and are pleased to note that the number of annotated entries has substantially increased for 2011–12 compared with previous periods. To our mind this indicates the increasing value contributors are placing on having their research well represented in the Directory.

Selection, editing and presentation of entries

Those contributing entries were asked to operate within the parameters summarised above when selecting work for inputting into the database. Responsibility for this selection and for interpretation of the definitions we had provided was therefore placed with the inputting institutions themselves – it was felt that self-monitoring would be effective since it would clearly not be

in the best interests of researchers and institutions to enter references to work that was outside the remit or of low quality. Members of the project team played a primarily collegial role of advising and guiding rather than acting as judges of other institutions' input. Nevertheless, the editing process involved a sustained period of interaction with colleagues across the UK as both the accuracy and suitability of entries were checked and verified with contributors.

All information confirmed by the inputting institution was included, for each item. This meant that in cases of co-authorship or collaboration (in the case of projects) between researchers at different UK institutions the same item sometimes appears twice in the Directory with different summaries or other details attached – in these relatively rare cases, respecting the integrity of institutions' own entries meant that duplication resulted, but it meant also that different kinds of useful details were provided.

How you can use the Directory

The online database

Access to the online database can be gained by following this link:
www.teachingenglish.org.uk/elt-research (bit.ly/eltresearch for short).

The online database now contains data for the entire period 2005–12 and is searchable, with instructions for use incorporated. Web links to freely available research reports are 'live' in the online database, as in the PDF version of the book (see below).

The book version

This (printed or PDF) book version of the Directory contains the same information as the electronic database, although it is here expressed in a linear and static form. The main body of the book consists of an annotated bibliography of research ordered alphabetically by name of first author, which also gives information on the institutional/organisational affiliation of the researcher who submitted the entry, or on whose behalf the entry was submitted. The names, URLs and contact email addresses of all contributing institutions can be found at the end of the Directory.

For convenience, information about doctoral theses is presented separately towards the end of the book, and is organised according to institution where the research was supervised. In addition, there is a final annotated list of externally funded research projects, again ordered according to institution where the research project is or was based. The online database can be used as an index – simply key in or select a keyword or name and relevant entries will be listed, which can then be easily found in the book.

How the Directory can be used

Here are some uses the Directory can be put to, summarised from feedback we have received on previous editions. The 2005–08 and 2009–10 Directories and/or the online database have been used for the following purposes (varying in nature, of course, according to the professional or research interests of different correspondents and reviewers):

- Identifying what research has been done in a particular area
- Gaining an overview of ELT research activity in a particular institution
- Seeing what research has been done for a particular target group of students (country, institutional level, etc.)
- Discovering sources which can be built on in one's own research
- Browsing and learning about areas of ELT research one may be unfamiliar with
- Gaining access to otherwise inaccessible research
- Evaluating the current state of ELT research in the UK
- Identifying gaps in ELT research that need to be filled
- Informing oneself about where to do a PhD
- Finding research partners in the UK
- Getting ideas about where to apply for external research funding
- Evaluating one's own institution's research activity in comparison with that in other institutions
- Gaining ideas for employment applications
- Finding researchers to commission for a project one has in mind
- Identifying speakers for conferences or other events
- Finding consultants for research capacity-building projects

Acknowledgment

As for previous editions, we would like to thank the many contributors who spent time carefully entering details of their and their colleagues' research. Without your dedication and appreciation for the value of the Directory we could not have gathered so much useful information together in such a short time.

An overview of the contents

The 2011–12 Directory contains a total of 721 entries from 60 different ‘units’ (departments, institutions or organisations). This compares with 717 entries from 57 units in the 2009–10 Directory). The distribution of different types of entry is as follows (figures for 2009–10 are in parentheses for comparison):

- 249 journal articles (249)
- 223 chapters in edited books or papers in conference proceedings (263)
- 34 authored books (37)
- 16 ‘unpublished’ but electronically accessible items (20)
- 140 supervised doctoral theses (94)
- 59 externally funded projects (54)

The total number of contributing units (separate departments, institutions or organisations) has remained stable overall (60 as compared with 57 for 2009–10 and 59 for 2005–08). Although nine units represented in the 2009–10 Directory contributed no entries to the 2011–12 Directory, none of these had been ‘large’ contributors (none had previously contributed more than eight entries during the period 2005–10, with the average being five). Again ‘absent’ from the 2011–12 Directory were seven further units which had contributed a few entries (around ten overall) to the 2005–08 Directory but no entries to the 2009–10 Directory. However, the overall total of contributing units slightly increased for the 2011–12 Directory due to the first appearance of 11 completely new units plus one ‘returnee’ from 2005–08. None of these units was a ‘large’ contributor but it is pleasing to report that six of them contacted us as a direct result of the mailing list initiatives reported on under ‘Selection of institutions’ above.

In the field of ELT there are clearly research-active staff across a wide range of UK institutions and organisations, but the bulk of research (as measured by total numbers of outputs and projects) continues to be concentrated in a relatively small number of units – as for 2009–10, nine units account for over half of the total entries, averaging 41 entries each, with a range from 22 to 69. A total of 25 departments, institutions or organisations (including these nine) have ten or more entries in this 2011–12 Directory, and together they account for 95 per cent of total entries.

The previous Directory, covering the two-year period from January 2009 to December 2010, contained a total of 717 entries, and this level has been maintained for the corresponding two-year period from January 2011 to December 2012 (721 entries). Taken together (1,438 entries for 2009–12), this represents a substantial increase on the 1,039 entries for the preceding four-year period (2005–08), even when we bear in mind that some projects overlap the time periods and so may be duplicated in different Directories.

Thus, the number of entries has shown a 38.4 per cent increase when the two four-year periods are compared, but it cannot be seen for certain whether this is due to an overall increase in 'productivity' in the area of UK ELT research, increased recognition of the value of being represented in the Directory, changing perceptions about the type of entry that can or should be submitted, or an increase in affordances for ELT research. Nevertheless, some trends may be apparent in the following breakdown of totals and percentage increases for different types of entry in the two four-year periods so far covered by the overall Directory of UK ELT Research project:

Type of entry	2005–08	2009–12	% increase
Journal articles	421	498	15.5
Chapters in edited books or papers in conference proceedings	285	486	70.5
Authored books	65	71	9.2
'Unpublished' but electronically accessible items	18	36	100
Supervised doctoral theses	189	234	23.8
Externally funded projects	61	113	85.2
Total entries	1,039	1,438	38.4

Of particular note here seem to be the increases in 'unpublished' but electronically accessible items (100 per cent increase, although the total remains relatively small), externally funded projects (85.2 per cent) and chapters/papers in proceedings (70.5 per cent). It will be of interest to see whether these increases are maintained for the next, 2013–14, Directory, whose compilation early in 2015 will offer a good opportunity to take stock of the entire ten-year period of UK ELT Research from 2005–14.

**Articles, chapters, authored
books and unpublished items**

Articles, chapters, authored books and unpublished items

This section constitutes the main body of the Directory – there are 512 entries, representing 505 individual items (seven co-written items were entered by two separate authors at different institutions). Entries are ordered alphabetically below by surname of (first) author.

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Adamson, JL (2012) 'Co-constructing teacher beliefs towards qualifications: insights from interviews in the Japanese context', in Muller, TJ, Herder, SD, Adamson, JL and Brown, PS (eds) *Innovating EFL Teaching in Asia*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301528

Pages: 95–109

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Afitska, O (2012) 'Role of focus-on-form instruction, corrective feedback and uptake in second language classrooms: some insights from recent second language acquisition research'. *The Language Learning Journal* (advance access): 1–17.

Summary: *This paper systematically reviews recent research on focus-on-form instruction, corrective feedback and uptake, attempts to systematise what is known about these issues and reveals gaps that have not yet been addressed by research.*

Descriptor(s): ESOL/EAL, Classroom interaction

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Al Ebaikan, R and S Troudi (2010) 'Blended learning in Saudi universities: challenges and perspectives'. *ALT-J Research in Learning Technology* 38/1: 49–59.

Entered by: University of Exeter (School of Education and Lifelong Learning)

Al Ebaikan, R and S Troudi (2010) 'Online discussion in blended courses at Saudi Universities'. *Procedia – Social and Behavioural Sciences* 2/2: 507–514.

Entered by: University of Exeter (School of Education and Lifelong Learning)

Alderson, JC (2009) 'Air safety, language assessment policy and

policy implementation: the case of aviation English'. *Annual Review of Applied Linguistics* 29/1: 168–187.

Descriptor(s): Assessment

Entered by: Lancaster University (Linguistics and English Language)

Al-Osaimi, S and Wedell, M (2012) 'Beliefs about second language learning: the influence of learning context and learning purpose'. *The Language Learning Journal* (advance access): n/a.

Summary: *Beliefs about learning L2 Arabic among students of 61 nationalities at the Institute for the Teaching of Arabic to Non-Arabs (ITANA), in Riyadh, Saudi Arabia. In the conservative educational culture of ITANA, students' largely religious purposes for learning led to beliefs that supported 'traditional methods' of instruction and resisted attempts to introduce communicative approaches. Learning context and learning purpose are powerful influences on beliefs about what is helpful for the process of L2 learning.*

Descriptor(s): Methodology, Learner cognition, Classroom interaction

Country of research: Saudi Arabia

Learners' background: various

Institutional level: adult

Entered by: University of Leeds (School of Education)

Alali, F and Schmitt, N (2012) 'Teaching formulaic sequences: the same or different from teaching single words?'. *TESOL Journal* 3/2: 153–180.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Alexander, O (2012) 'Exploring teacher beliefs in teaching EAP at low proficiency levels'. *Journal of English for Academic Purposes* 11/2: 99–111.

Summary: *Experienced communicative language teachers may hold beliefs about teaching which may not be appropriate for the EAP context. This study explored the beliefs of two teachers as they piloted and evaluated a new coursebook for low-level EAP students. The results highlighted two key aspects where CLT and EAP approaches differ: the description of the language system within which teachers frame their talk and the approach to scaffolding student performance.*

Descriptor(s): Teacher education, Teacher cognition, Materials, ESP

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Heriot-Watt University (School of Management and Languages)

Allahyar, N and Nazari, A (2012) 'Potentiality of Vygotsky's sociocultural theory in exploring the role of teacher perceptions, expectations and interaction strategies'. *Working Papers in Language Pedagogy* 6: 79–92.

Summary: *This article reviews Vygotsky's sociocultural theory as one of the current frameworks in the study of learning and teaching processes. The article shows how the sociocultural model of learning can provide a*

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suitable theoretical lens through which to explore EFL learner interaction. It looks into a learning model that can be utilised as a theoretical lens for studying a practical aspect of EFL learning and teaching, namely EFL students' engagement in classroom interaction.

URL: <http://langped.elte.hu/WoPaLParticles/W6AllahyarNazari.pdf>

Descriptor(s): Teacher cognition, Learner autonomy/strategies, English language, Classroom interaction

Institutional level: adult

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Alsaif, A and Milton, J (2012) 'Vocabulary input from school textbooks as a potential contributor to the small vocabulary uptake gained by EFL learners in Saudi Arabia'. *Language Learning Journal* 40/1: 21–33.

Summary: *An examination of the textbooks in the EFL programme in Saudi Arabian public schools suggests they provide around 2,800 words from the most frequent 5,000 words and an additional 1,000 less frequent words over a period of seven years. Most of these words are introduced before the secondary stage, which suggests little input and much repetition in the final years of school learning. Poverty of input, therefore, helps explain the small volumes of vocabulary uptake.*

Descriptor(s): Materials, English language, Curriculum/syllabus

Country of research: Saudi Arabia

Learners' background: Saudi Arabia

Institutional level: secondary

Entered by: Swansea University (Department of English Language and Literature)

Armstrong, M, Dannatt, JA and Evans, A (2012) 'The development of, and response to, an academic writing module for electrical engineers at the University of Bath'. *Journal of Learning Development in Higher Education (Special Edition: Developing Writing in STEM Disciplines)*. No issue number/page numbers.

URL: www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path%5B%5D=180&path%5B%5D=109

Entered by: University of Bristol (Centre for English Language and Foundation Studies (CELFs))

Ashton, K, Salamoura, A and Diaz, E (2012) 'The BEDA impact project: a preliminary investigation of a bilingual programme in Spain'. *Cambridge English: Research Notes* 50: 34–42.

Summary: *This article describes a pilot study (Phase 1) of a joint research project between Cambridge ESOL and FERE Madrid (The federation of Spanish religious schools – Madrid). The aims of this research are to assess the impact of Cambridge English assessments as part of FERE's Bilingual English Development and Assessment (BEDA) programme as well as the overall impact of the BEDA programme. Cambridge English: Young Learners (YLE) exams are the focus of this pilot study.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, ESOL/EAL, Curriculum/syllabus, Assessment

Country of research: Spain

Learners' background: Spain

Institutional level: various

Associated project: BEDA Impact Study

Entered by: Cambridge English Language Assessment – University of Cambridge

B

Badger, R and Yan, X (2012) 'The use of tactics and strategies by Chinese students in the listening component of IELTS' in Milanovic, M and Weir, CJ (eds) *Studies in Language Testing 34. IELTS Collected Papers 2: Research in Reading and Listening Assessment*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 454–486

Entered by: University of Leeds (School of Education)

Badger, R and Yan, X (2012) 'To what extent is communicative language teaching in Chinese IELTS classes?', in Osborne, J (ed) *IELTS Research Reports 13, Report 4*. Melbourne/Manchester: IDP IELTS Australia and British Council.

ISBN: 9780987237811

URL: www.ielts.org/PDF/Report%204V13.new.pdf

Entered by: University of Leeds (School of Education)

Baker, W (2011) 'Culture and identity through ELF in Asia: fact or fiction?', in Cogo, A, Archibald, A and Jenkins, J (eds) *Latest Trends in ELF Research*. Newcastle upon Tyne: Cambridge Scholars.

ISBN: 9781443832991

Pages: 23–52

Summary: *English is increasingly regarded as the language of intercultural communication in Asia. Such extensive use of English as a lingua franca (ELF) in the region gives rise to concerns about how individuals express themselves and their local contexts through English. This leads into issues of culture and identity. These issues will be addressed though data drawn from an ethnographic study of seven English language users in a Thai university.*

Descriptor(s): Cultural issues

Country of research: Thailand

Learners' background: Thailand

Institutional level: tertiary

Entered by: University of Southampton (Modern Languages, School of Humanities)

Baker, W (2011) 'Intercultural awareness: modelling an understanding of cultures in intercultural communication through English as a lingua franca'. *Language and Intercultural Communication* 11/3: 197–214.

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Summary: *The use of English as a global lingua franca (ELF) raises challenges for understanding the relationship between languages and cultures in intercultural communication. In the dynamic contexts of ELF this relationship needs to be viewed as situated and emergent, entailing a new approach to understanding intercultural competence in intercultural communication. This paper offers the concept of intercultural awareness as a model of the knowledge, skills and attitudes needed to communicate through English in diverse contexts.*

Descriptor(s): Cultural issues

Entered by: University of Southampton (Modern Languages, Faculty of Humanities)

Baker, W (2012) 'From cultural awareness to intercultural awareness: culture in ELT'. *ELT Journal* 66/1: 62–70.

Summary: *Cultural awareness has provided a vital base of knowledge in relation to the cultural aspects of language use and teaching. However, the focus on national conception of culture and language is problematic as English is now used as a global lingua franca. Intercultural awareness (ICA) is presented here as an alternative that better accounts for the fluid and dynamic relationship between them. Key components of ICA are discussed along with their relevance to ELT practices.*

Descriptor(s): Cultural issues, Methodology, English language

Entered by: University of Southampton (Modern Languages, Faculty of Humanities)

Baker, W (2012) 'Global cultures and identities: refocusing the aims of ELT in Asia through intercultural awareness', in Muller, T, Herder, A, Adamson, J and Brown, P (eds) *Innovating EFL Education in Asia*. Basingstoke: Palgrave Macmillian.

ISBN: 9780230347823

Pages: 23–34

Summary: *This paper argues that a move in focus is required for ELT in Asia, away from native English speakers (NES) models and 'inner circle' countries. This is based on current understanding of global Englishes and English used as a lingua franca (ELF). The particular focus of the discussion here will be the 'cultural dimension' of English use and teaching, and the crucial role this plays in understanding intercultural communication.*

Descriptor(s): Teacher education, Cultural issues, Methodology, Materials, Curriculum/syllabus

Entered by: University of Southampton (Modern Languages, Faculty of Humanities)

Barker, F (2012) 'Corpus-based testing', in Chapelle, CA (ed) *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

ISBN: 9781405198431

Pages: 1,360–1,366

Summary: *Principled collections of language texts — corpora — allow the storage, retrieval and analysis of many tens of thousands of complete or partial texts, originally written, then spoken and now increasingly in multimedia*

formats. This chapter outlines how corpora are used to develop and validate language tests.

Descriptor(s): Writing, Speaking, ESOL/EAL, ESP, English language, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Barker, F, Post, B, Schmidt, E and McCarthy, M (2011) ‘Identifying the criterial aspects of pronunciation in L2 English across CEFR levels: implications for language learning’, in Angouri, J, Daller, M and Treffers-Daller, J (eds) *The Impact of Applied Linguistics: Proceedings of the 44th Annual Meeting of the British*. London: Scitsiugnill Press.

ISBN: 9780955953347

Pages: 17–22

Principal format: online

Summary: *This paper investigates the development of rhythm in L2 English produced by speakers with typologically different L1s, in order to establish to what extent rhythm development can be successfully measured in L2 speech at different levels of proficiency.*

URL: www.baal.org.uk/proceedings_11.pdf

Descriptor(s): Speaking, Pronunciation, ESOL/EAL, Assessment

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Bax, S (2011) ‘Digital education: beyond the “wow” factor’, in Thomas, M (ed) *Digital Education: Opportunities for Social Collaboration*. United Kingdom: Palgrave Macmillan.

ISBN: 9780230111585

Pages: 239–256

Summary: *This chapter examines a number of Web 2.0 technologies and social media applications, and the use of digital technologies in education, from the perspective of the author’s framework of ‘normalisation’. It then draws on this perspective in order to set out a number of key implications for teaching and learning through technology.*

Descriptor(s): Learning technologies

Country of research: United Kingdom

Learners’ background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Bax, S (2011) ‘Normalisation revisited: the effective use of technology in language education’. *International Journal of Computer-Assisted Language Learning and Teaching* 1/2: 1–15.

Summary: *This article revisits the issue of normalisation of technology in language education, defined as the stage at which a technology is used in*

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language education without our being consciously aware of its role as a technology, as an effective element in the language learning process. It draws on the literature relating to the history of socio-technical innovation to develop the theoretical basis of the concept and examines normalisation in light of a neo-Vygotskian conceptual framework.

Descriptor(s): Learning technologies, English language

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Bax, S (2012) 'Cognitive processing of candidates during reading tests: summary evidence from two eye-tracking projects'. *Selected Papers from the 21st International Symposium on English Teaching*. Taipei: International Symposium on English Teaching.

Pages: 1–14

Principal format: printed

Summary: *The two research projects summarised in this paper investigated test-takers' cognitive processing while completing onscreen reading test items. Findings in both research projects demonstrated significant differences between successful and unsuccessful test-takers on a number of dimensions, including their ability to read expeditiously and their focus on particular aspects of the test items and texts, while no observable difference was noted in other items, offering new insights into the cognitive processes of candidates during reading tests.*

Descriptor(s): Reading, Assessment

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Bax, S and Weir, CJ (2012) 'Investigating learners' cognitive processes during a computer-based CAE Reading test'. *Cambridge ESOL Research Notes* 47: 3–14.

Summary: *We investigated the cognitive processes employed by participants on a computer-based CAE reading test, with a view to assessing the cognitive validity of the reading test items. It employed screen recording and eye-tracking technology. The central question was to what extent the test items elicited the range and level of cognitive processes expected of an advanced reading test which seeks to emulate real-world academic reading processes.*

URL: www.cambridgeenglish.org/images/22669-rv-research-notes-47.pdf

Descriptor(s): Reading, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Blackhurst, A. and Moss, H (2011) 'Benchmarking young learners in Spain'. *Cambridge English: Research Notes* 46: 9–13.

Summary: *This article explores Cambridge English benchmarking*

programmes associated with multilingual education programmes in Spain.

URL: www.cambridgeenglish.org/images/23164-research-notes-46.pdf

Descriptor(s): Learner autonomy/strategies, Assessment

Country of research: Spain

Learners' background: Spain

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Blanco, J and Howden, D (2011) 'Seeking stakeholders' views on Cambridge English exams: school sector'. *Cambridge English: Research Notes* 46: 7–9.

Summary: *This article discusses the methodology used in carrying out two research projects into whether Cambridge ESOL's current provision of tests for young learners met the expectations of teachers and parents and a project carried out in Argentina among teachers, students and parents, focusing on young learners. The principal findings of the research will be considered in respect of the motivation for learning English and the perceived value of external assessment.*

URL: www.cambridgeenglish.org/images/23164-research-notes-46.pdf

Descriptor(s): Teacher education, ESOL/EAL, Curriculum/syllabus, Assessment

Country of research: Argentina

Learners' background: Argentina

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Block, D, Gray, J and Holborow, M (2012) *Neoliberalism and Applied Linguistics*. Abingdon: Routledge.

ISBN: 9780415592048

Summary: *This book explores neoliberalism – a view of the world that puts the market at its centre – from the perspective of applied linguistics and ELT. In addition to exploring how neoliberal ideology impacts on language, and the absence of a focus on class in applied linguistics discussions of globalisation and identity, the book examines the impact of neoliberal ideology and practice on ELT materials design and language teacher education.*

Descriptor(s): Teacher education, Cultural issues, Materials, English language

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Borg, S (2011) 'Language teacher education', in Simpson, J (ed) *The Routledge Handbook of Applied Linguistics*. Abingdon: Routledge.

ISBN: 9780415490672

Pages: 215–228

Entered by: University of Leeds (School of Education)

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Borg, S (2011) 'Teacher learning on the Delta'. *Research Notes* 45: 19–25.

URL: www.cambridgeesol.org/rs_notes/rs_nts45.pdf

Country of research: United Kingdom

Institutional level: various

Entered by: University of Leeds (School of Education)

Borg, S (2011) 'The impact of in-service teacher education on language teachers' beliefs'. *System* 39/3: 370–380.

Country of research: United Kingdom

Institutional level: various

Entered by: University of Leeds (School of Education)

Borg, S (2012) 'Current approaches to language teacher cognition research: a methodological analysis', in Barnard, R and Burns, A (eds) *Researching Language Teacher Cognition and Practice: International Case Studies*. Bristol: Multilingual Matters.

ISBN: 9781847697899

Pages: 11–29

Entered by: University of Leeds (School of Education)

Borg, S and Al-Busaidi, S (2012) 'Teachers' beliefs and practices regarding learner autonomy'. *ELT Journal* 66/3: 283–292.

Country of research: various

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Leeds (School of Education)

Borg, S and Al-Busaidi, S (2012) *Learner Autonomy: English Language Teachers' Beliefs and Practices*.

London: British Council.

ISBN: 9780863556869

Summary: Available at: www.teachingenglish.org.uk/sites/teacheng/files/b459%20ELTRP%20Report%20Busaidi_final.pdf

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Leeds (School of Education)

Boyle, C (2012) 'Helping students to be more aware of grammar in their academic writing'.

URL: www.bit.ly/1601UK0

Entered by: London South Bank University (Student Services/Skills for Learning)

Breckenridge, Y and Erling, EJ (2011) 'The native speaker English teacher and the politics of globalization in Japan', in Seargeant, P (ed) *English in Japan in the Era of Globalization*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230237667

Pages: 80–100

Descriptor(s): Teacher education

Country of research: Canada

Learners' background: Japan

Institutional level: tertiary
Entered by: The Open University
(Faculty of Education and
Language Studies)

Bressan, E and Green, L (2011)
‘From intercultural awareness
to global citizenship’. *Inform. A
Journal for International Foundation
Programme Professionals* 8: 7–9.

Summary: *A study into the use of
assessment tasks in promoting global
citizenship.*

URL: [www.reading.ac.uk/web/FILES/
inform/B04253_Inform_Issue_8.pdf](http://www.reading.ac.uk/web/FILES/inform/B04253_Inform_Issue_8.pdf)

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Oxford Brookes
International

Brick, B (2011) ‘How effective are
web 2.0 language learning sites
in facilitating language learning?’.
*Compass: The Journal of Learning
and Teaching at the University of
Greenwich* 3: 57–63.

Summary: *This article discusses the
new phenomena of social networking
sites (SNSs) for language learning and
their implications for higher education.
The strengths and weaknesses of these
sites are identified and the potential
to integrate some of the features of
SNSs for language learning into the HE
curriculum and the implications of this
for educators are also discussed.*

URL: [www2.gre.ac.uk/__data/assets/
pdf_file/0006/635280/compass_
journal_3_2011_d5012_web.pdf](http://www2.gre.ac.uk/__data/assets/pdf_file/0006/635280/compass_journal_3_2011_d5012_web.pdf)

Descriptor(s): Teacher education,
Materials, Learning technologies
Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Brick, B (2011) ‘Social networking
sites and language learning’.
*International Journal of Virtual and
Personal Learning Environments*
2/3: 18–31.

Summary: *This is a study of seven
learners who logged their experiences
on the language learning social
networking site (SNS) Livemocha over
a period of three months. The potential
for integrating some of the features
of SNSs for language learning into the
higher education curriculum and the
implications of this for educators are
also discussed.*

Descriptor(s): Materials, Learning
technologies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Brick, B (2012) ‘The role of social
networking sites for language
learning in UK higher education: the
views of learners and practitioners’.
*International Journal of Computer-
Assisted Language Learning and
Teaching* 2/3: 35–53.

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Summary: *This paper reports on the outcomes of two small research projects which have sought to establish how practitioners and students view the potential of social networking sites for language learning in the UK higher education sector.*

Descriptor(s): Materials, Management/Innovation, Learning technologies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Brick, B and Corradini, E (2012) 'The HumBox: a teaching and learning repository for the humanities', in Orsini-Jones, M and Pibworth, L (eds) *Language Learning and Teaching: Future Routes. Proceedings of the Joint VLEs' Languages User Group's Vi Annual Conference and the Routes into Languages West Midland Consortium Conference*. Coventry: Coventry University Press.

ISBN: 9781846000331

Pages: 38–45

Principal format: printed

Summary: *This paper describes and evaluates the HumBox, an online space for the publication, sharing and managing of digital humanities resources, including those for the teaching and learning of languages.*

Descriptor(s): Materials, Learning technologies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Brown, D (2011) 'What aspects of vocabulary knowledge do textbooks give attention to?'. *Language Teaching Research* 15/1: 83–97.

Summary: *The vocabulary activities in nine General English textbooks at three proficiency levels were analysed and each activity's focus on nine aspects of vocabulary knowledge noted. The results show that a single aspect of vocabulary knowledge, form and meaning receives by far the most attention in the textbooks at all three levels, while two other aspects, grammatical functions and spoken form, also receive attention. The other six aspects receive little or no attention.*

Descriptor(s): Materials, English language, Curriculum/syllabus

Country of research: Japan

Entered by: Cardiff University
(School of English, Communication and Philosophy)

Brown, PS (2012) 'Innovating a vocabulary learning strategies programme', in Muller, TJ, Herder, SD, Adamson, JL and Brown, PS (eds) *Innovating EFL Teaching in Asia*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301528

Pages: 135–144

Entered by: University of Birmingham
(English Language and Applied Linguistics (ELAL))

Brown, PS (2012) 'Introducing a negotiated curriculum', in Irie, K and Stewart, A (eds) *Realizing Autonomy: Practice and Reflection in Language Education Contexts*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230282643

Pages: 49–64

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))



Carter, R and Jones, C (2011) 'Literature and language awareness: using literature to achieve CEFR outcomes'. *Journal of Second Language Teaching and Research* 1/1: 69–82.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Carter, R and Atkins, S (2011) 'Discourse analysis and creativity', in Handford, M and Gee, J (eds) *The Routledge Handbook of Discourse Analysis*. Abingdon: Routledge.

ISBN: 9780415551076

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Carter, R, McCarthy, M, Mark, G and O'Keeffe, A (2011) *English Grammar Today: An A–Z of Spoken and Written Grammar*. Cambridge: Cambridge University Press.

ISBN: 9780521731751

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Carter, R, McCarthy, M, Mark, G and O'Keeffe, A (2011) *English Grammar Today: Workbook*. Cambridge: Cambridge University Press.

ISBN: 9780521731768

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Carter, R, Martinez, R, Adolphs, S and Smith, C (2012) 'Listening to lectures: thinking smaller'. *European Journal of Applied Linguistics and TEFL* 1/1: 21–34.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Cerda, Y and Williams, SA (2012) 'Doing the product: an experiential task-based approach to inspire learners', in Pattison, T (ed) *IATEFL 2011 Brighton Conference Selections*. Canterbury: IATEFL.

ISBN: 9781901095388

Pages: 99–101

Principal format: printed

Summary: *In the EAP classroom, both teachers and learners tend to focus on detail. From time to time, it is epiphanic for learners to see the big picture. We describe activities in which learners accomplish complex tasks, based on few linguistic resources, giving them a sense of achievement and an understanding of the whole. We offer a formula for such activities and invite readers to devise their own.*

Descriptor(s): English language, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Sussex (Sussex Centre for Language Studies)

Chambers, L (2011) 'Composition and revision in computer-based written assessment'. *Cambridge English: Research Notes* 43: 25–32.

Summary: *This article describes an exploratory study looking at composition and revision in a sample of candidates who took Cambridge ESOL's Business English Certificate (BEC) Vantage in the computer-based (CB) mode. Using a snapshot of technology, the author builds a picture of text development during a live examination in an attempt to establish whether candidates had optimised the mode of administration in writing their assessment response.*

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Writing, Learning technologies, Assessment

Country of research: United Kingdom

Learners' background: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Chambers, L and Galaczi, E (2012) 'Test taker familiarity and speaking test performance: does it make a difference?'. *Cambridge English: Research Notes* 49: 33–40.

Summary: *This article investigates the effect of candidate familiarity on performance in paired face-to-face Speaking tests to explore whether candidates who know each other perform differently on the test from those who do not. Results can help inform test administration procedures to ensure that the test situation is as fair as possible to all candidates.*

URL: www.cambridgeenglish.org/images/23166-research-notes-49.pdf

Descriptor(s): Speaking, ESOL/EAL, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Chambers, L and Ingham, K (2011) 'The BULATS online speaking test'. *Cambridge English: Research Notes* 43: 21–25.

Summary: *This article outlines aspects of the development of the BULATS online speaking test, with a specific focus on a proof-of-concept trial and alignment to the Common European Framework of*

Reference (CEFR), which formed part of the validation of this new test.

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Speaking, ESP, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Chambers, L, Elliott, M and Jianguo, H (2012) 'The Hebei impact project: a study into the impact of Cambridge English exams in the state sector in Hebei province, China'. *Cambridge English: Research Notes* 50: 20–23.

Summary: *This article documents the results of a study into the impact of CEP assessments at both the micro level (i.e. learning and teaching) and at the macro level (i.e. schools and stakeholders). The authors describe the data collection procedures, examine the findings of the study and draw some conclusions before looking ahead to the next phase of CEP.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, ESOL/EAL, Curriculum/syllabus, Assessment

Country of research: China

Learners' background: China

Institutional level: various

Associated project: Hebei Impact Study: Phase 1 Report

Entered by: Cambridge English Language Assessment – University of Cambridge

Charles, M (2011) 'Adverbials of result: phraseology and functions in the problem-solution pattern'. *Journal of English for Academic Purposes* 10: 47–60.

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford (Language Centre)

Charles, M (2011) 'Corpus evidence for teaching adverbial connectors of contrast: however, yet, rather, instead and in contrast', in Kübler, N (ed) *Corpora, Language, Teaching, and Resources: From Theory to Practice*. Bern: Peter Lang.

ISBN: 9783034300544

Pages: 113–131

Descriptor(s): Writing, Methodology, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford (Language Centre)

Charles, M (2011) 'Making concessions in academic writing: a corpus study of patterns and semantic sequences', in Groom, N and Mason, O (eds) *Proceedings of the Corpus Linguistics Conference 2011*. Birmingham: University of Birmingham.

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Principal format: online

URL: www.birmingham.ac.uk/documents/college-artslaw/corpus/conference-archives/2011/Paper-88.pdf

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford
(Language Centre)

Charles, M (2011) 'Text connection at tertiary level: patterns and functions', in Panourgia, E (ed) *Proceedings of the 2nd Conference on ESP/EAP*. Kavala: Kavala Institute of Technology.

ISBN: 9789693630371

Pages: 22–31

Principal format: CD-ROM

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford
(Language Centre)

Charles, M (2011) 'Using hands-on concordancing to teach rhetorical functions: evaluation and implications for EAP writing classes', in Groom, N and Mason, O (eds) *New Trends in Corpora and Language Learning*. London: Continuum.

ISBN: 9781441159960

Pages: 26–43

Descriptor(s): Writing, Methodology, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford
(Language Centre)

Charles, M (2012) 'Proper vocabulary and juicy collocations: EAP students evaluate do-it-yourself corpus-building'. *English for Specific Purposes* 31: 93–102.

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Oxford
(Language Centre)

Clegg, J and Afitska, O (2011) 'Teaching and learning in two languages in African classrooms'. *Journal of Comparative Education: Special Issue* 47/1: 61–77.

Summary: *This article focuses on the way learner ability in the medium of instruction limits talk and necessitates bilingual interaction, and outlines ways in which teachers can make adjustments to the management of bilingualism in the classroom that facilitate learning in a European language.*

Descriptor(s): English language, Curriculum/syllabus, Classroom interaction

Entered by: University of Sheffield
(School of English Literature, Language and Linguistics)

Coffin, C, Hewings, A and North, S

(2012) 'Arguing as an academic purpose: the role of asynchronous conferencing in supporting argumentative dialogue in school and university'. *Journal of English for Academic Purposes* 11/1: 38–51.

Descriptor(s): Writing, Teacher education, Learning technologies, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

Cook, G (2012) 'Discourse analysis', in Simpson, J (ed) *The Routledge Handbook of Applied Linguistics*. London: Routledge.

ISBN: 9780415490672

Pages: 431–445

Descriptor(s): English language

Entered by: King's College London (Department of Education and Professional Studies)

Cook, G (2012) 'ELF and translation and interpreting: common ground, common interest, common cause'. *Journal of English as a Lingua Franca* 1/2: 241–262.

Summary: *Explores common ground between translation studies and ELF.*

Descriptor(s): English language

Entered by: King's College London (Department of Education and Professional Studies)

Cook, G (2012) 'Translating into and out of English', in Hewings, A and Tagg, C (eds) *The Politics of English: Conflicts, Competition, Coexistence*. London: Routledge and the Open University.

ISBN: 9780415674249

Pages: 259–296

Descriptor(s): Cultural issues, English language

Entered by: King's College London (Department of Education and Professional Studies)

Cook, G (2012) 'Translation in language teaching', in Byram, M (ed) *Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge.

ISBN: 9780415332866

Pages: 635–642

Descriptor(s): Methodology, Materials, English language, Curriculum/syllabus

Entered by: King's College London (Department of Education and Professional Studies)

Cooke, M and Simpson, J (2012) 'Discourses about linguistic diversity', in Martin-Jones, M, Blackledge, A and Creese, A (eds) *Routledge Handbook of Multilingualism*. Abingdon: Routledge.

ISBN: 9780415496476

Pages: 116–130

Entered by: University of Leeds
(School of Education)

Cooker, L and Nix, M (2011) ‘On Q: an appropriate methodology for researching autonomy? Part 2’. *Learning Learning* 18/1: 31–38.

Summary: *A discussion between Cooker and Nix on the uses of Q methodology for research language learner autonomy.*

Descriptor(s): Methodology, Learner autonomy/strategies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Nottingham
(School of Education)

Cooze, M (2011) ‘Assessing writing tests on scoris®: the introduction of online marking’. *Cambridge English: Research Notes* 43: 13–15.

Summary: *On-screen marking is now in use for Cambridge English computer-based tests (CBT) and paper-based tests (PBT). This article provides background to the on-screen marking system being used, discusses its benefits and summarises the training provided to a key group of stakeholders: Writing Examiners of Cambridge English: Advanced (also known as Certificate in Advanced English (CAE)).*

URL: www.cambridgeenglish.org/Images/23161-research-notes-43.pdf

Descriptor(s): Writing, Assessment

Country of research: United Kingdom

Entered by: Cambridge English
Language Assessment – University
of Cambridge

Cope, L and Somers, A (2011) ‘Effective pretesting: an online solution’. *Cambridge English: Research Notes* 43: 32–35.

Summary: *This article begins with an overview of Cambridge ESOL’s traditional paper-based (PB) pre-testing process and some of the challenges it must overcome to ensure its effectiveness. Laura Cope and Andrew Somers illustrate how this approach is designed to meet the theoretical requirements to provide a reliable way of equating tasks within our item banking system, which in turn enables us to consistently deliver exams at the appropriate levels.*

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Reading, Listening, Assessment

Learners’ background: various

Institutional level: various

Entered by: Cambridge English
Language Assessment – University
of Cambridge

Copland, F (2011) ‘Negotiating face in the feedback conference: a linguistic ethnographic approach’. *Journal of Pragmatics* 43/15: 3,832–3,843.

Summary: *This paper takes a linguistic ethnographic approach to examining how face is negotiated in post-observation feedback sessions in pre-service teacher education programmes (CELTA).*

Descriptor(s): Teacher education

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F (2012) 'Legitimate talk in feedback conferences'. *Applied Linguistics* 33/1: 1–20.

Summary: *This paper examines legitimacy in post-observation feedback talk in a pre-service teacher education programme (CELTA).*

Descriptor(s): Teacher education

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F and Neokleos, G (2011) 'L1 to teach L2: complexities and contradictions'. *ELT Journal* 65/3: 270–280.

Summary: *This article explores how four teachers in Greek-Cypriot after-school FCE classes use their L1 to facilitate learning.*

Country of research: Cyprus

Learners' background: Cyprus

Institutional level: secondary

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F and Garton, S (2011) "I felt that I do live in the UK now": international students' self-reports of their English language speaking experiences on a pre-sessional programme'. *Language and Education* 25/3: 241–255.

Summary: *This article examines the speaking experiences of pre-sessional students and suggests that student agency is important in how these speaking experiences are encountered and negotiated.*

Descriptor(s): ESP

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F and Garton, S (2012) 'Life after online learning', in England, L (ed) *Online Language Teacher Education: TESOL Perspectives*. London: Routledge.

ISBN: 9780415894500

Pages: 64–78

Summary: *This chapter reports on what happens to graduates of an online MSc TESOL programme. It compares their views and career paths with students on an on-campus programme.*

Descriptor(s): Teacher education

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F and Mann, S (2011) *The Coursebook and Beyond*. Tokyo: Abax.
ISBN: 9781896942322

Summary: *This book presents a wealth of suggestions for using, adapting and supplementing coursebooks, both inside and outside the classroom.*

Descriptor(s): Methodology, Materials

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: Aston University (School of Languages and Social Sciences)

Copland, F, Garton, S and Davis, M (2012) *Crazy Animals and Other Activities for Teaching English to Young Learners*. London: British Council.

ISBN: 9780863556937

Summary: *This book presents ideas for teaching English to young learners suggested by teachers all over the world. As well as the original ideas, the authors also provide a number of useful adaptations, particularly for those teachers working in contexts where resources are limited. Available at: www.teachingenglish.org.uk/sites/teacheng/files/B369-Young-Learners-Activity-Book_v10.pdf*

Descriptor(s): Materials

Country of research: various

Learners' background: various

Institutional level: primary

Entered by: Aston University (School of Languages and Social Sciences)

Cortazzi, M, Pilcher, N and Jin, L (2011) 'Language choices and 'blind shadows': investigating interviews with Chinese participants'. *Qualitative Research* 11/5: 505–535.

Summary: *This paper focuses on the language choice when interviewing Chinese students in research projects and PhD theses. This article shows the importance of the language chosen for research interviewing when more than one language could be used. It does so through the context of research with Chinese speakers published in English. It adds an implication to ELT when research is conducted with speakers of EAL.*

Descriptor(s): Cultural issues, Methodology, ESOL/EAL, English language

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Entered by: De Montfort University (Centre for Intercultural Research in Communication and Learning)

Cribb, M (2012) 'Semantic and pragmatic miscues in non-native spoken extended discourse'. *Journal of Pragmatics* 44/1: 71–82.

Summary: *In extended monologues non-native speakers may produce miscues in specificity, consistency and relevance, which can be perceived as difficult to follow or lacking in coherence. This study investigated the nature of such miscues, using a novel technique which allowed for the modification and insertion of features into the spoken discourse as well as their removal. The*

manipulated discourse was then rated for improvements in coherence against the original sample.

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Cullen, R (2012) 'Grammar instruction', in Richards, JC and Burns, A (eds) *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

ISBN: 9781107015869

Pages: 258–266

Summary: *The chapter provides a critical overview of product and process-oriented approaches to teaching grammar in the second language classroom, with particular reference to PPP and task-based teaching, as exemplars of each approach. The chapter draws on our current knowledge of how grammar is learnt and concludes with implications for assessment of grammar.*

Descriptor(s): Methodology

Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Cullen, R (2012) 'Liberating tasks for teaching grammar', in Jamuna, BS (ed) *ELT: Pedagogical Strategies in the 21st Century*. Kerala, India: Kerala University Press.

Pages: 43–51

Summary: *This chapter explores Widdowson's notion of grammar as a liberating force and its implications for the design of grammar practice and awareness tasks in the context of teaching English as a second language in India.*

Descriptor(s): Methodology, Materials

Entered by: Canterbury Christ Church University (Department of English and Language Studies)

D

Davidson, F and Fulcher, G (2012) 'Test specifications', in Coombe, C, Davison, P, O'Sullivan, B and Stoyanoff, S (eds) *The Cambridge Guide to Language Assessment*. Cambridge: Cambridge University Press.

ISBN: 9781107677074

Pages: 59–65

Summary: *The design and use of test specifications in test development.*

Entered by: University of Leicester
(School of Education)

Davis, M (2012) 'International postgraduate students' experiences of plagiarism education in the UK: student, tutor and expert perspectives'. *International Journal of Educational Integrity* 8/2: 21–33.

Country of research: United Kingdom

Entered by: Oxford Brookes
International

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Davis, M (2012) 'International postgraduate students' experiences of plagiarism education in the UK: student, tutor and expert perspectives', in *5th Biennial Plagiarism Conference*. Newcastle upon Tyne: iParadigms Europe Ltd.

Pages: n/a

Principal format: printed

URL: www.plagiarismadvice.org/research-papers/item/student-tutor-and-expert-perspectives

Entered by: Oxford Brookes International

Davis, M and Morley, J (2011) 'The role of reusable phrases in postgraduate writing: multidimensional perspectives', in Etherington, S (ed) *BALEAP 2009 Conference Proceedings*. Reading: Garnet.

ISBN: 9781859646939

Pages: 69–75

Principal format: printed

Entered by: Oxford Brookes International

Demouy, V, Eardley, A, Shrestha, P and Kukulska-Hulme, A (2011) 'The Interactive Oral Assessment (IOA) project; using Talkback® for practice and assessment of listening and speaking skills in languages', in *ICL 2011 Interactive Collaborative Learning, 21–23 September 2011, Piešťany, Slovakia*. Slovakia: IEEE.

ISBN: 9781457717482

Pages: 126–129

Principal format: printed

Summary: *The Interactive Oral Assessment project investigated the feasibility of Talkback developed by Learnosity. It is an interactive voice response web-based system. It was piloted to assess oral skills in French and English for academic purposes at the Open University. The study found that students liked the flexibility it offered them, as different mobile devices and apps could be used.*

URL: http://oro.open.ac.uk/29658/1/The_IOA_project_published_proceedings_paper.pdf

Descriptor(s): Speaking, Learning technologies, ESP, Assessment

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

Entered by: The Open University (Faculty of Education and Language Studies)

Dewaele, J (2011) 'Reflections on the emotional and psychological aspects of foreign language learning and use'. *Anglistik. International Journal of English Studies* 22/1: 23–42.

Summary: *While emotion has long been considered in functional and anthropological linguistics (Sapir, 1921; Hymes, 1972), affect and emotion has received relatively little attention in the SLA literature ... A consequence of this shadowy existence is that the role of affect and emotion in SLA is probably the least understood (Scovel, 1978).*

Descriptor(s): Cultural issues, Curriculum/syllabus, Classroom interaction

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Dewaele, J (2012) 'Learner internal psychological factors', in Herschensohn, J and Young-Scholten, M (eds) *The Cambridge Handbook of Second Language Acquisition*. Cambridge: Cambridge University Press.

ISBN: 9781107007710

Pages: 159–179

Descriptor(s): Learner cognition

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Dewaele, J (2012) 'Personality: Personality traits as independent and dependent variables', in Mercer, S, Ryan, S and Williams, M (eds) *Psychology For Language Learning: Insights from Research, Theory and Practice*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301146

Pages: 42–58

Descriptor(s): Learner cognition

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Dewaele, J (2012) 'Variation in self-perceived proficiency in two "local" and two foreign languages of Galician students', in Cabrelli Amaro, J, Flynn, S and Rothman, J (eds) *Third Language Acquisition in Adulthood*. Amsterdam: John Benjamins.

ISBN: 9789027241870

Pages: 223–253

Summary: *This contribution investigates inter-individual variation in self-perceived proficiency in speaking, comprehending, reading and writing of 122 Galician students in Spanish, Galician, English and French.*

Country of research: Spain

Learners' background: Spain

Institutional level: adult

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Dewey, M (2012) 'Towards a post-normative approach: learning the pedagogy of ELF'. *Journal of English as a Lingua Franca* 1/1: 141–170.

Summary: *This article discusses the impact of research in English as a lingua franca (ELF), most specifically in relation to language teacher education and development. The article considers recent empirical and theoretical developments in light of current principles and practice in ELT, and argues that ELF holds major pedagogic implications, including syllabus design, materials and language assessment. The article discusses a project that explores collaboratively with teachers how an ELF perspective might be adopted in practice.*

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Descriptor(s): Teacher education, Teacher cognition, English language

Country of research: United Kingdom

Entered by: King's College London (Department of Education and Professional Studies)

Donohue, J and Erling, EJ (2012) 'Investigating the relationship between the use of English for academic purposes and academic attainment'. *Journal of English for Academic Purposes* 11/3: 210–219.

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

Dörnyei, Z (2011) 'Actituds, orientacions i motivacions en l'aprenentatge de llengües: progressos en els àmbits de la teoria, la recerca i les aplicacions' [Catalan translation of the 2003 article 'Attitudes, orientations, and motivations in language'], in Marí, I and Strubell, M (eds) *La Voluntat de Comunicar, Objectiu de les Aules de Llengües*. Barcelona: Editorial UOC.

ISBN: 9788497884624

Pages: 133–154

Entered by: University of Nottingham (School of English)

Dörnyei, Z (2011) 'Creació d'un entorn motivador a l'aula' [Catalan translation of the 2007 book chapter 'Creating a motivating classroom environment'], in Marí, I and Strubell, M (eds) *La Voluntat de Comunicar Objectiu de les Aules de Llengües*. Barcelona: Editorial UOC.

ISBN: 9788497884624

Pages: 181–198

Entered by: University of Nottingham (School of English)

Dörnyei, Z (2011) 'Motivação em ação: Buscando uma conceitualização processual da motivação de alunos' [Portuguese translation of the 2000 article 'Motivation in action: Towards a process-oriented conceptualisation of'], in Barcelos, AMF (ed) *Linguística Aplicada: Reflexões sobre Ensino e Aprendizagem de Língua Materna e Língua Estrangeira*. Campinas: Pomtes.

ISBN: 9788571133525

Pages: 199–236

Entered by: University of Nottingham (School of English)

Dörnyei, Z (2011) 'Processos psicològics en l'aprenentatge lingüístic cooperatiu: la dinàmica de grups i la motivació' [Catalan translation of the 1997 article 'Psychological processes in coop'], in Marí, I and Strubell, M (eds) *La Voluntat de Comunicar, Objectiu de les Aules de Llengües*. Barcelona: Editorial UOC.

ISBN: 9788497884624

Pages: 199–220

Entered by: University of Nottingham
(School of English)

Dörnyei, Z (2012) *Motivation in Language Learning*. Shanghai: Shanghai Foreign Language Education Press.

ISBN: 9787544628105

Entered by: University of Nottingham
(School of English)

Dörnyei, Z and Ushioda, E (2011) *Teaching and Researching Motivation*. Harlow: Pearson Education.

ISBN: 9781408205020

Summary: *Second edition of a comprehensive theory-driven account of motivation in the Applied Linguistics in Action series.*

Descriptor(s): Learner autonomy/
strategies, Learner cognition,
Methodology

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick
(Centre for Applied Linguistics)

Dörnyei, Z and Ushioda, E (2011) *Teaching and Researching Motivation* (2nd ed). Harlow: Longman.

ISBN: 9781408205020

Entered by: University of Nottingham
(School of English)

Dörnyei, Z and Csizér, K (2012) 'How to design and analyse surveys in SLA research?' in Mackey, A and Gass, S (eds) *Research Methods in Second Language Acquisition: A Practical Guide*. Malden: Wiley-Blackwell.

ISBN: 9781444334272

Pages: 74–94

Entered by: University of Nottingham
(School of English)

Durham, M (2011) 'I think (that) something's missing: complementiser deletion in non-native emails'. *Studies in Second Language Learning and Teaching* 1/3: 421–445.

Descriptor(s): Writing, English language

Entered by: Cardiff University (School of English, Communication and Philosophy)

E

Eardley, A, Demouy, V, Shrestha, P and Kukulska-Hulme, A (2011) 'The Interactive Oral Assessment (IOA) project', in PIXEL (ed) *International Conference ICT for Language Learning, 20–21 October 2011, Florence, Italy*. Florence, Italy: PIXEL.

ISBN: 9788876476778

Principal format: online

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Summary: *This paper reports on how materials were designed for Talkback, an interactive voice response developed by Learnosity, which was piloted at the Open University. The paper focuses on how materials were adapted for both French and EAP learners and implications of this for language learning by using technologies in an open and distance learning environment.*

URL: http://conference.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/ILT25-201-FP-Eardley-ICT4LL2011.pdf

Descriptor(s): Materials, Learning technologies, Assessment

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

Entered by: The Open University (Faculty of Education and Language Studies)

Eckerth, J and Tavakoli, P (2012)
'The effects of word exposure frequency and elaboration of word processing on incidental L2 vocabulary acquisition through reading'. *Language Teaching Research* 16/2: 227–53.

Summary: *Drawing on Laufer and Hulstijn's (2001) Involvement Load Hypothesis, this study has investigated the effects of frequency of exposure and depth of processing on acquisition of L2 vocabulary. The findings suggest that while both variables have had a significant effect on learning and retention, the effects of depth of processing are more enduring.*

Descriptor(s): Materials, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Reading (Department of English Language and Applied Linguistics)

Edge, J (2011) *The Reflexive Teacher Educator: Roots and Wings*. Abingdon: Routledge.

ISBN: 9780415882514

Summary: *In this book Julian Edge explores the construct of reflexivity in language teacher education, differentiating it from, while locating it in, reflective practice. Reflexivity is the key concept underpinning a view of teacher education that binds together the orientations of action research and personal development in a way that establishes common ground, common purpose and common experience between teachers and teacher educators.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Manchester (School of Education)

Edwards, V and Li, D (2011)
'Confucius, constructivism and the impact of continuing professional development on teachers of English in China'. *ELT Research Papers* 11/3: 1–18.

Summary: *In this paper we explore the impact of a UK-based teacher development programme on the continuing professional development of secondary teachers of English in China. We conclude that the recognition of English as an essential element in the modernisation of China, together with the growing awareness of the weaknesses of traditional approaches to the teaching of the language, has opened up new spaces for dialogue concerning pedagogy and professional practice.*

URL: www.teachingenglish.org.uk/sites/teacheng/files/B163_Edwards%20Report_A4_2%20column%20v5.pdf

Descriptor(s): Teacher education, Cultural issues, Methodology, English language

Country of research: United Kingdom

Learners' background: China

Entered by: University of Reading (Institute of Education)

Emery, JL, Bell, JF and Vidal Rodeiro, CL (2011) 'The BioMedical Admissions Test for medical student selection: issues of fairness and bias'. *Medical Teacher* 33/1: 62–71.

Summary: *The BioMedical Admissions Test (BMAT) forms part of the undergraduate medical admission process at the University of Cambridge. The fairness of admissions tests is an important issue. Aims were to investigate the relationships between applicants' background variables and BMAT scores, whether they were offered a place or rejected and, for those admitted, performance on the first year course examinations.*

Descriptor(s): Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Cambridge English Language Assessment – University of Cambridge

Ernest, P, Guitert, M, Hampel, R, Heiser, S, Hopkins, J, Murphy, L and Stickler, U (2012) 'Online teacher development: collaborating in a virtual learning environment'. *Computer Assisted Language Learning* 2012: 1–23.

Summary: *This article reports on a small-scale professional development programme that was set up and piloted by two distance universities. The aims were to develop teachers' experience of online group work, to trial a set of pilot activities that would raise awareness of factors contributing to successful collaborative online activity, and to identify professional development needs in this area. The study identified a range of skills that teachers need to support collaboration online.*

Descriptor(s): Teacher education, Learning technologies

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

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Esfandiari, M, Knight, P, J. Molinari, J and Zacharias, S

(2012) *Task-based Learning Applied*. Nottingham, UK: Jubilee Press.
ISBN: 9711906235178

Summary: *A collection of papers that consider aspects of the application of TBL. Available at [www.nottingham.ac.uk/education/documents/research/jubileepress/occasionalpapers/task-based-learning-applied-web-vers---1-dec-2012-\(lp\).pdf](http://www.nottingham.ac.uk/education/documents/research/jubileepress/occasionalpapers/task-based-learning-applied-web-vers---1-dec-2012-(lp).pdf)*

Descriptor(s): Methodology

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Entered by: University of Nottingham (School of Education)

Evison, J and White, G (2011) “Buy-lah!” The English between the music on Malaysian radio stations – a case of ELF as a commodity?’ in Cogo, A and Archibald, A (eds) *Latest Trends in ELF Research*. Cambridge: Cambridge Scholars’ Press.

ISBN: 9781443832991

Pages: 93–112

Summary: *This chapter focuses on radio discourse, a common source of input for listening classes. It also explores how ELF can break down boundaries and how speakers use it creatively for identity construction.*

Descriptor(s): Speaking, Cultural issues, English language

Country of research: Malaysia

Entered by: University of Nottingham (School of Education)

Evison, J and Pemberton, R

(2011) ‘TESOL talk from Nottingham: using podcasts and blogs to extend engagement amongst postgraduate TESOL students’. *ELT World Online* 3: 1–15.

Summary: *This paper reports on a two-part project, which involved students engaging with two types of social software: podcasting and blogging. The idea began as part of an ‘ePioneers1’ initiative in the School of Education at the University of Nottingham and continued as part of a university-wide programme focused on ‘integrative learning’.*

URL: <http://blog.nus.edu.sg/eltwo/category/volume-3/>

Descriptor(s): Teacher education, Speaking, Listening, Learning technologies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Evnitskaya, N and Morton, T

(2011) ‘Knowledge construction, meaning-making and interaction in CLIL science classroom communities of practice’. *Language and Education* 25/2: 109–127.

Summary: *This article uses a multimodal conversation analysis methodology to examine how teachers and students use talk-in-interaction and*

other semiotic resources to build and maintain communities of practice in CLIL classrooms. It compares data from two CLIL science classrooms in Spain, showing how different identities are constructed through interaction in lower and higher secondary CLIL science classrooms.

Descriptor(s): English language, Classroom interaction

Country of research: Spain

Learners' background: Spain

Institutional level: secondary

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

F

Fay, R and Androulakis, G (2011)

'The intercultural dimension in language teaching: perspectives from the teaching of English and French'. *Research Papers in Language Teaching and Learning* 2/1: 62–73.

Summary: This paper explores appropriate methodology in two Masters programmes offered by the Hellenic Open University (HOU). One focused on Teaching English as a Foreign Language and the other on teaching French as Foreign Language. Both programmes address the continuing development of teachers whose professional home is located in foreign language education in the shared socio-cultural Greek context. At the same time, each programme has its own particularities regarding the content and ways of exploring it.

URL: www.esske.net/Thales/images/publications/second/andr_fay_p1.pdf

Descriptor(s): Teacher education, Cultural issues, Management/Innovation, Curriculum/syllabus

Country of research: Greece

Learners' background: Greece

Institutional level: tertiary

Entered by: University of Manchester (School of Education)

Ferguson, G (2011) 'English as a lingua franca of business: issues and challenges', in Llantada-Perez, C and Watson, M (eds) *Specialised Languages in the Global Village: A Multi-Perspective Approach*. Newcastle upon Tyne: Cambridge Scholars Press.

ISBN: 9781443829090

Pages: 9–26

Summary: This chapter outlines the extent to which English is used as an international lingua franca of business, as well as some of the factors that condition that use. It also analyses policy issues around the use of English in these functions and the challenges of teaching methodology in this emerging context.

Descriptor(s): ESP, English language

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Ferguson, G (2012) 'English for medical purposes', in Paltridge, B and Starfield, S (eds) *Handbook of English for Specific Purposes*. Oxford: Wiley-Blackwell.

ISBN: 9780470655320

Pages: 243–63

Summary: *This chapter reviews research and development in the field of English for Medical Purposes (EMP). It comments on language-related research at the various levels of discourse/genre, syntax and vocabulary, and reviews developments in curricula, teaching methodology and materials for EMP.*

Descriptor(s): ESP, English language, Curriculum/syllabus

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Ferguson, G (2012) ‘English in language policy and management’, in Spolsky, B (ed) *Cambridge Handbook of Language Policy*. Cambridge: Cambridge University Press.

ISBN: 9780521195652

Pages: 475–498

Summary: *This chapter analyses the factors underlying the spread of English as global lingua franca and the policy challenges this presents. It considers and discusses common critiques of English as lingua franca, particularly as they relate to perceptions of English as a threat to linguistic diversity and as a factor exacerbating socio-economic inequality. It also reviews developments in the use of English as a lingua franca in the worlds of academic research, business and air transport.*

Descriptor(s): English language

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Ferguson, G (2012) ‘Language practices and language management in a UK Yemeni community’. *Journal of Multilingual and Multicultural Development* 34/2: 121–135.

Summary: *This article reports on a study of language practices and attitudes in the Yemeni community in Sheffield. Drawing on data from an Arabic complementary school and from parents, it analyses how subjects deploy the various communicative resources in their linguistic repertoires and the attitudes they have regarding the varieties of Arabic and English to which they are exposed. The article also considers language management efforts directed at regulating pupils’ linguistic behaviour and identities.*

Descriptor(s): Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners’ background: Yemen

Institutional level: various

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Ferguson, G (2012) ‘The practice of ELF’. *Journal of English as Lingua Franca* 1: 177–82.

Summary: *This article offers a brief conceptualisation of English as a lingua franca (ELF) arguing that there are conceptual and theoretical advantages in regarding ELF not as an emergent linguistic variety but rather as a form of social practice engaged in by very diverse interlocutors who may or may not share a common purpose.*

Descriptor(s): Cultural issues, English language

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Ferguson, G, Pérez-Llantada, C and Plo, R (2011) 'English as a language of international language of scientific publication: a study of attitudes'. *World Englishes* 30/1: 41–59.

Summary: *This article reports on an empirical investigation of the attitudes of Spanish academics to the use of English as an international language of research dissemination in the natural and social sciences. A particular focus is on normative attitudes regarding English as a lingua franca in research: for example, the extent to which the use of English is perceived as unfair, or as unduly and unjustly advantageous for anglophone over non-anglophone scientists.*

Descriptor(s): Cultural issues, ESP, English language

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Field, J (2011) 'Auditory processing', in Hogan, PC (ed) *The Cambridge Encyclopaedia of the Language Sciences*. Cambridge: Cambridge University Press.

ISBN: 9780521866897

Pages: 113–115

Summary: *Entry reviewing current thinking in relation to the cognitive processes that make up listening.*

Descriptor(s): Listening, Learner cognition

Country of research: United Kingdom
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Cognitive validity', in Taylor, L (ed) *Examining Speaking*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 65–111

Summary: *This chapter draws upon psycholinguistic theory and evidence to provide a detailed model of first and second language speaking processes, the information sources on which they draw and the outputs they provide. This provides a framework for establishing whether any test of L2 speaking succeeds in eliciting from candidates processes that resemble those employed in a real-world speaking event. The framework is systematically applied to the speaking tests in the Cambridge ESOL suite.*

Descriptor(s): Speaking, Learner cognition, Assessment

Country of research: United Kingdom
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Editorial introduction. Special issue on academic listening'. *Journal of English for Academic Purposes* 10/2: 73–78.

Summary: *Background to recent research in academic listening and review of issues meriting the attention of researchers.*

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Descriptor(s): Listening, Learner cognition, Learner autonomy/strategies, ESP

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Into the mind of the academic listener'. *Journal of English for Academic Purposes* 10/2: 102–112.

Summary: *The article examines the mental processes that a second-language listener engages during an academic lecture. It draws on research evidence to answer three questions: What proportion of a piece of monologue input is decoded accurately by an intermediate listener? Do the processes elicited by conventional comprehension tasks correspond to those employed in a real-world lecture context? Are listening processes at meaning and discourse level adequately represented in L2 EAP instruction and testing?*

Descriptor(s): Listening, Learner cognition, Learner autonomy/strategies, ESP, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Listening instruction', in Burns, A and Richards, JC (eds) *The Cambridge Guide to Pedagogy*

and Practice. New York: Cambridge University Press.

ISBN: 9781107015869

Pages: 207–217

Summary: *Part of a collection of original articles. The chapter provides a state-of-the-art overview of key issues and approaches in the way second language listening is currently taught. It also suggests some future trends.*

Descriptor(s): Teacher education, Methodology, Listening, Learner cognition, Learner autonomy/strategies

Country of research: United Kingdom

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Psycholinguistics', in Simpson, J (ed) *The Routledge Handbook of Applied Linguistics*. Abingdon: Routledge.

ISBN: 9780415658157

Pages: 472–486

Summary: *The chapter considers current ideas in several major areas of psycholinguistics: how language is stored and retrieved; the processes that enable speaking, listening, reading and writing to take place; and how a first language is acquired. The account assists an understanding of both first and second language use.*

Descriptor(s): Writing, Speaking, Reading, Listening, Learner cognition

Country of research: United Kingdom

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'Psycholinguistics', in Hogan, W (ed) *Cambridge Encyclopaedia of the Language Sciences*. Cambridge: Cambridge University Press.

ISBN: 9780521866897

Pages: 686–89

Summary: *The entry outlines the scope of psycholinguistics. It describes language processing (speaking, listening, reading and writing) and how language is stored in the mind. It reviews cognitive ideas in first and second language acquisition.*

Descriptor(s): Learner cognition

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'The elusive skill: how can we test L2 listening validly?' in Powell-Davies, P (ed) *New Directions: Assessment and Evaluation*. London: British Council.

ISBN: 9780863556807

Pages: 139–145

Principal format: printed

Summary: *The article describes the processes that contribute to listening and suggests how they might form a framework for more valid second-language tests of the skill. An opportunity exists at local level for testing that is more focused and that sheds light on learners' problems.*

URL: www.britishcouncil.org/downloads-list-of-presentation-john-field.pdf

Descriptor(s): Listening, Assessment

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Field, J (2011) 'What are we testing when we think we are testing listening?' *IATEFL TEASIG Anniversary Newsletter* August 2011: 12–14.

Descriptor(s): Listening, Assessment

Entered by: Cambridge English Language Assessment – University of Cambridge

Field, J (2012) 'Good at listening or good at listening tests?' in Patterson, T (ed) *IATEFL 2012: Glasgow Conference Selections*. Canterbury: IATEFL.

ISBN: 9781901095425

Pages: 64–65

Principal format: printed

Summary: *The needs of teachers were contrasted with those of international testing bodies, whose methods greatly influence local testing. It was argued that teachers are free to improve conventional listening tasks in several ways. They should also learn more about the processes underlying listening in order to target them more effectively.*

Descriptor(s): Methodology, Listening, Assessment

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

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Field, J (2012) 'The cognitive validity of the lecture-based paper in the IELTS listening test', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing* 34. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 391–453

Summary: *The study evaluated whether candidate performance in the IELTS listening test corresponds to their performance in a real-world academic context. It compared candidate scores under test conditions with scores in conditions more closely resembling those of a lecture. It also elicited verbal reports from candidates of the types of process in which they engaged when answering test items; these processes were characterised as natural listening process, natural L2 strategies or test-wise strategies.*

Descriptor(s): Listening, Learner autonomy/strategies, ESP, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Fitzpatrick, T (2012) 'Tracking the changes: vocabulary acquisition in the study abroad context'. *Language Learning Journal* 40/1: 81–98.

Summary: *This paper introduces and evaluates a method of tracking incremental changes in vocabulary*

knowledge during a year of overseas study. Lexical knowledge is elicited through a word association task completed by the learner at six-weekly intervals. The findings reveal a gradual increase in some aspects of vocabulary knowledge (the number of collocations and native speaker-like associations), but striking inconsistencies over time in others (e.g. word form, form-meaning connections, orthography).

Descriptor(s): Methodology, Curriculum/syllabus, Assessment

Entered by: Cardiff University (School of English, Communication and Philosophy)

Fitzpatrick, T and Izura, C (2011) 'Word association in L1 and L2: an exploratory study of response types, response times and interlingual mediation'. *Studies in Second Language Acquisition* 33/3: 373–398.

Descriptor(s): Learner cognition

Country of research: United Kingdom

Institutional level: tertiary

Entered by: Cardiff University (School of English, Communication and Philosophy)

Foster, P (2012) 'Fluency', in Chapelle, CA (ed) *International Encyclopaedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

ISBN: 9781405198431

Pages: 2,124–2,130

Entered by: St. Mary's University College, Twickenham, London (School of Communication, Culture and Creative Arts)

Fraser, S (2012) 'Who, what, how? Autonomy and English through drama', in Irie, K and Stewart, A (eds) *Realising Autonomy. Practice and Reflection in Language Education Contexts*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230282643

Pages: 154–166

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Fulcher, G (2011) 'Performance Decision Trees'.

URL: <http://languagetesting.info/features/rating/pdts.html>

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G (2012) 'Assessment for Learning II: Effective Questioning'.

URL: <http://languagetesting.info/features/afl/formative2.html>

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G (2012) 'Assessment literacy for the language classroom'. *Language Assessment Quarterly* 9/2: 113–132.

Summary: *This article presents research funded by the Leverhulme Trust, which sought to establish an empirical basis for an extended*

definition of assessment literacy for teachers, and a wider audience.

Descriptor(s): Teacher education, Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G (2012) 'Language Testing Review of the Year 2012'.

URL: <http://languagetesting.info/features/2012/review.html>

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G (2012) 'Rating scales in performance testing', in Fulcher, G and Davidson, F (eds) *The Routledge Handbook of Language Testing*. Abingdon: Routledge.

ISBN: 9780415570633

Pages: 378–382

Summary: *The history of rating scale development, research methods and new developments in scoring speaking tests.*

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G (2012) 'Test Architecture, Design and Retrofit I'.

URL: <http://languagetesting.info/features/retrofit/architecture1.html>

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

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Fulcher, G (2012) 'Test Architecture, Design and Retrofit II'.

URL: <http://languageTesting.info/features/retrofit/architecture2.html>

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

Fulcher, G, Davidson, F and Kemp, J (2011) 'Effective rating scale development for speaking tests: performance decision trees'. *Language Testing* 28/1: 5–29.

Summary: *Presents a new non-linear scoring technique for performance tests.*

Descriptor(s): Assessment

Entered by: University of Leicester (School of Education)

G

Galaczi, E and French, A (2011) 'Context validity', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking (Studies in Language Testing Series 30)*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 112–170

Summary: *The aim of the chapter is to take a closer look at context validity and the range of contextual parameters observed in the Cambridge ESOL General English Speaking tests, and to investigate*

the relationship between these task parameters and proficiency levels.

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Galaczi, E, French, A, Hubbard, C and Green, AB (2011) 'Developing assessment scales for large-scale speaking tests: a multiple-method approach'. *Assessment in Education: Principles, Policy & Practice* 18/3: 217–237.

Summary: *Describes the approach taken in the revision of a set of assessment scales used with Cambridge ESOL speaking tests. Points to the value of combining methodologies to inform and refine scale development.*

Descriptor(s): Speaking, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Galaczi, E, Post, B, Li, A and Graham, C (2011) 'Measuring L2 English phonological proficiency: implications for language assessment', in Angouri, J, Daller, M and Treffers-Daller, J (eds) *The Impact of Applied Linguistics: Proceedings of the 44th Annual Meeting of the British Association of Applied Linguistics*. London: Scitsiungil Press.

ISBN: 9780955953347

Pages: 67–72

Principal format: online

Summary: *The acquisition of pronunciation is an important aspect of developing L2 spoken language competence. Relatively little is known, however, about the way in which phonological and prosodic proficiency is acquired and displayed across proficiency levels. The aim of the present research is to investigate key distinguishing features of phonological and prosodic competence at the different CEFR levels.*

URL: www.baal.org.uk/proceedings_11.pdf

Descriptor(s): Speaking, Pronunciation, ESOL/EAL, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Galaczi, ED, ffrench, A, Hubbard, C and Green, A (2011) 'Developing assessment scales for large-scale speaking tests: a multiple-method approach'. *Assessment in Education* 18/3: 217–237.

Summary: *This article outlines the approach taken in the revision of a set of assessment scales used with speaking tests. They set the process in the context of the Common European Framework of Reference, outlining several stages. Overall, the paper illustrates the importance of combining intuitive and data-driven*

scale construction methodologies, and suggests a usable scale construction model for application/adaptation in a variety of contexts.

URL: www.tandfonline.com/doi/abs/10.1080/0969594X.2011.574605

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Gánem-Gutiérrez, GA and Harun, H (2011) 'Verbalisation as a mediational tool for understanding tense/aspect marking in English: an application of concept-based instruction'. *Language Awareness* 20/2: 99–119.

Entered by: University of Essex (Department of Language and Linguistics)

Gardner, M, Gánem-Gutiérrez, GA, Scott, J, Horan, B and Callaghan, V (2011) 'Immersive education spaces using open wonderland: from pedagogy through to practice', in Vincenti, G and Braman, J (eds) *Multi-User Virtual Environments for the Classroom: Practical Approaches to Teaching in Virtual Worlds*. Hershey: IGI Global.

ISBN: 9781609605452

Pages: 190–205

Entered by: University of Essex (Department of Language and Linguistics)

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Gardner, S (2012) 'Genres and registers of student report writing: an SFL perspective on texts and practices'. *Journal of English for Academic Purposes* 11/1: 52–63.

Summary: *This paper explores the social context of assessed student writing to support the analysis of texts with an IMRD-type structure (Introduction, Methods, Results, Discussion) as members of either the Research Report or Methodology Recount genre family. It shows how research into writing practices and participant perspectives can be combined with text analysis, and argues that an understanding of both is essential for the application of research findings in teaching EAP.*

Descriptor(s): Writing, ESP

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-Specific Student Work

Entered by: Coventry University (Department of English and Languages)

Gardner, S (2012) 'Global English and bilingual education', in Martin-Jones, M, Blackledge, A and Creese, A (eds) *The Routledge Handbook of Multilingualism*. Abingdon: Routledge.

ISBN: 9780415496476

Pages: 247–263

Summary: *This chapter examines notions of global English with its impact on English language teaching in general*

and on bilingual education in particular (Block and Cameron, 2002; Graddol, 2006; Nunan, 2003). It identifies factors which link global processes around English to developments in bilingual education and reviews research in three specific areas: teaching English to increasingly young learners; teaching specific content areas in English for older school children; and international English-medium education in higher education.

Descriptor(s): Teacher education, Methodology, Management/Innovation, ESOL/EAL, English language, Curriculum/syllabus

Entered by: Coventry University (Department of English and Languages)

Gardner, S (2012) 'Perspectives on the disciplinary discourses of academic argument', in Groom, N (ed) *Proceedings of the Corpus Linguistics Conference 2011 (CL2011)*. Birmingham: Birmingham University.

Pages: 1–9

Principal format: online

Summary: *This study aimed to uncover disciplinary differences in propositional discourse of academic argument across Classics, English, Law, Philosophy and Sociology in university student essays in the BAWE corpus. The findings from various specific searches, key word analyses and collocation searches were compared.*

URL: www.birmingham.ac.uk/documents/college-artslaw/corpus/conference-archives/2011/Paper-71.pdf

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-Specific Student Work

Entered by: Coventry University (Department of English and Languages)

Gardner, S and Hervey, S (2011) 'Structural sentence types', in Bičan, A and Rastall, P (eds) *Axiomatic Functionalism: Theory and Application*. Bern: Peter Lang.

ISBN: 9783034310338

Pages: 191–200

Summary: *This paper explores the nature of 'sentence' from an axiomatic functionalist perspective within a theory of semiotics. It presents an exploratory classification incorporating bases of pleremes, syntagms and marginal syntagms in relation to para-syntactic features.*

Descriptor(s): English language

Entered by: Coventry University (Department of English and Languages)

Garton, S, Copland, F and Burns, A (2011) *Investigating Global Practices in Teaching English to Young Learners*. London: British Council.

ISBN: 9780863556678

Summary: *In this downloadable book, the authors report on a global survey of teaching practices as reported by teachers of young learners. Case study data supplements the survey data and provides snapshots of young learner classrooms around the world. Available at http://iatefl.britishcouncil.org/2012/sites/iatefl/files/session/documents/eltrp_report_-_garton.pdf*

Descriptor(s): Methodology

Country of research: various

Learners' background: various

Institutional level: primary

Entered by: Aston University (School of Languages and Social Sciences)

Gass, SM and Mackey, A (2012) 'Introduction', in Gass, SM and Mackey, A (eds) *The Routledge Handbook of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415479936

Pages: 1–4

Summary: *This is the introduction to The Routledge Handbook of Second Language Acquisition, which brings together 50 leading international figures in the field to produce a state-of-the-art overview of second language acquisition.*

Entered by: Lancaster University (Linguistics and English Language)

Geranpayeh, A (2011) 'The impact of online marking on examiners' behaviour'. *Cambridge English: Research Notes* 43: 15–21.

Summary: *The present research was set up to study a number of marking issues in the new on-screen marking format. Issues such as usability of the on-screen marking system, comparability of paper-based marking with on-screen marking, examiners' behaviour in the two modes and the use of the new mark scheme were of particular interest.*

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

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Descriptor(s): Writing, Learning technologies, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Geranpayeh, A and Taylor, L

(2011) 'Assessing listening for academic purposes: defining and operationalising the test construct'. *Journal of English for Academic Purposes* 10/2: 89–101.

Summary: *This paper briefly reviews past and present approaches to testing listening for academic purposes, showing how these reflected prevailing views of language knowledge and use. A socio-cognitive framework is used to analyse the nature of high-level listening ability in a study context, exploring how a construct of academic listening might be defined and how this can be operationalised in the form of valid, reliable and useful proficiency measures.*

Descriptor(s): Listening, Assessment

Entered by: Cambridge English Language Assessment – University of Cambridge

Giampapa, F (2011) 'The politics of 'being and becoming' a researcher: identity, power and negotiating the field'. *Journal of Language, Identity and Education* 10/3: 132–144.

Summary: *This article explores the methodological turning points in conducting a critical ethnography on the discursive practices of Italian Canadian youth identities across their multiple worlds in Toronto. I problematise the*

construction of the 'researcher role' and researcher identities and the conceptualisation of 'insider/outsider', in relation to 'being in the field'.

Descriptor(s): Methodology

Country of research: Canada

Entered by: University of Bristol (Graduate School of Education)

Giampapa, F (2012) 'Authenticity, legitimacy and power: critical ethnography and identity politics', in Gardner, SF and Martin-Jones, M (eds) *Multilingualism, Discourse and Ethnography*. Abingdon: Routledge.

ISBN: 9780415874946

Pages: 95–110

Summary: *This paper examines the methodological issues in conducting critical ethnographic research on Italian Canadian youths' discursive negotiation of identities, language and power across the Italian Canadian world in Toronto. My multiple forms of linguistic and cultural capital were important points that participants engaged with, which also positioned me in particular ways that created methodological dilemmas.*

Country of research: Canada

Entered by: University of Bristol (Graduate School of Education)

Giampapa, F and Sandhu, P (2011) "'We're just like real authors": the power of dual language identity texts in a multilingual school', in Cummins, J and Early, M (eds) *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Stoke-on-Trent: Trentham Books.

ISBN: 9781858564784

Pages: 85–90

Summary: *The term identity texts was first used by the Canada-wide Multiliteracies project to describe a variety of creative work by students – collaborative inquiry, literary narratives, dramatic and multimodal performances – led by classroom teachers. The identity texts produced held up a mirror to the students, which reflected their identities back in a positive light.*

Descriptor(s): Cultural issues, Learning technologies, ESOL/ EAL, English language, Classroom interaction

Country of research: Canada

Entered by: University of Bristol (Graduate School of Education)

Gimenez, J (2011) *Writing for Nursing and Midwifery Students*. Basingstoke: Palgrave.

ISBN: 9780230285187

Summary: *This book combines the theory and practice of academic writing for nursing and midwifery students. Developing understanding of the basics of academic writing and cognitive processes such as reflection and critical thinking, this text is an invaluable resource for learners at all levels.*

Descriptor(s): Writing, Materials

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Gimenez, J (2012)

'Conceptualisations of criticality, evidence and impersonality and academic writing in nursing and midwifery' [in French]. *Pratiques (Special Issue: Litteracies Universitaires – Perspectives Internationales)* 153/54: 35–50.

Summary: *This paper examines how attributes such as criticality, evidence and impersonality are conceptualised in nursing and midwifery and the roles they play in discipline-specific academic writing. The paper aims to contribute to recent theoretical and pedagogic debates on the specificity of writing in the disciplines. It argues that in attending to the significant relationship between context-sensitive attributes and disciplinary academic writing, important perspectives can be gained.*

Descriptor(s): Writing, Materials, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Gimenez, J (2012) 'Disciplinary epistemologies, generic attributes and undergraduate academic writing in nursing and midwifery'. *Higher Education* 63/4: 401–419.

Summary: *This paper examines the role of disciplinary epistemologies in the conceptualisation of writing attributes in nursing and midwifery, and demonstrates how this helps shape academic writing at undergraduate level, thus contributing*

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to debates on generic skills, writing attributes and specificity in disciplinary discourses. The paper highlights the importance for writers to examine how knowledge is displayed, constructed and communicated in their disciplines, and the significance of the relationship between disciplinary epistemologies, generic attributes and writing.

Descriptor(s): Writing, Materials, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Gimenez, J (2012) 'Processes and tasks in collaborative writing in engineering: research-informed views and pedagogical applications'. *Journal of Learning Development in Higher Education* 4/2: 1–20.

Summary: This article reports on an empirical study that examined collaborative writing (CW) in four schools at a faculty of engineering at a university in the UK. It specifically looks at the processes and the tasks in which engineering students and professionals get involved when writing collaboratively. Based on the findings of the study, the article suggests a number of research-informed pedagogical practices for developing CW in engineering.

URL: www.aldinhe.ac.uk/ojs/index.php?p?journal=jldhe&page=article&op=view&path%5B%5D=185&path%5B%5D=114

Descriptor(s): Writing, ESP, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Gimenez, J (2012) 'Research in electronically mediated communication in professional contexts – revisiting the past, preparing for the future'. *ASP (ESP), La Revue du GERAS* 62/2: 79–88.

Summary: This paper revisits the contributions that the field of electronically mediated communication (EMC) has made to our understanding of the nature and purposes of communication in professional contexts. It examines theoretical and pedagogic affordances created by recent technological developments. The paper closes by outlining an agenda for future research in the field of EMC.

URL: <http://asp.revues.org/3094>

Descriptor(s): ESP, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Gimenez, J and Thondhlana, J (2012) 'Collaborative writing in engineering: perspectives from research and implications for undergraduate education'. *European Journal of Engineering Education* 37/5: 471–487.

Summary: *This article reports on a study that used a variety of data sets as its empirical base to examine collaborative writing (CW) in four schools of the faculty of engineering at a university in the UK. The article aims to contribute to the understanding of CW in engineering by identifying its role, nature and dynamics. It also examines pedagogical implications with a view to making a contribution to developments in writing in engineering education.*

Descriptor(s): Writing, ESP, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Graham, S (2011) 'Self-efficacy and academic listening'. *Journal of English for Academic Purposes* 10/2: 113–117.

Summary: *This paper argues that self-efficacy (belief in one's ability to complete specific tasks successfully) is crucial to the development of effective listening skills, and that listening strategy instruction has the potential to boost self-efficacy. Reviewing studies that have integrated strategy instruction with measures to address learners' self-efficacy for listening, it concludes by arguing that in an EAP context, such a heightened sense of confidence can help learners cope more effectively with authentic oral input.*

Descriptor(s): Listening, Learner autonomy/strategies, ESP

Country of research: United Kingdom

Entered by: University of Reading (Institute of Education)

Gray, J (2012) 'English the industry', in Hewings, A and Tagg, C (eds) *The Politics of English: Conflict, Competition and Co-existence*. Milton Keynes/Abingdon: The Open University/Routledge.

ISBN: 9780415674249

Pages: 137–162

Summary: *The chapter provides a critical assessment of the role of English in the world today and explores the ways in which the TESOL industry, high-stakes testing such as IELTS and TOEFL and Anglo-American academic publishing combine to promote and sustain the position of English in the world today. The chapter shows how 'the story of English' is also the story of a multi-billion-pound industry, which exists primarily for the making of profit.*

Descriptor(s): Cultural issues, Materials, English language, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Green, AB (2011) 'A case of testing L2 English reading for class-level placement', in O'Sullivan, B (ed) *Language Testing: Theories and Practices (Advances in Linguistics Series)*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230230620

Pages: 186–207

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Summary: *Language Testing: Theories and Practices* offers a coherent overview of some of the key issues currently dominating the language testing profession.

Descriptor(s): Reading,
English language

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire
(Centre for Research in English
Language Learning and Assessment)

Green, AB (2011) 'CEFR and ACTFL crosswalk: a text-based approach', in Tschirner, E (ed) *ACTFL-CEFR Alignment*. Leipzig: University of Leipzig.

ISBN: 9783860576212

Pages: 83–92

Summary: *This paper reports on the processes of drafting, refining, elaborating, exemplifying and calibrating descriptors in the development of a RLD for English at the highest (C) levels of the CEFR. Approaches to the definition of learning objectives and proficiency scale descriptors were reviewed and a variety of schemes currently in use in language education in various regions of the world were analysed to identify ways in which levels are defined.*

Entered by: University of Bedfordshire
(Centre for Research in English
Language Learning and Assessment)

Green, AB (2011) 'Placement testing', in Coombe, C, Davidson, P, O'Sullivan, B and Stoyhoff, S (eds) *The Cambridge Guide to Second Language*

Assessment. Cambridge: Cambridge University Press.

ISBN: 9781107677074

Pages: 164–170

Summary: *This collection of original articles provides language teachers with a theoretical background of key issues associated with language testing as well as practical advice on how to improve the effectiveness of the tests they develop and implement.*

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire
(Centre for Research in English
Language Learning and Assessment)

Green, AB (2011) 'Selecting or writing texts for listening and reading tasks', in Kunnan, AJ (ed) *The Companion to Language Assessment*. London: Wiley-Blackwell.

ISBN: 9780470655337

Pages: 830–846

Summary: *The Companion to Language Assessment provides the most complete and up-to-date coverage of the field today. This state-of-the-art reference work explores 140 crucial topics covering assessment in a broad range of contexts.*

Descriptor(s): Reading, Listening

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire
(Centre for Research in English
Language Learning and Assessment)

Green, AB (2012) *Language Functions Revisited: Theoretical and Empirical Bases for Language Construct Definition Across the Ability Range*. Cambridge: Cambridge University Press.

ISBN: 9780521184991

Summary: *This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance-level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language.*

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Green, AB and Hawkey, RA (2011) 'Marking, rating scales and rubrics', in Coombe, C, O'Sullivan, B, Davidson, P and Stoyonoff, S (eds) *The Cambridge Guide to Second Language Assessment*. Cambridge: Cambridge University Press.

ISBN: 9781107677074

Pages: 299–306

Summary: *This collection of original articles provides language teachers with a theoretical background of key issues associated with language testing, as well as practical advice on how to improve the effectiveness of the tests they develop and implement.*

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Green, AB and Hawkey, RA (2011) 'Re-fitting for a different purpose: a case study of item writer practices in adapting source texts for a test of academic reading'. *Language Testing* 28/4: 109–131.

Summary: *Explores the role of item writers in the selection and adaptation of texts for high-stakes reading tests. Involves a case study of a group of trained item writers working on the International English Language Testing System (IELTS). Includes interviews with writers and observation of an editing meeting.*

Descriptor(s): Reading, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Green, AB and Hawkey, RA (2012) 'An empirical investigation of the process of writing academic reading test items for the international English language testing system', in British Council (ed) *IELTS Research Reports 11 (2nd edition), Report 5*. Melbourne/Manchester: IDP IELTS Australia and British Council.

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ISBN: 9780987237828

Summary: *This study compares how trained and untrained item writers select and edit reading texts to make them suitable for a task-based test of reading and how they generate the accompanying items. Both individual and collective test editing processes are investigated.*

URL: www.ielts.org/PDF/vol11_report_5_an_empirical_investigation.pdf

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Green, AB and Hawkey, RA (2012) 'An empirical investigation of the process of writing academic reading test items for the International English Language Testing System', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 270–378

Summary: *This study clarifies the links between what is measured by the IELTS Academic Reading test and the construct of academic reading as practised by students in a UK university by eliciting from IELTS candidates, via means of a retrospective protocol, the reading processes they engage in when tackling IELTS Academic Reading tasks. The study provides grounded insight into the congruence between the construct*

measured by IELTS and that of academic reading in the target domain.

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Gresswell, R and Simpson, J (2012) 'Class blogging in ESOL', in Mallows, D (ed) *Innovations in English Language Teaching to Migrants and Refugees*. London: British Council.

ISBN: 9780863557019

Pages: 105–115

URL: http://esol.britishcouncil.org/sites/esol/files/C328_Innovations_book_FINAL%202_web.pdf

Descriptor(s): Learning technologies, ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Leeds (School of Education)

Groom, N and Littlemore, J (2011) *Doing Applied Linguistics*. London: Routledge.

ISBN: 9780415566414

Summary: *This book provides a concise, lively and accessible introduction to the field of applied linguistics.*

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Gu, X and Khalifa, H (2012) 'A small-scale pilot study investigating the impact of Cambridge English: young learners in China'. *Cambridge English: Research Notes* 50: 42–48.

Summary: *This article reports on Phase I of a wider research project investigating the impact of Cambridge English: Young Learners in China. A pilot study is reported, which consisted of a questionnaire survey of young learners, supplemented by focus group interviews of a selection of the learners and their teachers. The pilot study involves one private language institute in Chongqing.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Methodology, ESOL/EAL, English language, Classroom interaction, Assessment

Country of research: China

Learners' background: China

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Gu, X and Saville, N (2012) 'Impact of Cambridge English: key for schools and preliminary for schools – parents' perspectives in China'. *Cambridge English: Research Notes* 50: 48–56.

Summary: *Cambridge English: Key (KET) for Schools and Cambridge English: Preliminary (PET) for Schools are designed for young learners and are aligned to CEFR levels A2 and B1 respectively. A collaborative impact study was conducted by the Language*

Assessment Research Institute in Chongqing University, China and the Research and Validation Group of Cambridge English Language Assessment. This article reports on parental views.

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): ESOL/EAL, Assessment

Country of research: China

Learners' background: China

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Gurzynski-Weiss, L and Revesz, A

(2012) 'Tasks, teacher feedback and learner modified output in naturally occurring classroom interaction'. *Language Learning* 62: 851–879.

Summary: *This current study explored the amount, type and immediate use of teacher feedback during naturally occurring classroom interaction depending on: (1) whether feedback is provided during tasks versus non-tasks; (2) during focused versus unfocused tasks; and (3) whether it occurs during, pre-during or post-task phases.*

Descriptor(s): Speaking, Classroom interaction

Country of research: United States of America

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

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Halenko, N and Jones, C (2011)

'Teaching pragmatic awareness of spoken requests to Chinese EAP learners in the UK: is explicit instruction effective?' *System* 39/2: 240–250.

Summary: *The aim of this study was to evaluate the impact of explicit interventional treatment on developing pragmatic awareness and production of spoken requests in an EAP context with Chinese learners of English at a British higher education institution. The study employed an experimental design over a 12-week period with 26 students assigned to either an explicitly instructed group or a control group receiving no instruction.*

Descriptor(s): Speaking, Methodology, ESP, English language

Country of research: United Kingdom

Learners' background: China

Institutional level: adult

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Hall, CJ, Smith, PH and

Wicaksono, R (2011) *Mapping Applied Linguistics. A Guide for Students and Practitioners*. Abingdon: Routledge.

ISBN: 0203832426

Summary: *Wide-ranging guide to applied linguistics, incorporating both socio-cultural and cognitive*

perspectives, mapping the expanding range of theories, methods and issues faced by students of, and practitioners in, additional language education, bilingual education, literacy education, translation, lexicography, forensic linguistics, and language pathology.

Descriptor(s): Teacher education

Country of research: various

Institutional level: tertiary

Entered by: York St John University (Languages and Linguistics)

Hall, G (2011) *Exploring English Language Teaching: Language in Action*. Abingdon: Routledge.

ISBN: 9780415584159

Summary: *A single-volume introduction to the field of ELT from an applied linguistics perspective, the book addresses: Classroom interaction and management; Method, post-method and methodology; Learners; and the Institutional frameworks and social contexts of ELT. For each, the book addresses dilemmas and practices, examines how teachers and other language-teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Methodology, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction

Institutional level: various

Entered by: University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Hall, G (2012) 'Key concepts in ELT: taking stock'. *ELT Journal* 66/4: 543–552.

Summary: *This article identifies trends within the ELT Journal feature 'Key concepts in ELT'. It finds that although earlier articles tended to focus on teaching, learning, and language, more recent pieces have examined issues surrounding teachers, learners and the social context of ELT. The article then considers the reach, readership and potential relevance of Key Concepts to debates and practices within ELT, and concludes with a discussion of possible future directions for the series.*

Descriptor(s): Teacher education, Cultural issues, Methodology

Entered by: University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Hall, G and Cook, G (2012) 'State-of-the-art article: Own language use in language teaching and learning'. *Language Teaching* 45/3: 271–308.

Summary: *Survey of current ideas and research on the use of the own language in ELT.*

URL: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8614395>

Descriptor(s): Teacher education, Speaking, Cultural issues, Methodology, Materials, Learner cognition, Learner autonomy/strategies, English language, Curriculum/syllabus, Classroom interaction

Entered by: King's College London (Department of Education and Professional Studies)

Hall, G and Cook, G (2012) 'State-of-the-art article: Own language use in language teaching and learning'. *Language Teaching* 45/3: 271–308.

Summary: *This article surveys the English language literature on the role of students' own language(s) in the language classroom. It charts the continuing widespread use of students' own languages in classrooms around the world and the contemporary academic, societal and pedagogic arguments that have led to a revival of support for this. It concludes by examining how a bilingual approach to language teaching/learning might be implemented.*

URL: <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8614395>

Descriptor(s): Teacher education, Cultural issues, Classroom interaction

Institutional level: various

Entered by: University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Hall, G and Cook, G (2012) *Own-language Use in ELT: Exploring Global Practices and Attitudes*. London: British Council.

ISBN: 9780863557057

Summary: *Report survey of over 3,000 teachers around the world on their attitude towards the use of their learners' own languages in class.*

A Available at http://englishagenda.britishcouncil.org/sites/ec/files/C448%20Own%20Language%20use%20in%20ELT_A4_FINAL_WEB%20ONLY.pdf

Country of research: various

Learners' background: various

Institutional level: various

Associated project: The Use of Learners' Own Languages in ELT: Exploring Global Practices and Attitudes

Entered by: King's College London (Department of Education and Professional Studies)

Hamp-Lyons, L (2011) 'English for academic purposes', in Hinkel, E (ed) *Handbook of Research in Second Language Teaching and Learning, Vol. II*. Abingdon: Routledge.

ISBN: 9780415998727

Pages: 89–105

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Hamp-Lyons, L (2012) 'Linking writing and speaking in English as a second language assessment', in Elliot, N and Perelman, L (eds) *Writing Assessment in the 21st Century: Essays in Honor of Edward M. White, Ridgefield*. New Jersey: Hampton Press.

ISBN: 9781612890876

Pages: 407–430

Summary: *For over 40 years, Edward M White, author of that volume and*

other seminal works in instruction and evaluation, has led debates about accountability by focusing on student learning. In this edited collection, 35 leaders in assessment pay tribute to Professor White by documenting the landscape, strategies, consequence and future of the field.

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Hamp-Lyons, L and Tavares, N (2011) 'Interactive assessment: a dialogic and collaborative approach to assessing learners' oral language', in Tsagari, D and Csepes, I (eds) *Classroom-based Language Assessment*. Frankfurt: Peter Lang.

ISBN: 9783631606438

Pages: 29–46

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Hannam, S and Papathanasiou, E (2011) 'Current issues and trends in Greek language teaching', in Croasdale, M and MacDonald, E (eds) *Towards a Language-rich Europe: Multilingual Essays on Language Policies and Practices*. Berlin: British Council.

Pages: 28–41

URL: http://englishagenda.britishcouncil.org/sites/ec/files/LRE_FINAL%20WEB.pdf

Entered by: Oxford Brookes International

Hannam, S and Papathanasiou, E (2012) 'The Greek environment', in Extra, G and Yagmur, K (eds) *Language-rich Europe: Trends in Policies and Practices for Multilingualism in Europe*. Cambridge: British Council/Cambridge University Press.

ISBN: 9781107633865

Pages: 131–137

URL: www.language-rich.eu/fileadmin/content/pdf/LRE_English_Language_Rich_Europe_-_Trends_in_Policies_and_Practices_for_Multilingualism_in_Europe.pdf

Entered by: Oxford Brookes International

Hannam, S and Constantinides, M (2011) 'Using technology to improve your English language teachers' association', in Gómez, S (ed) *Running an Association for Language Teachers: Directions and Opportunities*. Canterbury: IATEFL and British Council.

ISBN: 978901095364

Pages: 63–68

URL: www.teachingenglish.org.uk/sites/teacheng/files/Z383%20Teachers%20Association%20Handbook%20290311_0.pdf

Entered by: Oxford Brookes International

Harding, L (2011) *Accent and Listening Assessment: A Validation Study of the Use of Speakers with L2 Accents on an Academic English Listening Test*. Frankfurt: Peter Lang.

ISBN: 9783631609392

Summary: *This book presents a mixed-methods study designed to investigate the effects of L2 accents used in academic English listening assessment.*

Descriptor(s): Pronunciation, Listening, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)

Harding, L (2012) 'Accent, listening assessment and the potential for a shared L1 advantage: a DIF perspective'. *Language Testing* 29/2: 163–180.

Summary: *This paper reports on an investigation of the potential for a shared L1 advantage on an academic English listening test featuring speakers with L2 accents.*

URL: <http://ltj.sagepub.com/content/30/2/231.full.pdf+html>

Descriptor(s): Pronunciation, Listening, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)

Harding, L, Pill, J and Ryan, K (2011) 'Assessor decision making while marking a note-taking listening test: the case of the OET'. *Language Assessment Quarterly* 8/2: 108–126.

Summary: *This article investigates assessor decision making when using and applying a marking guide for a note-taking task in a specific purpose English language listening test.*

Descriptor(s): Teacher cognition, Listening, ESP, Assessment

Country of research: Australia

Entered by: Lancaster University (Linguistics and English Language)

Harsch, C (2012) 'Der Einsatz von Sprachtests in der Fremdsprachenforschung: Tests als Untersuchungsgegenstand und Forschungsinstrument' ['Tests in foreign language research – as research object and as research instrument'], in Doff, S (ed) *Empirisch Basierte Methoden in der Fremdsprachenforschung: Eine Einführung*. Tübingen: Narr.

ISBN: 9783823367215

Pages: 150–183

Descriptor(s): Methodology, Assessment

Entered by: University of Warwick (Centre for Applied Linguistics)

Harsch, C (2012) 'Kompetenzen Entwickeln, Performanzen überprüfen – Synergien Zwischen Lern – und Testaufgaben Nutzen' ['Developing competences, assessing performances – using synergies between task for learning and task for testing'], in Hinger, B, Unterrainer, E-M and Newby, D (eds) *Sprachen Lernen: Kompetenzen Entwickeln – Performanzen (über) prüfen. Tagungsband der 5. Tagung*

der österreichischen Gesellschaft für Sprachendidaktik (ÖGSD): Innsbruck 2. Wien: Praesens.

ISBN: 9783706907019

Pages: 56–76

Principal format: printed

Summary: *The usefulness of standardised tests for enhancing learning in the language classroom is currently debated in Austria and Germany. Based on characteristics of learning tasks and testing tasks and their respective purposes, the paper shows how the apparent gap between these two types of tasks can be overcome synergetically. It gives examples of how learning tasks can be used for performance assessment, and how tests can be used in the classroom to stipulate competence development.*

Descriptor(s): Assessment

Entered by: University of Warwick (Centre for Applied Linguistics)

Harsch, C and Rupp, A (2011) 'Designing and scaling level-specific writing tasks in alignment with the CEFR: a test-centered approach'. *Language Assessment Quarterly* 8/1: 1–34.

Entered by: University of Warwick (Centre for Applied Linguistics)

Harsch, C and Tesch, B (2012) 'Standards (Lernaufgaben und Testaufgaben)' ['Educational standards – tasks for learning, tasks for testing'], in Fäcke, C, Martinez, H and Meißner, F-J (eds) *Mehrsprachigkeit. Bildung – Kommunikation – Standards*. Stuttgart: Klett.

ISBN: 9783125918992

Pages: 245–248

Descriptor(s): Assessment

Entered by: University of Warwick
(Centre for Applied Linguistics)

Harsch, C and Martin, G (2012)
‘Comparing holistic and analytic scoring methods: issues of validity and reliability’. *Assessment in Education: Principles, Policy & Practice* (advance access): n/a.

Descriptor(s): Assessment

Entered by: University of Warwick
(Centre for Applied Linguistics)

Harsch, C and Martin, G (2012)
‘Piloting a new rating scale: rater training and scale revision combined’. *Assessing Writing* 17: 228–250.

Descriptor(s): Assessment

Entered by: University of Warwick
(Centre for Applied Linguistics)

Harsch, C and Hartig, J (2011)
‘Modellbasierte Definition von fremdsprachlichen Kompetenzniveaus am Beispiel der Bildungsstandards Englisch’ [‘Model-based definition of foreign language proficiency levels, exemplified by the Educational Standards for English’], *Zeitschrift für Interkulturelle Fremdsprachenforschung* 16/2: 6–17.

URL: http://zif.spz.tu-darmstadt.de/jg-16-2/beitrag/Harsch_Hartig.pdf

Descriptor(s): Assessment

Entered by: University of Warwick
(Centre for Applied Linguistics)

Harwood, N and Petrić, B (2011)
‘English for academic purposes’, in Simpson, J (ed) *The Routledge Handbook of Applied Linguistics*. Abingdon: Routledge.

ISBN: 9780415490672

Pages: 243–258

Entered by: University of Essex
(Department of Language and Linguistics)

Harwood, N and Petrić, B (2012)
‘Performance in the citing behaviour of two student writers’. *Written Communication* 29: 55–103.

Entered by: University of Essex
(Department of Language and Linguistics)

Harwood, N, Austin, L and Macaulay, R (2012) ‘Cleaner, helper, teacher? The role of proofreaders of student writing’. *Studies in Higher Education* 37: 569–584.

Entered by: University of Essex
(Department of Language and Linguistics)

Hayashi, Y and Murphy, VA (2011)
‘An investigation of morphological awareness in Japanese learners of English’. *Language Learning Journal* 39: 105–120.

Descriptor(s): Reading, Learner cognition, English language

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Country of research: United Kingdom

Learners' background: Japan

Institutional level: primary

Entered by: University of Oxford
(Department of Education)

Hayes, J and Nazari, A (2011)

'Laughter and students' performance in the assessment of Spanish as a foreign language: a debilitating or facilitative tactic?' *Journal of Vida Hispanica* 44: 16–21.

Summary: *This article looks at the results of research at a UK university exploring whether and how laughter might affect the performance of ab initio students of Spanish in their assessment. We also examine current views on the use of laughter to improve personal wellbeing in the hope that it will be used more in the field of foreign language education.*

Descriptor(s): Methodology, Assessment

Institutional level: adult

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Herder, SD and Clements, P (2012)

'Extensive writing: a fluency-first approach to EFL', in Muller, TJ, Herder, SD, Adamson, JL and Brown, PS (eds) *Innovating EFL Teaching in Asia*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301528

Pages: 232–244

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Hewings, A (2012) 'Learning English, learning through English', in Hewings, A and Tagg, C (eds) *The Politics of English: Conflict, Competition, Coexistence*. Abingdon: Routledge.

ISBN: 9780415674249

Pages: 93–136

Descriptor(s): Teacher education, Cultural issues, English language

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

Hewings, A (2012) 'Stance and voice in academic discourse across channels', in Hyland, K and Sancho-Guinda, C (eds) *Stance and Voice in Written Academic Genres*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230302839

Pages: 187–201

Descriptor(s): Writing, Teacher education

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

Hobbs, V (2011) 'Assessment of ourselves as teachers', in House, S (ed) *Teacher Development*. Barcelona: Grao.

ISBN: 9788499800967

Pages: 29–42

Descriptor(s): Teacher education,
Teacher cognition

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Sheffield
(School of English Literature,
Language and Linguistics)

Hobbs, V (2011) 'The importance
of teachers' thoughts and beliefs',
in House, S (ed) *Theory and Practice
in English Language Teaching*.
Barcelona: Grao.

ISBN: 9788499800936

Pages: 147–159

Descriptor(s): Teacher education,
Teacher cognition

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Sheffield
(School of English Literature,
Language and Linguistics)

Howell, B (2011) 'Further ideas
for assessing English on IFPs'.
InForm 7: 5–6.

Summary: *Response to Gerard
Sharpling's invitation in Issue 5 of InForm
to take forward themes of assessing
through either greater diversity or
greater standardisation, but not both.*

URL: [www.reading.ac.uk/web/FILES/
inform/Inform_Issue_7.pdf](http://www.reading.ac.uk/web/FILES/inform/Inform_Issue_7.pdf)

Descriptor(s): English language,
Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of
Reading (International Study
and Language Centre)

Howell, B (2011) 'Preparation for
English-medium study = academic
English test preparation?' in
Etherington, S (ed) *Proceedings of the
2009 BALEAP Conference*. Reading:
Garnet Education.

ISBN: 9781859646939

Pages: 105–111

Principal format: printed

Summary: *Comment on methods of
preparing students for the short-term
goal of achieving the test grade required
for unconditional acceptance to
university, at the expense of developing
knowledge and skills that will be most
useful at university.*

Descriptor(s): English language,
Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of
Reading (International Study
and Language Centre)

**Howell, B, Nathan, P, Schmitt, D,
Chris Sinclair, C, Spencer, J and
Wrigglesworth, J** (2011) 'BALEAP
Guidelines on English Language Tests
for University Entry'.

Summary: *Gives stakeholders involved
in university entry (admissions and
academic staff) a richer description of*

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A English language tests in a format that
— facilitates comparison between them.

B **URL:** [www.baleap.org.uk/media/
— uploads/testing-working-party/
C BALEAP_Guidelines_on_English_
— Language_Tests_for_University_
D AGM_v19_May_2012.pdf](http://www.baleap.org.uk/media/uploads/testing-working-party/BALEAP_Guidelines_on_English_Language_Tests_for_University_AGM_v19_May_2012.pdf)

E **Descriptor(s):** Assessment,
— English language

F **Country of research:** United Kingdom

G **Learners' background:** various

H **Institutional level:** tertiary

I **Entered by:** University of
— Reading (International Study
J and Language Centre)

K

Hubbard, C (2011) 'Cambridge
— ESOL professional support network
L extranet: development and impact'.
M *Cambridge English: Research Notes*
N 43: 6–10.

O **Summary:** *In 2008, Cambridge
— ESOL launched a web-based extranet
P system called the Professional Support
Q Network (PSN), with the specific
R intention of enhancing and extending
S the support given to external groups.
T The first group targeted in full was the
U Speaking Examiner cadre. This article
V overviews the process in terms of the
W development, uptake and impact of PSN,
X with a view to assessing the success of
Y the system to date and identifying future
Z stages to be followed.*

URL: [www.cambridgeenglish.org/
— Images/23161-research-notes-43.pdf](http://www.cambridgeenglish.org/Images/23161-research-notes-43.pdf)

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English
— Language Assessment – University
of Cambridge

Huettner, J and Smit, U (2012)
'Developing student teachers'
pedagogical content knowledge in
English for specific purposes: the
Vienna ESP approach', in Huettner, J,
Mehlmayer-Larcher, B, Reichl, S and
Schiftner, B (eds) *Theory and Practice
in EFL Teacher Education: Bridging the
Gap*. Bristol: Multilingual Matters.

ISBN: 9781847695253

Pages: 145–163

Descriptor(s): Teacher education,
Materials, ESP

Country of research: Austria

Learners' background: Austria

Institutional level: tertiary

Entered by: University of
— Southampton (Modern Languages,
Faculty of Humanities)

Hultgren, AK (2011) 'Building
rapport' with customers across
the world: the global diffusion of a
call centre speech style. *Journal of
Sociolinguistics* 15/1: 36–64.

Summary: *This paper identifies a
particular 'rapport-building' speech style
prescribed to call centre workers in
four countries – Denmark, Britain, Hong
Kong and the Philippines – irrespective
of the language being spoken in the
service interaction. Overall, the paper
draws attention to inadequacies in the
paradigm focusing on the global spread
of English, while lending support to
recent theoretical suggestions to focus
instead on how practices and styles
are exported globally and potentially
independently of language.*

Country of research: Hong Kong
Learners' background: Hong Kong
Institutional level: adult
Entered by: The Open University
(Faculty of Education and
Language Studies)

Hultgren, AK (2012) Lexical borrowing from English into Danish in the sciences: an empirical investigation of 'domain loss'. *International Journal of Applied Linguistics* 2012: n/a.

Summary: *The emergence of English as an international language of science has generated prolific debates in the Nordic countries about 'domain loss', here defined as the national Nordic languages failing to develop adequate scientific terminology. This paper sheds some much-needed empirical light on domain loss by examining the language practices of ten scientists delivering undergraduate courses in chemistry, physics and computer science at the University of Copenhagen.*

Descriptor(s): English language
Country of research: Denmark
Learners' background: Denmark
Institutional level: tertiary
Entered by: The Open University
(Faculty of Education and
Language Studies)

Hunter, D (2011) 'How can theory help trainee teachers', in Pattison, T (ed) *IATEFL 2011 Brighton Conference Selections*. Kent: IATEFL.
ISBN: 9781901095388
Pages: 15–16

Principal format: printed

Summary: *The paper explored the relevance of theory-to-teacher preparation in ELT, reviewing the role of theory-focused instruction from a 'post-methods' perspective. The paper discussed recent feedback from focus group discussions with ELT trainees. A conclusion was that context sensitivity did not preclude a need to engage with useful theory, nor to dismiss the usefulness of approaches which had evolved in contexts different to those where they might be applied.*

Descriptor(s): Teacher education, Methodology
Country of research: United Kingdom
Learners' background: Malaysia
Institutional level: tertiary
Entered by: University College
Plymouth St Mark & St John (Centre
for International Teacher Education)

Hunter, D and Smith, R (2012) 'Unpackaging the past: 'CLT' through ELTJ keywords'. *ELT Journal* 66/4: 430–439.

Summary: *This study was undertaken to challenge the tendency in ELT literature to view our history as a succession of methods, often 'packaging up' developments which were in reality often both complex and contested. The study combined corpus-based and qualitative procedures to explore keywords in ELTJ articles during the early communicative period. By identifying themes discussed by contemporary writers themselves, we highlight areas of continuity and diversity within the professional discussion.*

Descriptor(s): Methodology
Country of research: United Kingdom

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Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Hunter, D and Smith, R (2012) 'Unpackaging the past: 'CLT' through ELTJ keywords'. *ELT Journal* 66/4: 430–439.

Entered by: University of Warwick (Centre for Applied Linguistics)



Indiran, N, Wyatt, M, Naysmith, J and Gibbs, S (2012) 'School Visits during Pre-service Teacher Education: A Study of Malaysian Bachelor of Education Students in the UK Preparing to Teach English as a Second Language', in Coverdale-Jones, T (ed) *Transnational Higher Education in the Asian Context*. Basingstoke: Palgrave Macmillan.

ISBN: 9781137034939

Pages: 226–242

Summary: *This chapter focuses on Malaysian pre-service teachers of English on a Bachelor of Education degree in the UK and their visits to primary and secondary schools in their first year, when they recorded reflections in e-portfolio reflective journals. Findings based on qualitative interviews, questionnaires and analysis of portfolios suggest they developed reflective skills, gained experiential knowledge and intercultural understanding, and drew upon intrinsic motivation in engaging in e-portfolio writing, though not all experiences were positive.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Management/Innovation, Learner cognition, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: Malaysia

Institutional level: tertiary

Entered by: University of Portsmouth (School of Languages and Area Studies)

Isaacs, T and Trofimovich, P (2011) 'Phonological memory, attention control and musical ability: effects of individual differences on rater judgments of second language speech'. *Applied Psycholinguistics* 32/1: 113–140.

URL: [http://rose.bris.ac.uk/bitstream/handle/1983/1834/Isaacs%26Trofimovich\(2011\).pdf?sequence=1](http://rose.bris.ac.uk/bitstream/handle/1983/1834/Isaacs%26Trofimovich(2011).pdf?sequence=1)

Descriptor(s): Speaking, Pronunciation, Listening, ESOL/EAL, English language, Assessment

Country of research: Canada

Learners' background: various

Institutional level: tertiary

Entered by: University of Bristol (Graduate School of Education)

Isaacs, T and Trofimovich, P (2012) 'Deconstructing comprehensibility: identifying the linguistic influences on listeners' L2 comprehensibility ratings'. *Studies in Second Language Acquisition* 34/3: 475–505.

Descriptor(s): Speaking, Pronunciation, Listening, English language, Assessment

Country of research: Canada
Learners' background: Canada
Institutional level: adult

Entered by: University of Bristol
(Graduate School of Education)

Isaacs, T, Laurier, MD, Turner, CE and Segalowitz, N (2011) 'Identifying second language speech tasks and ability levels for successful nurse oral interaction with patients in a linguistic minority setting: an instrument development project'. *Health Communication* 26/6: 560–570.

Descriptor(s): Speaking, Methodology, ESP, English language, Assessment

Country of research: Canada
Learners' background: Canada
Institutional level: adult

Entered by: University of Bristol
(Graduate School of Education)

J

Jarvis, H (2012) *Computers and Learner Autonomy: Trends and Issues*. London: British Council.

ISBN: 9780863556821

Summary: *This paper reports on a study into the practices and perceptions of Thai and Emerati university students in their use of computer-based materials (CbMs) beyond the classroom, including in Self Access Centres (SACs). Available at http://englishagenda.britishcouncil.org/sites/ec/files/B208_ELTRP%20Jarvis%20Report_AW.pdf*

Descriptor(s): Learning technologies, English language

Country of research: various
Learners' background: various

Institutional level: adult

Entered by: University of Salford
(School of Humanities, Languages and Social Sciences)

Jin, L and Cortazzi, M (2011) 'Re-evaluating traditional approaches in second language teaching and learning', in Hinkel, E (ed) *Handbook of Research in Second Language Teaching and Learning: Volume 2*. Abingdon: Routledge.

ISBN: 9780415998727

Pages: 558–575

Summary: *This chapter gives an overview of traditional approaches in second language teaching and learning. It argues about the paradox of traditional approaches and contexts of criticism. It shows an example of some traditional strands in TESOL in modern China.*

Descriptor(s): Methodology, ESOL/ EAL, English language

Country of research: China
Learners' background: China
Institutional level: various

Associated project: English Language Development in China

Entered by: De Montfort University
(Centre for Intercultural Research in Communication and Learning)

Jin, L, Smith, K, Yahya, A, Chan, A, Choong, M, Lee, V, Ng, V, Poh-Wong, P and Young, D

(2011) 'Perceptions and strategies of learning in English by Singapore primary school children with dyslexia – a metaphor analysis'. *British Council ELT Research Papers* 11/3: 1–23.

Summary: *This paper reports the findings from the ELTRA funding project and reports how young bilingual dyslexia learners of English dealt with their learning of English and other curriculum subjects in English and their perceptions of being dyslexic. The metaphor analysis method was successfully implemented in this project.*

URL: www.teachingenglish.org.uk/sites/teacheng/files/Dyslexic%20FINAL%20November%2030.pdf

Descriptor(s): Writing, Speaking, Reading, Methodology, Listening, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language

Country of research: Singapore

Learners' background: Singapore

Institutional level: primary

Associated project: Investigating Intercultural Communication Strategies and Practices in International Companies in China and the UK for Improving Undergraduate and Postgraduate Curricular in Business Courses in Chinese and British Universities

Entered by: De Montfort University (Centre for Intercultural Research in Communication and Learning)

Jones, C and Waller, D (2011) 'If only it were true: the problem with the four conditionals'. *English Language Teaching Journal* 65/1: 24–32.

Summary: *The traditional division of conditionals into four main types (zero, first, second and third) has long been called into question. This article re-examines the arguments for a description of conditional patterns, which reflects actual usage and uses corpus data to demonstrate the kind of patterns in frequent use. It then suggests two teaching approaches that may help teachers to tackle a variety of conditional patterns in the classroom.*

Descriptor(s): Materials, English language, Curriculum/syllabus

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Jones, C and Halenko, N (2012) 'Teaching Successful Spoken Requests in an EAP Context'.

Summary: *This conference presentation described the language of successful spoken requests used by Chinese intermediate-level English for Academic Purposes (EAP) students in Discourse Completion Tasks (DCTs) at a UK higher education institution. Using corpus tools, the authors examine the frequent words, chunks and moves in request data and compare this to general reference corpora.*

URL: www.strath.ac.uk/media/faculties/hass/scilt/research/llaseventapril2012/llas-Jones_Halenko.pdf

Descriptor(s): ESP, English language
Country of research: United Kingdom
Learners' background: China
Institutional level: adult

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Jones, C, Orme, M and Waller, D (2011) 'Interpreting the common European framework of reference for languages (CEFR): applying the global to the local', in Rust, C (ed) *Improving Student Learning Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations*. Oxford: OCSLD.

ISBN: 1873576809

Pages: 215–223

Summary: *The CEFR is becoming the internationally established external reference point for measuring competency in language use. However, using the CEFR for curriculum design and standardising assessments is not without difficulties. The framework presents descriptions of competence but there is little indication about how these should be realised in terms of language used or performance required. In this chapter we demonstrate how we are responding on a local level to the challenges posed by the CEFR.*

Descriptor(s): Teacher education, Materials, Curriculum/syllabus, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Jones, N (2011) 'Linking assessments to international frameworks of language proficiency'. *Research Matters Special Issue 2*: 42–47.

Summary: *The Common European Framework of Reference (CEFR) is having a special impact on assessment, as test users increasingly insist on evidence of alignment to it. But what kind of evidence is needed? Interpreting test performance (against the CEFR in this case) is at the heart of test validity. Thus, if CEFR alignment is important for an exam, it should impact every relevant stage of design and administration. It cannot be a one-off exercise.*

URL: www.cambridgeassessment.org.uk/ca/digitalAssets/197994_RM_Special_Issue_2__web_.pdf

Descriptor(s): Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Jones, N (2012) 'Reliability and dependability', in Fulcher, G and Davidson, F (eds) *Handbook of Language Testing*. Abingdon: Routledge.

ISBN: 9780415570633

Pages: 350–362

Summary: *This chapter considers the reliability and dependability of language tests.*

Descriptor(s): Assessment

Country of research: United Kingdom

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Entered by: Cambridge English Language Assessment – University of Cambridge

Jordan, S, Hughes, G and Betts, C (2011) 'Technology in assessment'. *Cambridge English: Research Notes* 43: 2–6.

Summary: *This article provides an overview of Cambridge ESOL's use of technology in language assessment since 2000.*

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Learning technologies, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

K

Khalid, MN (2011) 'A comparison of top-down and bottom-up approaches in the identification of differential item functioning using confirmatory factor analysis'. *The International Journal of Educational and Psychological Assessment* 7/2: 1–18.

Summary: *In this paper, constrained baseline (top-down) and free baseline (bottom-up) approaches for detection of test structure differences across groups under several conditions were examined. Sample size, test length, underlying response models, effect size, percentage of DIF items and kind of DIF were evaluated. Power and Type I error*

were examined to evaluate the accuracy of detecting a lack of measurement invariance. Implications of the results are discussed and recommendations for best practice provided.

URL: <https://docs.google.com/file/d/0ByxuG440vRLPT0dVcjBxT3fOUk/edit?pli=1>

Descriptor(s): Assessment

Entered by: Cambridge English Language Assessment – University of Cambridge

Khalid, MN, Hussain, T, Hussain, M and Riaz, M (2011) 'Item fit under Rasch model and one parameter logistic model'. *European Journal of Social Sciences* 20/4: 604–606.

Summary: *Item response theory (IRT) modelling is a statistical technique being widely applied in the field of educational and psychological testing. The study aims to determine whether a flexible IRT model (OPLM) has an edge over more restricted model (Rasch) in the assessment of item fit. A multiple-choice examination was used in the present investigation. The study found evidence for the superiority of a flexible model over a more constrained model.*

Descriptor(s): Assessment

Entered by: Cambridge English Language Assessment – University of Cambridge

Khalifa, H (2011) 'A cognitive processing approach towards defining reading comprehension'. *Cambridge English: Research Notes* 31: 2–10.

URL: www.cambridgeenglish.org/images/23150-research-notes-31.pdf

Descriptor(s): Reading, Assessment

Entered by: Cambridge English
Language Assessment – University
of Cambridge

Khalifa, H and Salamoura, A (2011) 'Criterion-related validity', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking (Studies in Language Testing Series 30)*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 259–292

Summary: *This chapter examines a set of parameters that examination boards need to consider in generating evidence of the validity of their speaking tests, namely those of criterion-related validity (the extent to which a test of speaking correlates with a suitable external measure of performance).*

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English
Language Assessment – University
of Cambridge

Khalifa, H, Nguyen, T and Walker, C (2012) 'An investigation into the effect of intensive language provision and external assessment in primary education in Ho Chi Minh City, Vietnam'. *Cambridge English: Research Notes* 50: 8–19.

Summary: *This article explores the effects of intensive language provision and external assessment in primary education in Ho Chi Minh City, Vietnam.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education,
Learner cognition, ESOL/EAL, English
language, Curriculum/syllabus,
Assessment

Country of research: Vietnam

Learners' background: Vietnam

Institutional level: primary

Associated project: An Investigation into the Effect of Intensive Language Provision and External Assessment in Primary Education in Ho Chi Minh City, Vietnam

Entered by: Cambridge English
Language Assessment – University
of Cambridge

Kiddle, T and Kormos, J (2011) 'The effect of mode of response on a semi-direct test of oral proficiency'. *Language Assessment Quarterly* 8/4: 342–360.

Summary: *This article reports on a study conducted with participants from a Chilean university, which aimed to determine the effect of mode of response on test performance and test-taker perception of test features, by comparing a semi-direct online version and a direct face-to-face version of a speaking test.*

URL: www.tandfonline.com/doi/pdf/10.1080/15434303.2011.613503

Descriptor(s): Assessment

Country of research: Chile

Learners' background: Chile

Institutional level: tertiary

Entered by: Lancaster University
(Linguistics and English Language)

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Kiely, R (2011) 'Insights from critical learning episodes: teachers learning from practice'. *Practical Research for Education* 44: 20–5.

Summary: *This paper draws on data from the InSITE project (2008–10), funded by CfBT Educational Trust, to set out the ways teachers can learn from analysis of episodes from their own lessons.*

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R (2011) 'Language classrooms as social spaces', in Pattison, T (ed) *IATEFL 2010 Harrogate Conference Selections*. Kent: IATEFL.

ISBN: 9781901095333

Pages: 50–51

Principal format: printed

Summary: This paper is a summary of a paper presented at IATEFL Harrogate (2010). It draws on data from the InSITE research project (2008–10) to explore how the emphasis on the social nature of the classroom shapes both pedagogy and learning opportunities.

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R (2011) 'Teacher development: recognising skill as a basis for ongoing change'. *Arab World English Journal* 2/4: 5–36.

Summary: *This paper draws on data from the InSITE research project (2008–10), funded by CfBT Educational Trust, to illustrate how the learning of experienced teachers can benefit from a focus on good practice, identified through video-recorded classroom episodes, rather than a focus on problems and deficits. The paper includes recommendations for setting up professional development programmes, and for managing classroom observations as part of such initiatives.*

URL: www.awej.org/images/AllIssues/Volume2/Volume2Number4Dec2011/1.pdf

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R (2011) 'Understanding CLIL as an innovation'. *Studies in Second Language Learning and Teaching* 1/1: 153–71.

Summary: *This paper sets out some policy development issues in Content and Language Integrated Learning (CLIL), developed from the PRO-CLIL project (2006–09) funded by a Comenius grant and implemented in four countries.*

URL: www.sllt.amu.edu.pl/images/stories/volume.1/SLLT_11_153-171_Kiely.pdf

Descriptor(s): Teacher education, Management/Innovation, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: primary

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R (2012) 'Designing evaluation into change management processes', in Tribble, C (ed) *Managing Change in Language Education*. London: British Council.

ISBN: 9780863556845

Pages: 75–91

Descriptor(s): Cultural issues, Management/Innovation, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R (2012) 'Teacher learning and professional identity: making the connection', in Kaur, K (ed) *Strengthening English Language Through Teacher Professional Development. Proceedings of the 2011 ELTC-TED Conference*. Kuala Lumpur: English Language Teaching Centre.

ISBN: 19850158

Principal format: printed

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: various

Learners' background: various

Institutional level: various

Associated project: TCL Cert TESOL Impact Study (TCTIS)

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Kiely, R and Askham, J (2012) 'Furnished imagination: the impact of pre-service teacher training on early career work in TESOL'. *TESOL Quarterly* 46/3: 495–517.

Descriptor(s): Teacher education, Teacher cognition, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: adult

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Associated project: TCL Cert TESOL Impact Study (TCTIS)

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Klinger, CM and Murray, N (2012) 'Tensions in higher education: widening participation, student diversity and the challenge of academic language/literacy'. *Journal of Widening Participation and Lifelong Learning* 14: 27–44.

Summary: *This article discusses assessment mechanisms for identifying students most at risk due to weaknesses in English language and academic literacy. It considers aspects of professional development that help to ensure that academic staff are equipped to understand, and be empathetic towards, the distinctive needs of this cohort, and have the wherewithal to identify language/literacy-related problems and to intervene appropriately, where necessary.*

Descriptor(s): Teacher education, Management/Innovation, English language, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Knight, P (2011) 'Strategies for Developing English as the Medium of Instruction in University Contexts', in Irwin, D, Hong, L and Roach, G (eds) *Engaging Ecologies, Enabling*

Empowerment – ESP in Asia Conference 2010. Ningbo, China: Organising Committee, University of Nottingham, Ningbo China.

Pages: 119–122

Principal format: printed

Summary: *Outline of factors influencing the introduction of EMI (English as the Medium of Instruction) programmes in non-English-using university contexts.*

Descriptor(s): English language

Country of research: China

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

Knight, P (2012) 'In Search of Task-based Learning', in Knight, P (ed) *Task-based Learning Applied*. Nottingham: Jubilee Press.

ISBN: 9781906235178

Pages: 4–13

Summary: *Overview of current models of TBL.*

URL: [www.nottingham.ac.uk/education/documents/research/jubileepress/occasionalpapers/task-based-learning-applied-web-vers---1-dec-2012-\(lp\).pdf](http://www.nottingham.ac.uk/education/documents/research/jubileepress/occasionalpapers/task-based-learning-applied-web-vers---1-dec-2012-(lp).pdf)

Descriptor(s): Methodology

Entered by: University of Nottingham (School of Education)

Kormos, J (2012) 'The role of individual differences in L2 writing'. *Journal of Second Language Writing* 21/4: 390–403.

Summary: *In this paper I review the most important individual difference factors that might explain variations in L2 writing processes and discuss the influence of these factors on how L2 learners exploit the language learning potential of writing tasks.*

Descriptor(s): Writing

Learners' background: various

Institutional level: various

Entered by: Lancaster University
(Linguistics and English Language)

Kormos, J and Trebits, A (2012) 'The role of task complexity, modality and aptitude in narrative task performance'. *Language Learning* 62/2: 439–472.

Summary: *The study reported in this paper investigated the relationship between components of aptitude and the fluency, accuracy, syntactic complexity and lexical variety of performance in two types of written and spoken narrative tasks.*

Descriptor(s): Writing, Speaking, Learner cognition

Country of research: Hungary

Learners' background: Hungary

Institutional level: secondary

Entered by: Lancaster University
(Linguistics and English Language)

Kormos, J and Smith, AM (2012) *Teaching Foreign Languages to Learners with Specific Learning Differences*. Bristol: Multilingual Matters.
ISBN: 9781847696199

Summary: *This book is intended to help language teachers work effectively and successfully with students who have specific learning differences (SpLD) such as dyslexia. The book takes an inclusive and practical approach to language teaching and encourages teachers to consider the effects that a SpLD could have on a language learner.*

Descriptor(s): Teacher education

Entered by: Lancaster University
(Linguistics and English Language)

Kormos, J, Kiddle, T and Csizer, K (2011) 'Goals, attitudes and self-related beliefs in second language learning motivation: an interactive model of language learning motivation'. *Applied Linguistics* 32/5: 495–516.

Summary: *In this study we surveyed the English language learning motivations of 518 secondary school students, university students and young adult learners in the capital of Chile, Santiago. We applied multi-group structural equation modelling to analyse how language learning goals, attitudes, self-related beliefs and parental encouragement interact in shaping motivated behaviour and to investigate age- and group-related differences in the internal structure of language learning motivation.*

Descriptor(s): Learner autonomy/strategies

Country of research: Chile

Learners' background: Chile

Institutional level: various

Entered by: Lancaster University
(Linguistics and English Language)

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Kubanyiova, M (2012) *Teacher Development in Action: Understanding Language Teachers' Conceptual Change*. Basingstoke: Palgrave Macmillian.

ISBN: 9780230232587

Summary: *This grounded theory ethnographic study of EFL teachers in Slovakia describes language teachers' engagement with the latest research in second language motivation. It offers an in-depth analysis of how language teachers mobilise (or not) their vast inner resources when they make sense of new material, and sheds light on what language teacher educators need to know to support the development of language teachers in meaningful and worthwhile directions.*

Descriptor(s): Teacher education, Teacher cognition, Learner autonomy/strategies, English language, Classroom interaction

Country of research: Slovakia

Learners' background: Slovakia

Institutional level: secondary

Entered by: University of Birmingham (School of Education)

Kuchah, K and Smith, R (2011) 'Pedagogy of autonomy for difficult circumstances: from practice to principles'. *Innovation in Language Learning and Teaching* 5/2: 119–140.

Summary: *The article considers the place of learner autonomy in an African context by recounting the first author's experience of teaching a very large class of more than 200 teenage learners in an under-resourced secondary*

school setting in Cameroon. On the basis of this narrative, we shed new light on issues including the cross-cultural relevance of autonomy, the distinction between a pedagogy of and a pedagogy for autonomy, and how a pedagogy of autonomy can be an appropriate response to otherwise 'difficult circumstances'.

URL: www.tandfonline.com/doi/full/10.1080/17501229.2011.577529#. UfqyrBGvLTo

Descriptor(s): Cultural issues, Learner autonomy/strategies

Country of research: Cameroon

Learners' background: Cameroon

Institutional level: secondary

Entered by: University of Warwick (Centre for Applied Linguistics)

Kullman, J (2011) 'Intercultural communication and English language education in the global context', in Ward, C (ed) *Language Education: An Essential for a Global Economy*. Singapore: SEAMEO Regional English Language Centre.

ISBN: 978971741020

Pages: 225–236

Summary: *In this chapter it is argued that many 'cultural' components of Business English courses and materials perpetuate a rule-governed and 'product-focused' approach to 'culture' and communication in which individuals are encouraged to 'fit' their own and others' behaviour and communicative practices into cultural 'templates'. A call is made for greater consideration of the complexities of intercultural communication in the teaching of*

Business English and examples are provided of how this can be achieved.

Descriptor(s): Cultural issues, Methodology, Materials, ESP, Curriculum/syllabus

Entered by: Canterbury Christ Church University (Department of English and Language Studies)



Lamb, M (2011) 'A Matthew effect in English language education in a developing country context', in Coleman, H (ed) *Dreams and Realities: Developing Countries and the English Language*. London: British Council.

ISBN: 9780863556593

Pages: 186–206

URL: www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section09.pdf

Country of research: Indonesia

Learners' background: Indonesia

Institutional level: secondary

Entered by: University of Leeds (School of Education)

Lamb, M (2011) 'Future selves, motivation and autonomy in long-term EFL learning trajectories', in Murray, G, Lamb, T and Gao, X (eds) *Identity, Motivation and Autonomy: Exploring their Links*. Bristol: Multilingual Matters.

ISBN: 9781847693723

Pages: 177–194

Descriptor(s): Learner autonomy/strategies

Country of research: Indonesia

Learners' background: Indonesia

Institutional level: secondary

Entered by: University of Leeds (School of Education)

Lamb, M (2012) 'A self-system perspective on young adolescents' motivation to learn English in urban and rural settings'. *Language Learning* 62/4: 997–1,023.

Descriptor(s): Learner autonomy/strategies

Country of research: Indonesia

Learners' background: Indonesia

Institutional level: secondary

Entered by: University of Leeds (School of Education)

Lazar, G (2011) 'The talking cure: from narrative to academic argument', in Bhatia, V, Hernandez, PS and Perez-Paredes, P (eds) *Researching Specialised Languages*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027203526

Pages: 175–189

Summary: *This chapter focuses on the use of oral narratives as a useful bridge into academic writing for students on tertiary-level courses, particularly those who have to produce reflective writing assignments. Key features of narrative discourse are considered, and the ways in which these can be exploited in classroom tasks in order to develop the academic writing and argumentation*

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A skills of students from a range of
— linguistic backgrounds and disciplines,
B including education and product design.

C **Descriptor(s):** Writing, Speaking,
D Methodology, Materials, ESP
E **Country of research:** United Kingdom
F **Learners' background:** various
G **Institutional level:** tertiary
H **Entered by:** Middlesex University
I (Learner Development Unit)

J **Lazar, G and Ellis, E** (2011)
K 'Genre as implicit methodology in
L a collaborative writing initiative'.
M *International Journal of English*
N *Studies* 11/1: 155–168.

O **Summary:** This article describes a
P teaching collaboration between a writing
Q specialist and a team of academics from
R a PGCE teacher training programme at
S a British university. The collaboration
T focused on designing and delivering
U sessions aimed at improving the writing
V of students from a variety of linguistic
W backgrounds. A positive impact study
X suggests that a genre-aware pedagogy
Y can usefully inform a programme for
Z writing in the disciplines, even when the
focus on genre is implicit.

URL: [http://revistas.um.es/ijes/article/
view/137151](http://revistas.um.es/ijes/article/view/137151)

Descriptor(s): Writing, Methodology,
ESP, Assessment
Country of research: United Kingdom
Learners' background: various
Institutional level: tertiary
Entered by: Middlesex University
(Learner Development Unit)

Leedham, M (2012) 'Combining
intuition with corpus linguistic analysis:
a study of marked lexical chunks in
four Chinese students' undergraduate
assignments'. *Nordic Journal of English
Studies* 11/93: 155–187.

Summary: Case study of four Chinese
students' undergraduate assignments
described in terms of marked or atypical
lexical chunks revealed through close
reading and those found through
keyword analysis, when compared with
a reference corpus of similar writing
by British undergraduates. Discusses
the benefits of combining the two
approaches, arguing that this gives
clearer insights into the personal
phraseological profiles of the students'
writing than either can offer alone.

URL: [http://oro.open.
ac.uk/35815/2/5D0398BE.pdf](http://oro.open.ac.uk/35815/2/5D0398BE.pdf)

Descriptor(s): Writing, Methodology,
Learner autonomy/strategies, ESOL/
EAL, English language, Assessment
Country of research: United Kingdom
Learners' background: China
Institutional level: tertiary
Entered by: The Open University
(Faculty of Education and
Language Studies)

**Leucht, M, C. Harsch, C, Pant,
HA and Köller, O** (2012) 'Steuerung
zukünftiger Aufgabenentwicklung
durch Vorhersage der Schwierigkeiten
eines Tests für die erste Fremdsprache
Englisch durch Dutch Grid Merkmale'
['Enhancing test development
by predicting item difficulty

characteristics']. *Diagnostica* 58/1: 31–44.

Descriptor(s): Assessment

Entered by: University of Warwick (Centre for Applied Linguistics)

Leung, AH (2012) 'Bad influence? – An investigation into the purported negative influence of foreign domestic helpers on children's second language English acquisition'. *Journal of Multilingual and Multicultural Development* 33/2: 133–148.

Summary: *This paper explores the influence of Filipino housekeepers on child L2 acquisition by studying HK-Cantonese children's listening ability in L2 English. Results from a picture-choosing task and a sound discrimination task suggest that informants don't differ from controls in abilities to listen to American-, British- and HK-English, and they are better at listening to Filipino-English. Being familiar with another English variety is argued to be desirable given English is used globally among non-natives.*

Descriptor(s): Listening, Learner cognition, English language

Country of research: Hong Kong

Learners' background: Hong Kong

Institutional level: various

Entered by: University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Li, D (2012) 'Easing transition and promoting a positive student experience within an international partnership scheme for British and Chinese teachers'. *Journal of*

Research in International Education 11/1: 32–49.

Summary: *This study investigates the needs and challenges – psychological, linguistic-academic and socio-cultural – of a group of Chinese secondary school teachers of English in their transition to postgraduate studies in the UK. The strategies and efforts of the host institution, local community and the Chinese students themselves to help ease transition and promote a positive experience are discussed. The article highlights the sociological processes of international postgraduate student transition and the importance of support.*

Descriptor(s): Cultural issues, English language

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Entered by: University of Reading (Institute of Education)

Li, L (2011) 'Obstacles and opportunities for developing thinking through interaction in language classrooms'. *Thinking Skills and Creativity* 6/3: 146–158.

Summary: *Teaching thinking skills is one of the most important elements in the learning process. This paper examines how teachers 'open up' and 'close down' opportunities for promoting thinking skills in EFL classrooms in China through the analysis of the interactions between the teacher and students. A socio-cultural analysis of language use and interaction patterns in EFL classrooms suggests how teachers facilitate or obstruct learner participation, negotiation and meaning co-construction in selected classroom episodes.*

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Descriptor(s): English language, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: secondary

Entered by: University of Exeter (School of Education and Lifelong Learning)

Li, L (2011) 'Three Important Issues in Using CALL'.

Summary: *This article looks at three important issues in using CALL based on four implications from my research. First, teachers' beliefs about effectiveness of technology link to teachers' motivation towards technology integration; second, pedagogical beliefs are closely connected to why and how teachers use technology; third, professional development is a core unit of successful technology implementation; and finally, resources and support are crucial.*

URL: http://elt.i21st.cn/article/9610_1.html

Descriptor(s): Teacher education, Teacher cognition, Methodology, Learning technologies

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Exeter (School of Education and Lifelong Learning)

Li, L and Walsh, S (2011) "'Seeing is believing": looking at EFL teachers' beliefs through classroom interaction'. *Classroom Discourse* 2/1: 39–57.

Summary: *This article explores the pedagogical beliefs and classroom interactions of two secondary school EFL teachers – one novice and one experienced – in China. Using interview and classroom observation data, this study depicts the teachers' pedagogical beliefs about teaching and learning by comparing what they say about their professional practice with their classroom interaction.*

URL: www.tandfonline.com/doi/pdf/10.1080/19463014.2011.562657

Descriptor(s): Teacher cognition, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: secondary

Entered by: University of Exeter (School of Education and Lifelong Learning)

Li, L and Walsh, S (2011) 'Technology uptake in EFL classrooms in Chinese secondary schools'. *Language Teaching Research* 15/1: 99–125.

Summary: *This article presents findings from a large-scale study on the use of ICT in English language classes in China. Questionnaires and follow-up focus group interviews were employed to examine 400 EFL teachers' computer use and factors affecting the use of computers as an aid to teaching.*

Descriptor(s): Teacher education, Teacher cognition, Learning technologies

Country of research: China

Learners' background: China

Institutional level: secondary

Entered by: University of Exeter
(School of Education and Lifelong Learning)

Lillis, T (2012) Economies of signs in writing for academic publication: the case of English medium 'national' journals. *Journal of Advanced Composition* 32/3–4: 695–722.

Summary: *This article focuses on a key phenomenon of global academic knowledge making, the production of English medium 'national' journals in local contexts where English is not the official or widely used medium of communication yet where English, in a global context, is increasingly viewed as the 'academic lingua franca.' Drawing on case studies from four national contexts – Hungary, Slovakia, Spain and Portugal – the paper speaks to debates about the global status of English.*

Descriptor(s): Writing, Cultural issues, ESOL/EAL, ESP, English language

Country of research: various

Learners' background: various

Institutional level: adult

Entered by: The Open University
(Faculty of Education and Language Studies)

Lillis, T (2012) 'English medium writing for academic purposes: foundational categories, certainty and contingency', in Tang, R (ed) *Academic Writing in a Second or Foreign Language: Issues and Challenges facing ESL/EFL Academic Writers in Higher Education Contexts*. London: Continuum.

ISBN: 9781441112163

Pages: 235–247

Summary: *The chapter provides an overview of the chapters in this book edited by Ramona Tang in terms of a specific disciplinary/ideological space, which I refer to as EWAP (English medium writing for academic purposes). I discuss the foundational categories informing some of the chapters – including English, writing, native/non-native, language – and the ways in which in some chapters these are explicitly challenged.*

Descriptor(s): Writing, ESOL/EAL, ESP, English language

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: The Open University
(Faculty of Education and Language Studies)

Lim, GS (2011) 'The development and maintenance of rating quality in performance writing assessment: a longitudinal study of new and experienced raters'. *Language Testing* 28/4: 543–560.

Summary: *This article considers the notion of rater expertise, and investigates the development of this expertise over time in a group of writing examiners.*

Descriptor(s): Writing, Assessment

Country of research: United States of America

Entered by: Cambridge English Language Assessment – University of Cambridge

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Lim, GS (2012) 'Considering context and purpose in the assessment of writing'. *IATEFL TEASIG Newsletter* 52: 7–8.

Summary: *This article considers assessment context and purpose in the case of large-scale standardised tests of writing ability, and examines the argument that different assessment practices should be used to reflect the possibilities and limitations of different assessment contexts (e.g. the language or environment).*

Descriptor(s): Writing, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Lim, GS (2012) 'Developing and validating a mark scheme for writing'. *Cambridge ESOL Research Notes* 49: 6–10.

Summary: *This article details the principles and the process followed in developing a mark scheme for a suite of writing exams.*

URL: www.cambridgeenglish.org/images/23166-research-notes-49.pdf

Descriptor(s): Writing, ESOL/EAL, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Lin, C-Y, Woodfield, H and Ren, W (2012) 'Compliments in Taiwan and mainland Chinese: the influence of

region and compliment topic'. *Journal of Pragmatics* 44: 1,486–1,502.

Summary: *Situated in the field of variational pragmatics, this study investigates the influence of macro-social and micro-social factors on compliments given by Taiwan Chinese and Mainland Chinese higher education students.*

Country of research: China

Learners' background: China

Institutional level: tertiary

Entered by: University of Bristol (Graduate School of Education)

Lin, P and Seargeant, P (2012) 'Is English threatening Chinese language and culture?' *English Today* 28/3: 60–66.

Summary: *The 'threat' of English in China might be balanced by the promotion of Chinese language and culture.*

Descriptor(s): English language

Country of research: China

Entered by: The Open University (Faculty of Education and Language Studies)

Llinares, A and Morton, T (2012) 'Social perspectives on interaction and language learning in CLIL classrooms', in Alcon Soler, E and Safont-Jorda, M-P (eds) *Discourse and Language Learning Across L2 Instructional Settings*. Amsterdam: Rodopi.

ISBN: 9789042035843

Pages: 105–132

Summary: *This chapter reviews a range of 'social' approaches to learning in L2 classrooms, including conversation analysis, situated*

learning theory and systemic functional linguistics, assessing their relevance for understanding language use and learning in CLIL classrooms.

Descriptor(s): English language, Classroom interaction

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Llinares, A, Morton, T and Whittaker, R (2012) *The Roles of Language in CLIL*. Cambridge: Cambridge University Press.

ISBN: 9780521150071

Summary: *This book presents a three-part framework for the integration of language and content in Content and Language Integrated Learning (CLIL). Based on a corpus of data collected in CLIL classrooms, the book considers the roles of language in CLIL from three inter-related perspectives: CLIL classroom interaction, the genres and registers through which the meanings of the different academic subjects are enacted, and how CLIL students' language may be expected to develop.*

Descriptor(s): English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: various

Learners' background: various

Institutional level: secondary

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

Lloyd, E (2012) 'Language learners' 'willingness to communicate' through Livemocha.com'. *ALSIC – Apprentissage des Langues et Systèmes d'Information et de Communication* 15/1: n/a.

Summary: *This is an analysis of language learners' use of the social networking site Livemocha.com, over a period of ten weeks. The learners also completed a personality-type questionnaire, and their preferences are discussed with reference to the questionnaire results.*

URL: <http://alsic.revues.org/2437>

Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)

Lloyd, E (2012) 'Learners' personality types and 'willingness to communicate' through livemocha.com, a social networking site for language Learning and Practice', in Orsini-Jones, M and Pibworth, L (eds) *Language Learning and Teaching: Future Routes. Proceedings of the Joint VLEs' Languages User Group's Vi Annual Conference and the Routes into Languages West Midland Consortium Conference*. Coventry: Coventry University Press.

ISBN: 9781846000331

Pages: 26–37

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Principal format: printed

Summary: *This paper reports on a study of a group of learners using a languages SNS, taking into account the variables of learner personality described using MBTI personality-type indicators. Data was gathered through questionnaires and face-to-face focus-group sessions, and the participants in the study were also asked to complete log sheets recording details of the activities they engaged in each time they logged on to the website Livemocha.com.*

Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)

Lloyd, TL (2012) 'Providing emotional support to ESOL and EAL students', in Mallows, D (ed) *Innovations in English Language Teaching for Migrants and Refugees*. London: British Council.

ISBN: 9780863557019

Pages: 119–127

Summary: *Written in collaboration with mental healthcare professionals, this chapter aims to provide a basic framework of how teachers can support second language learners suffering from emotional distress.*

URL: http://esol.britishcouncil.org/sites/esol/files/C328_Innovations_book_FINAL%202_web.pdf

Entered by: Waltham Forest College (ESOL Department)

Lo, YY and Macaro E (2012) 'The medium of instruction and classroom interaction: evidence from Hong Kong secondary schools'. *International Journal of Bilingual Education and Bilingualism* 15/1: 29–52.

Descriptor(s): English language, Classroom interaction

Country of research: Hong Kong

Learners' background: Hong Kong

Institutional level: secondary

Entered by: University of Oxford (Department of Education)

Lynch, T (2011) 'Academic listening in the 21st century: reviewing a decade of research journal of English for Academic Purposes 10: 79–88'. *Journal of English for Academic Purposes* 10: 79–88.

Summary: *This review extends the conventional notion of academic listening to include reciprocal listening in academic settings, as well as listening to lectures. The first section highlights listening's low profile in EAP research. The second surveys research into real lectures, experimental lectures and conference presentations. The third covers interactive lectures, student presentations, supervisions and office hours. The final section looks ahead to likely directions for academic listening research.*

Descriptor(s): Speaking, Listening

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: University of Edinburgh (English Language Teaching Centre)

Lynch, T (2012) 'Traditional and modern skills', in Eisenmann, M and Summer, T (eds) *Basic Issues in EFL Teaching and Learning*. Heidelberg: Winter.

ISBN: 9783825359478

Pages: 79–91

Summary: *This chapter moves from the traditional analysis of language use into two receptive skills (listening and reading) and two productive skills (speaking and writing), to alternative views: that most communication requires integration of skills, rather than discrete use; that language use involves three or five skills, not four. Finally, it discusses specific new skills that language learners need to acquire and master in the 21st century.*

Descriptor(s): Writing, Speaking, Reading, Methodology, Listening, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Edinburgh (English Language Teaching Centre)

M

Macaro, E, Nakatani, Y, Hayashi, Y and Khabbazzbashi, N (2012) 'Exploring the value of bilingual language assistants with Japanese English as a foreign language learners'. *Language Learning Journal* (advance access): 1–14.

Descriptor(s): Methodology, Management/Innovation, Classroom interaction

Country of research: Japan

Learners' background: Japan

Institutional level: secondary

Entered by: University of Oxford (Department of Education)

Macaro, E, Handley, Z and Walter, C (2011) 'A systematic review of CALL in English as a second language: focus on primary and secondary education (state-of-the-art article)'. *Language Teaching* 45/1: 1–43.

Descriptor(s): Writing, Speaking, Reading, Listening, Learning technologies, English language

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Oxford (Department of Education)

MacDonald, MN and O'Regan, JP (2011) 'A global agenda for intercultural communication research and practice', in Jackson, J (ed) *The Routledge Handbook of Language and Intercultural Communication*. Abingdon: Routledge.

ISBN: 9780415709828

Pages: 553–567

Summary: *This chapter identifies key issues and topics in intercultural communication and places them in the wider context of globalisation and transnational mobility. It outlines contributions that have been made*

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A in recent intercultural communication
— B research, to highlight trends in research
— C methods, and proposes areas where
— D further work can be carried out.

Descriptor(s): Cultural issues

Entered by: Institute of Education,
London (Department of Culture,
Communication and Media)

MacDonald, MN and O'Regan, JP
(2012) 'The ethics of intercultural
communication'. *Educational
Philosophy and Theory* (advance
access): n/a.

Summary: The aim of this paper is to
critique the implicit ethical imperative
which underwrites the area of
pedagogic activity referred to as
'intercultural communication'.

Descriptor(s): Cultural issues

Entered by: Institute of Education,
London (Department of Culture,
Communication and Media)

**MacIntyre, P, Clément, R,
Dörnyei, Z and Noels, K** (2011)
'Conceptualització de la voluntat
de comunicar en una L2: un model
situacional de confiança i afiliació en
L2' [Catalan translation of the 1998
article 'Conceptualising willingness
to communicate in a L2'], in Marí, I
and Strubell, M (eds) *La Voluntat de
Comunicar, Objectiu de les Aules de
Llengües*. Barcelona: Editorial UOC.

ISBN: 9788497884624

Pages: 27–58

Entered by: University of Nottingham
(School of English)

Mackey, A (2012) 'Why (or why not),
when and how to replicate research',
in Porte, G (ed) *Replication Research
in Applied Linguistics*. Cambridge:
Cambridge University Press.

ISBN: 9781107671522

Pages: 21–46

Entered by: Lancaster University
(Linguistics and English Language)

Mackey, A (2012) *Input, Interaction
and Corrective Feedback in L2 Learning*.
Oxford: Oxford University Press.

ISBN: 9780194422468

Entered by: Lancaster University
(Linguistics and English Language)

Mackey, A and Goo, J (2012)
'Interaction approach in second
language acquisition', in Chapelle,
CA (ed) *The Encyclopedia of Applied
Linguistics*. Malden: Wiley-Blackwell.

ISBN: 9781405194730

Pages: 2,748–2,758

Entered by: Lancaster University
(Linguistics and English Language)

Mackey, A and Sachs, R (2012)
'Older learners in SLA research: a first
look at working memory, feedback
and L2 development'. *Language
Learning* 60: 704–740.

Entered by: Lancaster University
(Linguistics and English Language)

Mackey, A and Gass, SM (2012) 'Introduction', in Mackey, A and Gass, SM (eds) *Research Methods in Second Language Acquisition: A Practical Guide*. London: Blackwell.

ISBN: 9781444334265

Pages: 1–4

Entered by: Lancaster University (Linguistics and English Language)

Mackey, A, Abuhli, R and Gass, S

(2012) 'Interactionist approaches', in Gass, S and Mackey, A (eds) *The Routledge Handbook of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415479936

Pages: 7–23

Entered by: Lancaster University (Linguistics and English Language)

Martinez, R and Schmitt, N (2012)

'A phrasal expressions list'. *Applied Linguistics* 33/3: 299–320.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

McAdam, J and Arizpe, E (2011)

'Journeys into culturally responsive teaching'. *Journal of Teacher Education and Teachers' Work* 2/1: 18–27.

Summary: This article explores the responses of three Scottish teachers to the learning strategies used in an international research project, *Visual*

Journeys, which used visual narratives to support EAL pupils. Using narrative enquiry, the article shows how teachers' interactions with these pupils also communicate powerful messages regarding their cultural identities, and therefore bilingual teachers should consider their role as both educators and transmitters of culture.

URL: www.strath.ac.uk/media/faculties/hass/education/JTETW_Issue2.pdf

Descriptor(s): Cultural issues, ESOL/ EAL, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: primary

Entered by: University of Glasgow (Department of Language and Literature, School of Education)

McCullagh, M (2011) 'Addressing the language and communication needs of international medical graduates', in Hoekje, B and Tipton, S (eds) *English Language and the Medical Profession: Instructing and Assessing the Communication Skills of International Physicians. Innovation and Leadership in English Language Teaching. Volume 5*. Bingley: Emerald Publishing Group.

ISBN: 978178023842

Pages: 211–228

Summary: This chapter outlines some of the language and communication challenges facing international medical graduates (IMGs) in the UK during the doctor-patient interview. Problems identified include difficulties in understanding colloquial language used by patients, lack of cultural awareness and

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lack of training in communication skills. This analysis is followed by a discussion of how learning materials can help IMGs become more effective communicators.

Descriptor(s): Cultural issues, Materials, ESP

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Portsmouth (School of Languages and Area Studies)

McDiarmid, C and Elmslie, R (2012) 'Integrating projects into a year-round pre-sessional: practice and perceptions', in Pattison, T (ed) *IATEFL 2012 Glasgow Conference Selections*. Canterbury: IATEFL.

ISBN: 9781901095425

Pages: 169–171

Principal format: printed

Summary: *This project describes the aims and outputs of three projects integrated into a year-round English for Academic Purposes (EAP) pre-sessional programme at the University of Glasgow. Along with a brief description of each one it discusses the post-course evaluation, compares student and tutor comments on the perceived usefulness and the extent to which each project met the intended aims.*

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Glasgow (Department of Language and Literature, School of Education)

McKendry, M and Murphy, VA

(2011) 'A comparative study of listening comprehension measures in English as an additional language and native English-speaking primary school children'. *Evaluation and Research in Education* 24: 17–20.

Descriptor(s): Listening, ESOL/EAL, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: primary

Entered by: University of Oxford (Department of Education)

McPake, N and Sjoberg, S (2012)

'Developing resources for community cohesion: a report on a small-scale (Institute for Learning-funded) action research project'. *Language Issues* 23/1: 66–78.

Entered by: University of Birmingham (English for International Students Unit)

Michel, MC (2011) 'Effects of task complexity and interaction on L2 performance', in Robinson, P (ed) *Second Language Task Complexity: Researching the Cognition Hypothesis of Language Learning and Performance*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027207203

Pages: 141–174

Descriptor(s): Speaking, Materials, Learner cognition, Classroom interaction

Country of research: Netherlands

Learners' background: Turkey

Institutional level: tertiary

Entered by: Lancaster University
(Linguistics and English Language)

Michel, MC (2011) *Cognitive and Interactive Aspects of Task-based Performance in Dutch as a Second Language*. Oisterwijk: BoxPress.

ISBN: 9789088912320

Summary: *This book reports on three studies that investigate task-based performance of Turkish and Moroccan L2 learners of Dutch. They investigate effects of monologic versus dialogic performance on cognitively simple versus complex tasks in reference to Robinson's (2005) Cognition Hypothesis. Hardly any effects of an increased task complexity on L2 performance was attested. In contrast, learners showed more complex, accurate and more fluent performances in dialogic tasks than when acting on their own.*

Descriptor(s): Speaking, Materials, Learner cognition, Classroom interaction

Country of research: Netherlands

Learners' background: Morocco

Institutional level: tertiary

Entered by: Lancaster University
(Linguistics and English Language)

Michel, MC, Ofner, D and Thoma, D (2012) 'What pre-school teachers (need to) know about language', in de Jong, N, Juffermans, K, Keijzer, M and Rasier, L (eds) *Proceedings of the 7th ANéLA Conference*. Delft: Eburon.

ISBN: 9789059726222

Pages: 116–125

Principal format: printed

Descriptor(s): Teacher cognition, Cultural issues, Assessment

Country of research: Germany

Learners' background: Germany

Institutional level: pre-primary

Entered by: Lancaster University
(Linguistics and English Language)

Michel, MC, Kuiken, F and Vedder, I (2012) 'Task complexity and interaction: (combined) effects on task-based performance in Dutch as a second language', in Roberts, L, Lindqvist, C, Bardel, C and Abrahamsson, A (eds) *Eurosla Yearbook*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027200068

Pages: 164–190

Principal format: printed

Descriptor(s): Speaking, Classroom interaction

Country of research: Netherlands

Learners' background: Morocco

Institutional level: tertiary

Entered by: Lancaster University
(Linguistics and English Language)

Milton, J (2011) 'The role of classroom and informal vocabulary input in growing a foreign language lexicon'. *Greek Journal of Applied Linguistics* 26: 59–80.

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Summary: *This paper examines the lexical loading of textbooks and supplementary materials used to teach foreign language and particularly EFL. It concludes that many textbooks overemphasise the most frequent vocabulary and fail to provide learners with the volumes of vocabulary needed for fluency. Supplementary activities such as reading comic books, listening to songs and watching foreign language DVDs, however, appear to be an excellent source of additional vocabulary for learners.*

Descriptor(s): English language, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: secondary
Entered by: Swansea University (Department of English Language and Literature)

Milton, J, Richards, B, Mäntylä, K, Treffers-Daller, J, Bell, H, Miralpeix, I, Daller, M, Schmitt, N, Pellicer-Sanchez, A and Meara, P (2011) 'Essential readings in vocabulary studies', in Millar, RM and Durham, M (eds) *Applied Linguistics, Global and Local Proceedings of the 43rd Annual Meeting of the British Association for Applied Linguistics*. London: Scitsiugnil Press.

ISBN: 9780955953330

Pages: 387–406

Principal format: online

Summary: *This paper covers a wide range of important issues in the learning and teaching of vocabulary. This paper was the outcome of a Vocabulary*

symposium, which took place as part of the 43rd Annual Conference of the British Association of Applied Linguistics in which authors reviewed and commented on one paper that we believed had been of particular influence to the field of vocabulary teaching and learning.

URL: www.baal.org.uk/proceedings_10.pdf

Descriptor(s): Reading, Materials, Listening, ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Milton, J, Jonsen, S, Hirst, S and Lindenburn, S (2012) 'Foreign language vocabulary development through activities in an online 3D environment'. *Language Learning Journal* 40/1: 99–112.

Summary: *This paper investigates the vocabulary environment and learning among learners in the Vill@ge virtual learning environment in Second Life. It appears that outside controlled learning activities the lexical environment is poor and offers little opportunity for lexical growth. However, there is some evidence that learners, even in a short space of time, can improve their speed of interaction and fluency.*

Descriptor(s): Learning technologies, English language

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: Swansea University (Department of English Language and Literature)

Mollet, E, Wray, A and Fitzpatrick, T

(2011) 'Accessing second-order collocation through lexical co-occurrence networks', in Herbst, T, Uhrig, P and Schüller, S (eds) *The Phraseological View of Language: A Tribute to John Sinclair*. Berlin: De Gruyter.

ISBN: 9783110256888

Pages: 87–121

Summary: *Demonstration of a technique for capturing more subtly the ways in which words co-occur, based on the idea that some words' distribution is influenced by the company that other words keep; that is, the way a word is used is in part determined by the collocates of its collocates.*

Descriptor(s): English language

Country of research: United Kingdom

Entered by: Cardiff University (School of English, Communication and Philosophy)

Montgomery, C and Spiro, J

(2011) 'Insights into hidden stories of crossing cultures: the CICIN poetry wall', in Clifford, V and Montgomery, C (eds) *Moving Towards Internationalisation of the Curriculum for Global Citizenship in Higher Education*. Oxford: OCSLD.

ISBN: 9781873576816

Pages: 185–206

Summary: *This chapter makes a claim for the value of creative writing as a research resource. It shares examples of poetry selected by 50 educators at a conference on global citizenship, invited*

to identify texts that represented for them the theme of 'crossing cultures'. These selections offer insights into participant experience of 'crossing cultures, and consider the way learning can be expressed through the medium of creative writing as distinct from more traditional academic discourse.

Descriptor(s): Writing, Cultural issues, Reading

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)

Montoro, C and Hampel, R (2011)

'Investigating language learning activity using a CALL task in the self-access centre'. *SISAL (Studies in Self-Access Learning) Journal* 2/3: 119–135.

Summary: *This article describes a small study of the language learning activity of individual learners using a CALL task in a self-access environment. The research focuses on the nature of the language learning activity, the most salient elements that make up its structure and major disturbances observed between and within some of those elements. It is set in the context of computer-assisted language learning (CALL) and activity theory.*

URL: http://sisaljournal.org/archives/sep11/montoro_hampel/

Descriptor(s): Learning technologies, English language

Country of research: Mexico

Learners' background: Mexico

Institutional level: tertiary

Entered by: The Open University
(Faculty of Education and
Language Studies)

Mooney, A, Stilwell, J Peccei, S, LaBelle, B, Henriksen, E, Eppler, A, Irwin, P, Pichler, S, Preece and Soden, S (2011) *Language, Society and Power: An Introduction (3rd edition)*. Abingdon: Routledge.

ISBN: 9780415576598

Entered by: Institute of Education,
London (Department of Culture,
Communication and Media)

Morton, T (2012) 'Classroom talk, conceptual change and teacher reflection in bilingual science teaching'. *Teaching and Teacher Education* 28/1: 101–110.

Summary: *This article examines a science teacher's use of and reflections on classroom talk in teaching a unit on genetics through English on a bilingual education programme. It shows the relationships between classroom interactions and the teacher's pedagogical agendas in teaching science content through L2 English.*

Descriptor(s): Teacher cognition,
English language, Classroom
interaction

Country of research: Spain

Learners' background: Spain

Institutional level: secondary

Entered by: Birkbeck College,
University of London (Department of
Applied Linguistics and Communication)

Motteram, G (2011) 'Developing language learning materials with technology', in Tomlinson, B (ed) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

ISBN: 9780521574198

Pages: 303–327

Summary: *The chapter explores the implications for the development of language learning materials of the development of Web 2.0 and other recent technologies.*

Descriptor(s): Methodology,
Materials, Learning technologies,
Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Manchester
(School of Education)

Motteram, G (2011) 'Language learning, technology and appropriate pedagogy', in House, S (ed) *Theory and Practice in English Language Teaching*. Barcelona: Grao.

ISBN: 9788499800936

Pages: 125–145

Summary: *This chapter outlines a set of principles, based on socio-cultural theory, to develop effective language teaching and learning materials in the context of recent developments in learning technology.*

Descriptor(s): Materials, Learning
technologies, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Manchester
(School of Education)

Muller, TJ and Adamson, JL (2012)

'Epilogue: description and evaluation of the process of creating this book', in Muller, TJ, Herder, SD, Adamson, JL and Brown, PS (eds) *Innovating EFL Teaching in Asia*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301528

Pages: 267–279

Entered by: University of Birmingham
(English Language and Applied Linguistics (ELAL))

Muller, TJ and De Boer, M (2012)

'Classroom discourse analysis of student use of language scaffolding during tasks', in Muller, TJ, Herder, SD, Adamson, JL and Brown, PS (eds) *Innovating EFL Teaching in Asia*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301528

Pages: 145–161

Entered by: University of Birmingham
(English Language and Applied Linguistics (ELAL))

Murray, N (2011) 'Access and success: some key questions concerning language proficiency and enabling education', in Klinger, CM and Murray, N (eds) *Aspirations, Access, Attainment: Adding Value and Transforming Lives through*

Widening Participation: Proceedings of the 1st International Australasian Conference on Enabling Access to Higher Education. Adelaide: University of South Australia.

ISBN: 9781876346638

Pages: 23–29

Principal format: printed

Summary: *This article looks at mechanisms for identifying higher education students at risk linguistically, and possibilities for provision to address their English language needs.*

Descriptor(s): Management/Innovation, ESP, English language, Curriculum/syllabus, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick
(Centre for Applied Linguistics)

Murray, N (2011) 'University post-enrolment English language assessment: a consideration of the issues'. *Journal of the Educational Research Group of Adelaide* 2: 27–33.

Summary: *As universities face increasing numbers of international students who meet English language entry criteria but subsequently struggle with the language demands of their courses, many are contemplating instituting some form of post-enrolment language assessment. The purpose is to identify, early on, those at greatest risk due to weak language skills and to direct them to the supports available. This article considers some of the key issues motivating such assessment and impacting on its implementation.*

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Descriptor(s): Management/Innovation, English language, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Murray, N (2012) 'A report on a pilot English language intervention model for undergraduate trainee nurses'. *Journal of Academic Language and Learning* 6: 48–63.

Summary: *This article reports on a pilot intervention, which comprised 39 hours of face-to-face tuition in which language was taught within contexts relevant to trainee and practising nurses. Results suggest that even a quite modest language intervention can have an impact on students' English language competence.*

URL: <http://journal.aall.org.au/index.php/jall/article/view/135>

Descriptor(s): Curriculum/syllabus, ESP, Methodology

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Murray, N (2012) 'English as a lingua franca and the development of pragmatic competence'. *English Language Teaching Journal (ELTJ)* 66: 318–326.

Summary: *This article looks at the pedagogical implications of English as a lingua franca research in the context of other developments in pedagogical pragmatics. It proposes three types of strategy, which together offer teachers and materials designers a broad framework via which they can usefully begin to develop the pragmatic competence of their students in a manner that prepares them for English as a lingua franca communication.*

Country of research: Australia

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Murray, N (2012) 'Ten "good practice principles" ... ten key questions: considerations in addressing the English language needs of higher education students'. *Higher Education Research and Development* 31: 233–246.

Summary: *A consideration of a number of fundamental issues universities need to consider in responding to the challenges around English language proficiency and academic literacy in light of the increasing numbers of students enrolling for whom English is not a first language.*

Descriptor(s): Management/Innovation, ESP, English language, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Murray, N (2012) 'Widening participation and English language proficiency: a convergence with implications for assessment practices in higher education'. *Studies in Higher Education* 38: 299–311.

Summary: *This article looks at the intersection of two high-priority agendas in higher education: widening participation and English language proficiency, and considers how, together, these agendas make a case for some form of post-enrolment English language assessment in institutions of higher education.*

Descriptor(s): Management/Innovation, English language, Assessment

Country of research: Australia

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Murray, N (2012) *Writing Essays in English Language and Linguistics*. Cambridge: Cambridge University Press.

ISBN: 9780521128469

Summary: *A book written to help students writing within the fields of English language and linguistics to understand the expectations and conventions of these disciplines and to meet them effectively.*

Descriptor(s): Writing, ESP, English language

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)



Nakatsuhara, F (2011) 'Effects of the number of participants on group oral test performance'. *Language Testing* 28/4: 483–508.

Summary: *This study explores the nature of co-constructed interaction in group oral tests by examining whether a test-taker's own and his or her group members' extraversion levels and oral proficiency levels have different influences on conversational styles between two group sizes: groups of three and groups of four.*

Descriptor(s): Speaking, English language, Assessment

Country of research: Japan

Learners' background: Japan

Institutional level: secondary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Nakatsuhara, F (2011) 'The relationship between test-takers' listening proficiency and their performance on the IELTS speaking test', in Osborne, J (ed) *IELTS Research Reports 12, Report 4*. Melbourne/Manchester: IDP IELTS Australia and British Council.

ISBN: 9780977587599

Pages: 151–200

Summary: *This study investigated the relationship between test-takers' listening proficiency and performance on Part 3 (Discussion) of the IELTS*

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Speaking Test, as against that on Part 2 (Individual Long Turn). It explored how communication problems that were associated with test-takers' listening proficiency occurred and how these problems were dealt with.

URL: www.ielts.org/PDF/vol12_report_4.pdf

Descriptor(s): Speaking, Listening, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Nakatsuhara, F (2012) 'The relationship between test-takers' listening proficiency and their performance on the IELTS speaking test', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 519–573

Summary: *This study investigated the relationship between test-takers' listening proficiency and performance on Part 3 (Discussion) of the IELTS Speaking Test, as against that on Part 2 (Individual Long Turn). It explored how communication problems that were associated with test-takers' listening proficiency occurred and how these problems were dealt with.*

Descriptor(s): Speaking, Listening, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Nazari, A (2011) 'An analysis of an EFL teachers' guide: a case study'. *Education Research International* 2011: n/a.

Summary: *This article is an attempt to analyse one of the documents which may affect the classroom activities of English as a Foreign Language (EFL) teachers, namely teachers' guides. The article stands where critical discourse analysis and language policy come together in the study of language policies in education.*

URL: www.hindawi.com/journals/edu/2011/249610/

Descriptor(s): Cultural issues, Methodology, Materials, English language, Curriculum/syllabus

Institutional level: secondary

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Nazari, A and Allahyar, N (2012) 'Grammar teaching revisited: EFL teachers between grammar abstinence and formal grammar teaching'. *Australian Journal of Teacher Education* 37/2: 73–87.

Summary: *The study of English language teachers' cognitions and its relationship to teachers' classroom practices has*

recently been the focus of language teaching and teacher education. However, rarely have the studies delved into teachers' knowledge about grammar or investigated the relationships between teachers' knowledge about grammar and teachers' actions. The research addresses why teachers adopt a deductive or an inductive approach, how they teach grammar and how they respond to students' errors.

URL: <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1691&context=ajte>

Descriptor(s): Teacher education, Teacher cognition, Methodology, English language, Curriculum/ syllabus, Classroom interaction

Institutional level: adult

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Nazari, A and Allahyar, N

(2012) 'Increasing willingness to communicate among English as a Foreign Language (EFL) students: effective teaching strategies'. *Journal of Investigations in University Teaching and Learning* 8: 18–29.

Summary: *This article looks at English as a Foreign Language (EFL) learners' willingness to communicate (WTC) as one of the predictors of their participation in classroom activities and L2 use in the classroom. In this article, we suggest ways in which teachers can intervene in their patterns of teacher-learner interaction to provide their learners with ample opportunities to volunteer ideas and to participate more in classroom activities.*

URL: www.londonmet.ac.uk/fms/MRSite/psd/hr/capd/investigations/Volume%208/Inv%20008%20004%20Nazari%20Allahyar.pdf

Descriptor(s): Methodology, English language, Classroom interaction

Institutional level: adult

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Nesi, H (2011) 'BAWE: an introduction to a new resource', in Frankenberg-Garcia, A, Aston, G and Flowerdew, L (eds) *New Trends in Corpora and Language Learning*. London: Continuum/Bloomsbury.

ISBN: 9781441159960

Pages: 213–228

Summary: *This chapter describes the BAWE corpus, a very rich resource that provides a currently unique opportunity to investigate academic texts which have been judged to conform to departmental requirements (on the evidence of the grade awarded), but which differ markedly from professional academic writing in terms of their communicative intent.*

Descriptor(s): Writing, Materials, Assessment

Country of research: United Kingdom

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work

Entered by: Coventry University (Department of English and Languages)

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Nesi, H (2012) 'Alternative e-dictionaries: uncovering dark practices', in Granger, S and Paquot, M (eds) *Electronic Lexicography*. Oxford: Oxford University Press.

ISBN: 9780199654864

Pages: 357–372

Summary: *Although most e-dictionary research tends to focus on prestigious e-dictionaries emanating from university centres or established publishing houses, surveys suggest that less prestigious types of e-dictionaries are far more popular with the general user. These are far less likely to be specified individually in the academic literature, or evaluated in terms of their lexicographical content. This chapter examines less prestigious e-dictionaries and 'alternative e-dictionaries', and draws attention to the dangers of over-reliance on alternative e-dictionary information.*

Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Coventry University (Department of English and Languages)

Nesi, H (2012) 'Laughter in university lectures'. *Journal of English for Academic Purposes* 11/2: 79–89.

Summary: *This paper considers why lecturers provoke laughter in their lectures, and identifies laughter episodes in British data (mainly from the BASE corpus) which may differ from those in other cultural contexts. Examination of the data indicates that the management of laughter in British lectures is strategic, and has a rhetorical purpose.*

Descriptor(s): Teacher education, Speaking, Listening

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)

Nesi, H (2012) 'Writing in the disciplines', in Clughen, L and Hardy, C (eds) *Writing in the Disciplines: Building Supportive Cultures for Student Writing In UK HE*. Bingley: Emerald Group.

ISBN: 9781780525464

Pages: 57–75

Summary: *This chapter describes the BAWE corpus holdings, discusses findings from analysis of the corpus that are relevant to writing tutors, and demonstrates how tutors can benefit from corpus access in various ways.*

Descriptor(s): Writing, Materials, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work

Entered by: Coventry University (Department of English and Languages)

Nesi, H and Moreton, E (2012) 'EFL/ESL writers and the use of shell nouns', in Tang, R (ed) *Academic Writing in a Second or Foreign Language: Issues and Challenges*

Facing ESL/EFL Academic Writers in Higher Education Contexts. London: Continuum/Bloomsbury.

ISBN: 9781441112163

Pages: 126–145

Summary: *This chapter examines use in the BAWE corpus of abstract nouns, which perform a cohesive function ('shell nouns'). The methods of Aktas and Cortes (2008) are applied to the study of two groups of students writing under more or less identical circumstances, distinguished solely by their status as users of English as a first or a foreign language. The findings have implications for the teaching of academic writing.*

Descriptor(s): Writing

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work

Entered by: Coventry University (Department of English and Languages)

Nesi, H and Tan, K-H (2011) 'The effect of menus and signposting on the speed and accuracy of sense selection'. *International Journal of Lexicography* 24/1: 79–96.

Summary: *A number of dictionaries include 'signposts' in polysemous entries. These may be placed at the top of the entry, or distributed before each meaning. This study compares the effect of entries for words with their original menus, without menus, and with the menu information dispersed within the entry. Selection time with and without*

signposting did not differ significantly, but responses to entries containing shortcuts were significantly more accurate than responses to entries with no signposting.

Descriptor(s): Materials, Learner autonomy/strategies

Country of research: various

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)

Nesi, H and Gardner, S (2012)

Genres across the Disciplines: Student Writing in Higher Education. Cambridge: Cambridge University Press.

ISBN: 9780521767460

Summary: *This book draws on the British Academic Written English (BAWE) corpus and uses discourse analysis and corpus linguistics techniques, together with interview data, to identify and describe the different genres of writing students produce in British universities.*

Descriptor(s): Writing, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work

Entered by: Coventry University (Department of English and Languages)

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O'Sullivan, B and Green, AB (2011) 'Test-taker characteristics', in Taylor, L (ed) *Examining Speaking: Theory, Practice and Research*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 36–64

Summary: *The characteristics of the test taker that most interest us here are those aspects of their cognitive and other resources that affect language use in specific social contexts. We are concerned with identifying those characteristics which influence or relate to the resources that the test taker brings with them to the test event.*

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

O'Sullivan, B and Weir, CJ (2011) 'Test development and validation', in O'Sullivan, B (ed) *Language Testing: Theories and Practices (Advances in Linguistics Series)*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230230637

Pages: 13–32

Summary: *With regard to language test validity and validation, we first look at recent attempts to model language use, identifying their benefits and limitations. We then turn to some current frameworks to see whether they offer test developers and stakeholders a more comprehensive and systematic means for generating and interpreting validity evidence. This review leads us to present what we see as a viable*

and practical model for conceptualising test validity and carrying out validation.

Descriptor(s): English language, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

O'Sullivan, B and Nakatsuhara, F (2011) 'Quantifying conversational styles in group oral test discourse', in O'Sullivan, B (ed) *Language Testing: Theories and Practices (Advances in Linguistics Series)*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230230637

Pages: 164–185

Summary: *This chapter focuses on the development and application of measures to quantify conversational styles in group oral tests.*

Descriptor(s): Speaking, Methodology, English language, Assessment

Country of research: Japan

Learners' background: Japan

Institutional level: secondary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Odeniyi, V and Lazar, G (2011) 'A cross-cultural awareness workshop: language, communication and difference'. *The Teacher Trainer* 25/1: 2–8.

Summary: This article focuses on a one-day training session designed for a range of support staff at a British university in order to raise awareness of the complex linguistic and cultural factors influencing students' communication and behaviour and to support staff's own communication and behaviour. The session aimed to help staff to develop culturally competent strategies in their work by adopting an emic approach to critical incident analysis and experiential learning activities.

Descriptor(s): Speaking,
Cultural issues

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Middlesex University
(Learner Development Unit)

Ong'Ondo, CO and Borg, S (2011) 'We teach plastic lessons to please them' – The influence of supervision on the practice of English language student teachers in Kenya. *Language Teaching Research* 14/3: 509–528.

Country of research: Kenya

Learners' background: Kenya

Institutional level: secondary

Entered by: University of Leeds
(School of Education)

Orsini-Jones, M, Brick, B and Pibworth, L (2012) 'Practising language interaction via social networking sites: the "expert students" perspective on personalised language learning', in Zou, B (ed) *Computer-*

assisted Foreign Language Teaching and Learning: Technological Advances. Hershey: IGI Global.

ISBN: 9781466628212

Pages: 40–53

Summary: This chapter reports on the evaluation of language learning SNSs carried out by 'expert students' who are training to become Teachers of English as a Foreign Language at both undergraduate and postgraduate levels. While stressing the positive features available on these sites and novel ways in which they can enable personalised language learning, it also focuses on some troublesome aspects that occur when learners engage with Web 2.0 tools.

Descriptor(s): Teacher education,
Materials, Learning technologies,
Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Coventry University
(Department of English and Languages)

Ożańska-Ponikwia, K and Dewaele, J (2012) 'Personality and L2 use. The advantage of being open-minded and self-confident in an immigration context', in Roberts, L, Lindqvist, C, Bardel, C and Abrahamsson, N (eds) *Eurosla Yearbook*. Amsterdam: John Benjamins.

ISBN: 9789027200068

Pages: 112–134

Summary: The present study investigates this question by looking at the link between personality traits and frequency of use of English L2 as well

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A as self-perceived proficiency in English
— L2 by 102 adult Polish immigrants
B living in Ireland and the UK. Participants
— filled out a Polish version of personality
C questionnaires (OCEAN and TEIQ) and a
— socio-biographical questionnaire.

Country of research: Ireland

Learners' background: Poland

Institutional level: various

Entered by: Birkbeck College,
University of London (Department of
Applied Linguistics and Communication)

P

Pan, L (2011) 'Language ideologies in Olympic Beijing'. *Applied Linguistics Review* 2: 75–97.

Summary: *In this paper I focus on the English language learning context in China and use data collected during the period when Beijing was preparing for and hosting the 2008 Olympic Games (2006–08) to examine how English and the study of English are perceived and accessed by learners engaged in teaching and learning English outside formal educational institutions; namely, Olympic community English classes and English corners.*

Descriptor(s): English language

Country of research: China

Learners' background: China

Institutional level: tertiary

Entered by: Institute of Education,
London (Department of Culture,
Communication and Media)

Pan, L (2011) 'Language ideologies in the Chinese foreign language education policies: a world-system perspective'. *Language Policy* 2011/10: 245–263.

Summary: *This paper investigates the Chinese state's English language ideologies as reflected in official Chinese foreign language education policies (FLEPs). It contends that the Chinese FLEPs not only indicate a way by which the state gains consent, maintains cultural governance and exerts hegemony internally, but also shows the traces of the combined force of the dominant actors both from above to below state levels in what Wallerstein defines the modern world system (1974, 1989, 2004a, 2004b).*

Descriptor(s): English language

Country of research: China

Institutional level: various

Entered by: Institute of Education,
London (Department of Culture,
Communication and Media)

Pan, L and Block, D (2011) 'English as a 'global language' in China: an investigation into learners' and teachers' language beliefs'. *System* 39: 391–402.

Summary: *This paper discusses issues related to language beliefs held by teachers and students of English in China; namely, the status of English, the learners' expectations of English and the focus of English teaching and learning in China. These beliefs are examined in the context of globalisation and China's ever-deepening integration into the global economy, in particular, during the period when China hosted the Beijing Olympic Games in 2008.*

Descriptor(s): English language

Country of research: China

Learners' background: China

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Pan, L and Sargeant, P (2012) 'Is English threatening Chinese language and culture? Learners' beliefs and the discourse of yingyu weixie'. *English Today* 111, 28/3: 60–66.

Summary: *Despite a discourse of yingyu weixie articulated by a number of notable scholars and commentators in recent years, the paper argues that English is not perceived as a threat to Chinese cultural identity by the majority of the research subjects in our study.*

Descriptor(s): English language

Country of research: China

Learners' background: China

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Papp, S and Nicholson, G (2011) 'Vocabulary acquisition in children and Cambridge ESOL's wordlists for tests for young learners aged 7–14'. *Cambridge English: Research Notes* 46: 9–13.

Summary: *This article reviews several aspects of vocabulary learning related to several issues and how they are*

reflected in Cambridge ESOL's wordlists for tests of younger learners.

URL: www.cambridgeenglish.org/images/23164-research-notes-46.pdf

Descriptor(s): ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Paran, A (2011) 'Maintaining teacher skills', in House, S (ed) *Teacher Development*. Barcelona: Grao.

ISBN: 9788499800967

Pages: 9–24

Summary: *This chapter provides a theoretical overview of teachers' lifecycles and discusses the outcomes of different pedagogical stances. It then lists a variety of activities which teachers can engage in to maintain their language level, as well as other activities to help them improve their pedagogical knowledge and understanding.*

Descriptor(s): Teacher education, Learner autonomy/strategies

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Paran, A (2011) 'The contribution of research to ELT practice', in House, S (ed) *Theory and Practice in English Language Teaching*. Barcelona: Grao.

ISBN: 9788499800936

Pages: 9–27

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Summary: *This chapter looks at the meaning of research for teachers. After defining research and discussing the need for research to feed into teaching, the chapter looks at examples from research into both language and learning, and shows how insights from research impact on the classroom. It then discusses action research and exploratory practice and the ways in which teachers can research their own classroom.*

Descriptor(s): Teacher education

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Paran, A (2012) 'Language skills: questions for teaching and learning'. *ELT Journal* 66/4: 450–458.

Summary: *This paper surveys some of the changes in teaching the four language skills in the past 15 years. It suggests that changes in theoretical understandings and in teacher training often do not filter through to the classroom. Overall, some of the changes that have been at work in language teaching since the 1970s may not have reached classrooms in compulsory education around the world.*

Descriptor(s): Methodology, Teacher education

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Pellicer-Sánchez, A and Schmitt, N (2012) 'Scoring yes-no tests: non-word vs reaction-time approaches'. *Language Testing* 29/4: 489–509.

Summary: *Despite the many advantages of vocabulary yes-no tests, one of its main limitations is the possibility of learners' overestimation. Different scoring methodologies have been proposed to account for this overestimation, but unfortunately no consensus has been reached. This paper reports two experimental studies which compare the effectiveness of the traditional approaches and a new scoring methodology based on the time it takes participants to respond to the items in the test.*

URL: <http://ltj.sagepub.com/content/29/4/489.full.pdf+html>

Descriptor(s): Learning technologies, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of English)

Pellicer-Sánchez, A and Schmitt, N (2012) 'Yes-no Vocabulary Tests. Language Bytes Podcast'.

Summary: *This is a podcast published online by the journal Language Testing. It was recorded as a supplement to the authors' paper in the same journal. In this podcast the authors comment on advantages and disadvantages of the test and the research conducted to sort out some of its main limitations.*

URL: <http://languagetesting.info/sage/ltb.php>

Descriptor(s): Learning technologies, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary
Entered by: University of Nottingham
(School of English)

Pemberton, R and Cooker, L (2012) 'Self-directed learning: concepts, practice and a novel research methodology', in Mercer, S, Ryan, S and Williams, M (eds) *Psychology for Language Learning: Insights from Research, Theory and Practice*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301153

Pages: 203–219

Summary: How are self-directed language learning and learner autonomy related? And how can self-directed language learning be researched?

Descriptor(s): Methodology, Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Nottingham
(School of Education)

Petrić, B (2011) 'Scholarly criticism in a small academic community: a diachronic study of book reviews in the oldest Serbian journal', in Salager-Meyer, F and Lewin, BA (eds) *Crossed Words: Criticism in Scholarly Writing*. Bern: Peter Lang.

ISBN: 9783034300490

Pages: 309–337

Entered by: University of Essex
(Department of Language and Linguistics)

Petrić, B (2012) 'Legitimate textual borrowing: direct quotation in L2 students' writing'. *Journal of Second Language Writing* 21: 102–117.

Entered by: University of Essex
(Department of Language and Linguistics)

Philp, J (2012) 'Negotiation of meaning', in Robinson, P (ed) *Routledge Encyclopedia of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415877510

Pages: 458–462

Summary: *This encyclopaedia entry explains the term 'negotiation of meaning'; the history of its use, its importance to research on interaction-driven second language acquisition and in understanding the potential benefits of interaction for second language learners in instructed and non-instructed settings.*

Descriptor(s): Learner cognition, Learner autonomy/strategies, Classroom interaction

Entered by: Lancaster University
(Linguistics and English Language)

Philp, J (2012) 'Noticing hypothesis', in Robinson, P (ed) *Routledge Encyclopedia of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415877510

Pages: 464–467

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Summary: This encyclopaedia entry provides a description of the construct of noticing, and reviews its importance to second language acquisition theory and pedagogy.

Descriptor(s): Learner cognition

Entered by: Lancaster University (Linguistics and English Language)

Pilcher, N, Cortazzi, M and Jin, L (2011) 'Different waves crashing into different coastlines? Chinese learners doing postgraduate dissertations in the UK', in Jin, L and Cortazzi, M (eds) *Researching Chinese Learners: Skills, Perceptions and Intercultural Adaptations*. Houndsmill: Palgrave Macmillan.

ISBN: 9780230243880

Pages: 292–313

Summary: It researches the issues faced by Chinese masters-level students who use English to write their postgraduate dissertations in the UK and views by their British supervisors.

Descriptor(s): Writing, Cultural issues, Learner cognition, English language

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Entered by: De Montfort University (Centre for Intercultural Research in Communication and Learning)

Porte, G and Richards, K (2012) 'Focus article: replication in second language writing research'. *Journal of Second Language Writing* 21/3: 284–293.

Summary: This paper discusses the meaning and range of replication in L2 research from quantitative and qualitative perspectives. It argues that key quantitative studies need to be replicated to have their robustness and generalisability tested and that an outright rejection of the concept of replication in qualitative research may have diverted attention away from considering ways in which projects can build on one another and contribute to a developing understanding of L2 writing.

Descriptor(s): Writing

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Preece, S (2011) 'Universities in the Anglophone centre: sites of multilingualism'. *Applied Linguistics Review* 2: 121–146.

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

R

Rassool, N (2012) 'English and migration', in Hewings, A and Tagg, C (eds) *The Politics of English: Conflict, Competition, Co-existence (Worlds of English)*. Abingdon: Routledge and the Open University.

ISBN: 9780415674249

Pages: 47–77

Descriptor(s): English language

Entered by: University of Reading
(Institute of Education)

Rea-Dickins, P, Kiely, R and Yu, G (2011) 'Uses and impact of test scores in university admissions processes: the language test as the 'hard' criterion', in O'Sullivan, B (ed) *Language Testing: Theories and Practices (Palgrave Advances in Language and Linguistics)*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230230637

Pages: 262–281

Summary: *This paper draws on data from the Student Identity, Learning and Progression (SILP) led by Professor Pauline Rea-Dickins at the University of Bristol and funded by the IELTS Research Fund (Cambridge ESOL/IDP). The focus on this paper is analysis of the ways IELTS profiles combine with other programme entry criteria to form a unified HE admissions system.*

Descriptor(s): Management/
Innovation, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University College
Plymouth St Mark & St John (Centre
for International Teacher Education)

Rebuschat, P and Mackey, A (2011) 'Quantitative and mixed methods: prompted production', in Chapelle, C (ed) *The Encyclopedia of Applied Linguistics*. Malden: Wiley-Blackwell.

ISBN: 9781405194730

Pages: 4,836–4,839

Entered by: Lancaster University
(Linguistics and English Language)

Ren, Z and Hitchcock, R (2012) 'Influences of Chinese cultural patterns of thinking on discourse organisation in English dissertation writing', in Coverdale-Jones, T (ed) *Transnational Higher Education in the Asian Context*. Basingstoke: Palgrave Macmillan.

ISBN: 9781137034939

Pages: 149–160

Summary: *This paper, by analysing discourse features of dissertations written by native Chinese English-major undergraduates in China, considers possible differences between Chinese cultural and English-speaking cultural patterns of thinking. Several features of specific discourse organisation reflecting Chinese cultural patterns of thinking are identified as well as marked subjective consciousness. It is proposed, therefore, that native-Chinese students of English be familiarised with potential discrepancies between their own and English-speaking cultural conventions for dissertation writing.*

Descriptor(s): Writing, Cultural issues,
English language

Country of research: China

Learners' background: China

Institutional level: adult

Entered by: University of Portsmouth
(School of Languages and Area Studies)

Revesz, A (2011) 'How to code data validly and reliably', in Mackey, A and Gass, S (eds) *A Guide to Research Methods in Second Language Acquisition*. London: Blackwell.

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ISBN: 9781444334265

Pages: 203–221

Summary: *This chapter provides an introduction on how to code second language acquisition data.*

Descriptor(s): Methodology

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Revesz, A (2011) 'Task complexity, focus on L2 constructions, and individual differences: a classroom-based study'. *The Modern Language Journal* 95: 162–181.

Summary: *This study explores whether task complexity affects the extent to which learners focus on form-meaning connections during task-based work in a classroom setting, and whether this relationship is modulated by three individual difference factors – linguistic self-confidence, anxiety and self-perceived communicative competence.*

Descriptor(s): Speaking, Classroom interaction

Country of research: United States of America

Institutional level: adult

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Revesz, A (2012) 'Working memory and the observed effectiveness of recasts on different L2 outcome measures'. *Language Learning* 62: 93–132.

Summary: *This study examined whether the observed effectiveness of recasts is influenced by the type of outcome measure used and whether different aspects of working memory are differentially associated with learners' performance on the various outcome measures.*

Descriptor(s): Speaking, Learner cognition, Classroom interaction

Country of research: Hungary

Learners' background: Hungary

Institutional level: secondary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Revesz, A and Sachs, R (2012) 'Recasts', in Robinson, P (ed) *Encyclopedia of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415877510

Pages: 551–553

Summary: *This entry describes previous theoretical and empirical research on recasts, a corrective feedback technique frequently used in second language classrooms.*

Descriptor(s): Speaking, Classroom interaction

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Révész, A, Sachs, R and Mackey, A (2011) 'Task complexity, uptake of recasts, and second language development', in Robinson, P (ed) *Second Language Task Complexity: Researching the Cognition Hypothesis of Language Learning and Performance*. Philadelphia/Amsterdam: John Benjamins.

ISBN: 9789027207203

Pages: 203–237

Entered by: Lancaster University (Linguistics and English Language)

Revezs, A, Sachs, R and Mackey, A (2012) 'Task complexity, uptake of recasts, and second language development', in Robinson, P (ed) *Second Language Task Complexity: Researching the Cognition Hypothesis of Language Learning and Performance*. Amsterdam: John Benjamins.

ISBN: 9789027207203

Pages: 203–238

Summary: *This study examined how task complexity may moderate the relationship between responses to feedback and second language development.*

Descriptor(s): Speaking, Classroom interaction

Country of research: Hungary

Learners' background: Hungary

Institutional level: secondary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Rixon, S and Smith, R (2012) 'The work of Brian Abbs and Ingrid Freebairn'. *ELT Journal* 66/3: 383–393.

Summary: *This article celebrates the achievements of Brian Abbs and Ingrid Freebairn, two of the most significant ELT coursebook authors of the last 50 years. It focuses, in particular, on their (1975+) Strategies series. The article takes account of some of the criticisms that have been made of UK ELT coursebooks in general, while exploring a research approach that places value on the contributions of coursebook writers to ELT history.*

Entered by: University of Warwick (Centre for Applied Linguistics)

Robinson, P, Mackey, A, Gass, SM and Schmidt, R (2012) 'Attention and awareness in second language acquisition', in Gass, S and Mackey, A (eds) *The Routledge Handbook of Second Language Acquisition*. New York: Routledge.

ISBN: 9780415479936

Pages: 247–267

Entered by: Lancaster University (Linguistics and English Language)

Rubagumya, C, Afitska, O, Clegg, J and Kiliku, P (2011) 'A three-tier citizenship: can the state in Tanzania guarantee linguistic human rights?' *International Journal of Educational Development* 31/1: 78–85.

Summary: *This paper explores how the concept of linguistic citizenship can be applied to the Tanzanian situation in terms of the delivery of bilingual*

education, as well as addressing issues of equity and quality in education. The paper discusses in particular the role African languages play in raising achievement in African education and highlights the importance of research into educational language use.

Descriptor(s): Teacher education, ESOL/EAL, English language, Curriculum/syllabus

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

S

Saigh, K and Schmitt, N (2012) 'Difficulties with vocabulary form: the case of Arabic ESL learners'. *System* 40: 24–36.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Salamoura, A, Hamilton, M and Octor, V (2012) 'An initial investigation of the introduction of Cambridge English examinations in Mission Laïque Française schools'.

Cambridge English: Research Notes 50: 24–33.

Summary: In 2011–12, Mission laïque française (Mlf) introduced Cambridge English examinations as part of their English language curriculum. Cambridge English and Mlf set up a joint research project to assess the impact of the introduction of these examinations in

Mlf schools. This article investigates Mlf's anticipated impacts in using Cambridge English exams, and captures views and attitudes on the learning, teaching and assessment of English in Mlf schools.

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Teacher cognition, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Associated project: English Language Benchmarking and Impact Study for Mission Laïque Française

Entered by: Cambridge English Language Assessment – University of Cambridge

Sanchez, HS (2011) 'El impacto de las experiencias previas de aprendizaje de una segunda lengua en la formación de profesores de idioma extranjero'. *Revista de Educacion* 3/7: 121–143.

Summary: This article reviews, mainly within the field of second/foreign language teaching and grammar teaching in particular, the impact of teacher education courses on pre-training knowledge and belief development.

Descriptor(s): Teacher education, Teacher cognition, Methodology

Entered by: University of Bath (Department of Education)

Sanchez, HS (2012) 'Research at the Centre for Applied Linguistics, University of Warwick, UK'. *Language Teaching* 45/3: 399–400.

Summary: *This article describes research engagement at the Centre for Applied Linguistics, University of Warwick, and presents three individual doctoral projects-in-progress at this institution.*

Descriptor(s): Teacher education, Materials, Management/Innovation, ESP, English language

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bath (Department of Education)

Sanchez, HS (2012) 'The impact of self-perceived subject matter knowledge on pedagogical decisions in EFL grammar teaching practices'. *Language Awareness* (advance access): 1–14.

Summary: *This study examines the impact of two EFL teachers' knowledge about grammar upon their pedagogical decisions. The findings show that teachers' decisions are influenced by a multiplicity of factors internal and external to them, one of which is their self-perception of their knowledge about grammar. This self-perception has been found to be grounded in a range of aspects and to influence diverse facets of grammar teaching.*

Descriptor(s): Teacher education, Teacher cognition, Methodology, ESOL/EAL

Country of research: Argentina

Learners' background: Argentina

Institutional level: secondary

Entered by: University of Bath (Department of Education)

Sangani, HR and Stelma, J (2012) 'Reflective practice in developing world contexts: a general review of literature and a specific consideration of an Iranian experience'. *Professional Development in Education* 38/1: 113–129.

Summary: *This paper reviews an emerging set of studies, combining a critical focus on reflective teacher development in developing educational contexts, and a greater level of authorial identification (as compared with previous studies) with the contexts being researched. In addition, the paper adds an analysis of a EFL writing teacher development initiative in Iran, aimed at giving a group of experienced English-as-a-foreign-language writing teachers time to reflect on their practice.*

URL: www.tandfonline.com/doi/pdf/10.1080/19415257.2011.587526

Descriptor(s): Writing, Teacher education, Teacher cognition, Cultural issues

Country of research: Iran

Learners' background: Iran

Institutional level: tertiary

Entered by: University of Manchester (School of Education)

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Saville, N (2012) 'Applying a model for investigating the impact of language assessment within educational contexts: the Cambridge ESOL approach'. *Cambridge English: Research Notes* 50: 4–8.

Summary: *This article sets out some features of the model now being developed and explains how it can be applied in the case of the Cambridge English examinations. The operational practices needed to implement this approach are being introduced incrementally and are being adapted and revised in light of experiences in conducting projects now underway in many parts of the world.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Teacher cognition, Learner cognition, Learner autonomy/strategies, ESOL/EAL, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge

Saville, N (2012) 'Quality management in test production and administration', in Fulcher, G and Davidson, F (eds) *The Routledge Handbook of Language Testing*. Abingdon: Routledge.

ISBN: 9780415570633

Pages: 395–412

Summary: *This chapter considers quality management in language test production and administration.*

Descriptor(s): Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Schellekens, P (2011) 'Teaching and Testing the Language Skills of First and Second Language Speakers'.

URL: www.cambridgeenglish.org/images/139585-teaching-and-testing-the-language-skills-of-first-and-second-language-speakers-philidaschellekens-2011.pdf

Entered by: Schellekens Consultancy

Schmitt, N and Schmitt, D (2012) 'A reassessment of frequency and vocabulary size in L2 vocabulary teaching'. *Language Teaching* (advance access): 1–20.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Schmitt, N, Ng, JWC and Garras, J (2011) 'The word associates format: validation evidence'. *Language Testing* 28/1: 105–126.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Schmitt, N, Jiang, X and Grabe, W (2011) 'The percentage of words known in a text and reading comprehension'. *Modern Language Journal* 95/1: 26–43.

Country of research: United Kingdom
Entered by: University of Nottingham
(School of English)

Scott, AG (2011) 'An application of Savage and Storer's emergent language programme framework to a listening and note-taking skills course'. *Professional and Academic English* 37: 19–23.

Summary: *The article proposes that learners' needs are best met through a dynamic, rather than a linear, course development process. The role of non-English-speaking background students in Western higher education is examined, with the suggestion that a critical needs analysis might have a role to play in transforming these students from passive recipients of knowledge to active participants in the university and their discipline.*

Descriptor(s): Materials, Listening, Learner autonomy/strategies, ESP, Curriculum/syllabus

Learners' background: various

Institutional level: tertiary

Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Seargeant, P (2011) 'Introduction', in Seargeant, P (ed) *English in Japan in the Era of Globalisation*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230237667

Pages: 1–12

Descriptor(s): English language

Country of research: Japan

Entered by: The Open University
(Faculty of Education and Language Studies)

Seargeant, P (2012) 'Disciplinary and the study of World Englishes'. *World Englishes* 31/1: 113–129.

Summary: *This paper examines the ways in which world Englishes studies are developing into a distinct academic discipline, and discusses the consequences of this regimentation of knowledge for teaching and research.*

Descriptor(s): English language

Country of research: various

Entered by: The Open University
(Faculty of Education and Language Studies)

Seargeant, P (2012) 'English in the world today', in Seargeant, P and Swann, J (eds) *English in the World: History, Diversity, Change*. Abingdon: Routledge.

ISBN: 9780415674218

Pages: 5–35

Descriptor(s): English language

Country of research: various

Entered by: The Open University
(Faculty of Education and Language Studies)

Seargeant, P (2012) *Exploring World Englishes: Language in a Global Context*. Abingdon: Routledge.

ISBN: 9780415572101

Summary: *This book surveys varieties of English existing within the world today,*

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A and the debates and controversies
B surrounding its present forms, functions
C and status in diverse world contexts.
D It examines how English has evolved
E to become a 'global language' and looks
F at the political and cultural history that
G has influenced this evolution.

Descriptor(s): English language

Country of research: various

Learners' background: various

Entered by: The Open University
(Faculty of Education and
Language Studies)

Seargeant, P and Erling, EJ

(2011) 'The discourse of "English as a language for international development": policy assumptions and practical challenges', in Coleman, H (ed) *Dreams and Realities: Developing Countries and the English Language*. London: British Council.

ISBN: 9780863556593

Pages: 248–267

URL: www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section12.pdf

Descriptor(s): English language

Country of research: Bangladesh

Entered by: The Open University
(Faculty of Education and
Language Studies)

Seedhouse, P (2012) 'What kind of interaction receives high and low ratings in oral proficiency interviews?' *English Profile Journal* 3/1: 1–24.

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Newcastle University
(School of Education, Communication
and Language Sciences)

Seedhouse, P and Harris, A (2011)

'Topic development in the IELTS speaking test'. *IELTS Research Reports* 12: 55–110.

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Newcastle University
(School of Education, Communication
and Language Sciences)

Sequeiros, XR (2011) 'Irony, relevance and pragmatic interpretation'. *Language Sciences* 33: 369–385.

Summary: *This article examines the interpretation of irony. It first looks at traditional approaches such as the Gricean model, which classify irony together with other tropes like metaphor, hyperbole or understatement. However, it is shown that there are many counter-examples to this approach, which suggest that an alternative analysis is needed. It is argued that the best alternative approach is provided by relevance theory.*

Descriptor(s): Writing, Speaking,
Cultural issues, Reading, Listening

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Liverpool
(School of English)

Sequeiros, XR (2011) 'On metaphor, relevance and pragmatic interpretation'. *Modern Language Review* 106/4: 1,028–1,053.

Summary: *This article examines non-literal uses of language, focusing particularly on metaphor but also embracing hyperbole and approximations. The traditional account of these phenomena is first considered, i.e. the classical Gricean approach, together with some of the problems it generates, and then an alternative account based on relevance theory is explored.*

Descriptor(s): Writing, Speaking, Cultural issues, Reading, Listening

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Liverpool (School of English)

Sequeiros, XR (2012) *Linguistic Meaning and Non-truth-conditionality*. Witney: Peter Lang.

ISBN: 9783034307055

Summary: *This book explores current semantic theory, focusing on a number of key aspects within linguistic meaning and non-truth-conditional semantics. It involves applications of non-truth-conditional semantics to various areas of language and critically considers earlier approaches to the study of semantic meaning, such as truth-conditional semantics, Speech Act theory and Gricean conventional implicatures.*

Descriptor(s): Writing, Speaking, Reading, Listening, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Liverpool (School of English)

Shrestha, P (2011) 'The potential of mobile technologies for (English) language learning in Nepal'. *Journal of NELTA* 16/1–2: 107–113.

Summary: *Mobile technologies do not seem to have been exploited for language learning in Nepal, although they have already been used for other purposes and their use is rapidly growing. This article proposes a number of ways that mobile technologies, particularly mobile phones, can be deployed for language learning and teacher professional development. A number of potential challenges are also discussed.*

URL: http://oro.open.ac.uk/32565/6/NELTA_Journal_2011_Shrestha.pdf

Descriptor(s): Teacher education, Learning technologies

Country of research: Nepal

Learners' background: Nepal

Institutional level: various

Entered by: The Open University (Faculty of Education and Language Studies)

Shrestha, P (2012) 'Teacher professional development using mobile technologies in a large-scale project: lessons learned from Bangladesh'. *International Journal of Computer-assisted Language Learning and Teaching* 2/4: 34–49.

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Summary: *This paper presents a case study of the English in Action (EIA) project in Bangladesh, and its use of mobile technologies, which not only provides teachers with the 'trainer in the pocket' that helps them achieve pedagogical changes in the classroom but also serves as a tool for improving their own English language competence. The paper reports on the design and implementation of teacher professional development materials for MP3 players and mobile phones.*

Descriptor(s): Teacher education, Management/Innovation, Learning technologies

Country of research: Bangladesh

Learners' background: Bangladesh

Institutional level: various

Entered by: The Open University (Faculty of Education and Language Studies)

Shrestha, P and Coffin, C (2012) 'Dynamic assessment, tutor mediation and academic writing development'. *Assessing Writing* 17/1: 55–70.

Summary: *We investigate the application of dynamic assessment (DA) to academic writing. We examine tutor–student interaction with regard to student assessment texts. The study provides insights into students' maturing writing abilities. The analysis of interaction enables us to track writing development over time. We argue that focused tutor mediation provides effective support for academic writing development.*

URL: www.sciencedirect.com/science/article/pii/S107529351100050X

Descriptor(s): Writing, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

Sifakis, N and Fay, R (2011) 'Integrating an ELF pedagogy in a changing world: the case of Greek state schooling', in Archibald, A, Cogo, A and Jenkins, J (eds) *Latest Trends in ELF Research*. Newcastle-Upon-Tyne: Cambridge Scholars Publishing.

ISBN: 9781443832991

Pages: 285–297

Summary: *This chapter makes a case for a repositioning of English language teaching in the Greek compulsory education system from its traditional foreign language orientation towards one which is both intercultural and multicultural in orientation.*

Descriptor(s): Teacher education, Cultural issues, Methodology, Management/Innovation, Curriculum/syllabus

Country of research: Greece

Learners' background: Greece

Institutional level: various

Entered by: University of Manchester (School of Education)

Simpson, J (2011) 'Introduction: applied linguistics in the contemporary world', in Simpson, J (ed) *The Routledge Handbook of Applied Linguistics*. Abingdon: Routledge.

ISBN: 9780415490672

Pages: 1–7

Entered by: University of Leeds
(School of Education)

Simpson, J (2011) 'Telling tales: discursive space and narratives in ESOL classrooms'. *Linguistics and Education* 22/1: 10–22.

Descriptor(s): ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Leeds
(School of Education)

Simpson, J (2012) 'Bits here and there – Fragmented ESOL provision in Leeds'. *Language Issues* 23/2: 32–45.

Descriptor(s): ESOL/EAL, English language, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Associated project: Harehills ESOL Needs Neighbourhood Audit (HENNA)

Entered by: University of Leeds
(School of Education)

Simpson, J and Whiteside, A (2012) 'Politics, policy and practice: ESOL in the UK and the USA'. *King's College London Working Papers in Urban Language and Literacies* 87: 1–22.

URL: www.kcl.ac.uk/innovation/groups/ldc/publications/workingpapers/the-papers/WP87.pdf

Descriptor(s): ESOL/EAL, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: adult

Associated project: Harehills ESOL Needs Neighbourhood Audit (HENNA)

Entered by: University of Leeds
(School of Education)

Simpson, J and Gresswell, R (2012) 'ESOL learners online: new media as a site of identity negotiation', in Hamilton, M, Tett, L and Crowther, J (eds) *More Powerful Literacies*. Leicester: NIACE.

ISBN: 9781862015845

Pages: 193–208

Descriptor(s): Learning technologies, ESOL/EAL, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Leeds
(School of Education)

Sinclair, B (2011) 'Learner training worm', in Mynard, J, Everhard, CJ and Smith, R (eds) *Autonomy in Language Learning: Opening a Can of Worms*. Canterbury: IATEFL.

ISBN: B0070P17B4

Pages: 91–98

Descriptor(s): Learner autonomy/strategies

Entered by: University of Nottingham
(School of Education)

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Siyanova-Chanturia, Conklin, A and Schmitt, N (2011) 'Adding more fuel to the fire: an eye-tracking study of idiom processing by native and non-native speakers'. *Second Language Research* 27/2: 1–22.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

Skehan, P and Foster, P (2012) 'Complexity, accuracy, fluency and lexis in task-based performance: a synthesis of the Ealing research', in Housen, A, Kuiken, F and Vedder, I (eds) *Dimensions of L2 Performance and Proficiency: Complexity, Accuracy and Fluency in SLA*. Amsterdam: John Benjamins.

ISBN: 9789027213051

Pages: 199–220

Entered by: St. Mary's University College, Twickenham, London (School of Communication, Culture and Creative Arts)

Skinner, B (2012) 'Changing identities: an exploration of ESL trainee teacher discourse in microteaching'. *Classroom Discourse* 3/4: 46–64.

Summary: *This article explores the issue of identity as revealed by the discourse of two trainee teachers' microteaching classes. Transcripts are used to explore possible modifications in ESL trainees' microteaching talk in comparison with their talk in a 'real'*

teaching practice classroom in Hungary to establish possible changing identities.

Descriptor(s): Teacher education, Classroom interaction

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: tertiary

Entered by: University of Ulster (School of Education)

Slaght, J (2011) 'Lead role or supporting act? The status of computer-based testing in EAP assessment', in Etherington, S (ed) *Proceedings of the 2009 BALEAP Conference*. Reading: Garnet Education.

ISBN: 9781859646939

Pages: 128–135

Principal format: printed

Descriptor(s): Methodology, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Reading (International Study and Language Centre)

Smith, R (2011) 'ELT and the British Council, 1934–2009: Research notes'.

Summary: *Aspects of the British Council's past involvement with ELT are detailed and context is provided for relevant scanned documents from the Warwick ELT Archive collection, with an emphasis on the 30-year period from c. 1940 to c. 1970.*

URL: www.warwick.ac.uk/go/elt_archive/research_projects/britishcouncil

Associated project: Building an Archive and a Record of British Council Involvement in ELT, 1934–2009

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R (2011) ‘Harold E. Palmer’s alternative “applied linguistics”’. *Histoire–Épistémologie–Langage* 33/1: 53–67.

Summary: *The development of Harold E. Palmer’s pioneering conception of a ‘science of language-teaching’ is described with reference to primary sources and previously neglected writings. On this careful ‘historiographical’ basis the article highlights the value of an approach to the history of applied linguistics that avoids over-literal attachment to the ‘applied linguistics’ label.*

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R (2011) ‘Introduction’, in Smith, R with Choi, S, Reid, S, Sky, G and Hunter, D (eds) *Directory of UK ELT Research: 2009–10*. London: British Council.

ISBN: 9780863556647

Pages: 1–10

URL: www.teachingenglish.org.uk/elt-research

Country of research: United Kingdom

Associated project: Directory of UK

ELT Research: 2009–10

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R (2011) ‘L.G. Alexander’s life and career’.

Summary: *A brief overview of the life and career of Louis G. Alexander (1932–2002), author of New Concept English and other popular ELT coursebook series.*

URL: www.warwick.ac.uk/go/elt_archive/halloffame/louis_alexander/biography/

Descriptor(s): Materials

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R (2011) ‘Teaching English in difficult circumstances: a new research agenda’, in Pattison, T (ed) *IATEFL 2010 Conference Selections*. Canterbury: IATEFL.

Summary: *Fifty years after the publication of Michael West’s (1960) Teaching English in Difficult Circumstances, most English teaching in the world continues to occur in low-resourced, large-class contexts, while mainstream ELT research and discourse relate mainly to well-resourced, small-class settings. This short paper proposes some new directions for research to redress this situation.*

ISBN: 9781901095333

Pages: 78–80

Principal format: printed

Entered by: University of Warwick (Centre for Applied Linguistics)

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Smith, R, Negash, N, França, V, Wang, Q, Phyak, P, Ajjan, M, Kuchah, HK, Saleem, M, Sarwar, Z and Coleman, H (2012) 'Investigating large classes', in Pattison, T (ed) *IATEFL 2011 Brighton Conference Selections*. Canterbury: IATEFL.

Summary: *Classes of 40 or more students are the norm for most English teachers and learners in the world, but this reality has received little attention in 'mainstream' ELT discourse. The aim of the panel discussion reported here was to share research carried out since 2008 within the TELC (Teaching English in Large Classes) network (bit.ly/telcnet-home). Updates and experiences were shared from large class contexts in Ethiopia, Brazil, China, Nepal, Syria, Cameroon, Pakistan and Indonesia.*

ISBN: 9781901095388

Pages: 172–175

Principal format: printed

Country of research: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R (2012) 'The life and legacy of A.S. Hornby'. *ELT Journal* 66/1: 1–5.

Summary: *In connection with the 50th anniversary of the A.S. Hornby Educational Trust, an overview of Hornby's career and important overall legacy to ELT, with respect specifically to the English Language Teaching Journal (ELTJ), Situational Language Teaching and the Oxford Advanced Learner's Dictionary.*

Entered by: University of Warwick (Centre for Applied Linguistics)

Smith, R and Knagg, J (2012) 'The state of ELT research in the UK (part 1)'. *ELT Research* 26: 5–7.

Summary: *The first part of a projected two-part report on a round-table discussion titled 'The state of ELT research in the UK' at the 2011 British Association for Applied Linguistics (BAAL) annual conference. Here Richard Smith provides an overview of data collection and findings for the Directory of UK ELT Research project, while John Knagg describes the conception of the project and comments on some of the findings to date.*

URL: http://resig.weebly.com/uploads/8/1/4/0/8140071/panel_discussion_report_part_1_--the_state_of_uk_elt_research.pdf

Country of research: United Kingdom

Associated project: Directory of UK ELT Research: 2009–10

Entered by: University of Warwick (Centre for Applied Linguistics)

Spiro, J (2011) 'Creating space: accounting for where I stand – a discussion of writing identities', in Farren, M, Whitehead, J and Bognar, B (eds) *Action Research in the Educational Workplace*. Palo Alto: Academica Press.

ISBN: 9781936320059

Pages: 241–284

Summary: *This paper explores the roles of teacher, manager and creative writer, and the connections between them. I consider these connections through my own practice, firstly as a novelist and poet, and secondly as a TESOL*

teacher and teacher educator. The paper arrives at two concepts reached as a result of these reflections: knowledge transformation concerned with creative processes, and creative space concerned with the learning environment.

Descriptor(s): Writing, Methodology, Materials, Management/Innovation, ESOL/EAL, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Entered by: Oxford Brookes University (School of Education)

Spiro, J (2011) 'Guided interaction as intercultural learning: designing internationalisation into a mixed delivery teacher education programme'. *Higher Education Research and Development* 30/5: 635–646.

Summary: *This article explores the ways in which student teachers studying in a home culture develop specific intercultural competences through interaction with their international peers. The process involved the students sharing teaching-critical incidents in an online medium. The paper tracks their reflections as they develop awareness of themselves and one another through this process.*

Descriptor(s): Teacher education, Cultural issues, ESOL/EAL, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)

Spiro, J (2011) 'Reader response and the formulation of literary judgement', in Swann, J, Pope, R and Carter, R (eds) *Creativity in Language and Literature: The State of the Art*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230575608

Pages: 231–244

Summary: *This chapter considers the judgements of eight readers in response to eight anonymised poems, written by learner writers through to published professional poets. The responses show that the readers had widely different views of what constituted poetic power, and that for some readers the learner writers were just as effective as the experienced ones.*

Descriptor(s): Writing, Reading

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: Oxford Brookes University (School of Education)

Spiro, J, Henderson, J and Clifford, V (2012) 'Independent learning crossing cultures: learning cultures and shifting meanings'. *Compare* 42/2: 607–620.

Summary: *This paper contrasts the notion of 'independent learning' as perceived by UK university staff and students who identify themselves as 'international'. Three key insights emerge. Firstly, a mismatch is identified between teacher and student interpretation of 'independent learning'. Secondly, it emerges that student experience of the learning culture is in a state of continuous*

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flux. Finally, a number of strategies for dealing with 'transitional' independence emerge as significant.

Descriptor(s): Cultural issues, Learner cognition, Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)

Stewart, A and Irie, K (2012)

'Realising autonomy: Contradictions in practice and context', in Irie, K and Stewart, A (eds) *Realising Autonomy: Practice and Reflection in Language Education Contexts*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230282643

Pages: 1–18

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Svalberg, AM-L (2012) 'Language awareness in language learning and teaching: a research agenda'. *Language Teaching* 45/3: 376–388.

Summary: *This paper is a personal reflection on where language awareness (LA) research might usefully go in the next ten years. It takes the form of a series of proposed "research tasks". The suggestions do not attempt to be comprehensive but are of necessity limited to an area of LA of special interest to the writer. All the suggested research is related to classroom language learning and teaching, and mainly to the teaching/learning of form.*

URL: http://journals.cambridge.org/repo_A86mFuz6

Descriptor(s): Methodology, Materials, Learner cognition, ESOL/EAL, English language, Classroom interaction

Institutional level: various

Entered by: University of Leicester (School of Education)

Svalberg, A.M-L (2012) 'Peer interaction, cognitive conflict and anxiety on a grammar awareness course for language teachers'. *Language Awareness* 21/1–2: 137–156.

Summary: *This study sought to understand how unstructured or co-operative group work might help MA students build grammar awareness. Central features were use of authentic texts and open-ended group tasks, aiming to create cognitive conflict leading to in-depth negotiation and knowledge creation. The more structured group work led to increased task focus and more active participation, and thus appeared to facilitate engagement with the language, but anxiety was high and increased for some students.*

Descriptor(s): Teacher education, Methodology, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Leicester (School of Education)

T

Tavakoli, P (2011) 'Pausing patterns: differences between L2 learners and native speakers'. *English Language Teaching Journal* 65/1: 71–79.

Summary: *This paper reports on a comparative study of pauses made by L2 learners and native speakers of English while narrating picture stories. The results of the quantitative analyses suggest that, although the L2 learners generally pause more repeatedly and have longer periods of silence than the native speakers, the distinctive feature of their pausing pattern is that they pause frequently in the middle of clauses rather than at the end.*

Descriptor(s): Speaking, Materials, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Reading (Department of English Language and Applied Linguistics)

Tavakoli, P (2012) 'Planning time', in Robinson, P (ed) *The Routledge Encyclopedia of Second Language Acquisition*. Abingdon: Routledge.

ISBN: 9780415877510

Pages: 333–335

Summary: *This chapter looks into the effects of planning time on second language performance and second language acquisition.*

Descriptor(s): Speaking, Listening

Country of research: United Kingdom

Entered by: University of Reading (Department of English Language and Applied Linguistics)

Tavakoli, P and Howard, M (2012) 'TESOL teachers' views on the relationship between research and practice'. *European Journal of Teacher Education* 35/2: 229–242.

Summary: *This paper investigates TESOL teachers' views and beliefs about the relationship between research and practice in the field of English language education. The results indicate that, although in principle the teachers find research useful and supportive of their practice, they don't engage with or in it in their everyday practice.*

Descriptor(s): Teacher education, Teacher cognition

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: tertiary

Entered by: University of Reading (Department of English Language and Applied Linguistics)

Taylor, L (2011) 'Introduction. Examining speaking: research and practice in assessing second language speaking', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking. Studies in Language Testing* 30. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 1–35

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Summary: *This edited volume develops and applies a theoretical framework for validating tests of second language ability. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another.*

Descriptor(s): Speaking, English language, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2011) 'Introduction', in Osborne, J (ed) *IELTS Research Reports 12*. Melbourne/Manchester: IDP IELTS Australia and British Council.

ISBN: 9780977587599

Summary: *This introduction to Volume 12 of the IELTS Research Reports discusses the potential impact of the research studies on the ongoing development of the IELTS test.*

URL: www.ielts.org/pdf/Vol12_Introduction.pdf

Descriptor(s): English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2012) 'Accommodation in language testing', in Coombe, C, Davidson, P, O'Sullivan, B and Stoyhoff, S (eds) *The Cambridge Guide to Second Language Assessment*. Cambridge: Cambridge University Press.

ISBN: 9781107677074

Pages: 307–315

Summary: *This chapter addresses the issue of 'accommodation' in language testing, i.e. the principle and practice of modifying test content, format or administration to meet the specific needs of test takers in the interests of fairness and equity. It explores why accommodation has attracted increasing attention from language testers in recent years, what the current state of research and practice is in the field, and how things might develop in future.*

Descriptor(s): Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2012) 'Impact of the joint-funded research studies on the IELTS listening test', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 574–582

Summary: *This chapter discusses the potential impact of the research studies reported in this edited volume on the ongoing development of the IELTS Listening test.*

Descriptor(s): Listening, English language, Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2012) 'Introduction', in IDP IELTS Australia and British Council (ed) *IELTS Research Reports 11 (2nd edition)*. Melbourne/Manchester: IDP IELTS Australia and British Council.

ISBN: 9780987237828

Summary: *This introduction to Volume 11 of the IELTS Research Reports discusses the potential impact of the research studies on the ongoing development of the IELTS test.*

URL: www.ielts.org/PDF/vol11_introduction.pdf

Descriptor(s): English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2012) 'Introduction', in Osborne, J (ed) *IELTS Research Reports 13*. Melbourne/Manchester: IDP IELTS Australia and British Council.

ISBN: 9780987237811

Summary: *This introduction to Volume 13 of the IELTS Research Reports discusses the potential impact of the research studies on the ongoing development of the IELTS test.*

URL: www.ielts.org/PDF/vol13_introduction.pdf

Descriptor(s): English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L (2012) 'The impact of the funded research studies on the IELTS Academic Reading Test', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 379–390

Summary: *This chapter discusses the potential impact of the research studies reported in this edited volume on the ongoing development of the IELTS Reading test.*

Descriptor(s): Reading, English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Geranpayeh, A

(2011) 'Assessing listening for academic purposes: defining and operationalising the test construct'. *Journal of English for Academic Purposes* 10/2: 89–101.

Summary: *This paper discusses past and present approaches to testing listening for academic purposes. A socio-cognitive framework is used to analyse the nature of high-level listening ability in a study context, exploring how a construct of academic listening might be defined and how this can be operationalised in the form of valid, reliable and useful proficiency measures.*

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Descriptor(s): Listening, English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Weir, CJ (2011) 'Conclusions and recommendations', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking. Studies in Language Testing 30*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 293–312

Summary: *This chapter draws together the threads across the previous chapters in the edited volume. It summarises the findings from applying the validity framework to a set of the Cambridge Speaking tests and makes recommendations for further research and development.*

Descriptor(s): Speaking, English language, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Weir, CJ (2012) 'Introduction', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 1–31

Summary: *The introduction to this edited volume of collected research papers on reading and listening assessment chronicles the evolution of the Reading and Listening tests in IELTS and ELTS (its predecessor) from 1980 to the present day.*

Descriptor(s): Reading, Listening, English language, Assessment

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Galaczi, E (2011) 'Scoring validity', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking. Studies in Language Testing 30*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 171–233

Summary: *This chapter focuses on scoring validity in L2 speaking assessment. It explores the diverse factors associated with the rating of speaking tests, including assessment criteria, rater training and standardisation.*

Descriptor(s): Speaking, English language, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Galaczi, E (2011) 'Scoring validity', in Taylor, L (ed) *Examining Speaking: Research and Practice in Assessing Second Language Speaking. Studies in Language Testing Series 30*. Cambridge: Cambridge University Press.

ISBN: 9780521736701

Pages: 171–233

Summary: In this chapter Lynda Taylor and Evelina Galaczi focus their attention on the dimension of scoring validity, which is linked to both cognitive validity and context validity.

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Tian, L and Macaro, E (2012) 'Comparing the effect of teacher code switching with English-only explanations on the vocabulary acquisition of Chinese university students: a lexical focus-on-form study'. *Language Teaching Research* 16/3: 361–385.

Descriptor(s): Writing, Speaking, Methodology, English language, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: tertiary

Entered by: University of Oxford (Department of Education)

Trajtemberg, C, Yiakoumetti (2011) 'Weblogs: a tool for EFL interaction, expression and self-evaluation'. *ELT Journal* 65/4: 437–445.

Summary: This study, which takes a socio-cultural approach, focuses on EFL interaction. Specifically, it aims to identify the interaction strategies that bloggers employ by exploring both teacher-initiated and student-initiated interactions. An EFL undergraduate class at the University of Chile serves as the vantage point for discussion. Bloggers' posts and comments are thematically analysed for the purposes of this study. It is demonstrated that blogs promote EFL interaction, self-expression, self-evaluation and a sense of language progress.

Descriptor(s): English language, Learner autonomy/strategies, Learning technologies, Writing

Country of research: Chile

Learners' background: Chile

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)

Tribble, C (2011) 'Revisiting apprentice texts: using lexical bundles to investigate expert and apprentice performances in academic writing', in Meunier, F, De Cock, S, Gilquin, G and Paquot, M (eds) *A Taste for Corpora. In Honour of Sylviane Granger*. The Hague: Benjamins.

ISBN: 9789027203502

Pages: 85–108

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Summary: *Drawing on Biber's (2006) account of lexical bundles, this chapter provides a practical example of how the written production of postgraduate students in a single disciplinary area can be used to build an account of contrasts between apprentice and expert writing, and how this account can be used in the development of a course specification for English for Academic Purposes (EAP) writing.*

Descriptor(s): Writing, Methodology

Country of research: United Kingdom

Institutional level: tertiary

Entered by: King's College London (Department of Education and Professional Studies)

Tribble, C (2012) 'Concordancing', in Chappelle, CA (ed) *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

ISBN: 9781405198431

Summary: *An overview of what concordances are and how they can be used in the language learning classroom.*

Descriptor(s): Teacher education, Learning technologies

Entered by: King's College London (Department of Education and Professional Studies)

Tribble, C (2012) 'Corpora in the language teaching classroom', in Chappelle, CA (ed) *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.

ISBN: 9781405198431

Summary: *A survey of the potential for corpus applications in language education.*

Entered by: King's College London (Department of Education and Professional Studies)

Trofimovich, P and Isaacs, T (2012) 'Disentangling accent from comprehensibility'. *Bilingualism: Language and Cognition* 15/4: 905–916.

Descriptor(s): Speaking, Pronunciation, Listening, English language, Assessment

Country of research: Canada

Learners' background: Canada

Institutional level: adult

Entered by: University of Bristol (Graduate School of Education)

Troudi, S (2011) 'The conceptualisation of a research study in language education', in Al-Hamly, M, Coombe, C, Davidson, P, Shehada, A and Troudi, S (eds) *Transformations in TESOL*. Dubai: TESOL Arabia Publications.

ISBN: 9789948855835

Pages: 211–221

Principal format: printed

Summary: *This paper addresses the nature of the theoretical framework and how it is used to state the researcher's view of the theories that inform his/her views of the constructs involved in a research study. It also differentiates between the paradigmatic nature of a study and its methodology.*

Descriptor(s): Teacher education

Country of research: United Kingdom
Learners' background: various
Institutional level: tertiary
Entered by: University of Exeter (School of Education and Lifelong Learning)

Troudi, S and Jendli, A (2011)

'Emirati students' experiences of English as a medium of instruction', in Al-Isaa, A and Dahan, LS (eds) *Global English and Arabic: Issues of Language, Culture and Identity*. Oxford: Peter Lang.

ISBN: 9783034302937

Pages: 23–48

Summary: *This study investigates Emirati university students' experiences of studying through the medium of English.*

Descriptor(s): Teacher education, English language

Country of research: United Arab Emirates

Learners' background: United Arab Emirates

Institutional level: tertiary

Entered by: University of Exeter (School of Education and Lifelong Learning)

Troudi, S and Rich, S (2012)

'Teaching portfolios: an opportunity for reigniting and retooling', in Coombe, C, England, L and Schmidt, J (eds) *Reigniting Retooling Retiring in English Language Teaching*. Ann Arbor: The University of Michigan Press.

ISBN: 9780472033867

Pages: 45–54

Summary: *This chapter places teaching portfolios in ELT within wider frameworks of teacher education and professional developments.*

Descriptor(s): Teacher education

Entered by: University of Exeter (School of Education and Lifelong Learning)

Turner, J (2011) 'Re-writing writing in higher education: the contested spaces of proofreading'. *Studies in Higher Education* 36/4: 427–440.

Summary: *The article reports on a research project entitled: perspectives on proofreading in higher education. The use of the term 'proofreading' is seen as masking the complexity of academic writing on the one hand, and maintaining its status as relatively unimportant on the other.*

Descriptor(s): Writing, Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Goldsmiths, University of London (Centre for Language, Culture and Learning)

Turner, J (2011) *Language in the Academy: Cultural Reflexivity and Intercultural Dynamics*. Bristol: Multilingual Matters.

ISBN: 9781847693211

Descriptor(s): Writing, Cultural issues, ESP

Country of research: United Kingdom

Learners' background: Japan

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Institutional level: tertiary

Entered by: Goldsmiths, University of London (Centre for Language, Culture and Learning)

Turner, J (2012) 'Academic literacies: providing a space for the socio-political dynamics of EAP'. *Journal of English for Academic Purposes* 11/1: 17–25.

Summary: *This article highlights the potential of academic literacies as a theoretical framework for EAP, encompassing not only work on texts, but the wider, socio-political, geopolitical and institutional contexts and practices in and with which EAP operates. The article looks specifically at the reception of students' writing by professors in the humanities and social sciences, and the ambivalent and contestatory role that proofreading plays within this.*

Descriptor(s): Writing, Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: Goldsmiths, University of London (Centre for Language, Culture and Learning)

U

Ushioda, E (2011) 'Language learning motivation, self and identity: current theoretical perspectives'. *Computer-assisted Language Learning* 24/3: 199–210.

Summary: *Overview of theories of L2 motivation and current research, with special reference to the impact of technology on language learning.*

Descriptor(s): Learning technologies, Learner cognition, Learner autonomy/strategies

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E (2011) 'Motivating learners to speak as themselves', in Murray, G, Gao, X and Lamb, T (eds) *Identity, Motivation and Autonomy in Language Learning*. Bristol: Multilingual Matters.

ISBN: 1847693725

Pages: 11–24

Summary: *Discussion of how to motivate learners of English.*

Descriptor(s): Teacher education, Speaking, Learner cognition, Learner autonomy/strategies, Classroom interaction

Country of research: various

Learners' background: various

Institutional level: pre-primary

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E (2011) 'Why autonomy? Insights from motivation theory and research'. *Innovation in Language Learning and Teaching* 5/2: 221–232.

Summary: *Analysis of L2 motivation theory and research in light of autonomy theory and research.*

Descriptor(s): Learner cognition, Learner autonomy/strategies, Classroom interaction

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E (2012) 'Motivation: L2 learning as a special case?' in Mercer, S, Ryan, S and Williams, M (eds) *Psychology for Language Learning: Insights from Research, Theory and Practice*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230301153

Pages: 58–73

Summary: *A discussion of general and L2 learning-specific theories of motivation.*

Descriptor(s): Cultural issues, Learner cognition

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E (2012) 'Motivation', in Burns, A and Richards, J (eds) *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

ISBN: 9781107602007

Pages: 77–85

Summary: *Theory and practice of motivating students in the classroom.*

Descriptor(s): Teacher education, Learner cognition, Learner autonomy/strategies, Classroom interaction

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E (2012) 'Person-in-situation approaches', in Robinson, P (ed) *The Routledge Encyclopaedia of SLA*. New York: Routledge.

ISBN: 9780415877510

Pages: 483–485

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick (Centre for Applied Linguistics)

Ushioda, E and Chen, S-A (2011) 'Researching motivation and possible selves among learners of English: the need to integrate qualitative inquiry'. *Anglistik: International Journal of English Studies* 22/1: 43–61.

Summary: *Discussion of issues in researching possible selves in light of a mixed methods study of Taiwanese learners of English.*

Descriptor(s): Cultural issues, Learner cognition, Assessment

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Country of research: Taiwan
Learners' background: Taiwan
Institutional level: secondary
Entered by: University of Warwick
(Centre for Applied Linguistics)

Ushioda, E and Dörnyei, Z (2012) 'Motivation', in Gass, S and Mackey, A (eds) *The Routledge Handbook of Second Language Acquisition*. Abingdon: Routledge.
ISBN: 9780415479936

Pages: 396–409

Summary: *Overview of L2 motivation theory and research.*

Descriptor(s): Learner cognition

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Warwick
(Centre for Applied Linguistics)

Ushioda, E and Dörnyei, Z (2012) 'Motivation', in Gass, S and Mackey, A (eds) *The Routledge Handbook of Second Language Acquisition*. New York: Routledge.
ISBN: 9780415479936

Pages: 396–409

Entered by: University of Nottingham
(School of English)

Ushioda, E, Smith, R, Mann, S and Brown, P (2011) 'Promoting teacher-learner autonomy through and beyond initial language teacher education'. *Language Teaching* 44/1: 118–121.

Summary: *With the growing international demand for pre-experience MAs in ELT/TESOL programmes, a key curriculum design issue is how to help students develop as learners of teaching through and beyond their formal academic studies. We report here on our attempts to develop our students' 'teacher-learner autonomy'; that is, their ability to develop appropriate skills, knowledge and attitudes for themselves, and to evaluate and continuously develop their teaching into the future.*

URL: <http://wrap.warwick.ac.uk/34577/>

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Warwick
(Centre for Applied Linguistics)



Van Zeeland, H and Schmitt, N (2012) 'Lexical coverage in L1 and L2 listening comprehension: the same or different from reading comprehension?' *Applied Linguistics* (advance access): n/a.

Country of research: United Kingdom

Entered by: University of Nottingham
(School of English)

Viana, V (2011) 'Linguística de corpus: conceitos, técnicas and análises', in Viana, V and Tagnin, S

(eds) *Corpora no Ensino de Línguas Estrangeiras*. São Paulo: Hub Editorial.

ISBN: 9788563623669

Pages: 25–95

Summary: *This chapter has two main aims: (a) to present an overview of corpus linguistics by discussing its most important concepts and procedures, and (b) to show the ways in which foreign language teachers may use corpus linguistics in their pedagogical practice.*

Descriptor(s): ESOL/EAL, ESP, English language

Entered by: University of Stirling (School of Education)

Viana, V (2011) 'The politics of corpus linguistics', in Viana, V, Zyngier, S and Barnbrook, G (eds) *Perspectives on Corpus Linguistics*. Amsterdam: John Benjamins.

ISBN: 9789027203533

Pages: 229–245

Summary: *The chapter analyses the politics of corpus linguistics by considering five main strands: science, research, education, market and the community. Due consideration is given to how corpus linguistics has impacted English language education (e.g. data-driven learning, corpus-informed materials development), and how this impact relates to the other four strands.*

Descriptor(s): Teacher education, Methodology, Materials, English language, Curriculum/syllabus

Entered by: University of Stirling (School of Education)

Viana, V, Menezes, D and Mendes, M (2011) 'Revelando sentidos na prática docente: a abordagem de corpus na análise do discurso'. *DELTA: Documentação de Estudos em Linguística Teórica e Aplicada* 27: 175–217.

Summary: *This paper discusses the feasibility of using corpus linguistics tools in the analysis of pedagogic discourse. To this end, two case studies are presented. The first one focuses on what Brazilian EFL teachers say about the implementation of technological resources in their classrooms, while the second deals with how lecturers see the teaching of literatures in English to Brazilian undergraduates. All in all, the paper uncovers the relevance of the corpus approach to discourse analysis.*

Descriptor(s): Teacher education

Country of research: Brazil

Institutional level: various

Entered by: University of Stirling (School of Education)

Vidakovic, I (2012) 'He walked up the pole with arms and legs: typology in second language acquisition', in Filipovic, L and Jaszczolt, KM (eds) *Space and Time in Languages and Cultures: Linguistic Diversity*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027223906

Pages: 233–263

Summary: *This chapter investigates the frequency with which Manner and Path of motion are expressed in speech in English and Serbian, and explores*

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A language-specific and universal factors
— influencing L2 acquisition in this domain.
B The universal tendencies in reference
— to Path are discussed, as well as
C implications for L2 acquisition,
— teaching and research on language
D and cognition.

E **Descriptor(s):** Speaking, ESOL/EAL

F **Country of research:** various

G **Learners' background:** various

H **Institutional level:** various

I **Entered by:** Cambridge English
Language Assessment – University
of Cambridge

J **Vidal Rodeiro, CL, Emery, JL and**
K **Bell, JF** (2012) 'Emotional intelligence
L and academic attainment of British
M secondary school children: a cross-
N sectional survey'. *Educational Studies*
O 38/5: 521–539.

P **Summary:** *Trait emotional intelligence*
Q (trait EI) covers a wide range of
R self-perceived skills and personality
S dispositions such as motivation,
T confidence, optimism, peer relations
U and coping with stress. This research
V investigated whether scores on a
questionnaire measure of trait EI were
related to school performance in a
sample of British pupils.

Descriptor(s): Learner cognition,
Assessment

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: secondary

Entered by: Cambridge English
Language Assessment – University
of Cambridge

W

Walker, CP (2011) 'A corpus-based study of the linguistic features and processes which influence the way collocations are formed: some implications for the learning of collocations'. *TESOL Quarterly* 45: 291–312.

Summary: *In this article I examine the collocational behaviour of groups of semantically related verbs (e.g. head, run, manage) and nouns (e.g. issue, factor, aspect) from the domain of business English. The results of this corpus-based study show that much of the collocational behaviour exhibited by these lexical items can be explained by examining some of the linguistic features and processes which influence the way collocations are formed.*

Descriptor(s): Materials, ESP,
English language

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Birmingham
(English Language and Applied
Linguistics (ELAL))

Wall, D and Horák, T (2011) 'The Impact of Changes in the TOEFL Examination on Teaching in a Sample of Countries in Europe: Phase 3 – The Role of the Coursebook, and Phase 4 – Describing Change'.

Summary: *This report presented findings of two phases of a longitudinal*

study into the impact of changes to TOEFL on teaching in test preparation classrooms. The objectives of Phase 3 were to analyse the coursebooks teachers were using while preparing students for TOEFL CBT and to discover how the teachers were using them. The objectives of Phase 4 were to discover the nature of preparation classes one year after TOEFL iBT was introduced.

URL: www.ets.org/Media/Research/pdf/RR-11-41.pdf

Descriptor(s): Assessment

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Waller, D and Jones, C (2012) 'Equipping TESOL trainees to teach through discourse'. *UCLan Journal of Pedagogic Research* 3: 5–11.

Summary: *Many pre-service TESOL training courses do not place emphasis on a view of language as discourse, and this can result in trainees who try to avoid teaching grammar, overemphasise form or undervalue the communicative nature of language as discourse. This article outlines these issues before reporting on an attempt to remedy this.*

URL: www.uclan.ac.uk/research/environment/groups/assets/pedagogic-insides_vol3.pdf

Descriptor(s): Teacher education, English language

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

Walsh, CS, Shrestha, P and Hedges, C (2011) 'Leveraging low-cost mobile technologies in Bangladesh: a case study of innovative practices for teacher professional development and communicative English language teaching', in Kwan, R, McNaught, C, Tsang, P, Wang, F-L and Li, K-C (eds) *Enhancing Learning Through Technology. Education Unplugged: Mobile Technologies and Web 2.0. Communications in Computer and Information Science*, 177. London: Springer.

ISBN: 9783642223822 (print)
9783642223839 (online)

Pages: 152–166

Summary: *This article presents a case study of English in Action (EIA) and its use of mobile technologies that moves beyond documenting their functionality as ubiquitous handheld hardware to enhance and extend the reach of teaching and learning. We argue that this large-scale intervention was significant in enhancing teachers' professional knowledge and presents important implications for using mobile phones in developing countries for teacher professional development and classroom-based English teaching and learning.*

Descriptor(s): Teacher education, Learning technologies

Country of research: Bangladesh

Learners' background: Bangladesh

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Institutional level: various

Entered by: The Open University
(Faculty of Education and Language
Studies)

Wardman, C (2011) 'Children
with EAL: comparing withdrawal
sessions with teachers and teaching
assistants', in Pattison, T (ed)
*IATEFL 2010 Harrogate Conference
Selections*. Canterbury: IATEFL.

ISBN: 9781901095333

Pages: 166–168

Principal format: printed

Descriptor(s): ESOL/EAL

Entered by: York St John University
(Languages and Linguistics)

Wardman, C (2012) 'Interactions
between EAL pupils, specialist
teachers and TAs during withdrawal
from the mainstream in UK primary
schools'. *Education* 3/13: 1–17.

Summary: *Many primary school children
with English as an additional language
in the UK receive additional educational
support. This article reports on a
study comparing withdrawal sessions
between teaching assistants (TAs) and
specialist teachers. The findings show
that the specialist teachers included
more personalisation than during TAs'
sessions, through the use of referential
questions. Initiation, response, feedback
(IRF) scripts were more often incomplete
in TAs' interactions while extension of
the feedback stage was more common
among teachers.*

Descriptor(s): Teacher cognition,
ESOL/EAL, English language,
Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: primary

Entered by: York St John University
(Languages and Linguistics)

Wardman, C (2012) 'Pulling the
Threads Together: Current Theories
and Current Practice Affecting UK
Primary School Children who have
English as an Additional Language'.

Summary: *This paper considers a range
of international and UK-based research and
policy for educating children with minority
languages. It reports on a qualitative study
conducted in the north of England during
summer 2011, which sought to analyse
current practice in UK primary schools
alongside the existing research findings,
focusing on the linguistic and socio-cultural
aspects of being a bilingual learner.*

URL: [http://englishagenda.
britishcouncil.org/sites/ec/files/
B387%20ELTRP%20Report%20-%20
Wardman_v6.pdf](http://englishagenda.britishcouncil.org/sites/ec/files/B387%20ELTRP%20Report%20-%20Wardman_v6.pdf)

Descriptor(s): Cultural issues,
Management/Innovation, ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: primary

Associated project: Pulling the
Threads Together: Current Theories
and Current Practice Affecting UK
Primary School Children who have
English as an Additional Language

Entered by: York St John University
(Languages and Linguistics)

Wardman, C, Bell, J and Sharp, E

(2012) 'Valuing home languages', in Mallows, D (ed) *Innovations in English Language Teaching to Migrants and Refugees*. London: British Council.

ISBN: 9780863557019

Pages: 37–48

URL: http://esol.britishcouncil.org/sites/esol/files/C328_Innovations_book_FINAL%202_web.pdf

Descriptor(s): Teacher education, Management/Innovation, ESOL/EAL, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Entered by: York St John University (Languages and Linguistics)

Wedell, M (2011) 'More than just 'technology': English language teaching initiatives as complex educational changes', in Coleman, H (ed) *Dreams and Realities: Developing Countries and the English Language*. London: British Council.

ISBN: 9780863556593

Pages: 269–290

Summary: *If ELT initiatives are to stand any chance of contributing to the 'development' of the contexts into which they are introduced, planners need to understand that the implementation of complex educational changes (that entail adjustments to participants' beliefs and behaviours) will never be merely a matter of 'applying proven technology'.*

URL: www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section13.pdf

Descriptor(s): Teacher education, Cultural issues, Methodology, Materials, Management/Innovation, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Leeds (School of Education)

Wedell, M (2012) 'Becoming a teacher of teachers'. *IATEFL TTEdSIG Newsletter* 2012: 5–9.

Summary: *A brief paper for those new to being ToTs (teachers of teachers). It suggests that experiences of using a theory: application approach to (in-service) training have rarely achieved their hoped-for outcomes and provides an example of how an alternative (investigation-articulation) approach to teacher learning might be used in practice.*

URL: <http://edition.pagesuite-professional.co.uk//launch.aspx?eid=9b3f005d-473f-4631-a668-2d4e13803db1>

Descriptor(s): Teacher education, Methodology

Country of research: various

Learners' background: various

Institutional level: adult

Entered by: University of Leeds (School of Education)

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Wedell, M (2012) 'Teacher development: common problems and an alternative model', in Pattison, T (ed) *IATEFL 2011*. Canterbury: IATEFL.

ISBN: 9781901095388

Pages: 60–64

Principal format: Printed

Summary: *The paper reports on Hornby scholars' perceptions of the factors influencing how teachers respond to 'development' opportunities. While three factors (personal language proficiency, professional motivation and perceived relevance of opportunities to context) were true of seven of the contexts from which the scholars came, in an eighth they did not seem to apply. The paper considers why.*

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Leeds (School of Education)

Wedell, M (2012) 'The Oman BA project: ELT change implementation, process or event?' in Tribble, C (ed) *Managing Change in English Language Teaching: Lessons from Experience*. London: British Council.

ISBN: 9780863556845

Pages: 171–176

Summary: *This case study focuses on one key strand of any ELT change initiative – the provision of contextually appropriate teacher support and development – and highlights some beneficial results for the outcomes of the initiative as a whole that can*

arise when implementation is (at least implicitly) recognised to be 'a process, not an event' (Fullan, 2001: 34).

URL: http://englishagenda.britishcouncil.org/sites/ec/files/B330%20MC%20in%20ELT%20book_v7.pdf

Descriptor(s): Teacher education, Management/Innovation

Country of research: Oman

Learners' background: Oman

Institutional level: primary

Entered by: University of Leeds (School of Education)

Wedell, M (2012) *Planning for Educational Change* [in Arabic]. Riyadh: King Saud University Press.

ISBN: 9789660559780

Summary: *The book looks at the reasons for and factors affecting the process of ELT curriculum changes worldwide, using case studies and simulations from a range of contexts.*

Descriptor(s): Teacher education, Cultural issues, Methodology, Materials, Management/Innovation, Curriculum/syllabus

Country of research: various

Learners' background: various

Institutional level: various

Entered by: University of Leeds (School of Education)

Weir, CJ, Hawkey, RA, Green, AB and Devi, S (2012) 'The cognitive processes underlying the academic reading construct as measured

by IELTS', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 212–269

Summary: *This study clarifies further the links between what is measured by IELTS and the construct of academic reading as practised by students in a UK university by eliciting from IELTS candidates, via means of a retrospective protocol, the reading processes they engage in when tackling IELTS Reading tasks.*

URL: www.ielts.org/PDF/Vol9_Report4.pdf

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Weir, CJ, Hawkey, RA, Green, AB, Devi, S and Unaldi, A (2012) 'The relationship between the academic reading construct as measured by IELTS and the reading experiences of students in their first year of study at a British university', in Taylor, L and Weir, CJ (eds) *IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34*. Cambridge: Cambridge University Press.

ISBN: 9781107602649

Pages: 519–573

Summary: *This study investigates the academic reading activities and problems of first year university students and compares the emerging model of academic reading with an analysis of*

the reading construct as tested in the IELTS Academic Reading Module. The extent to which any problems in reading might decrease the higher the IELTS reading band score obtained before entry is investigated.

Descriptor(s): Speaking, Listening, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Wharton, S (2011) 'Critical text analysis: linking language and cultural studies'. *ELT Journal* 65/3: 221–229.

Summary: *An account of an intervention in which Chinese learners in the UK were encouraged to take a critical approach to bureaucratic texts, in order to enhance both their critical language awareness and their cultural awareness.*

Descriptor(s): Cultural issues, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Entered by: University of Warwick (Centre for Applied Linguistics)

Wharton, S and Li, T (2012) 'Metadiscourse repertoire of L1 Mandarin undergraduates writing in English: a cross-contextual, cross-disciplinary study'. *Journal of English for Academic Purposes* 11/4: 345–356.

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Summary: *A corpus-based study looking at the use of metadiscourse resources by tertiary-level Chinese learners based in China, and tertiary-level Chinese learners based in the UK.*

Descriptor(s): Writing,
English language

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Entered by: University of Warwick
(Centre for Applied Linguistics)

Whong, M (2011) *Language Teaching: Linguistic Theory in Practice*.
Edinburgh: Edinburgh University Press.

ISBN: 9780748636358

Summary: *By presenting a range of linguistic perspectives from formal to functional to cognitive, this book highlights the relevance of second language acquisition research to the language classroom.*

Descriptor(s): Teacher education,
Methodology

Country of research: United Kingdom

Learners' background: various

Entered by: University of Leeds
(Department of Linguistics and
Phonetics, School of Modern
Languages and Cultures)

Wicaksono, R (2011) 'English as a lingua franca: an online tutorial', in Pattison, T (ed) *IATEFL 2010 Harrogate Conference Selections*.
Canterbury: IATEFL.

ISBN: 9781901095333

Pages: 191–192

Principal format: Printed

Descriptor(s): Materials, Classroom
interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: York St John University
(Languages and Linguistics)

Wicaksono, R (2012) 'Raising students' awareness of the construction of communicative (in)competence in international classrooms', in Ryan, J (ed) *Cross-cultural Teaching and Learning for Home and International Students: Internationalisation of Pedagogy and Curriculum in Higher Education*.
Abingdon: Routledge.

ISBN: 9780415630122

Pages: 241–250

Descriptor(s): Materials, Classroom
interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: York St John University
(Languages and Linguistics)

Wicaksono, R and Scheder Black, W (2012) 'Raising awareness of English as a lingua franca', in Dupuy, B and Waugh, LR (eds) *Third International Conference on the Development and Assessment of Intercultural Competence, 2012:*

Selected Proceedings. Tucson: Center for Educational Resources in Culture, Language and Literacy: The University of Arizona.

Pages: 216–226

Principal format: online

URL: http://cercll.arizona.edu/_media/development/conferences/2012_icc/wicaksono_scheder_black_english_ic2012.pdf

Descriptor(s): Teacher education, Materials, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: York St John University (Languages and Linguistics)

Wilkinson, M and Young-Scholten,

M (2011) 'Writing to a brief: Creating fiction for immigrant adults', in Schöneberger, C, van de Craats, I and Kurvers, J (eds) *Low-educated Adult Second Language and Literacy Acquisition. Proceedings of the 6th Symposium – Cologne 2010*. Nijmegen: Centre for Language Studies.

ISBN: 9789081768900

Pages: 103–123

Principal format: printed

URL: www.leslla.org/files/resources/LESLLAproceedings2011.pdf

Entered by: Newcastle University (School of English Literature, Language and Linguistics)

Willans, F (2011) 'Classroom code switching in a Vanuatu secondary school: conflict between policy and practice'. *International Journal of Bilingual Education and Bilingualism* 14/1: 23–38.

Summary: *While it is commonly thought that Vanuatu's national language, Bislama, is only used in classrooms to compensate for inadequate levels of English, this research indicates that it is used as an additional learning resource. Students appear to make use of the natural strategies available to bilinguals to help them complete academic tasks. However, since code switching conflicts with the school rules, such practices are often carried out covertly, and language policy may thus be hindering learning.*

Descriptor(s): Classroom interaction

Country of research: Vanuatu

Learners' background: Vanuatu

Institutional level: secondary

Entered by: King's College London (Department of Education and Professional Studies)

Williams, SA (2012) 'Finding a voice: writing narrative in the early stages of a doctoral thesis'. *Journal of Academic Writing* 2/1: 24–34.

Summary: *The study applies Ivanic's (2004) extension of Lea and Street's (1998) model of approaches to the teaching of writing to a body of student texts produced over a six-month period. Using extracts from one early-career research student's writing, supervisor notes and email messages, it argues that actual writers may continue to need and demand engagement in a variety of*

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A *pedagogic practices on their way*
— to developing their own voice.

B **URL:** <http://e-learning.coventry.ac.uk/ojs/index.php/joaw/article/view/71/100>

C **Descriptor(s):** Writing

D **Country of research:** United Kingdom

E **Institutional level:** tertiary

F **Entered by:** University of Sussex
(Sussex Centre for Language Studies)

I **Williams, SA** (2012) 'Writing a
— statement of teaching philosophy',
— in Pattison, T (ed) *IATEFL 2012*
— *Glasgow Conference Selections*.
— Canterbury: IATEFL.

K **ISBN:** 9781901095425

L **Pages:** 239–241

M **Principal format:** Printed

N **Summary:** *As well as providing a more*
— *personal dimension to a teacher's profile,*
— *a statement of teaching philosophy*
— *can provide its author with insight and*
— *motivation. However, teachers' values are*
— *difficult to articulate, and there is little*
— *consensus on the statement's generic*
— *conventions. Further, while it may be*
— *tailored towards a particular aspect of*
— *professional practice, the statement must*
— *necessarily reflect a teacher's individual*
— *approach and experience through the*
— *choice of key metaphors and narrative.*

O **Descriptor(s):** Writing, Teacher
— education

P **Country of research:** United Kingdom

Q **Learners' background:**
— United Kingdom

R **Institutional level:** tertiary

S **Entered by:** University of Sussex
— (Sussex Centre for Language Studies)

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Williams, SA and Winchester, J
(2012) 'Saying 'Sorry' – and Showing
that You Mean it'.

Summary: *Like politicians and sports*
— *personalities, global companies have*
— *recently been saying sorry for getting*
— *things wrong. But how do they persuade*
— *people they mean it? The expression*
— *of contrition might be one of the*
— *things companies do with words to*
— *make their apologies persuasive. Plain*
— *remorse lacks a behavioural dimension*
— *and is more purely emotive. We might*
— *therefore be more likely to accept a*
— *company's apology if it appears contrite,*
— *rather than just remorseful.*

URL: www.macmillandictionaryblog.com/saying-sorry-and-showing-that-you-mean-it

Descriptor(s): Cultural issues,
English language

Country of research: various

Entered by: University of Sussex
(Sussex Centre for Language Studies)

Wilson, J and Velioglu, M (2011)
'Using Connect: the test centre
perspective'. *Cambridge English:*
Research Notes 43: 10–12.

Summary: *Since 2011 there has*
— *been a huge uptake of computer-*
— *based testing across the Cambridge*
— *ESOL exam centre network. This article*
— *looks at the reasons for this increase*
— *in interest and describes a number*
— *of cases where centres have taken*
— *advantage of the many benefits which*
— *computer-based delivery offers to*
— *candidates and centre administrators.*

URL: www.cambridgeenglish.org/Images/23161-research-notes-43.pdf

Descriptor(s): Learning technologies, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge

Winchester, J (2012) ‘The potential impact of the teacher on student identities in the classroom in an English language teaching context’. *TESOL Journal* (advance access): n/a.

Summary: *This article posits that the teacher can play a significant role in the negotiation, co-construction and legitimisation of student identities in the English language class in a number of ways.*

Descriptor(s): Teacher education, Cultural issues, Methodology, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Sussex (Sussex Centre for Language Studies)

Wingate, U (2012) ‘Argument!’ Helping students understand what essay writing is about’. *Journal of English for Academic Purposes* 11/2: 145–154.

Descriptor(s): Writing

Entered by: King’s College London (Department of Education and Professional Studies)

Wingate, U (2012) ‘A comparison of ‘additional’ and ‘embedded’ approaches to teaching writing in the disciplines’, in Deane, M and O’Neill, P (eds) *Writing in the Disciplines*. Basingstoke: Palgrave Macmillan.

ISBN: 9780230237087

Pages: 65–87

Descriptor(s): Writing

Entered by: King’s College London (Department of Education and Professional Studies)

Wingate, U (2012) ‘Using academic literacies and genre-based models for academic writing instruction: a ‘literacy’ journey’. *Journal of English for Academic Purposes* 11/1: 26–37.

Descriptor(s): Writing, ESP

Entered by: King’s College London (Department of Education and Professional Studies)

Wingate, U and Tribble, C (2012) ‘The best of both worlds? Towards an English for academic purposes/ academic literacies writing pedagogy’. *Studies in Higher Education* 37/4: 481–495.

Descriptor(s): Writing

Entered by: King’s College London (Department of Education and Professional Studies)

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Wingate, U, Andon, N and Cogo, A

(2012) 'Embedding academic writing instruction into subject teaching: a case study'. *Active Learning in Higher Education* 12/1: 1–13.

Entered by: King's College London (Department of Education and Professional Studies)

Woodfield, H (2012) "I think maybe I want to lend the notes from you": development of request modification in graduate learners', in Kogetsidis, M and Woodfield, H (eds) *Inter-language Request Modification*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027256225

Pages: 9–49

Summary: *The study examines the development of request modification strategies in graduate students from Taiwan, China, Korea and Japan in a British university. The study employed open (status equal/unequal) role plays to collect data on three occasions over eight months and reports on patterns of internal/external modification strategies and effects of situational variation. Qualitative data from retrospective interviews informed on learners' states of pragmalinguistic and socio-pragmatic development.*

Descriptor(s): Methodology, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bristol (Graduate School of Education)

Woodfield, H (2012) 'Pragmatic variation in learner perception: the role of retrospective verbal report in L2 speech act research', in Felix-Brasdefer, JC and Koike, DA (eds) *Pragmatic Variation in First and Second Language Contexts*. Amsterdam/Philadelphia: John Benjamins.

ISBN: 9789027218728

Pages: 209–237

Summary: *The chapter examines pragmatic variation in learner perception, exploring the role of retrospective verbal report in L2 speech act research. The study problematises the methodological issues concerning the use of introspective methodology in pragmatic variation research.*

Descriptor(s): Methodology, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Entered by: University of Bristol (Graduate School of Education)

Wray, A (2012) 'Formulaic language', in Robinson, P (ed) *Routledge Encyclopedia of Second Language Acquisition*. London: Routledge.

ISBN: 9780415877510

Pages: 252–256

Summary: *Review of current ideas about formulaic language.*

Descriptor(s): English language

Country of research: United Kingdom

Learners' background: various

Institutional level: various
Entered by: Cardiff University
(School of English, Communication
and Philosophy)

Wray, A (2012) 'What do we (think we) know about formulaic language? An evaluation of the current state of play'. *Annual Review of Applied Linguistics* 32: 231–254.

Summary: *Critical review of past five years of research into formulaic language, identifying issues and challenges.*

Descriptor(s): English language

Country of research: United Kingdom

Entered by: Cardiff University
(School of English, Communication
and Philosophy)

Wray, A (2012) *Formulaic Language: Pushing the Boundaries*. Shanghai: Shanghai Foreign Language Teaching Press/Oxford University Press.

ISBN: 9787544629065

Summary: *Reprint for China, with a Chinese introduction, of 2008 book of same title.*

Descriptor(s): English language

Country of research: United Kingdom

Entered by: Cardiff University
(School of English, Communication
and Philosophy)

Wyatt, M (2011) 'Becoming a do-it-yourself designer of English language teaching materials'. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 12/1: 1–38.

Summary: *Many language teachers design materials to supplement those they are given to address the needs of learners in their particular contexts. This requires practical knowledge of various kinds relating to learners and language learning, teaching and materials design. However, there is limited research into how teachers develop as materials designers. This article focuses on one teacher's growth as a materials designer during an in-service BA TESOL in Oman, qualitatively exploring changes in ideas and practices.*

URL: www.qualitative-research.net/index.php/fqs/article/view/1533/3139

Descriptor(s): Teacher education, Teacher cognition, Materials, Curriculum/syllabus

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Portsmouth
(School of Languages and Area Studies)

Wyatt, M (2011) 'Teachers researching their own practice'. *ELT Journal* 65/4: 417–425.

Summary: *For teachers to engage in action research, they may need support from in-service language teacher education courses that includes an action research component. This article reports on one such course, an in-service BA TESOL run by a British university in Oman. Drawing on qualitative case study methodology, the article identifies achievements of four teachers who engaged in action research as part of their studies, and considers how the programme seemed to help them.*

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Descriptor(s): Teacher education, Teacher cognition, Speaking, Materials, Classroom interaction

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Portsmouth (School of Languages and Area Studies)

Wyatt, M (2012) 'Issues in supporting the teaching of reading in English as a second language to Arabic-speaking children'. *The Reading Matrix* 12/2: 146–162.

Summary: *It can be argued that in-service language teacher education needs to constructively consider all elements of the linguistic, geographical and cultural context. Using qualitative data, this article focuses on an Omani English teacher studying on a course that met various criteria for constructivism. However, findings indicate his growth was uneven. Input on initial literacy and the teaching and assessment of reading in English as a second language could have been better tailored to the context.*

URL: www.readingmatrix.com/articles/september_2012/wyatt.pdf

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Reading, Methodology

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Portsmouth (School of Languages and Area Studies)

Wyatt, M and Arnold, E (2012) 'Video-stimulated recall for mentoring in Omani schools'. *International Journal of Mentoring and Coaching in Education* 1/3: 218–234.

Summary: *This article explores the school-based learning mentoring of a senior teacher of English in Oman, who was conducting action research into her mentoring practices while engaged in part-time in-service language teacher education. Realising teachers in her school found post-lesson discussions in English with inspectors challenging, she used video-stimulated recall to try to help them become more reflective. Qualitative data reveals she developed creative and flexible solutions, while gaining confidence and assuming mentor identity.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Management/Innovation

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Portsmouth (School of Languages and Area Studies)

Wyatt, M and Borg, S (2011) 'Development in the practical knowledge of language teachers: a comparative study of three teachers designing and using communicative tasks on an in-service BA TESOL programme in the Middle East'. *Innovation in Language Learning and Teaching* 5/3: 233–252.

Country of research: Oman

Learners' background: Oman

Institutional level: primary

Entered by: University of Leeds
(School of Education)

Wyatt, M and Borg, S (2011)
'Development in the practical knowledge of language teachers: a comparative study of three teachers designing and using communicative tasks on an in-service BA TESOL programme in the Middle East'. *Innovation in Language Learning and Teaching* 5/3: 233–252.

Summary: *Current thinking in language teacher education emphasises the importance of the development of teachers' practical knowledge. However, there is limited research into how this develops through in-service teacher education and into the factors that influence such development. This article qualitatively explores how three teachers of English on an in-service BA TESOL programme in Oman grew in practical knowledge, specifically with regard to the design and use of communicative tasks, examining changes in ideas and practices.*

Descriptor(s): Teacher education, Teacher cognition, Speaking, Methodology, Materials, Curriculum/syllabus, Classroom interaction

Country of research: Oman

Learners' background: Oman

Institutional level: tertiary

Entered by: University of Portsmouth
(School of Languages and Area Studies)



Yaacob, A and Gardner, S (2012)
'Young learner perspectives through researcher-initiated role play', in Gardner, S and Martin-Jones, M (eds) *Multilingualism, Discourse and Ethnography*. Abingdon: Routledge.

ISBN: 9780415874946

Pages: 241–255

Summary: *This paper explains how 'researcher-initiated role play' was developed to shed light on 6–7-year-old Malay speakers' perspectives of learning to read in English. The data was collected in England and in Malaysia as part of Yaacob's doctoral research.*

Descriptor(s): Reading, Classroom interaction

Country of research: various

Learners' background: Malaysia

Institutional level: primary

Entered by: Coventry University
(Department of English and Languages)

Yiakoumetti, A (2011) 'Re-invigorating teacher-training programmes in linguistic variation', in Saleh, IM and Khine, MS (eds) *Teaching Teachers: Approaches in Improving Quality of Education*. New York: Nova Science Publishers.

ISBN: 9781616686291

Pages: 195–214

Summary: *The chapter proposes that teacher-training programmes which expose teachers to the linguistic-variation*

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issues relevant to their language setting are essential. When designing such programmes, topics including the dominant role of English, language attitudes, mother-tongue use in formal education and teacher code-switching ought to be understood in relation to the socio-linguistic landscape that surrounds the protagonists within a classroom.

Descriptor(s): Teacher education, Cultural issues, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Oxford Brookes University (School of Education)

Yiakoumetti, A (2012) 'Bidialectism and Aboriginal language education: socio-linguistic considerations pertinent to Australia's Aboriginal communities', in Esch. E and Solly, M (eds) *The Socio-linguistics of Language Education in International Contexts*. Bern: Peter Lang.

ISBN: 9783034310093

Pages: 169–194

Summary: *This chapter focuses on non-indigenous teachers who work in indigenous communities in Australia. Specifically, the chapter aims to highlight that, for indigenous students' language education to be successful, teachers need to be socio-linguistically informed. The study provides empirical support for the call for educators of aboriginal students to be trained in (i) general socio-linguistic issues related to linguistic diversity and (ii) specific Aboriginal-related socio-linguistic issues.*

Descriptor(s): Teacher education, Cultural issues, Materials, English language, Curriculum/syllabus, Assessment

Country of research: Australia

Learners' background: Australia

Institutional level: pre-primary

Entered by: Oxford Brookes University (School of Education)

Yiakoumetti, A (2012) 'Rethinking linguistic diversity in education', in Yiakoumetti, A (ed) *Harnessing Linguistic Variation to Improve Education*. Oxford: Peter Lang.

ISBN: 9783034307260

Pages: 1–9

Summary: *The chapter challenges the largely anachronistic ideology that promotes exclusive use of an educational monolingual standard variety and advocates the use of aboriginal/indigenous languages, minority languages, non-standard varieties (i.e. regional, ethnic and social varieties) and contact languages (i.e. pidgins and creoles) in formal education. Permitting the use of such varieties is a critical step towards equal linguistic rights.*

Descriptor(s): Teacher education, Cultural issues, Materials, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Oxford Brookes University (School of Education)

Yiakoumetti, A (2012) 'The dangers of dialects: debunking (or substantiating) the myths', in Yiakoumetti, A (ed) *Harnessing Linguistic Variation to Improve Education*. Oxford: Peter Lang.

ISBN: 9783034307260

Pages: 293–315

Summary: *Drawing on research carried out worldwide since the 1960s, this chapter aims to debunk (or substantiate) the popular views that have formed as a consequence of concomitant use of dialect and standard in dialectally diverse communities. The discussion focuses on regional and social dialects and explores some purported dangers of dialect as they are said to manifest themselves in formal education as well as in the workplace.*

Descriptor(s): Teacher education, Cultural issues, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Entered by: Oxford Brookes University (School of Education)

Yiakoumetti, A and Mina, M (2011) 'The influence of first-language bidialectism in the foreign language classroom: observations from Cyprus'. *Language, Culture and Curriculum* 24/3: 287–297.

Summary: *This study provides empirical evidence for the influence of bidialectism on foreign language learning and it supports the recommendation that educators be*

trained in language variation issues. The study's methodological basis consisted of observations of EFL lessons and of students' written tests. The findings revealed that, despite the policy that the standard variety should be the only first-language variety used, the non-standard variety is also commonly used alongside English by teachers.

Descriptor(s): English language, Teacher education, Writing

Country of research: Cyprus

Learners' background: Cyprus

Entered by: Oxford Brookes University (School of Education)

Young-Scholten, M (2011) 'Development in phonology. Another perspective on age', in Dziubalska-Kořaczyk, K, Wrembel, M and Kul, M (eds) *Achievements and Perspectives in SLA of Speech*. Berlin: Peter Lang.

ISBN: 9783631607237

Pages: 331–342

Entered by: Newcastle University (School of English Literature, Language and Linguistics)

Young-Scholten, M (2011) 'Low-educated adult migrant research at the international level'. *National Association of Teachers of English and Community Languages to Adults News* 95: 12.

Entered by: Newcastle University (School of English Literature, Language and Linguistics)

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Zotzmann, K (2011) 'The creation of a transitional discourse community to enhance academic writing in a resource-poor environment'. *Journal of Academic Writing* 1/1: 79–87.

URL: <http://e-learning.coventry.ac.uk/ojs/index.php/joaw/article/view/21/33>

Descriptor(s): Writing

Entered by: University of Southampton (Modern Languages, Faculty of Humanities)

**Doctoral theses supervised
and completed**

Doctoral theses supervised and completed

Doctoral (PhD or EdD) theses which have been supervised and completed within UK universities are listed below (140 in total). These are ordered alphabetically by institution/department and, within each institution, alphabetically by author. Regarding availability, doctoral theses completed within UK institutions are frequently digitised by the British Library's Electronic Theses Online Service (EThOS), and their website (<http://ethos.bl.uk/Home.do>) would therefore be an appropriate first port of call for users of this Directory who are interested in consulting a particular thesis.

Aston University (School of Languages and Social Sciences)

Alsadi, R (2012) *An Investigation into the Effects of Processing Instruction on the Acquisition of English Relative Clauses by Syrian Learners.*

Supervisor(s): Clark, U

Awarding institution: Aston University

Suhair, A (2012) *Utilising Fiction to Promote English Language Acquisition.*

Supervisor(s): Clark, U

Awarding institution: Aston University

Canterbury Christ Church University (Department of English and Language Studies)

Kamal, A (2012) *Perceptions of Globalisation among English Language Students at Kuwait University: Voices of Ownership.*

Supervisor(s): Holliday, A and Franson, C

Awarding institution: Canterbury Christ Church University (University of Kent)

Summary: *This thesis explores the role of English in the lives of students at Kuwait University. The study unveils a complex interplay between students' attitudes towards learning English and their interpretations of globalisation, which is something not usually recognised in the classroom.*

Descriptor(s): Cultural issues, English language

Country of research: Kuwait

Learners' background: Kuwait

Institutional level: tertiary

Kamhieh, C (2012) *The Leisure Reading Habits of First-year, Female Emirati University Students: An Investigation.*

Supervisor(s): Cullen, R and Anderson, C

Awarding institution: Canterbury Christ Church University

Summary: *This thesis provides the first in-depth exploration of the leisure*

reading habits of a convenience sample of first-year female university students in the United Arab Emirates, using data gathered through interviews, journal entries, snapshot surveys, questionnaires, conversations and emails, and analysed using a grounded theory approach. Its contribution to the research is that it provides a better theoretical understanding of many key factors related to leisure reading among this particular group.

Descriptor(s): Reading

Country of research:

United Arab Emirates

Learners' background:

United Arab Emirates

Institutional level: tertiary

Mora Pablo, I (2012) *The 'Native Speaker' Spin: The Construction of the English Teacher at a Language Department at a University in Central Mexico.*

Supervisor(s): Holliday, A and Anderson, C

Awarding institution: Canterbury Christ Church University (University of Kent)

Summary: *This is a study of how teachers, students and administrators in a particular university's language department in Guanajuato, Mexico, construct the English teachers' professional image. The experiences of ten teachers, 14 students and two administrators at the Language Department of the University of Guanajuato in Mexico are explored through data obtained from conversations, narratives, critical incidents, email correspondence and field notes.*

Descriptor(s): Cultural issues, English language

Country of research: Mexico

Learners' background: Mexico

Institutional level: tertiary

Sughrua, W (2012) *A Qualitative Investigation into 'Alternative' Professional Writing in TESOL.*

Supervisor(s): Kullman, J and Anderson, C

Awarding institution: Canterbury Christ Church University (University of Kent)

Summary: *The research reported on in this thesis involved exploring the perceptions of TESOL 'professional' writers, journal editors and journal referees concerning what counts as 'standard' and 'alternative' writing and their own publishing experiences. The author undertook interviews and email correspondence with 38 TESOL writers, journal editors and referees. He also submitted two of his own papers to four mainstream TESOL journals and includes as data the ensuing editorial correspondence and reports from editors and referees.*

Descriptor(s): Writing, Cultural issues, Methodology

Country of research: various

Swan, A (2012) *Learning from Multilingual Teachers of English.*

Supervisor(s): Franson, C

Awarding institution: Canterbury Christ Church University

Descriptor(s): Cultural issues, English language

Country of research: various
Learners' background: various
Institutional level: secondary

Cardiff University (School of English, Communication and Philosophy)

Kanellou, V (2011) *The Place and Practice of Pronunciation Teaching in the Context of the EFL Classroom in Thessaloniki, Greece.*

Supervisor(s): Tench, P

Awarding institution:
Cardiff University

Summary: *Claims and recommendations in over 50 ELT and Pronunciation handbooks were compared with the views about pronunciation priorities and practices of EFL teachers (47 by questionnaire; 12 by interview) and upper intermediate and advanced learners (327 by questionnaire) in Thessaloniki, Greece. Discrepancies were found. A number of factors are identified as impacting on the perceived status of pronunciation: learners' age, level of English, language learning purpose, language context and L1.*

URL: <http://orca.cf.ac.uk/id/eprint/28787>

Descriptor(s): Teacher cognition, Speaking, Pronunciation, Learner cognition

Country of research: Greece

Learners' background: Greece

Liu, J (2012) *The Development of Reading Strategies: A Longitudinal Study on Chinese International Master's Students.*

Supervisor(s): Bartlett, T and Kemp, C
Awarding institution: Cardiff University

Summary: *Chinese international students' academic reading (UK Masters) was examined longitudinally using questionnaires to establish beliefs about what they normally did (trait strategies) and what they actually did during a reading task (state strategies). Although their trait strategies changed during the year, their state strategies didn't, with text-based strategies predominating, triggered by low competence in English language decoding. Focus groups revealed the role of socialisation in China in relying on this strategy.*

URL: <http://orca.cf.ac.uk/id/eprint/39629>

Descriptor(s): Reading, Learner cognition, Learner autonomy/strategies

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Coventry University (Department of English and Languages)

Orsini-Jones, M (2011) *Threshold Concepts and Troublesome Knowledge in Languages and Linguistics – An Action-research-enhanced and E-learning Supported Investigation into Student-centred Curriculum Change in Higher Education.*

Supervisor(s): Nesi, H

Awarding institution: Coventry University

Summary: *This was a PhD by portfolio submission positioned within the field of transcultural curriculum enquiry known*

as 'threshold concepts'. It recommends curricular actions to help students cope with the new conceptual landscapes they encounter in higher education.

Descriptor(s): Teacher education, Learner autonomy/strategies, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

**De Montfort University
(Centre for Intercultural
Research in Communication
and Learning)**

Dadi, S (2012) *Factors Impacting on the Motivation of Omani Students to Learn English as an L2.*

Supervisor(s): Jin, L and Boydon, D

Awarding institution: De Montfort University

Summary: *This PhD studied the motivation to learn English as L2 (as a second/foreign language) by Omani students. This provides a local model of L2 motivation, which employs a new contextualised perspective based on the socio-cultural backgrounds of the learners and their social network relations. Interest and Self-efficacy (SE) were established as the main two constructs representing Omani students' motivation to learn English as L2.*

Descriptor(s): Cultural issues, Learner cognition, ESOL/EAL, English language

Country of research: Oman

Learners' background: Oman

Institutional level: secondary

**Institute of Education, London
(Department of Culture,
Communication and Media)**

Armstrong, TJ (2012) *Journeys to the Centre: Case Studies of German-L1 Novice Scholars Writing for Publication in English.*

Supervisor(s): Paran, A

Awarding institution: Institute of Education, University of London

Summary: *This thesis presents three longitudinal case studies of German-L1 novice scholars writing their first article for publication in English, analysing text histories, interviews, feedback comments and writing logs to construct a picture of the linguistic and socio-cultural challenges facing this group. The ability to respond to dialogic feedback from pivotal actors following critical incidents in the publication trajectory was found to be a key factor in success, as were persistence and motivation.*

Descriptor(s): Writing, ESP

Country of research: Switzerland

Learners' background: Switzerland

Institutional level: tertiary

Furneaux, C (2012) *Master's-level Study in a British Context: Developing Writers.*

Supervisor(s): Paran, A

Awarding institution: Institute of Education, University of London

Summary: *This study followed six MA in ELT students on their one-year programme of studies in the UK. Using interviews with students and tutors, programme documentation, written feedback on assignments and tutorial*

records, the study explored how students responded to pre-submission advice from tutors and their reactions to and use of summative feedback, and presents six case studies of the development of these students as writers, as well as implications for teaching.

Descriptor(s): Teacher education

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Symon, M (2012) *Drawing the Line: A Study of the Communication and Language Needs of Accounting, Business and Economics Students in a Tertiary EFL Context.*

Supervisor(s): Paran, A

Awarding institution: Institute of Education, University of London

Summary: *This study investigated the specificity of students' language and communication needs in the related disciplines of business, economics and accounting in an EFL context. Differences between these disciplines for EFL were found to extend beyond technical vocabulary and topics, and include tasks and genres. Results suggest that business, economics and accounting should not be regarded as one discipline category and English courses should be customised for them, with an emphasis on long-term professional needs.*

Descriptor(s): ESP, Curriculum/ syllabus

Country of research: Israel

Learners' background: Israel

Institutional level: tertiary

King's College London (Department of Education and Professional Studies)

Coffey, S (2011) *Narrative and Identity in the Language Learning Project.*

Supervisor(s): Street, B

Awarding institution:
King's College London

Descriptor(s): Cultural issues,
Learner cognition

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Fortune, A (2011) *Case Studies of How Five L2 Learner Dyads Focus on Form and Co-construct Language Knowledge While Engaged in Collaborative Language Output Tasks.*

Supervisor(s): Leung, C and Street, B

Awarding institution:
King's College London

Summary: *Collaborative classroom focus-on-form and the role of output in SLA.*

Descriptor(s): Speaking, Methodology,
Learner cognition, Learner autonomy/
strategies, Classroom interaction

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

**Lancaster University
(Linguistics and English
Language)**

Fordyce, K (2011) *The Differential Effects of Explicit and Implicit Instruction: Focusing on the L2 Acquisition of Epistemic Stance by Japanese EFL Learners.*

Supervisor(s): Schauer, G

Awarding institution:
Lancaster University

Honsa, S (2011) *Self-assessment in Writing: A Study of Intermediate EFL Students at a Thai University.*

Supervisor(s): Kormos, J

Awarding institution:
Lancaster University

Horak, T (2012) *An Investigation into the Effect of the Skills for Life Strategy on Assessment and Classroom Practices in ESOL Teaching in England.*

Supervisor(s): Kormos, J

Awarding institution:
Lancaster University

Kim, M (2011) *Expertise in EFL Textbook Evaluation.*

Supervisor(s): Waters, A

Awarding institution:
Lancaster University

Ludbrook, G (2012) *Investigating the English Language Needs of CLIL*

Teachers in Italian Secondary School Science Classrooms.

Supervisor(s): Wall, D

Awarding institution:
Lancaster University

McCafferty, E (2011) *Claiming the Right to Write: The Writing Practices of TESOL Practitioners.*

Supervisor(s): Ivanic, R

Awarding institution:
Lancaster University

Miles, S (2012) *The Spacing Effect and L2 Grammar Acquisition.*

Supervisor(s): Bygate, M

Awarding institution:
Lancaster University

Sung, C (2012) *English Pronunciation, Identity and Pedagogy: Exploring the Perceptions of L2 Speakers of English as a Lingua Franca in Hong Kong.*

Supervisor(s): Waters, A

Awarding institution:
Lancaster University

Tiittanen, M (2011) *Cross-linguistic Influence in the Use of the English Simple Past Tense: The Case of Tamil and Mandarin Learners.*

Supervisor(s): Revesz, A and Siwierska, A

Awarding institution:
Lancaster University

Usami, H (2012) *The Application of Corpora to Language Testing – Identifying and Improving Problematic Multiple Choice Grammar Questions in Japanese University Entrance Exams.*

Supervisor(s): Baker, P

Awarding institution:
Lancaster University

Van Splunder, F (2011) *English as a Medium of Instruction in Flemish Higher Education. Language and Identity Management in a Dutch-speaking Context.*

Supervisor(s): Kerswill, P

Awarding institution:
Lancaster University

Newcastle University (School of Education, Communication and Language Sciences)

Al-Besher, K (2012) *Developing the Writing Skills of ESL Students through the Collaborative Learning Strategy.*

Supervisor(s): Cook, V

Awarding institution:
Newcastle University

Alharthi, K (2012) *The Impact of Writing Strategies on the Written Product of EFL Saudi Male Students at King Abdul-Aziz University.*

Supervisor(s): Sercombe, P

Awarding institution:
Newcastle University

AlKaldi, A (2011) *Socio-cultural Factors Affecting Learning English as a Foreign Language among Male Students in Saudi Secondary Schools in Riyadh City.*

Supervisor(s): Sercombe, P

Awarding institution:
Newcastle University

Attelisi, A (2012) *The Impact of Teaching Topical Structure Analysis on EFL Writing with Special Reference to Undergraduate Students in Libya.*

Supervisor(s): Sercombe, P

Awarding institution:
Newcastle University

Chang, H (2012) *The Development of Collaborative Learning Practices in an Online Language Course.*

Supervisor(s): Windeatt, S

Awarding institution:
Newcastle University

Hsieh, H (2011) *From International Student to Integrated Academic: Supporting the Transition of Chinese Students and Lecturers in UK Higher Education.*

Supervisor(s): Robson, S

Awarding institution:
Newcastle University

Lin, B (2012) *Is Automatic Linguistic Profiling Feasible in an ESL Context?*

Supervisor(s): Pienemann, M

Awarding institution:
Newcastle University

Liu, Y (2012) *Heritage and Non-Heritage Chinese Students' Perceptions of Language Learning Strategy Use.*

Supervisor(s): Cook, V

Awarding institution:
Newcastle University

Murahata, Y (2012) *A Study of the Effects of English Learning on Cognition in Japanese Learners of English from a Multi-competence Perspective.*

Supervisor(s): Cook, V

Awarding institution:
Newcastle University

Ramadan, M (2012) *The Use of Conjunctions in the Writing of Libyan EFL University Students.*

Supervisor(s): Sercombe, P

Awarding institution:
Newcastle University

Sert, O (2011) *A Micro-analytic Investigation of Claims of Insufficient Knowledge in EAL Classrooms.*

Supervisor(s): Walsh, S

Awarding institution:
Newcastle University

Waer, H (2012) *Why that Language, in that Context, Right Now? The Use of the L1 in L2 Classroom Interaction in an Egyptian Setting.*

Supervisor(s): Seedhouse, P

Awarding institution:
Newcastle University

Wang, X (2012) *Grammatical Development among Chinese L2 Learners: From a Processability Account.*

Supervisor(s): Myles, F

Awarding institution:
Newcastle University

Warayet, A (2011) *Participation as a Complex Phenomenon in the EFL Classroom.*

Supervisor(s): Walsh, S

Awarding institution:
Newcastle University

The Open University (Faculty of Education and Language Studies)

Cai, G (2011) *The Tertiary English Language Curriculum in China and its Delivery: A Critical Study.*

Supervisor(s): Cook, G, Swann, J and Mayor, B

Awarding institution:
The Open University

Summary: *This thesis investigates the tertiary English language curriculum in China and its delivery, focusing on the intensive reading course for students studying English at degree level. It focuses on the textbooks that are used and how teachers mediate these via PowerPoint slides, as well as the language choices made by teachers. A disparity is shown between teachers' reliance on traditional pedagogy*

and student expectations of a more student-centred approach with more opportunities for language practice.

Descriptor(s): Cultural issues, Reading, Methodology, Learning technologies, English language, Curriculum/syllabus, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: tertiary

Leedham, M (2011) *A Corpus-driven Study of Features of Chinese Students' Undergraduate Writing in UK Universities.*

Supervisor(s): Hewings, A, North, S and Mayor, B

Awarding institution:
The Open University

Summary: *Examines assessed writing from Chinese and British undergraduates in UK from 2000–08; investigation uses corpus linguistics and qualitative reading; uses academic literacies approach (Lillis, 2001), Hoey's (2005) lexical priming and Wray's (2008) formulaic sequences; particular focus on Biology, Economics and Engineering; findings include Chinese students' significantly higher use of or visuals and lists. It is argued that this difference illustrates the range of acceptability at undergraduate level.*

URL: http://oro.open.ac.uk/29228/1297/Leedham_Thesis.pdf

Descriptor(s): Writing, Teacher education, Cultural issues, Methodology, Learner autonomy/strategies, ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Learners' background: China

Institutional level: tertiary

Paderez-Victoria, M (2012) *Building Common Ground in Intercultural Encounters: How Canadian Immigrants Negotiate Communication and Establish Relations in an Employment Preparation Programme.*

Supervisor(s): Swann, J and Lillis, T

Awarding institution:
The Open University

Summary: *Combining insights from research in inter-ethnic communication as well as English as a lingua franca, the findings provide new perspectives and information about intercultural discourse, and especially on the ways in which the development of common ground is crucial to the establishment of a socially cohesive group in an adult education setting.*

Descriptor(s): ESOL/EAL, Classroom interaction

Country of research: Canada

Learners' background: various

Institutional level: adult

Shrestha, PN (2012) *Dynamic Assessment of Academic Writing for Business Studies.*

Supervisor(s): Coffin, C and Mayor, B

Awarding institution:
The Open University

Summary: *This study examined the impact of dynamic assessment (DA) on academic writing development of undergraduate students, the first study of its kind. The study combined systemic*

functional linguistics and Vygotskian socio-cultural theory of learning for its methodology. The study shows how a dialogic assessment approach can work in a distance learning context. This study has implications for teaching and assessing academic (disciplinary) writing in higher education.

Descriptor(s): Writing, Methodology, Learning technologies, ESP, Classroom interaction, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

**University of Bedfordshire
(Centre for Research in
English Language Learning
and Assessment)**

Khaokaew, B (2012) *An Investigation of Reading Strategies and the Effects of Strategy Instruction on EFL Reading: The Case of First-year Undergraduate English Major Students at Rajamangala University of Technology Isan, Thailand.*

Supervisor(s): Green, AB and Hawkey, RA

Awarding institution: University of Bedfordshire

Descriptor(s): Reading, Assessment

Country of research: Thailand

Learners' background: Thailand

Institutional level: tertiary

Liao, W (2011) *The Cross-cultural Adjustment of EFL Expatriate Teachers in Taiwan.*

Supervisor(s): Zegarac, V and Green, AB

Awarding institution: University of Bedfordshire

Summary: *This study investigates expatriate English teachers' cross-cultural adjustment in Taiwan. Cross-cultural adjustment theories and the differences between Chinese and Western culture are reviewed. Expatriate English teachers' cross-cultural adjustment process is examined across three facets of adjustment: general, working and interaction with the host nation. The study, based on the framework of Black, Mendenhall and Oddou (1991), develops an empirical cross-cultural adjustment model for native English-speaking expatriates who work in Taiwan as English teachers.*

URL: <http://uobrep.openrepository.com/uobrep/bitstream/10547/145668/6/liao.pdf>

Descriptor(s): Teacher education, Cultural issues

Country of research: Taiwan

Learners' background: various

Institutional level: adult

Stoever, H (2011) *Metaphor and Relevance Theory: A New Hybrid Model.*

Supervisor(s): Zegarac, V and Green, AB

Awarding institution: University of Bedfordshire

Summary: *This thesis proposes a comprehensive cognitive account of metaphor understanding that combines aspects of Relevance Theory and cognitive linguistics, in particular ideas from Conceptual Metaphor Theory and Situated Conceptualisation. While Relevance Theory accounts for propositional aspects of metaphor*

understanding, the model proposed here additionally accounts for non-propositional effects, which intuitively make metaphor feel special compared to literal expressions.

URL: <http://uobrep.openrepository.com/uobrep/bitstream/10547/145619/1/stover.pdf>

Descriptor(s): Learner cognition

Institutional level: various

Wu, RY (2011) *Establishing the Validity of the General English Proficiency Test Reading Component through a Critical Evaluation on Alignment with the Common European Framework of Reference.*

Supervisor(s): Weir, CJ and Green, AB

Awarding institution:

University of Bedfordshire

Summary: *This study aimed to establish an empirical framework for test validation and comparison of level-based tests through an evaluation on alignment with the CEFR. The findings support the construct validity of the GEPT, and show that the CEFR alignment procedures the Manual (CoE, 2009) recommends do not produce sufficient evidence to demonstrate equivalence between different examinations that target particular CEFR levels.*

URL: <http://uobrep.openrepository.com/uobrep/bitstream/10547/223000/1/wu%20ESTABLISHING%20THE%20VALIDITY%20OF%20THE%20GENERAL.pdf>

Descriptor(s): Reading, English language, Assessment

Country of research: Taiwan

Learners' background: Taiwan

Institutional level: various

Yanagawa, K (2012) *A Partial Validation of the Listening Comprehension Test of the Centre Test in Japan in Relation to Contextual Parameters and Cognitive Processing.*

Supervisor(s): Weir, CJ and Green, AB

Awarding institution:

University of Bedfordshire

Summary: *The purpose of this study was to validate the listening comprehension component of the Centre Test in Japan in relation to contextual parameters and cognitive processing. For the purpose of this study, a comprehensive framework of contextual parameters and a L2 listening processing model was established.*

URL: <http://uobrep.openrepository.com/uobrep/bitstream/10547/267493/1/Yanagawa.pdf>

Descriptor(s): Listening, English language, Assessment

Country of research: Japan

Learners' background: Japan

Institutional level: tertiary

University of Bristol (Graduate School of Education)

Lin, C-Y (2012) *Compliments in English: A Study of Taiwanese EFL Learners and Native Speakers' Production and Perceptions.*

Supervisor(s): Woodfield, H

Awarding institution:

University of Bristol

Summary: *The study investigates compliments by Taiwanese EFL learners and British English students with regard to effect of compliment topic and gender of compliment receiver on performance of compliment strategies, the perceptions of these influences and the cognitive processes in planning/production of compliments. The study employs role plays and retrospective verbal reports. Pedagogical implications are explored with respect to instruction in pragmatic knowledge.*

Descriptor(s): Cultural issues, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Ren, W (2011) *The Effect of Study Abroad on L2 Pragmatic Development.*

Supervisor(s): Woodfield, H

Awarding institution: University of Bristol

Summary: *The study investigates longitudinally the effect of study abroad on Chinese learners' L2 pragmatic development in Refusals and employs a Multimedia Elicitation Task and Appropriate Judgement Task. Retrospective verbal reports elicited further perception data. The study collected data from 20 Chinese graduate students studying abroad and 20 Chinese graduate students studying at home at three points in an academic year.*

Descriptor(s): English language

Country of research: various

Learners' background: various

Institutional level: tertiary

University of Edinburgh (English Language Teaching Centre)

Al-Qdairy, A (2011) *Using Arabic (L1) in Testing Reading Comprehension in English as a Foreign Language.*

Supervisor(s): Parkinson, B and Northcott, J

Awarding institution: University of Edinburgh

Summary: *144 students (year 2 UGs and final-year secondary) were given a reading test with m/c and short-answer questions. Additional factors considered included gender and five reading sub-skills. Twelve students and four English teachers participated in semi-structured interviews. Findings: for population, test types and test levels investigated, there was no clear case for reading questions and answers in L1. Arabic use did not improve performance. Interview responses were mixed, with no consensus in favour of Arabic.*

Descriptor(s): Reading, Assessment

Country of research: Saudi Arabia

Learners' background: Saudi Arabia

Institutional level: various

Yi, D (2012) *Analysis of Four Chinese EFL Classrooms: The Use of L1 and L2.*

Supervisor(s): Parkinson, B and Lynch, T

Awarding institution: University of Edinburgh

Summary: *This thesis analyses four Chinese EFL teachers' actual use of L1 and L2 and their attitudes and beliefs about this. As well as overall quantification, selected episodes*

were further analysed to provide an account of the circumstances, functions and grammatical patterns of their language use across different frames of classroom discourse. The teachers were interviewed about general beliefs and also, in a stimulated recall interview, asked to comment on selected episodes replayed to them.

Descriptor(s): Teacher cognition, Methodology, English language, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: tertiary

University of Essex (Department of Language and Linguistics)

Alharthi, T (2012) *Vocabulary Attrition of Saudi EFL Learners Graduating at Jeddah Teachers College.*

Supervisor(s): Scholfield, P

Awarding institution:
University of Essex

Alhatmi, S (2012) *An Investigation into the Use of the Vocabulary Note-taking Strategy by University EFL Learners in Saudi Arabia.*

Supervisor(s): Scholfield, P and Emery, H

Awarding institution:
University of Essex

Alvi, T (2012) *The Evaluation of Teaching Aspects of Trained and Untrained English Language Teachers*

at Intermediate Level in the Punjab Province of Pakistan [Parts I and II].

Supervisor(s): McDonough, S and Scholfield, P

Awarding institution:
University of Essex

Alyami, S (2011) *Vocabulary Strategies of Saudi EFL Majors of Different Gender, Year and Proficiency: Use and Reasons for Use.*

Supervisor(s): Scholfield, P

Awarding institution:
University of Essex

Chaturongakul, P (2012) *An Investigation into the Teaching of English for Science and Technology in a Thai University.*

Supervisor(s): Harwood, N

Awarding institution:
University of Essex

Huang, Y-C (2011) *EFL Learners' Vocabulary Insufficiency and Communication Strategies in Conversations with NNS and NS – A Case Study in Taiwan.*

Supervisor(s): Scholfield, P

Awarding institution:
University of Essex

Ibberson, H (2012) *An Investigation of Non-Native Learners' Self-assessment of the Speaking Skill and their Attitude Towards Self-assessment.*

Supervisor(s): Harwood, N and Ganem, A

Awarding institution:
University of Essex

Issa, R (2011) *ESP and EGP Teaching Methodology in Syria: Exploring Teachers' Beliefs and their Classroom Practices.*

Supervisor(s): Petric, B

Awarding institution:
University of Essex

Katsarou, E (2011) *The Use of Lexical Inferencing Strategies in the Identification and Comprehension of L2 Phrasal Idioms During Reading by Greek Learners of English.*

Supervisor(s): Scholfield, P

Awarding institution:
University of Essex

Meziane, A (2012) *The Lexical Problems and Lexical Strategies of Tunisian Learners in French and English Writing.*

Supervisor(s): Scholfield, P

Awarding institution:
University of Essex

Nogami, Y (2011) *Japanese L2 English Users' Second Language Identities and Pragmatic Use in Relations of Power and Culture.*

Supervisor(s): Good, J

Awarding institution:
University of Essex

Ono, M (2012) *A Genre Analysis of Japanese and English PhD Theses in the Field of Literature: Macrostructure and Introductory Chapters.*

Supervisor(s): Petric, B

Awarding institution:
University of Essex

University of Exeter (School of Education and Lifelong Learning)

Abdelhafez, A (2011) *An Investigation into Professional Practical Knowledge of EFL Experienced Teachers in Egypt: Implications for Pre-service and In-service Teacher Learning.*

Supervisor(s): Troudi, S and Skinner, N

Awarding institution:
University of Exeter

Summary: *This study aims to investigate what constituted the professional practical knowledge of EFL experienced teachers in the Egyptian context and what the sources of their knowledge are.*

Descriptor(s): Teacher education, Teacher cognition, English language, Curriculum/syllabus

Country of research: Egypt

Learners' background: Egypt

Ahmed, A (2012) *The EFL Essay Writing Difficulties of Egyptian Student Teachers of English: Implications for Essay Writing Curriculum and Instruction.*

Supervisor(s): Troudi, S and Cadorath, J

Awarding institution:

University of Exeter

Summary: *This study investigates the challenges Egyptian EFL student teachers encounter in essay writing.*

Descriptor(s): Writing, Teacher education, English language, Curriculum/syllabus, Assessment

Country of research: Egypt

Learners' background: Egypt

Institutional level: tertiary

Habbash, M (2011) *Status Change of English and its Role in Shaping Public Education Language Policy in Saudi Arabia: A Postmodernist Critical Perspective.*

Supervisor(s): Troudi, S

Awarding institution:

University of Exeter

Summary: *This study relates aspects of English language education to broader socio-political and socio-economical issues in Saudi Arabia.*

Descriptor(s): Cultural issues, English language

Country of research: Saudi Arabia

Learners' background: Saudi Arabia

Institutional level: secondary

Sanassian (Dermanjian), NL

(2011) *A Critical Assessment of Female Middle School Mathematics and Science Teachers' Perspectives of the Abu Dhabi Education Reform Programme and the use of English as a Medium of Instruction.*

Supervisor(s): Troudi, S

Awarding institution:

University of Exeter

Summary: *This study is an investigation of Emirati female science and mathematics teachers' views of an educational reform and the policy of using English as a medium of instruction.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Management/Innovation

Country of research:

United Arab Emirates

Institutional level: tertiary

St John, J (2011) *Job Satisfaction of EFL Teachers on a University Programme in the UAE.*

Supervisor(s): Troudi, S

Awarding institution:

University of Exeter

Summary: *This study is an investigation into the job satisfaction and dissatisfaction of EFL teachers on a foundation programme in a university in the UAE.*

Descriptor(s): Teacher education, Cultural issues, Management/Innovation

Country of research:

United Arab Emirates

Institutional level: tertiary

Zafar Khan, S (2011) *Factors Affecting the Motivation of Expatriate English as Foreign Language Teachers in the Sultanate of Oman.*

Supervisor(s): Troudi, S and Al Mahrooqi, R

Awarding institution:

University of Exeter

Summary: *This study explores the factors that motivate and discourage expatriate EFL teachers in a public university in Oman.*

Descriptor(s): Teacher education, Cultural issues, English language

Country of research: Oman

Institutional level: tertiary

**University of Leeds
(School of Education)**

Al Adawi, H (2011) *A Naturalistic Context-based Study on Feedback on Omani EFL Undergraduate Student Writing.*

Supervisor(s): Badger, R

Awarding institution:

University of Leeds

Al-Bedawi, H (2012) *Investigating Perceptions and Practices of Students: Writing in the Colleges of Applied Sciences in Oman. An Academic Literacies Approach.*

Supervisor(s): Baynham, M

Awarding institution:

University of Leeds

Al-Nassar, S (2012) *Student-mediated Text-based Synchronous CMC Discussions as a Bridge Between a Traditional Saudi Classroom and Task-based Learning.*

Supervisor(s): Wedell, M

Awarding institution:

University of Leeds

Callaghan, J (2012) *Histories of Practice and Face-to-face Interaction: A Multimodal Ethnography of Two Ethiopian Refugees.*

Supervisor(s): Baynham, M

Awarding institution:

University of Leeds

Green, S (2011) *The Development of Academic Writing Skills in a Group of Omani Undergraduates (in the BA TESOL programme).*

Supervisor(s): Deignan, A

Awarding institution:

University of Leeds

Hallajow, N (2012) *Students' Electronic Literacy Practices: The Case of a Higher Language Institution in Syria.*

Supervisor(s): Badger, R

Awarding institution:

University of Leeds

Han, Yu (2011) *Listening Instruction as Preparation for Real-life Listening: A Case Study of a Teaching and Learning to Listen in English in a Chinese University.*

Supervisor(s): Badger, R

Awarding institution:

University of Leeds

Wei, W (2011) *The Washback and Impact of a High-stakes Test on Classroom Teaching: A Case Study from China.*

Supervisor(s): Wedell, M

Awarding institution:

University of Leeds

**University of Leicester
(School of Education)**

Eleftheriou, M (2011) *An Exploratory Study of a Middle Eastern Writing Centre: The Perceptions of Tutors and Tutees.*

Supervisor(s): Svalberg, AML

Awarding institution:

University of Leicester

Summary: *This study explores the dynamics and techniques of one-to-one tutorials in a university writing centre.*

URL: <https://lra.le.ac.uk/bitstream/2381/10263/1/2011eleftherioumedd.pdf>

Descriptor(s): Writing, Cultural issues, Methodology, Learner cognition, Learner autonomy/strategies, English language

Country of research:

United Arab Emirates

Learners' background:

United Arab Emirates

Institutional level: tertiary

Lin, M (2011) *Effects of Co-operative Learning on the Oral Proficiency of Chinese Students in the Tertiary-level EFL Classroom.*

Supervisor(s): Svalberg, AML

Awarding institution:

University of Leicester

Summary: *This is a mixed-methods, quasi-experimental study on the use of co-operative learning to enhance*

the oral proficiency in a university-level English language context.

URL: <https://lra.le.ac.uk/bitstream/2381/8941/1/2009linmxedd.pdf>

Descriptor(s): Speaking, Methodology, Learner cognition, Learner autonomy/strategies, English language, Classroom interaction

Country of research: China

Learners' background: China

Institutional level: tertiary

Sheehan, RM (2011) *The Student Stakeholder: A Critical Discourse Analysis of Regulations in Universities in Great Britain.*

Supervisor(s): Svalberg, AML

Awarding institution:

University of Leicester

Summary: *Critical discourse analysis is used in this study to reveal how students are constructed in UK university regulations.*

URL: <https://lra.le.ac.uk/bitstream/2381/9279/1/2011sheehanrmedd.pdf>

Descriptor(s): Cultural issues, Reading, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Yi, J-I (2012) *Comparing Strategic Processes in the iBT Speaking Test and in the Academic Classroom.*

Supervisor(s): Fulcher, G

Awarding institution:

University of Leicester

Descriptor(s): Assessment

University of Manchester (School of Education)

Attia, M (2011) *Teacher Cognition and the Use of Technology in Teaching Arabic to Speakers of Other Languages*.

Supervisor(s): Slaouti, D

Awarding institution:
University of Manchester

Summary: *This thesis examines teacher beliefs within an Arabic language-teaching context. The aim is to gain deeper insight into technology adoption within such emerging 'ecologies'. The thesis also identifies the kind of support that Arabic language teachers might need for effective ICT integration.*

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Learning technologies

Country of research: various

Learners' background: various

Institutional level: adult

De Stefani, SM (2012) *Exploring the Possible: Empowering English Language Teachers in Provincial Uruguay through Blended Learning*.

Supervisor(s): Edge, J and Slaouti, D

Awarding institution:
University of Manchester

Summary: *This thesis reports on a professional development initiative for language teachers in Uruguay. The innovative aspects of the initiative include a blended learning component, and a reflexive stance both among the teachers and the teacher educator leading the initiative.*

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: Uruguay

Learners' background: Uruguay

Institutional level: adult

Hopwood, L (2012) *Encountering English Education: The Experiences of Newly Arrived Teenage Migrants in Monolingual English Schools and Colleges*.

Supervisor(s): Stelma, J

Awarding institution:
University of Manchester

Summary: *This thesis reports on a study of the experiences of newly arrived EAL migrant teenagers entering the UK educational system in rural monolingual contexts. The thesis reports how the English education system restricts opportunities and makes suggestions for how schools and policy may respond to make the educational access and achievement of this group equal to that of their English peers.*

Descriptor(s): Learner cognition, ESOL/EAL

Country of research: United Kingdom

Learners' background: various

Institutional level: secondary

Hou, H (2012) *Exploring the Role of an Online Learning Community in Supporting Pre-service English Language Teachers' School Placements in a Chinese Normal University*.

Supervisor(s): Slaouti, D and Edge, J

Awarding institution:
University of Manchester

Summary: *This thesis is a qualitative study of the role of an online community in supporting pre-service language teachers' learning during their school placement in a Chinese Normal University. The contribution is to our understanding of pre-service language teachers' learning experiences in an online ecology.*

Descriptor(s): Teacher education, Teacher cognition, Learning technologies, Curriculum/syllabus

Country of research: China

Learners' background: China

Institutional level: tertiary

The University of Nottingham (School of Education)

Cooker, L (2012) *Formative (Self-) Assessment as Autonomous Language Learning.*

Supervisor(s): Sinclair, B and Pemberton, R

Awarding institution:
The University of Nottingham

Descriptor(s): Methodology, Learner autonomy/strategies

Country of research: various

Learners' background: various

Institutional level: tertiary

Ding, A (2012) *Barriers to Teacher Autonomy: A Case Study of Teachers-as-collaborative Learners on a Blended TESOL MA Course.*

Supervisor(s): Sinclair, B and Hood, P

Awarding institution:
The University of Nottingham

Majeed, M (2012) *Lecturer-Student Interaction in English-Medium Science Lectures: An Investigation of Perceptions and Practice in a Sri Lankan University where English is a Second Language.*

Supervisor(s): Pemberton, R and Evison, J

Awarding institution: The University of Nottingham

Mendez Lopez, M (2012) *Emotional Intelligence in Processes of Language Learning.*

Supervisor(s): Sinclair, B and Biddulph, M

Awarding institution: The University of Nottingham

The University of Nottingham (School of English)

Gallagher, C (2011) *In the Loop: A Social Network Approach to the Willingness to Communicate in the L2 (L2 WTC).*

Supervisor(s): Dörnyei, Z

Awarding institution: The University of Nottingham

Country of research: United Kingdom

Jones, C (2011) *Spoken Discourse Markers and English Language Teaching: Practices and Pedagogies.*

Supervisor(s): Carter, R

Awarding institution: The University of Nottingham

Summary: *An empirical, classroom-based study of the use of spoken discourse markers by intermediate Chinese students of English, with particular attention to awareness-raising strategies.*

Country of research: United Kingdom

King, J (2011) *Silence in the Second Language Classroom.*

Supervisor(s): Dörnyei, Z

Awarding institution:
The University of Nottingham

Country of research: United Kingdom

Magid, M (2011) *A Validation and Application of the L2 Motivational Self System among Chinese Learners of English.*

Supervisor(s): Dörnyei, Z

Awarding institution:
The University of Nottingham

Country of research: United Kingdom

Martinez, R (2011) *The Development of a Corpus-informed List of Formulaic Sequences for Language Pedagogy.*

Supervisor(s): Schmitt, N

Awarding institution:
The University of Nottingham

Country of research: United Kingdom

Mifsud, M (2011) *The Relationship of Teachers' and Students' Motivation in ELT in Malta: A Mixed-methods Study.*

Supervisor(s): Dörnyei, Z

Awarding institution:
The University of Nottingham

Country of research: United Kingdom

Pellicer-Sánchez, A (2012) *Automaticity and Speed of Lexical Access: Acquisition and Assessment.*

Supervisor(s): Schmitt, N

Awarding institution:
The University of Nottingham

Summary: *The first part of this thesis reports results of a series of experimental studies on the acquisition and improvement of speed of lexical access to learners' vocabulary knowledge in the foreign language classroom. The second part of the thesis investigates how to use that reaction-time information in the scoring of traditional vocabulary tests.*

Descriptor(s): Reading, Methodology, Learning technologies, Learner cognition, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

Ping, Du (2012) *Meeting across Cultures: Intercultural Differences and Relational Strategies in Workplace Meetings.*

Supervisor(s): Carter, R

Awarding institution:
The University of Nottingham

Summary: *A case study of business meetings in a Chinese context involving Chinese and non-Chinese (Western) participants. The thesis reveals data relevant to cross-cultural misunderstandings in business communication.*

Country of research: United Kingdom

Sonbul, Suhad (2012) *The Interface of Explicit/Implicit Lexical Knowledge: Acquisition and Processing of Collections by Natives and Non-natives.*

Supervisor(s): Schmitt, N

Awarding institution:

The University of Nottingham

Country of research: United Kingdom

Vo, TA (2011) *Idiomatic Creativity: A Pragmatic Model for Creative Idiomatic Uses in Authentic English Discourse.*

Supervisor(s): Carter, R

Awarding institution:

The University of Nottingham

Summary: *A corpus-based and ethnographic study of idiom usage in native and non-native contexts of use with detailed consideration of misunderstandings due to creative formulations.*

Country of research: United Kingdom

University of Portsmouth (School of Languages and Area Studies)

Watkins, P (2012) *Considerations in Designing and Evaluating Material Aimed at Meeting the Training and Development Needs of Prospective Teachers Undertaking Intensive Initial ELT Teacher Education Programmes.*

Supervisor(s): Rastall, P

Awarding institution:

University of Portsmouth

Summary: *This work was based around a body of teacher education material and related publications. One book, Learning to Teach English, written by the author of the study, was rigorously evaluated. As well as the substantive findings of the research, a further contribution to knowledge was in the form of identifying potential procedures for post-use materials evaluations.*

Descriptor(s): Teacher education, Materials

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

University of Sheffield (School of Education)

Hannam, S (2011) *A Critical Ethnographic Investigation into the Role of the English Language in Serbia: Changing Goals and Priorities.*

Supervisor(s): Davies, JA

Awarding institution:

University of Sheffield

University of Sheffield (School of English Literature, Language and Linguistics)

Al Jahromi, D (2012) *A Study of the Use of Electronic Discussion Boards in L2 Writing.*

Supervisor(s): Ferguson, G

Awarding institution:

University of Sheffield

Descriptor(s): Writing, Methodology, English language, Curriculum/syllabus

Country of research: Bahrain
Learners' background: Bahrain
Institutional level: tertiary

**University of Southampton
(Modern Languages, Faculty
of Humanities)**

Alqahtani, M (2011) *An Investigation into the Language Needs of Saudi Students Studying in British Postgraduate Programmes and the Cultural Differences Impacting on Them.*

Supervisor(s): Archibald, A
Awarding institution:
University of Southampton
Country of research: United Kingdom
Learners' background: Saudi Arabia
Institutional level: tertiary

Dabia, M (2012) *Developing Pedagogic Skills of Libyan Pre-service Teachers through Reflective Practice.*

Supervisor(s): Mitchell, R
Awarding institution:
University of Southampton
Descriptor(s): Teacher education,
Teacher cognition
Country of research: Libya
Institutional level: tertiary

Eid Al-Saedi, A (2012) *The Teaching of EFL Speaking in Developed Secondary Public Schools for Females in Saudi Arabia: A Case Study.*

Supervisor(s): Mitchell, R
Awarding institution:
University of Southampton
Descriptor(s): Speaking, Classroom
interaction

Country of research: Saudi Arabia
Learners' background: Saudi Arabia
Institutional level: secondary

Galloway, N (2011) *An Investigation of Japanese University Students' Attitudes towards English.*

Supervisor(s): Jenkins, J
Awarding institution:
University of Southampton

Huynh, TA (2011) *A Cognitive Meta-linguistic Approach to Teaching English Information Structure for the Development of Communicative Language Ability among Learners of English as a Second Language.*

Supervisor(s): Archibald, A
Awarding institution:
University of Southampton

Lee, H-Y (2012) *An Investigation of how Taiwanese University Students Position their own English within the Framework of Global Englishes.*

Supervisor(s): Jenkins, J
Awarding institution:
University of Southampton

Noonkhan, K (2012) *EFL Writing Development among Thai University Students: 'Do Students Benefit from the Explicit Inclusion of Discourse Structure to Develop their Writing?'*

Supervisor(s): Archibald, A

Awarding institution:

University of Southampton

Descriptor(s): Writing

Country of research: Thailand

Learners' background: Thailand

Institutional level: tertiary

Wang, Y (2012) *China English as an Emerging ELF Variety: Investigating Educated Chinese Speakers' Perceptions of English as Used by Chinese Speakers.*

Supervisor(s): Jenkins, J

Awarding institution:

University of Southampton

Yu, X (2011) *Text Memorisation in Foreign Language Learning and Teaching: Voices of Chinese Learners and Teachers.*

Supervisor(s): Mitchell, R

Awarding institution:

University of Southampton

Descriptor(s): Cultural issues, Methodology, Classroom interaction

Country of research: China

Learners' background: China

University of Sussex (Sussex Centre for Language Studies)

Blair, AM (2012) *Who Do You Think You Are? Investigating the Multiple Identities of Speakers of Other Languages Teaching English.*

Supervisor(s): Drake, P and Page, J

Awarding institution:

University of Sussex

Summary: *This thesis is about language, ELT and the evolving identities of Speakers of Other Languages Teaching English (SOLTEs). It addresses the following research questions: what does it mean for SOLTEs to say 'I am an English teacher?'; How do these multilingual, multicultural teachers develop their identities and what influences their professional practice and beliefs?; What are the implications of the globalisation of English for ELT, and the impact on the position of such teachers?*

Descriptor(s): Teacher education, Cultural issues, Methodology, English language

Country of research: United Kingdom

Learners' background: various

Institutional level: various

University of Warwick (Centre for Applied Linguistics)

Ajjan, M (2012) *Teaching and Learning in Large Tertiary Syrian Classes: An Investigation into Students' and Tutors' Perspectives.*

Supervisor(s): Smith, R

Awarding institution:

University of Warwick

Dixon, D (2011) *Measuring Language Learner Autonomy in Tertiary-level Learners of English*.

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Huang, S (2011) *Ideal and Reality of Textbook Selection: An Interview and Questionnaire-based Investigation in the Taiwanese Tertiary Context*.

Supervisor(s): Smith, R

Awarding institution:
University of Warwick

Iguchi, M (2012) *Integration, Identity and Beyond: A Narrative Case Study of Two Japanese Women Living in Britain*.

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Ikeda, C (2012) *Explorations in the Feasibility of Introducing Phonological Awareness and Early Reading Instruction into Japanese Elementary School English Education*.

Supervisor(s): Pinter, A

Awarding institution:
University of Warwick

Jeidani, M (2012) *Increasing Phonological Awareness: A Discourse Intonation Approach*.

Supervisor(s): Wharton, S

Awarding institution:
University of Warwick

Jung, C (2011) *Understanding Undergraduate Engineering Laboratory Reports (UELRS)*.

Supervisor(s): Wharton, S

Awarding institution:
University of Warwick

Kuo, L (2011) *The Role and Efficacy of Phonics Instruction in the Early Literacy Development of Young Taiwanese EFL Learners*.

Supervisor(s): Pinter, A

Awarding institution:
University of Warwick

Lee, W (2011) *Integrating Literature and Co-operative Learning with Non-English Majors: A Taiwanese Study*.

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Morgan, N (2012) *Home Truths from Abroad? A TESOL Blueprint for the Mediation of L1/L2 Language Awareness*.

Supervisor(s): Richards, K

Awarding institution:
University of Warwick

Naqvi, S (2011) *Perspectives on Tutor Induction within the Adult ESOL sector in the UK.*

Supervisor(s): Richards, K

Awarding institution:

University of Warwick

Omar, S (2011) *Exploring Teacher Cognition and Practice in Teaching L2 Reading in Malaysia.*

Supervisor(s): Pinter, A

Awarding institution:

University of Warwick

Ramoroka, B (2011) *A Textual and Contextual Comparison of Voice in Student Writing in the EAP Preparatory Course and Two Undergraduate Courses at the University of Botswana.*

Supervisor(s): Wharton, S

Awarding institution:

University of Warwick

Rixon, S (2012) *Beyond ABC: Investigating Current Rationales and Systems for the Teaching of Early Reading to Young Learners of English.*

Supervisor(s): Richards, K

Awarding institution:

University of Warwick

Shamsini, I (2012) *Learners' Engagement with Internet Materials: An Action Research Study into the Use of Internet Materials with EFL Learners in a Syrian Context.*

Supervisor(s): Mann, S

Awarding institution:

University of Warwick

Sim, J (2011) *The Impact of In-service Teacher Training on Teachers' Classroom Practice and their Perception Change.*

Supervisor(s): Mann, S

Awarding institution:

University of Warwick

Suriyatham, W (2012) *The Development of Self-access Materials for Listening Comprehension: A Case Study in a Thai University.*

Supervisor(s): Mann, S

Awarding institution:

University of Warwick

Tang, H (2012) *Experience of and Support for Beginning English Teachers: A Qualitative Hong Kong Case Study.*

Supervisor(s): Mann, S

Awarding institution:

University of Warwick

Tsai, Y (2011) *Success with IELTS: An In-depth Investigation of Learners' Perceptions and Strategies in Relation to the IELTS Examination.*

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Wanjira Kiai, A (2012) *Biography of an English Language Textbook in Kenya: A Journey from Conceptualisation to the Classroom.*

Supervisor(s): Smith, R

Awarding institution:
University of Warwick

Wei, Y (2011) *Understanding Students' Learner Autonomy through Practitioner Research.*

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Wijayatilake, C (2012) *An Auto-ethnographic Inquiry into My Practice and Experiences as a Teacher Trainer and Beginning Principal at Two International Schools in Sri Lanka.*

Supervisor(s): Richards, K

Awarding institution:
University of Warwick

Yusuf Idris, A (2011) *Investigating the Effects of the Supervisor's Feedback on International Masters Students' Dissertation Writing Outcomes in the UK.*

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Zhao, Y (2011) *L2 Creative Writers: Identities and Writing Processes.*

Supervisor(s): Ushioda, E

Awarding institution:
University of Warwick

Zhou, X (2011) *Behind Classroom Code switching: Culture, Curriculum and Identity in a Chinese University English Department.*

Supervisor(s): Richards, K

Awarding institution:
University of Warwick

Externally funded projects

Externally funded projects

Externally funded projects are ordered below alphabetically by institution or organisation where the project is or was based, and within this in alphabetical order of surname of Principal Investigator. To qualify for inclusion here a project had to have a start date or an end date within the 2011–12 timeframe (hence the presence of some projects which started earlier than 2011). Aside from being funded from outside the institution submitting the project and starting or ending within 2011–12, a further criterion for a project to be included was that details should be provided of a publicly accessible further source of information – for example, a report or article relating to the project or a project website. URLs have been checked and are correct at the time of publication of this book/PDF version of the Directory.

Aston University (School of Languages and Social Sciences)

Garton, S, Copland, F and Burns, A (Sep 2010–Sep 2011) ‘Investigating Global Practices in Teaching English to Young Learners’.

Funding body: The British Council

Summary: *As primary school teaching of English continues to expand globally, this project investigated policies, practices and challenges in English language teaching of 7–12 year olds.*

URL: www.teachingenglish.org.uk/sites/teacheng/files/B094%20FINAL%20Aston%20University%20A4%20report_2column_V3.pdf

Descriptor(s): Methodology

Country of research: various

Learners’ background: various

Institutional level: primary

Cambridge English Language Assessment – University of Cambridge

Ashton, K, Salamoura, A, Hamilton, M and Docherty, C (Jan 2011–Feb 2012) ‘BEDA Impact Study’.

Funding body: FERE-CECA Madrid (Federación Española de Religiosos de la Enseñanza)

Summary: *FERE-CECA Madrid (Federación Española de Religiosos de la Enseñanza) introduced a Bilingual English Development and Assessment (BEDA) programme and this study aims to measure the impact of introducing Cambridge English assessments into this programme, as well as the overall impact of the BEDA programme on stakeholders.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: Spain
Learners' background: Spain
Institutional level: various

Chambers, L and Fernand, S
(Apr 2011–Apr 2012) 'Hebei Impact Study: Phase 1 Report'.

Funding body: Hebei Education Department (HED)

Summary: *The research aims to measure the impact of Cambridge English examinations at both the micro level (i.e. learning and teaching) and at the macro level (i.e. schools and stakeholders). A mixed-methods approach was employed: interviews and attitudinal and perception questionnaires were used together with test data. Questionnaire data was gathered from 1,805 students, 279 teachers and 2,016 parents, and HED decision makers were interviewed.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Teacher cognition, Speaking, Management/Innovation, Listening, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: China
Learners' background: China
Institutional level: various

Khalifa, H, Nguyen, T and Walker, C (Mar 2012–Jun 2012)
'An Investigation into the Effect of Intensive Language Provision and

External Assessment in Primary Education in Ho Chi Minh, Vietnam'.

Funding body: Department of Education and Training in Ho Chi Minh City, Vietnam

Summary: *The Ministry of Education and Training (MOET) in Vietnam has a longstanding strategic objective to raise English Language learning standards by 2020. This study focuses on the implementation of an Intensive English Programme (IEP) to meet the Ministry's strategic objective by the Department of Education and Training (DOET) in Ho Chi Minh City (HCM) and the intended/unintended effects of the implemented interventions.*

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Management/Innovation, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: Vietnam
Learners' background: Vietnam
Institutional level: primary

Salamoura, A, Hamilton, M and Bridges, G (Oct 2011–Jan 2012)
'English Language Benchmarking and Impact Study for Mission Laïque Française'.

Funding body: Mission Laïque Française (MLF)

Summary: *Mission Laïque Française (MLF) is an educational association of 114 schools in around 46 countries. In order to meet the demands of*

parents who require a good standard of English for their children, MLF have introduced external, international certification. At the start of this initiative, Cambridge English Language Assessment benchmarked the level of MLF students' and teachers' English language proficiency and investigated the intended and unintended impacts of MLF using Cambridge English exams on stakeholders.

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Salamoura, A, Saville, N, Barker, F and Harrison, J (Oct 2009–Oct 2012) 'English Profile Lifelong Learning Programme 2009–12'.

Funding body: EU Lifelong Learning Programme

Summary: *The English Profile Network project is a collaborative network of interdisciplinary research, consultation and publication designed to enhance the learning, teaching and assessment of English worldwide, with the collective goal being the development and dissemination of Reference-level Descriptors for English for the CEFR.*

URL: www.englishprofile.org/

Descriptor(s): Teacher education, Methodology, Materials, Management/Innovation, Learning technologies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

**Coventry University
(Department of English and Languages)**

Nesi, H and Moreton, E (Feb 2012–Jul 2012) 'Increasing Interoperability between Corpus Tools'.

Funding body: JISC – Higher Education Funding Council for England (HEFCE)

Summary: *This project aimed to introduce corpus linguistics methods to those engaged in the study of language from different perspectives, and who had previously drawn on only a limited range of corpus software, or none at all. It explored ways of linking different corpus query tools so that users could investigate aspects of the same data in a variety of ways.*

URL: <http://cuba.coventry.ac.uk/interoperability/>

Descriptor(s): Learning technologies, English language

Country of research: various

Learners' background: various

Institutional level: tertiary

Nesi, H and Moreton, E (May 2011–Dec 2011) 'The WordTree Corpus Interface'.

Funding body: JISC – Higher Education Funding Council for England (HEFCE)

Summary: *This was a JISC 'rapid innovation' project for the creation of adaptable and learnable user interfaces. It involved building a Word Tree interface, which can be adapted for use with any corpus. The most important information contained in a corpus concerns patterns of language use, but these patterns are often hard for learners to discern when corpus data is presented in KWIC concordance lines. The Word Tree creates phraseological pattern trees.*

URL: <http://cuba.coventry.ac.uk/wordtree/>

Descriptor(s): Writing, Learning technologies, English language

Nesi, H, Gardner, S and Kelly, T (Mar 2012–Apr 2013) 'Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work'.

Funding body: The Economic and Social Research Council (ESRC)

Summary: *This is a follow-on project to extend the impact of the research conducted for 'An Investigation of Genres of Assessed Writing in British Higher Education' by raising teachers' and learners' awareness of the types of writing produced in specific disciplines and at specific levels of university study, and thereby improving the quality of student writing. The materials will be hosted on the British Council Learn English website.*

URL: <http://cuba.coventry.ac.uk/writingforapurpose/>

Descriptor(s): Writing, Materials, Learning technologies

Country of research: various

Learners' background: various

Institutional level: tertiary

Orsini-Jones, M, Lloyd, E, Bescond, G and Gazeley, Z

(Jul 2012–Jan 2014) 'Intercultural Language Learning Exchanges: Exploring Intercultural Computer-mediated Communication and Metacognition'.

Funding body: The Higher Education Academy

Summary: *This is an International Networked Learning project that aims to enhance the intercultural awareness of first year students and embed internationalisation into the curriculum. It is based upon the principles of intercultural communicative competence outlined by Byram for the Council of Europe (2002).*

URL: www.coventry.ac.uk/pill

Country of research: various

Learners' background: various

Institutional level: tertiary

Ross, G, Henry, J, Nisbet, T and Buick, A (Sep 2011–Jun 2014)

'Action Research as a Tool for the Improvement of First Year Academic Writing Programmes in Ethiopian Universities'.

Funding body: British Academy

Summary: *This project compared four different methods of providing feedback on academic writing. Using*

an Action Research framework, we used questionnaires, observations and secondary research to establish benefits and drawbacks of specific feedback techniques and used these findings to try and improve classroom practice.

URL: www.coventry.ac.uk/researchnet/elphe/projects/ewp/Pages/Ethiopianwritingproject.aspx

Descriptor(s): Writing, Assessment
Country of research: United Kingdom
Learners' background: Ethiopia
Institutional level: tertiary

De Montfort University (Centre for Intercultural Research in Communication and Learning)

Jin, L and Smith, K (Mar 2010–Feb 2011) 'Perceptions and Methods of Learning English as an Additional Language by Singapore Primary School Children with Dyslexia'.

Funding body: British Council English Language Teaching Research Awards

Summary: *This project, for the first time, investigated young bilingual dyslexia learners in Singapore about their perceptions of learning in eight aspects: reading, writing, speaking, science, maths, English, mother tongue and concepts of dyslexia, by using metaphor analysis. PowerPoint presentation of some findings: www.das.org.sg/images/stories/Amalina/MetaphorPresentations2011/1/1.keynote_cortazzijin.pdf*

URL: www.teachingenglish.org.uk/biblio/perceptions-methods-learning-english-additional-language-singapore-primary-school-children

Descriptor(s): Writing, Speaking, Reading, Listening, Learner cognition, ESOL/EAL, English language, Classroom interaction

Country of research: Singapore

Learners' background: Singapore

Institutional level: primary

King's College London (Department of Education and Professional Studies)

Hall, G and Cook, G (Oct 2011–Dec 2012) 'The Use of Learners' Own Languages in ELT: Exploring Global Practices and Attitudes'.

Funding body: The British Council

Summary: *Drawing upon the views of almost 3,000 teachers in over 100 countries, the project explored the use of the learners' own language in ELT/ TESOL. It provides a broad summary of current own-language practices and activities, and identifies types of own-language practices and activities associated with different contexts and learners. See: Hall, G and Cook, G (2012) 'Own-language use in ELT: exploring global practices and attitudes'. British Council ELT Research Papers. London: British Council.*

URL: http://englishagenda.britishcouncil.org/sites/ec/files/C448%20Own%20Language%20Use%20in%20ELT_A4_FINAL_WEB%20ONLY.pdf

Descriptor(s): Teacher cognition, Cultural issues, Methodology, Materials, English language, Curriculum/syllabus, Classroom interaction

Country of research: various

Institutional level: various

Lancaster University (Linguistics and English Language)

Brunfaut, T and Revesz, A

(Jul 2010–Aug 2012) ‘Tasks,
Proficiency and Assessing L2
Listening Comprehension’.

Funding body: Pearson

Summary: *This study explored the effect of a number of variables on L2 listening difficulty, in relation to L2 proficiency. More specifically, the relationships between text characteristics of task input, knowledge of response options, L2 proficiency, working memory capacity and task difficulty in L2 listening assessment was investigated. By the means of introspective methods, the thought processes of participants during listening task performance were also tapped into.*

URL: [www.research.lancs.ac.uk/portal/en/projects/tasks-proficiency-and-assessing-l2-listening-comprehension\(77f467fd-90d9-48b9-b086-c828ca547012\).html](http://www.research.lancs.ac.uk/portal/en/projects/tasks-proficiency-and-assessing-l2-listening-comprehension(77f467fd-90d9-48b9-b086-c828ca547012).html)

Descriptor(s): Listening, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Brunfaut, T and Harding, L (Apr 2012–Sep 2013) ‘Linking the GEPT Listening Test to the Common European Framework of Reference’.

Funding body: The Language Training and Testing Center (Taiwan)

Summary: *This project concerns a linking study in which the listening tests*

of the General English Proficiency Test (GEPT) are related to the Common European Framework of Reference (CEFR). The study also involves an innovative research design marked by twin panels operating synchronously, and the evaluation of the suitability of different standard-setting methods for the GEPT context.

URL: [www.research.lancs.ac.uk/portal/en/projects/linking-the-gept-listening-test-to-the-common-european-framework-of-reference\(89ca0003-b7b6-4823-8ef1-698e0a198b36\).html](http://www.research.lancs.ac.uk/portal/en/projects/linking-the-gept-listening-test-to-the-common-european-framework-of-reference(89ca0003-b7b6-4823-8ef1-698e0a198b36).html)

Descriptor(s): Methodology,
Listening, Assessment

Country of research: various

Learners’ background: various

Institutional level: various

Brunfaut, T and Harding, L

(Sep 2011–Aug 2014) ‘Language Test Design and Evaluation in Luxembourg’.

Funding body: Ministere de l’Education Nationale et de la Formation Professionnelle (Luxembourg)

Summary: *This project involves the training of a team of English language teachers in language test design and evaluation, and the development of a CEFR A2-level test for use in secondary schools in Luxembourg.*

URL: [www.research.lancs.ac.uk/portal/en/projects/language-test-design-and-evaluation-in-luxembourg\(e00e1e15-ccb-4336-a6d4-bfba0755fceb\).html](http://www.research.lancs.ac.uk/portal/en/projects/language-test-design-and-evaluation-in-luxembourg(e00e1e15-ccb-4336-a6d4-bfba0755fceb).html)

Descriptor(s): Assessment

Country of research: Luxembourg
Learners' background: Luxembourg
Institutional level: secondary

Harding, L and Griffiths, M (Mar 2012–Sep 2013) 'An Exploratory Study of Differences in GESE Examiner Orientations in the UK, India and China'.

Funding body: Trinity College London

URL: [www.research.lancs.ac.uk/portal/en/projects/an-exploratory-study-of-differences-in-gese-examiner-orientations-in-the-uk-india-and-china\(beb7d525-3712-4093-a9f5-f13f12f1f49f\).html](http://www.research.lancs.ac.uk/portal/en/projects/an-exploratory-study-of-differences-in-gese-examiner-orientations-in-the-uk-india-and-china(beb7d525-3712-4093-a9f5-f13f12f1f49f).html)

Descriptor(s): Speaking, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Mackey, A and Marsden, E (May 2011–Oct 2013) 'Instruments for Research into Second Languages (IRIS) Project'.

Funding body: The Economic and Social Research Council (ESRC)

URL: www.esrc.ac.uk/my-esrc/grants/RES-062-23-2946/read

Newcastle University (School of Education, Communication and Language Sciences)

Seedhouse, P and Olivier, P (Nov 2011–Nov 2014) 'Learning Languages, Cultures and Cuisines in Digital Kitchens 2011–14'.

Funding body: European Union Lifelong Learning Programme

Summary: *The English Digital Kitchen is part of LanCook, a larger collaborative EU Lifelong Learning project, which is developing task-based learning materials for five different languages and uses the fun and interactive activity of cooking. As the name suggests, the English Digital Kitchen is home to the English language-based materials. Based in Newcastle University, we are developing recipes and task-based learning materials for learners to use in cooking dishes linked to English-speaking cultures and countries.*

URL: <http://europeandigitalkitchen.com>

Descriptor(s): Management/Innovation, Learning technologies, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: various

Seedhouse, P (Jul 2012–Jul 2013) 'Speaking Features that Distinguish IELTS Speaking Test Proficiency Levels'.

Funding body: British Council IELTS Research Programme

URL: www.ncl.ac.uk/linguistics/research/project/4395

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

**The Open University
(Faculty of Education
and Language Studies)**

Erling, EJ, Seargeant, P and Solly, M

(2011–12) 'Attitudes to English as a Language for International Development in Rural Bangladesh'.

Funding body: British Council

Summary: *There is only limited evidence showing a relationship between the English language and development. This ethnographic survey conducted in two rural communities in Bangladesh investigates the needs and aspirations of the local community in order to better understand how English language education could contribute to development.*

URL: http://englishagenda.britishcouncil.org/sites/ec/files/B497%20ELTRP%20Report%20Erling_FINAL.pdf

Descriptor(s): English language

Country of research: Bangladesh

Oxford Brookes International

Hannam, S (Mar 2010–Feb 2013)

'Language-rich Europe'.

Funding body: Life Long Learning Programme (European Commission) and KA2 Languages: Networks

URL: www.seerc.org/index.php?option=com_entities&view=project&layout=details&id=33

Linn, A and Hannam, S (Jan 2010–Dec 2012) 'English in Europe: Opportunity or Threat?'

Funding body: Leverhulme International Network

URL: www.englishineurope.postgrad.shef.ac.uk

**Oxford Brookes University
(School of Education)**

Wickens, P and Spiro, J (Jan 2011–Jun 2011) 'Reflection in the Round'.

Funding body: British Association for Applied Linguistics/Cambridge University Press/The Higher Education Academy

Summary: *This funded research event brought together higher education educators both across subject disciplines and within applied linguistics, to consider the discourse of reflective practice in UK HE settings. Its aim was to develop an understanding of the discourse(s) of assessed reflective writing and the practice of such assessment in UK HE pedagogy and in broader national standards and policy.*

URL: www.baal.org.uk/seminars_2011_brookes.pdf

Descriptor(s): Writing, Cultural issues, ESP, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

**University of Bath
(Department of Education)**

Sanchez, HS and Grimshaw, T (Aug 2012–Aug 2013) 'Postgraduate Students' and Tutors' Knowledge, Perceptions and Beliefs about Feedback Provision: A Multiple Case Study across the Disciplines'.

Funding body: The Higher Education Academy

Summary: *The present interdisciplinary multiple case study aims to investigate postgraduate students' and tutors' knowledge, perceptions and beliefs about feedback provision across three different departments. It consists of three cases (two tutors and three students in each one) and uses individual and focus group interviews as primary methods. The outcomes are expected to impact on research and assessment practices in HEIs.*

URL: www.heacademy.ac.uk/project/8294

Descriptor(s): Teacher cognition, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Bax, S, Green, AB and

Nakatsuhara, F (Feb 2012–May 2012) 'English Language Teaching Project for Higher Education Institutions in Vietnam'.

Funding body: British Council – Vietnam

Summary: *This project, funded by the British Council, worked with three tertiary institutions in Vietnam to research and develop their English language staff proficiency, as well as their syllabi and assessment procedures.*

Research tools included an extensive online survey of institutional needs and views, an online test of staff language proficiency and on-site visits. The outcome was a set of detailed reports and recommendations with a view to developing institutional ELT capacity.

URL: www.beds.ac.uk/crella/projects/bc-vietnam

Descriptor(s): English language, Curriculum/syllabus, Assessment

Country of research: Vietnam

Learners' background: Vietnam

Institutional level: tertiary

Bax, S and Weir, CJ (Dec 2010–Apr 2011) 'Investigating Learners' Cognitive Processes during a Computer-based CAE Reading Test'.

Funding body: University of Cambridge, ESOL Examinations

Summary: *This project investigated the cognitive processes employed by participants on a computer-based CAE reading test, with a view to assessing the cognitive validity of the reading test items. It employed screen recording and eye-tracking technology. The central question was to what extent the test items elicited the range and level of cognitive processes expected of an advanced reading test, which seeks to emulate real-world academic reading processes. www.cambridgeenglish.org/images/22669-rv-research-notes-47.pdf*

URL: www.beds.ac.uk/crella/projects/CAE

Descriptor(s): Reading, Assessment

Bax, S, Waller, D and Nakatsuhara, F (Feb 2012–Oct 2012) ‘Metadiscourse Analysis: Researching Cambridge Language Test in Terms of their Metadiscourse Features at Difference Levels’.

Funding body: Cambridge ESOL

Summary: *This project, funded by Cambridge English Language Assessment, analysed a large dataset of expository writing texts from the Cambridge FCE, CAE and CPE examinations in terms of their metadiscourse features. It made use of a bespoke online tool (www.textinspector.com/discourse), in combination with detailed discourse analysis, to identify patterns in metadiscourse use across the three proficiency levels. Results showed interesting patterns of use, which were evaluated in the light of previous research on metadiscourse.*

URL: www.beds.ac.uk/crella/projects/metadiscourse

Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Bax, S (Jan 2012–Apr 2012) ‘Researching Internationalisation and English Across the Curriculum (EAC) at a Taiwanese University’.

Funding body: British Council
Taipei, Taiwan

Summary: *This project, funded by the British Council, researched the English language needs of a major university*

in Taiwan in terms of its proposed move to greater internationalisation. Research tools included a major online staff survey, online and IELTS testing and an in-depth research visit to Taiwan. The outcome was a major research report and follow-up visit, leading to significant progress towards greater internationalisation on the campus and elsewhere in the university’s provision.

URL: www.beds.ac.uk/crella/projects/taiwanese-university-for-internationalisation

Descriptor(s): English language, Assessment

Country of research: Taiwan

Learners’ background: Taiwan

Institutional level: tertiary

Bax, S (Mar 2011–Dec 2012) ‘New Insights into Cognitive Processes: Researching IELTS Reading Tasks through Eye-tracking Technology’.

Funding body: British Council

Summary: *This project used innovative eye-tracking technology, together with questionnaires and interviews, to investigate test-takers’ cognitive processing as they completed on-screen IELTS (International English Language Testing System) reading test items. Findings demonstrated significant differences between successful and unsuccessful test-takers on a number of dimensions, including their ability to read expeditiously and their focus on particular aspects of the test items. The findings should be of value to examination boards, and also to teachers and learners.*

URL: www.beds.ac.uk/crella/projects/ielts-reading-through-eye-tracking

Descriptor(s): Reading, English language, Assessment

Country of research: United Kingdom

Institutional level: tertiary

Bax, S (Sep 2010–Mar 2011)

‘Development of Singapore English Language Teachers’ Assessment and E-assessment Literacies’.

Funding body: The Government of the Republic of Singapore

Summary: *This project, funded by the Singapore Ministry of Education, researched and developed the assessment literacies of Singaporean teachers of English, and worked to develop a major new online portal for language testing.*

URL: www.beds.ac.uk/crella/projects/singapore

Descriptor(s): Learning technologies, English language, Assessment

Country of research: Singapore

Learners’ background: Singapore

Institutional level: secondary

Field, J (Jan 2011–Oct 2012) ‘The Cognitive Validity of the Cambridge Advanced English Listening Test as a Predictor of Academic Performance’.

Funding body: Cambridge ESOL

Summary: *The study examined whether performance in the listening paper of the CAE paper measures the ability to comprehend real-world academic lectures. It compared the recorded material used in CAE with the type of discourse structure found in an academic lecture. It then used retrospective verbal reports to compare*

the behaviour of CAE candidates under test conditions with their behaviour under conditions closer to those of an actual lecture. Related publication: Field, J (2012) ‘The cognitive validity of the lecture-based paper in the IELTS listening test’, in Taylor, L and Weir, CJ (eds) IELTS Collected Papers 2: Research in Reading and Listening Assessment. Studies in Language Testing 34.

Descriptor(s): Listening, ESP, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Green, AB, Weir, CJ, Chan, SCH, Taylor, L, Field, J, Nakatsuhara, F and Bax, S (Oct 2010–Jan 2012)

‘Textual Features of CAE Texts Compared with IELTS Reading and Essential Undergraduate Texts’.

Funding body: Cambridge ESOL Examinations

Summary: *In this project we extend the research to cover CAE texts (provided by Cambridge ESOL) and situate CAE in relation to the IELTS texts and the small corpus of essential undergraduate reading texts assembled for the 2005-06 Weir et al. IELTS research project as one indication of the validity of CAE reading tests as indicators of academic reading ability.*

URL: www.beds.ac.uk/crella/projects/cae-texts-compared-with-ielts

Green, AB (Feb 2012–Dec 2012) ‘Conducting CEFR Benchmarking for the Versant English Placement Test’.

Funding body: NCS Pearson

Summary: *Relating the Versant English Placement test to the Common European Framework of Reference for Languages.*

URL: www.pearson.com.au/educator/english-language/versant-english-placement-test/

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Institutional level: various

Green, AB, Nakatsuhara, F and Weir, CJ (Mar 2011–Oct 2011) 'UCLan Examinations Revision Project'.

Funding body: University of Central Lancashire

Summary: *Consulting for the University of Central Lancashire Examination Boards on improvements to their suite of EFL tests.*

URL: www.beds.ac.uk/crella/projects/uclan

Descriptor(s): English language, Assessment

Green, AB (Jan 2011–Oct 2011) 'English Functional Profile: Developing and Validating Can-do Descriptors for the C1 and C2 Levels'.

Funding body: Cambridge ESOL

Summary: *Developing Can-do statements for the English Profile for the C1 and C2 levels of the Common European Framework and integrating these with the CEFR.*

URL: www.beds.ac.uk/crella/projects/english-functional-profile

Descriptor(s): English language, Curriculum/syllabus, Assessment

Country of research: various

Learners' background: various

Institutional level: various

Green, AB (Jun 2011–Jun 2013) 'Promotion of Sustainable Excellence in Testing and Assessment of English in Russia'.

Funding body: TEMPUS/European Union

Summary: *National initiative funded through the EU TEMPUS scheme to promote assessment literacy among Russian school teachers of English. Involves setting up teacher training courses and professional development centres across the Russian regions.*

URL: <http://proset-tempus.net/>

Descriptor(s): Teacher education, Assessment

Country of research: Russia

Learners' background: Russia

Institutional level: various

Green, AB (Mar 2012–Mar 2012) 'CEFR-J Development Project'.

Funding body: British Council, Tokyo

Summary: *Contributing to the development of the CEFR-J framework, extending the Common European Framework of Reference for use in Japanese education.*

URL: www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html

Descriptor(s): English language, Curriculum/syllabus, Assessment

Country of research: Japan
Learners' background: Japan
Institutional level: various

Nakatsuhara, F and Field, J (Sep 2011–Mar 2012) 'A Study of Examiner Interventions in Relation to the Listening Demands they make on Candidates in the GESE Exams'.

Funding body: Trinity College London Limited

Summary: *This research project examined examiner interventions during an interactive oral test, comparing them across examiners, across phases of the test and across candidates graded as high- and low-performing. The interventions were analysed using syntactic and lexical measures, with a view to establishing how consistent they were in the listening demands imposed upon candidates. Candidate responses were also examined and conclusions were drawn on how reliably listening featured in the attribution of grades.*

URL: www.beds.ac.uk/__data/assets/pdf_file/0011/215795/LTF2012-nakatsuhara-and-field-18-nov.pdf

Descriptor(s): Speaking, Listening, Assessment

Country of research: various
Learners' background: various
Institutional level: secondary

Weir, CJ, Nakatsuhara, F, Green, AB and Taylor, L (Sep 2010–Feb 2013) 'Development and Validation of the Test of English for Academic Purposes (TEAP) Japan'.

Funding body: EIKEN Foundation of Japan

Summary: *The TEAP is designed to measure English proficiency of Japanese high school students intending to study at Japanese university. This is a collaborative test development and validation project with EIKEN foundation of Japan and Sophia University, Japan.*

URL: www.beds.ac.uk/crella/projects/teap

Descriptor(s): Writing, Speaking, Reading, Listening, English language, Assessment

Country of research: Japan
Learners' background: Japan
Institutional level: tertiary

Weir, CJ (Sep 2011–Mar 2012) 'STEP EIKEN Revision Project'.

Funding body: EIKEN Foundation of Japan

Summary: *This report describes a study undertaken to validate the rating scales for the writing component of the Grade 1 and Grade Pre-1 EIKEN tests. It provides an overview of the methodology employed in the study, the data derived from the main data collection procedures and the principal findings in relation to the validation of the scales.*

URL: www.beds.ac.uk/crella/projects/eiken-foundation-of-japan

Country of research: Japan
Learners' background: Japan
Institutional level: tertiary

Weir, CJ, Chan, SHC and Nakatsuhara, F (Jun 2012–Oct 2013)

‘Examining the Context and Cognitive Validity of the GEPT Advanced Writing Task 1: A Comparison with Real-life Academic Writing Tasks’.

Funding body: The Language Training and Testing Center (L TTC)

Summary: *This study examines the writing component of the GEPT Advanced Writing component in terms of a) context validity and b) cognitive validity, by comparing the GEPT Advanced Level Writing Task 1 against real-life writing tasks assigned to undergraduates on Business programmes in a UK university.*

URL: www.beds.ac.uk/crella/projects/gept-advanced-writing-task

Descriptor(s): Writing, English language, Assessment

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Weir, CJ, Chan, SHC and Nakatsuhara, F (Apr 2011–Sep 2012)

‘Examining the Criterion-related Validity of the GEPT Advanced Reading and Writing Tests: Comparing GEPT with IELTS and Real-life Academic performance’.

Funding body: The Language Training and Testing Center (L TTC)

Summary: *This study investigated the criterion-related validity of the Reading and Writing components of the Advanced Level GEPT test. Cross-test comparability evidence was investigated*

by analysing the relationships between the GEPT scores and IELTS bands, and the predictive power of the GEPT scores was investigated in terms of test-takers’ real-life academic performance on different writing tasks in their degree course work and examinations.

URL: www.beds.ac.uk/crella/projects/gept

Descriptor(s): Writing, Reading, Assessment

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

University of Bristol (Graduate School of Education)

Isaacs, T and Trofimovich, P

(Jun 2011–Jun 2013) ‘International Students at Canadian Universities: Validating a Pedagogically-oriented Pronunciation Scale’.

Funding body: Social Sciences and Humanities Research Council of Canada

Summary: *The overall goal of this research initiative is to provide Canadian university instructors and students with a pedagogically oriented, cost-effective instrument for assessing second language speaking. The specific objectives are (a) to conduct a critical analysis of a recently developed scale that assesses second language comprehensibility (an important aspect of speaking ability) and (b) to refine this scale based on the results of a validation study.*

URL: www.bristol.ac.uk/education/people/project/1727

Descriptor(s): Speaking, Pronunciation, Listening, ESOL/EAL, English language, Assessment

Country of research: Canada

Learners' background: various

Institutional level: tertiary

Isaacs, T (Apr 2012–Mar 2014) 'Fostering Cross-cultural Communication: Identifying the Linguistic Factors that Promote Comprehensibility in Academic and Workplace Settings'.

Funding body: European Commission

Summary: *The overall goal of the study is to examine how communicative efficiency is mediated by listener perceptual and attitudinal variables, particularly in settings where the stakes for achieving successful oral communication are high. Ultimately, identifying the factors that are most important for achieving effective cross-cultural communication will elucidate ways of reducing communication barriers and fostering the social integration of newcomers into society.*

URL: www.bristol.ac.uk/education/people/project/1547

Descriptor(s): Teacher education, Speaking, Pronunciation, Listening, ESOL/EAL, English language, Classroom interaction, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Isaacs, T, Trofimovich, P and Yu, G (Nov 2012–Mar 2014) 'Examining the Linguistic Aspects of Speech that Most Efficiently Discriminate between the Upper Levels of the Revised IELTS Pronunciation Scale'.

Funding body: British Council

Summary: *The goal of the funded project is to identify the linguistic factors that most efficiently distinguish between adjacent levels of the IELTS pronunciation scale. The results will elucidate the linguistic factors that underlie 'comprehensible' speech at different levels of pronunciation ability.*

URL: www.bristol.ac.uk/education/people/project/1767

Descriptor(s): Speaking, Pronunciation, ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary

University College Plymouth St Mark & St John (Centre for International Language Teacher Education)

Kiely, R and Shahidullah, M (Jan 2011–Dec 2013) 'Curriculum Renewal in University English'.

Funding body: INSPIRE, British Council

Summary: *Curriculum Renewal in University English (CRUE) is a collaborative research project to identify direction and strategy for developing English teaching in Rajshahi University, Bangladesh, through investigations*

carried out by staff of EDRU, in collaboration with staff of the Centre for International Language Teacher Education, UCP Marjon.

URL: www.britishcouncil.org/bangladesh-higher-education-inspire-rashahi-university.htm

Descriptor(s): Teacher education, Management/Innovation, Curriculum/syllabus, Assessment

Country of research: Bangladesh

Learners' background: Bangladesh

Institutional level: tertiary

University of Leeds (School of Education)

Simpson, J, Cooke, M, Callaghan, J, Baynham, M, Homer, M, Hepworth, M, Allen, T, Grant, R and Sisimayi, S (Sep 2010–May 2011) 'Harehills ESOL Needs Neighbourhood Audit (HENNA)'.
Funding body: Leeds City Council

Summary: *The Harehills ESOL Needs Neighbourhood Audit project aimed to enhance understanding of the need for ESOL provision in Leeds, and the barriers faced by adult migrants in gaining access to such provision. The research was carried out through surveys and interviews with adult learners of English for Speakers of Other Languages (ESOL), their teachers and other stakeholders. It also involved demographic survey work and ethnographic observation.*

URL: www.education.leeds.ac.uk/research/projects/henna-project

Descriptor(s): ESOL/EAL, English language, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Simpson, J, Badger, R, Bhattacharya, A and Shah, S (Sep 2012–Sep 2013) 'Mobile Technologies for Language Learning in Rural India (Mobigam)'.

Funding body: British Academy

Summary: *Mobigam is a new research initiative, the first phase of which ran from September 2012 to July 2013, and is funded by the British Academy. The project studies the use of mobile technologies for language learning in the state of Gujarat, India.*

URL: www.education.leeds.ac.uk/research/projects/mobigam-language-on-the-move-in-india

Descriptor(s): Learning technologies, English language

Country of research: India

Learners' background: India

Institutional level: various

University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Hall, G and Cook, G (Oct 2011–Dec 2012) 'The Use of Learners' own Languages in ELT: Exploring Global Practices and Attitudes'.

Funding body: British Council ELT Research Partnership Scheme

Summary: *The project explores the use of the learners' own language in English*

language (ELT/TESOL) classrooms around the world. It provides a broad summary of current own-language practices and activities around the world, which may serve as a source of classroom ideas and techniques for teachers and teacher trainers/educators. Additionally, the survey identifies the type of own-language practices and activities associated with different contexts and learners.

URL: www.northumbria.ac.uk/sd/academic/sass/about/humanities/linguistics/linguisticsstaff/g_hall/ownlanguageuseproject/?view=Standard

Descriptor(s): Teacher education, Cultural issues, Methodology

Country of research: various

Learners' background: various

Institutional level: various

University of Oxford (Department of Education)

Murphy, VA and Kyriacou, M

(Sep 2011–Jul 2013) 'Profiling Writing Challenges in Children with English as an Additional Language (EAL)'

Funding body: Nuffield Foundation

URL: www.education.ox.ac.uk/research/applied-linguistics/research/profiling-writing-challenges/

University of Southampton (Modern Languages, Faculty of Humanities)

Baker, W (Sep 2010–Sep 2011) 'Using E-learning to Develop Intercultural Awareness in ELT: A Critical Evaluation in a Thai Higher Education Setting'.

Funding body: British Council ELTRPA

Summary: *This research project is a study conducted in Thailand into the development of an online course in intercultural awareness and communication from a Global Englishes perspective. The findings of this study demonstrate generally positive responses both to the course contents and the online delivery. Both e-learning and the cultural dimension of ELT have grown in prominence.*

URL: http://englishagenda.britishcouncil.org/sites/ec/files/B375%20ELTRP%20report%20-%20Baker%20A4%20ONLINE_V5.pdf

Descriptor(s): Cultural issues, Learning technologies, English language

Country of research: Thailand

Learners' background: Thailand

Institutional level: tertiary

University of Ulster (School of Education)

Skinner, B and Hou, H

(Nov 2011–Aug 2012)

'The Assessment of Non-native-speaking Trainee English Language Teachers' Practice: Hungarian Host Teachers and University Supervisors' Orientation to the Performance'.

Funding body: British Council, English Language Teaching Research Partnerships

Summary: *The assessment of non-native-speaking trainee English language teachers' practice: Hungarian host teachers and University supervisors' orientation to the performance.*

URL: www.socsci.ulster.ac.uk/irss/Theassessmentofnon-nativespeakingEnglishlanguage traineeteacherspractice.html

Descriptor(s): Teacher education, Assessment

Country of research: Hungary

Learners' background: Hungary

Institutional level: secondary

University of Warwick (Centre for Applied Linguistics)

Dunworth, K, Kralik, C, Moore, T, Murray, N and Drury, H (Apr 2011–Apr 2013) 'Degrees of Proficiency: Building a Strategic Approach to University Students' English Language Assessment and Development'.

Funding body: Australian Learning and Teaching Council (now OLC)

Summary: *A cross-institutional investigation into the development and effectiveness of post-entry English language assessment and language development strategies in the university sector. Objectives: (1) map existing strategies/activities at national level; (b) identify and model existing good practice; (c) develop measurable and transferable criteria for evaluating the success of English language development strategies used across the sector; and (d) produce and disseminate resources to inform the implementation of post-entry language assessment and strategies to develop English language proficiency.*

URL: www.olt.gov.au/project-degrees-proficiency-building-strategic-approach-university-studentsapos-english-language-ass

Country of research: Australia

Learners' background: various

Institutional level: tertiary

McLelland, N and Smith, R (Jul 2012–Jul 2014) 'Towards a History of Modern Foreign Language Teaching and Learning (MFLTL)'.

Funding body: Arts and Humanities Research Council (AHRC)

Summary: *This project aimed to generate interest in historical research into language teaching in the UK and to contribute to the establishment of a network of researchers via two workshops (December 2012 in Nottingham and June 2013 at Warwick) and an international conference in July 2014*

URL: www.historyofmfl.weebly.com/index.html

Smith, R and Choi, S (Dec 2010–Sep 2011) 'Directory of UK ELT Research: 2009–10'.

Funding body: The British Council

Summary: *The survey project that led to production of the British Council's (2011) Directory of UK ELT Research 2009–10 and addition of 2009–10 data to the online searchable database. Project procedures are described in the Introduction to the 2011 publication.*

URL: www.teachingenglish.org.uk/elt-research

Country of research: United Kingdom

Smith, R (Jan 2010–Dec 2011)

‘Building an Archive and a Record of British Council Involvement in ELT, 1934–2009’.

Funding body: The British Council

Summary: *This project involved systematically increasing the stock of knowledge relating to the overall history of British Council involvement with ELT, 1934–2009, by means of: review of sources in the Warwick ELT Archive and other collections; recording, transcription and analysis of interviews with selected informants; and continued updating of the UK-funded ELT Projects database. The project also contributed to development of the British Council’s Milestones in ELT (www.teachingenglish.org.uk/milestones) initiative.*

URL: www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/research_projects/britishcouncil

York St John University (Languages and Linguistics)

Wardman, C (Sep 2010–Sep 2011)

‘Pulling the Threads Together: Current Theories and Current Practice Affecting UK Primary School Children who have English as an Additional Language’.

Funding body: British Council English Language Teaching Research Partnership

Summary: *This year-long funded project between the British Council and Clare Wardman at the University of York investigated a range of themes important to teachers of EAL pupils in primary schools across northern England. It culminated in the publication*

of this report: http://englishagenda.britishcouncil.org/sites/ec/files/B387%20ELTRP%20Report%20-%20Wardman_v6.pdf

Descriptor(s): Teacher cognition, Cultural issues, Management/Innovation, ESOL/EAL, English language, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Wicaksono, R (Oct 2011–Aug 2012)

‘Raising Students’ Awareness of International English in UK HEIs: An Online Tutorial’.

Funding body: The Higher Education Academy

URL: www.englishlinguafranca.com

Descriptor(s): Materials, English language, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Contributing institutions

Contributing institutions

The following 60 institutions have contributed entries to the 2011–12 Directory. All names of departments, etc., URLs and contact email addresses are as supplied by the institutions in question. Their accuracy has been verified at the time of publication of this book/PDF form of the Directory, but there can be no guarantee that all details will remain correct, even in the short term. There can be no guarantee, either, that a particular researcher will continue to be affiliated with the institution named at the foot of each of his/her entries in the Directory. However, an online search for name of researcher plus name of institution can often reveal direct and correct contact details when needed.

Aston University (School of Languages and Social Sciences)

www.aston.ac.uk/lss

Contact: gartons@aston.ac.uk

Birkbeck College, University of London (Department of Applied Linguistics and Communication)

www.bbk.ac.uk/linguistics

Contact: linguistics@bbk.ac.uk

Cambridge English Language Assessment – University of Cambridge

www.cambridgeenglish.org/research-and-validation/

Contact:

validation@cambridgeenglish.org

Canterbury Christ Church University (Department of English and Language Studies)

www.canterbury.ac.uk/arts-humanities/english-language-studies/

Contact:

language.studies@canterbury.ac.uk

Cardiff University (School of English, Communication and Philosophy)

www.cardiff.ac.uk/encap/

Contact: encap@cardiff.ac.uk

Coventry University (Department of English and Languages)

www.coventry.ac.uk/elphe

Contact:

ELTresearch.bes@coventry.ac.uk

De Montfort University (Centre for Intercultural Research in Communication and Learning)

www.dmu.ac.uk/research/research-faculties-and-institutes/health-and-life-sciences/circl/centre-for-intercultural-research-in-communication-and-learning.aspx

Contact: jin@dmu.ac.uk

**Goldsmiths, University of London
(Centre for Language, Culture
and Learning)**

www.gold.ac.uk/clcl/

Contact: j.turner@gold.ac.uk

**Heriot-Watt University (School of
Management and Languages)**

www.sml.hw.ac.uk/

Contact: enquiries@sml.hw.ac.uk

**Institute of Education, London
(Department of Culture,
Communication and Media)**

[www.ioe.ac.uk/research/
departments/56588.html](http://www.ioe.ac.uk/research/departments/56588.html)

Contact: FCL.Enquiries@ioe.ac.uk

**King's College London
(Department of Education and
Professional Studies)**

[www.kcl.ac.uk/sspp/departments/
education/index.aspx](http://www.kcl.ac.uk/sspp/departments/education/index.aspx)

Contact: deps@kcl.ac.uk

**Lancaster University (Linguistics
and English Language)**

www.ling.lancs.ac.uk/

Contact: linguistics@lancaster.ac.uk

**London Metropolitan University
(Faculty of Social Sciences and
Humanities)**

[www.londonmet.ac.uk/faculties/faculty-
of-social-sciences-and-humanities/](http://www.londonmet.ac.uk/faculties/faculty-of-social-sciences-and-humanities/)

Contact:

socialscience@londonmet.ac.uk

**London South Bank University
(Student Services/Skills for
Learning)**

www.lsbu.ac.uk/clsd/skills/

Contact: boylec@lsbu.ac.uk

**Middlesex University (Learner
Development Unit)**

[http://unihub.mdx.ac.uk/study/ldu/
index.aspx](http://unihub.mdx.ac.uk/study/ldu/index.aspx)

Contact: ldu@mdx.ac.uk

**Newcastle University (School of
Education, Communication and
Language Sciences)**

www.ncl.ac.uk/ecls

Contact: ecls@ncl.ac.uk

**Newcastle University (School of
English Literature, Language and
Linguistics)**

www.ncl.ac.uk/eill/

Contact: english@ncl.ac.uk

**The Open University (Faculty of
Education and Language Studies)**

[www.open.ac.uk/education-and-
languages/index.php](http://www.open.ac.uk/education-and-languages/index.php)

Contact: philip.seargeant@open.ac.uk

Oxford Brookes International

www.brookes.ac.uk/international/

Contact: international@brookes.ac.uk

**Oxford Brookes University
(School of Education)**

www.education.brookes.ac.uk

Contact: education@brookes.ac.uk

Schellekens Consultancy

www.linkedin.com/pub/philida-schellekens/3b/b68/a15

Contact: philida@schellekens.co.uk

**St Mary's University College,
Twickenham, London (School
of Communication, Culture and
Creative Arts)**

www.smuc.ac.uk/ccca/

Contact: fosterp@smuc.ac.uk

**Swansea University (Department
of English Language and
Literature)**

www.swan.ac.uk/english/englishlanguageandtefl/

Contact: J.L.Milton@swansea.ac.uk

**University of Bath
(Department of Education)**

www.bath.ac.uk/education/

Contact: education@bath.ac.uk

**University of Bedfordshire (Centre
for Research in English Language
Learning and Assessment)**

www.beds.ac.uk/crella

Contact: cyril.weir@beds.ac.uk

**University of Birmingham (English
for International Students Unit)**

www.birmingham.ac.uk/students/eisu/index.aspx

Contact: P.G.Horton@bham.ac.uk

**University of Birmingham
(English Language and Applied
Linguistics (ELAL))**

www.birmingham.ac.uk/schools/edacs/departments/english/index.aspx

Contact: english@bham.ac.uk

**University of Birmingham
(School of Education)**

www.education.bham.ac.uk/index.shtml

Contact: education@bham.ac.uk

**University of Bristol (Centre for
English Language and Foundation
Studies (CELFs))**

www.bristol.ac.uk/english-language/

Contact: celfs-enquiries@bristol.ac.uk

**University of Bristol (Graduate
School of Education)**

www.bristol.ac.uk/education/

Contact:

Helen.Woodfield@bristol.ac.uk

**University of Central Lancashire
(School of Language, Literature
and International Studies)**

www.uclan.ac.uk/schools/languages_literature_international_studies/index.php

Contact: SchoolofLLIS@uclan.ac.uk

**University College Plymouth
St Mark & St John (Centre for
International Language Teacher
Education)**

[http://www.marjon.ac.uk/courses/
international/internationalprofile/
internationalpracticeandprinciples/](http://www.marjon.ac.uk/courses/international/internationalprofile/internationalpracticeandprinciples/)

Contact: cilte@marjon.ac.uk

**University of Edinburgh (English
Language Teaching Centre)**

[www.ed.ac.uk/schools-departments/
english-language-teaching](http://www.ed.ac.uk/schools-departments/english-language-teaching)

Contact: eltcinfo@ed.ac.uk

**University of Essex (Department
of Language and Linguistics)**

www.essex.ac.uk/linguistics/

Contact: nharwood@essex.ac.uk

**University of Exeter (School of
Education and Lifelong Learning)**

<http://education.exeter.ac.uk/>

Contact: ed-student@exeter.ac.uk

**University of Glasgow
(Department of Language and
Literature, School of Education)**

www.gla.ac.uk/schools/education/

Contact: evelyn.arizpe@glasgow.ac.uk

**University of Leeds (Department
of Linguistics and Phonetics,
School of Modern Languages
and Cultures)**

www.leeds.ac.uk/linguistics/

Contact: linguistics@leeds.ac.uk

**University of Leeds
(School of Education)**

www.education.leeds.ac.uk/

Contact:

enquiries@education.leeds.ac.uk

**University of Leicester
(School of Education)**

www.le.ac.uk/se/

Contact: soed@leicester.ac.uk

**University of Liverpool
(School of English)**

www.liv.ac.uk/english/

Contact: english@liv.ac.uk

**University of Manchester
(School of Education)**

www.education.manchester.ac.uk/

Contact:

Juup.Stelma@manchester.ac.uk

**University of Northumbria
(Department of Humanities,
Faculty of Arts, Design and
Social Sciences)**

[www.northumbria.ac.uk/sd/
academic/sass/about/humanities/
linguistics/?view=Standard](http://www.northumbria.ac.uk/sd/academic/sass/about/humanities/linguistics/?view=Standard)

Contact: az.dasc@northumbria.ac.uk

**University of Nottingham
(School of Education)**

www.nottingham.ac.uk/education/

Contact: [educationenquiries@
nottingham.ac.uk](mailto:educationenquiries@nottingham.ac.uk)

**University of Nottingham
(School of English)**

www.nottingham.ac.uk/english/research/cral

Contact: michaela.mahlberg@nottingham.ac.uk

**University of Oxford
(Department of Education)**

www.education.ox.ac.uk/

Contact: general.enquiries@education.ox.ac.uk

**University of Oxford
(Language Centre)**

www.lang.ox.ac.uk

Contact: admin@lang.ox.ac.uk

University of Portsmouth (School of Languages and Area Studies)

www.port.ac.uk/departments/academic/slas/

Contact: slas.enquiries@port.ac.uk

**University of Reading
(Department of English Language and Applied Linguistics)**

www.reading.ac.uk/english-language-and-applied-linguistics/

Contact: appling@reading.ac.uk

University of Reading (Institute of Education)

www.reading.ac.uk/education/

Contact: ioe@reading.ac.uk

**University of Reading
(International Study and Language Centre)**

www.reading.ac.uk/islc/

Contact: islc@reading.ac.uk

University of Salford (School of Humanities, Languages and Social Sciences)

www.salford.ac.uk/humanities

Contact: hulss-enquiries@salford.ac.uk

**University of Sheffield
(School of Education)**

www.shef.ac.uk/education

Contact: edu-enquiries@sheffield.ac.uk

**University of Sheffield
(School of English Literature, Language and Linguistics)**

www.shef.ac.uk/english/

Contact: english@sheffield.ac.uk

**University of Southampton
(Modern Languages, Faculty of Humanities)**

www.soton.ac.uk/ml/

Contact: sofh@southampton.ac.uk

**University of Stirling
(School of Education)**

www.ioe.stir.ac.uk/centres/celt/index.php

Contact: EducationAdmin@stir.ac.uk

**University of Sussex (Sussex
Centre for Language Studies)**

www.sussex.ac.uk/languages/

Contact: efl@sussex.ac.uk

**University of Ulster
(School of Education)**

www.socsci.ulster.ac.uk/education/

Contact: socsci@ulster.ac.uk

**University of Warwick
(Centre for Applied Linguistics)**

www.warwick.ac.uk/al

Contact: appling@warwick.ac.uk

**Waltham Forest College
(ESOL Department)**

www.waltham.ac.uk/courses/english-for-speakers-of-other-languages-esol.html

Contact: tom.lloyd@waltham.ac.uk

**York St John University
(Languages and Linguistics)**

www.yorksj.ac.uk/business-school/york-st-john-business-school/dept-languages-and-linguistics.aspx

Contact: linglang@yorksj.ac.uk

This is the third *Directory of UK ELT Research* to be compiled for the British Council by a team led by Dr Richard Smith at the University of Warwick. The book contains a total of 721 entries for 2011–12, from 60 different UK institutions, organisations or university departments. The contents are also fully searchable on the British Council's TeachingEnglish website: www.teachingenglish.org.uk/elt-research.

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www.teachingenglish.org.uk

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<http://learnenglishteens.britishcouncil.org>

<http://englishagenda.britishcouncil.org>

<http://esol.britishcouncil.org>

www.britishcouncil.org/aptis

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www.warwick.ac.uk/elt_archive

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