

# 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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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](http://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), Seongsok 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 Seongsok 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/tfn](http://www.nottingham.ac.uk/tfn)) 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](http://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](http://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.

## A

**Adolphs, S.** 2009. 'Using a corpus to study spoken language' in S. Hunston and D. Oakey (eds.) *Introducing Applied Linguistics: Concepts and Skills*. Abingdon: Routledge.

**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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**Adolphs, S. and D. Knight.** 2010. 'Building a spoken corpus: what are the basics?' in A. O'Keeffe and M. McCarthy (eds.) *Routledge Handbook of Applied Linguistics*. Oxford: Routledge.

**ISBN:** 978-0-415-49067-2

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

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

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

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

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

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

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**Alderson, J.C.** 2009. 'Air safety, language assessment policy and policy implementation: the case of aviation English'. *Annual Review of Applied Linguistics* 29/1: 168–187.

**Descriptor(s):** Assessment

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

---



**Alderson, J.C.** 2009. 'The micropolitics of research and publication' in J.C. Alderson (ed.) *The Politics of Language Education: Individuals and Institutions*. Bristol: Multilingual Matters.

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

**Pages:** 222–236

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

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**Alderson, J.C.** 2009. 'Setting the scene' in J.C. Alderson (ed.) *The Politics of Language Education: Individuals and Institutions*. Bristol: Multilingual Matters.

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

**Pages:** 8–44

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

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

---

**Alderson, J.C.** 2010. 'Language testing-informed SLA? SLA-informed language testing?' in I. Bartning, M. Martin and I. Vedder (eds.) *Communicative Proficiency and Linguistic Development: Intersections between SLA and Language Testing Research*. Rome: EUROSLA Monographs.

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

**Pages:** 239–248

**URL:** [eurosla.org/monographs/EM01/239-248Alderson.pdf](http://eurosla.org/monographs/EM01/239-248Alderson.pdf)

**Descriptor(s):** Assessment

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

**Alderson, J.C.** 2010. 'A survey of aviation English tests'. *Language Testing* 27/1: 51–72.

**Descriptor(s):** Assessment

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

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**Alexander, O.** 2009. 'Learning Teams in Edinburgh' in A.F.V. Smith and G. Strong (eds.) *Adult Language Learners: Context and Innovation*. Alexandria, Virginia: TESOL Inc.

**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)

---

**Alexander, O.** 2010. 'The Leap into TEAP: the role of the BALEAP competency framework in the professional development of new EAP teachers'.

**Summary:** *In the UK, the BALEAP framework of EAP Teacher Competencies informs the approach to professional*

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.

**URL:** [www.sml.hw.ac.uk/documents/research/Bilkent\\_Paper2010.pdf](http://www.sml.hw.ac.uk/documents/research/Bilkent_Paper2010.pdf)

**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)

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**Alexander, O. and S. Argent.** 2010. 'Making EAP accessible for lower level learners'. *Folio (Journal of the Materials Development Association)* 14/1: 13–15.

**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)

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**Al-Homoud, F. and N. Schmitt.** 2009. 'Extensive reading in a challenging environment: a comparison of extensive and intensive reading approaches in Saudi Arabia'. *Language Teaching Research* 13/4: 383–402.

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

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

---

**Allwright, D. and J. Hanks.** 2009. *The Developing Language Learner: An Introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

**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)

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**Almond, M.** 2010. 'La actuación en la enseñanza de los idiomas: el oficio del actor no simplificado para el salón de clases' in M. Derosas and P. Torresan (eds.) *Didactica de las Lenguasculturas. Nuevas Perspectivas*. Buenos Aires-Florence: SB International-Alma.

**ISBN:** 978-987-1256-79-2

**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)

---

**Alsop, S. and H. Nesi.** 2009. 'Issues in the development of the British Academic Written English (BAWE) corpus'. *Corpora* 4/1: 71–84.

**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

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**Anderson, W. and J. Corbett.** 2010. 'Teaching English as a Friendly Language: lessons from the SCOTS corpus'. *ELT Journal* 64/4: 414–423.

**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

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

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**Andon, N. and J. Eckerth.** 2009. 'Chacun à son gout? Task-based L2 pedagogy from the teacher's point of view'. *International Journal of Applied Linguistics* 19/3: 286–310.

**Summary:** *In this paper, TBLT is investigated drawing on teachers' pedagogic principles and practices in relation to TBLT in their classrooms. The paper seeks to discover the relevance of TBLT-related research and teacher education literature for experienced L2 teachers and the ways in which these are reflected in teachers' pedagogic principles.*

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

**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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**Andrews, R., J. Hoffman and D. Wyse.** 2010. 'Implications for research, policy and practice' in D. Wyse, R. Andrews and J. Hoffman (eds.) *The Routledge International Handbook of Language, Literacy and English Teaching*. Abingdon: Routledge.

**ISBN:** 978-0-415-46903-6

**Pages:** 531–537

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

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Z

**Country of research:** various

**Learners' background:** various

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

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**Archibald, A.** 2010. 'Patterns of revision in first language and second language writing' in G. Blue (ed.)

*Developing Academic Literacy.*

Oxford: Peter Lang.

**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)

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**Arizpe, E.** 2010. 'Visual journeys with immigrant readers: minority voices create words for wordless picturebooks'.

**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](http://wowlit.org/wp-content/media/Documents/Arizpe.doc)

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

**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)

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**Azuma, M. and J. Littlemore.**

2010. 'Promoting creativity in English language classrooms'. *JACET Kansai Journal* 12: 8–19.

**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

**Learners' background:** Japan

**Institutional level:** tertiary

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

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## B

**Badger, R. and M. MacDonald.**

2010. 'Making it real: authenticity, process and pedagogy'. *Applied Linguistics* 31/4: 578–582.

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

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

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**Badger, R. and M.N. MacDonald.** 2010. 'Making it real: authenticity, process and pedagogy'. *Applied Linguistics* 31/4: 578–582.

**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)

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**Badger, R.G. and X. Yan.** 2009. 'The use of tactics and strategies by Chinese students in the listening component of IELTS' in P. Thompson (ed.) *IELTS Research Reports Volume 9*. Sydney: IELTS Australia/British Council.

**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 Leeds  
(School of Education)

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**Baker, W.** 2009. 'The cultures of English as a lingua franca'. *TESOL Quarterly* 43/4: 567–592.

**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

**Institutional level:** tertiary

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

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**Barker, F.** 2010. 'How can corpora be used in language testing?' in A. O'Keeffe and M. McCarthy (eds.) *The Routledge Handbook of Corpus Linguistics*. Abingdon, UK: Routledge.

**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

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Z

**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](http://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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**Batziakas, B.** 2010. 'Greek-L1 learners of English' in R. Walker (ed.) *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press.

**ISBN:** 978-0194422000

**Pages:** 110–114

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

**Country of research:** Greece

**Learners' background:** Greece

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

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**Bax, S.** 2009. 'CALL - past, present and future' in P. Howard (ed.) *Computer Assisted Language Learning: Critical Concepts in Linguistics, Volume 1: Foundations of CALL*. New York and London: Routledge.

**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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**Bax, S.** 2010. *Discourse and Genre: Using Language in Context*. London: Palgrave Macmillan.

**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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**Bax, S.** 2010. *Learning through English: Researching Impact in Thailand, Indonesia and South Korea*. London: British Council.

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

**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)

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**Bax, S.** 2010. 'Magic wand or museum piece? The future of the interactive whiteboard in education' in M. Thomas and E. Cutrim Schmid (eds.) *Interactive Whiteboards for Education: Theory, Research and Practice*. Pennsylvania: IGI Global.

**ISBN:** 978-1615207152

**Descriptor(s):** Learning technologies

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

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**Bax, S. and R. Cullen.** 2009. 'Generating and evaluating reflection through teaching practice' in P. Hedge, N. Andon and M. Dewey (eds.)

*English Language Teaching: Major Themes in Education Vol. VI*. New York and London: Routledge.

**ISBN:** 978-0-415-29943-5

**Descriptor(s):** Teacher education

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

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**Bax, S. and M. Pegrum.** 2009. 'I wasn't invited to the party': lurking in multicultural online educational forums' in A. Ragusa (ed.) *Interaction in Communication Technologies & Virtual Learning Environments: Human Factors*. Hershey, PA: IGI Global.

**ISBN:** 9781605668741

**Pages:** 145–159

**Descriptor(s):** Learning technologies

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

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**Baynham, M. and J. Simpson.** 2010. 'Onwards and upwards: space, placement and liminality in adult ESOL classes'. *TESOL Quarterly* 44/3: 420-440.

**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)

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**Beinhoff, B.** 2009. 'Looking for the 'real' native speaker: the perception of native and non-native English accents by non-native speakers of English' in E. Waniek-Klimczak (ed.) *Issues of Accents in English*. Cambridge: Cambridge Scholars Publishing.

**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)

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**Beresford-Knox, N. and D. Rose.**

2010. 'Implementing an internal audit process: a case study from Cambridge ESOL'. *Cambridge ESOL: Research Notes* 39: 8–10.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts39.pdf](http://cambridgeesol.org/rs_notes/rs_nts39.pdf)

**Descriptor(s):** Methodology, Management/Innovation, Assessment

**Country of research:** United Kingdom

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

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**Blackledge, A.J.** 2009. 'As a country we do expect: the further extension of language testing regimes in the UK'. *Language Assessment Quarterly* 6/1: 6–16.

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

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**Blackledge, A.J.** 2009. 'Being English, speaking English: extension to English language testing legislation and the future of multicultural Britain' in G. Hogan-Grun, C. Mar-Molinero and P. Stevenson (eds.) *Discourses on Language and Integration: Critical Perspectives on Language Testing Regimes in Europe*. Amsterdam: John Benjamin.

**ISBN:** 978 90 272 0623 7

**Pages:** 83–108

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

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**Blackledge, A.J.** 2009.

'Inventing English as convenient fiction: language testing regimes in the United Kingdom' in G. Extra, M. Spotti and P. Van Avermaet (eds.) *Language Testing, Migration and Citizenship: Cross-National Perspectives*. London: Continuum.

**ISBN:** 978-1847063458

**Pages:** 65–85

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

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**Blackledge, A.J.** 2010. 'Doing more harm than good: racialisation of a debate about language in a BBC News item' in S. Johnson and T.M. Milani (eds.) *Language Ideologies and Media Discourse: Texts, Practices, Policies*. London: Continuum.

**ISBN:** 9781441155863

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

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**Blackledge, A.J.** 2010. 'The practice and politics of multilingualism' in U. Okulska and P. Cap (eds.) *Perspectives in Political Discourse*. Amsterdam: John Benjamins.

**ISBN:** 978 90 272 0627 5

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

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**Blackledge, A.J. and A. Creese.** 2009. 'Because Tumi Bangali': inventing and disinventing the national in multilingual communities in the UK'. *Ethnicities* 9/4: 451–476.

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

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**Blackledge, A.J. and A. Creese.** 2009. 'Meaning-making as dialogic process: official and carnival lives in the language classroom'. *Journal of Language, Identity & Education* 8/4: 236–253.

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

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**Blackledge, A.J. and A. Creese.** 2010. *Multilingualism: A Critical Perspective (Advances in Sociolinguistics)*. London: Continuum.

**ISBN:** 9780826492104

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

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**Blackledge, A. and A. Creese.** 2010. 'Opening up flexible spaces: ideology and practice in complementary schools' in V. Lytra and P. Martin (eds.) *Sites of Multilingualism*. Stoke-on-Trent: Trentham Books.

**ISBN:** 9781858564548

**Pages:** 3–18

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

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**Block, D.** 2009. 'Identity in applied linguistics: the need for conceptual exploration' in L. Wei and V. Cook (eds.) *Contemporary Applied Linguistics. Volume 1*. UK: Continuum.

**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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**Block, D.** 2010. 'Engaging with human sociality: thoughts on communication and embodiment'. *Applied Linguistics Review* 1/1: 45–56.

**Summary:** *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.*

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

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

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**Block, D.** 2010. 'Globalisation and language teaching' in N. Coupland (ed.) *Handbook of Language and Globalisation*. Oxford: Blackwell.

**ISBN:** 978-1405175814

**Pages:** 287–304

**Summary:** *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.*

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

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

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**Block, D.** 2010. 'Problems portraying migrants in Applied Linguistics research'. *Language Teaching* 43/1: 1–14.

**Summary:** *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.*

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

**Country of research:** United Kingdom

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

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**Block, D.** 2010. 'Researching language and identity' in B. Paltridge and A. Phakiti (eds.) *Continuum Companion to Research Methods in Applied Linguistics*. UK: Continuum.

**ISBN:** 978-0-8264-9924-0/9925-7

**Pages:** 337–349

**Summary:** *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.*

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

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

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**Boettinger, F., J. Park and I. Timmis.** 2010. 'Self-directed noticing for defossilisation: three case studies'. *International Journal of English Studies* 10/1: 43–64.

**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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**Booth, P.** 2009. 'The development of vocabulary proficiency in relation to learning style' in A. Benati (ed.) *Issues in Second Language Proficiency*. London: Continuum.

**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:** Germany

**Institutional level:** adult

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

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**Booth, P.** 2010. 'The vocabulary performance of native and non-native speakers and its relationship to learning style'. *Malaysian Journal of ELT Research* 6: 46–84.

**Summary:** *This study examined engineering students' technical reports which were analysed in relation to the extent to which both native (NS) and non-natives (NNS) avoided the repetition of words (lexical diversity). The variability of lexical recycling was found to be associated with learning style.*

**URL:** [http://www.melta.org.my/modules/tinycontent/Dos/BoothP\\_2010.pdf](http://www.melta.org.my/modules/tinycontent/Dos/BoothP_2010.pdf)

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

**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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**Borg, S.** 2009. 'English language teachers' conceptions of research'. *Applied Linguistics* 30/3: 355–388.

**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)

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**Borg, S.** 2010. 'Language teacher research engagement'. *Language Teaching* 43/4: 391–429.

**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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**Bridges, G.** 2010. 'Demonstrating cognitive validity of IELTS Academic Writing Task 1'. *Cambridge ESOL: Research Notes* 42: 24–33.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts42.pdf](http://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:** University of Cambridge ESOL Examinations

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**Burns, A. and C. Roberts.** 2010. 'Migration and Adult Language Learning. Special Issue'. *TESOL Quarterly* 44/3: 409–14.

**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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**Bygate, M.** 2009. 'Effects of task repetition on the structure and control of oral language' in K. Van den Branden, M. Bygate and J. Norris (eds.) *Task-based Language Teaching: A Reader*. Amsterdam: Benjamins.

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

**Pages:** 249–274

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

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

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**Bygate, M.** 2009. 'Teaching and testing speaking' in M.H. Long and C.J. Doughty (eds.) *Handbook of Second and Foreign Language Teaching*. New York: Blackwell.

**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

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

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**Bygate, M.** 2009. 'Teaching the spoken foreign language' in K. Knapp and B. Seidlhofer (eds.) *Handbooks in Applied Linguistics Vol. 5: Foreign Language Communication and Learning*. Berlin: Mouton De Gruyter.

**ISBN:** 978-3-11-018833-2

**Pages:** 401–438

**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)

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**Bygate, M.** 2009. 'TESOL and linguistics: where's the connection?' in J. Culpeper, F. Katamba, P. Kerswill, R. Wodak and T. McEnery (eds.) *English Language and Linguistics: Structure and Use*. London: Routledge.

**ISBN:** 978-1-4039-4590-7

**Pages:** 642–655

**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)

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**Bygate, M. and V. Samuda.** 2009. 'Creating pressure in task pedagogy: the joint roles of field, purpose and engagement within the interactional approach' in A. Mackey and C. Polio (eds.) *Multiple Perspectives on Interaction*. New York: Routledge.

**ISBN:** 978-0-8058-6458-8

**Pages:** 90–116

**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)

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**Bygate, M., J. Norris and K. Van den Branden.** 2009. 'Understanding TBLT at the interface between research and pedagogy' in K. Van den Branden, M. Bygate and J. Norris (eds.) *Task-based Language Teaching: A Reader*. Amsterdam: Benjamins.

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

**Pages:** 496–499

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

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

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**Capel, A.** 2010. 'Insights and issues arising from the English Profile Wordlists project'. *Cambridge ESOL Research Notes* 41: 2–7.

**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](http://cambridgeesol.org/rs_notes/rs_nts41.pdf)

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

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

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**Carter, R.** 2010. 'Issues in pedagogical stylistics: A coda'. *Language and Literature* 19/1: 115–122.

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

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

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**Carter, R.** 2010. 'Methodologies for stylistic analysis: practices and pedagogies' in D. McIntyre and B. Busse (eds.) *Language and Style*. Basingtoke: Palgrave Macmillan.

**ISBN:** 9780230231573

**Pages:** 34–46

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

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

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**Chambers, L.** 2009. 'Using the CEFR to inform assessment criteria development for Online BULATS speaking and writing'. *Cambridge ESOL: Research Notes* 38: 29–31.

**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](http://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

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**Chambers, L.** 2010. 'Computer-based and paper-based writing assessment: a comparative text analysis' in A. Harris and A. Brandt (eds.) *Language, Learning & Context: Proceedings of the 42nd Annual Meeting of the British Association for Applied Linguistics*. London, UK: Scitsiugnill Press.

**ISBN:** 09559533-2-3

**Pages:** 27–31

**Principal format:** CD-ROM

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

**Country of research:** United Kingdom

**Learners' background:** various

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

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**Charles, M.** 2009. 'Can I use 'I', should I use 'we', or do I have to use the passive? A pedagogic approach to stance in academic writing' in K. Katsamposaki-Hodgetts (ed.) *Options and Practices of LSP Practitioners Conference Proceedings*. Crete, Greece: E-media, University of Crete.

**ISBN:** 978-960-89758-9-7

**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 lexicogrammatical realisation. Examples of practical activities to raise awareness of stance are given.*

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

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

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**Charles, M.** 2009. 'Stance, interaction and the rhetorical patterns of restrictive adverbs: discourse roles of only, just, simply and merely' in M. Charles, D. Pecorari and S. Hunston (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

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

**Pages:** 152–169

**Summary:** *This chapter examines restrictive adverbs, showing how they serve to construct a consensus between writer and reader and, in conjunction with markers of cause/effect and contrast, form part of extended discourse structures. Pedagogically, study of these adverbials can help students understand reader-writer interaction and the organisation of the text.*

**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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**Charles, M., D. Pecorari and S. Hunston.** 2009. 'Introduction: exploring the interface between corpus linguistics and discourse analysis' in M. Charles, D. Pecorari and S. Hunston (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

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

**Pages:** 1–10

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**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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**Clarke, M. and J. Edge.** 2009. 'Building a communicative toolkit for leadership' in M. Christison and D. Murray (eds.) *Leadership in English Language Education*. London: Routledge.

**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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**Clegg, J. and O. Afitska.** 2010. 'Teaching and learning in two languages in African classrooms'. *EdQual Working Paper 25*: n/a.

**URL:** [www.edqual.org/publications/workingpaper/edqualwp25.pdf](http://www.edqual.org/publications/workingpaper/edqualwp25.pdf)

**Descriptor(s):** Classroom interaction

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

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**Clegg, J., O. Afitska, C. Rubagumya, Y. Ankamah, P. Kiliku, L. Jama Forde and L. Osei-Amankwah.** 2010. 'Language of instruction and quality of learning in Tanzania and Ghana'. *EdQual Policy Brief 2*: n/a.

**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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**Cogo, A.** 2009. 'Accommodating difference in ELF conversations: a study of pragmatic strategies' in A. Mauranen and E. Ranta (eds.) *English as a Lingua Franca: Studies and Findings*. Newcastle upon Tyne: Cambridge Scholars Press.

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

**Pages:** 254–273

**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)

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**Cogo, A.** 2010. 'Strategic use and perceptions of English as a Lingua Franca'. *Pozna Studies in Contemporary Linguistics* 46/3: 295–312.



**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:** [versa.metapress.com/content/t4274578759531p2/fulltext.pdf](https://www.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)

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**Cogo, A. and J. Jenkins.** 2010. 'English as a Lingua Franca in Europe. A mismatch between policy and practice'. *European Journal of Language Policy* 2/2: 271–294.

**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)

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**Cook, G.** 2009. 'The best teacher' in R. Bhanot and E. Illes (eds.) *Best of Language Issues*. London: London South Bank University.

**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)

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**Cook, G.** 2010. *Translation in Language Teaching: An Argument for Reassessment*. Oxford: Oxford University Press.

**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.*

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**Descriptor(s):** Writing, Teacher education, Teacher cognition, Speaking, Cultural issues, Methodology, Materials, English language, Curriculum/syllabus, Classroom interaction, Assessment

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

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**Cook, V. and W. Li.** 2009. 'Introduction: Applied linguistics and language teaching in the twenty-first century' in V. Cook and W. Li (eds.) *Contemporary Applied Linguistics, Vol. 1: Language Teaching and Learning*. London: Continuum.

**ISBN:** 978-0826496805

**Pages:** 1–9

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

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

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**Cooke, M.** 2009. 'Barrier or entitlement? The language and citizenship agenda in the United Kingdom'. *Language Assessment Quarterly* 6/1: 71–77.

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

**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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**Cooke, M. and J. Simpson.** 2009. 'Challenging agendas in ESOL: skills, employability and social cohesion'. *Language Issues* 20/1: 19–30.

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

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**Cooke, M. and J. Simpson.** 2009. 'The future of ESOL? A speculative commentary a decade after Skills for Life'. *Basic Skills Bulletin* 79: 7–8.

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

**Learners' background:** various

**Institutional level:** adult

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

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**Coombe, C., M. Al-Hamly and S. Troudi.** 2009. 'Foreign and second language teacher assessment literacy: issues, challenges and recommendations'. *Cambridge ESOL: Research Notes* 38: 14–18.

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

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**Cope, L.** 2009. 'CB BULATS: examining the reliability of a computer-based test'. *Cambridge ESOL: Research Notes* 38: 31–34.

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

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts38.pdf](http://cambridgeesol.org/rs_notes/rs_nts38.pdf)

**Descriptor(s):** Reading, Listening, Learning technologies, ESOL/EAL, ESP, Assessment

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

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**Copland, F., G. Ma and S. Mann.**

2009. 'Reflecting in and on post-observation feedback in initial teacher training on certificate courses'. *English Language Teacher Education and Development* 12: 14–23.

**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

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

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**Cortazzi, M., L. Jin and Z.**

**Wang.** 2009. 'Cultivators, cows and computers: Chinese learners' metaphors of teachers' in T. Coverdale-Jones and P. Rastall (eds.) *Internationalizing the University: the Chinese Context*. London: Palgrave Macmillan.

**ISBN:** 9780230203518

**Pages:** 107–129

**Summary:** *This study analyses nearly 3,000 metaphors from 496 Chinese university students of English. It examines changes in the students' conceptions of teachers to build up a cultural model of 'teachers' as part of ongoing research to ascertain how different cultures of learning affect teachers' and learners' roles in ELT internationally.*

**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)

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**Cortazzi, M., L. Jin and Z. Wang.**

2009. 'Cultivators, cows and computers: Chinese learners' metaphors of teachers' in T. Coverdale-Jones and P. Rastall (eds.) *Internationalizing the University: The Chinese Context*. London: Palgrave-MacMillan.

**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

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**Associated project:** Researching Chinese ELT and Cultures of Learning

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

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**Costley, T. and C. Leung.** 2009. 'English as Additional Language across the curriculum: policies in practice' in J. Miller, A. Kostogriz and M. Gearon (eds.) *Culturally and Linguistically Diverse Classrooms. New Dilemmas for Teachers*. Bristol: Multilingual Matters.

**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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**Creese, A.** 2009. 'Bilingual teachers in two contexts of linguistic diversity' in B-K. Ringen, O.K. Kjørven and A. Gagné (eds.) *Teacher Diversity in Diverse Schools - Challenges and Opportunities for Teacher Education*. Vallset: Opplandske Bokforlag.

**ISBN:** 978-82-7518-170-9

**Pages:** 231–250

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

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**Creese, A.** 2009. 'Building on young people's linguistic and cultural continuity: complementary schools in the United Kingdom'. *Theory Into Practice* 48/4: 267–273.

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

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**Creese, A.** 2010. 'Content-focused classrooms and learning English: how teachers collaborate'. *Theory Into Practice* 49/2: 99–105.

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

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**Creese, A.** 2010. 'Educational linguistics in multilingual classrooms' in F. Hult (ed.) *Directions and Prospects in Educational Linguistics: Theoretical and Methodological Issues*. Heidelberg: Springer.

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

**Pages:** 33–48

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

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**Creese, A.** 2010. 'Linguistic ethnography' in L. Litosseliti (ed.) *Research Methods in Linguistics*. London: Continuum.

**ISBN:** 978-0826489937

**Pages:** 138–154

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

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**Creese, A.** 2010. 'Teaching approaches in two-teacher classrooms' in C. Leung and A. Creese (eds.) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students*. London: Sage.

**ISBN:** 978-1847875327

**Pages:** 58–74

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

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**Creese, A. and A.J. Blackledge.** 2009. 'Folk stories and social identification in multilingual classrooms'. *Linguistics and Education* 20/4: 350–365.

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

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**Creese, A. and A. Blackledge.** 2010. 'Translanguaging in the bilingual classroom: a pedagogy for learning and teaching?'. *The Modern Language Journal* 94/1: 103–115.

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

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**Creese, A., A. Bhatt and P. Martin.** 2009. 'Multilingual researcher identities: interpreting linguistically and culturally diverse classrooms' in J. Miller, M. Gearon and A. Kostogriz (eds.) *Linguistically and Culturally Diverse Classrooms: New Dilemmas for Teachers*. Clevedon: Multilingual Matters.

**ISBN:** 978 1 84769 216 0

**Pages:** 215–233

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

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**Cribb, M.** 2009. *Discourse and the Non-Native English Speaker*. Amherst, New York: Cambria Press.

**ISBN:** 9781604976571

**Summary:** *The book considers a corpus of spoken data from the IELTS speaking test, focussing 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

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**Csizer, K and J. Kormos.** 2009. 'Modelling the role of inter-cultural contact in the motivation of learning English as a foreign language'. *Applied Linguistics* 30/2: 166–185.

**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.*

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**Descriptor(s):** Cultural issues

**Country of research:** Hungary

**Learners' background:** Hungary

**Institutional level:** primary

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

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**Csizer, K. and J. Kormos.** 2010.  
'A comparison of the foreign language  
learning motivation of Hungarian  
dyslexic and non-dyslexic students'.  
*International Journal of Applied  
Linguistics* 20/2: 232–250.

**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:** primary

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

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**Csizer, K., J. Kormos and A.  
Sarkadi.** 2010. 'The dynamics of  
language learning attitudes and  
motivation: lessons from an interview  
study of dyslexic language learners'.  
*Modern Language Journal* 94/3:  
470–487.

**Summary:** *The aim of this study was  
to provide an insider's account of  
the dynamics of language learning*

*motivation of Hungarian students with  
dyslexia. For this purpose qualitative  
interviews were conducted with 15  
students, who studied foreign languages  
in a variety of educational settings.*

**Descriptor(s):** Learner cognition

**Country of research:** Hungary

**Learners' background:** Hungary

**Institutional level:** secondary

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

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**Curry, M.J. and T. Lillis.** 2010.  
'Academic research networks:  
accessing resources for English-  
medium publishing'. *English for  
Specific Purposes* 29: 281–295.

**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)

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**Curry, M.J. and T. Lillis.** 2010. 'Making  
academic publishing practices visible:  
designing research-based heuristics  
to support English-medium text  
production' in N. Harwood (ed.) *ELT  
Materials Development*. Cambridge:  
Cambridge University Press.

**ISBN:** 9780521121583

**Pages:** 321–345

**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)

**D**

**Dahlmann, I. and S. Adolphs.** 2009. 'Multi-modal spoken corpus analysis and language description: the case of multi-word expressions' in P. Baker (ed.) *Contemporary Approaches to Corpus Linguistics*. London: Continuum.

**ISBN:** 9780826496102

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

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

**Daller, M.H. and H. Xue.** 2009. 'Vocabulary knowledge and academic success: a study of Chinese students in UK Higher Education' in B. Richards,

M.H. Daller, D. Malvern, P. Meara, J. Milton and J. Treffers-Daller (eds.) *Vocabulary Studies in First and Second Language Acquisition: The Interface Between Theory and Application*. Houndsmill, Basingstoke: Palgrave.

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

**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)

**Dalton-Puffer, C., J. Hüttner, U. Smit and V. Schindelegger.** 2009. 'Technology-geeks speak out: what students think about vocational CLIL'. *International CLIL Research Journal* 1/2: 17–26.

**URL:** [www.icrj.eu/12-741](http://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)

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**Darasawang, P. and H. Reinders.** 2010. 'Encouraging autonomy with an online language support system'. CALL-EJ 11/2: n/a.

**URL:** [callej.org/journal/11-2/darasawang\\_reinders.html](http://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)

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**Davis, M.** 2009. 'The role of Turnitin within the formative process of EAP: a tool for global academic culture' in M. Whong (ed.) *EAP in a Globalizing World: English as an Academic Lingua Franca. Proceedings of the 2007 BALEAP Conference*. Reading: Garnet Education.

**ISBN:** 9781859645147

**Principal format:** Printed

**Entered by:** Oxford Brookes International

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**Davis, M. and J. Carroll.** 2009. 'Formative feedback within plagiarism education: is there a role for text-matching software?'. *International Journal of Educational Integrity* 5/2: 58–70.

**Entered by:** Oxford Brookes International

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**Davis, M., R. Kiely and J. Askham.** 2009. 'InSITEs into practitioner research: findings from a research-based ESOL teacher professional development programme'. *Studies in the Education of Adults* 41/2: 118–137.

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

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

**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)

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**Day, J. and M. Krzanowski.** 2010. *English for Specific Purposes: An Introduction*. Cambridge: Cambridge University Press.

**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)

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**Deane, M.** 2009. 'Reflective writing pedagogy' in H. Bulpitt and M. Deane (eds.) *Connecting Reflective Learning, Teaching and Assessment*. London: Higher Education Academy.

**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](http://www.health.heacademy.ac.uk/publications/occasionalpaper/occp10.pdf)

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

**Entered by:** Coventry University

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**Deane, M.** 2009. 'Seeking students' perceptions of individualised writing consultations' in iPED Research Network (ed.) *Academic Futures: Inquiries into Higher Education and Pedagogy*. Cambridge: Cambridge Scholars.

**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

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**Deane, M. and B. Brick.** 2009. 'COWL Project Pedagogic Approaches Report'.

**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](http://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

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**Dewaele, J-M. and H. Thirtle.** 2009. 'Why do some young learners drop foreign languages? A focus on learner-internal variables'. *International Journal of Bilingual Education and Bilingualism* 12/6: 635–649.

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

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

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**Dewaele, J-M. and J.P. van Oudenhoven.** 2009. 'The effect of multilingualism / multiculturalism on personality: no gain without pain for third culture kids?'. *International Journal of Multilingualism* 6/4: 443–459.

**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)

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**Dewey, M.** 2009. 'English as a Lingua Franca: heightened variability and theoretical implications' in A. Mauranen and E. Ranta (eds.) *English as a Lingua Franca: Studies and Findings*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

**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)

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**Dewey, M. and J. Jenkins.** 2010. 'English as a Lingua Franca in the global context: interconnectedness, variation, and change' in M. Saxena and T. Omoniyi (eds.) *Contending with Globalization in World Englishes*. Clevedon: Multilingual Matters.

**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)

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**Dörnyei, Z.** 2009. 'The L2 motivational self system' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**ISBN:** 978-1847691279

**Pages:** 9–42

**Descriptor(s):** English language

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

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**Dörnyei, Z.** 2009. *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.

**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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**Dörnyei, Z.** 2010. *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Mahwah, NJ: Lawrence Erlbaum Associates.

**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)

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**Dörnyei, Z. and E. Ushioda.** 2009. 'Motivation, language identities and the L2 self: future research directions' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

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

**Pages:** 350–356

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

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

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**Dörnyei, Z. and E. Ushioda.** 2009. 'Motivation, language identities and the L2 self: future research directions' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**ISBN:** 978-1847691279

**Pages:** 350–356

**Descriptor(s):** English language

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

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**Durrant, P. and A. Doherty.** 2010. 'Are high-frequency collocations psychologically real?'. *Corpus Linguistics and Linguistic Theory* 6/2: 125–155.

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

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

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**Durrant, P. and N. Schmitt.** 2009. 'To what extent do native and non-native writers make use of collocations?'. *International Review of Applied Linguistics* 47/2: 157–177.

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

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

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**Durrant, P. and N. Schmitt.** 2010. 'Adult learners' retention of collocations from exposure'. *Second Language Research* 26/2: 163–188.

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

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

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## E

**Edge, J.** 2009. 'Making a difference in TESOL professional development' in H. Chen and K. Cruickshank (eds.) *Making a Difference: Challenges for Applied Linguistics*. Newcastle, UK: Cambridge Scholars Publishing.

**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)

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**Edge, J.** 2009. 'Non-judgmental discourse on a road to understanding' in S. Canagarajah and M. Wong (eds.) *Spiritual Dimensions and Challenges in TESOL*. Mahwah, NJ: Erlbaum.

**ISBN:** 978-0415999533

**Pages:** 21–34

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

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

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**Edge, J.** 2010. 'Elaborating the monolingual deficit' in D. Nunan and J. Choi (eds.) *Language and Culture: Reflective Narratives and the Emergence of Identity*. London: Routledge.

**ISBN:** 978-0-415-87165-5

**Pages:** 89–96

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

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

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**Edge, J. and S. Garton.** 2009. *From Experience to Knowledge in ELT*. Oxford: Oxford University Press.

**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)

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**Elliott, M.** 2010. 'The expression of affect in spoken English'. *Cambridge ESOL: Research Notes* 42: 16–22.

**Summary:** *The paper focuses on affective factors in oral communication.*

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts42.pdf](http://cambridgeesol.org/rs_notes/rs_nts42.pdf)

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

**Country of research:** United Kingdom

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

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**Enever, J.** 2009. 'Can today's early language learners in England become tomorrow's plurilingual European citizens?' in M. Nikolov (ed.) *Early Learning of Modern Foreign Languages: Processes and Outcomes*. Bristol, UK: Multilingual Matters.

**ISBN:** 978-1-84769-146-0

**Pages:** 15–29

**Summary:** *This chapter draws on data from two empirical studies (Pathfinder 2003-5; ELLiE 2007-10) to critically examine 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)

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**Enever, J.** 2009. 'Languages, education and Europeanisation' in S.L. Robertson and R. Dale (eds.) *Globalisation and Europeanisation: Identity, Language & Citizenry*. Didcot, UK: Symposium Books.

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

**Pages:** 179–192

**Summary:** *This chapter reviews and accounts for the patterns of language shift and change in Europe as a defining feature in the formation of national states. The chapter focuses on a European pattern of policy formation whereby English is currently seen as a near-essential tool of a flexible mobile labour force.*

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

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

**Enever, J.** 2009. 'The status of the target language: contemporary criteria influencing language choices for Early Learners in England' in M. Nikolov (ed.) *Contextualising the Age Factor: Issues in Early Foreign Language Learning*. Berlin: Mouton de Gruyter.

**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)

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**Enever, J.** 2009. 'Why applied linguistics is not enough. Contemporary early foreign language learning policy in Europe: a critical analysis' in M. Edwardes (ed.) *Proceedings of the BAAL Annual Conference 2008 - Taking the Measure of Applied Linguistics*. Swansea: Swansea University.

**Pages:** 37–38

**Principal format:** CD-ROM

**Summary:** *This paper questions why research in applied linguistics appears to have substantially failed to influence the growth of state policies for early language learning (ELL) across Europe. It is proposed that a bottom-up process*

*of societal pressure has found a willing partner in a top-down initiative to implement ELL.*

**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)

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**Enever, J. and J. Moon.** 2009. 'New global contexts for teaching Primary ELT: Change and challenge' in J. Enever, J. Moon and U. Raman (eds.) *Young Learner English Language Policy and Implementation: International Perspectives*. Reading, UK: Garnet 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, Curriculum/syllabus

**Country of research:** various

**Learners' background:** various

**Institutional level:** primary

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

**Enever, J. and J. Moon.** 2010. 'A global revolution? Teaching English at primary school'.

**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](http://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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**Enever, J. and K. Sullivan.** 2009. 'Language Europe?' in S.L. Robertson and R. Dale (eds.) *Globalisation and Europeanisation: Identity, Language & Citizenry*. Didcot: Symposium Books.

**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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**English, F.** 2010. 'Assessing non-native speaking detainees' English language proficiency' in M. Coulthard and A. Johnson (eds.) *The Routledge Handbook of Forensic Linguistics*. London & New York: Routledge.

**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)

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**Erling, E.J. and J.T.E. Richardson.**

2010. 'Measuring the Academic Skills of University Students: evaluation of a diagnostic procedure'. *Assessing Writing* 15/3: 177–193.

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

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

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**Evison, J.** 2009. 'Academic discourse' in L. Cummings (ed.) *Routledge Pragmatics Encyclopedia*. London: Routledge.

**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)

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**Evison, J.** 2010. 'What are the basics of analysing a corpus?' in A. O'Keeffe and M. McCarthy (eds.) *Routledge Handbook of Corpus Linguistics*. Oxford: Routledge.

**ISBN:** 978-0-415-49067-2

**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)

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**Evison, J. and R. Pemberton.**

2009. 'TESOL Talk from Nottingham: Using Podcasts to Develop Criticality Amongst Postgraduate TESOL (Teaching English to Speakers of Other Languages) Students'.

**Summary:** *This article reports on the success of using recordings of unscripted academic conversations as part of an integrated approach to the development of critical thinking skills amongst MA TESOL students at a UK university, the majority of whom are studying in a second language.*

**URL:** [www.nottingham.ac.uk/integrativelearning//images/File/Case\\_Studies\\_Volume\\_2/CS\\_Evison\\_Pemberton.pdf](http://www.nottingham.ac.uk/integrativelearning//images/File/Case_Studies_Volume_2/CS_Evison_Pemberton.pdf)

**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)

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**F**

**Farrell, M., E. Arizpe and J. McAdam.** 2010. 'Journeys across visual borders with *The Arrival* by Shaun Tan: annotated spreads as a method for understanding pupils' creation of meaning through visual images'. *Australian Journal of Language and Literacy* 33/3: 198–210.

**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)

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**Ferguson, G.** 2009. 'Issues in researching English as a lingua franca: a conceptual enquiry'. *International Journal of Applied Linguistics* 19/2: 119–135.

**Descriptor(s):** English language  
**Entered by:** University of Sheffield (School of English)

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**Ferguson, G.** 2009. 'What next? Towards an agenda for classroom codeswitching research'. *International Journal of Bilingual Education and Bilingualism* 12/2: 231–241.

**Descriptor(s):** Teacher education, Classroom interaction

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

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**Filipovic, L. and I. Vidakovic.** 2010. 'Typology in the L2 classroom: second language acquisition from a typological perspective' in M. Pütz and L. Scola (eds.) *Cognitive Processing in Second Language Acquisition: Inside the Learner's Mind*. Amsterdam: John Benjamins.

**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

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**Fitzpatrick, T.** 2009. 'Word association profiles in a first and second language: puzzles and problems' in T. Fitzpatrick and A. Barfield (eds.) *Lexical Processing in Second Language Learners*. Bristol: Multilingual Matters.

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**ISBN:** 978-1-84769-152-1

**Pages:** 38–52

**Descriptor(s):** Learner cognition

**Country of research:** United Kingdom

**Learners' background:**

United Kingdom

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

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**Fitzpatrick, T.** 2010. 'Review of doctoral research in second language acquisition in Wales (2003-2008)'. *Language Teaching* 43/4: 496-521.

**Country of research:** United Kingdom

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

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**Fitzpatrick, T. and J. Clenton.**

2010. 'The challenge of validation: assessing the performance of a test of productive vocabulary'. *Language Testing* 27/4: 537–554.

**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

**Country of research:** United Kingdom

**Learners' background:** various

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

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**Foster, P.** 2009. 'Lexical Diversity and native-like selection: the bonus of studying abroad' in H. Daller, D. Malvern, P. Meara, J. Milton, B. Richards and J. Treffers-Daller (eds.) *Vocabulary Studies in First and Second Language Acquisition: The Interface between Theory and Application*. Basingstoke: Palgrave Macmillan.

**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)

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**Foster, P.** 2009. 'Task-based language learning research: expecting too much or too little?'. *International Journal of Applied Linguistics* 19/3: 247–263.

**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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**Foster, P. and P. Tavakoli.** 2009. 'Lexical diversity and lexical selection: a comparison of native and non-native speaker performance'. *Language Learning* 59/4: 866–896.

**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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**Foster, P. and P. Tavakoli.** 2009. 'Native speakers and task performance: comparing effects on complexity, fluency and lexical diversity'. *Language Learning* 59/4: 866–896.

**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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**Franson, C. and A.R. Holliday.** 2009. 'Social and cultural perspectives' in J. Richards and A. Burns (eds.) *The Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press. 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)

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**Fulcher, G.** 2009.

'The commercialization of EAP provision in Higher Education' in C. Alderson (ed.) *The Politics of Language Education: Individuals and Institutions*. London: Multilingual Matters.

**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:** [language-testing.info/features/hst/hst.html](http://language-testing.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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**Fulcher, G.** 2009. 'Language Testing Review of the Year 2009'.

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

**URL:** [language-testing.info/features/2009/review09.html](http://language-testing.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. 'Rating Scales and the Halo Effect'.

**Summary:** *An introduction to the halo effect and its impact on research using rating scales and judges.*

**URL:** [language-testing.info/features/haloring/rating.html](http://language-testing.info/features/haloring/rating.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. 'Test use and political philosophy'. *Annual Review of Applied Linguistics* 29: 3–20.

**Summary:** *An investigation into the ways governments use tests, and how this reflects the political philosophy of the parties in power, with a particular emphasis on the degree to which state control comes before the interests of individuals.*

**URL:** [language-testing.info/features/politics/tupp09.pdf](http://language-testing.info/features/politics/tupp09.pdf)

**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/testprep/testprep.html](http://languagetesting.info/features/testprep/testprep.html)

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

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

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**Fulcher, G.** 2010. 'Assessment for Learning'.

**Summary:** *An introduction to classroom-based and formative assessment.*

**URL:** [languagetesting.info/features/afl/formative.html](http://languagetesting.info/features/afl/formative.html)

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

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

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**Fulcher, G.** 2010. 'Language Testing Review of the Year 2010'.

**Summary:** *A summary of language testing stories in the news during 2010.*

**URL:** [languagetesting.info/features/2010/review.html](http://languagetesting.info/features/2010/review.html)

**Descriptor(s):** Assessment

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

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**Fulcher, G.** 2010. 'Language Testing Scenarios'.

**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](http://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)

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**Fulcher, G.** 2010. 'Open book – open web tests'.

**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](http://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)

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**Fulcher, G.** 2010. *Practical Language Testing*. London: Hodder Education.

**ISBN:** 987-0340984482

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

**Descriptor(s):** Assessment

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

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**Fulcher, G.** 2010. 'The reification of the Common European Framework of Reference (CEFR) and effect-driven testing.' in A. Psaltou-Joycey and M. Matthaidoudakis (eds.) *Advances in Research on Language Acquisition and Teaching*. Thessaloniki: Greek Association of Applied Linguistics.  
**ISBN:** 978-960-98105-1

**Pages:** 15–26

**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)

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**Fulcher, G.** 2010. 'Testing for political harmonization'.

**Summary:** *Testing of all kinds is frequently used by governments and politicians to achieve policy aims. This article looks at the earliest known attempt of a political body to use a test to achieve political harmonisation, and compares the historical example to the use of the Common European Framework for similar purposes.*

**URL:** [languagetesting.info/features/politics/harmonization.html](http://languagetesting.info/features/politics/harmonization.html)

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

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

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**Fulcher, G. and F. Davidson.**  
2009. 'Test architecture, test retrofit'.  
*Language Testing* 26/1: 123-144.

**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)

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**Fulcher, G. and M. Lamb.** 2009.  
'Motivation and Language Testing'.

**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](http://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)

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## G

**Galaczi, E.D.** 2010. 'Face-to-face and computer-based assessment of speaking: challenges and opportunities' in L. Araújo (ed.) *Computer-based Assessment (CBA) of Foreign Language Speaking Skills, European Commission Conference Proceedings*. Luxembourg: Publications Office of the European Union.

**ISBN:** 978-92-79-17173-4

**Pages:** 29–51

**Principal format:** Printed

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

**Learners' background:** various

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

**Galaczi, E.D.** 2010. 'Paired speaking tests: an approach grounded in theory and practice' in J. Mader and Z. Urkun (eds.) *Recent Approaches to Teaching and Assessing Speaking, IATEFL TEA SIG Famagusta Conference Proceedings*. Canterbury, UK: IATEFL.

**ISBN:** 9781901095319

**Principal format:** CD-ROM

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

**Learners' background:** various

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

**Galaczi, E. and H. Khalifa.** 2009. 'Cambridge ESOL's CEFR DVD of speaking performances: what's the story?'. *Cambridge ESOL: Research Notes* 37: 23–29.

**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](http://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

**Galaczi, E.D. and I. Vidakovic.** 2010. 'Testing Legal English: insights from International Legal English Test'. *Professional and Academic English Journal* 35: 4–10.

**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.*

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

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

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**Galaczi, E. and S. Miller.** 2010.

'TKT: knowledge about language and the assessment of lexis, phonology, grammar and discourse'. *Cambridge ESOL: Research Notes* 41: 31–37.

**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](http://cambridgeesol.org/rs_notes/rs_nts41.pdf)

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

**Country of research:** various

**Learners' background:** various

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

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**Gan, Z., C. Davison and L.**

**Hamp-Lyons.** 2009. 'Topic negotiation in peer group oral assessment situations: a conversation analytic approach'. *Applied Linguistics* 30/3: 315–334.

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

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

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**Gardezi, S.A. and H. Nesi.** 2009.

'Variation in the writing of economics students in Britain and Pakistan: the case of conjunctive ties' in M. Charles, S. Hunston and D. Pecorari (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

**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

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**Gardner, S.F.** 2009. 'Evaluation across disciplinary groups in university student writing: the critique genre family as texts and text' in M. Edwardes (ed.) *Proceedings of the BAAL Annual Conference 2008 - Taking the Measure of Applied Linguistics*. Swansea: Swansea 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)

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**Gardner, S.F.** 2010. 'A theory of language for dynamic assessment of EAL'. *NALDIC Quarterly* 8/1: 37–41.

**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)

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**Gardner, S.F. and A. Pinter.** 2010. 'Transnational contexts for sojourner English Language Learners in schools' in A. Harris and A. Brandt (eds.)

*Language, Learning and Context - Proceedings of the 42nd BAAL Annual Conference 2009.* London: BAAL/Scitsiugnil.

**ISBN:** 978-0-9559533-2-3

**Principal format:** CD-ROM

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** primary

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

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**Gardner, S.F. and A. Yaacob.** 2009. 'CD-ROM multimodal affordances: classroom interaction perspectives in the Malaysian English literacy hour'. *Language and Education* 23/5: 1–16.

**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)

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**Gardner, S.F. and J. Holmes.** 2009. 'Can I use headings in my essay? Section headings, macrostructures and genre families in the BAWE corpus of student writing' in M. Charles, S. Hunston and D. Pecorari (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

**ISBN:** 9781847064363

**Pages:** 251–271

**Summary:** *The interactive / frame markers of section headings and assignment macrostructures in 13 genre families of BAWE (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)

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**Gardner, S.F. and J. Holmes.** 2010. 'From section headings to assignment macrostructure in undergraduate student writing' in E. Swain (ed.) *Thresholds and Potentialities of Systemic Functional Linguistics*. Trieste: Edizioni Universitarie Trieste.

**ISBN:** 9788883032752

**Pages:** 254–276

**Summary:** *The textual, ideational and interpersonal meanings of section*

*headings of assignments in the BAWE corpus inform a classification of undergraduate assignment macrostructures as simple, complex or compound, based on the relationship between sections. A comparison with graduate thesis macrostructures follows.*

**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)

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**Geranpayeh, A. and S. Bolton.** 2009. 'Validating a worldwide placement test for German'. *Cambridge ESOL: Research Notes* 36: 15–18.

**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](http://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

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**Gimenez, J.** 2009. 'Mediated communication' in F. Bargiela-Chiappini (ed.) *The Handbook of Business Discourse*. Edinburgh: Edinburgh University Press.

**ISBN:** 9780748628018

**Pages:** 132–141

**Summary:** *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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**Gimenez, J.** 2010. 'Academic writing in the disciplines: practices in nursing, midwifery and social work' in M. F. Ruiz-Garrido, J.C. Palmer-Silveira and I. Fortanet-Gómez (eds.) *English for Professional and Academic Purposes*. Amsterdam, The Netherlands: Rodopi B.V.

**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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**Gimenez, J.** 2010. 'Narrative analysis in linguistic research' in L. Litosseliti (ed.) *Research Methods in Linguistics*. London: Continuum.

**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'.

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**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](http://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)

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**Gomez Montes, I., J. Marino, N. Pike and H. Moss.** 2010. 'Colombia national bilingual project'. *Cambridge ESOL: Research Notes* 40: 17–22.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts40.pdf](http://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

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

**URL:** [www.thinkingwriting.qmul.ac.uk/background9.htm](http://www.thinkingwriting.qmul.ac.uk/background9.htm)

**Descriptor(s):** Writing

**Institutional level:** tertiary

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

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**Gray, J.** 2010. 'The Branding of English and the Culture of the New Capitalism: representations of the world of work in English language textbooks'. *Applied Linguistics* 31/5: 714–733.

**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)

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**Gray, J.** 2010. *The Construction of English: Culture, Consumerism and Promotion in the ELT Global Coursebook*. Basingstoke: Palgrave Macmillan.

**ISBN:** 978-0-230-22258-8

**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.*

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

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

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**Green, A.** 2010. 'Conflicting purposes in the use of 'Can Do' statements in language education' in M. Schmidt, N. Naganuma, F. O'Dwyer, A. Imig and K. Sakai (eds.) *Can Do Statements in Education in Japan and Beyond*. Tokyo: Asahi Press.

**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)

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**Green, A.** 2010. 'Requirements for reference level descriptions for English'. *English Profile* 1/1: 1–19.

**URL:** [journals.cambridge.org/action/displayJournal?jid=EPJ](http://journals.cambridge.org/action/displayJournal?jid=EPJ)

**Descriptor(s):** Assessment

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

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**Green, A., A. Unaldi and C.J.**

**Weir.** 2010. 'Empiricism versus connoisseurship: establishing the appropriacy of texts for testing reading for academic purposes'. *Language Testing* 27/3: 1–21.

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

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

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**Grimshaw, T.** 2010. 'Styling the occidental other: interculturality in Chinese university performances'. *Language and Intercultural Communication* 10/3: 243–259.

**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)

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**Guariento, B. and E. Daborn.**

2010. 'Putting 'I' in its place: using academic texts to help students learn how to give opinions' in G. Blue (ed.) *Developing Academic Literacy*. Oxford: Peter Lang.

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

**Descriptor(s):** Speaking, Reading, Methodology

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

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## H

**Hall, C.J. and A. Reyes Durán.**

2009. 'Cross-linguistic influence in L2 verb frames: the effects of word familiarity and language proficiency' in A.G. Benati (ed.) *Issues in Language Proficiency*. London: Continuum.

**ISBN:** 0826435157

**Pages:** 24–44

**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)

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**Hall, C.J., D. Newbrand, P. Ecke, U. Sperr, V. Marchand and L.**

**Hayes.** 2009. 'Learners' implicit assumptions about syntactic frames in new L3 Words: the role of cognates, typological proximity, and L2 status'. *Language Learning* 59/1: 153–202.

**Summary:** *Learners of L3 German and L3 French studied unfamiliar verbs that were cognate with L1 Spanish, L2 English, or neither, to assess whether they assumed shared syntactic frames with cognate forms in the typologically-closer language. Results suggest that form similarity, typological proximity, and L2 status jointly affect assumptions.*

**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)

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**Hall, G.** 2010. 'Exploring values in English Language Teaching: teacher beliefs, reflection and practice'. *The Teacher Trainer* 24/2: 13–16.

**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

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

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**Hall, G.** 2010. 'International English language testing: a critical response'. *English Language Teaching Journal* 64/3: 321–328.

**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)

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**Hall, G. and W-C. Sung. 2009.** 'Mind the Gap? A case-study of the differing perceptions of international students and their lecturers on postgraduate business programmes'. *International Journal of Management Education* 8/1: 53–62.

**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](http://www.heacademy.ac.uk/assets/bmaf/documents/publications/IJME/Vol8no1/IJME8No1Paper5.pdf)

**Descriptor(s):** ESP

**Country of research:** United Kingdom

**Learners' background:** China

**Institutional level:** tertiary

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

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**Hamp-Lyons, L.** 2009. 'Access, equity and... plagiarism?'. *TESOL Quarterly* 43/3: 690–693.

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

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**Hamp-Lyons, L.** 2009. 'Principles for large-scale classroom-based teacher assessment of English learners' language: an initial framework from school-based assessment in Hong Kong'. *TESOL Quarterly* 43/3: 524–529.

**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)

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**Hamp-Lyons, L.** 2010. 'English for Academic Purposes' in E. Hinkel (ed.) *Handbook of Research in Second Language Teaching and Learning, Vol. II*. New York: Routledge.

**ISBN:** 978-0-415-99872-7

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

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**Hamp-Lyons, L. and J. Lockwood.** 2009. 'The workplace, the society, and the wider world: the offshoring and outsourcing industry'. *Annual Review of Applied Linguistics* 29: 145–167.

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

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**Han, C., H. Starkey and A. Green.** 2010. 'The politics of ESOL (English for Speakers of Other Languages): implications for citizenship and social justice'. *International Journal of Lifelong Education* 29/ 1: 63–76.

**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)

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**Hanks, J.** 2009. 'Inclusivity and collegiality in Exploratory Practice' in T. Yoshida, H. Imai, Y. Nakata, A. Tajino, O. Takeuchi and K. Tamai (eds.) *Researching Language Teaching and Learning: An Integration of Practice and Theory*. Oxford: Peter Lang.

**ISBN:** 978-3-03911-534-1

**Pages:** 33–54

**Summary:** *An exploration of who might be included and what collegiality might mean in practitioner research (specifically, Exploratory Practice). A number of case studies and narratives from around the world illustrate Exploratory Practice principles.*

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

**Entered by:** University of Leeds (The Language Centre)

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**Hann, N., I. Timmis and H. Masuhara.** 2010. 'ESOL materials: practice and principles' in A. Chambers and F. Mishan (eds.) *Perspectives on Language Learning Materials Development*. Bern: Peter Lang.

**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

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**Harding, L. and K. Ryan.** 2009. 'Decision-making in marking open-ended listening test items: the case of the OET'. *Spain Fellow Working Papers in Second or Foreign Language Assessment* 7: 99-114.



**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%2005%20Harding.pdf>

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

**Country of research:** Australia

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

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**Harsch, C.** 2009. 'Das Nutzen externer Evaluation im fremdsprachlichen Unterricht [The use of external evaluation in the foreign language classroom]'. *Praxis fsu* 01/09: 9–14.

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

**Country of research:** Germany

**Learners' background:** Germany

**Institutional level:** secondary

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

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**Harsch, C.** 2010. 'Der Kompetenzbegriff in der bildungspolitischen Diskussion [The concept of competence in educational policies]' in C. Surkamp (ed.) *Lexikon Fremdsprachendidaktik*. Stuttgart: Metzler.

**ISBN:** 978-3-476-02301-8

**Pages:** 140–142

**Descriptor(s):** Teacher education, Methodology, Assessment

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

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**Harsch, C.** 2010.

'Fremdsprachenzertifikate [Foreign Language Certificates]' in C. Surkamp (ed.) *Lexikon Fremdsprachendidaktik*. Stuttgart/Weimar: J.B. Metzler.

**ISBN:** 978-3-476-02301-8

**Pages:** 337–339

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

**Country of research:** Germany

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

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**Harsch, C.** 2010. 'Schreibbewertung im Zuge der Normierung der KMK-Bildungsstandards [Writing assessment in the context of evaluating the German Educational Standards]' in K. Aguado, H. Vollmer and K. Schramm (eds.) *Fremdsprachliches Handeln beobachten, messen und evaluieren [Observing, Assessing and Evaluating Foreign-language Usage]*. Frankfurt am Main: Lang.

**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

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

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**Harsch, C. and J. Hartig.** 2010.  
'Empirische und inhaltliche Analyse  
lokaler Abhängigkeiten im C-Test  
[Empirical and content analysis of  
local dependencies in the C-test]' in R.  
Grotjahn (ed.) *Der C-Test: Beiträge aus  
der aktuellen Forschung/The C-Test:  
Contributions from Current Research*.  
Frankfurt/Main: Lang.

**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)

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**Harsch, C. and S.P. Tiffin-Richards.**  
2010. 'Setting standards in line with  
the Common European Framework of  
Reference' in C. Harsch, H.A. Pant and  
O. Köller (eds.) *Calibrating Standards-  
based Assessment Tasks for English  
as a First Foreign Language. Standard-  
setting Procedures in Germany*.  
Münster: Waxmann.

**ISBN:** 978-3-8309-2299-5

**Pages:** 9–38

**Descriptor(s):** Management/  
Innovation, ESOL/EAL, English  
language, Curriculum/syllabus,  
Assessment

**Country of research:** Germany

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**Learners' background:** Germany

**Institutional level:** secondary

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

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**Harvey, A., A. Balch and  
A. Salamoura.** 2010. 'The adoption  
of international certification in  
the French state school sector'.  
*Cambridge ESOL: Research Notes*  
40: 7–9.

**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](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

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**Hawes, T.P.** 2009. 'Information  
structure problems in IFY student  
writing'. *InForm* 4: 13–14.

**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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**Hawes, T.P.** 2010. 'Breaks in thematic progression'. *Philologia* 8: 31–45.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Hawes, T.P.** 2010. 'Thematic progression and rhetoric in Sun and Times editorials: 1991–2008'. *Rice Working Papers in Linguistics* 2: 39–51.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Hawes, T.P.** 2010. 'Us and them in the sun: creating a reader 'community' through role-modelling' in T. Lê and Q. Lê (eds.) *Linguistic Diversity and Cultural Identity: A Global Perspective*. Hauppauge NY: Nova Science Publishers.

**ISBN:** 978-1-61209-602-5

**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)

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**Hawkey, R.** 2009. *Examining FCE and CAE*. Cambridge: UCLES/Cambridge University Press.

**ISBN:** 978-0-521-73672-5

**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

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**Hawkey, R.** 2009. *Examining FCE and CAE: Key Issues and Recurring Themes in Developing the First Certificate in English and Certificate in Advanced English Exams. Studies in Language Testing 28*. Cambridge: Cambridge University Press.

**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)

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**Hawkey, R.** 2009. 'Impact of a Blended Learning course: observation and stakeholder views'. *Cambridge ESOL: Research Notes* 36: 23–28.

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**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](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

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**Hawkey, R.** 2009. 'A study of the Cambridge Proficiency in English (CPE) exam washback on textbooks in the context of Cambridge ESOL exam validation' in L. Taylor and C.J. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment. Studies in Language Testing* 31. Cambridge: Cambridge University Press.

**ISBN:** 978-0521163910

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

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

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**Hawkey, R.** 2009. 'A study of the Cambridge Proficiency in English (CPE) exam washback on textbooks in the context of Cambridge ESOL exam validation' in L. Taylor and C. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational*

*Impact of Assessment - Proceedings of the ALTE Cambridge Conference, April 2008, Studies in Language Testing Series* (31). Cambridge: UCLES/Cambridge University Press.

**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

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**Hawkins, J. and P. Buttery.** 2009. 'Using learner language from corpora to profile levels of proficiency: insights from the English Profile Programme' in L. Taylor and C. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment - Proceedings of the ALTE Cambridge Conference, April 2008, Studies in Language Testing Series* (31). Cambridge: UCLES/Cambridge University Press.

**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

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**Hawkins, J.A. and P. Buttery.** 2009. 'Using learner language from corpora to profile levels of proficiency: insights from the English Profile Programme' in L. Taylor and C.J. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment – Proceedings of the ALTE Cambridge Conference, April 2008*. Cambridge: Cambridge University Press.

**ISBN:** 9780521163910

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

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**Hedge, T., N. Andon and M. Dewey.** 2009. 'General introduction' in T. Hedge, N. Andon and M. Dewey (eds.) *Major Themes in Education: English Language Teaching*. Abingdon: Routledge.

**ISBN:** 978-0-415-29943-5

**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)

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**Hewings, A.** 2009. 'English - one discipline or many? An introductory discussion' in S. Gupta and M. Katsarska (eds.) *English Studies on this Side: Post-2007 Reckonings*. Plovdiv, Bulgaria: Plovdiv University Press.

**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)

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**Hewings, A. and S. North.** 2010. 'Texts and practices' in J. Maybin and J. Swann (eds.) *Companion to English Language Studies*. London: Routledge.

**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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**Hewings, A., C. Coffin and S.**

**North.** 2009. 'E-conferencing: corpus and discourse insights' in M. Charles, D. Pecorari and S. Hunston (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

**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:** United Kingdom

**Institutional level:** tertiary

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

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**Hewings, A., T. Lillis and**

**D. Vladimirov.** 2010. 'Who's citing whose writings? A corpus-based study of citations as interpersonal resource in English medium national and English medium international

journals'. *Journal of English for Academic Purposes* 9: 102–115.

**Summary:** *The paper draws on a 1.5 million word corpus of published psychology articles and uses quantitative and qualitative analysis to explore the citation practices in English medium articles of scholars working in non-Anglophone contexts.*

**Descriptor(s):** Writing, Cultural issues, Methodology, 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)

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**Hoey, M.** 2009. 'Corpus linguistics and word meaning' in A. Ludeling and M. Kyoto (eds.) *Corpus Linguistics: An International Handbook, Volume 2*. Berlin: Walter de Gruyter.

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

**Pages:** 972–986

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Hoey, M.** 2009. 'Language awareness: lexical priming'. *MED* January: 12–13.

**URL:** <http://www.macmillandictionaries.com/MED-Magazine//January2009/52-LA-LexicalPriming.htm>

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

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**Hoey, M.** 2009. 'What can linguistics tell us about writing skills?' in G. Forey and G. Thompson (eds.) *Text Type and Texture*. London: Equinox.

**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)

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**Hoey, M. and M.B. O'Donnell.** 2009. 'The chunking of newspaper text' in M. Shiro, P. Bentivoglio and F. Ehrlich (eds.) *Haciendo discurso. Homenaje a Adriana Bolívar [Talking Discourse: In Honour of Adriana Bolívar]*. Caracas: Universidad Central de Venezuela.

**ISBN:** 97898072830109

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Holliday, A.R.** 2009. 'English as a lingua franca: 'non-native speakers' and cosmopolitan realities' in F. Sharifian

(ed.) *English as an International Language: Perspectives & Pedagogical Issues*. Bristol: Multilingual Matters.

**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)

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**Holliday, A.R.** 2009. 'Interrogating the concept of stereotypes in intercultural communication' in S. Hunston and D. Oakley (eds.) *Introducing Applied Linguistics: Concepts and Skills*. London: Routledge.

**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)

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**Holliday, A.R.** 2009. 'The role of culture in English language education: key challenges'. *Language and Intercultural Communication* 9/3: 144–155.

**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)

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**Holliday, A.R.** 2010. 'Analysing qualitative data' in A. Phakiti and B. Paltridge (eds.) *Continuum Companion to Research Methods in Applied Linguistics*. London: Continuum.

**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)

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**Holliday, A.R.** 2010. 'Complexity in cultural identity'. *Language and Intercultural Communication* 10/2: 165–177.

**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)

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**Holliday, A.R.** 2010. 'Cultural descriptions as political cultural acts: an exploration'. *Language and Intercultural Communication* 10/3: 259–272.

**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)

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**Holliday, A.R. and P. Aboshia.** 2009. 'The denial of ideology in perceptions of 'non-native speaker' teachers'. *TESOL Quarterly* 43/4: 669–689.

**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



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

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**Holliday, A.R., M. Hyde and J. Kullman.** 2010. *Intercultural Communication: An Advanced Resource Book for Students*. London: Routledge.  
**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)

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**Holmes, J. and H. Nesi.** 2009. 'Verbal and mental processes in academic disciplines' in M. Charles, S. Hunston and D. Pecorari (eds.) *Academic Writing: At the Interface of Corpus and Discourse*. London: Continuum.

**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

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**Huang, C-R., W. Cheng, H. Cheung, Y. Harada, H. Hong, S. Skoufaki and H.K.Y. Chen.** 2010. 'English learner corpus: global perspectives with an Asian focus' in T.-E. Kao and Y. Lin (eds.) *A New Look at Language Teaching and Testing: English as Subject and Vehicle*. Taipei: Language Training and Testing Center.  
**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

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**Institutional level:** secondary

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

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**Hughes, G.** 2010. 'Using conversation analysis to investigate the interaction of QMS audits'. *Cambridge ESOL: Research Notes* 39: 10–20.

**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.*

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts39.pdf](http://cambridgeesol.org/rs_notes/rs_nts39.pdf)

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

**Country of research:** United Kingdom

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

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**Hulstijn, J.H., J.C. Alderson and R. Schoonen.** 2010. 'Developmental stages in second-language acquisition and levels of second-language proficiency. Are there links between them?' in I. Bartning, M. Martin and I. Vedder (eds.) *Communicative Proficiency and Linguistic Development*. Rome: EUROSLA Monographs.

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

**Pages:** 11–20

**URL:** [eurosla.org/monographs/EM01/11-20Hulstijn\\_et\\_al.pdf](http://eurosla.org/monographs/EM01/11-20Hulstijn_et_al.pdf)

**Descriptor(s):** Assessment

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

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**Hunter, D.** 2010. 'The BYU-BNC corpus interface'. *IATEFL CALL Review* Winter 2010-2011: 32–34.

**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)

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**Hunter, D. and K. Whiteside.** 2010. 'Developing a core module for a foundation programme'. *Inform* 6: 5–6.

**Summary:** *A paper presenting the curriculum and some materials for an international foundation programme. In order to ensure that both language and content objectives of the course are met, linguistic and subject aims have been integrated to maximise opportunities for course progress and learner development.*

**URL:** [www.reading.ac.uk/web/FILES/inform/Inform\\_Issue\\_6.pdf](http://www.reading.ac.uk/web/FILES/inform/Inform_Issue_6.pdf)

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

**Institutional level:** tertiary

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

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**Hüttner, J.** 2010. 'The potential of DIY corpora in the analysis of non-DIY corpora in the analysis of non-DIY student academic writing in English'. *Journal of Writing Research* 2/2: 197–218.

**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](http://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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**Hüttner, J. and A. Rieder-Bünemann.** 2010. 'A cross-sectional analysis of oral narratives by children with CLIL and non-CLIL instruction' in C. Dalton-Puffer, T. Nikula and U. Smit (eds.) *Language Use and Language Learning in CLIL Classrooms*. Amsterdam & Philadelphia: John Benjamins.

**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.*

**URL:** [http://www.reading.ac.uk/web/FILES/inform/Inform\\_Issue\\_6.pdf](http://www.reading.ac.uk/web/FILES/inform/Inform_Issue_6.pdf)

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

**Learners' background:** various

**Institutional level:** tertiary

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

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## I

**Isaacs, T. and P. Trofimovich.**

2010. 'Falling on sensitive ears? The influence of musical ability on extreme raters' judgments of L2 pronunciation'. *TESOL Quarterly* 44/2: 375–386.

**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)

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**Ishii, T. and N. Schmitt.** 2009. 'Developing an integrated diagnostic test of vocabulary size and depth'. *RELC Journal* 40/1: 5–22.

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

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

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**Ivanic, R., R. Edwards, D. Barton, M. Martin-Jones, Z. Fowler, B. Hughes, G. Mannion and K. Miller.**

2009. *Improving Learning at College: Rethinking Literacies across the Curriculum*. London: Routledge.

**ISBN:** 9780415469128.

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

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## J

**Jarvis, H.** 2009. 'Computers in EAP: change, issues and challenges'. *Modern English Teacher* 18/2: 51–54.

**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)

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**Jarvis, H. and H. Stakounis.** 2010. 'Speaking in social contexts: issues for pre-sessional EAP students'. *TESL-EJ* 14/3: 1–14.

**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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**Jarvis, H. and M. Szymczyk.** 2010. 'Student views on learning grammar with web and book-based materials'. *English Language Teaching Journal* 64/1: 32–44.

**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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**Jeannot, J. and C. Wright.** 2010. 'The benefits of the staged approach to the term paper for foundation level students' in G. Blue (ed.) *Developing Academic Literacy*. Oxford: Peter Lang.

**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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**Jenkins, J.** 2010. 'Accommodating (to) ELF in the international university'. *Journal of Pragmatics* 43/4: 926–936.

**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)

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**Jiang, X. and R. Smith.** 2009. 'Chinese learners' strategy use in historical perspective: A cross-generational interview-based study'. *System* 37/2: 286–299.

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

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**Jin, L. and M. Cortazzi.** 2009. 'Culture et valeurs dans les classes chinoises [Cultures and values in Chinese classrooms]'. *Revue Internationale d'Education de Sèvres* 50: 49–62.

**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

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

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**Jin, L. and M. Cortazzi.** 2009. 'Culture et valeurs dans les classes chinoises [Cultures and values in Chinese classrooms]'. *Revue Internationale d'Education de Sèvres* 50: 49–62.

**Summary:** *This paper evaluates ELT classroom cultures and values in China by looking into Chinese students' views on teachers and learning.*

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

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**Johnson, J.S. and G.S. Lim.** 2009. 'The influence of rater language background on writing performance assessment'. *Language Testing* 26/4: 485–505.

**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

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**Jones, M. and N. Schmitt.** 2010. 'Developing materials for discipline-specific vocabulary and phrases in academic seminars' in N. Harwood (ed.) *English Language Teaching Materials*. New York: Cambridge University Press.

**ISBN:** 978-0-521-12158-3

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

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

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**Jones, M. and P. Durrant.** 2010. 'What can a corpus tell us about vocabulary teaching materials?' in A. O'Keeffe and M. McCarthy (eds.) *The Routledge Handbook of Corpus Linguistics*. London: Routledge.

**ISBN:** 9780415464895

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

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

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**Jones, M. and P. Durrant.** 2010. 'What can a corpus tell us about vocabulary teaching materials?' in A. O'Keeffe and M. McCarthy (eds.) *The Routledge Handbook of Corpus Linguistics*. London: Routledge.

**ISBN:** 9780415464895

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

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

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**Jones, N.** 2009. 'The classroom and the Common European Framework: towards a model for formative assessment'. *Cambridge ESOL: Research Notes* 36: 2–8.

**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\\_nts36.pdf](http://cambridgeesol.org/rs_notes/rs_nts36.pdf)

**Descriptor(s):** Teacher education, Methodology, ESOL/EAL, ESP, Classroom interaction, Assessment

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

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**Jones, N.** 2009. 'A comparative approach to constructing a multilingual proficiency framework: constraining the role of standard setting'. *Cambridge ESOL: Research Notes* 37: 6-10.

**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\\_nts37.pdf](http://cambridgeesol.org/rs_notes/rs_nts37.pdf)

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

**Country of research:** United Kingdom  
**Learners' background:** various  
**Entered by:** University of Cambridge  
ESOL Examinations

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**Jones, N., K. Ashton and T. Walker.**

2010. 'Asset Languages: a case study of piloting the CEFR Manual' in W. Martyniuk (ed.) *Aligning Tests with the CEFR, Studies in Language Testing Series* (33). Cambridge: UCLES/Cambridge University Press.

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

**Pages:** 227–244

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

**Country of research:** various

**Learners' background:** various

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

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**K**

**Kane-Iturriz, R.** 2009.

'Enhancing blended language learning: development of a new e-learning template'. *EUROCALL Review* 15: 36–55.

**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](http://www.eurocall-languages.org/review/15/index.html#kane)

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**Descriptor(s):** Learning technologies

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Kane-Iturriz, R.** 2010. 'Effective blended learning for languages: learners' experiences and perceptions' in *TC Istanbul Kültür University Publication No: 125*. Istanbul, Turkey: Istanbul Kültür University.

**ISBN:** 978-605-4233-30-4

**Pages:** 340–350

**Principal format:** Printed

**Summary:** *The paper explores students' experiences of a blended learning model consisting of an extensive e-learning component supported by a reduced number of in-class revision sessions. The paper also analyses students' perceptions regarding the effectiveness of the module's blended model and the appropriateness and quality of the materials and tools.*

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Karanika-Murray, M. and R.**

**Wiesemes.** 2009. 'The cross-disciplinary research group: overcoming isolation, promoting communication and interdisciplinarity' in M. Karanika-Murray and R. Wiesemes



(eds.) *Exploring Avenues to Interdisciplinary Research: from Cross-to Multi-to Interdisciplinarity*. Nottingham: Nottingham University Press.

**ISBN:** 978-1904761686

**Pages:** 1–8

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

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

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**Khalifa, H.** 2010. 'Construct validation of the Reading module of an EAP proficiency test battery'. *Cambridge ESOL: Research Notes* 42: 8–14.

**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](http://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

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**Khalifa, H. and A. Ffrench.** 2009. 'Aligning Cambridge ESOL examinations to the CEFR: issues and practice'. *Cambridge ESOL: Research Notes* 37: 10–14.

**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](http://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

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**Khalifa, H. and C. Weir.** 2009. *Examining Reading: Research and Practice in Assessing Second Language Reading, Studies in Language Testing* (29). Cambridge: UCLES/Cambridge University Press.

**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

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**Khalifa, H. and C.J. Weir.** 2009. *Examining Reading: Research and Practice in Assessing Second Language Reading, Studies in Language Testing* 29. Cambridge: Cambridge University Press.

**ISBN:** 0521736714

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

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**Khalifa, H. and N. Schmitt.** 2010.  
'A mixed-method approach towards  
investigating lexical progression in Main  
Suite Reading test papers'. *Cambridge  
ESOL: Research Notes* 41: 19–25.

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

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**Khalifa, H. and N. Schmitt.** 2010.  
'A mixed-method approach towards  
investigating lexical progression in Main  
Suite Reading test papers'. *Cambridge  
ESOL: Research Notes* 41: 19–25.

**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](http://cambridgeesol.org/rs_notes/rs_nts41.pdf)

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

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

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**Khalifa, H., A. Ffrench and  
A. Salamoura.** 2010. 'Maintaining  
alignment to the CEFR: the FCE  
case study' in W. Martyniuk (ed.)  
*Aligning tests with the CEFR, Studies  
in Language Testing Series* (33).  
Cambridge: UCLES/Cambridge  
University Press.

**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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**Khalifa, H., M. Robinson and  
S. Harvey.** 2010. 'Working together:  
the case of the English Diagnostic  
Test and the Chilean Ministry of  
Education'. *Cambridge ESOL:  
Research Notes* 40: 22–26.

**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](http://cambridgeesol.org/rs_notes/rs_nts40.pdf)

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

**Country of research:** Chile

**Learners' background:** Chile  
**Entered by:** University of Cambridge  
ESOL Examinations

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**Kiely, R.** 2009. 'Observing, noticing and understanding: two case studies in language awareness in the development of academic literacy'. *Language Awareness* 18/3-4: 329–44.

**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)

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**Kiely, R.** 2009. 'Small answers to the big question: learning from language programme evaluation'. *Language Teaching Research* 13/1: 99–116.

**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:** tertiary

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

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**Kiely, R.** 2010. 'Craft and context: understanding language teaching' in A. Harris and A. Brandt (eds.) *Language, Learning & Context: Proceedings of the 42nd Annual Meeting of the British Association for Applied Linguistics*. London: Scitsiugnil Press.

**ISBN:** 978-0-9559533-2-3

**Principal format:** CD-ROM

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

**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)

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**Kiely, R.** 2010. 'L1 and L2 in the CLIL classroom' in U. Massler and P. Burmeister (eds.) *CLIL und Immersion: Erfolgsbedingungen für fremdsprachlichen Sachfachunterricht in der Grundschule*. Braunschweig: Westermann Verlag.

**ISBN:** 978-3-14-162133-4

**Pages:** 88–99

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**Summary:** *A book chapter based on the findings of the PRO-CLIL programme evaluation.*

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

**Country of research:** various

**Learners' background:** various

**Institutional level:** primary

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

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**Kiely, R.** 2010. 'Understanding the craft of the experienced teacher' in B. Beavan (ed.) *IATEFL 2009: Cardiff Conference Selections*. Kent: IATEFL.

**ISBN:** 978-9010952967

**Pages:** 48–51

**Principal format:** Printed

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

**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)

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**Kiely, R. and M. Davis.** 2010. 'From transmission to transformation: teacher learning in ESOL'. *Language Teaching Research* 14/3: 277–96.

**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)

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**Kiely, R. and P. Rea-Dickins.**

2009. 'Evaluation and learning in language programmes' in K. Knapp, B. Seidlhofer and H. Widdowson (eds.) *Handbooks of Applied Linguistics: Volume 6: Handbook of Foreign Language Communication and Learning*. Amsterdam: Mouton de Gruyter.

**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

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

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**Kiely, R., M. Davis and E. Wheeler.**

2010. *Investigating Critical Learning Episodes: A Practical Guide for Continuing Professional Development*. Reading: CfBT Education Trust.

**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](http://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 College  
Plymouth St Mark & St John  
(Department of International Education)

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**Kirk, S. and R. Carter.** 2010. 'Fluency and spoken English' in M. Moreno Jaén, F. Serrano Valverde and M. Calzada Pérez (eds.) *Exploring New Paths in Language Pedagogy: Lexis and Corpus-based Language Teaching*. London: Equinox.

**ISBN:** 9781845536954

**Pages:** 25–39

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

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

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**Knight, D., D. Evans, R. Carter and S. Adolphs.** 2009. 'HeadTalk, HandTalk and the corpus: towards a framework for multi-modal, multi-media corpus development'. *Corpora* 4/1: 1–32.

**Descriptor(s):** Speaking, Methodology, Listening

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

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**Kormos, J., K. Csizer and A. Sarkadi.** 2009. 'The language learning experiences of students with dyslexia: lessons from an interview study'. *Innovation in Language Learning and Teaching* 3/2: 115–130.

**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)

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**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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**Kubanyiova, M.** 2009. 'Possible selves in language teacher development' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**ISBN:** 978-1847691279

**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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**Kuiper, K., G. Columbus and N.**

**Schmitt.** 2009. 'The acquisition of phrasal vocabulary' in S. Foster-Cohen (ed.) *Language Acquisition*. Basingstoke: Palgrave Macmillan.

**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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**Lamb, M.** 2009. 'Situating the L2 self: two Indonesian school learners of English' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**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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**Lamb, M.** 2010. 'Participant motivation on the BA programme: a self-determination perspective' in J. Atkins, M. Lamb and M. Wedell (eds.) *International Collaboration for Educational Change: The BA Project*. Muscat, Sultanate of Oman: Ministry of Education.  
**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

**Institutional level:** tertiary

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

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**Lamb, M. and S. Borg.** 2010. 'The design and evolution of the BA Educational Studies (TESOL) programme: perspectives from Leeds' in J. Atkins, M. Lamb and M. Wedell (eds.) *International Collaboration for Educational Change: The BA Project*.

Muscat, Sultanate of Oman:  
Ministry of Education.

**ISBN:** 978-9948-15-342-9

**Pages:** 22–34

**Summary:** *The BA TESOL programme was an innovative large-scale degree programme taken by nearly 1000 Omani teachers of English in the period 1999-2009. This chapter describes how the programme was designed, and how the initial design evolved over the 10 years.*

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

**Learners' background:** Oman

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

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**Leung, C.** 2009. 'Mainstreaming: language policies and pedagogies' in I. Goglin and U. Neumann (eds.) *Streitfall Zweisprachigkeit - The Bilingualism Controversy*. Wiesbaden: VS Verlag für Sozialwissenschaften.

**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

**Institutional level:** secondary

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

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**Leung, C.** 2009. 'Second language teacher professionalism' in J. Richards and A. Burns (eds.) *Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press.

**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)

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**Leung, C.** 2010. 'Communicative language teaching: principles and interpretations' in C. Leung and A. Creese (eds.) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students*. London: Sage, in association with NALDIC.

**ISBN:** 978-1847875327

**Pages:** 1–14

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

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

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**Leung, C.** 2010. 'Educational linguistics: working at a crossroads' in F.M. Hult (ed.) *Directions and Prospects for Educational Linguistics*. Secaucus, NJ: Springer.

**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)

---

**Leung, C.** 2010. 'English as an additional language: learning and participating in mainstream classrooms' in P. Seedhouse, S. Walsh and C. Jenks (eds.) *Conceptualising Learning in Applied Linguistics*. Basingstoke, Hampshire: Palgrave MacMillan.

**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)

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**Leung, C.** 2010. 'Language teaching and language assessment' in R. Wodak, B. Johnstone and P. Kerswill (eds.) *The Sage Handbook of Sociolinguistics*. London: Sage.

**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)

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**Leung, C. and A. Creese.** 2010. 'Introduction' in C. Leung and A. Creese (eds.) *English as an Additional Language: A Guide for Teachers Working with Linguistic Minority Pupils*. London: Sage.

**ISBN:** 978-1847875327

**Pages:** xvii–xx

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

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

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**Leung, C. and C. Scott.** 2009. 'Formative assessment in language education policies: emerging lessons from Wales and Scotland'. *Annual Review of Applied Linguistics* 29: 64–79.

**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)

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**Li, J. and N. Schmitt.** 2009. 'The acquisition of lexical phrases in academic writing: a longitudinal case study'. *Journal of Second Language Writing* 18/2: 85–102.

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

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

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**Li, J. and N. Schmitt.** 2010. 'The development of collocation use in academic texts by advanced L2 learners: a multiple case-study approach' in D. Wood (ed.) *Perspectives on Formulaic Language: Acquisition and Communication*. London: Continuum.

**ISBN:** 9781441150479

**Pages:** 23–46

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

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

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**Li, W. and V. Cook.** 2009.  
'Introduction: Linguistics for the real world' in W. Li and V. Cook (eds.) *Contemporary Applied Linguistics, Vol. 2: Linguistics for the Real World*. London: Continuum.

**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)

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**Lillis, T. and M.J. Curry.** 2010. *Academic Writing in a Global Context. The Politics and Practices of Publishing in English*. London: Routledge.

**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)

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**Lillis, T., A. Hewings, D. Vladimirov and M.J. Curry.** 2010. 'The geolinguistics of English as an academic Lingua Franca: citation practices across English medium national and English medium international journals'. *International Journal of Applied Linguistics* 20/1: 111–135.

**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)

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**Lillis, T., A. Magyar and A. Robinson-Pant.** 2010. 'An international journal's attempts to address inequalities in academic publishing: developing a writing for publication programme'. *Compare: A Journal of Comparative and International Education* 40/6: 781–800.

**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.*

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

**Country of research:** various

**Learners' background:** various

**Institutional level:** adult

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

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**Lim, G.S.** 2010. 'Investigating prompt effects in writing performance assessment'. *Spain Fellow Working Papers in Second or Foreign Language Assessment* 8: 95–116.

**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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**Lim, G. and E. Galaczi.** 2010. 'Lexis in the assessment of Speaking and Writing: an illustration from Cambridge ESOL's General English tests'. *Cambridge ESOL: Research Notes* 41: 14–19.

**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](http://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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**Lin, P.M.S. and S. Adolphs.** 2009. 'Sound evidence: phraseological units in spoken corpora' in A. Barfield and H. Gyllstad (eds.) *Researching Collocations in Another Language: Multiple Interpretations*. Basingstoke: Palgrave Macmillan.

**ISBN:** 9780230203488

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

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

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**Littlemore, J.** 2009. *Applying Cognitive Linguistics to Second Language Learning and Teaching*. Basingstoke: Palgrave MacMillan.

**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.*

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

**Country of research:** United Kingdom

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

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**Littlemore, J.** 2010. 'Metaphoric competence in the first and second language: similarities and differences' in M. Putz and L. Sicola (eds.) *Cognitive Processing in Second Language Acquisition (Series Converging Evidence in Language and Communication Research)*. Amsterdam: John Benjamins.

**ISBN:** 9789027239020

**Pages:** 295–316

**Summary:** *This chapter explores the relationship between a learner's ability to understand and produce metaphor in their first and second language.*

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

**Country of research:** Belgium

**Learners' background:** Belgium

**Institutional level:** tertiary

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

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**Littlemore, J. and C. Juchem-Grundmann.** 2010. 'Introduction to the interplay between cognitive linguistics and second language learning and teaching'. *AILA Review* 23: 1–6.

**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)

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**Liu, Y. and L. Fisher.** 2010. 'What have we learnt after we had fun: An activity theory perspective on the cultures of learning in pedagogical reforms' in V. Ellis, A. Edwards and P. Smagorinsky (eds.) *Cultural-Historical Perspectives on Teacher Education and Development: Learning Teaching*. London: Routledge.

**ISBN:** 978-0-415-49759-6

**Pages:** 180–195

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

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**Lo, Y. Y. and V. A. Murphy.** 2010. 'Vocabulary knowledge and growth in immersion and regular language learning programmes in Hong Kong'. *Language and Education* 24/3: 215–238.

**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.**

2009. 'The relationship between conceptual metaphors and classroom management language: reactions by native and non-native speakers of English'. *Iberica* 17: 25–44.

**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.**

2010. 'National occupational standards in intercultural working: models of theory and assessment' in M. Guilherme, E. Glaser and M.C. Mendez-Garcia (eds.) *The Intercultural Dynamics of Multicultural Working*. Clevedon: Multilingual Matters.

**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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**Lynch, T.** 2009. 'Responding to learners' perceptions of feedback: the use of comparators in second language speaking courses'. *Innovation in Language Learning and Teaching* 3/1: 1–13.

**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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**Lynch, T.** 2009. 'The Speaking Log: a tool for post-task feedback' in T. Stewart (ed.) *Insights on Teaching Speaking in TESOL*. Alexandria, VA: TESOL.

**ISBN:** 978-193118557-8

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**Pages:** 171–177

**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)

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**Lynch, T.** 2009. *Teaching Second Language Listening*. Oxford: Oxford University Press.

**ISBN:** 978-019442334-2

**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

**Learners' background:** various

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

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**Lynch, T.** 2010. 'Listening: sources, skills and strategies' in R. Kaplan (ed.) *Oxford Handbook of Applied Linguistics*. 2nd edition. Oxford: Oxford University Press.

**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)

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**Lynch, T. and D. Mendelsohn.** 2010. 'Listening' in N. Schmitt (ed.) *Introduction to Applied Linguistics*. 2nd edition. London: Arnold.

**ISBN:** 978-034098447-5

**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

**Learners' background:** various

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

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# M

**Macaro, E., T. Chen and L. Tian.**

2009. 'Can differential processing of L2 vocabulary inform the debate on teacher codeswitching behaviour: the case of Chinese learners of English' in B. Richards, H.M. Daller, D.D. Malvern, P. Meara, J. Milton and J. Treffers-Daller (eds.) *Vocabulary Studies in First and Second Language Acquisition: The Interface between Theory and Application*. Basingstoke: Palgrave Macmillan.

**ISBN:** 9780230206687

**Pages:** 125–146

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

**Learners' background:** China

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

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**MacDonald, M.N., J.P. O'Regan and J. Witana.** 2009. 'Intercultural competence in the workplace: issues arising from the development of national occupational standards for intercultural working in the UK'. *Journal of Vocational Education and Training* 61/4: 375–398.

**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)

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**MacDonald, M.N., R. Badger and J.P. O'Regan.** 2009. 'The social cognition of medical knowledge: with special reference to childhood epilepsy'. *Critical Inquiry in Language Studies* 6/3: 176–204.

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

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

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**MacDuff, F.** 2010. 'Using Progressive I-Can Statements to Promote Learner Confidence in Writing'. *English Teaching Forum* 48/3: 2–11.

**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)

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**Macqueen, S. and L. Harding.** 2009. 'Review of the Certificate of Proficiency in English (CPE) Speaking Test'. *Language Testing* 26/3: 467–475.

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**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)

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**Mahlberg, M.** 2009. 'Lexical cohesion: corpus linguistic theory and its application in English Language Teaching' in J. Flowerdew and M. Mahlberg (eds.) *Corpus Linguistics and Lexical Cohesion*. Amsterdam: John Benjamins.

**ISBN:** 978 90 272 2247 3

**Pages:** 103–122

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

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

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**Mahlberg, M.** 2009. 'Patterns in news stories: a corpus approach to teaching discourse analysis' in L. Lombardo (ed.) *Using Corpora to Learn about Language and Discourse*. Bern: Peter Lang.

**ISBN:** 978-3-03911-522-8

**Pages:** 99–132

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

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

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**Mann, S. and F. Copland.** 2010. 'Dialogic talk in the post-observation conference: an investment for reflection' in G. Park, H.P. Widodo and A. Cirocki (eds.) *Observation of Teaching: Bridging Theory and Practice*. Munich: Lincom.

**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)

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**Mann, S. and S. Wharton.** 2010. 'Connecting discourses: academic and professional worlds'. *Language Teaching* 43/2: 230–232.

**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)

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**Marshall, S. and S. Williams.** 2010. 'Combining process, product and genre on a graduate EAP writing course' in G. Blue (ed.) *Developing Academic Literacy*. Bern: Peter Lang.

**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)

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**Martin, D.M.** 2009. *Language Disabilities in Cultural and Linguistic Diversity*. Clevedon: Multilingual Matters.

**ISBN:** 9781847691590

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

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**Martin, D.** 2009. 'Research directions in leading and managing collaborative practice' in J. Forbes and C. Watson (eds.) *Service Integration in Schools: Research and Policy Discourses, Practice and Future Prospects*. Rotterdam: Sense.

**ISBN:** 978-90-8790-587-3

**Pages:** 93–96

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

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**Martin, D.M. and N.A. Peim.** 2009. 'Critical perspectives on activity theory'. *Educational Review* 61/2: 131-138.

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

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**Martinez, R. and N. Schmitt.** 2010. 'Invited commentary: vocabulary'. *Language Learning and Technology* 14/2: 26–29.

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

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

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**Martin-Jones, M.** 2009. 'From life worlds and work worlds to college: the bilingual literacies of young Welsh speakers in North Wales'. *Welsh Journal of Education* 14/2: 45–62.

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

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**Martin-Jones, M.** 2010. 'Languages, texts and literacy practices: an ethnographic lens on bilingual vocational education in Wales' in T. McCarty (ed.) *Ethnography and Language Policy*. London: Routledge.

**ISBN:** 978-0415801409

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

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**Martin-Jones, M., B. Hughes and A. Williams.** 2009. 'Bilingual literacy in and for working lives on the land: case studies of young Welsh speakers in North Wales'. *International Journal of the Sociology of Language* 195: 39–62.

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

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**McCauley, C. and D. Collett.** 2010. 'Working with examination centres to encourage continuous high standards: the centre inspections programme'. *Cambridge ESOL: Research Notes* 39: 20–23.

**URL:** [http://cambridgeesol.org/rs\\_notes/rs\\_nts39.pdf](http://cambridgeesol.org/rs_notes/rs_nts39.pdf)

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

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

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**Milanovic, M.** 2009. 'Cambridge ESOL and the CEFR'. *Cambridge ESOL: Research Notes* 37: 2–5.

**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](http://cambridgeesol.org/rs_notes/rs_nts37.pdf)

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

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

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**Milton, J.** 2009. *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matters.

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

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**Milton, J.** 2010. 'The development of vocabulary breadth across the CEFR levels' in I. Bartning, M. Martin and I. Vedder (eds.) *Second Language Acquisition and Testing in Europe*. Online: Eurosla.

**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](http://eurosla.org/monographs/EM01/EM01home.html)

**Descriptor(s):** Assessment

**Country of research:** various

**Learners' background:** various

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

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**Milton, J., J. Wade and N. Hopkins.** 2010. 'Aural word recognition and oral competence in a foreign language' in R. Chacón-Beltrán, C. Abello-Contesse and M. Torreblanca-López (eds.) *Further Insights into Non-native Vocabulary Teaching and Learning*. Bristol: Multilingual Matters.

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

**Pages:** 83–98

**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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**Mollet, E., A. Wray, T. Fitzpatrick, N.R. Wray and M.J. Wright.** 2010. 'Choosing the Best Tools for Comparative Analyses of Texts'. *International Journal of Corpus Linguistics* 15/4: 429-473.

**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

**Learners' background:** Australia

**Institutional level:** secondary

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

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**Morgan, S.** 2010. 'Qualification and certainty in L2 writing: a learner corpus study'. *Cambridge ESOL: Research Notes* 42: 33–38.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts42.pdf](http://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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**Morton, T. and J. Gray.** 2010. 'Constructing personal practical knowledge and identity in lesson planning conferences in pre-service English language teacher education'. *Language Teaching Research* 14/3: 297–317.

**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)

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**Motteram, G.** 2009. 'Social computing and teacher education: an agenda for course development'. *Innovation in Language Learning and Teaching* 3/1: 83–97.

**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)

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**Motteram, G. and M. Thomas.**

2010. 'Future directions in TBLT and Technology' in M. Thomas and H. Reinders (eds.) *Task-Based Language Teaching and Technology*. London & New York: Continuum.

**ISBN:** 978-1441101532

**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)

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**Motteram, G. and P. Sharma.**

2009. 'Blending learning in a Web 2.0 world'. *International Journal of Emerging Technologies and Society* 7/2: 83–96.

**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.*

**URL:** [www.swinburne.edu.au/hosting/ijets/journal/V7N2/pdf/Article2-Motteram&Sharma.pdf](http://www.swinburne.edu.au/hosting/ijets/journal/V7N2/pdf/Article2-Motteram&Sharma.pdf)

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

**Country of research:** various

**Learners' background:** various

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

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**Motteram, G. and S. Brown.** 2009.

'A context-based approach to Web 2.0 and language education' in M. Thomas (ed.) *Handbook of Research on Language Acquisition Technologies: Web 2.0 Transformation of Learning*. Hershey, PA: IGI Global.

**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)

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**Mullany, L.J.** 2009. 'Gender studies' in F. Bargiela-Chiappini (ed.) *The Handbook of Business Discourse*. Edinburgh: Edinburgh University Press.

**ISBN:** 9780748628018

**Pages:** 213–225

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

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

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**Mullany, L.J.** 2010. 'Gender and interpersonal pragmatics' in M.A. Locher and G.L. Sage (eds.) *Interpersonal Pragmatics*. Berlin: De Gruyter Mouton.

**ISBN:** 978-3-11-021432-1

**Pages:** 225–250

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

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

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**Mullany, L.J. and P. Stockwell.** 2010. *Introducing English Language: A Resource Book for Students*. London: Routledge.

**ISBN:** 978-0-415-44885-7

**Summary:** *This book gives comprehensive coverage of the essential aspects of the English language, as well as providing an introduction to central disciplines of linguistics such as historical linguistics, social linguistics and psycholinguistics, and also core areas in language study including acquisition, standardisation and the globalisation of English.*

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

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

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**Murphy, V. A. and J. A. Hayes.** 2010. 'Processing English compounds in the first and second language: the influence of the middle morpheme'. *Language Learning* 60/1: 194–220.

**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)

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**Nesi, H.** 2009. 'Commentary: exploring materials for the study of L2 collocations' in A. Barfield and H. Gyllstad (eds.) *Researching Collocations in Another Language: Multiple Interpretations*. Basingstoke: Palgrave Macmillan.

**ISBN:** 978-0-230-20348-8

**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

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**Nesi, H.** 2009. 'EAP in the information age: what should we start teaching, and what can we stop teaching?' in S. Mansoor, A. Sikander, N. Hussain and N. Ahsan (eds.) *Emerging Issues in TEFL: Challenges for South Asia*. Karachi, Pakistan: OUP Pakistan.

**ISBN:** 978-0-19-547651-4

**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

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**Nesi, H.** 2009. 'A multidimensional analysis of student writing across levels and disciplines' in M. Edwardes (ed.) *Taking the Measure of Applied Linguistics: Proceedings of the BAAL Annual Conference*. London: BAAL/ Scitsiugnill Press.

**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-BAALO-abstract-formatted.pdf>

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Nesi, H.** 2010. 'The virtual vocabulary notebook: the electronic dictionary as vocabulary learning tool' in G. Blue (ed.) *Developing Academic Literacy*. Oxford: Peter Lang.

**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

**Learners' background:** China  
**Institutional level:** tertiary  
**Entered by:** Coventry University

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**Nesi, H. and A. Boonmoh.** 2009.  
'A close look at the use of pocket electronic dictionaries for receptive and productive purposes' in T. Fitzpatrick and A. Barfield (eds.) *Lexical Processing in Second Language Learners*. Clevedon, UK: Multilingual Matters.

**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

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**Nesi, H. and H. Basturkmen.** 2009. 'Lexical bundles and discourse signalling in academic lectures' in M. Mahlberg and J. Flowerdew (eds.) *Lexical Cohesion and Corpus Linguistics*. Amsterdam: John Benjamins.

**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.*

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

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Ng, K-Y. and A. Yiakoumetti.** 2010. 'Analogy-based phonics for Hong Kong ESL learners'. *Academic Exchange Quarterly* 14/3: 196–200.

**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

**Institutional level:** primary

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

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**Nitta, R. and S.F. Gardner.** 2009. 'Consciousness' in P. Hedge, N. Andon and M. Dewey (eds.) *English Language Teaching: Major Themes in Education*. London: Routledge.

**ISBN:** 978-0-415-29943-5

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

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**Norris, J., M. Bygate and K. Van den Branden.** 2009. 'Introducing task-based language teaching' in K. Van den Branden, M. Bygate and J. Norris (eds.) *Task-based Language Teaching: A Reader*. Amsterdam: Benjamins.

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

**Pages:** 15–19

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

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

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**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)

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**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)

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**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](http://cambridgeesol.org/rs_notes/rs_nts38.pdf)

**Descriptor(s):** Teacher education, Materials, Assessment

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

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**Orafi, S.M.S. and S. Borg.** 2009. 'Intentions and realities in implementing communicative curriculum reform'. *System* 37/2: 243–253.

**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)

**O'Regan, J.P. and M.N. MacDonald.** 2009. 'The antinomies of power in critical discourse analysis' in T. Le, Q. Le and M. Short (eds.) *Critical Discourse Analysis: An Interdisciplinary Perspective*. New York: Nova.

**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)

**Orsini-Jones, M.** 2009. 'Troublesome grammar knowledge and action-research-led curriculum design: two case studies from the Department of English and Languages at Coventry University'. *Rassegna Italiana di Linguistica Applicata* 41/1-2: 197–217.

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

**Orsini-Jones, M.** 2010. 'Shared spaces and 'secret gardens': the troublesome journey from undergraduate students to undergraduate scholars via PebblePad' in J. O'Donoghue (ed.) *Technology-supported Environments for Personalized Learning: Methods and Case Studies*. Hershey, PA: IGI Global.

**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

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**Institutional level:** tertiary  
**Entered by:** Coventry University

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**Orsini-Jones, M.** 2010. 'Troublesome grammar knowledge and action-research-led assessment design: learning from liminality' in J.F.H. Meyer, R. Land and C. Baille (eds.) *Threshold Concepts and Transformational Learning*. Rotterdam: Sense.

**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

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**Orsini-Jones, M., M. Cribb, D. Jones, R. Graham, R. Lund and F. Lee.** 2010. 'Student-driven and threshold-concept-informed curricular change' in iPED Research Network (ed.) *Conceptualising Impact: Exploring the Effectiveness of Practice through Pedagogic Research*. Coventry: Coventry University.

**ISBN:** 978-1-84600-0362

**Pages:** 77–83

**Principal format:** Online

**Summary:** *This paper reports on a student's threshold-concept-related dissertation, based upon previous studies on troublesome grammar knowledge by Orsini-Jones and Jones (2007), Orsini-Jones and Sinclair (2008) and Orsini-Jones (2009). The student implemented an experimental curricular intervention aimed at making formal grammar learning less troublesome for first year students.*

**URL:** [curve.coventry.ac.uk/open/items/b719e069-ed88-d701-1348-bd4a3450f2d2/1/iPED2010Proc\(2\).pdf](http://curve.coventry.ac.uk/open/items/b719e069-ed88-d701-1348-bd4a3450f2d2/1/iPED2010Proc(2).pdf)

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

**Country of research:** United Kingdom

**Learners' background:**  
United Kingdom

**Institutional level:** tertiary

**Entered by:** Coventry University

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**P**

**Papp, S.** 2009. 'Development of Can-do statements for KET and PET for Schools'. *Cambridge ESOL: Research Notes* 36: 8–12.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts36.pdf](http://cambridgeesol.org/rs_notes/rs_nts36.pdf)

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

**Country of research:** various  
**Learners' background:** various  
**Entered by:** University of Cambridge  
ESOL Examinations

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**Papp, S.** 2009. 'The requirements of the UK test for citizenship and settlement: critical issues and possible solutions' in L. Taylor and C. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment - Proceedings of the ALTE Cambridge Conference, April 2008, Studies in Language Testing Series* (31). Cambridge: UCLES/Cambridge University Press.

**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

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**Papp, S. and A. Salamoura.** 2009. 'An exploratory study into linking young learners' examinations to the CEFR'. *Cambridge ESOL: Research Notes* 37: 15–22.

**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](http://cambridgeesol.org/rs_notes/rs_nts37.pdf)

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

**Country of research:** various

**Learners' background:** various

**Institutional level:** primary

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

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**Papp, S. and M. Robinson.** 2009. 'A framework for migration and language assessment and the Skills for Life exams'. *Cambridge ESOL: Research Notes* 35: 22–28.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts35.pdf](http://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

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**Paran, A.** 2010. 'Between Scylla and Charybdis: the dilemmas of testing language and literature' in A. Paran and L. Sercu (eds.) *Testing the Untestable in Language Education*. Bristol: Multilingual Matters.

**ISBN:** 978-1-84769-266-5

**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 fields and provides concrete testing tasks exemplifying these principles.*

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

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

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**Paran, A.** 2010. 'More than language: the additional faces of testing and assessment in language learning and teaching' in A. Paran and L. Sercu (eds.) *Testing the Untestable in Language Education*. Bristol: Multilingual Matters.

**ISBN:** 978-1-84769-266-5

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

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**Peim, N.A.** 2009. 'Activity theory and ontology'. *Educational Review* 61/2: 167–180.

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

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**Peim, N.A.** 2009. 'The elusive object of transformation: English, theory and Bernstein's sociology of education'. *Changing English* 16/2: 149–164.

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

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**Peim, N.A.** 2009. 'English and the government of language and culture' in D. Hill and L.H. Robertson (eds.) *Equality in the Primary School: Promoting Good Practice across the Curriculum*. London: Continuum.

**ISBN:** 9781847061010

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

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**Peim, N.A.** 2009. 'Thinking resources for educational research methods and methodology'. *International Journal of Research & Method in Education* 32/3: 235–248.

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

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**Peim, N.A. and K. Flink.** 2009. 'Questions concerning assessment for school improvement'. *Educational Philosophy and Theory* 41/3: 342–361.

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

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**Pellicer-Sánchez, A. and N. Schmitt.** 2010. 'Incidental vocabulary acquisition from an authentic novel: do things fall apart?'. *Reading in a Foreign Language* 22/1: 31–55.

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

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

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**Pemberton, R.** 2009. 'Acting on a hunch: can L1 reading instruction affect L2 listening ability?' in T. Fitzpatrick and A. Barfield (eds.) *Lexical Processing in Second Language Learners: Papers and Perspectives in Honour of Paul Meara*. Clevedon: Multilingual Matters.

**ISBN:** 9781847691521

**Pages:** 141–153

**Descriptor(s):** Reading, Listening

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

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**Pemberton, R., S. Toogood and A. Barfield.** 2009. 'Maintaining control: an introduction' in R. Pemberton, S. Toogood and A. Barfield (eds.) *Maintaining Control: Autonomy and Language Learning*. Hong Kong: Hong Kong University Press.

**ISBN:** 978962209923

**Pages:** 3–10

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

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

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**Pérez-Llantada, C., R. Plo and G. Ferguson.** 2010. "You don't say what you know, only what you can": The perceptions and practices of senior Spanish academics regarding research dissemination'. *English for Specific Purposes* 29/4: 18–30.

**Descriptor(s):** ESP

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

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**Petric, B.** 2009. "I thought I was an Easterner: it turns out I am a Westerner!": EIL migrant teacher identities' in F. Sharifian (ed.) *English as an International Language: Perspectives and Pedagogical Issues*. Bristol: Multilingual Matters.

**ISBN:** 978 1 84769 122 4

**Pages:** 135–150

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

**Country of research:** Hungary

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

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**Petric, B.** 2010. 'Students' conceptions of voice in academic writing' in R. Lorés-Sanz, P. Mur-Due as and E. Lafuente-Millán (eds.) *Constructing Interpersonality: Multiple Perspectives and Applications to Written Academic Genres*. Newcastle: Cambridge Scholars Publishing.

**ISBN:** 978-1-4438-1981-7

**Pages:** 325–336

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

**Learners' background:** various

**Institutional level:** tertiary

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

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**Phipps, S. and S. Borg.** 2009. 'Exploring tensions between teachers' grammar teaching beliefs and practices'. *System* 37/3: 380–390.

**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 Leeds (School of Education)

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**Pilkington, R.M.** 2009. 'Practitioner research in education: The critical perspectives of doctoral students'. *Studies in the Education of Adults* 41/2: 154–174.

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

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**Pilkington, R.M. and K.K.**

**Guldberg.** 2009. 'Conditions for productive networked learning among professionals and carers: the WebAutism case study' in L. Dirckinck-Holmfeld, C. Jones and B. Lindstroem (eds.) *Analyzing Networked Learning Practices in Higher Education and Continuing Professional Development*. The Netherlands: Sense.

**ISBN:** 9789460910050

**Pages:** 63–83

**Descriptor(s):** Learning technologies

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

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**Power, T. and P. Shrestha.** 2010. 'Mobile technologies for (English) language learning: an exploration in the context of Bangladesh' in I.A. Sanchez and P. Isaias (eds.) *IADIS International Conference: Mobile Learning 2010*. Portugal: IADIS Press.

**ISBN:** 978-972-8924-99-7

**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)

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**Preece, S.** 2009. 'A group of lads, innit?' Performances of laddish masculinity in British higher education' in P. Pichler and E. Eppler (eds.) *Gender and Spoken Interaction*. Basingstoke: Palgrave Macmillan.

**ISBN:** 978-0-230-57402-1

**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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**Preece, S.** 2009. *Posh Talk: Language and Identity in Higher Education*. Basingstoke: Palgrave Macmillan.

**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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**Preece, S.** 2010. 'Multilingual identities in higher education: negotiating the 'mother tongue', 'posh' and 'slang''. *Language and Education* 24/1: 21–40.

**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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**Preece, S.** 2010. 'The positioning of learners and educators in discourses associated with academic literacy' in G. Blue (ed.) *Developing Academic Literacy*. Oxford: Peter Lang.

**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

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**Institutional level:** tertiary

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

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**Preece, S. and P. Martin.** 2010. 'Imagining higher education as a multilingual space'. *Language and Education* 24/1: 3–8.

**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)

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**Proudfoot, S.** 2010. 'A corpus-led exploration of lexical verb use in Main Suite Writing papers'. *Cambridge ESOL: Research Notes* 41: 26–31.

**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](http://cambridgeesol.org/rs_notes/rs_nts41.pdf)

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

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

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**Purewal, S. and J. Simpson.** 2010. 'EAL reading: research and policy'. *NALDIC Occasional Papers* 23: 1–23.

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

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## R

**Randall, S.** 2010. 'Cambridge ESOL's growing impact on English language teaching and learning in national education projects'. *Cambridge ESOL: Research Notes* 40: 2–3.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts40.pdf](http://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

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**Rea-Dickins, P., G. Yu and**

**O. Afitska.** 2009. 'The consequences of examining through an unfamiliar language of instruction and its impact for school-age learners in Sub-Saharan African school systems' in L. Taylor and C. Weir (eds.) *Language Testing Matters: The Social and Educational Impact of Language Assessment*. Cambridge: Cambridge University Press.

**ISBN:** 9780521163910



**Pages:** 190–214

**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)

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**Rea-Dickins, P., G. Yu and O. Afitska.** 2009. 'The consequences of examining through an unfamiliar language of instruction and its impact for school-age learners in sub-Saharan African school systems' in L. Taylor and C. Weir (eds.) *Language Testing Matters: The Social and Educational Impact of Language Assessment*. Cambridge: Cambridge University Press.

**ISBN:** 9780521163910

**Pages:** 190–214

**Descriptor(s):** Assessment

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

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**Rea-Dickins, P., O. Afitska, G. Yu, S. Erduran, N. Ingram and F. Olivero.** 2009. 'Investigating the Language Factor in School Examinations: Exploratory Studies'.

**Summary:** *This is SPINE Working Paper No. 2 (ISBN 9781906675912), reporting the extent to which the use of English, Kiswahili, or both affected students' performance in Maths and Science subjects.*

**URL:** [www.bris.ac.uk/spine/publication%20and%20reports/study5.1report](http://www.bris.ac.uk/spine/publication%20and%20reports/study5.1report)

**Descriptor(s):** Assessment

**Country of research:** Tanzania

**Learners' background:** Tanzania

**Institutional level:** secondary

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

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

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**Reinders, H.** 2009. 'Learner uptake and acquisition in three grammar-oriented production activities'. *Language Teaching Research* 13/2: 201–222.

**Descriptor(s):** Classroom interaction

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2009. 'Teaching (with) technology: the scope and practice of teacher education for technology'. *Prospect* 24/3: 15–23.

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

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2009. 'Technology and second language teacher education' in A. Burns and J.C. Richards (eds.) *Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press.

**ISBN:** 978-0521756846

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2010. '20 ideas for using mobile phones in the language classroom'. *ELT Forum* 46/3: 20–25, 33.

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

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2010. *The Effects of Task Type and Instructions on Second Language Acquisition*. Newcastle: Cambridge Scholars Publishing.

**ISBN:** 9781443817783

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2010. 'Towards a classroom pedagogy for learner autonomy: a framework of independent language learning skills'. *Australian Journal of Teacher Education* 35/5: 40–55.

**Descriptor(s):** Teacher education, Learner autonomy/strategies, Curriculum/syllabus

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H.** 2010. 'Towards an operationalisation of autonomy' in A. Ahmed, G. Cane and M. Hanzala (eds.) *Teaching English in Multilingual Contexts: Current Challenges, Future Directions*. Cambridge: Cambridge Scholars Publishing.

**ISBN:** 978-1-4438-2673-0

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H. and C. White.** 2010. 'The theory and practice of technology in materials development and task design' in N. Harwood (ed.) *English Language Teaching Materials: Theory and Practice*. Cambridge: Cambridge University Press.

**ISBN:** 978-0521121583

**Pages:** 58–80

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H. and M. Cho.** 2010. 'Extensive listening practice and input enhancement using mobile phones'. *TESL-EJ* 14/2: n/a.

**URL:** [www.tesl-ej.org/wordpress/issues/volume14/ej54/ej54m2/](http://www.tesl-ej.org/wordpress/issues/volume14/ej54/ej54m2/)

**Descriptor(s):** Materials, Listening, Learning technologies

**Entered by:** Middlesex University (Learner Development Unit)

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**Reinders, H. and M. Lewis.** 2009. 'Podquests: language games on the go' in M.S. Andreade (ed.) *Language Games: Innovative Activities for Teaching English*. Alexandria, VA: TESOL.

**ISBN:** 9781931185530

**Entered by:** Middlesex University  
(Learner Development Unit)

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**Reinders, H. and R. Ellis.** 2009. 'The effects of two types of positive enhanced input on intake and L2 acquisition' in R. Ellis, S. Loewen, C. Elder, R. Erlam, J. Philp and H. Reinders (eds.) *Implicit and Explicit Knowledge in a Second Language Learning, Testing and Teaching*. Clevedon: Multilingual Matters.

**ISBN:** 978-1-84769-175-0

**Entered by:** Middlesex University  
(Learner Development Unit)

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**Reinders, H., M. Lewis and A. Kirkness.** 2010. *Good Teacher, Better Teacher: Strategies for the Multicultural Classroom*. Tokyo: Perceptia Press.

**ISBN:** 978-4-939130-77-9

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

**Entered by:** Middlesex University  
(Learner Development Unit)

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**Revesz, A.** 2009. 'Task complexity, focus on form, and second language development'. *Studies in Second Language Acquisition* 31/3: 437-470.

**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.*

**URL:** [eprints.lancs.ac.uk/27141/1/Revesz\\_%282009%29\\_SSLA.pdf](http://eprints.lancs.ac.uk/27141/1/Revesz_%282009%29_SSLA.pdf)

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

**Country of research:** Hungary

**Learners' background:** Hungary

**Institutional level:** secondary

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

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**Richards, K.** 2009. 'Identity and positioning in academic argument' in M. Gotti and D. Giannoni (eds.) *Trading Identities: Commonality and Individuality in English Academic Discourse*. Bern: Peter Lang.

**ISBN:** 978-3-0343-0023-0

**Pages:** 83–113

**Principal format:** Printed

**Summary:** *This chapter is based on a comparison between an academic panel presentation and a student seminar, highlighting the part that identity plays in the construction of relevant arguments. A distinction is proposed between stable and unstable identities and the implications of this for the teaching of academic argument are discussed.*

**Descriptor(s):** ESP

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

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**Richards, K.** 2009. 'Trends in qualitative research in language teaching since 2000'. *Language Teaching* 40/2: 147–180.

**Summary:** *This reviews developments in qualitative research on language teaching since 2000, focusing on its contributions to the field and identifying*

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A issues emerging from these. It identifies  
B areas in language teaching where  
C qualitative research has the greatest  
D potential and indicates what is required  
E to further improve the quality of its  
F 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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**Roberts, C.** 2010. 'Language Socialisation in the Workplace'. *Annual Review of Applied Linguistics* 30: 211–227.

**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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**Roberts, C. and M. Cooke.** 2009. 'Authenticity in the adult ESOL classroom and beyond'. *TESOL Quarterly* 43/4: 620–642.

**Summary:** *This paper illustrates the gap between real language use in institutional settings, such as job interviews and medical consultations, and argues for the need for more research-based materials.*

**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)

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**Rose, D.** 2010. 'Setting the standard: quality management for language test providers'. *Cambridge ESOL: Research Notes* 39: 2–7.

**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](http://cambridgeesol.org/rs_notes/rs_nts39.pdf)

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

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

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## S

**Salamoura, A. and N. Saville.**

2009. 'Criterial features of English across the CEFR levels: evidence from the English Profile Programme'. *Cambridge ESOL: Research Notes* 37: 34–40.

**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](http://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

**Salamoura, A. and N. Saville.**

2010. 'Exemplifying the CEFR: criterial features of written learner English from the English Profile Programme' in I. Bartning, M. Maisa and I. Vedder (eds.) *Communicative Proficiency and Linguistic Development: Intersections between SLA and Language Testing Research*. eurosla.org; Eurosla.

**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](http://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

**Samuels, P., M. Deane and G. Williams.** 2009. 'Developing students' academic literacy and mathematical self-efficacy through multi-media learning resources' in *Learning Development in Higher Education Symposium Proceedings*. Bournemouth, UK: Association for Learning Development in Higher Education (ALDinHE).

**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](http://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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**Sauntson, H.V.** 2009. 'Classroom discourse' in L. Cummings (ed.) *Routledge Encyclopedia of Pragmatics*. London: Routledge.

**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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**Sauntson, H.V. and L. Morrish.**

2010. 'Performing sexual identity through spoken discourse' in B. Scherer (ed.) *Queering Paradigms*. Oxford: Peter Lang.

**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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**Sauntson, H. and L. Morrish.**

2010. 'Vision, values and international excellence: the 'products' that university mission statements sell to students' in M. Molesworth, L. Nixon and R. Scullion (eds.) *The Student as Consumer and the Marketisation of Higher Education*. London: Routledge.

**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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**Saville, N.** 2010. 'Auditing the quality profile: from code of practice to standards'. *Cambridge ESOL: Research Notes* 39: 24–28.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts39.pdf](http://cambridgeesol.org/rs_notes/rs_nts39.pdf)

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

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

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**Saville N.,** 2010. 'CEFR: handle with care'. *EL Gazette* 369: 7.

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

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**Saville, N.** 2010. 'Developing a model for investigating the impact of language assessment'. *Cambridge ESOL: Research Notes* 42: 2–8.

**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](http://cambridgeesol.org/rs_notes/rs_nts42.pdf)

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

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

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**Saville, N.** 2010. 'The English Profile Programme: background, current issues and future prospects'. *Language Teaching Journal* 43/2: 238–244.

**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

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**Saville, N. and R. Hawkey.** 2010. 'The English Profile Programme – the first three years'. *English Profile Journal* 1/1: e7, 1–14.

**URL:** [journals.cambridge.org/action/displayJournal?jid=EPJ](http://journals.cambridge.org/action/displayJournal?jid=EPJ)

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

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**Saville, N. and R. Hawkey.** 2010. 'The English Profile Programme - the first three years'. *English Profile Journal* 1/1: n/a.

**URL:** [journals.cambridge.org/action/displayJournal?jid=EPJ](http://journals.cambridge.org/action/displayJournal?jid=EPJ)

**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

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**Schauer, G.A.** 2009. *Interlanguage Pragmatic Development: The Study Abroad Context*. London: Continuum.

**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)

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**Schauer, G.A.** 2010. 'Study abroad and its effect on speech act performance' in A. Martinez Flor and E. Uso Juan (eds.) *Speech Act Performance: Theoretical, Empirical and Methodological Issues*. Amsterdam: Benjamins.

**ISBN:** 978 90 272 1990 9

**Pages:** 91–108

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

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

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**Schmitt, N.** 2010. *Researching Vocabulary: A Vocabulary Research Manual*. Basingstoke: Palgrave Macmillan.

**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)

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**Seedhouse, P.** 2010. 'A framework for conceptualising learning in applied linguistics' in P. Seedhouse, S. Walsh and C. Jenks (eds.) *Conceptualising Learning in Applied Linguistics*. London: Palgrave Macmillan.

**ISBN:** 9780230232549

**Pages:** 240–256

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

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

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**Seedhouse, P.** 2010. 'Locusts, snowflakes and recasts: complexity theory and spoken interaction'. *Classroom Discourse* 1/1: 4–24.

**Descriptor(s):** Classroom interaction

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

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**Seedhouse, P.** 2010. 'The relationship between pedagogical focus and interaction in L2 lessons' in E. Macaro (ed.) *The Continuum Companion to Second Language Acquisition*. London: Continuum.

**ISBN:** 9780826495068

**Pages:** 220–246

**Descriptor(s):** Classroom interaction

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

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**Seedhouse, P. and S. Almutairi.** 2009. 'A holistic approach to task-based interaction'. *International Journal of Applied Linguistics* 19/3: 311–338.

**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)

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**Setter, J.** 2009. 'L2 prosody research: rhythm and intonation' in B. Čubrović and T. Paunović (eds.) *Ta(I)king English Phonetics Across Frontiers*. Newcastle-Upon-Tyne: Cambridge Scholars Publishing.

**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)

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**Setter, J., C. Wong and B. Chan.** 2010. *Hong Kong English*. Edinburgh: Edinburgh University Press.

**ISBN:** 978-0-7486-3596-2

**Summary:** *This volume, designed for undergraduate and general readers, provides an overview of all aspects of Hong Kong English.*

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

**Country of research:** Hong Kong

**Learners' background:** Hong Kong

**Institutional level:** tertiary

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

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**Setter, J., V. Stojanovik and P. Martinez-Castilla.** 2010.

'Evaluating the intonation of non-native speakers of English using a computerised test battery'. *International Journal of Applied Linguistics* 20/3: 368–385.

**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)

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**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).*

A The researcher briefly examines the  
B current situation at primary, secondary  
C and tertiary level from a critical  
D applied-linguistics perspective.

URL: [oro.open.ac.uk/16274/1/ESP\\_SIG2\\_Ch13\\_Nepal.pdf](http://oro.open.ac.uk/16274/1/ESP_SIG2_Ch13_Nepal.pdf)

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

**Country of research:** Nepal

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

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**Shrestha, P.** 2009. *Validating Parallel Language Tests: A Study of Two 'Parallel' National Reading Tests in Nepal*. Germany: VDM Verlag Dr. Muller Aktiengesellschaft & Co. KG.

**ISBN:** 978-3-639-14616-5

**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:** Nepal

**Institutional level:** secondary

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

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**Simpson, J.** 2009. 'A critical stance in language education: A reply to Alan Waters'. *Applied Linguistics* 30/3: 428–434.

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

**Learners' background:** various

**Institutional level:** adult

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

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**Simpson, J.** 2009. 'Language appropriation and online textual identity' in M. Edwards (ed.) *Proceedings of the BAAL Annual Conference 2008*. London: Scitsiugnill Press.

**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)

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**Simpson, J. and M. Cooke.** 2010. 'Movement and loss: progression in tertiary education for migrant students'. *Language and Education* 24/1: 57–73.

**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)

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**Simpson, J. and M. Cooke.** 2010. 'Movement and loss: progression in tertiary education for migrant students'. *Language and Education* 24/1: 57–73.

**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)

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**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](http://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)

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**Skinner, B.** 2010. 'English as an Additional Language and initial teacher training: views and experiences from Northern Ireland'. *Journal of Education for Teaching* 36/1: 19–34.

**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:** United Kingdom

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

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**Skinner, B. and M. Madden.** 2009. 'Help seeking in English language learning'. *English Language Teaching Journal* 64/1: 21–31.

**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:** United Kingdom

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

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**Skoufaki, S.** 2009. 'An exploratory application of Rhetorical Structure Theory to detect coherence errors in L2 English writing: possible implications for Automated Writing Evaluation software'. *International Journal of Computational Linguistics and Chinese Language Processing* 14/2: 181–203.

**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](http://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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**Skoufaki, S.** 2009. 'Investigating the source of idiom transparency intuitions'. *Metaphor and Symbol* 24/1: 20–41.

**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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**Smith, R.** 2009. 'The Warwick ELT Archive Catalogue'.

**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](http://www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/catalogue)

**Associated project:** Building an Archive and a Record of UK-funded ELT Projects, 1950 Onwards

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

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**Smith, R. and E. Ushioda.** 2009. 'Autonomy: under whose control?' in R. Pemberton, S. Toogood and A. Barfield (eds.) *Maintaining Control: Autonomy and Language Learning*. Hong Kong: Hong Kong University Press.

**ISBN:** 978 962 209 954 8

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

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

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**Smith, R. and F. Vieira.** 2009. 'Teacher education for learner autonomy: Building a knowledge base (Editorial)'. *Innovation in Language Learning and Teaching* 3/3: 215–220.

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

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**Smith, R. and S. Rixon.** 2010. *Directory of UK ELT Research, 2005–08*. London: The British Council.

**URL:** [www.teachingenglish.org.uk/elt-research](http://www.teachingenglish.org.uk/elt-research)

**ISBN:** 9780863556326

**Country of research:** United Kingdom

**Associated project:** ELT Research in the UK, 2005–2008

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

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**Smith, R., J. Kullman, J. Gray, S. Wharton, D. Santos and A. Pennycook.** 2009. 'Critical approaches to coursebooks' in B. Beaven (ed.) *IATEFL 2008 Exeter Conference Selections*. Canterbury: IATEFL.

**ISBN:** 1 901905 22 3

**Principal format:** Printed

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

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**Sonbul, S. and N. Schmitt.** 2010. 'Direct teaching of vocabulary after reading: is it worth the effort?'. *English Language Teaching Journal* 64/3: 253–260.

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

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

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**Spiro, J.** 2009. 'Creating space: accounting for where I stand'. *Educational Journal of Living Theories* 2/1: 140–171.

**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](http://ejolts.net/files/journal/2/1/Spiro2%281%29.pdf)

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

**Country of research:** United Kingdom

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**Learners' background:** various

**Institutional level:** adult

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

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**Spiro, J.** 2010. 'Acting and interacting: teacher narratives and the building of global community' in T.V. Yuzer and G. Kurubacak (eds.) *Transformative Learning and Online Education: Aesthetics, Dimensions and Concepts*. Hershey, PA, USA: IGI Global.

**ISBN:** 978-1-61520-985-9

**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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**Spiro, J.** 2010. 'Crossing the bridge from appreciative reader to reflective writer: the assessment of creative process' in A. Paran and L. Sercu (eds.) *Testing the Untestable in Language Education*. Bristol: Multilingual Matters.

**ISBN:** 978-1-84769-266-5

**Pages:** 165–190

**Summary:** *The chapter explores the way in which the creative writing component of a language/literature programme was assessed, and provides comparisons of how first language and second language students responded to the process. In so doing, it examines the way students can be guided, from reading more sensitively to writing more fluently.*

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

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

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**Starkey, H.** 2010. 'Language learning for human rights and democratic citizenship' in C. Ros i Solé and J. Fenoulhet (eds.) *Mobility and Localisation in Language Learning: A View from Languages of the Wider World*. Oxford: Peter Lang.

**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

**Country of research:** United Kingdom

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

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**Stelma, J.** 2010. 'What is communicative language teaching?' in S. Hunston and D. Oakey (eds.) *Introducing Applied Linguistics*. Abingdon, Oxon: Routledge.

**ISBN:** 978-0415447676

**Pages:** 53–59

**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)

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**Stelma, J. and Z. Onat-Stelma.** 2010. 'Foreign language teachers organising learning during their first year of teaching young learners'. *Language Learning Journal* 38/2: 193–207.

**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

**Country of research:** Turkey

**Learners' background:** Turkey

**Institutional level:** primary

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

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**Sundrarajun, C. and R. Kiely.** 2009. 'The oral presentation as a context for learning and assessment'. *Innovation in Language Learning and Teaching* 3/1: 1–17.

**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

**Country of research:** Thailand

**Learners' background:** Thailand

**Institutional level:** tertiary

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

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**Svalberg, A. M-L.** 2009. 'Engagement with language: developing a construct'. *Language Awareness* 18/3–4: 242–258.

**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.

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

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**Sweeney, E. and Z. Hua.** 2010. 'Accommodating towards your audience: do native speakers of English know how to accommodate their communication strategies towards non-native speakers of English?'. *Journal of Business Communication* 47: 477–504.

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

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**Szpotowicz, M., J.M. Djigunovic and J. Enever.** 2009. 'Early language learning in Europe: a multinational longitudinal study' in J. Enever, J. Moon and U. Raman (eds.) *Young*

*Learner English Language Policy and Implementation: International Perspectives.* Reading, UK: Garnet 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)

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**T**

**Tavakoli, P.** 2009. 'Assessing L2 task performance: understanding the effects of task design'. *System* 37/3: 482–495.

**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)

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**Tavakoli, P.** 2009. 'Investigating task difficulty: learners' and teachers' perceptions of task difficulty'. *International Journal of Applied Linguistics* 19/1: 1–25.

**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)

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**Tavakoli, P.** 2009. 'Researching task difficulty: towards understanding L2 proficiency' in A. Benati (ed.) *Issues in Second Language Proficiency*. London: Continuum.

**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)

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**Taylor, L.** 2009. 'Setting language standards for teaching and assessment: a matter of principle, politics, or prejudice?' in L. Taylor and C. Weir (eds.) *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment - Proceedings of the ALTE Cambridge Conference, April 2008, Studies in Language Testing Series (31)*. Cambridge: UCLES/Cambridge University Press.

**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

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**Taylor, L.** 2010. 'The Cambridge Colloquium on using the preliminary pilot version of the Manual for relating language examinations to the CEFR - Summary of discussion' in W. Martyniuk (ed.) *Aligning Tests with the CEFR: Reflections on Using the Council of Europe's draft Manual, Studies in Language Testing* (33). Cambridge: UCLES/Cambridge University Press.

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

**Pages:** 18–29

**Summary:** *In December 2007 a two-day Invited Colloquium was held at the Carvoniuk 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

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**Taylor, L. and C.J. Weir.** 2009. *Language Testing Matters: Investigating the Wider Social and Educational Impact of Assessment. Studies in Language Testing* 31. Cambridge: Cambridge University Press.

**ISBN:** 9780521163910

**Descriptor(s):** Assessment

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

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**Tenberg, R.** 2009. 'Linking learning and assessment: Cambridge ESOL's blended learning approach'. *Cambridge ESOL: Research Notes* 36: 18–22.

**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](http://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

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**Thomas, M. and H. Reinders.** 2010. 'Deconstructing tasks and technology' in M. Thomas and H. Reinders (eds.) *Task-based Language Learning and Teaching with Technology*. London, New York: Continuum.

**ISBN:** 9781441101532

**Pages:** 1–16

**Entered by:** Middlesex University (Learner Development Unit)

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**Thompson, G.** 2009. 'Grammatical metaphor and success in academic writing' in S. Hunston and D. Oakey (eds.) *Introducing Applied Linguistics*. London: Routledge.

**ISBN:** 9780415447683

**Pages:** 27–34

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**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)

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**Thompson, G.** 2009. 'Just checking: questions and social roles' in M. Shiro, P. Bentivoglio and F. Ehrlich (eds.) *Haciendo discurso. Homenaje a Adriana Bolívar [Talking Discourse: In Honour of Adriana Bolívar]*. Caracas: Universidad Central de Venezuela.

**ISBN:** 97898072830109

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Thompson, G.** 2009. 'Linguists would argue – biochemists conclude: a cross-disciplinary comparison of discourse act labeling in research articles' in S. Slembrouck, M. Taverniers and M. Van Herreweghe (eds.) *From Will to Well: Studies in Linguistics Offered to Anne-Marie Simon-Vandenberghe*. Ghent: Academia Press.

**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)

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**Thompson, G.** 2009. 'Theme, subject and the unfolding of text' in G. Forey and G. Thompson (eds.) *Text Type and Texture*. London: Equinox.

**ISBN:** 978-1845532147

**Pages:** 45–69

**Descriptor(s):** English language

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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**Thuc Anh Vo, A. and R. Carter.** 2010. 'What can a corpus tell us about creativity?' in A. O'Keeffe and M. McCarthy (eds.) *The Routledge Handbook of Corpus Linguistics*. London: Routledge.

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

**Pages:** 302–316

**Descriptor(s):** English language

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

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**Timmis, I.** 2010. 'Tails' of linguistic survival'. *Applied Linguistics* 31/3: 325–345.

**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.*

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**Descriptor(s):** English language  
**Country of research:** United Kingdom  
**Entered by:** Leeds Metropolitan University

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**Timmis, I.** 2010. 'Teachers telling tales: exploring materials for teaching spoken language' in A. Chambers and F. Mishan (eds.) *Perspectives on Language Learning Materials Development*. Bern: Peter Lang.

**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

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**Tribble, C.** 2009. 'Writing Academic English - a survey review of current published resources'. *ELT Journal* 63/4: 400–417.

**Summary:** *This article surveys 27 recent books that, directly or indirectly, are of relevance to teachers of writing for academic purposes. Each coursebook is allocated to one of three major trends in EAP writing and discussed in terms of main features and possible contexts of use.*

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

**Country of research:** various

**Learners' background:** various

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

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**Troudi, S.** 2009. 'The effects of English as a medium of instruction on Arabic as a language of science and academia' in P. Wachob (ed.) *Power in the EFL Classroom: Critical Pedagogy in the Middle East*. Newcastle upon Tyne: Cambridge Scholars Publishing.

**ISBN:** 9781443813402

**Pages:** 199–216

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

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**Troudi, S.** 2009. 'English versus Arabic: Languages for sciences and academia' in B. Beaven (ed.) *IATEFL 2008 Exeter Conference Selections*. Canterbury: IATEFL.

**ISBN:** 1 901905 22 3

**Pages:** 94–96

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

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**Troudi, S.** 2009. 'Recognising and rewarding teachers' contributions' in M. Al Hamly, C. Coombe, P. Davidson, A. Shehada and S. Troudi (eds.) *Finding Your Voice: Critical Issues in ELT*. Dubai: TESOL Arabia Publications.

**ISBN:** 978-9948-8566-8-9

**Pages:** 60–67

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

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**Troudi, S.** 2010. 'Paradigmatic nature and theoretical framework in educational research' in M. Al-Hamly, C. Coombe, P. Davidson and A. Shehada (eds.) *Proceedings of the 15th TESOL Arabia Conference: English in Learning: Learning in English*. Dubai: TESOL Arabia Publications.

**ISBN:** 978-9948-8558-2-8

**Pages:** 315–323

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

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**Troudi, S.** 2010. 'Two major approaches to researching speaking and interaction in TESOL' in A. Jendli and C. Coombe (eds.) *Developing Oral Skills in English: Theory, Research and Pedagogy*. Dubai: TESOL Arabia Publications.

**ISBN:** 978-9948-8566-1-0

**Pages:** 61–88

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

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**Troudi, S.** and F. Alwan. 2010. 'Teachers' feelings during curriculum change in the United Arab Emirates: opening Pandora's box'. *Teacher Development* 14/1: 107–122.

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

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**Troudi, S., C. Coombe and M. Al-Hamly.** 2009. 'EFL teachers' views of English language assessment in higher education in the United Arab Emirates and Kuwait'. *TESOL Quarterly* 43/3: 546–555.

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

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**Tschichold, C.** 2010. 'From lexical database to intelligent vocabulary trainers' in S. Granger and M. Paquot (eds.) *eLexicography in the 21st Century: New Challenges, New Applications Proceedings of eLex 2009*. Louvain: Cahiers du CENTAL.

**ISBN:** 978-2-87463-211-2

**Pages:** 445–450

**Principal format:** Printed

**Summary:** *Computer-assisted language learning needs better lexical databases in order to produce better software for vocabulary learning. This paper attempts to give some guidelines for the construction of a dedicated lexical database for vocabulary learning purposes.*

**Descriptor(s):** Materials, Learning technologies, English language

**Country of research:** United Kingdom

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

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**Turner, J.** 2010. 'Supporting academic literacy: issues of proofreading and language proficiency' in G. Blue (ed.) *Developing Academic Literacy*. Oxford: Peter Lang.

**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)

## U

**Ushioda, E.** 2009. 'A person-in-context relational view of emergent motivation, self and identity' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**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)

**Ushioda, E.** 2010. 'Motivation and SLA: Bridging the gap'. *EUROSLA Yearbook* 10: 5–20.

**Descriptor(s):** Learner cognition

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

**Ushioda, E.** 2010. 'Researching growth in autonomy through I-statement analysis' in B. O'Rourke and L. Carson (eds.) *Language Learner Autonomy: Policy, Curriculum, Classroom*. Bern: Peter Lang.

**ISBN:** 978-3-03911-980-6

**Pages:** 45–62

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

**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' in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**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'

in Z. Dörnyei and E. Ushioda (eds.) *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.

**ISBN:** 978-1847691279

**Pages:** 1–8

**Descriptor(s):** English language

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

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**Ushioda, E., R. Smith, S. Mann and P. Brown.** 2010. 'Promoting teacher-learner autonomy through and beyond initial language teacher education'. *Language Teaching* 44/1: 118–121.

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

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

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**Van den Branden, K., M. Bygate and J. Norris.** 2009. 'Task-based language teaching: introducing the reader' in K. Van den Branden, M. Bygate and J. Norris (eds.) *Task-based Language Teaching: A Reader*. Amsterdam: Benjamins.

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

**Pages:** 1–13

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

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

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**Vanderplank, R.** 2010. 'Déjà vu? A decade of research on language laboratories, television and video in language learning'. *Language Teaching* 43/1: 1–37.

**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)

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**Vidakovic, I.** 2009. 'Profile of Skills for Life candidature in 2007–8'. *Cambridge ESOL Research Notes* 36: 28–30.

**Summary:** *The author presents information on the profile of Skills for Life candidature 2007–8.*

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts36.pdf](http://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

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**Vidakovic, I.** 2010. 'Second language acquisition of dynamic social relations'. *Cambridge ESOL: Research Notes* 42: 23–24.

**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](http://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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**Vidakovic, I. and E. Galaczi.** 2009. 'ILEC Speaking: revising assessment criteria and scales'. *Cambridge ESOL: Research Notes* 35: 29–34.

**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](http://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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**Vidakovic, I. and F. Barker.** 2010. 'Lexical development across second language proficiency levels: a corpus-informed study' in A. Harris and A. Brandt (eds.) *Language, Learning & Context: Proceedings of the 42nd Annual Meeting of the British Association for Applied Linguistics*. London, UK: Scitsiugnil Press.

**ISBN:** 0955953324

**Pages:** 143–146

**Principal format:** CD-ROM

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

**Country of research:** United Kingdom

**Learners' background:** various

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

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**Vidakovic, I. and F. Barker.** 2010. 'Use of words and multi-word units in Skills for Life Writing examinations'. *Cambridge ESOL: Research Notes* 41: 7–14.

**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](http://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

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# W

**Wallace, C.** 2009. 'Critical Language Awareness: key principles for a course in critical reading' in T. Hedge, N. Andon and M. Dewey (eds.) *English Language Teaching: Major Themes in Education*. London: Routledge.

**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)

**Wallace, C.** 2009. 'Developing a pedagogy for critical literacy with ESOL learners' in R. Bhanot and E. Illes (eds.) *Key Language Issues, a Compilation Volume of Selected Articles from 1986-2006*. London: London South Bank University.

**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)

**Wallace, C.** 2009. 'Participatory approaches to literacy with bilingual adult learners' in R. Bhanot and E. Illes (eds.) *Key Language Issues: a Compilation Volume of Selected Articles from 1986-2006*. London: London South Bank University.

**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)

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**Wang, L.** 2010. 'Localizing ICC assessment: a case in China' in F. Dervin and E. Suomela-Salmi (eds.) *New Approaches to Assessing Language and (Inter-)Cultural Competences in Higher Education*. Frankfurt am Main: Peter Lang GmbH.  
**ISBN:** 978-3-631-58946-5  
**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)

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**Wang, L. and J.A. Coleman.** 2009. 'A survey of Internet-mediated intercultural foreign language education in China'. *ReCALL Journal* 21/1: 113–129.

**Summary:** *This paper reports a survey study (mid-2007) of Chinese college teachers' and learners' perceptions of intercultural classroom instruction, especially with Internet mediation. Findings regarding professional, personal and technical issues suggest*

*that national policy, local incentives and resources, and educational traditions do not yet allow optimal use of Internet-mediated approaches.*

**URL:** [journals.cambridge.org/action/displayFulltext?type=6&fid=3786876&jid=REC&volumeId=21&issueId=&aid=3786872&fulltextType=RA&fileId=S0958344009000056](http://journals.cambridge.org/action/displayFulltext?type=6&fid=3786876&jid=REC&volumeId=21&issueId=&aid=3786872&fulltextType=RA&fileId=S0958344009000056)

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

**Country of research:** China

**Learners' background:** China

**Institutional level:** tertiary

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

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**Wray, A. and T. Fitzpatrick.** 2010. 'Pushing learners to the extreme: the artificial use of prefabricated material in conversation'. *Innovation in Language Learning and Teaching* 4/1: 37–52.

**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)

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**Waters, A.** 2009. 'Advances in materials design' in M.H. Long and C.J. Doughty (eds.) *The Handbook of Language Teaching*. Oxford: Blackwell.

**ISBN:** 9781405154895

**Pages:** 311–326

**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)

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**Waters, A.** 2009. 'Managing innovation in English language education: state-of-the-art review'. *Language Teaching* 42/4: 421–458.

**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](http://eprints.lancs.ac.uk/33324/1/download.pdf)

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

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

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**Watson, J.** 2009. 'Prepare for Success: a pre-arrival learning resource for students preparing to study in a different academic culture' in *EUNIS 2009: IT - Key of the European Space for Knowledge*. Santiago de Compostela: University of Santiago de Compostela.

**ISBN:** 9788498871388

**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)

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**Watson, J.** 2010. 'A case study: developing learning objects with an explicit learning design'. *Electronic Journal of E-Learning* 8/1: 41–50.

**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*

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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](http://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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**Watson, J. and A. Jeffery.** 2009. 'MUVE, Moodle and a Microblogging Tool: Blending technologies to prepare international students for language and life in the UK' in *Proceedings of Eurocall 2009: New trends in CALL: Working Together*. Madrid: Macmillan ELT.

**Principal format:** Printed

**Summary:** *The M3 Project blended MUVE (Second Life), Moodle VLE and a Microblogging tool (Twitter) to explore the use of emerging technologies within a pre-arrival online course for international students coming to study in the UK, creating an immersive learning experience in Second Life.*

**Descriptor(s):** Learning technologies, ESP, English language

**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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**Wedell, M.** 2009. *Planning for Educational Change: Putting People and Their Contexts First*. London: Continuum.

**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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**Wedell, M.** 2010. *Managing Educational Change In a Turbulent Environment*. Saarbrücken, Germany: Lambert Academic Publishing.

**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.*

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

**Country of research:** Hungary

**Learners' background:** Hungary

**Institutional level:** tertiary

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

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**Weir, C.J., R. Hawkey, A. Green and S. Devi.** 2009. 'The cognitive processes underlying the academic reading construct as measured by IELTS' in P. Thompson (ed.) *IELTS Research Reports Volume 9*. Canberra: IELTS Australia / British Council.

**ISBN:** 978-1-906438-51-7

**Pages:** 157–189

**URL:** [www.ielts.org/PDF/Vol9\\_Report4.pdf](http://www.ielts.org/PDF/Vol9_Report4.pdf)

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

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

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**Weir, C.J., R. Hawkey, A. Green, S. Devi and A. Unaldi.** 2009. 'The relationship between the academic reading construct as measured by IELTS and the reading experiences of students in their first year of study at a British university' in P. Thompson (ed.) *IELTS Research Reports Volume 9*. Canberra: IELTS Australia / British Council.

**ISBN:** 978-1-906438-51-7

**Pages:** 97–156

**URL:** [www.ielts.org/PDF/Vol9\\_Report3.pdf](http://www.ielts.org/PDF/Vol9_Report3.pdf)

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

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

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**Wiesemes, R.** 2009. 'Developing theories of practices in CLIL: CLIL as postmethod pedagogies?' in Y. Ruiz De Zarobe and R.M. Jimenez Catlan (eds.) *Content and Language Integrated Learning: Evidence from Research in Europe*. Clevedon: Multilingual Matters.

**ISBN:** 978-1847691651

**Pages:** 41–59

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

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**Wiesemes, R.** 2010. 'Academics teaching controversial and sensitive issues in schools: transferring findings from genocide education research into outreach practice' in G. Baker and A. Fisher (eds.) *The Meeting of Minds: Mapping the Pedagogical Interface Between Arts, Academics and Schools*. London: Continuum.

**ISBN:** 978-1441106223

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

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**Wiesemes, R. and R. Wang.** 2010.

'Video conferencing for opening classroom doors in initial teacher education: sociocultural processes of mimicking and improvisation'.

*International Journal of Media, Technology & Lifelong Learning* 6/1: 28–42.

**URL:** [www.seminar.net/images/stories/vol6-issue1/Wiesemes-Wang.pdf](http://www.seminar.net/images/stories/vol6-issue1/Wiesemes-Wang.pdf)

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

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**Williams, J.N.** 2009. 'Implicit learning' in W.C. Ritchie and T.K. Bhatia (eds.) *The New Handbook of Second Language Acquisition*. Bingley: Emerald Group.

**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)

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**Winchester, J.** 2009. 'The self concept, culture and cultural identity: an examination of the verbal expression of the self concept in an intercultural context'. *The Linguistics Journal* September: 63–81.

**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.*

**URL:** [www.linguistics-journal.com/September-2009.pdf](http://www.linguistics-journal.com/September-2009.pdf)

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

**Learners' background:** United Kingdom

**Institutional level:** tertiary

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

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**Wingate, U.** 2010. 'The impact of formative feedback on the development of academic writing'. *Assessment & Evaluation in Higher Education* 35/5: 519 - 533.

**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)

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**Wingate, U. and C. Dreiss.** 2009. 'Developing students' academic literacy: an online approach'. *Journal of Academic Language and Learning* 3/1: 14–25.

**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)

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**Woodfield, H.** 2010. 'What lies beneath? Verbal report in interlanguage requests in English'. *Multilingua* 29: 1–27.

**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)

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**Woodfield, H. and M. Economidou-Kogetsidis.** 2010. "I just need more time": a study of native and non-native students' requests to faculty for an extension'. *Multilingua* 29: 77–118.

**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)

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**Woulds, S. and J. Simpson.** 2010. 'Dead on the page no more! The case for authentic, locally appropriate ESOL materials'. *Language Issues* 21/1: 4–20.

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

**Country of research:** United Kingdom;

**Learners' background:** various;

**Institutional level:** adult

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

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**Wray, A. and T. Fitzpatrick.** 2010. 'Pushing speakers to the extreme: the artificial use of prefabricated material in conversation'. *Innovation in Language Learning and Teaching* 4/1: 37–51.

**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*

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A evaluations of the two types of  
B interaction indicate that even entirely  
C fixed formulaic language can be highly  
D 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)

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**Wright, C.** 2009. "I still can't  
questions": issues affecting EFL  
development in an immersion  
environment'. *Novitas-ROYAL Journal  
for Research on Youth and Language*  
3/1: 1–13.

**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)

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**Wright, C.** 2009. 'The role of working  
memory in the development of L2  
grammatical proficiency' in A.G. Benati  
(ed.) *Issues in Second Language  
Proficiency*. London: Continuum.

**ISBN:** 9780826435156

**Pages:** 45–62

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

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

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**Wright, C.** 2010. *Role of Working  
Memory in SLA: Factors Affecting  
Development in L2 English Wh-  
questions*. Saarbrücken: VDM Verlag  
Dr. Müller.

**ISBN:** 978-3639264678

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

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

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**Wright, C.** 2010. 'Variation, asymmetry  
and working memory in the process  
of second language acquisition' in  
K. Franich, K.M. Iserman and L.L. Keil  
(eds.) *Proceedings of the 34th Annual  
Boston University Conference on  
Language Development*. Somerville,  
MA: Cascadilla Press.

**ISBN:** 978-1-57473-155-2

**Pages:** 468–479

**Principal format:** Printed

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

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

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**Wright, T.** 2009. 'The Cambridge Guide to Second Language Teacher Education' in A. Burns and J. Richards (eds.) *Trainer Development: Professional Development for Teacher Educators*. Cambridge: Cambridge University Press.

**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)

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**Wright, T.** 2009. 'Towards a revised role for English Language Teacher Education in the developing world' in N. Hussain, A. Ahmed and M. Zafar (eds.) *English and Empowerment in the Developing World*. Newcastle-upon-Tyne: Cambridge Scholars Press.

**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)

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**Wright, T.** 2010. 'Second Language Teacher Education: review of recent research on practice'. *Language Teaching* 43/3: 259–296.

**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)

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**Wu, H. and R.G. Badger.** 2009. 'In a strange and uncharted land: ESP teachers' strategies for dealing with unpredicted problems in subject knowledge during class'. *English for Specific Purposes* 28/1: 19–32.

**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)

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**Wyatt, M.** 2009. 'Practical knowledge growth in Communicative Language Teaching'. *TESL-EJ* 13/2: 1–23.

**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.*

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**URL:** [www.tesl-ej.org/pdf/ej50/a2.pdf](http://www.tesl-ej.org/pdf/ej50/a2.pdf)

**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)

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**Wyatt, M.** 2009. 'Supporting change in teachers' ideas and practices: the influence of the BA Educational Studies (TESOL) Programme on classroom teaching' in J. Atkins, M. Lamb and M. Wedell (eds.) *International Collaboration for Educational Change: The BA project. Muscat, Oman: Ministry of Education.*

**ISBN:** 978-9948-15-342-9

**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.*

**URL:** [www.moe.gov.om/Portal/sitebuilder/Sites/EPS/Arabic/IPS/Importa/tesol/4/Supporting%20change%20in%20teachers%E2%80%99ideas%20and%20practices%20The%20influ.pdf](http://www.moe.gov.om/Portal/sitebuilder/Sites/EPS/Arabic/IPS/Importa/tesol/4/Supporting%20change%20in%20teachers%E2%80%99ideas%20and%20practices%20The%20influ.pdf)

**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)

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**Wyatt, M.** 2010. 'An English teacher's developing self-efficacy beliefs in using groupwork'. *System* 38/4: 603–613.

**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.*

**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)

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**Wyatt, M.** 2010. 'One teacher's development as a reflective practitioner'. *Asian EFL Journal* 12/2: 235–261.

**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.*

**URL:** [www.asian-efl-journal.com/PDF/June-2010.pdf](http://www.asian-efl-journal.com/PDF/June-2010.pdf)

**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)

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**Wyatt, M. and J. Atkins.** 2009. 'Editors' Introduction' in M. Wyatt and J. Atkins (eds.) *Research Perspectives on Education in Oman*. Muscat, Oman: Ministry of Education.

**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)

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**Wyse, D., R. Andrews and J. Hoffman.** 2010. 'Introduction' in D. Wyse, R. Andrews and J. Hoffman (eds.) *The Routledge International Handbook of Language, Literacy and English Teaching*. Abingdon: Routledge.

**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)

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**Xu, Y. and Y. Liu.** 2009. 'Teacher assessment knowledge and practice: a narrative inquiry of a Chinese EFL teacher's experience'. *TESOL Quarterly* 43/3: 493–513.

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

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**Xueling, C., H. Meizi and**

**H. Bateman.** 2010. 'The use of BEC as a measurement instrument in Higher Education in China'. *Cambridge ESOL: Research Notes* 40: 13–15.

**URL:** [cambridgeesol.org/rs\\_notes/rs\\_nts40.pdf](http://cambridgeesol.org/rs_notes/rs_nts40.pdf)

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

**Country of research:** China

**Learners' background:** China

**Institutional level:** tertiary

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

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## Y

**Yaacob, A. and S.F. Gardner.** 2009. 'Interactive teaching styles with CD-ROMs: Malaysian perspectives' in J. Enever, J. Moon and U. Raman (eds.) *Young Learner English Language Policy and Implementation: International Perspectives*. Kent: IATEFL Young Learner Special Interest Group/Garnet Publications.

**ISBN:** 9781901095241

**Pages:** 237–245

**Principal format:** Printed

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

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**Yu, G.** 2009. 'The shifting sands in the effects of source text summarizability on Summary writing'. *Assessing Writing* 14/2: 116–137.

**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)

**Yu, G.** 2010. 'Effects of presentation mode and computer familiarity on summarization of extended texts'. *Language Assessment Quarterly* 7/2: 119–136.

**Summary:** *This paper reports the effects of presentation mode of source texts for summarisation tasks and the computer familiarity of test takers on their summary performance.*

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

**Country of research:** China

**Learners' background:** China

**Institutional level:** tertiary

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

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**Yu, G.** 2010. 'Lexical diversity in writing and speaking task performances'. *Applied Linguistics* 31: 236–259.

**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)

## Z

**Zhang, Q. and A. Green.** 2009. 'Understanding Chinese students' motivational change during the transition to UK higher education' in Q. Wen and L. Jin (eds.) *ELT in China (5): Selected Papers from the 5th International Conference*. Beijing: Foreign Language Teaching and Research Press.

**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)

**Zhou, J., S. Chen and L. Jin.** 2010. 'Using digital resources for the ECE Curriculum in China: current needs and future development'. *International Journal of Knowledge Management & E-Learning* 1/4: 285–294.

**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

**Country of research:** China

**Learners' background:** China

**Institutional level:** pre-primary

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

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# **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). These 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](http://ethos.bl.uk/Home.do)) would therefore be an appropriate first port of call for users of this directory who are interested in consulting a particular thesis.

## Aston University (School of Languages and Social Sciences)

**Kurtoglu-Hooton, N.** 2010. *Post-observation Feedback as an Instigator of Learning and Change: Exploring the Effect of Feedback through Student Teachers' Self-reports.*

**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

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## Goldsmiths, University of London (Centre for Language, Culture and Learning)

**Shibata, A.** 2010. *English in Japan: Conceptualisations of English and English Education in Japanese Educational and Social Contexts.*

**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

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**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

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**Carder, M.** 2010. *Challenging the English-only Orthodoxy: Linguistic Pluralism, Recognition and Diversity rather than Assimilation.*

**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

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**Habke, A.L.** 2009. *Writing about Research Limitations: Writer Visibility and Evaluation in Geology Theses.*

**Supervisor(s):** Hyland, K. and Block, D.

**Awarding institution:** Institute of Education, University of London

**Descriptor(s):** ESP

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**Lai Wan Chiu, H.** 2010. *Grammar Teaching Concepts and Practice in the Task-based Secondary English Curriculum in Hong Kong.*

**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

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**Lin, P.** 2010. *English Language Ideologies in China.*

**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

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**Makoe, P.** 2009. *'Black Children in a White School': Language Ideology and Identity in a Desegregated South African Primary School.*

**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

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**Quist, G.** 2010. *Being Intercultural through Text: A Cultuurtekst Approach.*

**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

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**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

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**King's College London (Department of Education and Professional Studies)**

**Andon, N.** 2009. *What Roles Do Theory and Research Play in Language Teaching? A Case Study on the Task-based Approach in Language Teaching.*

**Supervisor(s):** Leung, C. and Street, B.

**Awarding institution:**

King's College London

**Summary:** *Task-based language teaching as an approach to English language teaching and learning is explored in the form of multiple case studies in this study. It examines the ways that language teachers make use of theory and research presented to them in professional literature and on training courses.*

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** adult

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**Costley, T.** 2010. *The Social Construction of EMAG: From Policy to Practice.*

**Supervisor(s):** Leung, C. and Street, B.

**Awarding institution:**

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:**

United Kingdom

**Institutional level:** primary

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**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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**Mimatsu, T.** 2010. *An Investigation into how Japanese Junior and Senior High School Teachers Interpret and Implement the Teaching of English for International Understanding.*

**Supervisor(s):** Street, B. and Jenkins, J.

**Awarding institution:**

King's College, University of London

**Descriptor(s):** Teacher education, Teacher cognition, Methodology, English language, Curriculum/ syllabus, Assessment

**Country of research:** Japan

**Learners' background:** Japan

**Institutional level:** secondary

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**Perrin, S.** 2010. *Situated Identities in Language Learning: A Case Study of Chinese Students in London.*

**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

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**Sutherland, S.** 2010. *Team Teaching English in Japanese Schools: An Exploration of how Japanese Teachers of English See Themselves, Their Teaching, and Their Native English-speaking Assistants.*

**Supervisor(s):** Leung, C. and Jenkins, J.

**Awarding institution:** King's College, University of London

**Country of research:** Japan

**Learners' background:** Japan

**Institutional level:** secondary

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**Zhang, Y.** 2010. *An Activity Theory View of Out-of-class Use of Digital Technology in English Language Practices by Chinese Undergraduates on a Chinese University Campus.*

**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

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### **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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**Al-Ghamdi, A. A. A.** 2009. *Investigating Language Learning Strategy Use of EFL Saudi Adult Learners: A Focus on the Use of Computer and Internet Tools.*

**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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**Huang, L.** 2009. *Washback on Teacher Beliefs and Behaviour: Investigating the Process from a Social Psychology Perspective.*

**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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**Srichamnong, N.** 2010. *Incidental Vocabulary Learning in Second Language Reading: The Effects of Word-Focused Activities.*

**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

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**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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**Konstantakis, N.** 2010. *Constructing a Word List for the Academic Domain of Business.*

**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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**McGaavigan, P.** 2010. *An Explanation of Idiom Knowledge in Non-native Speakers of English.*

**Supervisor(s):** Milton, J.

**Awarding institution:**  
Swansea University

**Summary:** *This dissertation investigates the idiom knowledge of learners of EFL in Greece through the design of a bespoke test in the field, an examination of the idiom information proved in textbooks and the frequency of idioms in normal language.*

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

**Country of research:** Greece

**Learners' background:** Greece

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**The Open University (Faculty  
of Education and Languages)**

**Müge Satar, H.** 2010. *Social Presence in Online Multimodal Communication: A Framework to Analyse Online Interactions between Language Learners.*

**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

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

**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

**Institutional level:** tertiary

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**Saville, N.** 2009. *Developing a Model for Investigating the Impact of Language Assessment Policy within a State Educational Context.*

**Supervisor(s):** Weir, C.J. and Hawkey, R.

**Awarding institution:**

University of Bedfordshire

**Descriptor(s):** Assessment

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**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

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**Zhang, Q.** 2009. *Motivation Change of Chinese Undergraduate Students in Second Language Acquisition: The Transition from Home Cultural Setting to the Host Country.*

**Supervisor(s):** Zegarac, V. and Green, A.

**Awarding institution:**

University of Bedfordshire

**Descriptor(s):** Learner cognition

**Country of research:** United Kingdom

**Learners' background:** China

**Institutional level:** tertiary

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**University of Birmingham  
(School of Education)**

**Al-Obeidi, K.** 2010. *Female ESL teachers' Perceptions on Qatar's Education for a New Era.*

**Supervisor(s):** Creese, A.

**Awarding institution:**

The University of Birmingham

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**Chimbutane, F.** 2009. *The Purpose and Value of Bilingual Education: A Critical, Linguistic Ethnographic Study of Two Rural Primary Schools in Mozambique.*

**Supervisor(s):** Martin-Jones, M.

**Awarding institution:**

The University of Birmingham

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**Eaves, M.** 2009. *A Mixed Methods Study of Learning Styles and Adaptation Issues of Thai Postgraduate Students in England.*

**Supervisor(s):** Schweisfurth, M.

**Awarding institution:**

The University of Birmingham

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**Houghton, G.** 2010. *Adult Literacy Discourses, Their Philosophical Origins and Their Impact: Case Studies of the Values and Assumptions of Practitioners.*

**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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**Kuo, B.** 2009. *Language, 'Culture' and Literature in EFL Classes in Taiwan.*

**Supervisor(s):** Martin-Jones, M.

**Awarding institution:** The University of Birmingham

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**Rontou, M.** 2010. *Provision for Students with Dyslexia in EFL: An Ethnographic Case Study.*

**Supervisor(s):** Martin, D.

**Awarding institution:**

The University of Birmingham

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## **University of Bristol (Graduate School of Education)**

**Al-Zefeiti, A.** 2010. *A Stakeholder Evaluation of an English for Academic Purposes (EAP) Writing Programme.*

**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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**Anthony, E.** 2010. *Problem-based Learning - A Case Study of ESL in a Malaysia University.*

**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):** Materials, Management/Innovation, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** Malaysia

**Learners' background:** Malaysia

**Institutional level:** tertiary

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**Askham, J.** 2010. *The English Language Portfolio (ELP) and Implementation of the Common Framework of Reference (CEFR) in Language Teaching in two European Countries.*

**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

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**Jones, P.** 2010. *Early Beginnings: Early Stages of Ab Initio FL Learning in a US University.*

**Supervisor(s):** Kiely, R.

**Awarding institution:**

University of Bristol

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**Xu, Z.** 2010. *Motivating Language Learners: A Reading Classroom Orientated Investigation on Motivational Teaching Practice.*

**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

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### **University of Edinburgh (English Language Teaching Centre)**

**Al-Qudairy, A.** 2011. *Using Arabic (L1) in Testing Reading Comprehension in English as a Foreign Language.*

**Supervisor(s):** Parkinson, B. and Northcott, J.

**Awarding institution:**

University of Edinburgh

**Summary:** *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

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**Takahashi, R.** 2010. *English as a Lingua Franca in a Japanese Context: An Analysis of ELF-oriented Features in Teaching Materials and the Attitudes of Japanese Teachers and Learners of English for ELF-oriented Materials.*

**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:** secondary

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## **University of Leeds (School of Education)**

**Al Osaimi, S.** 2010. *Beliefs about Arabic Language Learning Held by Students and their Teachers at ITANA (Institute for the Teaching of Arabic to Non-Arabs, Riyadh, Saudi Arabia).*

**Supervisor(s):** Wedell, M. and Robinson, P.

**Awarding institution:**

University of Leeds

**Descriptor(s):** Cultural issues, Methodology, Learner cognition, Learner autonomy/strategies, English language

**Country of research:** Saudi Arabia

**Learners' background:** various

**Institutional level:** adult

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**Al-Bulushi, Y.** 2010. *Awareness Raising of Language Learners' Writing Strategies in an Omani EFL Context.*

**Supervisor(s):** Deignan, A. and Holmes, J.

**Awarding institution:**

University of Leeds

**Country of research:** Oman

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**Al-Lamki, N.** 2010. *The Beliefs and Practices Related to Continuous Professional Development of Teachers of English in Oman.*

**Supervisor(s):** Borg, S. and Wedell, M.

**Awarding institution:**

University of Leeds

**Country of research:** Oman

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**Balakrishnan, S.** 2009. *The Role of Multiple Intelligence Theory in Malaysian Curriculum.*

**Supervisor(s):** Lamb, M. and Robinson, P.

**Awarding institution:**  
University of Leeds

**Country of research:** Malaysia

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**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

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**Phipps, S.** 2009. *The Relationship Between Teacher Education, Teacher Cognition and Classroom Practice in Language Teaching: A Case Study of MA.*

**Supervisor(s):** Borg, S. and Baynham, M.

**Awarding institution:**  
University of Leeds

**Country of research:** Turkey

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**Recio, A.** 2009. *Effects of a Computer Aided Storytelling Methodology on Emergent Literacy Skills of Pre-school Children in an EFL Context.*

**Supervisor(s):** Deignan, A. and Walker, A.

**Awarding institution:**  
University of Leeds

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**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

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### **University of Manchester (School of Education)**

**Alotaibi, H.** 2009. *The Impact of Using Computers in an EFL Reading Classroom: An Exploratory Case Study.*

**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

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**El-Khabaty, M.** 2009. *Exploration of Language Learning Strategy Use among Egyptian EFL Teacher Trainees.*

**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

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**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

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**Liu, T-H.** 2009. *Teachers' Narrative Understandings of the Taiwanese Foreign English Teachers Recruitment Project.*

**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

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**Morley, J.** 2009. *Fluency Gain by Advanced Learners of English during Study Abroad.*

**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

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**Sangani, H. R.** 2009. *How Reflective Practice Impacts on English Writing Teachers in a Particular Context in Iran.*

**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

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**Zhou, X.** 2010. *Narrative Exploration of the UK Academic Acculturation Experiences of Students from Mainland China.*

**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

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**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

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**Durrant, P.** 2009. *High Frequency Collocations and Second Language Learning.*

**Supervisor(s):** Schmitt, N.

**Awarding institution:**

University of Nottingham

**Descriptor(s):** English language

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**Hung, S-C.** 2009. *Consciousness, Language Awareness and Learners: Investigating Grammar Pedagogy in the EFL Context.*

**Supervisor(s):** Carter, R.

**Awarding institution:**

University of Nottingham

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

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**Li, J.** 2009. *Advanced Chinese L2 Learners' Formulaic Language Use and Acquisition in Academic Writing.*

**Supervisor(s):** Schmitt, N.

**Awarding institution:**

University of Nottingham

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

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**Lin, P.M.S.** 2010. *The Prosody of Formulaic Language.*

**Supervisor(s):** Adolphs, S.

**Awarding institution:**  
University of Nottingham

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

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**Siyanova, A.** 2010. *On-line Processing of Multi-word Sequences in a First and Second Language: Evidence from Eye-tracking and ERP.*

**Supervisor(s):** Conklin, K. and Schmitt, N.

**Awarding institution:**  
University of Nottingham

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

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**Sung, I-L.** 2009. *British Contextualism and a Holistic Approach to Words: An Argument for the Essence of Collocation.*

**Supervisor(s):** Carter, R.

**Awarding institution:**  
University of Nottingham

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

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**Taguchi, T.** 2010. The L2 Motivational Self System amongst Japanese Learners of English.

**Supervisor(s):** Dörnyei, Z.

**Awarding institution:**  
University of Nottingham

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

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**Taylor, F.** 2010. *A Quadripolar Model of Identity in Adolescent Foreign Language Learners.*

**Supervisor(s):** Mullany, L.J.

**Awarding institution:**  
University of Nottingham

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

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**Tsuchiya, K.** 2010. *Culture-Sensitive Taxonomy of Response Tokens: Moving from Listenership to Speakership.*

**Supervisor(s):** Adolphs, S.

**Awarding institution:**  
University of Nottingham

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

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**Yu, S.Y.** 2009. *Pictures in the Mind: A Comparative Study of Image Visualization in Chinese and English Creative Writing Corpora with Pedagogical Implications.*

**Supervisor(s):** Adolphs, S. and Carter, R.

**Awarding institution:**  
University of Nottingham

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

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### **University of Sheffield (School of English)**

**Xu, G.** 2009. *Participant Structure in Task-Based Language Teaching.*

**Supervisor(s):** Ferguson, G.

**Awarding institution:**

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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**Jarunthawatchai, W.** 2010. *A Process-Genre Approach to Teaching Second Language Writing: Theoretical Perspective and Implementation in a Thai University Setting.*

**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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**Rodriguez-Tsuda, L.A.** 2010. *Adult Second Language Learning in an English Urban Context: Issues of Identity, Gender and Social Context.*

**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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**Sica, S.** 2009. *The Role of Mediation in L2 Vocabulary Learning.*

**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:** adult

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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

**Institutional level:** tertiary

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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)**

**Asgar, J.** 2010. *A Critical Investigation into a Textbook and its Actual and Potential Uses in Pakistani Higher Secondary Education.*

**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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**Chen, S.-A.** 2010. *Using Mixed Methods to Explore L2 Motivation: A Study of Senior High School English Learners in Taiwan.*

**Supervisor(s):** Ushioda, E.

**Awarding institution:**  
University of Warwick

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**Fakhra, A.** 2009. *Writing in English Relative Clauses and Conjunctive Adjuncts in Syrian University Students.*

**Supervisor(s):** Gardner, S.

**Awarding institution:**  
University of Warwick

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**Howard, A.** 2010. *Teacher Appraisal: The Impact of Observation on Teachers' Classroom Behaviour.*

**Supervisor(s):** Richards, K.

**Awarding institution:**  
University of Warwick

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**Hunter, D.** 2009. *Communicative Language Teaching and the ELT Journal: A Corpus-Based Approach to the History of a Discourse.*

**Supervisor(s):** Smith, R.

**Awarding institution:**  
University of Warwick

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**Jong, Y.O.** 2009. *An Investigation into the Benefits of Collaborative Writing for the Development of EFL Children's Communication Skills.*

**Supervisor(s):** Rixon, S.

**Awarding institution:**  
University of Warwick

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**Kuloheri, F.V.** 2010. *Learner Indiscipline in the Mainstream EFL Classroom of Greek State Primary Schools: Causes and Management Strategies.*

**Supervisor(s):** Pinter, A.

**Awarding institution:**  
University of Warwick

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**Leon-Hernandez, J.** 2010. *Academic Reading in a Mexican University: Observing and Documenting the Effects of a Small-Scale Pedagogic Intervention.*

**Supervisor(s):** Rixon, S.

**Awarding institution:**  
University of Warwick

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**Sanchez, H.S.** 2010. *An Investigation into the Relationships among Experience, Teacher Cognition, Context, and Classroom Practice in EFL Grammar Teaching in Argentina.*

**Supervisor(s):** Pinter, A.

**Awarding institution:**  
University of Warwick

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**Santos, N.B.** 2009. *Transition in EFL from Secondary to Preparatory in Mexican State Schools: Participant Perspectives.*

**Supervisor(s):** Richards, K.

**Awarding institution:**  
University of Warwick

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**Tarnpichprasert, M.** 2009. *Inside Bilingual Education in Thailand: Staffroom and Classroom Perspectives.*

**Supervisor(s):** Richards, K.

**Awarding institution:**  
University of Warwick

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**Ting, L.** 2010. *A Corpus-Based Comparative Study of Metadiscourse in English Academic Essays: Similarities and Differences among*

*Chinese Undergraduates, 2+2 Chinese Undergraduates and English Native Undergraduates.*

**Supervisor(s):** Wharton, S.

**Awarding institution:**  
University of Warwick

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**Trotman, W.** 2010. *Teacher Oral Feedback on Student Writing: An Action Research Approach towards Teacher-Student Conferences.*

**Supervisor(s):** Wharton, S.

**Awarding institution:**  
University of Warwick

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**Wu, I-C.** 2010. *An Interactive Perspective on Classroom Motivation: A Practitioner Research Study in a Taiwanese University Context.*

**Supervisor(s):** Ushioda, E.

**Awarding institution:**  
University of Warwick

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**Xue, Q.Q.** 2009. *A Case Study Based Inquiry into the Adoption and Adaptation of Communicative Language Teaching in Chinese Universities.*

**Supervisor(s):** Smith, R.

**Awarding institution:**  
University of Warwick

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# 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

**Green, A., R. Hawkey and C.J. Weir.** 2006–2010. 'Producing Reference Level Descriptions for English Language Learning'.

**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](http://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)

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## 2007

**Rea-Dickins, P., G. Yu and O. Afitska.** Jun 2007–Dec 2010. 'Student Performance in National Examinations: The Dynamics of Language Factor'.

**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](http://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)

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**Turner, J.** Sep 2007–Mar 2009.  
'Perspectives on Proofreading in Higher 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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**Watson, J.** Sep 2007–Apr 2011.  
'Prepare for Success'.

**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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**Enever, J., C. Munoz, M. Szpotowicz, L. Lopriore, E. Lindgren, E. Krikhaar, J.M. Djigunovic, G. Lundberg and E. Tragant.** Dec 2007–Nov 2010. 'Early Language Learning in Europe (ELLiE)'.

**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

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**Institutional level:** primary

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

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## 2008

**Jin, L. and M. Cortazzi.** Feb 2008–Aug 2012. ‘Researching Chinese ELT and Cultures of Learning’.

**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)

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**Frane, S., E. Vilar Beltran, E. Petit, M. Barge and W. Twedde.** Mar 2008–May 2009. ‘Teaching Techniques for Multimedia Language Labs’.

**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](http://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)

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**Nesi, H., B. Brick, A. Buick, T. Kelly and E. Moreton.** Mar 2008–Mar 2010. ‘A Study of Lecturing Styles in Malaysia and the UK’.

**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).*

**URL:** [www.coventry.ac.uk/researchnet/elphe/projects/malaysia/Pages/malaysia.aspx](http://www.coventry.ac.uk/researchnet/elphe/projects/malaysia/Pages/malaysia.aspx)

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

**Country of research:** Malaysia

**Learners' background:** Malaysia

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Yu, G., P. Rea-Dickins and R. Kiely.**

Jun 2008–Dec 2009. 'The Cognitive Processes of Taking IELTS Academic Writing Task One'.

**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](http://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)

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**Kiely, R., M. Davis and E. Wheeler.**

Sep 2008–Jun 2010. 'Integrating Systematic Investigation into Teaching of English (InSITE)'.

**Funding body:** CfBT Education Trust

**Summary:** *This study examined the learning of experienced teachers (TESOL). It involved a specifically designed CPD programme which developed teacher learning from actual instances of classroom practice, and research (episodes analysis, interviews, recorded workshops) into these learning processes.*

**URL:** [www.cfbt.com/evidenceforeducation/pdf/5Bristol\\_InvestigatingCLE\\_FINAL\(Web\).pdf](http://www.cfbt.com/evidenceforeducation/pdf/5Bristol_InvestigatingCLE_FINAL(Web).pdf)

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** adult

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

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**Foster, P.** Oct 2008–Sep 2009.

'Native-like Selection in Second Language Acquisition: The Effects of Age, Aptitude and Socialisation'.

**Funding body:** Economic and Social Research Council

**Summary:** *This study explored the development knowledge 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](http://www.esrc.ac.uk/my-esrc/grants/RES-000-22-2645/outputs/read/8d8dd5b5-c076-429a-aaf6-2c0abe9180da)

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

**Country of research:** United Kingdom

**Learners' background:** Poland

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

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**Mallows, D. and D. Mehmedbegovic.**

Oct 2008–Jun 2010. 'EAL Workforce Development Strategy'.

**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](http://www.teachingeal.org.uk/consultation.html)

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

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** secondary

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

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**Ganobcsik-Williams, L., M. Childs, S. Simkiss, M. Deane, R. Summers, B. Brick, J. Tuchings, M. Garrett, J. Guest, E. Borg and C. Broughan.** Nov 2008–Nov 2010. 'The COWL (Coventry Online Writing Laboratory) Project'.

**Funding body:** JISC

**Summary:** *The project aims to evaluate current online writing support, both at Coventry University and elsewhere, and to develop a comprehensive, integrated platform of technologically-enhanced writing support mechanisms to be trialled at Coventry University and disseminated for further evaluation and use at other UK HEIs.*

**URL:** [cuba.coventry.ac.uk/cowl/](http://cuba.coventry.ac.uk/cowl/)

**Descriptor(s):** Writing, Methodology, Learning technologies

**Country of research:** United Kingdom

**Learners' background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Leung, C., B. Mohan, D. Jenkins and other partners from 10 institutions in 9 EU countries.**

Dec 2008–Nov 2010. 'European Core Curriculum for a Mainstreamed Second Language Teacher Education'.

**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.*

**URL:** [www.eucim-te.de](http://www.eucim-te.de)

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

**Country of research:** various

**Learners' background:** various



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

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## 2009

**Green, A.** Jan 2009–Dec 2012.  
'English Profile Network'.

**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](http://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)

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**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/](http://www.lifelonglearningprogramme.org.uk/)

**Descriptor(s):** Learning technologies

**Country of research:** various

**Learners' background:** various

**Institutional level:** primary

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

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## Motteram, G., Z. Onat-Stelma

**and S. Brown.** Jan 2009–Dec 2010.

'Access to Virtual Action Learning Live ONline (AVALON)'.

**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

**Institutional level:** adult

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

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## Smith, R., S. Rixon, S. Choi and

**D. Hunter.** Jan 2009–Jul 2009. 'ELT Research in the UK, 2005–2008'.

**Funding body:** The British Council

**URL:** [www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/2005-2008](http://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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**Smith, R., S. Rixon, S. Choi and S. Alsop.** Jan 2009–Dec 2009.

‘Building an Archive and a Record of UK-funded ELT Projects, 1950 Onwards’.

**Funding body:** The British Council

**URL:** [www2.warwick.ac.uk/fac/soc/al/research/collect/elt\\_archive/elt\\_projects/](http://www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/elt_projects/)

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

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**Zhu, H. and S. Jackson.** Jan 2009–Feb 2011. ‘Developing Leadership Skills, Global Citizenship and Intercultural Communicative Competence among Young People’.

**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](http://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:** adult

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

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**Leung, C., B. Street and S. Sica.**

Feb 2009–Jan 2011. ‘Modelling Diversity: Academic Language & Literacies in Schools & University’.

**Funding body:** Economic & Social Research Council (ESRC)

**Summary:** *This research focused on the English language and literacy demands experienced by two categories of students at school and university: UK-based ‘non-traditional’ students from social / familial backgrounds where participation in university education has not been an established norm, and ethnolinguistic minority students including speakers of English as an additional / second language (EAL).*

**URL:** [www.kcl.ac.uk/schools/sspp/education/research/projects/moddiv.html](http://www.kcl.ac.uk/schools/sspp/education/research/projects/moddiv.html)

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**Fulcher, G.** Apr 2009–Oct 2009. ‘Practical Language Testing’.

**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](http://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)

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**Arizpe, E., M. Farrell and J. McAdam.** May 2009–Jul 2010. ‘Visual Journeys: Exploring Children’s Visual Literacy through Intercultural Responses to Wordless Picturebooks’.

**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/](http://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)

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**Gardner, M., G.A. Gánem-Gutiérrez, J. Scott, J. van Helvert and C. Fowler.** May 2009–Apr 2010. ‘SIMILLE (System for an Immersive and Mixed Reality Language Learning)’.

**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](http://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)

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**Alderson, J.C.** Jun 2009–Jul 2010. ‘Research into Undergraduates’ Knowledge about Language’.

**Funding body:** Higher Education Academy, UK: Subject Centre for Linguistics, Languages and Area Studies

**URL:** [www.ling.lancs.ac.uk/activities/946/](http://www.ling.lancs.ac.uk/activities/946/)

**Descriptor(s):** Learner cognition

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

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**Lillis, T.** Jun 2009–Nov 2011.

‘The Sociolinguistics of Writing in a Global Context’.

**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](http://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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**Hartig, J. and C. Harsch.** Oct 2009–Sep 2011. ‘Modellierung von Kompetenzen mit mehrdimensionalen IRT-Modellen [Modelling of Competencies with Multi-dimensional IRT-models]’.

**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.*

**URL:** [http://kompetenzmodelle.dipf.de/en/projects/mirt?set\\_language=enn](http://kompetenzmodelle.dipf.de/en/projects/mirt?set_language=enn)

**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](http://www.britishcouncil.org/accessenglish-news-multiple-assessment-research-project-taiwan.htm)

**Descriptor(s):** Assessment

**Country of research:** Taiwan

**Learners’ background:** Taiwan

**Institutional level:** primary

**Entered by:** Queen's University,  
Belfast (School of Education)

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**Macaro, E., C. Walter and Z. Handley.** Oct 2009–Oct 2011.  
'New Technologies and English as a Second Language'

**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/](http://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)

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**Jarvis, H.** Dec 2009–Dec 2010.  
'Computers and Learner Autonomy: Trends and Issues'

**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](http://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)

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**Waters, A.** Dec 2009–Aug 2010.  
'Developing a Revised Teaching Practice Lesson Assessment Schedule'

**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/](http://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)

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**Bax, S.** 2009–2010. ‘Evaluative project: English in Bilingual Education in East Asia’.

**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)

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

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**Nitta, R. and F. Nakatsuhara.**

2009–2010. ‘Effects of Pre-task Planning on Paired Oral Test Performance: A Case of Beginning EFL Learners’.

**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.*

**URL:** <http://kaken.nii.ac.jp/en/p/21720207>

**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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**Green, A., C.J. Weir and R. Hawkey.**

2009–2010. ‘Testing the English Language Skills of International Students at the Foundation Level’.

**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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**Salamoura, A., N. Saville, F. Barker and J. Harrison.**

2009–2012. ‘English Profile Network’.

**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.*

**URL:** [http://ec.europa.eu/dgs/education\\_culture/eve/alfresco/n/browse/workspace/SpacesStore/9a87f790-e30f-11de-8560-e959a3f6ec0c](http://ec.europa.eu/dgs/education_culture/eve/alfresco/n/browse/workspace/SpacesStore/9a87f790-e30f-11de-8560-e959a3f6ec0c)

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

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## 2010

**Garton, S., F. Copland and**

**A. Burns.** Jan 2010–Dec 2010.

‘Investigating Global Practices in Teaching Young Learners’.

**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/](http://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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**Smith, R., P. Trigg, A. Kiai and**

**S. Verrier.** Jan 2010–Dec 2011.

‘Building an Archive and a Record of British Council Involvement in ELT, 1934-2009’.

**Funding body:** The British Council

**URL:** [www2.warwick.ac.uk/fac/soc/al/research/collect/elt\\_archive/britishcouncil/](http://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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**Nakatsuhara, F.** Feb 2010–Feb 2011.

‘The Relationship Between Test-takers’ Listening Proficiency and Their Performance on the IELTS Speaking Test’.

**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](http://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)

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**Smith, R. and S. Choi.** Feb 2010–Nov 2010. 'Directory of UK ELT Research, 2005-2008: Adding Value to the Database'.

**Funding body:** The British Council

**URL:** [www2.warwick.ac.uk/fac/soc/al/research/projects/elt-research-uk/2005-2008](http://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/](http://www.ling.lancs.ac.uk/activities/891/)

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

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

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**Jin, L. and K. Smith.** Apr 2010–Mar 2011. 'Perceptions and Methods of Learning English as an Additional Language by Singapore Primary School Children with Dyslexia'.

**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](http://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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**Martin, D., M. Martin-Jones, A. Blackledge, A. Creese and S. Gardner.** Apr 2010–Mar 2013. 'Researching Multilingualism, Multilingualism in Research Practice'.

**Funding body:** ESRC

**URL:** [www.education.bham.ac.uk/research/projects1/Researching\\_multilingualism.shtml](http://www.education.bham.ac.uk/research/projects1/Researching_multilingualism.shtml)

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

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**Waters, A. and M.L.C. Vilches.** Apr 2010–Mar 2011. 'Identifying 'Best Practice' in ELT INSET'.

**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.*



**URL:** [www.ling.lancs.ac.uk/activities/850/](http://www.ling.lancs.ac.uk/activities/850/)

**Descriptor(s):** Teacher education

**Country of research:** Philippines

**Institutional level:** adult

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

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**Blackledge, A., A. Creese, M. Martin-Jones and J.K. Takhi.**

May 2010–Apr 2012. 'Investigating Discourses of Inheritance and Identity in Four Multilingual European Cities'.

**Funding body:** HERA/AHRC

**URL:** [www.education.bham.ac.uk/research/projects1/HERA.shtml](http://www.education.bham.ac.uk/research/projects1/HERA.shtml)

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

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**Baker, W.** Sep 2010–Sep 2011. 'Using Online Learning Objects to Develop Intercultural Awareness in ELT: A Critical Evaluation in a Thai Higher Education Setting'.

**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](http://www.soton.ac.uk/calr/research/index.html)

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

**Country of research:** Thailand

**Learners' background:** Thailand

**Institutional level:** tertiary

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

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**Glendinning, I., R. Gatward, I. Dunn, A. Domanska and S-M.**

**Orim.** Oct 2010–Mar 2013. 'Impact of Plagiarism Policies in Higher Education Across Europe (IPPHEAE)'.

**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:** [www.coventry.ac.uk/researchnet/elphe/projects/ippheae/Pages/IPPHEAE.aspx](http://www.coventry.ac.uk/researchnet/elphe/projects/ippheae/Pages/IPPHEAE.aspx)

**Descriptor(s):** Writing, Cultural issues, Management/Innovation, Assessment

**Country of research:** various

**Learners' background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Green, A. and C.J. Weir.** Oct 2010–Jul 2011. 'Textual Features of CAE Reading Texts Compared with IELTS Reading and Essential Undergraduate Texts'.

**Funding body:** Cambridge ESOL

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**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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**Smith, R., S. Choi, S. Reid and G. Sky.** Dec 2010–Sep 2011. 'Directory of UK ELT Research: 2009-2010 Research'.

**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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**Bax, S., A. Green, C.J. Weir and F. Nakatsuhara.** 2010–2011. 'Developing Assessment Literacies and Practice in Singapore Schools'.

**Funding body:** Singapore Ministry of Education

**Summary:** *This study was conducted to advise the Ministry of Education, Singapore, on assessment procedures, related in particular to an online portal for teachers, and providing training*

*support to help classroom teachers to design assessment modes that support desired learning outcomes.*

**URL:** [www.beds.ac.uk/research/bmri/crella/projects/singapore](http://www.beds.ac.uk/research/bmri/crella/projects/singapore)

**Descriptor(s):** Learning technologies, Assessment

**Country of research:** Singapore

**Learners' background:** Singapore

**Institutional level:** secondary

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

---

**Bax, S. and C.J. Weir.** 2010–2011. 'Investigating Learners' Cognitive Processes During Computer-based CAE Reading Tests'.

**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)

---

**Bax, S. and J. Deng.** 2010–2011. 'Researching Cognitive Processes During Computer-based Reading Tests'.

**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](http://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)

---

**Green, A.** 2010–2011. 'Password Intro: Testing the English Language Ability of Lower Level Learners–A1 to B1'.

**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](http://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)

---

**Green, A. and C.J. Weir.** 2010–2013. 'Validating the Assessment of English Language Skills at Foundation Level'.

**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](http://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)

---

**Weir, C.J. and F. Nakatsuhara.** 2010–2011. 'Test of English for Academic Purposes (TEAP)'.

**Funding body:** Society for Testing English Proficiency (STEP), Japan

**URL:** [www.beds.ac.uk/research/bmri/crella/projects/STEP](http://www.beds.ac.uk/research/bmri/crella/projects/STEP)

**Descriptor(s):** Writing, Speaking, Reading, 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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# 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](http://www.aston.ac.uk/lss)

Contact: [n.hooton@aston.ac.uk](mailto:n.hooton@aston.ac.uk)

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**Birkbeck College, University of London (Department of Applied Linguistics and Communication)**

[www.bbk.ac.uk/linguistics](http://www.bbk.ac.uk/linguistics)

Contact: [linguistics@bbk.ac.uk](mailto:linguistics@bbk.ac.uk)

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

[www.canterbury.ac.uk/arts-humanities/english-language-studies/](http://www.canterbury.ac.uk/arts-humanities/english-language-studies/)

Contact: [language.studies@canterbury.ac.uk](mailto:language.studies@canterbury.ac.uk)

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**Cardiff University (School of English, Communication and Philosophy)**

[www.cardiff.ac.uk/encap/](http://www.cardiff.ac.uk/encap/)

Contact: [encap-res@cardiff.ac.uk](mailto:encap-res@cardiff.ac.uk)

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**Coventry University**

[www.coventry.ac.uk/elphe](http://www.coventry.ac.uk/elphe)

Contact: [ELTresearch.bes@coventry.ac.uk](mailto:ELTresearch.bes@coventry.ac.uk)

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**De Montfort University (Centre for Intercultural Research on Communication and Learning)**

[www.dmu.ac.uk/faculties/hls/research/circl/](http://www.dmu.ac.uk/faculties/hls/research/circl/)

Contact: [jin@dmu.ac.uk](mailto:jin@dmu.ac.uk)

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

[www.gold.ac.uk/clcl/](http://www.gold.ac.uk/clcl/)

Contact: [j.turner@gold.ac.uk](mailto:j.turner@gold.ac.uk)

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**Heriot-Watt University (School of Management and Languages)**

[www.sml.hw.ac.uk/](http://www.sml.hw.ac.uk/)

Contact: [enquiries@hw.ac.uk](mailto:enquiries@hw.ac.uk)

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

[www.ioe.ac.uk/study/  
departments/361.html](http://www.ioe.ac.uk/study/departments/361.html)

**Contact:** [FCL.Enquiries@ioe.ac.uk](mailto:FCL.Enquiries@ioe.ac.uk)

---

**King's College London  
(Department of Education and  
Professional Studies)**

[http://kcl.ac.uk/schools/sspp/  
education/](http://kcl.ac.uk/schools/sspp/education/)

**Contact:** [Idc@kcl.ac.uk](mailto:Idc@kcl.ac.uk)

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**Kingston University (Faculty  
of Arts and Social Sciences)**

<http://fass.kingston.ac.uk/>

**Contact:** [aps@kingston.ac.uk](mailto:aps@kingston.ac.uk)

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**Lancaster University (Linguistics  
and English Language)**

[www.ling.lancs.ac.uk/](http://www.ling.lancs.ac.uk/)

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**Leeds Metropolitan University**

[www.leedsmet.ac.uk/international/  
english](http://www.leedsmet.ac.uk/international/english)

**Contact:** [carnegieresearch@  
leedsmet.ac.uk](mailto:carnegieresearch@leedsmet.ac.uk)

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

[www.londonmet.ac.uk/depts/faculty-  
of-humanities-arts-languages-and-  
education.cfm](http://www.londonmet.ac.uk/depts/faculty-of-humanities-arts-languages-and-education.cfm)

**Contact:** [j.enever@londonmet.ac.uk](mailto:j.enever@londonmet.ac.uk)

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**Middlesex University  
(Learner Development Unit)**

[www.24-7.mdx.ac.uk/ldu/](http://www.24-7.mdx.ac.uk/ldu/)

**Contact:** [ldu@mdx.ac.uk](mailto:ldu@mdx.ac.uk)

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

[www.ncl.ac.uk/ecls](http://www.ncl.ac.uk/ecls)

**Contact:** [peter.sercombe@ncl.ac.uk](mailto:peter.sercombe@ncl.ac.uk)

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**Oxford Brookes International**

[www.brookes.ac.uk/international/  
pathway/staff](http://www.brookes.ac.uk/international/pathway/staff)

**Contact:** [ebressan@brookes.ac.uk](mailto:ebressan@brookes.ac.uk)

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**Oxford Brookes University  
(Westminster Institute  
of Education)**

[www.brookes.ac.uk/wie/about/](http://www.brookes.ac.uk/wie/about/)

**Contact:** [jspiro@brookes.ac.uk](mailto:jspiro@brookes.ac.uk)

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

[www.languageandlearning.qmul.ac.uk/](http://www.languageandlearning.qmul.ac.uk/)

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**Queen's University, Belfast  
(School of Education)**

[www.qub.ac.uk/schools/  
SchoolofEducation/](http://www.qub.ac.uk/schools/SchoolofEducation/)

**Contact:** [c.linse@qub.ac.uk](mailto:c.linse@qub.ac.uk)

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

[www.smuc.ac.uk/ccca/index.htm](http://www.smuc.ac.uk/ccca/index.htm)

**Contact:** [fosterp@smuc.ac.uk](mailto:fosterp@smuc.ac.uk)

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**Swansea University (Department  
of Applied Linguistics)**

[www.swan.ac.uk/arts/](http://www.swan.ac.uk/arts/)

[AppliedLinguistics@](http://AppliedLinguistics@swansea.ac.uk)

**Contact:** [AppliedLinguistics@](mailto:AppliedLinguistics@swansea.ac.uk)

[swansea.ac.uk](http://swansea.ac.uk)

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**The Open University (Faculty  
of Education and Languages)**

[www.open.ac.uk/education-and-](http://www.open.ac.uk/education-and-languages/index.php)

[languages/index.php](http://languages/index.php)

**Contact:** [c.l.johns-mackenzie@open.](mailto:c.l.johns-mackenzie@open.ac.uk)

[ac.uk](http://ac.uk)

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**University College Plymouth St  
Mark & St John (Department of  
International Education)**

[www.](http://www.marjon.ac.uk/courses/international/)

[marjon.ac.uk/courses/international/](http://marjon.ac.uk/courses/international/)

**Contact:** [inted@marjon.ac.uk](mailto:inted@marjon.ac.uk)

---

**University of Bath (Department  
of Education)**

[www.bath.ac.uk/education/](http://www.bath.ac.uk/education/)

**Contact:** [education@bath.ac.uk](mailto:education@bath.ac.uk)

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

[www.beds.ac.uk/research/bmri/crella](http://www.beds.ac.uk/research/bmri/crella)

**Contact:** [tony.green@beds.ac.uk](mailto:tony.green@beds.ac.uk)

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

[www.english.bham.ac.uk](http://www.english.bham.ac.uk)

[www.cels.bham.ac.uk](http://www.cels.bham.ac.uk)

**Contact:** [cels@bham.ac.uk](mailto:cels@bham.ac.uk)

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**University of Birmingham  
(School of Education)**

[www.education.bham.ac.uk/index.](http://www.education.bham.ac.uk/index.shtml)

[shtml](http://www.education.bham.ac.uk/index.shtml)

**Contact:** [education@bham.ac.uk](mailto:education@bham.ac.uk)

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**University of Bristol (Graduate  
School of Education)**

[www.bris.ac.uk/education/research/](http://www.bris.ac.uk/education/research/)

[centres/creole](http://www.bris.ac.uk/education/research/centres/creole)

**Contact:** [Helen.Woodfield@bristol.ac.uk](mailto:Helen.Woodfield@bristol.ac.uk)

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**University of Cambridge  
(Research Centre for English  
and Applied Linguistics)**

[www.rceal.cam.ac.uk/](http://www.rceal.cam.ac.uk/)

**Contact:** [jah91@cam.ac.uk](mailto:jah91@cam.ac.uk)

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**University of Cambridge ESOL  
Examinations**

[www.cambridgeesol.org/](http://www.cambridgeesol.org/)

[what-we-do](http://www.cambridgeesol.org/what-we-do)

**Contact:** [validation@cambridgeesol.org](mailto:validation@cambridgeesol.org)

---

**University of East London  
(Cass School of Education)**

[www.uel.ac.uk/education](http://www.uel.ac.uk/education)

**Contact:** [j.gray@uel.ac.uk](mailto:j.gray@uel.ac.uk)

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**University of Edinburgh (English Language Teaching Centre)**

[www.ials.ed.ac.uk](http://www.ials.ed.ac.uk)

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**University of Essex (Department of Language and Linguistics)**

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**University of Exeter (School of Education and Lifelong Learning)**

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**University of Glasgow (Language and Literature, Faculty of Education)**

[www.gla.ac.uk/schools/education/](http://www.gla.ac.uk/schools/education/)

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**University of Leeds (School of Education)**

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**University of Leeds (The Language Centre)**

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**Contact:** [langc@leeds.ac.uk](mailto:langc@leeds.ac.uk)

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

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---

**University of Liverpool (School of English)**

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**Contact:** [english@liv.ac.uk](mailto:english@liv.ac.uk)

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**University of Manchester (School of Education)**

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**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](http://www.northumbria.ac.uk/sd/academic/sass/about/humanities/englishhome/linguistics/?view=Standard)

**Contact:** [az.dasc@northumbria.ac.uk](mailto:az.dasc@northumbria.ac.uk)

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**University of Nottingham (School of Education)**

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**Contact:** [education.enquiries@nottingham.ac.uk](mailto:education.enquiries@nottingham.ac.uk)

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**University of Nottingham (School of English Studies)**

[www.nottingham.ac.uk/english/research/cral](http://www.nottingham.ac.uk/english/research/cral)

**Contact:** [Svenja.Adolphs@nottingham.ac.uk](mailto:Svenja.Adolphs@nottingham.ac.uk)

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**University of Oxford (Department of Education)**

[www.education.ox.ac.uk/](http://www.education.ox.ac.uk/)

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**University of Oxford  
(Language Centre)**

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**University of Portsmouth (School of Languages and Area Studies)**

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**University of Reading  
(Department of English Language and Literature)**

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**University of Salford  
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**University of Sheffield  
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**University of Southampton  
(Modern Languages, School of Humanities)**

[www.soton.ac.uk/ml/](http://www.soton.ac.uk/ml/)

**Contact:** [rjm3@soton.ac.uk](mailto:rjm3@soton.ac.uk)

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**University of Sussex (Sussex Centre for Language Studies)**

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**University of Ulster  
(School of Education)**

[www.socsci.ulster.ac.uk/education/](http://www.socsci.ulster.ac.uk/education/)

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**University of Warwick  
(Centre for Applied Linguistics)**

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**University of West of England  
(Department of English, Linguistics and Communication)**

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**University of Westminster  
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[www.westminster.ac.uk/schools/humanities/centre-for-english-learning-and-teaching-celt](http://www.westminster.ac.uk/schools/humanities/centre-for-english-learning-and-teaching-celt)

**Contact:** [N.Lahaussedelalouviere@westminster.ac.uk](mailto:N.Lahaussedelalouviere@westminster.ac.uk)

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**York St John University  
(Languages and Linguistics)**

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