Directory of UK ELT Research 2009–10

Compiled by Richard Smith with Seongsook Choi, Stuart Reid, Gosia Sky and Duncan Hunter
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Introduction

This 2009–10 directory was compiled according to procedures previously employed for the Directory of UK ELT Research, 2005–08 (available for download via bit.ly/eltresearch). These procedures are justified and described in detail in that volume’s introductory section, ‘Construction of the directory’. The procedures employed for 2009–10 data collection were the same, and so we do no more than provide a summary of them here, together with definitions referred to and a brief overview of the contents. 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 been given responsibility for defining parameters and gathering relevant data for the 2005–10 period.

The 2005–08 directory (compiled by Shelagh Rixon and Richard Smith) was first published in 2009, with a second, expanded edition being issued in 2010. For the 2009–10 directory, the project team consisted of Richard Smith (co-ordinator), Seongsook Choi, Stuart Reid (project manager), Gosia Sky and Duncan Hunter.
Since feedback showed that the parameters and data collection tools for the 2005–08 Directory had worked well, and to enhance possibilities of comparison between 2005–08 and 2009–10 data, procedures were left unchanged for 2009–10 data collection. It was therefore possible to carry out the data collection for 2009–10 within a relatively short time frame (January–May 2011).

Methodology
The method for collecting the information for the research directory was to approach the key contacts within relevant institutions in the UK already identified for 2005–08 (along with a small number of additional institutions which responded to a call for participation), and ask them to provide information on their research and that of their colleagues. This made collection of a large body of data feasible within the short time span allotted to the project and meant that institutions were responsible for the selection of entries and the accuracy of returns. Online database input forms originally designed by Seongsook Choi were used, to which participating institutions had access via a password. Stuart Reid and Richard Smith acted as interlocutors with inputting institutions and Richard Smith co-ordinated the compilation of entries, with assistance from Stuart Reid, Gosia Sky and Duncan Hunter.

Selection of institutions
The 2009–10 directory built on the systematic attempt made for 2005–08 to identify and contact all institutions in the UK which had relevant departments or centres or were otherwise likely to have research-active staff members working in the area of ELT. These institutions included accredited language schools and organisations such as Cambridge ESOL as well as universities and colleges. Invitations to contribute were additionally sent out via various mailing lists, including that of the British Association for Applied Linguistics (BAAL).

Definition of ‘UK ELT Research, 2009–2010’
The following definitions of terms, unchanged from 2005–08, were shared with participating institutions:

Research
We adopted a modified version of the 2008 HEFCE RAE (Research Assessment Exercise) definition of ‘research’. Thus, we took the primary meaning of ‘research’ to be 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 a bona fide educational institution 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 2009–10 Directory refers to the census
point of 31 January 2011. 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 2009–2010 date range
This refers to date of publication. The earliest publication date for work to be
included was 1 January 2009 and the latest was 31 December 2010. 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.
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 summary of up to 60 words. This invitation was taken up in some, but by no means all, cases. Selection from the following list of twenty 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'); learners’ background (same menu of choices as for 'country of research'); institutional level (selection from 'pre-primary', ‘primary’, ‘secondary’, ‘tertiary’, ‘adult’); and associated funded project (where this had been entered as part of the same institution’s submission).

Selection, editing and presentation of entries

Those contributing entries were asked to operate within the parameters summarised above in selecting work for inputting into the directory. 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 their remit or of substandard 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 occurred, but it also resulted in different kinds of useful details being provided.

The contents of the 2009–10 research directory

Overall contents

The 2009–10 Directory contains a total of 717 entries from 57 different units (departments or institutions). The distribution of different types of entry is as follows:

- 249 journal articles
- 263 chapters in edited books or papers in conference proceedings
- 37 authored books or project reports
- 20 ‘unpublished’ but electronically accessible items
- 94 supervised doctoral theses
- 54 externally funded projects
Some trends in contents
There were nine institutions which contributed one or more entries for 2005–08, but which did not contribute for 2009–10. However, the total number of contributing units (departments or institutions) has remained stable overall, with seven units contributing entries for the first time. While the mean number of research outputs (excluding projects) per contributing unit was 11.63, the median number was 5. Thus, while a good spread of units is represented in the Directory, showing that there are research-active staff in many institutions, a relatively small number of units accounted for the bulk of the research outputs (with nine units in particular accounting for over half of the total entries for both research outputs and funded projects).

The previous directory, covering the four-year period from January 2005 to December 2008, contained a total of 1,039 entries, compared with 717 for the two-year period from January 2009 to December 2010. Clearly, the average number of entries per year covered so far is showing an upward trend, but it is unclear at present 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 of the type of entry that can or should be submitted, or an increase in affordances for ELT research and/or its dissemination.

As yet, only the last of these possible reasons can be referred to with confidence, in relation to two specific areas of activity, namely funded research projects and ‘unpublished’ but electronically accessible items. Thus, the apparent increase in the number of funded projects – there were 61 entries in this category for 2005–08 but already 54 for 2009–10 – seems largely attributable to recent activity by the British Council in sponsoring ELT-related research (5 British Council-funded projects are listed as having begun in 2009, and 8 in 2010). With regard to ‘unpublished’ but electronically accessible items (for which there were only 18 entries in the last directory, compared with 20 for 2009–10), we have noticed an encouraging increase in willingness overall – for example in the area of provision of e-prints of published articles – not just in the ‘unpublished’ category, to make research findings freely accessible online. After all, one of the overall aims of this directory project has been to help enhance the availability of research reports, and to direct practitioners and other users to them, not just to record their existence.
Two or three particular developments we would like to highlight in the last area, then, are that scholarly blog posts by researchers have made their way into the directory for the first time; that an oral presentation of findings accompanied by a written ‘seminar paper’ is also present; and that other innovative means of mediating or disseminating research, though not considered to fit the criteria for inclusion, certainly deserve recognition here – specifically, the TESOL Academic.org website run by Huw Jarvis at the University of Salford, and the ‘TESOL Talk from Nottingham’ project (www.nottingham.ac.uk/ttfn) organised by Jane Evison and Richard Pemberton at the University of Nottingham (School of Education). Along with blogs, and hybrids of oral presentation and text, experiments like these seem to involve a genuine desire to engage with practitioners and others worldwide, and indicate a need for further thought where criteria for inclusion or otherwise in future editions of the directory are concerned. These and other issues are open for discussion in the directory project’s own blog: www.teachingenglish.org.uk/transform/directory-uk-elt-research/blog, where some useful feedback on the 2005–08 project from academics and ELT professionals has already been posted.

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 searchable online database contains data from the entire period 2005–10, and incorporates instructions for use. Weblinks to freely available research reports are ‘live’ in the online database, as in the online version of the book (see below).

The book version
This (printed or online) book version of the directory contains the same information as the electronic database although it is here expressed in a linear and static form. In the online version of the book, links to research reports are ‘live’. The main body of the book version consists of an annotated bibliography of research ordered alphabetically by name of first author, and also gives information on the institutional affiliation of the researcher who submitted the entry, or on whose behalf the entry was submitted. The names, URLs and contact e-mail addresses of all contributing institutions can be found at the end of the directory.

For convenience, the list of doctoral theses is presented separately, and is organised according to the institution awarding the degree. In addition, there is a final annotated list of externally-funded research projects which are often related to research outputs that are found in the main list.
Future editions

We hope that the directory will continue to be supplemented periodically, starting with data for 2011–12. A requirement (rather than encouragement) to indicate keywords, and perhaps to include a summary could be one way of enhancing the usefulness of the directory, especially where online searches are concerned. One additional type of research we feel could be included in the future would be high-quality MA dissertations as well as doctoral theses: this would depend, however, on universities making these available via their websites. Another possible innovation would be to institute a new section for oral presentations placed online, and perhaps one for blog entries. We feel it is also desirable for there to be a survey of contributors/users before the next edition in order to establish how the directory is being used and what content/access formats would be preferred.

Acknowledgment

We would like to thank the many contributors who spent time carefully entering details of their and their colleagues’ research. Without their dedication and appreciation for the value of the directory we could not have gathered so many indications together in such a short time.
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 569 entries, representing 559 individual items (taking into account the 10 co-written items which were entered by two authors/institutions). Entries are ordered alphabetically below by surname of (first) author.


**ISBN:** 978-0-415-44767-6

**Pages:** 180–188

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

**Entered by:** University of Nottingham (School of English Studies)

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

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

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**Descriptor(s):** Assessment

**Entered by:** Lancaster University (Linguistics and English Language)

**ISBN:** 978-1-84769-143-9

**Pages:** 222–236

**Entered by:** Lancaster University (Linguistics and English Language)


**ISBN:** 978-1-84769-143-9

**Pages:** 8–44

**Descriptor(s):** Management/Innovation

**Entered by:** Lancaster University (Linguistics and English Language)


**ISBN:** 978-1-4466-6993-8

**Pages:** 239–248

**URL:** eurosla.org/monographs/EM01/239-248Alderson.pdf

**Descriptor(s):** Assessment

**Entered by:** Lancaster University (Linguistics and English Language)


**Descriptor(s):** Assessment

**Entered by:** Lancaster University (Linguistics and English Language)


**ISBN:** 9781931185615

**Pages:** 81–88

**Summary:** Learning teams offer adult learners an opportunity to experience an environment where not everything is specified in advance and aspects are ambiguous and negotiable. These circumstances correspond to professional work contexts and encourage learners to take responsibility for their learning.

**Descriptor(s):** Materials, Learner autonomy/strategies, ESP, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Heriot-Watt University (School of Management and Languages)
development of teachers on accredited pre-sessional courses. This paper presents some ‘taken for granted’ aspects of EAP, which are essential for new teachers to understand.

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation
Country of research: United Kingdom
Institutional level: tertiary
Entered by: Heriot-Watt University (School of Management and Languages)


Summary: The article argues that EAP can be taught to students with a low level of proficiency. It outlines some assumptions about teaching at low levels which have been criticised in recent literature and demonstrates how authentic texts and tasks can be adapted for the level while maintaining some of the complexity of academic genres.

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


Descriptor(s): Reading, English language

Entered by: University of Nottingham (School of English Studies)


ISBN: 9781403985323
Summary: Allwright and Hanks introduce five propositions about ‘key developing practitioners’ (learners) and show how the principles of Exploratory Practice can help teachers and learners investigate their practices.

Descriptor(s): Teacher education, Teacher cognition, Methodology, Learner cognition, Learner autonomy/strategies, English language, Curriculum/syllabus, Classroom interaction, Assessment
Entered by: University of Leeds (The Language Centre)


Pages: 177–186
Summary: This chapter details how the work of Constantin Stanislavski and Keith Johnstone, two influential theatre practitioners, can inform the practice of communicative language teaching to meet the communicative needs of today’s language learners.
Descriptor(s): Teacher education, Methodology, Learner autonomy/strategies, English language, Classroom interaction
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: This article describes how the BAWE corpus was designed and created.
Descriptor(s): Writing
Country of research: United Kingdom
Institutional level: tertiary
Entered by: Coventry University

Summary: This paper uses the interactional spoken data contained in the Scottish Corpus of Texts & Speech (SCOTS) to investigate ‘friendly’ language and shows how its principles can inform a model of language for ESOL or EFL. The paper makes the case for raising awareness of local speech varieties in English as a lingua franca (ELF) and EFL curricula and demonstrates how corpora such as SCOTS can be exploited in the classroom.
Descriptor(s): Speaking, Cultural issues
Country of research: United Kingdom

Pages: 531–537
Descriptor(s): Writing, Cultural issues, Reading, ESOL/EAL, English language

ISBN: 978-3-03911-545-7

Pages: 195–210

Descriptor(s): Writing

Country of research: United Kingdom

Institutional level: tertiary

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


Summary: Proposes that the range of strategies that draw on newly-arrived/EAL children’s experiences of migration and journey, their home literacy practices and knowledge of popular culture allow them to engage more fully with the texts, develop their critical literacy skills, and contribute their own words to the collective story.

URL: wowlit.org/wp-content/media/Documents/Arizpe.doc

Descriptor(s): Speaking, Cultural issues, Methodology, ESOL/EAL, Classroom interaction

Country of research: United Kingdom


Summary: This article investigates ways of promoting creativity in university-level learners of English in Japan.

Descriptor(s): Cultural issues, Methodology, Classroom interaction

Country of research: Japan

Institutional level: tertiary

Entered by: University of Birmingham (Centre for English Language Studies and Department of English)


Descriptor(s): Teacher education, Reading, Methodology, Listening, ESP, English language

Country of research: United Kingdom

Summary: This article argues for a process view of authenticity on the grounds that texts only come into existence when they are read or listened to. This means that authenticity is a feature of the interaction between a reader or listener and marks on paper or sound waves in the air.

Descriptor(s): Reading, Methodology, Materials, Listening, ESP

Country of research: United Kingdom

Learners’ background: various

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


ISBN: 978-1-906438-51-7

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

Country of research: China

Learners’ background: China

Institutional level: tertiary

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


Summary: This study investigates English users in Thailand engaged in intercultural communication. Analysis revealed cultural frames of reference made use of in a hybrid manner, moving between global, national, local, and individual orientations. ELT needs to incorporate an awareness of these dynamic cultures and the skills to successfully negotiate them.

Descriptor(s): Cultural issues, English language

Country of research: Thailand

Learners’ background: Thailand

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


ISBN: 9780415464895

Pages: 633–645

Summary: This chapter considers how corpora can be used in the field of language testing. Referred to as Language Testing and Assessment (LTA), this field is concerned with measuring the language proficiency of individuals in a variety of contexts and for a range of purposes, assessing language knowledge, performance or application.

Descriptor(s): Learning technologies, Assessment

Country of research: various
**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations

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**Bateman, H.** 2009. ‘Some evidence to support the alignment of an LSP Writing test to the CEFR’. Cambridge ESOL: Research Notes 37: 29–34.

**Summary:** The author points out that alignment to international standards should consider aspects of context validity. He focuses on CEFR B2 level and teases out some salient features of the level in terms of the linguistic demands of a writing test within an LSP context.

**URL:** cambridgeesol.org/rs_notes/rs_nts37.pdf

**Descriptor(s):** Writing, ESOL/EAL, ESP, Assessment

**Country of research:** various

**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations

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**ISBN:** 978-0194422000

**Pages:** 110–114

**Descriptor(s):** Pronunciation, Methodology

**Country of research:** Greece

**Learners’ background:** Greece

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

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**ISBN:** 978-0415465397

**Pages:** 117–133

**Descriptor(s):** Learning technologies

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

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**ISBN:** 9780230217973

**Summary:** This book sets out an innovative approach to the study of discourse and genre, based on authentic texts approached inductively. It offers a revised perspective on the nature of discourse, placing greater emphasis on genre and intertextuality, and in addition demonstrates analytical procedures across a variety of genres, spoken and written.

**Descriptor(s):** Writing, Teacher education, Speaking, Reading, Listening, English language

**Institutional level:** tertiary

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

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**ISBN:** 978-086355-645-6

**Entered by:** King’s College London (Department of Education and Professional Studies)
Summary: This book discusses a major research project into the use of English in bilingual education in Thailand, South Korea and Indonesia, as part of the British Council’s Access English project. It sets out the project’s background, research procedures and findings, as well as recommendations for developing the use of English in these contexts.

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

Country of research: various

Learners’ background: various

Institutional level: secondary

Associated project: Evaluative project: English in bilingual education in East Asia

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


ISBN: 978-1615207152

Descriptor(s): Learning technologies

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


ISBN: 9781605668741

Pages: 145–159

Descriptor(s): Learning technologies

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


Descriptor(s): Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Leeds (School of Education)
ISBN: 978-1847188649
Pages: 120–139
Summary: Adopting a central theme of variability, the book explores different aspects of native and non-native accents of English. The dominating perspective is that of a non-native speaker, although as argued by some contributors the very distinction between native and non-native English may need to be redefined.
Descriptor(s): Speaking, Pronunciation, English language
Entered by: University of Cambridge (Research Centre for English and Applied Linguistics)

Entered by: University of Birmingham (School of Education)

ISBN: 978 90 272 0623 7
Pages: 83–108
Entered by: University of Birmingham (School of Education)

URL: cambridgeesol.org/rs_notes/rs_nos39.pdf
Descriptor(s): Methodology, Management/Innovation, Assessment
Country of research: United Kingdom
Entered by: University of Cambridge ESOL Examinations

ISBN: 978-1847063458
Pages: 65–85
Entered by: University of Birmingham (School of Education)
ISBN: 9781441155863
Entered by: University of Birmingham (School of Education)

ISBN: 978 90 272 0627 5
Entered by: University of Birmingham (School of Education)

Entered by: University of Birmingham (School of Education)

ISBN: 9780826492104
Entered by: University of Birmingham (School of Education)

ISBN: 9781858564548
Pages: 3–18
Entered by: University of Birmingham (School of Education)

ISBN: 978-1441150219
Pages: 215–232
Summary: This chapter examines critically what are, in the author’s view, the most interesting ways of framing second language identities in present and future research, including the learner as a consumer, as a migrant, as a member of a social class, as an imagined self and as a virtual self.
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)
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<td><strong>Summary</strong>: This paper examines ‘human sociality’ in terms of how communicative resources are embodied in the people’s interactions in physical and social spaces over a lifetime, and how a theory of mind – individuals’ theories about how minds work – is essential to the ongoing co-operative activity of human beings.</td>
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<td><strong>Descriptor(s)</strong>: ESOL/EAL</td>
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<td><strong>Entered by</strong>: Institute of Education, London (Department of Learning, Curriculum and Communication)</td>
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<td><strong>ISBN</strong>: 978-1405175814</td>
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<td><strong>Pages</strong>: 287–304</td>
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<tr>
<td><strong>Summary</strong>: This paper examines: the rise of Communicative Language Teaching; the ongoing struggle in English language teaching (ELT) to reconcile the global and the local; global textbooks as mediators of ELT; how publishers position learners as cosmopolitan consumers and have set up branded identities for them to aspire to.</td>
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<td><strong>Descriptor(s)</strong>: ESOL/EAL</td>
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<td><strong>Entered by</strong>: Institute of Education, London (Department of Learning, Curriculum and Communication)</td>
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<td><strong>Summary</strong>: This paper explores, in a very personal manner, the problematics of portrayal in Applied Linguistics research, examining what is meant by identity, before moving to the imprecision inherent in the naming of informants in research. It begins with an example from the author’s research and then expands the discussion to wider issues.</td>
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<td><strong>Entered by</strong>: Institute of Education, London (Department of Learning, Curriculum and Communication)</td>
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<tr>
<td><strong>Summary</strong>: This paper is a critical discussion of research on second language identities. It examines typical stages in carrying out research, research strategies and techniques, doing narrative identity research and associated problems with this approach, and finally, a sample study.</td>
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<td><strong>Descriptor(s)</strong>: ESOL/EAL</td>
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<td><strong>Entered by</strong>: Institute of Education, London (Department of Learning, Curriculum and Communication)</td>
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</table>
**Summary:** The article argues that teachers can raise their awareness of cognitive and affective learning strategies by working autonomously on aspects of their own L2 use. This in turn underlines the value of metacognitive awareness.

**Descriptor(s):** Teacher cognition, Learner cognition, Learner autonomy/strategies

**Entered by:** Leeds Metropolitan University

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**ISBN:** 978-0-8264-3515-6

**Pages:** 95–115

**Summary:** This chapter shows that analysis-oriented learners tend to be more consistent in their lexical development than memory-oriented learners who tend to show greater fluctuations. Lexical diversity and rarity are measured from learners’ written texts. Learners are categorised according to their strengths and weaknesses in visual memory of paired associates and grammatical sensitivity.

**Descriptor(s):** Writing, Learner cognition, English language, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Kingston University (Faculty of Arts and Social Sciences)

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**Summary:** This paper examines the conceptions of research held by 505 teachers of English from 13 countries around the world. Questionnaire responses supplemented by follow-up written and interview information were analysed to understand teachers’ views on what research is and how often they read or do it.

**Descriptor(s):** Teacher education

**Entered by:** University of Leeds (School of Education)

**Summary:** The aim of this review is to provide a critical analysis of language teacher research engagement. The term ‘research engagement’ here covers both engagement in teacher research (i.e. by doing it) as well as engagement with research (i.e. by reading and using it).

**Descriptor(s):** Teacher education

**Entered by:** University of Leeds (School of Education)

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**URL:** cambridgeesol.org/rs_notes/rs_nts42.pdf

**Descriptor(s):** Writing, Learner cognition, ESOL/EAL, ESP, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Lancaster University (Linguistics and English Language)

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**Summary:** This is the introduction to the special issue edited by Burns and Roberts. The literature on ELT for adult immigrants and refugees is fragmented and under-reported. This SI seeks to begin to address this lack by looking at the relationship between outside social and economic forces and their impact on the classroom.

**Descriptor(s):** ESOL/EAL

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult

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

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**ISBN:** 978-90-272-0717-3

**Pages:** 249–274

**Descriptor(s):** Speaking, Methodology, Materials, Curriculum/syllabus

**Entered by:** University of Cambridge ESOL Examinations

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**ISBN:** 978-1-4051-5489-5

**Pages:** 412–440

**Summary:** The chapter outlines the nature of the problem of developing and researching the teaching and testing of spoken second language development, with reference to the patterns of language, and their conditions of use.

**Descriptor(s):** Assessment, Classroom interaction, English language, Materials, Methodology, Speaking

**Summary:** The chapter provides a systematic account of the relationship between our current knowledge of the patterns and processes of spoken language use, and the design of materials and curricula for their development.

**Descriptor(s):** Speaking, Methodology, Materials, Curriculum/syllabus, Classroom interaction

**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** Using two contrasting samples of recorded data, the chapter outlines the case for building on the interaction hypothesis to develop a more inclusive qualitative approach to the study of the nature and role of task-based interaction in language teaching.

**Descriptor(s):** Speaking, Methodology, Materials, Learner cognition, Classroom interaction

**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** The chapter outlines the ways in which some of the fundamental questions about the nature of language, language use and development - such as the relationship between phonology, grammar, vocabulary and discourse, and context and development are relevant to understanding and investigating second language teaching and learning.

**Descriptor(s):** Speaking, Materials, Learner cognition, English language, Classroom interaction

**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:**

**Entered by:** Lancaster University (Linguistics and English Language)

Summary: The author draws attention to the first phase of the English Profile Programme Wordlists project, which provides lexical information for CEFR levels A1 to B2. Annette shares insights and issues arising from this project.

URL: cambridgeesol.org/rs_notes/rs_nts41.pdf

Descriptor(s): ESOL/EAL, Assessment

Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations


Summary: The author describes the process behind developing assessment criteria for BULATS (the Business Language Testing Service) which attempts to link criteria to descriptors from the Common European Framework of Reference (CEFR).

URL: cambridgeesol.org/rs_notes/rs_nts38.pdf

Descriptor(s): Writing, Speaking, Learning technologies, ESOL/EAL, ESP, Assessment

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


Pages: 69–93
Principal format: Printed
Summary: This paper shows that different types of reporting clause occur with specific semantic groups of verbs and perform distinct rhetorical functions. These findings are used in a pedagogical approach which focuses simultaneously on function and lexico-grammatical realisation. Examples of practical activities to raise awareness of stance are given.
Descriptor(s): Writing, Methodology, ESP
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Oxford (Language Centre)

Pages: 1–10

Descriptor(s): Writing, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Oxford (Language Centre)
**Summary:** The introduction to this edited collection argues that both corpus linguistics and discourse analysis have much to offer research on academic writing and advocates an integration of the two approaches in order to enrich the understanding of academic discourse.

**Descriptor(s):** Writing, ESP, English language

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Oxford (Language Centre)

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**ISBN:** 978-0-8058-6310-9

**Pages:** 187–199

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

**Entered by:** University of Manchester (School of Education)

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**URL:** http://www.edqual.org/publications/workingpaper/edqualwp25.pdf

**Descriptor(s):** Classroom interaction

**Entered by:** University of Sheffield (School of English)

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**URL:** http://www.edqual.org/publications/policy-briefs/pb2.pdf

**Descriptor(s):** Curriculum/syllabus

**Entered by:** University of Sheffield (School of English)

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**ISBN:** 978-1-4438-1296-2

**Pages:** 254–273

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

**Country of research:** various

**Learners’ background:** various

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

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Summary: This paper builds on recent research in English as a Lingua Franca and focuses on two areas of investigation, namely pragmatic strategies and perceptions of ELF, while placing them within the larger theoretical framework of ELF studies.

URL: versita.metapress.com/content/t4274578759531p2/fulltext.pdf

Descriptor(s): Cultural issues, English language
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Southampton (Modern Languages, School of Humanities)


Summary: In this article, it is argued that the European Union, in which English has become the de facto lingua franca over the last couple of decades, should acknowledge the usefulness of English in this role, and that English should be built into EU language policy. It is proposed that this will involve the EU coming to terms with the kinds of language forms and skills involved in the use of European ELF (English as a Lingua Franca), and a corresponding move away from outdated assumptions that European speakers of English (if they ‘must’ use English at all) should defer to native English norms (the kind that are taught in traditional English as a Foreign Language, or EFL, classes).

Descriptor(s): English language
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Southampton (Modern Languages, School of Humanities)


ISBN: 1 872972 853
Pages: 243–253
Summary: Discussion of what makes a good teacher.

Descriptor(s): Teacher education, Teacher cognition, Methodology, English language, Classroom interaction
Entered by: The Open University (Faculty of Education and Languages)


ISBN: 978 0 19 442475 2
Summary: A survey and critical assessment of arguments for and against translation in different teaching contexts. The book presents translation as: an aid to language acquisition, pedagogy, and testing; a contribution to student needs, rights, and empowerment; an educational insight into relationships between languages and cultures.

**Entered by:** The Open University (Faculty of Education and Languages)


**Entered by:** University of Leeds (School of Education)


**Descriptor(s):** ESOL/EAL

**Learners’ background:** various

**Institutional level:** adult

**Entered by:** University of Leeds (School of Education)


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


**Summary:** The author examines the reliability of the writing and speaking components of the Computer Based BULATS test.

**Summary:** This article examines evidence from two studies that concern the nature of post-observation feedback in certificate courses for teaching English to speakers of other languages. It uncovers the main characteristics of these meetings and asks whether there is evidence of reflection in these contexts. In considering reasons why making space for reflection is potentially difficult, the paper also examines the relationship and the role of assessment criteria and how these may impact on opportunities for reflection.

**URL:** [www.elted.net/issues/volume-12/index.htm](http://www.elted.net/issues/volume-12/index.htm)

**Descriptor(s):** Teacher education, Learner cognition, ESOL/EAL

**Country of research:** China

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** University of Warwick

(Centre for Applied Linguistics)


**ISBN:** 978-0-230-20351-8

**Pages:** 107–129

**Summary:** The chapter looks into Chinese learners’ perceptions regarding their teachers by using metaphor analysis as a main research method.

**Descriptor(s):** Teacher education, Learner cognition, English language, Classroom interaction

**Country of research:** China

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** University of Warwick

(Centre for Applied Linguistics)

**ISBN:** 978-1847692160

**Pages:** 151–171

**Summary:** This chapter explores the construction of English as an Additional Language (EAL) as a curriculum subject in a London primary school. It looks at how government funds have been utilised in a localised context, and explores some of the features of the provision and practice at the school level.

**Descriptor(s):** Management/Innovation, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** primary

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

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**Entered by:** University of Birmingham (School of Education)

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**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 978-90-481-9135-2

**Pages:** 33–48

**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 978-0826489937

**Pages:** 138–154

ISBN: 978-1847875327
Pages: 58–74
Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


ISBN: 978 1 84769 216 0
Pages: 215–233
Entered by: University of Birmingham (School of Education)


ISBN: 9781604976571

Summary: The book considers a corpus of spoken data from the IELTS speaking test, focusing on extended turns and monologues. It analyses the spoken data for breaks in coherence and comprehensibility brought about by miscues in semantic and pragmatic features at the discourse level.

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

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University


Summary: The research reported in this paper explores the effect of direct and indirect cross-cultural contact on Hungarian school children’s attitudes and motivated behaviour by means of structural equation modelling. Our model indicates that motivated behaviour is determined not only by language-related attitudes but also by the views the students hold about the perceived importance of contact opportunities.
**Descriptor(s):** Cultural issues  
**Country of research:** Hungary  
**Learners’ background:** Hungary  
**Institutional level:** primary  
**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** This research surveyed the language learning motivation of Hungarian learners of English and German with and without dyslexia. Dyslexic language learners were found to have significantly less favourable motivational characteristics than their non-dyslexic peers, which was apparent in language learning self-concepts, attitudes, and motivated behaviour.

**Descriptor(s):** Learner cognition  
**Country of research:** Hungary  
**Learners’ background:** Hungary  
**Institutional level:** secondary  
**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** This article examines the importance of networks for academic publishing. It presents ‘network histories’ that map out the network participation of four scholars, foregrounding several core dimensions: local and transnational, formal and informal, strong and weak, durable and temporary.

**Descriptor(s):** ESOL/EAL, ESP, English language  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** The Open University (Faculty of Education and Languages)

Summary: This chapter proposes the use of heuristics by academic writers and teachers of academic writing for publication. The heuristics are presented as a type of teaching and thinking tool drawing on research data and findings from a study exploring the experiences of multilingual scholars.

Descriptor(s): Writing, Cultural issues, Materials, Learning technologies, ESOL/EAL, ESP, English language

Country of research: various

Learners’ background: various

Institutional level: tertiary

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


ISBN: 9780826496102

Descriptor(s): Speaking, English language

Entered by: University of Nottingham (School of English Studies)


Pages: 179–193

Summary: Standardised tests such as IELTS or TOEFL do not seem to be good predictors of academic success on their own. This study revealed the C-test to be a powerful tool in that it allowed researchers to predict over one-third of the modules failed by international students in the UK.

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

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: University of West of England (Department of English, Linguistics and Communication)


URL: www.icrj.eu/12-741

Country of research: Austria

Learners’ background: Austria

Institutional level: secondary

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

URL: callej.org/journal/11-2/darasawang_reinders.html

Descriptor(s): Methodology, Learning technologies, Learner autonomy/strategies, Classroom interaction

Entered by: Middlesex University (Learner Development Unit)


ISBN: 9781859645147

Principal format: Printed

Entered by: Oxford Brookes International


ISBN: 9781107910768

Summary: The purpose of this publication is to provide a short introduction to the teaching of ESP to those ELT practitioners who wish to add ESP as their new chosen specialism. The advice primarily focuses on: the nature of ESP; needs analysis; finding appropriate materials; lesson planning; assessment.

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

Entered by: University of Westminster (Centre for English Learning and Teaching)

ISBN: 978-0-9556343-3-8

Pages: 43–48

Summary: This paper contributes to the debate on how to teach reflective writing by exploring the importance of disciplinary conventions. Analysis focuses on the disciplinarity of reflective practice and the importance of tailoring writing tasks to these requirements. The aim is to advance understanding of how to impact positively on students’ professional development by integrating explicit writing instruction into curricula.

URL: www.health.heacademy.ac.uk/publications/occasionalpaper/occp10.pdf

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

Entered by: Coventry University


Summary: JISC ‘Transforming Curriculum Delivery through Technology’ programme. This report is the first deliverable of the Pedagogic Approaches Workpackage.

URL: cuba.coventry.ac.uk/cowl/files/2009/05/pedagogic-approaches-6-5-09.pdf

Descriptor(s): Writing, Management/Innovation, Learning technologies, Curriculum/syllabus

Country of research: United Kingdom

Institutional level: tertiary

Associated project: The COWL (Coventry Online Writing Laboratory) project

Entered by: Coventry University


ISBN: 978-1-4438-1131-6

Pages: 240–51

Summary: This chapter discusses goals common to all Writing Centres, enhancing students’ writing through 1:1 tutorials and fostering their independence as writers. It focuses on the timely, yet difficult, topic of documenting a centre’s effectiveness in these areas by examining student feedback over a three-year period to identify tutorial outcomes and limitations.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University


Summary: Examining the effect of foreign language anxiety on the decision to pursue foreign languages at age 14.

Summary: Effect of multilingualism/multiculturalism on the Big Five personality traits.

 Descriptor(s): Learner cognition
 Country of research: United Kingdom
 Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)


ISBN: 978-1443817264
Pages: 60–83

Summary: This paper addresses the theoretical implications of research in English as a lingua franca (ELF), re-examining in particular conventional categories of analysis in the study of language variation. The discussion considers the likely paradigm shift involved in adapting teaching methods and practices in response to research and debate in ELF.

 Descriptor(s): Teacher education, Methodology, English language
 Country of research: various
 Learners’ background: various
 Entered by: King’s College London (Department of Education and Professional Studies)


ISBN: 978-1847692740
Pages: 72–92

Summary: This paper considers current theory regarding the sociopolitical impact of globalisation, aligning various positions in the debate with the emerging discourse on English as a lingua franca. The authors adopt a transformationalist perspective, arguing that increased global interconnectedness leads ultimately to a growing hybridisation and intermixture of lingua-cultural forms.

 Descriptor(s): English language
 Country of research: various
 Learners’ background: various
 Entered by: King’s College London (Department of Education and Professional Studies)

**ISBN:** 978-1847691279  
**Pages:** 9–42  
**Descriptor(s):** English language  
**Entered by:** University of Nottingham (School of English Studies)

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**ISBN:** 978-0-19-442197-3  
**Summary:** This book offers a systematic and accessible overview of the main psychological areas and theories in order to keep abreast of the ongoing paradigm shift. Readers will find succinct and up-to-date descriptions of a wide range of psycholinguistic and neuropsychological topics.  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies, English language, Assessment  
**Entered by:** University of Nottingham (School of English Studies)

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**ISBN:** 978-1-84769-128-6  
**Pages:** 350–356  
**Descriptor(s):** Methodology, English language, Assessment  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

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**ISBN:** 978-0-8058-3909-8  
**Summary:** The purpose of this book is to help researchers to increase the efficiency of their questionnaires and to avoid possible pitfalls. Illustrated by concrete examples, the book offers a thorough overview of the theory of questionnaire design, and administration and processing, with a special view on SLA applications.  
**Descriptor(s):** Methodology, English language, Assessment  
**Entered by:** University of Nottingham (School of English Studies)

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

Entered by: University of Nottingham (School of English Studies)


Descriptor(s): Writing, English language

Entered by: University of Nottingham (School of English Studies)


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

Entered by: University of Nottingham (School of English Studies)


ISBN: 978-1-4438-0034-1

Pages: 171–187

Descriptor(s): Teacher education, Teacher cognition

Country of research: various

Learners’ background: various

Entered by: University of Manchester (School of Education)


ISBN: 978-0415999533

Pages: 21–34

Descriptor(s): Teacher education, Teacher cognition, Learning technologies

Entered by: University of Manchester (School of Education)


Pages: 89–96

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

Entered by: University of Manchester (School of Education)
**ISBN:** 9780194422710  
**Summary:** A guide to help teachers of English to develop teaching skills through drawing on practical classroom experience. It can be used for general professional development and to help gain a recognised qualification, such as the Cambridge Teaching Knowledge Test.  
**Descriptor(s):** Teacher education, Teacher cognition  
**Country of research:** various  
**Learners’ background:** various  
**Entered by:** University of Manchester (School of Education)  
**Pages:** 15–29

**ISBN:** 978-1-84769-146-0  
**Summary:** This chapter draws on data from two empirical studies (Pathfinder 2003-5; ELLiE 2007-10) to critically examination societal resistance to early foreign language learning in primary schools in England, within the wider European context of early English language learning.  
**Descriptor(s):** Teacher education, Cultural issues, Management/Innovation, English language  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** primary  
**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)  
**Pages:** 15–29

**ISBN:** 978-3-11-021827-5  
**Pages:** 377–402  
**Summary:** This study considers empirical data drawn from the ELLiE study (Early Language Learning in Europe) to explore children’s attitudinal development in primary languages learning in England and the wider Europe. The status of the target language is revealed as a key factor in sustaining motivation.  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** primary  
**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


**ISBN:** 978 1 90109 523 4  
**Pages:** 5–22  
**Summary:** This chapter discusses the impact of global processes on the policy and practice of teaching English to young learners (TEYL). It concludes that there is still much to be done to achieve optimal frameworks for the effective implementation of policies.  
**Descriptor(s):** Cultural issues, Management/Innovation, English language  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** primary  
**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

**Summary:** This paper explores the fact that English is being taught at increasingly younger ages in an expanding number of countries. As a consequence, teenagers are no longer young learners of English; the new YL is a first grader, a pre-schooler or even a foetus. The online paper and video link discusses this phenomenon from a global perspective.

**URL:** www.teachingenglish.org.uk/seminars/a-global-revolution-teaching-english-primary-school

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** primary

**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

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**ISBN:** 978-1-873927-90-8

**Pages:** 215–231

**Summary:** This chapter reviews current language policy and trends relating to the sectors of tertiary and primary education in Europe. It reveals evidence of the difficulty in achieving the desired gains in quality set by Bologna and argues that quality goals are currently being undermined by the strong focus on perceived linguistic gains.

**Descriptor(s):** Management/Innovation, English language

**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

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**ISBN:** 0415463092

**Pages:** 423–439

**Summary:** The chapter discusses the work of an English language expert in providing evidence of non-native speaking detainees’ language proficiency. Using task-based assessment procedures, the chapter exemplifies an approach to language assessment based on descriptions of performance which enable a linguistic profile to be drawn and matched against performance data from the police interviews themselves.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

Descriptor(s): Writing, Assessment
Entered by: The Open University (Faculty of Education and Languages)

ISBN: 0415430968
Pages: 27–29
Summary: This is a comprehensive reference volume that covers key concepts, theories, issues and scholars that have shaped the field of pragmatics. This chapter focuses on the pragmatic features and interactive nature of both written and spoken academic discourse.
Descriptor(s): Writing, Speaking, English language
Entered by: University of Nottingham (School of Education)

Pages: 122–135
Summary: This book is an introduction to reference points or key areas in applied linguistics. The 47 chapters connect knowledge about language to decision-making in the real world. This chapter focuses on the basics of corpus analysis and draws on research into a range of data including university interactions.
Descriptor(s): Methodology, English language, Classroom interaction
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)

Descriptor(s): Teacher education, Speaking, Listening, English language
Country of research: United Kingdom
Learners’ background: various;
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)

Summary: This article describes the ‘annotated spreads’, a method through which newly-arrived and EAL pupils in the upper years of a primary school in Scotland constructed meaning in their reading of The Arrival, by Shaun Tan and considers its potential both as a methodological tool and as a pedagogical tool.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Associated project: Visual Journeys: exploring children’s visual literacy through intercultural responses to wordless picturebooks

Entered by: University of Glasgow (Language and Literature, Faculty of Education)


Descriptor(s): Teacher education, Classroom interaction

Entered by: University of Sheffield (School of English)


ISBN: 9027239029

Pages: 269–263

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

Country of research: United Kingdom

Learners’ background: Serbia

Entered by: University of Cambridge ESOL Examinations


**Country of research:** United Kingdom

**Entered by:** Swansea University (Department of Applied Linguistics)

**Summary:** This paper assesses the reliability and validity of Lex30, a test of second language productive vocabulary knowledge. Lex30 uses a word association task to elicit vocabulary, and word frequency data to measure the vocabulary produced.

**Descriptor(s):** Assessment

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**Country of research:** United Kingdom

**Entered by:** Swansea University (Department of Applied Linguistics)

**Summary:** This paper assesses the reliability and validity of Lex30, a test of second language productive vocabulary knowledge. Lex30 uses a word association task to elicit vocabulary, and word frequency data to measure the vocabulary produced.

**Descriptor(s):** Assessment

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**ISBN:** 978-0-230-20668-7

**Pages:** 91–106

**Summary:** Quantitative and qualitative analyses of the narrative task performance of both native-speakers and learners of English in London and Teheran show that only the learners in London had acquired similar lexical selections to native speakers, while having no grammatical advantage over their peers in Teheran.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

**Summary:** Proposes that robust investigations into language learning are not easy to design and shouldn’t necessarily be regarded as the pathfinder for language pedagogy. Nevertheless, this paper argues for a greater understanding
of the scope of educational research, and a greater role for it in shaping best practice in classrooms.

**Descriptor(s):** Pronunciation, Methodology, Management/Innovation, Learner cognition, Learner autonomy/strategies, ESOL/EAL, Curriculum/syllabus, Assessment

**Country of research:** United Kingdom

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

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**Summary:** This study explored how complexity of storyline and tightness of narrative structure affect performance. Both native and non-native speakers were prompted by storyline complexity to use more subordinated language. The learners, in London or Tehran, displayed largely similar performances except in lexical diversity, where those in London were indistinguishable from native-speakers.

**Descriptor(s):** Learner cognition, ESOL/EAL, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

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**Summary:** This article argues that a native-speaker baseline is a neglected dimension of studies into second language (L2) performance. If we investigate how learners perform language tasks, we should distinguish what performance features are due to their processing an L2 and which are due to their performing a particular task.

**Descriptor(s):** Speaking, English language

**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

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**ISBN:** 9780521756846

**Pages:** 40–46

**Summary:** This argues that the content of teacher training or education needs to include not only the linguistic features of English and how these may be taught and learnt, but also its social and cultural position in the world, and its subsequent impact on the lives of both teachers and language learners.

**Descriptor(s):** Cultural issues

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

**ISBN:** 1847691420

**Pages:** 125–146

**Summary:** An empirical investigation into the impact of universities outsourcing EAP provision in the UK.

**Descriptor(s):** Management/Innovation, ESP

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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**Fulcher, G.** 2009. ‘High Stakes Testing’.

**Summary:** An introduction to the concepts of ‘high stakes’ in language testing.

**URL:** languagetesting.info/features/hst/hst.html

**Descriptor(s):** Assessment

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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**Summary:** Language testing stories in the news during 2009.

**URL:** languagetesting.info/features/2009/review09.html

**Descriptor(s):** Assessment

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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**Fulcher, G.** 2009. ‘When is test preparation questionable?’.

**Summary:** A consideration of test preparation practices in the light of media reports regarding GCSE modern language preparation in the United Kingdom.

**URL:** languagetesting.info/features/2009/review09.html

**Descriptor(s):** Assessment

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)
Fulcher, G. 2010. ‘Assessment for Learning’.
Summary: An introduction to classroom-based and formative assessment.
URL: languagetesting.info/features/afl/formative.html
Descriptor(s): Methodology, Assessment
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

Summary: A summary of language testing stories in the news during 2010.
URL: languagetesting.info/features/2010/review.html
Descriptor(s): Assessment
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

Summary: Six language testing scenarios for group study. Each scenario presents the assessment issues in a high stakes context (e.g. air traffic control) and leads students to consider test design and decision issues that they may face in these applied settings.
URL: languagetesting.info/whatis/scenarios/list.php
Descriptor(s): Teacher education, Assessment
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

Summary: An introduction to conducting tests where learners have access to books or other resource materials, including the internet. On the one hand these other materials are claimed to be more ‘authentic’ in terms of what learners normally encounter outside test conditions; on the other, there is the fear of construct irrelevant variance.
URL: languagetesting.info/features/open/book.html
Descriptor(s): Learning technologies, Assessment
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

ISBN: 987-0340984482
Summary: This book aims to equip you with the skills, knowledge, and principles necessary to understand and construct language tests.

Summary: An investigation into the reification of the illustrative levels of the CEFR in European language teaching and assessment, showing that the level descriptors do not reflect actual communication.

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

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

URL: languagetesting.info/features/politics/harmonization.html


Summary: An investigation into the ‘re-use’ of tests with populations and for purposes for which they were not designed.

Descriptor(s): Assessment

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


Summary: A consideration of the role played by motivation among language test takers. This is accompanied by a video of Martin Lamb discussing recent approaches to researching motivation.

URL: languagetesting.info/features/motivation/mil.html

Descriptor(s): Learner autonomy/ strategies, Assessment

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)
Pages: 29–51
Principal format: Printed
Descriptor(s): Speaking, Learning technologies, ESOL/EAL
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

Summary: The authors describe the methodology behind Cambridge ESOL’s DVD of oral performances which contains a set of speaking test performances that exemplify a range of CEFR levels. Their article is of use to readers who may want to compile their own set of exemplar materials.
URL: cambridgeesol.org/rs_notes/rs_nts37.pdf
Descriptor(s): Speaking, ESOL/EAL, Assessment
Country of research: various
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

Summary: This paper provides an overview of the International Legal English Certificate (ILEC), with a specific focus on its speaking component. The purpose of this paper is to provide validity evidence to support claims about the ESP nature of the ILEC speaking tasks. The tasks are analysed using Weir’s (2005) socio-cognitive framework and the discussion is based on three key issues in ESP testing: authenticity, specificity, and subject matter knowledge.

Summary: The article outlines the development of an examination designed to test knowledge about language. KAL (Knowledge About Language) is one of the TKT (Teaching Knowledge Test) modules focusing on teachers’ knowledge of concepts related to language and language use.

URL: cambridgeesol.org/rs_notes/rs_nts41.pdf

Descriptor(s): Teacher education, Speaking, ESOL/EAL, ESP, Assessment


Descriptor(s): Speaking, Assessment


ISBN: 9781847064363

Pages: 236–250

Summary: This chapter explores the influence of local academic cultures on signalling in academic discourse. It examines cohesive ties in the essays of undergraduate economics students from Britain and Pakistan – two groups who share the same L1 and who study in the same broad field, but who belong to different local discourse communities.

Descriptor(s): Writing, Cultural issues

Country of research: Pakistan

Learners’ background: Pakistan

Institutional level: tertiary

Entered by: Coventry University


ISBN: 9780955953316

Pages: 47–50

Principal format: Printed

Summary: Evaluation in student assignments is compared across the disciplinary groups of Arts & Humanities,
Social Sciences, Life Sciences, and Physical Science through a genre analysis of the BAWE1 corpus as texts, a multidimensional register analysis of the corpus as text and a frequency analysis of specific amplifiers and attributive adjectives.

Descriptor(s): Writing, ESP, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Birmingham (School of Education)


Summary: This focuses on the use of Systemic Functional Linguistics (SFL) in assessing students’ work to support learning. It examines how groups of students reporting on the writing of story endings provides an opportunity for dynamic assessment, and suggests how an SFL-informed awareness of language would help teachers.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Birmingham (School of Education)


Summary: Classroom interaction extracts from year 1 English/Literacy Hour show how the same CD-ROMs offer different affordances in their support of seven teaching styles differentiated along eight dimensions. No evidence of the increased interaction was identified.

Descriptor(s): Teacher education, Management/Innovation, Learning technologies, ESOL/EAL, Classroom interaction

Country of research: Malaysia

Learners’ background: Malaysia

Institutional level: primary

Entered by: University of Birmingham (School of Education)

Gardner, S.F. and A. Pinter. 2010. ‘Transnational contexts for sojourner English Language Learners in schools’ in A. Harris and A. Brandt (eds.)
ISBN: 9781847064363
Pages: 251–271
Summary: The interactive / frame markers of section headings and assignment macrostructures in 13 genre families of BAVE (British Academic Written English) corpus are analysed to illustrate corpus–discourse interface; to explore the extent to which macrostructure can be used to expedite genre identification; and to answer pedagogical questions (see title).
Descriptor(s): Writing, ESP, English language, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Birmingham (School of Education)

Summary: The authors report some of the activities involved in relating the German Placement Test, a joint product of the Goethe-Institute and Cambridge ESOL, to the Common European Framework of Reference.
URL: cambridgeesol.org/rs_notes/rs_nts36.pdf
Descriptor(s): Learning technologies, ESOL/EAL, Assessment
Country of research: various
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

This chapter examines mediated communication in business (MCB) and analyses how emerging issues have been approached and researched. It considers the latest developments in MCB, illustrating them with studies conducted in different international settings. The chapter ends by discussing possible future directions and argues for a change of focus in favour of the critical investigation of issues of power and identity in MCB.

**Descriptor(s):** Writing, ESP, English language

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Nottingham (School of Education)

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**ISBN:** 9042029552

**Pages:** 199–214

**Summary:** This chapter examines issues around teaching discipline-specific writing in nursing, midwifery, and social work. Based on a survey completed by students in each field, examinations of authentic writing samples, and interviews with students and lecturers, the paper discusses issues of literacy practices, authority, and identity in disciplinary academic writing and examines implications for teaching discipline-specific writing.

**Descriptor(s):** Writing, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Nottingham (School of Education)

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**ISBN:** 9780826489937

**Pages:** 198–216

**Summary:** This chapter introduces the key elements of traditional and new emerging sociolinguistic approaches to the analysis of narratives, focusing specifically on narrative networks. It illustrates how a narrative networks approach examines narratives as representative of an array of social processes in their own contexts of production and consumption. It outlines a step-by-step procedure for designing and analysing networks.

**Descriptor(s):** Methodology

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Nottingham (School of Education)

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**Gimenez, J. and J. Thondhlana.** 2010. ‘Academic literacies and graduate employability: In search of a link’.
Summary: The study seeks to explore the link between the academic literacy skills that students develop at university and those that are needed and valued in the workplace in fields where little research on academic literacies and employability has been conducted so far. In particular, the study examines the views and opinions of a group of managers in health sciences, politics and international relations, and biosciences and of a group of recent University of Nottingham graduates working in these fields.

URL: www.nottingham.ac.uk/cele/documents/alsandgecilreportdraft.doc
Descriptor(s): Writing, Reading, ESP, English language, Curriculum/syllabus
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)


URL: cambridgeesol.org/rs_notes/rs_nts40.pdf
Descriptor(s): Teacher education, Methodology, ESOL/EAL, Curriculum/syllabus, Assessment
Country of research: Colombia
Learners’ background: Colombia
Entered by: University of Cambridge ESOL Examinations

Górska, W. 2009. ‘Students’ academic literacy practices – insights on the development of academic writing’.


Summary: This article focuses on representations of the world of work in textbooks from the late 1970s until the present and shows how they have drawn consistently on evolving discourses of the new capitalism. It argues that students are repeatedly interpellated in these materials to the subject position of white-collar individualism.

Descriptor(s): Cultural issues, Materials, ESOL/EAL, English language
Entered by: University of East London (Cass School of Education)


Summary: This book examines the representational practices adopted in the mapping of linguistic and cultural terrain in ELT textbooks. It argues that, in addition to being curriculum artefacts, these materials are also ‘promotional commodities’ which seek to advocate English in highly selective and often very problematic ways.

ISBN: 978-4-255-00558-4

Pages: 35–48

Summary: Overview of issues in the use of ‘Can Do’ statements as learning objectives and tools for learner assessment in language education, with particular reference to the Common European Framework of Reference for Languages.

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


Descriptor(s): Reading, Assessment

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


Summary: The dominant discourse of intercultural communication constructs Chinese learners of English as members of a homogenised collective: passive recipients of knowledge who are reliant on a reproductive approach to learning. Using a critical ethnographic approach, this article offers a corrective to such essentialist notions.

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

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: University of Bath (Department of Education)


Summary: This study assesses the effects of word familiarity and general proficiency on cross-linguistic influence (CLI). Comparisons of CLI rates for EFL verb frames across word familiarity and proficiency levels show an independent effect of proficiency, suggesting that as proficiency increases, learners become less reliant on L1 for verb frame information.

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

Country of research: Mexico
Learners’ background: Mexico
Institutional level: tertiary
Entered by: York St John University (Languages and Linguistics)


Summary: This article examines the place of ‘values’ within the English Language Teaching classroom, suggesting that ELT is so deeply value-laden that exploring these issues would seem to be a crucial process teachers and teacher educators wish to develop.

Descriptor(s): Teacher cognition, Classroom interaction

Summary: This response to H. Uysal’s original article highlights the uncertainties inherent in all language test development, and argues the need to examine the social, economic, and political dimensions of international high-stakes English language testing.

Descriptor(s): Assessment
Entered by: University of Northumbria (Department of Humanities, School of Arts and Social Sciences)


Summary: This paper explores the experiences of a group of East Asian students studying postgraduate business programmes at a British university. Data drawn from a series of in-depth interviews with the students and their lecturers provided clear evidence that many of the students faced several difficulties which affected their learning.

URL: www.heacademy.ac.uk/assets/bmaf/documents/publications/IJME/Vol8no1/IJME8No1Paper5.pdf
Descriptor(s): ESP


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


Descriptor(s): Assessment
Country of research: Hong Kong
Learners’ background: Hong Kong
Institutional level: secondary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)


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

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


Summary: This paper presents the results of a study of a ‘skills for life’ ESOL course at a community college in London that is specifically intended to help immigrants seeking to qualify for British citizenship. The paper provides an account of the experiences of the students in the light of the criticisms that have been made against compulsory tests and language programmes.

Descriptor(s): ESOL/EAL, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)


ISBN: 9783039118632

Summary: The chapter reviews the development of ESOL materials over the years and evaluates the appropriacy of materials currently available, before presenting a set of principles which, it is argued, should guide the production of materials for an ESOL context.

Descriptor(s): Materials

Entered by: Leeds Metropolitan University

Summary: This paper explores assessors’ decisions while marking open-ended listening test items in the context of the Occupational English Test (OET) — a specific purpose language test for overseas-qualified health professionals wishing to work in Australia.

URL: http://www.lsa.umich.edu/UMICH/eli/Home/Research/Spaan%20Fellowship/pdfs/SpaanV7%202005%20Harding.pdf

Descriptor(s): Listening, ESP, Assessment

Country of research: Australia

Entered by: Lancaster University (Linguistics and English Language)


Descriptor(s): ESOL/EAL, Assessment

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


ISBN: 978-3-476-02301-8

Pages: 140–142

Descriptor(s): Teacher education, Methodology, Assessment

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


ISBN: 978-3-631-59503-9

Pages: 99–117

Descriptor(s): Writing, Management/Innovation, Assessment

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary
ISBN: 978-3-631-60438-0
Pages: 193–204
Descriptor(s): ESOL/EAL, English language, Assessment
Country of research: Germany
Learners’ background: Germany
Institutional level: secondary
Entered by: University of Warwick (Centre for Applied Linguistics)

Pages: 9–38
Descriptor(s): Management/Innovation, ESOL/EAL, English language, Curriculum/syllabus, Assessment
Country of research: Germany

Summary: The authors explain the development of the Cambridge English Certificate (CEC) that was designed specifically for the French national education system.
URL: http://cambridgeesol.org/rs_notes/rs_nts40.pdf
Descriptor(s): Writing, Speaking, Reading, Listening, ESOL/EAL, Assessment
Country of research: France
Learners’ background: France
Institutional level: secondary
Entered by: University of Cambridge ESOL Examinations

Descriptor(s): Writing, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Liverpool (School of English)
Descriptor(s): Writing, Reading, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

Descriptor(s): Cultural issues, Reading, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

Pages: 81–90
Descriptor(s): Cultural issues, Reading, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

Summary: This volume examines the historical development of two major international English examinations - the First Certificate in English (FCE) and the Certificate in Advanced English (CAE); it offers readers a unique account of their evolution over more than 75 years.
Descriptor(s): ESOL/EAL, Assessment
Entered by: University of Cambridge ESOL Examinations

ISBN: 0521736722
Summary: History of the FCE and CAE. Key themes, supported by official records and research data, are: theory and practice of language teaching and testing; test constructs; levels; validity, reliability, impact, practicality in test development, use and revision; stakeholders, partnerships; exam organisation and management.
Descriptor(s): Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Summary: The author presents the results of an impact study of a General English online blended learning course designed for Italian university students.

URL: http://cambridgeesol.org/rs_notes/rs_nts36.pdf

Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies, ESOL/EAL, Assessment

Country of research: Italy

Learners’ background: Italy

Institutional level: tertiary

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-0-521-16391-0

Pages: 326–337

Summary: This chapter, derived from a presentation with the same title at the ALTE Cambridge Conference in April 2008, reports an empirical study commissioned by Cambridge ESOL into the washback of the Certificate of Proficiency in English (CPE) on textbooks used on programs preparing candidates for the exam.

Descriptor(s): Writing, Teacher education, Speaking, Reading, Methodology, Materials, Listening, ESOL/EAL, Assessment

Country of research: United Kingdom

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-0-521-16391-0

Pages: 158–175
Summary: Several decades of practical work on language testing and teaching have informed the six proficiency levels of the Common European Framework of Reference for Languages (CEFR). In this chapter the authors ask the question: how much of the grammar, lexicon and usage conventions of English do learners actually know at each of these levels?

Descriptor(s): Writing, Teacher education, Methodology, Learning technologies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: United Kingdom

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521163910

Entered by: University of Cambridge (Research Centre for English and Applied Linguistics)


Pages: 1–52

Summary: Introduction to a six-volume collection of reissued texts reflecting the international diversity of English language teaching. Bringing together material from a broad range of perspectives, the set of volumes highlights the controversial nature of many apparent ‘givens’ in the field, and provides a balance between academic and practical insights.

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


ISBN: 9789544235680

Pages: 109–122

Summary: A discussion of the subject/discipline of English studies at tertiary level in English dominant countries in the context of Romania and Bulgaria following their accession to the European Union in 2007.

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

Institutional level: tertiary

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

**ISBN:** 978-0-415-40338-2

**Pages:** 42–75

**Descriptor(s):** Writing, Teacher education, English language

**Institutional level:** tertiary

**Entered by:** The Open University (Faculty of Education and Languages)

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**ISBN:** 978-1-84706-436-3

**Pages:** 129–151

**Summary:** Examines writing at tertiary level in computer-mediated contexts.

**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 Languages)

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**ISBN:** 978-3-11-018043-5

**Pages:** 972–986

**Descriptor(s):** Writing, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Liverpool (School of English)

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Descriptor(s): Writing, Speaking, Reading, Listening, English language
Country of research: United Kingdom
Entered by: University of Liverpool (School of English)

ISBN: 978-1845532147
Descriptor(s): Writing, ESOL/EAL, ESP, English language
Country of research: United Kingdom
Learners’ background: various;
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

ISBN: 97898072830109
Descriptor(s): ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

ISBN: 978-1-84769-122-4
Pages: 21–33
Summary: This paper proposes that English as lingua franca needs to be looked at in terms of professional politics and the position of English as a world language.
Descriptor(s): Cultural issues, English language, Curriculum/syllabus
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

ISBN: 0415447674
Pages: 134–41
Summary: This chapter suggests that national cultural stereotypes are connected with racial prejudice.
Descriptor(s): Cultural issues
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: Explores the fact that English language education is in the process of change regarding teacher identity and the ownership of English, and that cultural issues are implicated in this change. Critical cosmopolitan approaches in the social sciences are critiquing the primacy of national cultures which they consider a Western imposition on the emergent identities of the Periphery.

Descriptor(s): Cultural issues

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

ISBN: 9780826499257
Pages: 98–110

Summary: In this chapter the author first sets out some of the basic premises of qualitative research as a mainstream research approach which is used by applied linguists as they develop their interests in wider social and political issues connected with language and language education.

Descriptor(s): Curriculum/syllabus

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


Summary: Explores the concept that the cultural realities of individuals are more complex than the traditional national cultural stereotypes maintain.

Descriptor(s): Cultural issues

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


Summary: Proposes that established descriptions of national cultures are often considered to be neutral and objective. This paper argues that they are the products of Centre-Western ideology.

Descriptor(s): Cultural issues

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


Summary: This paper argues that prejudices against ‘non-native speaker’ teachers are not sufficiently recognised because of the denial of ideology within ELT professionalism.

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

**ISBN**: 0-415-48942-3

**Summary**: Explores social strategies for achieving successful intercultural communication. Looks deeply at underlying social, political and psychological forces, and takes a stand against traditional theories of culture which depend on essentialist, ‘othering’ stereotypes. This paper maintains that cultural difference surrounds all of us in increasingly complex and globalised societies.

**Descriptor(s)**: Cultural issues

**Institutional level**: tertiary

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


**ISBN**: 9781847064363

**Pages**: 58–72

**Summary**: This chapter uses keyword analysis to identify some discipline-specific clausal features in the writing of students of History, Physics, Medicine, Engineering and Hospitality, Leisure and Tourism, in order to further our understanding of the way disciplinary knowledge is conceptualised and expressed.

**Descriptor(s)**: Writing, ESP, English language

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: tertiary

**Entered by**: Coventry University


**ISBN**: 9-789572-876428

**Pages**: 85–117

**Summary**: This paper provides a survey of the current state of second language learner corpora in East Asia. Four types of learner corpus from four regions in East Asia are introduced together with details on the design and compilation of each corpus. Research projects and applications based on each corpus are also summarised. The paper ends with recommendations on best practices in implementing learner corpus data in language teaching and learning.

**Descriptor(s)**: Writing, Speaking, Learning technologies, ESOL/EAL, Assessment

**Country of research**: Taiwan

**Learners’ background**: Taiwan

**Summary:** The author presents an innovative application of conversation analysis to the spoken interaction of quality management system (QMS) audits. The article describes the relationship between auditor and auditee via conversational patterns taken from three internal audits and discusses the practical implications for quality managers.

**Descriptor(s):** Methodology, ESOL/EAL, Assessment

**Country of research:** United Kingdom

**Entered by:** University of Cambridge ESOL Examinations


**ISBN:** 978-1-4466-6993-8

**Pages:** 11–20

**URL:** eurosla.org/monographs/EM01/11-20Hulstijn_et_al.pdf

**Descriptor(s):** Curriculum/syllabus

**Institutional level:** tertiary

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


**Summary:** A review of an online application, the BYU-BNC corpus interface, which offers users a simple interface to the British National Corpus. The article provides a summary of the website’s features, and the author explains some strategies for in-class use that have been effective with learners.

**Descriptor(s):** Learning technologies, Learner autonomy/strategies

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

**Summary:** This paper describes the methodology of extended genre analysis, which combines quantitative (corpus-linguistic) and qualitative aspects and places special consideration on the role of formulaic language within genres. An application of this methodology to student genres is presented here and implications for the teaching of these are drawn.

**URL:** [www.jowr.org/articles/vol2_2/JoWR_2010_vol2_nr2_Huettner.pdf](www.jowr.org/articles/vol2_2/JoWR_2010_vol2_nr2_Huettner.pdf)

**Descriptor(s):** Writing, ESP

**Country of research:** Austria

**Learners’ background:** Austria

**Institutional level:** tertiary

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

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**ISBN:** 978 90 272 0523 0

**Pages:** 61–80

**Summary:** The study presented investigates the English language learning outcomes of 44 German-speaking children in year 3 of secondary school (22 in CLIL strands). The focus lies on the acquisition of oral narrative competence and aspects investigated include narrative, morphological / syntactic language regularities and the use of communicative strategies.

**Descriptor(s):** Speaking, English language

**Country of research:** Austria

**Learners’ background:** Austria

**Institutional level:** secondary

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

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Hutton, W. 2010. ‘The challenges and opportunities of embedding the use of Blackboard on an International Foundation Programme’.

*InForm* 6: 10–11.

**Summary:** This paper discusses how an increased use of Blackboard on the International Foundation Programme at Queen Mary, University of London, can address some of the existing and future challenges faced in delivering the English Language and Study Skills module, which could both improve student attainment and enrich the student experience.


**Descriptor(s):** Methodology, Learning technologies, Curriculum/syllabus

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Queen Mary, University of London (Language and Learning Unit)

Summary: The goal of the study was to determine whether listeners’ musical ability (musical aptitude) influences their ratings of second language (L2) pronunciation. Overall, raters with a high level of musical ability were found to be more sensitive to certain aspects of L2 pronunciation than raters with lower musical ability.

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

Country of research: Canada

Learners’ background: Canada

Institutional level: tertiary

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


Descriptor(s): English language, Assessment

Entered by: University of Salford (School of English Studies)


Entered by: University of Birmingham (School of Education)


Summary: This paper looks at how computers can be used in projects in an EAP environment to develop students’ language and e-literacy skills.

Descriptor(s): Teacher education, Methodology, Materials, Learning technologies, Learner autonomy/strategies, ESP, English language, Curriculum/syllabus, Classroom interaction

Entered by: University of Salford (School of Languages)


Summary: This paper reports on a qualitative study into the kind of contact that such NNS have with native speakers in the community. Particularly, it argues that we need to recognise
the importance of English as a local language (ELL) if we are going to adequately equip our learners.

**URL**: http://www.tesl-ej.org/wordpress/issues/volume14/ej55/ej55a1/

**Descriptor(s)**: Teacher education, Cultural issues, Materials, ESP, English language, Curriculum/syllabus

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: adult

**Entered by**: University of Salford (School of Languages)

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**Summary**: This paper reports on a study which examined students’ attitudes to learning grammar in autonomous contexts and their preferences for the materials with which to do so. The paper concludes with a discussion of the implications of this for materials that LRCs stock and for the changing role of computers.

**Descriptor(s)**: Learning technologies, Learner cognition, Learner autonomy/strategies

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: adult

**Entered by**: University of Salford (School of Languages)

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**ISBN**: 978-3-03911-545-7

**Pages**: 113–124

**Descriptor(s)**: Writing, ESP, Assessment

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: tertiary

**Entered by**: Newcastle University (School of Education, Communication and Language Sciences)

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**Summary**: First the article considers the implications of being ‘international’ for academic language policies and practices, observing that university language policies and practices are still grounded in largely national (British and North American) English norms. It then goes on to explore the relevance of the findings of research into English as an academic lingua franca for multilingual academic communities, as well as for international academic journals. Finally, it considers the implications of ELF research for native English academics.

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

**Institutional level**: tertiary

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

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


Summary: This article reviews research into cultures of learning and traces some of the key underlying values in Confucian heritages and modern China which affect children’s and students’ learning expectations and classroom interaction in foreign language classrooms.

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

Country of research: China

Learners’ background: China

Institutional level: tertiary

Associated project: Researching Chinese ELT and Cultures of Learning

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


Summary: This study investigated the performance of writing examiners in an English proficiency exam, in particular, raters whose first language is not English. The study showed that these raters’ performance could not be told apart from that of English L1 raters, and that they were not biased for or against examinees who shared their L1.

Descriptor(s): Writing, Methodology, ESOL/EAL, Assessment

Country of research: United States of America

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations
Descriptor(s): Writing, Reading, Materials, English language
Entered by: University of Nottingham (School of Education)

ISBN: 9780415464895
Descriptor(s): Methodology, Materials, English language, Assessment
Entered by: University of Nottingham (School of Education)

ISBN: 9780415464895
Descriptor(s): Methodology, Materials, English language, Assessment
Entered by: University of Nottingham (School of English Studies)

Summary: The author considers the potential role of a language testing body with respect to language learning, and how this role might be fulfilled. He suggests that bringing assessment-for-learning techniques into the classroom depends on teacher development, which is something that the language tester could do.
URL: cambridgeesol.org/rs_notes/rs_nnts36.pdf
Descriptor(s): Teacher education, Methodology, ESOL/EAL, ESP, Classroom interaction, Assessment
Entered by: University of Cambridge ESOL Examinations

Summary: The author provides his own perspective on the use of standard setting when constructing a multilingual proficiency framework. He explores issues related to absolute and comparative judgement and discusses in detail a ranking approach to align different languages and tests to a common scale as a pre-cursor to standard setting.
URL: cambridgeesol.org/rs_notes/rs_nnts37.pdf
Descriptor(s): Reading, Methodology, Listening, ESOL/EAL, Assessment
Entered by: University of Cambridge ESOL Examinations
Pages: 227–244
Descriptor(s): ESOL/EAL, Curriculum/syllabus, Assessment
Country of research: various
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

Summary: This paper describes the design of a new course for Business Language, using dedicated e-learning tools. It outlines the objectives informing the development of the eLearning template, and addresses the issues encountered during the piloting phase.
URL: www.eurocall-languages.org/review/15/index.html#kane
Descriptor(s): Learning technologies, Learner autonomy/strategies
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University


Summary: The author investigates the construct validity of the reading module of an EAP test battery using qualitative and quantitative research methods.

URL: cambridgeesol.org/rs_notes/rs_nts42.pdf

Descriptor(s): Reading, ESOL/EAL, ESP, Assessment

Country of research: Egypt

Learners’ background: Egypt

Institutional level: tertiary

Entered by: University of Cambridge ESOL Examinations


Summary: The authors share Cambridge ESOL’s approach towards relating examinations to the CEFR. They provide examples of how the CEFR Manual procedures can be embedded effectively within existing systems and processes.

URL: cambridgeesol.org/rs_notes/rs_nts37.pdf

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

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-0-521-73671-8

Summary: This volume develops a theoretical framework for validating tests of second language reading ability. The framework is then applied through an examination of tasks in Cambridge ESOL reading tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event.

Descriptor(s): Reading, ESOL/EAL, ESP, Assessment

Entered by: University of Cambridge ESOL Examinations


ISBN: 0521736714

**Summary:** The authors investigate lexical progression across different levels of Cambridge Main Suite exams. They used a mixed method approach where content analysis of lexical resources in the texts was carried out by expert judges, while the WordSmith software package and Tom Cobb’s Compleat Lexical Tutor were used to examine lexical variation, frequency bands and lexical complexity.

**URL:** cambridgeesol.org/rs_notes/rs_nts41.pdf

**Descriptor(s):** Reading, English language, Assessment

**Entered by:** University of Nottingham (School of English Studies)

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**ISBN:** 978-0-521-17684-2

**Pages:** 80–101

**Summary:** In this chapter, Khalifa, Ffrench and Salamoura focus on the relationship between the Common European Framework of Reference for Languages (CEFR) and a well-established examination which pre-dates it, the First Certificate in English (FCE).

**Descriptor(s):** Assessment

**Country of research:** various

**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** The authors report on the different phases of a collaborative test development project carried out with the Chilean Ministry of Education.

**URL:** cambridgeesol.org/rs_notes/rs_nts40.pdf

**Descriptor(s):** Reading, ESOL/EAL, Assessment

**Entered by:** University of Cambridge ESOL Examinations

**Country of research:** Chile

Summary: A paper based on the SAIL project (2006-08) which explored the processes of academic literacy development of L2 international students in the context of a one-year masters programme.

Descriptor(s): Writing, Management/Innovation, Learner autonomy/strategies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University College Plymouth St Mark & St John (Department of International Education)


Summary: A paper based on an analysis of issues in learning from programme evaluation in ELT.

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

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Associated project: Integrating Systematic Investigation into Teaching of English (InSITE)

Entered by: University College Plymouth St Mark & St John (Department of International Education)


ISBN: 978-3-14-162133-4

Pages: 88–99

Summary: A paper based on the findings of the InSITE Project.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Associated project: Integrating Systematic Investigation into Teaching of English (InSITE)

Entered by: University College Plymouth St Mark & St John (Department of International Education)


ISBN: 978-3-11-018833-2

Pages: 663–694

Summary: A survey article of research and practice in language programme evaluation.

Descriptor(s): Curriculum/syllabus, Assessment

Country of research: various

ISBN: 978-1-907496-13-4

Summary: A Guidance Report written to serve as a practical guide in the development of CPD programmes which focus on current practice and support ways of researching it.

URL: www.cfbt.com/evidenceforeducation/pdf/5Bristol_InvestigatingCLE_FINAL(Web).pdf

Descriptor(s): Teacher education, Management/Innovation

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Associated project: Integrating Systematic Investigation into Teaching of English (InSITE)

Entered by: University of Nottingham (School of English Studies)


Descriptor(s): Speaking, Methodology, Listening

Entered by: University of Nottingham (School of English Studies)


Summary: Our interview study investigated what experiences Hungarian students with dyslexia have in the language learning group and concerning the general behaviour, the instructional methods and assessment techniques of their language teachers.

Descriptor(s): Teacher education, Learner cognition

Country of research: Hungary

Learners’ background: Hungary

Institutional level: secondary

Entered by: Lancaster University (Linguistics and English Language)
**Krzanowski, M.** 2009. ‘Foreword from the editor’ in M. Krzanowski (ed.) *Current Developments in English for Academic and Specific Purposes in Developing, Emerging and Least-Developed Countries*. Reading: Garnet.  
**ISBN:** 9781901095173  
**Summary:** The foreword to this book provides the rationalisation of why the publication particularly focuses on these countries. Contributions, authored mostly by the members of the IATEFL ESP SIG, include papers from Angola, Bangladesh, Brazil, Burma, Cambodia, China, Ghana, India, Iran, Kenya, Nepal, Nigeria, Palestine, Philippines, Thailand, South Africa, Yemen and Zambia.  
**Descriptor(s):** Methodology, Materials, ESP, English language  
**Entered by:** University of Westminster (Centre for English Learning and Teaching)

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**Kubanyiova, M.** 2009. ‘Motivating Thai university students with radio drama’ in A. Smith and G. Strong (eds.) *Adult Learners: Content, Context and Innovation*. Alexandria, VA: TESOL.  
**ISBN:** 978-1-93118561-5  
**Country of research:** Thailand  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 978-1-84769-127-9  
**Pages:** 314–332  
**Descriptor(s):** Teacher education, Teacher cognition  
**Country of research:** Slovakia  
**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 978-0-230-50030-3  
**Pages:** 216–240  
**Descriptor(s):** Writing, Reading, ESOL/EAL, English language, Assessment  
**Entered by:** University of Nottingham (School of English Studies)

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**ISBN:** 978-1-84769-128-6  
**Pages:** 229–247  
**Summary:** The chapter draws on qualitative data from Indonesia to explore the social origins and motivational potency of ‘future self-guides’ - the ‘ideal L2 self’ and the ‘ought-to L2 self’ - in the learning of English as a foreign language.  
**Descriptor(s):** Learner autonomy/strategies
**Country of research:** United Kingdom  
**Learners’ background:** Indonesia  
**Institutional level:** secondary  
**Entered by:** University of Leeds (School of Education)

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**ISBN:** 978-9948-15-342-9  
**Pages:** 35–47  
**Summary:** Self-determination theory posits that learners who have internalised motives for studying will tend to make better progress. This chapter reports on research testing this hypothesis with Omani students taking a BA degree in TESOL at the University of Leeds, UK.  
**Descriptor(s):** Teacher education, Learner autonomy/strategies  
**Country of research:** United Kingdom  
**Learners’ background:** Oman  
**Entered by:** University of Leeds (School of Education)

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**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** secondary  
**Entered by:** King’s College London (Department of Education and Professional Studies)

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**ISBN:** 978-3531158860  
**Pages:** 215–231  
**Summary:** A description and analysis of the English as Additional / Second Language policies in England and California and their impact on curriculum and pedagogy.  
**Descriptor(s):** Methodology, Management/Innovation, ESOL/EAL  
**Country of research:** United Kingdom  
**Learners’ background:** various
ISBN: 9780521756846  
Pages: 49–58  
Summary: A discussion on the need for a new kind of independent professionalism for English language teaching professionals working in diverse circumstances in different parts of the world.  
Descriptor(s): Teacher education, Teacher cognition  
Entered by: King’s College London (Department of Education and Professional Studies)

ISBN: 978-1847875327  
Pages: 1–14  
Descriptor(s): ESOL/EAL  
Entered by: King’s College London (Department of Education and Professional Studies)

ISBN: 978-9048191352  
Pages: 1–18  
Summary: A reflexive and situated analysis of Educational Linguistics as a field of intellectual enquiry in relation to the wider ideological and political environment.  
Entered by: King’s College London (Department of Education and Professional Studies)

ISBN: 978-0230232549  
Pages: 182–205  
Summary: A data-driven discussion on what counts as Additional / Second Language (EAL) learning in mainstream schooling where there is little EAL teaching and where EAL pupils develop their English through participation in subject (e.g. Mathematics and Science) activities.  
Descriptor(s): ESOL/EAL  
Country of research: United Kingdom  
Learners’ background: various  
Institutional level: secondary  
Entered by: King’s College London (Department of Education and Professional Studies)

**ISBN:** 978-1847870957  
**Pages:** 545–564  
**Summary:** An account of the influence of some of the key concepts in Sociolinguistics (e.g. communicative competence) on second / foreign language teaching pedagogy and assessment to date, with some comments on emerging issues to be addressed.

**Descriptor(s):** Teacher education, Teacher cognition, Methodology, Curriculum/syllabus, Assessment  
**Entered by:** King’s College London (Department of Education and Professional Studies)


**ISBN:** 978-1847875327  
**Pages:** xvii–xx  
**Descriptor(s):** ESOL/EAL  
**Entered by:** University of Birmingham (School of Education)


**Summary:** A description and analysis of the relationship between English as an Additional / Second Language assessment policy and practice and wider language policy developments within the ‘home’ nations in the UK.

**Descriptor(s):** ESOL/EAL, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** secondary  
**Entered by:** King’s College London (Department of Education and Professional Studies)


**Descriptor(s):** Writing, English language  
**Entered by:** University of Nottingham (School of English Studies)


**ISBN:** 9781441150479  
**Pages:** 23–46  
**Descriptor(s):** Writing, English language  
**Entered by:** University of Nottingham (School of English Studies)

ISBN: 978-0826496812

Pages: 1–9

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

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


ISBN: 0-415-46883

Summary: This book examines the impact of the growing dominance of English in academic writing for publication. The authors explore the ways in which the global status of English is affecting the lives and practices of multilingual scholars working in contexts where English is not the official language of communication, throwing into relief the politics surrounding academic publishing.

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

Country of research: various

Learners’ background: various

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


Summary: This article explores how the global status of English is influencing knowledge production and circulation, focusing on citations in English medium national and English medium international journal articles. Drawing on text, ethnographic and corpus data from a longitudinal study in four national contexts, the article argues that citation practices vary significantly along geolinguistic lines which are highly consequential.

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

Country of research: various

Learners’ background: various

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


Summary: This paper outlines some of the obstacles faced by ‘non centre’ scholars seeking to publish in English medium centre journals and summarises the results of a three year programme aimed at mentoring scholars.

**Summary:** This study investigates the comparability of prompts in an international examination of English proficiency. It shows that prompt-related effects are negligible, and that, consequently, prompt choice is not a threat to the validity and fairness of the test.

**Descriptor(s):** Writing, Methodology, ESOL/EAL, Assessment

**Country of research:** United States of America

**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** The authors discuss aspects of lexical knowledge in performance assessment, focussing on four central issues: determining target lexis at particular levels; controlling lexis in writing and speaking tasks at different proficiency levels; features of candidate performance at different levels; and designing rating scales which reflect what is being assessed. Illustrated using Main Suite examination.

**URL:** cambridgeesol.org/rs_notes/rs_nts41.pdf

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

**Entered by:** University of Cambridge ESOL Examinations

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**ISBN:** 9780230203488

**Descriptor(s):** Methodology, Materials, English language

**Entered by:** University of Nottingham (School of English Studies)

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**ISBN:** 9780230219489

**Summary:** The book applies a range of cognitive linguistic theories to second language learning and teaching and uses these theories to argue for a change in the way we think about presenting lexico-grammar to second language learners.

Summary: This article explores issues in Cognitive Linguistics that relate to language learning.

Descriptor(s): Teacher education, Methodology

Entered by: University of Birmingham (Centre for English Language Studies and Department of English)


ISBN: 978-0-415-49759-6

Pages: 180–195

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


Summary: Vocabulary knowledge and growth were studied in English immersion and second-language English programmes in Hong Kong by
the authors. Passive, controlled active and free active word knowledge in English of learners in grades 7 and 9 were investigated and immersion was demonstrated to be a more favourable context for L2 vocabulary learning.

**Descriptor(s):** Curriculum/syllabus

**Country of research:** Hong Kong

**Learners' background:** Hong Kong

**Institutional level:** secondary

**Entered by:** University of Oxford (Department of Education)

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Low, G. and J. Littlemore.


**Summary:** This article looks at how people of different nationalities understand classroom management language that contains metaphor.

**Descriptor(s):** Teacher education, Listening

**Entered by:** University of Birmingham (Centre for English Language Studies and Department of English)

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Lund, A.D. and J.P. O’Regan.


**ISBN:** 9781847692856

**Pages:** 41–58

**Summary:** This paper reports on a UK government funded project to develop national occupational standards in intercultural working.

**Descriptor(s):** Cultural issues, Assessment

**Country of research:** United Kingdom

**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

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**Summary:** A report on the findings of a survey of international students, who were asked to comment on a range of feedback activities and materials. A practical pedagogic framework is proposed in which to address divergent learner preferences for the nature and timing of feedback.

**Descriptor(s):** Speaking, Methodology, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Edinburgh (English Language Teaching Centre)

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**ISBN:** 978-193118557-8
Summary: This paper describes the rationale and design of the Speaking Log, which helps learners of English to focus on form in recordings of their own L2 speech. The Log creates the opportunity for the learner to check their self-corrections of slips, and to ask their tutor questions about potential errors.

Descriptor(s): Speaking, Learner autonomy/strategies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Edinburgh (English Language Teaching Centre)


Summary: This book draws on current research to suggest ways of evaluating and designing L2 classroom listening activities. It highlights ways of focusing on the learner: involving learners in task design and the self-access centre, and suggesting how to help them develop their listening skills beyond the classroom.

Descriptor(s): Methodology, Materials, Listening, Classroom interaction

Country of research: various

Entered by: University of Edinburgh (English Language Teaching Centre)


ISBN: 978-019538425-3

Pages: 74–87

Summary: A review article focusing on sources of listening experience and of comprehension difficulty; the role of skills and listening strategies; and the implications of comprehension research for listening instruction.

Descriptor(s): Teacher education, Listening

Entered by: University of Edinburgh (English Language Teaching Centre)


Pages: 180–196

Summary: A survey article exploring: different models and types of listening; the distinction between skills and strategies; the investigation of listening processes; and factors affecting successful listening instruction.

Descriptor(s): Methodology, Listening, Learner cognition

Country of research: various

Entered by: University of Edinburgh (English Language Teaching Centre)
Descriptor(s): Learner autonomy/strategies, English language, Classroom interaction Learners’ background: China Entered by: University of Oxford (Department of Education)

Descriptor(s): Cultural issues, ESP, English language Entered by: University of Leeds (School of Education)

Summary: This paper reports on three questions arising from the development project for UK national occupational standards in intercultural working: how these standards are distinctive from others, how they realise intercultural competence and how they meet workplace expectations.
Descriptor(s): Cultural issues, Assessment
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

Summary: This article provides the theoretical rationale behind the use of ‘I can’ statements as part of a process writing program. The article also includes numerous practical examples.
Descriptor(s): Writing, Methodology, Learner autonomy/strategies
Country of research: Bahrain Learners’ background: Bahrain Institutional level: primary Entered by: Queen’s University, Belfast (School of Education)

Summary: This paper reviews the Speaking paper of the Certificate of Proficiency in English (CPE), which was revised in 2002. It describes the revised test and evaluates the modifications with specific reference to current literature on paired speaking tasks.

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

Entered by: Lancaster University (Linguistics and English Language)

ISBN: 978 90 272 2247 3
Pages: 103–122
Descriptor(s): Writing, Reading, English language
Entered by: University of Nottingham (School of English Studies)

ISBN: 978-3-03911-522-8
Pages: 99–132
Descriptor(s): Reading, English language
Entered by: University of Nottingham (School of English Studies)

ISBN: 9783895862359
Summary: This chapter looks at evidence for dialogic talk in post-observation feedback conferences. It asks the question ‘can dialogic approaches help to resolve the feedback conundrum, through modelling reflective processes, at the same time as developing novice teachers’ skills?’ The chapter draws on data extracts from feedback conferences.
Entered by: University of Warwick (Centre for Applied Linguistics)


Summary: The overall co-ordinators of this seminar were Steve Mann and Sue Wharton. C. K. Jung was web co-ordinator, and the supporting committee was made up of Tilly Harrison, Duncan Hunter, Stefanie Stadler, Fei Chuang and Tim Kelly. Approximately 27 people attended, from institutions in Austria, Hong Kong, New Zealand.

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

ISBN: 978-3-03911-545-7

Pages: 143–154

Summary: A synthesis of product, process and genre approaches can be more effective with mixed-discipline postgraduate students than paying more or less attention to any of the three in isolation. A diagnostic, individualised approach is described in which students bring in writing from their discipline and apply generic lesson learned to writing in practice.

Descriptor(s): Writing

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Sussex (The Sussex Language Institute)


ISBN: 9781847691590

Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


Descriptor(s): Writing, Reading, English language

Entered by: University of Nottingham (School of English Studies)


Entered by: University of Birmingham (School of Education)


ISBN: 978-0415801409

Entered by: University of Birmingham (School of Education)

**Entered by:** University of Birmingham (School of Education)


**URL:** http://cambridgeesol.org/rs_notes/rs_nts39.pdf

**Descriptor(s):** ESOL/EAL, ESP, Assessment

**Entered by:** Swansea University (Department of Applied Linguistics)


**Summary:** The author, who has been involved with the CEFR since its inception, outlines his own stance on the CEFR and describes its influence on his own work and that of Cambridge ESOL.

**URL:** cambridgeesol.org/rs_notes/rs_nts37.pdf

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

**Entered by:** University of Cambridge ESOL Examinations


**ISBN:** 978-0-230-20668-7

**Summary:** This book provides a background to the testing of vocabulary knowledge. It examines the tools which are used for testing and provides normalised figures for vocabulary growth under various conditions, and for the vocabulary sizes which are associated with language levels.

**Descriptor(s):** Assessment

**Entered by:** University of Birmingham (School of Education)


**ISBN:** 978-1-84769-289-4

**Pages:** 211–232

**Summary:** This chapter links vocabulary sizes in EFL to the 6 CEFR levels and provides a justification as to why these vocabulary sizes are relatively fixed in relation to language level.

**URL:** eurosla.org/monographs/EM01/EM01home.html

**Descriptor(s):** Assessment

**Country of research:** various

**Learners’ background:** various

**Entered by:** Swansea University (Department of Applied Linguistics)

**Summary:** This chapter investigates the proportion of variation in scores in the four language skills which can be explained by vocabulary size. By using oral measures of vocabulary knowledge, variation in oral skills can be explained.

**Descriptor(s):** Assessment

**Country of research:** various

**Learners’ background:** various

**Entered by:** Swansea University (Department of Applied Linguistics)

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**Summary:** What measurements should linguists use when comparing texts written by different writers? This chapter reports a systematic evaluation of 381 different language measures derived from 200 analytic tools, covering lexis, structure, meaning, and discourse features. It identifies five measures that provide a useful profile of different linguistic features.

**Descriptor(s):** Writing, Assessment

**Country of research:** United Kingdom

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**URL:** cambridgeesol.org/rs_notes/rs_nts42.pdf

**Descriptor(s):** Writing, ESOL/EAL, Assessment

**Country of research:** China

**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** This article reports a study of the discourse of shared lesson planning in the early stages of a pre-service TESOL certificate course. It concludes that – despite limitations – shared lesson planning is a promising strategy for the construction of novice teachers’ personal practical knowledge and professional identities.

**Descriptor(s):** Teacher education, Teacher cognition

**Entered by:** University of East London (Cass School of Education)

Summary: This article sets out to assist curriculum developers in creating courses that reflect a balanced understanding of the current theoretical and technological picture of teacher education for students of CALL. It considers both ‘acquisition’ and ‘participation’ metaphors as relevant to course development as well as the literature on adult learning processes.

Descriptor(s): Teacher education, Methodology, Materials, Learning technologies, Curriculum/syllabus

Country of research: various

Learners’ background: various

Institutional level: adult

Entered by: University of Manchester (School of Education)


Summary: Looks at the future for the theoretical perspectives of task-based learning in relation to technology in language classes.

Descriptor(s): Methodology, Learning technologies, Curriculum/syllabus

Country of research: various

Learners’ background: various

Entered by: University of Manchester (School of Education)


Summary: This article explores the role that Web 2.0 technologies can play in enhancing language learning development in a blended world. It argues that technologies are not enough to make a difference on their own, and that teachers bring a particular understanding of language and the needs of their learners to the creation of suitable activities.


Descriptor(s): Methodology, Learning technologies, Curriculum/syllabus

Country of research: various

Learners’ background: various

Entered by: University of Manchester (School of Education)


ISBN: 978-1605661902

Pages: 119–136

Summary: This chapter explores ways that students on Masters level courses are encouraged to explore the
relevance of new ideas taught on these courses to their context and shows that, without bringing in the specificity of their own teaching, students gain little from the activity of assignment writing.

Descriptor(s): Teacher education, Methodology, Materials, Assessment
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Manchester (School of Education)

ISBN: 9780748628018
Pages: 213–225
Descriptor(s): Cultural issues, English language
Entered by: University of Nottingham (School of English Studies)

Summary: This study discovered that native adult English speakers and adult Chinese learners of English processed compounds containing different medial morphemes and phonemes. L2 learners processed the compounds differently from NSs, which might be due to the fact that they had considerably less exposure to the relevant input patterns relative to the NSs.
Descriptor(s): Learner cognition, English language
Country of research: various
Learners’ background: China
Entered by: University of Oxford (Department of Education)
Pages: 114–121
Summary: This chapter is a commentary on the research into the design and use of collocational materials reported in the second part of ‘Researching Collocations in Another Language’.
Descriptor(s): Materials, English language
Entered by: Coventry University

Summary: This chapter discusses how the language needs of EAP students are changing in response to the use of new technologies.
Descriptor(s): Learning technologies, Curriculum/syllabus
Institutional level: tertiary
Entered by: Coventry University

ISBN: 0955953316
Principal format: CD-ROM
Summary: This paper describes the outcomes of multidimensional analysis of the BAWE corpus, and the linguistic differences such analysis reveals between genres, levels and disciplinary groupings.
URL: http://wwwm.coventry.ac.uk/researchnet/elphe/Documents/Nesi-BAAL0-abstract-formatted.pdf
Descriptor(s): Writing, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: Coventry University

ISBN: 978-3-03911-545-7
Pages: 213–226
Summary: This chapter discusses the way Chinese students use electronic dictionaries to learn vocabulary whilst studying at a British university.
Descriptor(s): Learning technologies, Learner autonomy/strategies
Country of research: United Kingdom

ISBN: 1847691528

Pages: 67–81

Summary: This chapter reports on an experiment to discover how science and technology students in Thailand used pocket electronic dictionaries to read in English and write in Thai.

Country of research: Thailand

Learners’ background: Thailand

Institutional level: tertiary

Entered by: Coventry University


ISBN: 978 90 272 2247 3

Pages: 23–44

Summary: This chapter investigates the cohesive role of lexical bundles in a corpus of 160 university lectures (120 from the BASE corpus and 40 from MICASE). The majority of frequently occurring bundles were found to be used to signal discourse relations.


Summary: The study presents some initial findings regarding the effects of phonics on second-language reading. It demonstrates that strategic analogy-based phonics instruction can enhance ESL learners’ ability to read new words which rhyme with words learners already know. The study suggests that this type of instruction deserves a place in the ESL curriculum.

Descriptor(s): Reading, English language

Country of research: Hong Kong

Learners’ background: Hong Kong

Institutional level: primary

Entered by: Oxford Brookes University (Westminster Institute of Education)


Entered by: University of Birmingham (School of Education)

Northcott, J. 2009. ‘From ethnographic investigation of oral academic genres to specific EAP course and materials development for law’ in W. Whong (ed.) EAP in a Globalizing World: English as an Academic Lingua Franca. Reading, UK: Garnet. ISBN: 978 1 85964 514-7 Pages: 71–77 Summary: This chapter discusses the need for English in specific academic purposes courses for postgraduate law students. An account of an ethnographic investigation of the LLM classroom is given, with a particular focus on how the research translates into the production of learning materials for academic legal oral skills development. Descriptor(s): Materials, ESP Country of research: United Kingdom Learners’ background: various Institutional level: tertiary Entered by: University of Edinburgh (English Language Teaching Centre)

Northcott, J. 2009. ‘Teaching Legal English: contexts and cases’ in D. Belcher (ed.) English for Specific Purposes in Theory and Practice. Michigan: University of Michigan Press. ISBN: 978-0-472-03384-3 Pages: 165–185 Summary: An overview of Legal English learning and teaching. Learners are categorised according to professional or academic purposes, contexts of learning and target legal language use. The teaching backgrounds of different ESP practitioners are also considered. Different methods and approaches are evaluated in the light of the variables discussed. Descriptor(s): Teacher education, Methodology, ESP Institutional level: tertiary Entered by: University of Edinburgh (English Language Teaching Centre)

Nye, A. and K. Barns. 2009. ‘Addressing teacher needs: how Cambridge ESOL’s teacher support and professional development are being expanded’. Cambridge ESOL: Research Notes 38: 24-26. Summary: The authors report on the results of a teacher survey which gathered views on current professional development services and sought opinions on further developments. URL: cambridgeesol.org/rs_notes/rs_nts38.pdf Descriptor(s): Teacher education, Materials, Assessment Entered by: University of Cambridge ESOL Examinations

Summary: This paper examines three teachers’ implementation of a new communicative English language curriculum in Libyan secondary schools. The analysis highlighted considerable differences between the intentions of the curriculum and the instruction observed.

Descriptor(s): Teacher education, Curriculum/syllabus

Entered by: University of Leeds (School of Education)


ISBN: 9781607413202

Pages: 79–90

Summary: This paper analyses theoretically the concept of power in critical discourse analysis.

Descriptor(s): Cultural issues

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)


Descriptor(s): Methodology, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University


ISBN: 9781605668840

Pages: 341–363

Summary: This chapter describes the strengths and weaknesses of PebblePad as a tool for undergraduate language learners, and discusses the issues that need to be considered when planning to implement new personalised learning environments.

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

Country of research: United Kingdom

Learners’ background: United Kingdom
Institutional level: tertiary
Entered by: Coventry University

ISBN: 978-94-6091-206-1
Pages: 281–299
Summary: The threshold concept of the rank scale requires students to master a number of fundamental grammar ‘milestones’. This chapter investigates this process, finding that many aspiring EFL teachers experience ‘grammar anxiety’ when faced with the task of explaining grammar to their students.
Descriptor(s): Teacher education, Teacher cognition, Methodology
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: tertiary
Entered by: Coventry University


URL: cambridgeesol.org/rs_notes/rs_nts36.pdf
Descriptor(s): Writing, Speaking, Reading, Methodology, Listening, ESOL/EAL, Assessment

ISBN: 978-0-521-16391-0

Pages: 118–135

Descriptor(s): Cultural issues, ESOL/EAL, Assessment

Country of research: United Kingdom

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


Summary: The authors report on using Skills for Life tests to exemplify a framework for assessing language proficiency for migration purposes.

URL: cambridgeesol.org/rs_notes/rs_nts37.pdf


URL: cambridgeesol.org/rs_notes/rs_nts35.pdf

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

Country of research: United Kingdom

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


Pages: 143–165

Summary: This chapter examines the issues involved in testing literature in the language-learning classroom. It elaborates the principles for testing and assessment in this field and provides concrete testing tasks exemplifying these principles.


Pages: 1–13

Summary: This chapter looks at the way in which critical approaches to testing and assessment have emerged in the EFL world. It examines issues such as the tension between assessment of learning and assessment for learning, the use of multiple sources of data, and the focus on classroom assessment.

Descriptor(s): Assessment


Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


Descriptor(s): Reading, English language, Assessment

Entered by: University of Nottingham (School of English Studies)


Summary: This study examines tensions in the grammar teaching beliefs and practices of three teachers of English working in Turkey. The teachers were observed and interviewed over a period of 18 months: the observations provided insights into how they taught grammar, while the interviews explored the beliefs underpinning the teachers’ classroom practices.

Descriptor(s): Teacher cognition
Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


ISBN: 9789460910050

Pages: 63–83

Descriptor(s): Learning technologies
Entered by: University of Birmingham (School of Education)


Pages: 6–68

Principal format: CD-ROM

Summary: This paper examines the opportunities for mobile language learning in the context of Bangladesh, where mobile devices are becoming increasingly affordable and ubiquitous. This paper also provides some insights into mobile learning for language education policy makers, distance education institutions and language teachers.

Descriptor(s): Teacher education, Learning technologies
Country of research: Bangladesh
Entered by: The Open University (Faculty of Education and Languages)


Pages: 115–138
**Summary:** This chapter looks at how gender is performed in spoken interaction in the English language classroom.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

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**ISBN:** 978-0-230-57398-7

**Summary:** An in-depth study into language and identity with a group of multilingual undergraduate students from widening participation backgrounds while they were taking an English language and academic writing programme in higher education.

**Descriptor(s):** Teacher education, Cultural issues, ESOL/EAL, ESP, English language, Curriculum/syllabus, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

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**Summary:** This paper takes spoken interaction from the language classroom and examines it to see how a group of minority ethnic students negotiate multilingual identities in the context of higher education.

**Descriptor(s):** Cultural issues, ESOL/EAL, ESP, English language, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

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**ISBN:** 978-3-03911-545-7

**Pages:** 25–38

**Summary:** This chapter examines discourses that underpin approaches to academic literacy in the field of EAP and how these position teachers and students on EAP programmes.

**Descriptor(s):** Teacher education, Cultural issues, ESP, English language, Curriculum/syllabus

**Country of research:** United Kingdom

**Learners’ background:** various

Summary: This paper considers the issue of linguistic diversity in higher education and institutional responses.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)


Summary: The article explores lexical verb use in the Writing test papers of Cambridge Main Suite exams and highlights the areas where both lower and higher proficiency learners exhibit non-native-like performance.

URL: http://cambridgeesol.org/rs_notes/rs_nts41.pdf

Descriptor(s): Writing, Methodology, ESOL/EAL, Assessment

Entered by: University of Leeds (School of Education)


URL: cambridgeesol.org/rs_notes/rs_nts40.pdf

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

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521163910

Entered by: University of Cambridge ESOL Examinations
Summary: The context for this paper relates to the role of (English) language as a critical factor for effective learning in the African context and it examines issues of test fairness and social consequences.

Descriptor(s): Assessment

Country of research: various

Learners’ background: United Kingdom

Associated project: Student Performance in National Examinations: the Dynamics of Language Factor

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


ISBN: 9780521163910

Pages: 190–214

Entered by: Middlesex University (Learner Development Unit)


Descriptor(s): Classroom interaction

Entered by: Middlesex University (Learner Development Unit)


Descriptor(s): Teacher education, Learning technologies

Entered by: Middlesex University (Learner Development Unit)
ISBN: 978-0521756846
Entered by: Middlesex University (Learner Development Unit)

Descriptor(s): Methodology, Materials, Learning technologies, Learner autonomy/strategies
Entered by: Middlesex University (Learner Development Unit)

ISBN: 9781443817783
Entered by: Middlesex University (Learner Development Unit)

Descriptor(s): Teacher education, Learner autonomy/strategies, Curriculum/syllabus
Entered by: Middlesex University (Learner Development Unit)

ISBN: 978-1-4438-2673-0
Entered by: Middlesex University (Learner Development Unit)

ISBN: 978-0521121583
Pages: 58–80
Entered by: Middlesex University (Learner Development Unit)

URL: www.tesl-ej.org/wordpress/issues/volume14/eff54/eff54m2/
Descriptor(s): Materials, Listening, Learning technologies
Entered by: Middlesex University (Learner Development Unit)


ISBN: 978-1-84769-175-0

Entered by: Middlesex University (Learner Development Unit)


ISBN: 978-4-939130-77-9

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

Entered by: Middlesex University (Learner Development Unit)


Summary: This study examined the separate and combined effects of recasts and task complexity on second language development in the use of the past progressive construction. The findings suggest that recasts can promote L2 learning, and the impact of recasts may be modulated by task complexity.


Summary: This reviews developments in qualitative research on language teaching since 2000, focusing on its contributions to the field and identifying
issues emerging from these. It identifies areas in language teaching where qualitative research has the greatest potential and indicates what is required to further improve the quality of its contribution.

**Descriptor(s):** Writing, Teacher education, Teacher cognition, Speaking, Reading, Methodology, Listening, Learner cognition, ESOL/EAL, English language, Classroom interaction.

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

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**Summary:** This paper reviews major articles concerned with English language socialisation as well as with second language socialisation (SLS). It examines some of the conditions for SLS in very different work contexts and the relationship between language training for employment and the reality of these conditions in practice.

**Descriptor(s):** ESP, ESOL/EAL, Cultural issues

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

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**Summary:** The author evaluates the history of quality management to further understand the role of quality assurance within assessment generally, and Cambridge ESOL in particular.

**URL:** cambridgeesol.org/rs_notes/rs_nts39.pdf

**Descriptor(s):** Management/Innovation, ESOL/EAL, ESP, Assessment

**Entered by:** University of Cambridge ESOL Examinations

**Summary**: The authors, referring to one of the aims of the English Profile Programme, namely, the identification of criterial features for each CEFR level, provide some criterial features of English across the CEFR levels.

**URL**: cambridgeesol.org/rs_notes/rs_nts37.pdf

**Descriptor(s)**: Writing, Teacher education, Speaking, Reading, Materials, Listening, ESOL/EAL, Assessment

**Country of research**: various

**Learners’ background**: various

**Entered by**: University of Cambridge ESOL Examinations


**ISBN**: 9781446669938

**Pages**: 101–132

**Summary**: This chapter summarises work and outcomes to date from one of the English Profile strands which focuses on corpus linguistics, second language acquisition, psycholinguistics and computational linguistics.

**URL**: eurosla.org/monographs/EM01/101-132Salamoura_Saville.pdf

**Descriptor(s)**: Teacher education, Methodology, Learning technologies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

**Country of research**: various

**Learners’ background**: various

**Entered by**: University of Cambridge ESOL Examinations


**Principal format**: Online

**Summary**: This paper reports on collaborative development at two UK HE institutions of contextualised, accessible resources in academic writing and mathematics study skills.

**URL**: www.aldinhe.ac.uk/bmth09/papers/Samuels_paper.pdf

**Descriptor(s)**: Materials, Learner autonomy/strategies, ESP

**Country of research**: United Kingdom

**Learners’ background**: various
**Institutional level:** tertiary  
**Entered by:** Coventry University

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**ISBN:** 9780415430968  
**Pages:** 63–65  
**Descriptor(s):** Classroom interaction  
**Country of research:** United Kingdom  
**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 9783039119707  
**Pages:** 24–47  
**Descriptor(s):** Cultural issues, English language  
**Country of research:** United Kingdom  
**Entered by:** University of Birmingham (School of Education)

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**ISBN:** 978-0415584470  
**Pages:** 73–85  
**Descriptor(s):** Cultural issues, Management/Innovation  
**Country of research:** United Kingdom  
**Entered by:** University of Birmingham (School of Education)

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**URL:** cambridgeesol.org/rs_notes/rs_nts39.pdf  
**Descriptor(s):** ESOL/EAL, Assessment  
**Entered by:** University of Cambridge ESOL Examinations

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**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** This paper on an expanded impact model is intended to provide an effective way of understanding how language examinations affect society.  
**URL:** cambridgeesol.org/rs_notes/rs_nts42.pdf  
**Descriptor(s):** Methodology, Management/Innovation, ESOL/EAL, ESP, Assessment  
**Entered by:** University of Cambridge ESOL Examinations

Descriptor(s): Teacher education, Materials, Learning technologies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-1847065209

Summary: This book examines the interlanguage pragmatic development of German learners of English at a British University over the course of a year. The focus is not only on the learners’ productive pragmatic development, but also on their pragmatic awareness, which is compared with their grammatical awareness.

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

Country of research: United Kingdom

Learners’ background: Germany

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 978 90 272 1990 9

Pages: 91–108

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

Entered by: Lancaster University (Linguistics and English Language)

ISBN: 978-1-4039-8536-1

Summary: The book is written for researchers who want to carry out valid and reliable studies on first and second language vocabulary. Practical advice is given on a wide variety of research methodologies. It includes a Resources section which outlines the lexical tests, corpora, software, internet sites, and other available resources.

Descriptor(s): Methodology, Materials, English language, Assessment

Entered by: University of Nottingham (School of English Studies)


ISBN: 9780826495068

Pages: 220–246

Descriptor(s): Classroom interaction

Entered by: Newcastle University (School of Education, Communication and Language Sciences)


ISBN: 9780230232549

Pages: 240–256

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

Entered by: Newcastle University (School of Education, Communication and Language Sciences)


Descriptor(s): Speaking, Methodology, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Newcastle University (School of Education, Communication and Language Sciences)


ISBN: 9781443813037
Pages: 91–102

Summary: Highlighting some interesting and intriguing aspects of English phonetics and phonology from a variety of perspectives, this book brings up a number of empirical questions in order to emphasise the necessity of taking a very broad view of what spoken English means in today’s socio-cultural context.

Descriptor(s): Cultural issues, Pronunciation, Learner autonomy/strategies, English language, Curriculum/syllabus, Assessment

Country of research: various

Learners’ background: various

Institutional level: adult

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


Summary: This study investigates the intonation of Chinese and Arabic learners of English using the computerised test battery Profiling Elements of Prosody for Speech and Communication (PEPS-C) to ascertain which aspects of intonation are difficult for these learners, and whether PEPS-C can be used to assess the intonation of adult learners.

Descriptor(s): Pronunciation, Listening, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

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

Shrestha, P. 2009. ‘ELT, ESP & EAP in Nepal: whose interests are served?’ in M. Krzanowski (ed.) Current Developments in English for Academic and Specific Purposes in Developing, Emerging and Least-Developed Countries. Reading, UK: Garnet Education.

ISBN: 9781901095173

Pages: 181–200

Summary: This paper gives an overview of the state of English Language teaching in Nepal in general and draws a link between ELT and English for Academic Purposes and English for Specific Purposes (ESP).


Summary: This book examines two equivalent English language reading tests used in the School Leaving Certificate examination in Nepal by considering their construct validity in relation to test characteristics, test-taker performance, ‘expert’ judgments and test-takers and their teachers’ perceptions of the two tests.

Descriptor(s): Reading, Assessment

Country of research: Nepal

Learners’ background: various

Institutional level: secondary

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


Pages: 109–110

Principal format: CD-ROM

Descriptor(s): ESOL/EAL

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Leeds (School of Education)


Descriptor(s): ESOL/EAL

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

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

**Descriptor(s):** Cultural issues, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Leeds (School of Education)

**Summary:** This paper addresses training for teaching English as an Additional Language at initial teacher education level in Northern Ireland. This small scale qualitative study describes 15 primary and post-primary teachers’ perspectives on preparation for teaching English as an additional language in Northern Ireland.

**Descriptor(s):** Teacher education, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:**

**Entered by:** University of Ulster (School of Education)

**Simpson, J. and M. Hepworth.** 2010. ‘Identity Online: Multilingual Language Learners’ Textual Identities In and Out of Class’.

**Summary:** Research report for the Identities Online project.

**URL:** www.personal.leeds.ac.uk/~edujsi/IO_report.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)


**Summary:** Literature on the issue of help seeking has revealed a common theme: students will not always ask for help, even when they are aware that help is needed. The purpose of this action research study was to examine help seeking and avoidance in the context of tasks in a formal classroom situation and an informal community group.

**Descriptor(s):** Learner autonomy/strategies, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:**

**Entered by:** University of Ulster (School of Education)

**Summary:** This paper presents an attempt to examine whether Rhetorical Structure Theory (RST) can be fruitfully applied to the detection of the coherence errors made by Taiwanese low-intermediate learners of English. 45 written samples from the LTTC English Learner Corpus are used as the basis of the study. The rationale is that diagrams which violate some of the rules of RST diagram formation will point to coherence errors. Results are discussed in terms of their potential implications for Automated Writing Evaluation (AWE) software.

**URL:** www.aclclp.org.tw/clclp/v14n2.htm

**Descriptor(s):** Writing, Learning technologies, Learner autonomy/strategies, ESOL/EAL, Assessment

**Country of research:** Taiwan

**Learners’ background:** Taiwan

**Institutional level:** secondary

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

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**Summary:** For most researchers, an idiom is transparent to the degree that a link can be found between its form and meaning. Cognitive linguists agree with the aforementioned view, but claim there is an additional source of transparency intuitions. They claim that transparency is partly the degree to which features inherent in an idiom (e.g., conceptual metaphors thought to underlie it) are seen as contributing to the idiom’s meaning even before someone learns it. This article reports the results of an experiment which examines whether the cognitive linguistic claim about a hybrid source of idiom transparency intuitions is correct. Advanced second language learners of English guessed at the meaning of unknown idioms presented in or out of context. The results are congruent only with the hybrid view of idiom transparency. The possible consequences for the second language instruction of English idioms are examined.

**Descriptor(s):** Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language

**Country of research:** United Kingdom

**Learners’ background:** Greece

**Institutional level:** tertiary

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

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**Summary:** Part 1: Published materials (up to 1979); Part 2: Unpublished / Archival items. 2nd, updated edition.

**URL:** www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/catalogue

ISBN: 1 901905 22 3

Principal format: Printed

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


Descriptor(s): Reading, Methodology, English language

Entered by: University of Nottingham (School of English Studies)


Summary: The article explores the ways in which the roles of creative writer and language teacher can inform and enrich one another. It includes case studies of writing and the teaching of writing, and explores the ways in which creative learning can be optimised in the language classroom.

URL: ejolts.net/files/journal/2/1/Spiro2%281%29.pdf

Descriptor(s): Writing, English language, Classroom interaction

Country of research: United Kingdom

Articles, Chapters, Authored Books and Unpublished Items | 121
Learners’ background: various
Institutional level: adult
Entered by: Oxford Brookes University (Westminster Institute of Education)

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Pages: 97–111

Summary: The chapter describes a case study in which language teachers worldwide were able to identify their core values and beliefs as teachers, through a process of sharing narratives.

Descriptor(s): Teacher education, Cultural issues
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Oxford Brookes University (Westminster Institute of Education)

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ISBN: 978-3-0343-0150-3
Pages: 79–106

Summary: This chapter shows how recent policy developments in language education are articulated with citizenship education. It considers some of the tensions between the humanistic and cosmopolitan ideals promoted by these policies and also the widespread conception of language learning as primarily concerned with transmitting or celebrating so-called national cultures.

Descriptor(s): Cultural issues, Curriculum/syllabus

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Summary: Looks at CLT from the three perspectives of competence, process and context.

Descriptor(s): Cultural issues, Methodology, Learner autonomy/strategies, English language, Curriculum/syllabus, Classroom interaction

Entered by: University of Manchester (School of Education)


Summary: This paper explores the experience of EFL teachers moving from teaching older learners to teaching younger learners. The context is the Turkish private primary school sector. The paper shows how the teachers moved from ‘controlling’ the behaviour of learners towards a broader conceptualisation of how to organise learning.

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


Summary: A paper partly based on doctoral research (Sundrarajun) which examines the validity issues of oral presentations as a form of assessment in university programmes.

Descriptor(s): Speaking, Cultural issues, Methodology, Classroom interaction, Assessment

Entered by: University of Manchester (School of Education)


Summary: The multidisciplinary field of language awareness (LA) is given coherence by its focus on engagement with language (Svalberg, 2007). This paper asks what engagement with language is and what facilitates or hinders it. Cognitive, social, and affective factors are discussed. Some aspects of engagement are illustrated by ESOL student interviews.

Summary: The study seeks to add to the current debate on English as a lingua franca by analysing the role of the native speakers of English in intercultural business negotiations and to what extent they effectively accommodate lingua franca speakers.

Descriptor(s): English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


ISBN: 978 1 90109 523 4
Pages: 141–148

Summary: This paper presents an outline of the research framework for a longitudinal, comparative study of early language learning (ELL) across seven European country contexts (Croatia, England, Italy, Netherlands, Poland, Spain and Sweden). Initial evidence from the one-year scoping study is discussed, giving an indication of future study outcomes.

Descriptor(s): Teacher education, Cultural issues, English language, Curriculum/syllabus, Classroom interaction
Country of research: various
Learners’ background: various
Institutional level: primary
Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


Summary: The overarching aim of the research reported here was to investigate the effects of task structure and storyline complexity of oral narrative tasks on second language task performance. Participants were 60 Iranian language...
learners of English who performed six narrative tasks of varying degree of structure and storyline complexity in an assessment setting.

Descriptor(s): Speaking, English language, Assessment

Country of research: Iran

Learners’ background: Iran

Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


Summary: This article reports on an investigation into learners’ and teachers’ perceptions of and criteria for task difficulty. Through task performance and semi-structured interviews with 10 teachers and 10 learners of English as a second language, their perceptions and criteria for task difficulty were examined.

Descriptor(s): Teacher cognition, Speaking, Learner cognition, English language

Country of research: United Kingdom

Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


ISBN: 978-0-8264-3515-6

Pages: 216–232

Summary: The prime purpose of this chapter is to put teachers’, learners’ and research perspectives of task difficulty (TD) together and to investigate whether teachers’ and learners’ perceptions of and criteria for TD are in line with the available research on the subject.

Descriptor(s): Teacher cognition, Materials, Learner cognition

Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


ISBN: 978-0-521-16391-0

Pages: 139–157

Descriptor(s): Teacher education, Methodology, Management/Innovation, ESOL/EAL, Assessment

Country of research: various

Entered by: University of Cambridge ESOL Examinations
Pages: 18–29
Summary: In December 2007 a two-day Invited Colloquium was held at the Carvonius Centre, in the University of Cambridge, UK. The event was intended as a forum for language testers from across Europe to reflect upon and share their experiences of using the preliminary pilot version of the manual for relating language examinations to the CEFR.
Descriptor(s): Methodology, Assessment
Country of research: various
Entered by: University of Cambridge ESOL Examinations

Summary: The author describes the development of online blended learning courses, taking as his example a Financial English course aimed at intermediate to advanced level learners worldwide.
URL: cambridgeesol.org/rs_notes/rs_nts36.pdf
Descriptor(s): Management/Innovation, Learning technologies, Learner autonomy/strategies, ESOL/EAL, Assessment
Country of research: various
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

ISBN: 9781441101532
Pages: 1–16
Entered by: Middlesex University (Learner Development Unit)

ISBN: 9780415447683
Pages: 27–34

**ISBN:** 97898072830109

**Descriptor(s):** Speaking, Listening, English language

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Liverpool (School of English)


**ISBN:** 978 90 382 1496 2

**Pages:** 405–414

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Liverpool (School of English)


**ISBN:** 978-0-415-46489-5

**Pages:** 302–316

**Descriptor(s):** English language

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Nottingham (School of English Studies)


**Summary:** This article uses a historical corpus culled from the Mass Observation archive as a source for a diachronic study of the syntactic feature of ‘tails’ (right dislocation). The article argues that the consistency and durability of the feature shows it to be an important grammatical item.

ISBN: 9783039118632

Summary: The chapter argues that teachers’ own stories offer a promising context for exploring aspects of spoken language with students. The debate about the desirability and feasibility of teaching spoken language is reviewed and examples of practical awareness-raising tasks are given.

Descriptor(s): Methodology, English language

Entered by: Leeds Metropolitan University


ISBN: 9781443813402

Pages: 199–216

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


ISBN: 1 901905 22 3

Pages: 94–96

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


ISBN: 978-9948-8566-8-9

Pages: 60–67

ISBN: 978-9948-8558-2-8

Pages: 315–323


ISBN: 978-9948-8566-1-0

Pages: 61–88


**ISBN:** 978-3-03911-545-7

**Pages:** 39–51

**Summary:** From an EAP practitioner’s perspective, explores the 1-1 consultation with PhD students on their writing. Issues of time, pressure, and ethics arise. Illustrated with textual examples.

**Descriptor(s):** Writing, Cultural issues, Reading, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Goldsmiths, University of London (Centre for Language, Culture and Learning)


**Descriptor(s):** Learner cognition

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


**ISBN:** 978-1-84769-128-6

**Pages:** 215–228

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

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


**ISBN:** 978-1-84769-128-6

**Pages:** 1–8

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

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

**Ushioda, E. and Z. Dörnyei.** 2009. ‘Motivation, language identities and the L2 self: A theoretical overview’
ISBN: 978-1847691279
Pages: 1–8
Descriptor(s): English language
Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Teacher education, Learning technologies
Entered by: University of Warwick (Centre for Applied Linguistics)

Pages: 1–13
Descriptor(s): Methodology, Materials, Curriculum/syllabus
Entered by: Lancaster University (Linguistics and English Language)

Summary: This article surveys research using DVD, streaming video, video on demand, interactive television and digital language laboratories since 1999, mapping out pointers for future research. Evidence suggests that research on DVD and other recent technologies is well-established but research-led implementation of enhanced functionality of digital labs is hardly in its infancy; much language lab use is marginal at best.
Descriptor(s): Speaking, Cultural issues, Pronunciation, Methodology, Materials, Listening, Learning technologies, ESP, English language
Country of research: various
Learners’ background: various
Entered by: University of Oxford (Language Centre)

Summary: The author presents information on the profile of Skills for Life candidature 2007–8.
URL: cambridgeesol.org/rs_notes/rs_nts36.pdf
Descriptor(s): ESOL/EAL, Assessment
Country of research: various
Learners’ background: various
Entered by: University of Cambridge ESOL Examinations

**Summary:** The author provides a summary of the main findings from her PhD thesis which explores how learners learn to express motion in a second language, and the factors affecting second language acquisition.

**URL:** cambridgeesol.org/rs_notes/rs_nts42.pdf

**Descriptor(s):** Learner cognition, ESOL/EAL, English language

**Country of research:** United Kingdom

**Learners’ background:** Serbia

**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** The authors explore how the rating scale for the International Legal English Certificate (ILEC) speaking test was revised to ensure raters used the whole scale, thereby promoting fairness to all test takers and better rater practice.

**URL:** cambridgeesol.org/rs_notes/rs_nts35.pdf

**Descriptor(s):** Speaking, Materials, ESOL/EAL, ESP, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations

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**Summary:** The authors investigate the lexical development of L2 learners of English using written responses to Skills for Life writing examinations across five proficiency levels.

**URL:** cambridgeesol.org/rs_notes/rs_nts41.pdf

**Descriptor(s):** Writing, ESOL/EAL, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Entered by:** University of Cambridge ESOL Examinations
ISBN: 9780415299435
Pages: 489–503
Summary: The paper examines central principles of critical language awareness with reference to a class on critical reading which was taught to advanced foreign language learners. The paper argues that CLA needs to be located within a critical pedagogy which values commonality rather than difference and resistance rather than opposition, and which aims to bring critical approaches into the mainstream.
Descriptor(s): Cultural issues, English language
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

ISBN: 1 872972 853
Pages: 420–431
Summary: The chapter elaborates on the meaning of participatory and sets out crucial principles which can allow ESOL learners to take more control of their classroom learning. It proposes that ESOL learners should be encouraged to create their own learning and their own texts and highlights the importance a pedagogy in which teachers and learners share experience.
Descriptor(s): Methodology, ESOL/EAL, Curriculum/syllabus
Country of research: United Kingdom
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

ISBN: 1 872972853
Pages: 113–126
Summary: The chapter considers the relevance of critical literacy for ESOL learners. It sets out the components of critical reading as awareness of language as a social phenomenon, and offers practical proposals for initiating critical reading in the classroom.
Descriptor(s): Reading, Methodology, ESOL/EAL

Country of research: United Kingdom
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)
Pages: 175–206
Summary: This paper reports a case of applying portfolio assessment to an intercultural language program called ‘CoffeeTea’ in a Chinese university. Based on interview and learning journal data, the author finds that in an examination-oriented context, it is necessary to localise assessment with regard to national-institutional policy and instructional design.
Descriptor(s): Cultural issues, Learning technologies, Learner autonomy/strategies, English language, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: China
Learners’ background: China
Institutional level: tertiary
Entered by: The Open University (Faculty of Education and Languages)

Summary: In an experiment inspired by TALK (a computer-assisted speech aid), learners of English memorised native-like phrases for use in targeted conversations. In TALK and the L2 study conversational, interaction is limited by a reliance on prefabricated material, yet even fixed formulaic language is found to be highly effective in conversation.
Descriptor(s): Speaking, Methodology, Learner autonomy/strategies
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Swansea University (Department of Applied Linguistics)
Summary: Using a database of relevant examples, this chapter analyses and critically evaluates trends in ELT textbook design over the last 20 years or so. It also calls for much greater involvement by applied linguistics research in this area, and proposes a number of ways in which this might occur.
Descriptor(s): Materials
Country of research: United Kingdom
Entered by: Lancaster University (Linguistics and English Language)

Summary: This article surveys the main literature on theory, research and practice in the management of change in English Language education over the last 20 years or so, using Fullan’s three-stage conceptualisation of the educational innovation process as a basic ‘heuristic’.
URL: eprints.lancs.ac.uk/33324/1/download.pdf
Descriptor(s): Management/Innovation
Entered by: Lancaster University (Linguistics and English Language)

Principal format: CD-ROM
Summary: This paper presents the first stages of a project to develop a web-based, interactive learning tool for international students preparing for study in UK tertiary education. Prepare for Success is an open website, flexibly designed for students to use alongside institutional induction resources. This paper presents the design and pedagogy’ explores current usage and outlines on-going development of the website.
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Associated project: Prepare for Success
Entered by: University of Southampton (Modern Languages, School of Humanities)

Summary: This case study presents a model for designing an online EAP toolkit comprising ‘learning objects’ in study skills and English Language development. Using an explicit pedagogic approach, they share design features which facilitate their
use by students for self-access, and in teaching contexts. The paper also presents research findings about how the learning objects are received by students and teachers.

**URL**: www.ejel.org/volume8/issue1

**Descriptor(s)**: Methodology, Materials, Learning technologies, Learner autonomy/strategies, ESP, English language

**Country of research**: United Kingdom

**Learners’ background**: United Kingdom

**Institutional level**: tertiary

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

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**ISBN**: 9780826487278

**Summary**: Integration of educational change theory and practice. Current ideas about the what, why and how of educational (TESOL) change are analysed to identify important issues for consideration. International case studies are used to illustrate how change processes are affected when such issues are insufficiently acknowledged or ignored.

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

**Institutional level**: tertiary

**Entered by**: University of Leeds (School of Education)

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**ISBN**: 9783838342610

**Summary**: A longitudinal study of a TESOL change project in Hungary from 1991–1998. The study uses a framework that looks at the project from the point of view of its content and its process, within a local, national and international context which was itself unpredictably changing.

ISBN: 978-1-906438-51-7

Pages: 157–189


Descriptor(s): Reading, Assessment

Entered by: University of Leeds (School of Education)


ISBN: 978-1847691651

Pages: 41–59

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


ISBN: 978-1441106223

Entered by: University of Birmingham (School of Education)
Entered by: University of Birmingham (School of Education)

ISBN: 9781848552401
Pages: 319–353
Summary: This book is a thoroughly revised, re-organised, and re-worked edition of Ritchie and Bhatia’s 1996 handbook. The work is divided into six parts, each devoted to a different aspect of the study of SLA.
Entered by: University of Cambridge (Research Centre for English and Applied Linguistics)

Summary: This paper is an examination of what verbal expressions of the self concept reveal about an individual’s identity claims in a given interaction. It concludes that cultural identity plays a salient role in an individual’s self concept in intercultural communication.
Descriptor(s): Cultural issues, English language
Learners’ background: United Kingdom
Institutional level: tertiary
Entered by: University of Sussex (The Sussex Language Institute)

Summary: This paper presents a small-scale exploratory study in which qualitative data were collected to find evidence of the impact of formative feedback on student writing. The findings showed that students who had utilised their feedback comments improved considerably in the areas previously criticised.
Descriptor(s): Writing
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: King’s College London (Department of Education and Professional Studies)

Descriptor(s): Methodology, Writing
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: King’s College London (Department of Education and Professional Studies)


Summary: The study investigates the role of concurrent and retrospective verbal report in exploring the cognitive processes of advanced ESL learners engaged on a written discourse completion task eliciting status-unequal requests in English.

Descriptor(s): Learner cognition, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: University of Bristol (Graduate School of Education)


Summary: This study compares the interlanguage requests of 89 advanced mixed-L1 learners and the requests of 87 British English native speakers elicited with a discourse completion task. The paper explores the quantitative and qualitative differences in patterns of speech act behaviour and considers implications for learner development.

Descriptor(s): English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: University of Bristol (Graduate School of Education)


Descriptor(s): ESOL/EAL, Materials
Country of research: United Kingdom; Learners’ background: various;
Institutional level: adult
Entered by: University of Leeds (School of Education)


Summary: In an experiment inspired by TALK (a computer-assisted speech aid for the disabled), L2 learners of English were provided with native-like ways of expressing specific messages for targeted conversations. Comparative
evaluations of the two types of interaction indicate that even entirely fixed formulaic language can be highly effective in conversation.

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

Country of research: United Kingdom
Learners’ background: China;
Institutional level: adult
Entered by: Cardiff University (School of English, Communication and Philosophy)


Descriptor(s): Speaking, Learner cognition, Learner autonomy/strategies, ESOL/EAL

Country of research: various
Learners’ background: China
Institutional level: tertiary
Entered by: Newcastle University (School of Education, Communication and Language Sciences)


Descriptor(s): Learner cognition, English language

Entered by: Newcastle University (School of Education, Communication and Language Sciences)


Descriptor(s): Speaking, Listening, Learner cognition, ESOL/EAL, English language

Entered by: Newcastle University (School of Education, Communication and Language Sciences)


Descriptor(s): Speaking, Listening, Learner cognition, ESOL/EAL, English language

Entered by: Newcastle University (School of Education, Communication and Language Sciences)

Wright, C. 2010. Articles, Chapters, Authored Books and Unpublished Items

Principal format: Printed

Descriptor(s): Learner cognition, English language

Entered by: Newcastle University (School of Education, Communication and Language Sciences)
ISBN: 978-0-521-75684-6
Pages: 102–112
Descriptor(s): Teacher education
Entered by: University College Plymouth St Mark & St John (Department of International Education)

ISBN: 978-1443801447
Pages: 27–43
Summary: This book is a collection of papers that investigate empowerment within the contexts of language, education, and technology. In the seventeen papers published in the book, local and international practitioners and researchers have analysed their experiences within a range of socio-linguistic situations.
Descriptor(s): Management/Innovation
Entered by: University College Plymouth St Mark & St John (Department of International Education)

Descriptor(s): Teacher education
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University College Plymouth St Mark & St John (Department of International Education)

Descriptor(s): Teacher cognition, Methodology, ESP, Classroom interaction
Country of research: China
Learners’ background: China
Institutional level: tertiary
Entered by: University of Leeds (School of Education)

Summary: Using qualitative methods, including observations, interviews and reflective writing, this case study charts the practical knowledge growth in communicative language teaching of a lower secondary school teacher in the Middle East while she was studying part-time on an in-service BA (TESOL) programme run by the University of Leeds.

Articles, Chapters, Authored Books and Unpublished Items | 141


Pages: 82–94

Summary: This chapter presents evidence of a BA Educational Studies (TESOL) Programme in Oman influencing the way that teachers taught, and thought about their work: both cognitive and behavioural change seemed to occur. The programme appeared to be constructivist in various ways.


Summary: This study focuses on a teacher of English in the Middle East. Using qualitative case study methodology, the author uncovers various aspects of the case study’s self-efficacy growth, highlighting links between this and growth in their practical knowledge. Results indicate unevenness in growth across various dimensions of practical knowledge.


Summary: Using qualitative case study methodology, this article explores a language teacher’s development as a reflective practitioner, while she was engaged on a three-year in-service BA (TESOL) programme in the Middle East. Evidence of growth in her reflective qualities, skills and capacity to reflect critically is reported.
**Descriptor(s):** Teacher education, Teacher cognition  
**Country of research:** Oman  
**Learners’ background:** Oman  
**Institutional level:** tertiary  
**Entered by:** University of Portsmouth (School of Languages and Area Studies)

**ISBN:** 978-9948-15-244-6  
**Summary:** This is the editors’ introduction to a collection of 16 dissertations, produced by Omani graduates of the University of Leeds MA in Education programme. The majority of these dissertations relate to TESOL. Topics include mentoring, supervision, reflective practice, teacher training, and school management.  
**Descriptor(s):** Teacher education, Teacher cognition  
**Entered by:** University of Portsmouth (School of Languages and Area Studies)

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

**ISBN:** 978-0-415-46903-6  
**Pages:** 1–8  
**Descriptor(s):** Writing, Cultural issues, Reading, ESOL/EAL, English language  
**Country of research:** various  
**Learners’ background:** various  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

Summary: This paper reports the effects of the properties of source texts on summarisation. The effects of summarisation were examined from two perspectives: students’ summary task performance and their perception of such effects as demonstrated in the post-summary questionnaire and interviews.

Descriptor(s): Writing, Reading, Assessment

Country of research: China

Learners’ background: China

Institutional level: tertiary

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


Summary: This article reports an a posteriori validation study that analysed a sample of the archived data of an international language test. The source material is used to examine empirically to what extent the often claimed relationships actually exist between lexical diversity, holistic quality of written or spoken discourses, and language proficiency of test takers.

Descriptor(s): Writing, Speaking, Assessment

Country of research: various

Learners’ background: various

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

ISBN: 987-7-5600-9171-6

Pages: 124–147

Principal format: Printed

Descriptor(s): Cultural issues, Learner cognition

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

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


Summary: This paper discusses the e-learning materials and practices including English language learning in Chinese kindergartens.

Descriptor(s): Cultural issues, Materials, Management/Innovation, Learner autonomy/strategies, ESOL/EAL, Classroom interaction
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 (94 in total). Theses are ordered alphabetically by institution, and, within each institution, alphabetically by author. Doctoral theses completed within UK institutions are frequently digitised by the British Library’s Electronic Theses Online Service (EThOS), and their website (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)


Supervisor(s): Garton, S. and Edge, J.
Awarding institution: Aston University

Summary: The study is concerned with post-observation feedback and its role as an instigator of teacher learning and change. It investigates corrective and confirmatory feedback and argues that certain kinds of feedback may be more facilitative of convergent change while some others may be characterised as being more divergent.

Descriptor(s): Teacher education, Teacher cognition

Country of research: United Kingdom
Institutional level: adult

Goldsmiths, University of London (Centre for Language, Culture and Learning)


Supervisor(s): Turner, J. and Kenner, C.

Awarding institution: Goldsmiths, University of London

Summary: The thesis identifies and critiques the dominant conceptualisations of English in Japanese social and educational contexts and their influence over Japanese ELT. It develops the notion of English as a brand, whereby English functions as a fashionable accessory or lifestyle. Methodologically, it combines the theory of conceptual metaphor with critical discourse analysis.

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

Country of research: Japan
Learners’ background: Japan

Institutional level: tertiary
Institute of Education, London (Department of Learning, Curriculum and Communication)

Andrew, P. 2009. The Social Construction of Age in Adult Mexican English Language Learners: An Exploratory Study.

Supervisor(s): Block, D.

Awarding institution: Institute of Education, University of London

Summary: This thesis investigates the social construction of age in the context of English foreign language learning in Mexico. Specifically, it looks at how adults of different ages experience learning a new language and how they enact their age identities as language learners.

Descriptor(s): Cultural issues


Supervisor(s): Wallace, C.

Awarding institution: Institute of Education, University of London

Summary: The thesis considers the monolingual ethos of international schools where English is the medium of instruction. With reference to the views of parents, teachers and management, it explores attitudes and values about bilingualism and mother tongue maintenance with reference to one particular international school.

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

Country of research: Austria


Supervisor(s): Hyland, K. and Block, D.

Awarding institution: Institute of Education, University of London

Descriptor(s): ESP


Supervisor(s): Andrews, R.

Awarding institution: Institute of Education, University of London

Summary: This thesis aims to investigate how grammar teaching is perceived and practised within the task-based secondary curriculum of Hong Kong. The study covers three major areas of investigation: language teaching policy and curriculum in Hong Kong; language and grammar teaching materials; and individual teachers’ grammar teaching concepts and practice.

Descriptor(s): Writing, ESOL/EAL, Curriculum/syllabus

Country of research: Hong Kong

Learners’ background: Hong Kong

Institutional level: secondary


Supervisor(s): Block, D.

Awarding institution: Institute of Education, University of London
Summary: This thesis focuses on English language ideologies (ELI) in an increasingly globalised China, and analyses the sociocultural implications of the ideologies examined. The topic of ELI in China is framed in terms of theories of globalization (with specific emphasis on their economic and cultural dimensions) and theories of language ideologies.

Descriptor(s): Cultural issues, English language


Supervisor(s): Wallace, C.
Awarding institution: Institute of Education, University of London

Summary: The thesis explores language policy and practice in one South African primary school. It considers how ideological factors have an effect on the choice of language of instruction and how languages other than English are being given an ever-diminished role in school life.

Descriptor(s): Curriculum/syllabus, Classroom interaction

Country of research: South Africa
Learners’ background: South Africa


Supervisor(s): Wallace, C.
Awarding institution: University of London

Summary: The thesis centres on the teaching of Dutch as a second language with university level students in Britain.

It explores the way in which texts can be used to promote intercultural awareness in the second language.

Descriptor(s): Cultural issues, Curriculum/syllabus

Rodgers, J. 2009. Demythologising Skimming: The Operationalisation, Teaching and Practice of Skimming in a Second Language, with a Special Reference to the IELTS Test.

Supervisor(s): Paran, A.

Awarding institution: Institute of Education, University of London

Summary: This study examined skimming from three angles: a pedagogy-focused enquiry, looking at EFL coursebooks; a teacher-focused enquiry, using questionnaire responses from teachers; and a learner-focused enquiry, using verbal protocols recorded while learners skimmed texts. The study suggests that skimming is not a separate process but rather a variant of normal reading.

Descriptor(s): Teacher cognition, Reading, Methodology, Materials, Learner cognition, Assessment

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

King’s College London (Department of Education and Professional Studies)

**Fortune, A.** 2010. *Case Studies of how Five Learner Dyads Focus on Form and Co-construct Language Knowledge While Engaged in Collaborative Output Tasks.*

**Supervisor(s):** Leung, C. and Street, B.

**Awarding institution:** King’s College London

**Summary:** This study looks at the performance of a sequence of collaborative output tasks by five advanced English L2 learners at a UK university. It adopts a case study approach to investigate which forms the learners focus on and how, through in-depth quantitative and qualitative analysis.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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**Supervisor(s):** Street, B. and Jenkins, J.

**Awarding institution:** King’s College, University of London

**Summary:** This thesis, drawing on ethnographic methods and approaches, provides an account of Literacy provision in an inner-London primary school, which serves as an example of the ways in which the policy and funding of the Ethnic Minority Achievement Grant (EMAG) is developed and realised in practice.

**Descriptor(s):** Teacher cognition, Management/Innovation, ESOL/EAL, Curriculum/syllabus

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** primary
**Descriptive**: Teacher education, Teacher cognition, Methodology, English language, Curriculum/syllabus, Assessment

**Country of research**: Japan

**Learners' background**: Japan

**Institutional level**: secondary


**Supervisor(s)**: Leung, C. and Street, B.

**Awarding institution**: King's College London

**Summary**: This thesis examines the relationship between situated identities and constructed learning environments. It discusses the implications this relationship may have on language learners’ perceptions of acquisition of English through a longitudinal case study of a group of Chinese students who are temporarily in London studying English.

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

**Country of research**: United Kingdom

**Learners' background**: China

**Institutional level**: tertiary


**Supervisor(s)**: Stevenson, I. and Leung, C.

**Awarding institution**: King’s College, University of London

**Descriptor(s)**: Methodology

**Country of research**: China

**Learners' background**: China

**Institutional level**: tertiary

**Lancaster University (Linguistics and English Language)**

**Abu Bakar, Z.** 2010. *Learners’ Perceptions of Alternative Types of Error Correction for Pronunciation Errors.*

**Supervisor(s)**: Bygate, M.

**Awarding institution**: Lancaster University

**Summary**: The study explores students’ perceptions of types of correction of pronunciation error. Using a video-mediated environment and semi-structured interviews, the study finds a preference for direct correction, and
a sensitivity to embarrassment, and suggests ways in which software could be used to address students’ concerns.

**Descriptor(s):** Speaking, Cultural issues, Pronunciation, Learning technologies, Learner cognition, Classroom interaction

**Country of research:** Malaysia

**Learners’ background:** Malaysia

**Institutional level:** tertiary

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**Supervisor(s):** Kormos, J.

**Awarding institution:** Lancaster University

**Summary:** This thesis investigated gender and proficiency based differences in the use of learning strategies with relation to ICT in a Saudi-Arabian context.

**Descriptor(s):** Learner autonomy/strategies

**Country of research:** Saudi Arabia

**Learners’ background:** Saudi Arabia

**Institutional level:** tertiary

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**Supervisor(s):** Wall, D.

**Awarding institution:** Lancaster University

**Summary:** This thesis investigates the washback of the English oral test component of the Senior Secondary School Entrance Examination in Guangzhou (introduced in 2004). The author applies Ajzen’s Theory of Planned Behaviour to teacher explanations of their responses to the changes in teaching intended by policy-makers and the test designers.

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

**Country of research:** China

**Learners’ background:** China

**Institutional level:** tertiary

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**Supervisor(s):** Bygate, M.

**Awarding institution:** Lancaster University

**Summary:** This study investigates incidental L2 vocabulary learning in a computer-mediated reading setting. It aims to determine the effect that computerised word-focused activities, types of activities, frequency of word encounters, and distribution between repeated encounters has on lexical retention.

**Descriptor(s):** Reading, Materials, Learning technologies, Learner cognition, Learner autonomy/strategies, ESP

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary
**Swansea University (Department of Applied Linguistics)**

**Donzelli, G.** 2010. *Young Learners and Foreign Language Learning; The Words They Hear and the Words They Learn.*

**Supervisor(s):** Milton, J.

**Awarding institution:** Swansea University

**Summary:** This dissertation examines the vocabulary to which young learners of EFL in Italy are exposed in the classroom and the textbook and measures the resulting uptake.

**Descriptor(s):** Curriculum/syllabus

**Country of research:** Italy

**Learners’ background:** Italy

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**Supervisor(s):** Milton, J.

**Awarding institution:** Swansea University

**Summary:** In this dissertation, the process of creating a specialist word list for the domain of business studies is described, and the word list is produced and described.

**Descriptor(s):** ESP

**Country of research:** United Kingdom

**Learners’ background:** various

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**Supervisor(s):** Milton, J.

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**The Open University (Faculty of Education and Languages)**


**Supervisor(s):** Coleman, J.A., Stickler, U. and Heins, B.

**Awarding institution:** The Open University, UK

**Summary:** This exploratory case study investigates social presence in dyadic online foreign language interaction via desktop videoconferencing between trainee language teachers. Multiple sources were qualitatively analysed, drawing on principles of thematic analysis, interactional linguistics and social semiotics. An original approach to analysing and classifying language-learner interactions is demonstrated.

**Descriptor(s):** Teacher education, Speaking, Methodology, Learning technologies, ESOL/EAL, English language, Classroom interaction
| University of Bedfordshire | Devi, S. 2010. *Investigating the Academic Reading of First-year Undergraduates at a British University.* | Supervisor(s): Weir, C.J. and Green, A. | Awarding institution: University of Bedfordshire | Descriptor(s): Reading, Assessment | Country of research: United Kingdom | Learners’ background: China | Institutional level: tertiary |
| | Unaldi, A. 2010. *Investigating Reading for Academic Purposes: Sentence, Text and Multiple Texts.* | Supervisor(s): Weir, C.J. and Green, A. | Awarding institution: University of Bedfordshire | Descriptor(s): Reading, Assessment | Institutional level: tertiary |

**Supervisor(s):** Martin-Jones, M.

**Awarding institution:** The University of Birmingham

**Descriptor(s):** Teacher education, ESOL/EAL

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Hsieh, S-C. 2009. *(Im)politeness in Email Communication: How English and Chinese Speakers Negotiate Meanings and Develop Intercultural (Mis)understandings.*

**Supervisor(s):** Creese, A.

**Awarding institution:** The University of Birmingham

**Descriptor(s):** Writing, Cultural issues, Learning technologies

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**Supervisor(s):** Martin-Jones, M.

**Awarding institution:** The University of Birmingham

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**Supervisor(s):** Martin, D.

**Awarding institution:** The University of Birmingham

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University of Bristol (Graduate School of Education)


**Supervisor(s):** Kiely, R.

**Awarding institution:** University of Bristol

**Summary:** A stakeholder evaluation of a large EAP programme, with a focus on teachers’ practices and the motivations and cognitions which underpin these, and on the management enterprise which has responsibility for the student experience in the university as a whole.

**Descriptor(s):** Writing, Teacher cognition, Methodology, Materials, Management/Innovation, Learner autonomy/strategies, ESP, Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** Oman

**Learners’ background:** Oman

**Institutional level:** tertiary

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**Supervisor(s):** Kiely, R.

**Awarding institution:** University of Bristol

**Summary:** This study examined the implementation of problem-based learning (PBL), an innovative pedagogy developed to support English learning in a Malaysian university. The study illustrated a positive impact of the features of PBL, which promote autonomy, personal responsibility and self-assessment.
Descriptor(s): Management/Innovation, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: Malaysia
Learners' background: Malaysia
Institutional level: tertiary


Supervisor(s): Kiely, R.

Awarding institution: University of Bristol

Summary: This ESRC-funded study examined the classroom implementation of the European Language Portfolio in Italy and the UK, with a view to identifying affordances of the ELP, the ways teachers construct these, and the ways in which the context of English as a foreign language differs from other foreign languages in the European context.

Descriptor(s): Management/Innovation, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: various
Learners' background: various
Institutional level: primary


Supervisor(s): Woodfield, H.

Awarding institution: University of Bristol

Summary: The thesis focuses on motivation in relation to motivating language learners: a reading classroom orientated investigation on motivational teaching practice in relation to non-English major undergraduates’ motivation for English Language Learning.

Descriptor(s): Methodology, Learner cognition, Curriculum/syllabus
Country of research: China
Learners’ background: China
Institutional level: tertiary

University of Edinburgh (English Language Teaching Centre)


Supervisor(s): Parkinson, B. and Northcott, J.

Awarding institution: University of Edinburgh

Summary: A combined quantitative and qualitative study involving second-year Saudi English majors and final-year high
school students. The study discovered no clear case for using L1 questions and answers, and that using Arabic in comprehension tests did not improve the students’ performance. Participants’ perceptions were mixed, but with no consensus in favour of Arabic.

Descriptor(s): Reading, Assessment
Country of research: Saudi Arabia
Learners’ background: Saudi Arabia
Institutional level: tertiary


Supervisor(s): Trappes-Lomax, H., Benson, C. and Irvine, A.

Awarding institution: University of Edinburgh

Summary: Japanese government policy is to promote a more ELF-based approach to English teaching. This thesis investigates how far current learning materials reflect this aim, and explores stake-holder attitudes towards ELF-oriented materials. Participants tended to favour materials promoting awareness-raising, while rejecting the idea of ELF as a model for classroom learning.

Descriptor(s): Cultural issues, Materials
Country of research: Japan
Learners’ background: Japan
Institutional level: adult


Supervisor(s): Deignan, A. and Holmes, J.

Awarding institution: University of Leeds

Country of research: Oman


Supervisor(s): Borg, S. and Wedell, M.

Awarding institution: University of Leeds

Country of research: Oman

**Supervisor(s):** Lamb, M. and Robinson, P.

**Awarding institution:** University of Leeds

**Country of research:** Malaysia

Ong’Ondo, C. 2009. *Pedagogical Practice and Support of English Language Student Teachers During the Practicum in Kenya.*

**Supervisor(s):** Wedell, M., Malderez, A. and Borg, S.

**Awarding institution:** University of Leeds

**Country of research:** Kenya


**Supervisor(s):** Borg, S. and Baynham, M.

**Awarding institution:** University of Leeds

**Country of research:** Turkey


**Supervisor(s):** Deignan, A. and Walker, A.

**Awarding institution:** University of Leeds

Wang, Y-C. 2010. *Anxiety in English Language Learning: A Case Study of Taiwanese University Student on a Study Abroad Programme.*

**Supervisor(s):** Wedell, M. and Lamb, M.

**Awarding institution:** University of Leeds

**Country of research:** Taiwan

University of Manchester (School of Education)


**Supervisor(s):** Slaouti, D.

**Awarding institution:** University of Manchester

**Summary:** This research reports an exploratory case study of 48 Saudi female college freshmen in Riyadh, Saudi Arabia. The study seeks to examine the impact of using computers in EFL reading classrooms by looking at how the use of computers contributes to the development of students’ reading skills and strategies.

**Descriptor(s):** Methodology, Materials, Management/Innovation, Learning technologies, Curriculum/syllabus

**Country of research:** Saudi Arabia

**Learners’ background:** Saudi Arabia

**Institutional level:** tertiary

Supervisor(s): Edge, J.
Awarding institution: University of Manchester
Summary: This thesis explores the language learning strategies of Egyptian teacher trainees, and also uncovers broader issues that pose challenges to the language learning and teacher education experiences of trainees.
Descriptor(s): Teacher education, Cultural issues, Curriculum/syllabus
Country of research: Egypt
Learners’ background: Egypt
Institutional level: tertiary

Lee, W. 2010. Views and Experiences of English Language Education for Young Learners in South Korea.
Supervisor(s): Stelma, J.
Awarding institution: University of Manchester
Summary: This thesis looks at the views and experiences of children, parents, teachers and principals within both the private and public young learner ELT sectors of South Korea.
Descriptor(s): Cultural issues, Management/Innovation, English language, Curriculum/syllabus
Country of research: Korea, Republic of (South Korea)
Learners’ background: Korea, Republic of (South Korea)
Institutional level: primary

Supervisor(s): Fay, R.
Awarding institution: University of Manchester
Summary: An exploratory journey into the Foreign English Recruitment Project (FETR Project) in Taiwan.
Descriptor(s): Teacher education, Cultural issues, Management/Innovation, Curriculum/syllabus
Country of research: Taiwan
Learners’ background: Taiwan
Institutional level: primary

Supervisor(s): Stelma, J.
Awarding institution: University of Manchester
Summary: A study of Erasmus students’ fluency gains during their stay in the UK. A mixture of measures were used to explore relationships between their fluency gain and other measures of speech performance, as well as exposure, motivation and more.
Descriptor(s): Speaking, Cultural issues, Learner cognition, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

Supervisor(s): Stelma, J.
Awarding institution: University of Manchester
Summary: Exploring the impact of a teacher professional development initiative in an Iranian context. The initiative involved a group of teachers engaging in collaborative discussions to support their own development as teachers.
Descriptor(s): Teacher education, Cultural issues, Management/Innovation
Country of research: Iran
Learners’ background: Iran
Institutional level: tertiary

Supervisor(s): Fay, R.
Awarding institution: University of Manchester
Summary: Narrative exploration of the UK academic acculturation experiences of students from mainland China.
Descriptor(s): Cultural issues
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary

University of Nottingham (School of English Studies)
Christopher, A. 2009. A Longitudinal Study of The Use of Rhetorical Figures and Communicative and Styling Strategies in Advertising Slogans.

Supervisor(s): Carter, R.
Awarding institution: University of Nottingham
Descriptor(s): Writing, English language

Supervisor(s): Schmitt, N.
Awarding institution: University of Nottingham
Descriptor(s): English language

Supervisor(s): Carter, R.
Awarding institution: University of Nottingham
Descriptor(s): Materials, Learner cognition

Supervisor(s): Schmitt, N.
Awarding institution: University of Nottingham
Descriptor(s): Writing, English language

Lin, P.M.S. 2010. The Prosody of Formulaic Language.
Supervisor(s): Adolphs, S.
Supervisor(s): Conklin, K. and Schmitt, N. 
Awarding institution: University of Nottingham 
Descriptor(s): Speaking, English language

Supervisor(s): Carter, R. 
Awarding institution: University of Nottingham 
Descriptor(s): Writing, English language

Supervisor(s): Dörnyei, Z. 
Awarding institution: University of Nottingham 
Descriptor(s): Cultural issues, Learner cognition, Learner autonomy/strategies, English language

Supervisor(s): Mullaney, L.J. 
Awarding institution: University of Nottingham 
Descriptor(s): Learner cognition, English language

Supervisor(s): Adolphs, S. 
Awarding institution: University of Nottingham 
Descriptor(s): Speaking, English language

Supervisor(s): Adolphs, S. and Carter, R. 
Awarding institution: University of Nottingham 
Descriptor(s): Writing, English language

University of Sheffield (School of English) 
Supervisor(s): Ferguson, G.
**University of Sheffield**

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

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**University of Southampton**

(Modern Languages, School of Humanities)

**Alghamdi, F.M.A.** 2010. *Computer Assisted Tracking of University Student Writing in English as a Foreign Language.*

**Supervisor(s):** Archibald, A.

**Awarding institution:** University of Southampton

**Summary:** The study tracked development in writing in English as a foreign language of university students in two disciplines: English Language and Literature, and Computer Science. The program Scriptlog was used as a main data gathering tool alongside stimulated recall.

**Descriptor(s):** Writing, Learner cognition, ESP

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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**Jamshidifard, S.** 2010. *English Language Policy and Planning in Iran.*

**Supervisor(s):** Stevenson, P.R.

**Awarding institution:** University of Southampton

**Summary:** This thesis explores and documents the top-down official policies and bottom-up grassroots English language learning practices of contemporary Iranian society. It thus contributes to wider understanding of language policies and practices in Islamic states.

**Descriptor(s):** Curriculum/syllabus, Cultural issues

**Country of research:** Iran

**Learners’ background:** Iran

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**Supervisor(s):** Archibald, A.

**Awarding institution:** University of Southampton

**Summary:** This quasi-experimental study investigates the effects of implementing a process-genre approach in teaching L2 writing to Thai students at the university level in terms of the quality of written texts, the students’ acquisition of genre knowledge, and the incorporation of genre awareness in the process of writing in L2.

**Descriptor(s):** Curriculum/syllabus, ESP, Learner autonomy/strategies, Learner cognition, Methodology, Writing

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary

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**Supervisor(s):** Mitchell, R.F.
**Awarding institution:** University of Southampton

**Summary:** This thesis reports an ethnographic case study of six adult female learners of English as a second language. The case study subjects are from different linguistic backgrounds, and have been living continuously in a southern English city for two years on average. The study explores how gender, identity and social context influence the language learning process.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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**Supervisor(s):** Mitchell, R.F.

**Awarding institution:** University of Southampton

**Summary:** This was an ethnographic study which followed the classroom vocabulary learning of two adult advanced learners of English. The study re-evaluates the roles of mediation and scaffolding in sociocultural perspectives on vocabulary acquisition and argues for the central role of cognitive tools.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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**Tattersall, A.M.** 2009. *The Cultural Transition Cycle and Repatriation of Taiwanese Academic Sojourners in the UK.*

**Supervisor(s):** Brumfit, C.J. and Kelly, M.H.

**Awarding institution:** University of Southampton

**Summary:** This study explores the cultural transition cycle through the narratives of Taiwanese academic sojourners following their return home from a period of study spent in UK higher education. The findings suggest that patterns of socialisation are broadly predictive of repatriation affect.

**Descriptor(s):** Cultural issues

**Country of research:** Taiwan

**Learners’ background:** Taiwan

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**Thunnithet, P.** 2010. *Approaches to Criticality Development in English Literature Education: A Second Language Case Study in a Thai University.*

**Supervisor(s):** Johnston, B.H.M.

**Awarding institution:** University of Southampton

**Summary:** This research was an in-depth case study to explore the approaches Thai teachers of English literature in higher education utilise to foster criticality development in their students; the nature of students’ criticality development; and the influence of the teaching and learning context on such development.

**Descriptor(s):** Writing, Cultural issues, Learner cognition, Curriculum/syllabus, Classroom interaction

**Country of research:** Thailand
**Learners’ background:** Thailand  
**Institutional level:** tertiary

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**University of Warwick (Centre for Applied Linguistics)**

**Supervisor(s):** Wharton, S.  
**Awarding institution:** University of Warwick

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**Boonmoh, A.** 2009. *The Use of Pocket Electronic Dictionaries by Thai Learners of English.*  
**Supervisor(s):** Nesi, H. and Smith, R.  
**Awarding institution:** University of Warwick

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**Catterick, D.** 2009. *Investigating the Support Needs of Non-Native English Speaking International Students in Online Distance Learning.*  
**Supervisor(s):** Richards, K.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Ushioda, E.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Gardner, S.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Richards, K.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Smith, R.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Rixon, S.  
**Awarding institution:** University of Warwick

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**Supervisor(s):** Pinter, A.  
**Awarding institution:** University of Warwick

Supervisor(s): Rixon, S.
Awarding institution: University of Warwick


Supervisor(s): Pinter, A.
Awarding institution: University of Warwick


Supervisor(s): Richards, K.
Awarding institution: University of Warwick


Supervisor(s): Richards, K.
Awarding institution: University of Warwick


Supervisor(s): Wharton, S.
Awarding institution: University of Warwick


Supervisor(s): Wharton, S.
Awarding institution: University of Warwick


Supervisor(s): Ushioda, E.
Awarding institution: University of Warwick


Supervisor(s): Smith, R.
Awarding institution: University of Warwick
Externally Funded Projects
Externally Funded Projects

Externally funded projects are ordered below by starting date – to qualify for the directory a project had to have a start date or an end date within the 2009-2010 time frame, hence the presence of some projects which started earlier than 2009. Aside from being funded from outside the institution submitting the project and starting or ending within the 2009-2010 time frame, 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 and/or a project website. URLs have been checked and are correct at the time of publication of this book version of the directory.

2006


Funding body: English Profile

Summary: Ongoing research and evaluation work and reports as partners in the English Profile programme. Work to develop detailed reference level descriptions of English through empirically derived criterial features of the language, in particular functional, at all levels of the Common European Framework of Reference.

URL: www.beds.ac.uk/research/bmri/crella/projects/Profile

Country of research: United Kingdom

Learners’ background: various

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

2007


Funding body: ESRC and DFID

Summary: This project investigated the impact of the language of examinations and media of instruction in secondary schools on examination performance in Zanzibar. It discovers that school pupils in Zanzibar and many other schools in sub-Saharan Africa, are acquiring subject knowledge and understanding through a language that is not their first language.

URL: www.bristol.ac.uk/spine

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

Country of research: Tanzania

Learners’ background: Tanzania

Institutional level: secondary

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

**Funding body:** The British Academy

**Summary:** This project explored issues around the ’proofreading’ of students’ academic writing from the perspectives of students, academic staff and EAP staff. Data was gathered via focus groups and semi-structured interviews. Students revealed affective concerns around writing; academics affirmed the importance of structure and correctness; EAP staff distanced themselves.

**URL:** [www.gold.ac.uk/proofreadingawareness/](http://www.gold.ac.uk/proofreadingawareness/)

**Descriptor(s):** Writing, Cultural issues, Reading, Methodology, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Goldsmiths, University of London (Centre for Language, Culture and Learning)

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**Funding body:** UKCISA/ Prime Minister’s Initiative for International Education (PMI)

**Summary:** This project funded the development of an open website of interactive learning resources to prepare international students for study at UK tertiary level institutions. It also provides a resource for UK institutions to use with their incoming students either pre- or post-arrival.

**URL:** [www.prepareforsuccess.org.uk](http://www.prepareforsuccess.org.uk)

**Descriptor(s):** Learning technologies

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**Funding body:** European Commission, Lifelong Learning Project

**Summary:** This large scale longitudinal study has drawn on data from over 1400 primary school children, parents, teachers and school principals across seven European country contexts. It aims to clarify what is achievable through making an early start to foreign language learning in contexts where only limited amounts of curriculum time are available.

**URL:** [www.ellieresearch.eu](http://www.ellieresearch.eu)

**Descriptor(s):** Classroom interaction, Curriculum/syllabus, English language, Learner autonomy/strategies, Learner cognition, Learning technologies, Listening, Management/Innovation, Materials, Methodology, Pronunciation, Reading, Cultural issues, Speaking, Teacher cognition, Teacher education, Writing

**Country of research:** various

**Learners’ background:** various
Institutional level: primary
Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

2008

Funding body: Macmillan publishers and FLTRP
Summary: This is an ongoing project aiming to investigate how Chinese university students learn English and help Chinese university teachers to develop creativity and critical thinking skills through English teaching. A main activity is to provide evidence-based teacher training annually through action research and classroom observation. Eight teacher training books based on the study have been developed so far. The project fed into publication of: L. Jin and M. Cortazzi (eds.) 2011. Researching Chinese Learners: Skills, Perceptions and Intercultural Adaptations. Basingstoke: Palgrave, Macmillan.
Descriptor(s): Writing, Teacher education, Speaking, Cultural issues, Reading, Methodology, Materials, Listening, Learning technologies, English language, Curriculum/syllabus, Classroom interaction
Country of research: China
Learners’ background: China
Institutional level: tertiary
Entered by: De Montfort University (Centre for Intercultural Research on Communication and Learning)

Funding body: The Centre for Excellence in Multimedia Language Learning, University of Ulster
Summary: This report describes a collaborative project to explore approaches to language teaching using digital lesson materials in multimedia language laboratories. The central focus of the project was how to best exploit available software to enhance the effectiveness of language learning in the contexts under discussion.
URL: cemll.ulster.ac.uk/admin/documents/docs/Queen_MaryCEMLL_Final%20Report.pdf
Descriptor(s): Learning technologies
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Queen Mary, University of London (Language and Learning Unit)

Funding body: British Council
Summary: This project compared English-medium lecturing styles in Malaysia and the UK, and contributed materials to support lecturers and students using English as an international language. Data collected during the project forms part of the Engineering Lecture Corpus (ELC).

**Funding body:** British Council and IELTS Partners  
**Summary:** This research project, supported by a grant from the British Council and IELTS Research Fund, aims to understand candidates’ cognitive processes in taking IELTS Academic Writing Task One (AWT1), which uses graphs as test input.

**URL:** www.bris.ac.uk/education/research/centres/creole/projects/#cogpro  
**Descriptor(s):** Writing, Learner cognition, Assessment  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** tertiary  
**Entered by:** University of Bristol (Graduate School of Education)


**Funding body:** Economic and Social Research Council  
**Summary:** This study explored the development of idiomaticity in second language learners, and whether it is related to: age of first exposure (Critical Period effects); breadth and depth of exposure (acculturation and motivation effects); pattern detection ability and memory (language aptitude effects).

**URL:** www.esrc.ac.uk/my-esrc/grants/RES-000-22-2645/outputs/read/8d8dd5b5-c076-429a-aaf6-2c0abe9180da

Mallows, D. and D. Mehmedbegovic.

Funding body: Training and Development Agency for Schools

Summary: The Institute of Education carried out primary research (12 case studies, a series of policy interviews and a review of research) in order to write a strategy for the development of the EAL workforce in primary and secondary schools in England.

URL: www.teachingeal.org.uk/consultation.html


Leung, C., B. Mohan, D. Jenkins and other partners from 10 institutions in 9 EU countries.

Funding body: EU Comenius funding

Summary: Linguistic and ethnic diversity is now a norm in all European school systems. The aim of this project was to develop a European Core Curriculum for ITE with reference to linguistic minority students and Additional / Second language teaching and learning, setting out principles and examples of language pedagogy that can be adapted to particular teacher education programmes.
2009


Funding body: European Commission

Summary: The English Profile Network (EPN) is a pan-European network aiming to develop reference level descriptions for English based on the Common European Framework of Reference for Languages (CEFR).

URL: www.beds.ac.uk/research/bmri/crella/projects/EP

Descriptor(s): Materials, English language, Assessment

Country of research: United Kingdom

Learners’ background: various

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


Funding body: European Commission

Summary: This two-year project explored language learning in virtual worlds as part of a European Consortium project. It has created materials and templates for teachers to make use of as well as a series of introductory videos. There is also a teacher training course that is available for other teacher trainers to make use of.

URL: http://avalonlearning.eu/

Descriptor(s): Teacher education, Methodology, Materials, Learning technologies, Curriculum/syllabus

Country of research: various

Learners’ background: various

Entered by: University of Manchester (School of Education)

Milton, J. Jan 2009–Dec 2010. ‘Vill@ge: Virtual Language Learning through Edutainment Activities’.

Funding body: Lifelong Learning Programme, EC

Summary: The European funded Lifelong Learning project Vill@ge (143370-2008-LLP-GR-KA2-KA2MP) is designed to take advantage of the second language learning opportunities afforded by 3D virtual environments. This study investigates the nature and scale of learning that takes place with two different types of potential users of Second Life: young primary school age learners, and university level adults.

URL: www.lifelonglearningprogramme.org.uk/

Descriptor(s): Learning technologies

Country of research: various

Learners’ background: various

Entered by: Swansea University (Department of Applied Linguistics)
**Funding body:** The British Council  
**URL:** www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/2005-2008  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**Funding body:** The British Council  
**URL:** www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/elt_projects/  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**Funding body:** ESRC/TSB  
**Summary:** A knowledge transfer project to evaluate development of leadership skills, global citizenship and intercultural communication skills through expedition.  
**URL:** www.bbk.ac.uk/news/news-releases/birkbeck-and-raleigh-awarded-new-knowledge-transfer-partnership  
**Descriptor(s):** Curriculum/syllabus  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** King’s College London (Department of Education and Professional Studies)

**Funding body:** Leverhulme Trust  
**Summary:** An investigation into the learning needs of language teachers with regard to language testing and assessment. This involved the construction
and delivery of an online survey. The results were used to design innovative learning materials for a blended course in language testing involving new text-based materials and online multimedia information and activities.

URL: www.le.ac.uk/education/research/completedprojects/plt.html

Descriptor(s): Teacher education, Materials, Assessment

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


Funding body: United Kingdom Literacy Association

Summary: This research project explores how the children construct meaning from visual images in complex narratives in order to create strategies that will develop their critical literacy skills, as well as help them reflect on their own or others’ experiences of migration, journeys and foreign worlds.

URL: www.ukla.org/research/visual_journeys/

Descriptor(s): Speaking, Cultural issues, Reading, Methodology, Materials, Listening, ESOL/EAL, English language, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Glasgow (Language and Literature, Faculty of Education)


Funding body: JISC

Summary: The SIMiLLE project investigated virtual world technologies to create meaningful contexts for learning a foreign/second (L2) language. It looked at ways of enhancing L2 learning for distance students unable to experience the cultural and social immersion and to enrich cultural content for students already located in the managed hosting environment.

URL: chimera69.essex.ac.uk/SIMiLLE_Project

Descriptor(s): Learner autonomy/strategies, Learning technologies, Management/Innovation, Materials, Cultural issues

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


Funding body: Higher Education Academy, UK: Subject Centre for Linguistics, Languages and Area Studies

**Funding body**: ESRC

**Summary**: This work explores the practices and politics of writing in a global context by generating detailed empirical description and theoretical frameworks for understanding the role of English in mediating academic text production and distribution in a global context and critically exploring the ways in which written texts and literacy practices are dealt with in applied linguistics and sociolinguistics.

**URL**: www.esrc.ac.uk/my-esrc/grants/RES-063-27-0263/read

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

**Country of research**: various

**Learners’ background**: various

**Entered by**: The Open University (Faculty of Education and Languages)

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**Funding body**: Deutsche Forschungsgemeinschaft [German Research Foundation]

**Summary**: The project investigates the influence of specific item-characteristics on item-difficulties in EFL listening and reading tests. Information was analysed using multidimensional Rasch-Models, which allow for testing hypothesised effects of item-characteristics on item-difficulties. The results are significant for future test development, i.e. for item writer guidelines, standard-setting procedures or proficiency-level definitions.


**Descriptor(s)**: Assessment

**Country of research**: Germany

**Learners’ background**: Germany

**Institutional level**: secondary

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

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**Linse, C.** Oct 2009–Aug 2010. ‘Multiple Assessment in Primary and Middle School Classrooms’.

**Funding body**: British Council, Taiwan

**Summary**: The purpose of this action research project was to investigate assessment taking place in Taiwan primary and middle school ELT classrooms as well as assessment practices which can be integrated into instruction.

**URL**: www.britishcouncil.org/accessenglish-news-multiple-assessment-research-project-taiwan.htm

**Descriptor(s)**: Assessment

**Country of research**: Taiwan

**Learners’ background**: Taiwan

**Institutional level**: primary

**Funding body:** Oxford University Press

**Summary:** Initially, a systematic review of research into technology-based English language teaching is being carried out. On the basis of the review findings one or two research projects will be formulated. The over-arching objective is to examine rigorously whether technology does enhance language learning.

**URL:** www.education.ox.ac.uk/research/applied-linguistics/research/new-technologies/

**Descriptor(s):** Speaking, Reading, Listening, Learning technologies, Learner cognition, Learner autonomy/strategies, Classroom interaction

**Country of research:** various

**Learners’ background:** Spain

**Institutional level:** secondary

**Entered by:** University of Oxford (Department of Education)


**Funding body:** The British Council (ELTRA Award)

**Summary:** This project examines the practices and perceptions of non-native adult student speakers working on computer-based materials (CbMs) in self-study contexts in their own countries. The project addresses a number of key issues regarding CALL, digital natives and globalisation.

**URL:** www.languages.salford.ac.uk/research/centre_applied_linguistics/jarvis_project.php

**Descriptor(s):** Teacher education, Learning technologies, Learner autonomy/strategies, Curriculum/syllabus

**Country of research:** various

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Salford (School of Languages)


**Funding body:** Trinity College, London

**Summary:** This project examined a cross-section of end-user perspectives and experiences concerning the desirability and feasibility of a range of proposals for re-vamping an ELT teaching practice assessment schedule.

**URL:** www.ling.lancs.ac.uk/activities/851/

**Descriptor(s):** Teacher education, Assessment

**Country of research:** United Kingdom

**Institutional level:** adult

**Entered by:** Lancaster University (Linguistics and English Language)

**Funding body:** The British Council

**Summary:** This project researched the use of English in bilingual education – for example to teach science – in Thailand, Indonesia and South Korea as part of the British Council Access English project. It culminated in the publication of the research monograph ‘Researching English Bilingual Education in Thailand, Indonesia and South Korea’, London: British Council.

**URL:** [www.britishcouncil.org/publication_2_-_researching_english_bilingual_education.pdf](http://www.britishcouncil.org/publication_2_-_researching_english_bilingual_education.pdf)

**Descriptor(s):** Methodology, Management/Innovation, ESOL/EAL, Curriculum/syllabus

**Country of research:** various

**Learners’ background:** various

**Institutional level:** secondary

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

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**Funding body:** Japan Society for the Promotion of Science

**Summary:** This study investigated pre-task planning effects on beginning EFL learners’ paired oral test performance and the relationship between planning activity and actual performance.


**Descriptor(s):** Speaking, Assessment

**Country of research:** Japan

**Learners’ background:** Japan

**Institutional level:** tertiary

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

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**Funding body:** English Language Testing

**Summary:** Review of the needs of foundation level learners and development of suitable instruments for testing their language knowledge.

**URL:** [www.beds.ac.uk/research/bmri/crella/projects/Password_levels](http://www.beds.ac.uk/research/bmri/crella/projects/Password_levels)

**Descriptor(s):** Assessment

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**Funding body:** European Commission 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.

**Funding body:** British Council ELT Research Awards

**Summary:** This project investigated global practices in TEYL. Central aims were to: discover what policy/syllabus documents inform practices globally; investigate major pedagogies used; better understand teachers’ perceptions of their roles and responsibilities, including challenges faced; and identify how local solutions to pedagogical issues can be effective and how these may resonate globally.

**URL:** www1.aston.ac.uk/lss/news-events/news-news-2010/march/young-learners/

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** primary

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

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**Funding body:** The British Council

**URL:** www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/britishcouncil/

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

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**Funding body:** The IELTS Partners

**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 explores how communication problems that were associated with test-takers’ listening proficiency occurred and how these problems were dealt with.

**URL:** www.beds.ac.uk/research/bmri/crella/projects/IELTS_speaking

**Descriptor(s):** Speaking, Listening, Assessment

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

**Funding body:** The British Council

**URL:** www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/2005-2008

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

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Alderson, J.C. Apr 2010–Apr 2012. ‘Diagnosing Reading in a Second or Foreign Language’.

**Funding body:** Economic and Social Research Council

**URL:** www.ling.lancs.ac.uk/activities/891/

**Descriptor(s):** Reading, Assessment

**Entered by:** Lancaster University (Linguistics and English Language)

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**Funding body:** The British Council (English Language Teaching Research Award)

**Summary:** This project investigates perceptions and practices of learning English and other subjects by young dyslexia learners in Singapore. It aims to discover their strategies for overcoming their difficulties, using the metaphor analysis method developed by the principal investigator, used successfully for researching English as a foreign language (EFL) learners.

**URL:** www.das.org.sg/images/stories/Amalina/MetaphorPresentations2011/1.keynote_cortazzijin.pdf

**Descriptor(s):** Writing, Speaking, Cultural issues, Reading, Learner cognition, Learner autonomy/strategies, English language, Curriculum/syllabus

**Country of research:** Singapore

**Learners’ background:** Singapore

**Institutional level:** primary

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

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**Funding body:** ESRC

**URL:** www.education.bham.ac.uk/research/projects1/Researching_multilingualism.shtml

**Entered by:** University of Birmingham (School of Education)

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**Funding body:** British Council

**Summary:** This study sets out to gather a representative cross-section of perceptions from a typical ELT setting about what constitutes optimal ways of preparing for, implementing and following up on INSET training. It acts as a guide to developing good practice in this area and in other similar situations.

Funding body: HERA/AHRC

URL: www.education.bham.ac.uk/research/projects1/HERA.shtml

Entered by: University of Birmingham (School of Education)


Funding body: British Council English Language Teaching Research Partnership Awards

Summary: This study investigates the benefits of an online course in intercultural communication and intercultural awareness for a group of English language learners in a higher education institute in Thailand, equipping them for the demands of English as a global language. The research is conducted in partnership with Silpakorn University, Thailand.

URL: www.soton.ac.uk/calr/research/index.html


Funding body: The Education, Audiovisual and Culture Executive Agency (EACEA) and the Lifelong Learning Programme ( LLP)

Summary: This project will identify gaps, best practices and document case studies which could aid in combating plagiarism effectively.

URL: wwwm.coventry.ac.uk/researchnet/elphe/projects/ippheae/Pages/IPPHEAE.aspx


Funding body: Cambridge ESOL
**Summary:** The study compares the contextual features of the texts employed in Cambridge ESOL reading tests with the features of texts employed in IELTS and those students will encounter in the first year at a UK university.

**URL:** [www.beds.ac.uk/research/bmri/crella/projects/CAE_texts](http://www.beds.ac.uk/research/bmri/crella/projects/CAE_texts)

**Descriptor(s):** Reading, Materials, ESOL/EAL, 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)

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**Funding body:** The British Council

**URL:** [www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/](http://www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/)

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

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**Funding body:** Cambridge ESOL

**Summary:** This study employs modern eye tracking technology to investigate the parts of a CAE reading text participants focus on in terms of both duration and order whilst answering test questions. It will contribute to our understanding of whether different types of reading exhibit differences in cognitive processing.

**URL:** [www.beds.ac.uk/research/bmri/crella/projects/CAE](http://www.beds.ac.uk/research/bmri/crella/projects/CAE)

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

**Funding body:** The British Council

**Summary:** The study employs modern eye tracking technology to investigate the parts of a reading text and rubric participants focus on in terms of both duration and order whilst answering test questions. It will contribute to our understanding of whether different types of reading exhibit differences in cognitive processing.

**URL:** www.beds.ac.uk/research/bmri/crella/projects/British_Council

**Descriptor(s):** Reading, Learner cognition, ESOL/EAL, English language, Assessment

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


**Funding body:** English Language Testing

**Summary:** Developing procedures for the validation of test instruments designed to test language learners at Foundation level.

**URL:** www.beds.ac.uk/research/bmri/crella/projects/Password

**Descriptor(s):** Assessment

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

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**Funding body:** English Language Testing

**Summary:** Review of the needs of lower level learners and development of suitable instruments for testing their language knowledge.

**URL:** www.beds.ac.uk/research/bmri/crella/projects/Password_intro

**Descriptor(s):** Assessment

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

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**Funding body:** Society for Testing English Proficiency (STEP), Japan

**URL:** www.beds.ac.uk/research/bmri/crella/projects/STEP

**Descriptor(s):** Writing, Speaking, Reading, Assessment

**Country of research:** Japan

**Learners’ background:** Japan

**Institutional background:** tertiary

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

The following institutions have contributed entries to the 2009-10 directory. All names of departments, URLs and contact email addresses are as supplied by the institutions in question. Their accuracy has, wherever possible, been verified at the time of publication of this book form of the directory, but there can unfortunately be no guarantee that all details will remain correct. 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 their entries in this directory. However, an online search for name of researcher plus name of institution can often reveal correct contact details when needed.

Aston University (School of Languages and Social Sciences)
www.aston.ac.uk/lss
Contact: n.hooton@aston.ac.uk

Birkbeck College, University of London (Department of Applied Linguistics and Communication)
www.bbk.ac.uk/linguistics
Contact: linguistics@bbk.ac.uk

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-res@cardiff.ac.uk

Coventry University
www.coventry.ac.uk/elphe
Contact: ELTresearch.bes@coventry.ac.uk

De Montfort University (Centre for Intercultural Research on Communication and Learning)
www.dmu.ac.uk/faculties/hls/research/circl/
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@hw.ac.uk
Institute of Education, London (Department of Learning, Curriculum and Communication)
www.ioe.ac.uk/study/departments/361.html
Contact: FCL.Enquiries@ioe.ac.uk

King’s College London (Department of Education and Professional Studies)
http://kcl.ac.uk/schools/sspp/education/
Contact: ldc@kcl.ac.uk

Kingston University (Faculty of Arts and Social Sciences)
http://fass.kingston.ac.uk/
Contact: aps@kingston.ac.uk

Lancaster University (Linguistics and English Language)
www.ling.lancs.ac.uk/
Contact: a.waters@lancaster.ac.uk

Leeds Metropolitan University
www.leedsmet.ac.uk/international/english
Contact: carnegieresearch@leedsmet.ac.uk

London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)
www.londonmet.ac.uk/depts/faculty-of-humanities-arts-languages-and-education.cfm
Contact: j.enever@londonmet.ac.uk

Middlesex University (Learner Development Unit)
www.24-7.mdx.ac.uk/ldu/
Contact: ldu@mdx.ac.uk

Newcastle University (School of Education, Communication and Language Sciences)
www.ncl.ac.uk/ecls
Contact: peter.sercombe@ncl.ac.uk

Oxford Brookes International
www.brookes.ac.uk/international/pathway/staff
Contact: ebressan@brookes.ac.uk

Oxford Brookes University (Westminster Institute of Education)
www.brookes.ac.uk/wie/about/
Contact: jspiro@brookes.ac.uk

Queen Mary, University of London (Language and Learning Unit)
www.languageandlearning.qmul.ac.uk/
Contact: s.perrin@qmul.ac.uk

Queen’s University, Belfast (School of Education)
www.qub.ac.uk/schools/SchoolofEducation/
Contact: c.linse@qub.ac.uk
St. Mary’s University College, Twickenham, London (School of Communication, Culture and Creative Arts)
www.smuc.ac.uk/ccc/index.htm
Contact: fosterp@smuc.ac.uk

Swansea University (Department of Applied Linguistics)
www.swan.ac.uk/arts/AppliedLinguistics/
Contact: AppliedLinguistics@swansea.ac.uk

The Open University (Faculty of Education and Languages)
www.open.ac.uk/education-and-languages/index.php
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University College Plymouth St Mark & St John (Department of International Education)
www.marjon.ac.uk/courses/international/
Contact: inted@marjon.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/research/bmri/crella
Contact: tony.green@beds.ac.uk

University of Birmingham (Centre for English Language Studies and Department of English)
www.english.bham.ac.uk
www.cels.bham.ac.uk
Contact: cels@bham.ac.uk

University of Birmingham (School of Education)
www.education.bham.ac.uk/index.shtml
Contact: education@bham.ac.uk

University of Bristol (Graduate School of Education)
www.bris.ac.uk/education/research/centres/creole
Contact: Helen.Woodfield@bristol.ac.uk

University of Cambridge (Research Centre for English and Applied Linguistics)
www.rceal.cam.ac.uk/
Contact: jah91@.cam.ac.uk

University of Cambridge ESOL Examinations
www.cambridgeesol.org/
what-we-do
Contact: validation@cambridgeesol.org

University of East London (Cass School of Education)
www.uel.ac.uk/education
Contact: j.gray@uel.ac.uk
University of Edinburgh (English Language Teaching Centre)
www.ials.ed.ac.uk
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: d.a.myhill@ex.ac.uk

University of Glasgow (Language and Literature, Faculty of Education)
www.gla.ac.uk/schools/education/
Contact: christine.reoch@glasgow.ac.uk

University of Leeds (School of Education)
www.education.leeds.ac.uk/
Contact: M.Wedell@education.leeds.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, School of Arts and Social Sciences)
www.northumbria.ac.uk/sd/academic/sass/about/humanities/englishhome/linguistics/?view=Standard
Contact: az.dasc@northumbria.ac.uk

University of Nottingham (School of Education)
www.nottingham.ac.uk/education/
Contact: education.enquiries@nottingham.ac.uk

University of Nottingham (School of English Studies)
www.nottingham.ac.uk/english/research/cral
Contact: Svenja.Adolphs@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 Ulster  
(School of Education)  
www.socsci.ulster.ac.uk/education/  
Contact: socsci@ulster.ac.uk |
| University of Portsmouth (School of Languages and Area Studies)  
www.port.ac.uk/departments/academic/slas/  
Contact: mario.saraceni@port.ac.uk |
| University of Warwick  
(Centre for Applied Linguistics)  
www.warwick.ac.uk/al  
Contact: appling@warwick.ac.uk |
| University of Reading (Department of English Language and Literature)  
www.reading.ac.uk/english-language-and-literature/  
Contact: english@reading.ac.uk |
| University of West of England (Department of English, Linguistics and Communication)  
www1.uwe.ac.uk/cahe/elc/  
Contact: Michael.Daller@uwe.ac.uk |
| University of Westminster (Centre for English Learning and Teaching)  
www.westminster.ac.uk/schools/humanities/centre-for-english-learning-and-teaching-celt  
Contact: N.Lahaussedelalouviere@wesminster.ac.uk |
| York St John University  
(Languages and Linguistics)  
http://w3.yorksj.ac.uk/cell/centre-for-lang--linguistics.aspx  
Contact: linglang@yorksj.ac.uk |
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