Directory of UK ELT Research 2005–08
Compiled by Shelagh Rixon and Richard Smith
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CONSTRUCTION OF THE DIRECTORY

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

1. To disseminate and share information generally in the area of UK-based ELT research. It had become apparent that there was no current, conveniently available source of information about research in the UK relevant to the field of English Language Teaching. It was felt that it would be useful to create such a resource so that it could be used in a similar way to the resource offered by CILT (the Centre for Information on Language Teaching) with regard to the teaching of other languages: Research in Modern Languages in the UK (www.languagesresearch.ac.uk)

2. To promote interchange amongst researchers in the UK and other countries. The directory of research exists both as an online database and in a PDF/paper form. In its online version it will be particularly useful for individuals and institutions in countries outside the UK to use its ‘search’ facility in order to find institutions or individuals in the UK with research interests close to their own. Typical users envisaged in this category are scholars seeking academic attachments or exchanges, and prospective PhD students looking for academic supervisors in their areas of interest. The PDF/paper version provides a useful annotated bibliography of current research, which also gives information on institutional affiliations of authors.

3. To publicise and make research available to the broader constituency of ELT professionals worldwide. An important aim of the directory was to help publicise UK ELT research and thus enable it to have a greater potential impact on practice. An important connected principle underlying construction of the directory was that the research recorded in it should be publicly accessible. This informed a number of decisions with regard to the information that needed to be provided, as outlined under ‘Types of entry, and details requested’ below.
Background
The idea for a directory 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. An open invitation to tender for the project was sent out in December 2008 and a proposal from the Centre for Applied Linguistics at the University of Warwick was selected from a competitive field. The project team consisted of Dr Richard Smith (co-ordinator) and Shelagh Rixon, assisted by Dr Seongsook Choi and Duncan Hunter. Sian Alsop, Sheila Verrier and Qingqing Xue also assisted in the final editing process. John Knagg of the British Council was also fully involved at all stages. The clarification of parameters, design of research tools, data collection and editing were completed by 31 July 2009.

Methodology
The method for collecting the information for the research directory was to identify key contacts within relevant institutions in the UK 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. To facilitate the collection of data, online database input forms were devised and administered by Seongsook Choi, to which participating institutions had access via a password. Richard Smith and Shelagh Rixon acted as interlocutors with inputting institutions and as editors.

Selection of institutions
A systematic attempt was made 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 CfBT and Cambridge ESOL as well as universities and colleges. Heads of faculty, school, department or centre, as appropriate, were asked to nominate a key contact person, who was then given the necessary log-in details that would provide access to the web-based data collection forms. A total of 57 institutions participated in this phase of the project.
**Definition of ‘UK ELT Research, 2005–2008’**

The following definitions of terms were developed by the project team and shared with participating institutions:

**Research**
For the purposes of this exercise, we adopted a modified version of the recent 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. However, as for the RAE, 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 referring to 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 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.

**The 2005–2008 date range**
This refers to date of publication. The earliest publication date for work to be included was 1 January 2005 and the latest was 31 December 2008. 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
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- authored books
- ‘unpublished’ but electronically accessible items
- doctoral theses supervised within the institution in question
- externally funded research projects.

There was no particular requirement for journal articles to be peer-reviewed – any assessment of their quality was left, as in the case of other types of entry, to the discretion of the submitting institution. With regard to edited books, whereas editing – as opposed to authoring – a book was not considered to be a research output in its own right, the introduction to such a book could be included in the book chapter category, thus ensuring that editing of the book would be acknowledged in some form. We also wished to give publicity to authored items which had not been ‘published’ in a formal sense, and thus offered an ‘unpublished’ category for such items. 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 (journal name, volume number and page numbers for journal articles; names of editors, title of book, place of publication, publisher and ISBN number for chapters in edited collections, and so on). 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 projects originally submitted for consideration had to be excluded when a way could not be found to guide the directory user to further information in the manner just described.

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 in 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

This list was derived from a synthesis of different kinds of overview of ELT professional concerns, including names of IATEFL special interest groups, IATEFL annual conference themes, handbooks of ELT methodology, and so on. The list was not intended to be exhaustive or definitive, but it did represent one way to ensure that the online database would be searchable for content, especially in cases where the inputter did not provide a fuller summary.

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 described previously in selecting work from their overall research output 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 the remit or of substandard quality; also, we would be playing a collegial role rather than setting ourselves up as judges of other institutions’ input.

We did in fact suggest reconsideration of some entries which seemed to us not to meet the criteria set up and publicised, but did not enforce this except in cases where ‘objective criteria’ were not met (entries outside the date range, edited collections entered mistakenly under ‘authored book’, information entered for a researcher not currently affiliated with the institution in question, and so on). The editorial team also undertook small proof-reading changes such as putting in missing commas or changing the case of initial letters, but for larger issues, ranging from the issue of inclusion or exclusion of items to requests for missing or inadequate information, direct contact was made with the institutions to request revisions. All information confirmed by the inputting institution was included, for each item. This meant that in cases of co-authorship or collaboration (in the case of projects) between researchers at different UK institutions the same item sometimes appears twice in the directory with different summaries or other details attached – in these relatively rare cases, respecting the integrity of institutions’ own entries meant that duplication resulted, but it meant also that different kinds of useful details were provided.

The contents of the research directory

The research directory in its current form contains references to 857 outputs from a total of 52 contributing institutions. The distribution of different types of entry is as follows:

- 371 journal articles
- 204 chapters in edited books
- 58 papers in conference proceedings
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- 63 authored books
- 14 ‘unpublished’ but electronically accessible documents
- 147 supervised doctoral theses.

In addition, there are descriptions of a total of 55 externally funded projects which have generated some of the research reports above.

**The online version**
Access to the online version can be gained by following this link:

www.teachingenglish.org.uk/elt-research

As already mentioned above, the online version is a searchable database with instructions for use incorporated.

**The PDF/paper version**
The PDF/paper version of the directory contains the same information as the electronic database although it is here expressed in a linear and static form.

The main body of the PDF/paper version consists of an annotated bibliography of current research, which 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 55 externally funded research projects which are often related to research outputs that are found in the main list.

**Future directions**
Now that this very substantial body of information on UK-based ELT research has been established, it is hoped that the directory will be updated periodically, particularly with a view to bringing in work from a wider range of institutions whose members may not have been able to contribute during the first phase.
Acknowledgements

The editors would like to thank the many individuals who cheerfully, or less so, spent several hours of their time entering details of their research (special thanks go to Graham Hall, Huw Jarvis and Pauline Foster for piloting the first draft input forms). We hope that they found this way of proceeding acceptable, both in terms of equity – they themselves and not editors from another institution chose what should be put forward for inclusion – and of feasibility. Without their help we could not have gathered so many items in so short a time. We hope that all concerned will soon reap benefits in terms of contacts with other scholars and ELT professionals, as well as with prospective students, and that new avenues of co-operation will be the result. We hope that the directory will be found to be a useful and user-friendly way of making links and finding matches – one that will enable researchers, prospective students and other ELT professionals to make contact with the ‘right’ people in the ‘right’ places for their own needs and interests.
Below are some personal reflections by the directory compilers, Shelagh Rixon and Richard Smith, on some of the issues raised by its creation. Our reflections are intended to initiate debate, and both responses and further comments will be welcomed, via the discussion forum associated with the online version of the directory (www.teachingenglish.org.uk/elt-research).

**Historical background**

In many ways the directory represents a 21st century revival of some of the services that used to be provided in the 1970s and early 1980s by the British Council’s ETIC (English Teaching Information Centre), for example the production and distribution of specialised bibliographies on English Language Teaching and the support for international networking within the profession provided by ETIC officers. One of the editors (Shelagh) started her ELT career in ETIC and so found it intriguing to see how these two functions could be mirrored via the present directory, both in its searchable database form and in its PDF/paper form, which has more of the appearance of a conventional annotated bibliography.

In retrospect, the 1970s and early 1980s can be seen to have represented a kind of ‘golden age’ for links between university-based applied linguists, the British Council and ELT, with the development and worldwide diffusion of communicative language teaching being the most obvious manifestation of this. Although the contributions to the ‘communicative movement’ of those working within non-university organisations such as International House and the British Council itself should not be underestimated, it is also true that academic applied linguists including Henry Widdowson, David Wilkins, Chris Candlin, Mike Breen, Keith Johnson, Dick Allwright and Chris Brumfit played a particularly influential role.

From a critical perspective, of course, this previous symbiosis between university applied linguists, the British Council and the ELT profession can be viewed as a kind of ‘unholy alliance’ supporting the spread of inappropriate syllabi, materials and methods and thus maintaining so-called ‘recipient’ or ‘periphery’ countries in an unhealthy state of dependence on ‘donor’ or ‘centre’ expertise. Indeed, a critical turn in ELT research since the 1990s seems to be
reflected in at least some of the work contained in this directory of 2005–2008 research. However, the background phenomenon we would most like to highlight here is the relative lack of interchange between applied linguistics and ELT professional concerns since the 1980s, which, it seems to us, has probably been compounded by the relative absence since the late 1980s of British Council engagement with ELT research in UK universities. From this perspective, the weakening of links between university-based research and initiatives supported by the British Council in the area of ELT can be seen to have been an unfortunate development, since even critical research may have failed to have the impact it might otherwise have had (for example, in relation to the British Council’s current ‘global products’ initiatives).

It is perhaps worth going back to the roots of applied linguistics in British universities to see how far the situation has changed. The term ‘applied linguistics’ started to be widely used in the UK in the 1960s, largely through the activity of the British Council itself in setting up and supporting specialist courses in this new discipline for its own ELT officers and for sponsored students from overseas in institutions such as the University of Edinburgh. Applied linguistics itself, however, has grown away from this original focus. Whereas in the past many individuals occupying applied linguistics posts in British universities were themselves former ELT practitioners, often with a background in work with the British Council either as career officers or as consultants or contracted specialists to the many ELT-based projects administered by the British Council in other countries, this is not nowadays so commonly the case. Indeed, despite being founded originally (in the UK at least) from a desire to place ELT on a stronger academic and research footing, applied linguistics today has concerns which spread far wider than this original remit (as a glance at the pages of the leading journal in the field, *Applied Linguistics*, or newsletters of the British Association for Applied Linguistics (BAAL) will attest). Even in the 1970s, questions were asked about the relevance of applied linguistics to practical concerns, but the relationship of applied linguistic research with ELT and the degree of interpenetration between them seems to us to have weakened further since then. For this reason, and in the absence of strong links between the British Council and university applied linguistics and ELT departments, there may, understandably, be some scepticism among ELT professionals these days about the relevance of applied linguistic research to their concerns.
As we became aware over the last two to three years that the British Council was beginning to re-engage with universities in order to seek out ‘cutting-edge’ research with relevance to ELT, we wondered what they would find and whether, given the direction away from ELT that applied linguistics seems to have taken during the last two to three decades, the quest for such research would be fruitful. We were in favour of the idea that the British Council should reassert a mediating role, and that the value of ‘ELT research’ should be highlighted in counterbalance to any automatic assumption that applied linguistics is necessarily of value to language teachers. This serves to explain our interest in working to compile this directory of UK ELT research, and, we hope, makes sufficiently transparent some assumptions which may have influenced the approach we adopted. Below, we offer further reflections relating to the parameters of the investigation, on the basis of the procedures we adopted and the entries that ended up being included.

The scope of ELT research

As we have indicated, one concern we had before embarking on this venture was whether present-day university-based research would turn out to have relevance to ELT at all. There also seemed to be some scepticism amongst British Council ELT specialists about the value to ELT of much academic research, reflecting concerns within the profession more generally. This pointed to a need, expressed by the British Council to us, specifically to seek out ‘ELT research’, not simply ‘applied linguistic research’.

As compilers of the directory, we therefore found it necessary to come up with our own definition of ‘ELT research’, because no ready-made definition was at hand. Users of the directory will have their own views, both on the narrowness or otherwise of the definition we adopted, and on what has been included by individual institutions and what excluded on its basis. From our perspective, and going by titles alone, it seems clear that not all entries meet the relatively narrow requirement we set up that they should ‘relate directly’ to the teaching, learning or assessment of English as a Foreign, Second or Additional Language. However, this does not particularly surprise us, as we felt in advance that the issue of ‘direct relationship’ to ELT practice would be one of the most problematic and possibly controversial issues we would face.
While we believe that it has proved to be possible to identify a good quantity of what could be termed ‘core ELT research’ (i.e. research which fully meets the definition we set up), some entries may appear to have only a relatively weak relationship with ELT. This includes, for example, some work carried out primarily in relation to the teaching and learning of languages other than English, and, perhaps, some of the work included from fields including sociolinguistics, intercultural communication, second language acquisition and language description. Thus, while the directory has probably captured a very large proportion of the ‘core ELT research’ carried out in UK institutions between 2005 and 2008, some of the research included could be viewed as having a more indirect or even tangential relationship to ELT. More of this kind of relatively ‘non-core’ ELT research was doubtless carried out during the period but for various possible reasons was not entered here, for example due to the location of such research in departments not identified with ELT or applied linguistics, or the greater willingness shown by some departments as opposed to others to accept our ‘narrow’ definition and thereby exclude research of relatively indirect relevance.

We are conscious that our definition of ELT research may seem too narrow, also, for the purposes of some users who might simply wish to find out about interesting recent ELT-related work or ideas in the UK, rather than wanting to know only about research outputs in the way a prospective student seeking an academic supervisor or a scholar seeking partners for a joint research project would want. Thus, although in our invitation to potential contributors we included reference to work such as the creation of databases, corpora and dictionaries – that is, ‘scholarship’ in the definition we adopted – we requested exclusion both of ‘how to’ articles and books, and of learning materials that were based on the writer’s existing professional experience rather than representing ‘original investigation’ undertaken in pursuit of new knowledge. This may be an area that needs to be revisited for future editions of the directory, especially given the high output by freelance authors and UK publishers of learning materials. In a similar connection, it should also be noted that much of the ELT research which goes on in the UK is probably ‘in-house’ and therefore not recordable in the directory in its current form, since accessibility of research outputs was an overriding factor. Such work might include, for example, market research or piloting reports submitted to publishers; consultancy reports for
the British Council or other agencies relating to development projects; or much of the research which is undertaken to validate and improve on large-scale language tests. We were very much open, it should be added, to the submission of reports of practitioner research (action research, exploratory practice, etc.), whether published or formally ‘unpublished’ but nevertheless electronically accessible. However, very few such reports were submitted.

As mentioned above, we initially canvassed a very broad constituency of UK institutions, by no means all of them universities or colleges, but the entries that we actually received are dominated by the higher education sector. One thing that has become clear, then, is that non-university institutions (with the exception, in this directory, of Cambridge ESOL Examinations) do not generally consider themselves to be engaged in research, or at least not research which is publicly accessible. This seems to be a regrettable situation and one which we hope can be improved upon in the future, perhaps with specific British Council encouragement of practitioner research. We welcome views from those outside the university sector who decided not to contribute as to whether the criteria we set up were too restrictive or whether other factors lay behind their current non-representation.

Is UK ELT research distinctive?
Whereas in the past it may have been possible to identify a distinctively ‘British’ approach or approaches, both to ELT and to related applied linguistic research, we question, on the basis of entries for 2005–2008, whether it makes sense any longer to think in these terms. Although the directory’s focus on ‘UK’ ELT research is valuable as a means for identifying, taking stock of and showcasing the work being carried out within British institutions, it is clear also that many of the individual research outputs in the directory have arisen within international specialist networks (as evidenced, for example, by the publication details for many of the papers in edited collections and conference proceedings). In this connection, another relatively recent phenomenon evidenced in the directory is the internationalisation of British higher education in terms of personnel – a significant number of entries are authored by researchers originally from overseas who have found employment within UK universities. Taken together, these phenomena highlight again the way times have changed since the
'heyday’ of the communicative language teaching movement (the 1970s and 1980s) when the last concerted attempts were made by the British Council to ‘tap into’, showcase and nurture UK academic expertise in the field of ELT. The situation now seems much more complex and more diffuse. One question which arises in our minds, then, is ‘To what extent is the UK now a ‘centre’ for ELT research, as opposed to being one amongst an increased and ever-increasing number of interconnected places around the world where ELT research is based?’ ‘Decentring’ seems to be in evidence, also, in the way a number of what we have termed ‘core’ ELT research entries explicitly address issues of ‘centre–periphery’ relations from a critical perspective. At the same time, of course, there is no doubt that the UK does remain an important centre of ELT industry, with UK products ranging from teaching and learning materials to large-scale language tests being marketed worldwide. While extensive links between research and development in the area of large-scale English language assessment are evidenced in the directory, there may appear to be much less engagement by researchers, in either a supportive or a critical role, with some of the other important areas of UK ELT industrial activity, including materials production.

The relevance and impact of ELT research

A peculiarly modern irony might be that of the potential for deskillling, in an ELT sense, of those who enter careers in UK universities and who therefore seem through ‘affiliation’ to have met the criterion for inclusion in this directory of ELT research. Many academics, even when they are former ELT practitioners, may find themselves increasingly cut off from ELT practice by the nature of the daily work they undertake. The modern twist in this tale is the current pressure put upon them by their institutions to carry out the sort of research that wins the greatest accolades in the periodic HEFCE Research Assessment Exercise (RAE, renamed for the next such exercise the Research Excellence Framework, or REF for short) and within the ‘academy’ more generally. This could lead to the possibility that they are deterred from work that would contribute more directly and usefully to the ELT field, and this, we feel, is an area where the British Council can help by finding further means to support such research. For our part, by deliberately casting the net wide in encouraging the submission of items which might not be ‘RAE-able’, for example those not written for
international journals or publishers but instead for local journals, publishers or conference proceedings around the world, or indeed those not published at all in a formal sense, we wished to acknowledge research work which might be relatively appropriate to particular contexts of practice. The directory provides access, then, to a number of lesser-known but thereby potentially more valuable and relevant documents than some of those submitted recently to the RAE. Another factor we would like to highlight in this connection is the way the directory includes a substantial body of research carried out into ESOL and EAL within the British adult education and school sectors, representing work which has perhaps not traditionally been associated with ELT but which does meet the criterion we have been arguing for; of connecting well with issues in contexts of ‘local’ – in this case, UK – practice.

A recent trend that the editors have become aware of as doctoral supervisors in their own institution and as external examiners elsewhere is that higher degree students seem to be getting younger, with a number aiming to start a PhD or even EdD directly after, or within one or two years of, completing an MA. This is likely to have an impact on the types of ELT-related research that are undertaken for such theses. There might have been a decrease in the proportion of research topics emerging directly from very substantial classroom or other career-based experience, although the overall number of doctoral theses submitted seems to have been on the increase. The separate list of PhD and EdD projects supervised in different institutions will allow readers to make up their own minds on this issue.

While both established academics and doctoral students may feel a pressure to work towards abstraction and generalisation rather than the particular and the contextually appropriate in their work, research that is of most direct impact in the ELT field is often very particular – directed at local needs within a small geographical area, a particular school or other institution, or even the researcher’s own practice. As suggested above, we were keen to include such work due to its relevance to practice, even though it might not currently enjoy high status in the academic world. In fact it appears to us that relatively little work of this nature seems to have been submitted to the directory, and this may reflect the danger within those sectors of tertiary education which at the same time claim a connection with the ELT profession, of according more
esteem to work that aims at universality and abstraction than at practical applicability. From our point of view, a hopeful development that may suggest a reversal of such a trend in research assessment – and that may accordingly have some effect on research production – is the HEFCE announcement made in July 2009 that, in future, assessments of the worth of academic research may include up to 30% for ‘impact’. We invite comments from users of the directory on their own conceptions of relevance, quality and impact in ELT research and how the contents entered for 2005–2008 seem to measure up against them.

The limitations and importance of ELT research

Aside from issues of appropriateness or relevance of research to local contexts, there is the fundamental question of why ELT research should be particularly highlighted. The directory’s focus on research-based contributions is, of course, logical in that one of its major functions is to support networking between UK institutions or individual scholars and potential research students, research visitors and/or research collaborators from outside the UK. However, ELT practitioners – or would-be practitioners – seeking MA-level qualifications still form the majority of the student body in many departments where applied linguistic research is carried out. This brings in an important facet of ELT-related work – that of training teachers and its relationship with the development of ELT methodology. As we have already noted above, many of the most respected figures of the 1970s and 1980s followed the career route from ELT teacher to ELT teacher trainer to a university post in applied linguistics. As we have also noted, this may not be so much the case nowadays as it was in the past. At the same time, a significant number of the most influential people in ELT teacher training, materials creation or syllabus design have never occupied academic posts in the strict sense. It remains the case that many of the best-known UK-based ELT writers and teacher trainers are not ‘in the academy’.

Research work by such figures was in fact eligible for inclusion in the directory but it was also necessary for them to be currently affiliated with an organisation such as a university, language school or testing agency. This has meant that any research by authors who work in an entirely freelance capacity and/or who have retired and no longer retain an institutional affiliation has not been included. In this regard, we should not forget the important contribution to the ELT field
of networks like the IATEFL Research Special Interest Group, which does not confine its membership to university staff or to UK-based professionals. It would be good to hear from users of the present directory whether the low number of entries from outside the higher education sector has resulted, from their point of view, in an excessively limited record of relevant ELT inquiry over the last few years.

Despite the possible limitations referred to in these reflections, we would like to end with a positive justification of the focus on ELT research which has been adopted in the present directory. In this connection, we find the following quotation from the recently developed (2005) TESOL ‘Position statement on research and policy’ particularly apposite:

*Research-based knowledge provides a principled basis for understanding language teaching and learning, and making decisions about policies, plans, and actions. Research has the potential to help English language teaching professionals improve the processes, outcomes and conditions for language teaching, learning and assessment. It also can help the profession address urgent social and political issues around the world, improve the materials used for second language teaching in schools, institutions and workplaces, as well as clarify debates and debunk myths regarding second language acquisition. A strong commitment to research as a means of improving professional knowledge is vital to the field of teaching of English to speakers of other languages (TESOL).*

www.tesol.org/s_tesol/seccss.asp?CID=236&DID=1708 (accessed 1/10/09)

If this kind of argument is found to be plausible, then the increasing awareness within the British Council that links with and support for UK ELT research need to be re-established is a welcome development, and one which we hope this directory will help to carry forward.
Final note

Without wishing to claim too much for our work, we would like to think that in working on this new British Council initiative we have contributed to the consolidation, if not the establishment, of ELT research as a field in its own right. Once again, we encourage users of the directory to join in the debate which we hope will ensue, via the directory website (www.teachingenglish.org.uk/elt-research), about the nature of ELT research, its relevance to practitioners and policy-makers, and the emphasis and impact of work currently being carried out. We very much welcome such debate, both for its own sake – as a means to further consolidate the field of ELT research – and, more specifically, as a way to influence possible changes in the parameters and procedures for future versions of the directory.
ISBN: 978-9948-03-366-0
Pages: 154–163
Descriptor(s): Reading
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

ISBN: 9783823361367
Pages: 115–127
Descriptor(s): Cultural issues, Learner cognition, Learner autonomy/strategies
Entered by: University of Nottingham (School of English Studies)

ISBN: 978-9027232441
Pages: 27–30
Principal format: Printed
Descriptor(s): Speaking, Learner cognition
Entered by: University of Nottingham (School of English Studies)

Pages: 3–15
Descriptor(s): Writing, ESOL/EAL
Entered by: University of Exeter (School of Education and Lifelong Learning)

Pages: 35–48
Summary: This article focuses on the responses of bilingual children, particularly on their affective, intellectual and aesthetic responses to picturebooks based on the ‘Reading Pictures’ project based at the Faculty of Education, University of Cambridge. It shows how visual art in picturebooks can encourage the use of language of EAL pupils in primary schools.
Descriptor(s): Reading, Materials, Learner cognition, 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)

ISBN: 978-0-8264-9350-7
Pages: 38–58
Summary: A review of the state of the art in Young Learners materials design worldwide, taking in nearly 100 different sets of course materials. Current trends such as the move towards cross-curricular content are highlighted, as is the continuing need for systematic development of literacy in English.

Descriptor(s): Writing, Speaking, Reading, Methodology, Materials, Listening, English language, Curriculum/syllabus

Learners’ background: various
Institutional level: primary
Entered by: University of Warwick (Centre for Applied Linguistics)


Summary: Karen Ashton reports on the development of a Can Do self-assessment tool for learners of German, Japanese and Urdu which aims to ensure that the difficulty of tasks and ability of learners taking tests in different languages are comparable.

www.cambridgeesol.org/rs_notes/rs_nts24. PDF
Entered by: University of Cambridge ESOL Examinations


Summary: Mick Ashton and Evelina Galaczi describe the background to the new CLIL module for Cambridge ESOL’s Teaching Knowledge Test, a flexible way to assess teachers’ knowledge about teaching a non-language subject (e.g. history or science) through a second or foreign language such as English.

www.cambridgeesol.org/rs_notes/rs_nts34. PDF
Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Teacher education, Assessment

Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Cambridge ESOL Examinations


Summary: Mick Ashton and Hanan Khalifa outline the Teaching Knowledge Test (TKT), an award for teachers of English at any stage in their career, which was developed in response to stakeholder needs.

www.cambridgeesol.org/rs_notes/rs_nts19. PDF
Entered by: University of Cambridge ESOL Examinations

Principal format: Printed
Descriptor(s): Assessment
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Teacher education, Cultural issues
Entered by: University of Exeter (School of Education and Lifelong Learning)


Entered by: University of Leeds (School of Education)


Pages: 7–11
Principal format: CD-ROM
Summary: A model of intercultural awareness (ICA) is presented, based on an empirical study of English language users in Thailand and on theoretical foundations which view the relationship between cultures and languages as liminal, and emergent in intercultural communication. The model attempts to illustrate the relationships between different elements of ICA.

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)


Summary: An essential element in fostering successful intercultural communication is developing cultural awareness as part of ELT pedagogy. To illustrate this, a case study of Thailand is presented. This leads to suggestions on how locally relevant intercultural communicative practices can form part of ELT classroom pedagogy with the aim of developing learners’ cultural awareness.

Descriptor(s): Cultural issues, Methodology, ESOL/EAL, English language
Country of research: Thailand
Learners’ background: Thailand
Institutional level: tertiary
Entered by: University of Southampton (Modern Languages, School of Humanities)


Summary: Fiona Barker outlines the growth in the existence and use of corpora for language assessment and describes a range of current corpus-related activities before looking to future applications of this field for language testers, both within Cambridge ESOL and more widely.

www.cambridgeesol.org/rs_notes/rs_nts26. PDF
### ENTERED BY: University of Cambridge ESOL Examinations


**Summary:** Fiona Barker and Stuart Shaw’s article reports on an ongoing and long-term study to locate the three levels of YLE on to a common scale, thereby providing empirical validation for the vertical equating of levels.

www.cambridgeesol.org/rs_notes/rs_nts28. PDF

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


**Summary:** Fiona Barker, Steve Murray, Stephen McKenna and Ivana Vidakovic outline a range of other research and stakeholder projects undertaken within the FCE and CAE Review project.

www.cambridgeesol.org/rs_notes/rs_nts30. PDF

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


www.pucsp.br/isfc/proceedings

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


**Descriptor(s):** Learning technologies

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


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

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


**ISBN:** 978-1900650793

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


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


**ISBN:** 9780521541916

**Pages:** 87–95

**Entered by:** University of Leeds (School of Education)
ISBN: 978-0335219377
Pages: 87–95
Entered by: University of Leeds (School of Education)

Summary: Available online: www.nrdc.org.uk/content.asp?CategoryID=42&ArticleID=786
Descriptor(s): ESOL/EAL
Associated project: ESOL Effective Practice project
Entered by: University of Leeds (School of Education)

Principal format: Printed
Descriptor(s): Writing, Reading
Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

Descriptor(s): Methodology, Learner cognition, English language, Classroom interaction
Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

Summary: Andrew Blackhurst reports on the latest trial of the computer-based IELTS test, looking at candidates’ familiarity with computers and how examiner attitudes affected marking of writing scripts. Statistical analysis revealed no significant intergroup differences by gender, age or first language, which suggests that the relationship between CB and PB scores is not affected by these differences between candidates.
www.cambridgeesol.org/rs_notes/rs_nrs21. PDF
Entered by: University of Cambridge ESOL Examinations

ISBN: 978-3-03910-909-8
Descriptor(s): Learning technologies, Assessment
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations

Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: adult

Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: adult


ISBN: 9781847185129
Descriptor(s): Cultural issues, ESOL/EAL, Assessment

Country of research: United Kingdom
Learners’ background: various
Institutional level: adult


Entered by: University of Birmingham (School of Education)


Entered by: University of Birmingham (School of Education)


ISBN: 1–4039–3964–0

Summary: This book begins with a discussion of globalization, migration, multiculturalism, identity, the global city and the history of migration to Britain and London. It then examines the language/cultural identities of four groups in London: East Asian graduate students, French foreign language teachers, Spanish-speaking Latinos and second-generation British Asian university students.
ISBN: 0-8264-7406-3
Summary: This book begins with a presentation of a poststructuralist approach to identity and then considers early SLA research on affective variables, examining how identity was an issue. It then considers research focusing on identity in three distinct contexts: (1) adult migration, (2) foreign language classrooms and (3) study abroad programmes.
Descriptor(s): Cultural issues, ESOL/EAL
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

Summary: This article focuses on empirical research linking L2 learning and identity which has been published since Firth and Wagner (1997). It begins with a discussion of the broadly poststructuralist approach to identity and then critically reviews key publications carried out in naturalistic, foreign language and study abroad contexts.
Descriptor(s): ESOL/EAL
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

ISBN: 0387328750
Pages: 31–43
Summary: This chapter examines globalisation theory before considering its relevance and applications to language education research. The latter discussion is organised in terms of: (1) early developments, (2) work in progress,
problems and difficulties and
(3) future directions.
Descriptor(s): Cultural issues, ESOL/EAL
Entered by: Institute of Education, London
(Department of Learning, Curriculum and Communication)

ISBN: 184706423X
Pages: 187–203
Summary: This chapter explores the extent to which the metaphor of LOSS (MoL) is always appropriate as a way of framing discussions of language maintenance and shift in the lives of individuals. It concludes with a call for a more nuanced approach to this area of research.
Descriptor(s): Cultural issues, ESOL/EAL
Country of research: United Kingdom
Institutional level: primary
Entered by: Institute of Education, London
(Department of Learning, Curriculum and Communication)

Summary: This study identifies some basic characteristics of pocket electronic dictionaries on sale in Thailand, and explores the dictionary using habits and preferences of staff and students at a Thai university.
Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies, English language
Country of research: Thailand
Learners’ background: Thailand
Institutional level: tertiary
Entered by: Coventry University

Pages: 325–340
Entered by: University of Leeds
(School of Education)

Pages: 190–209
Descriptor(s): Teacher cognition
Entered by: University of Leeds
(School of Education)
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|----------|-----------------------------------------------------------------------------------------------------------------------------------------| Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------------| ISBN: 9781931185370 | Pages: 1–6 | Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| ISBN: 0826477283 | Descriptor(s): Teacher cognition | Entered by: University of Leeds (School of Education) |

|----------|-----------------------------------------------------------------------------------------------------------------------------------| www.education.leeds.ac.uk/research/uploads/40.PDF | Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| Summary: This paper illustrates ways of studying what research means to teachers in an in-service teacher education context. | Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| Entered by: University of Leeds (School of Education) |

|----------|---------------------------------------------------------------------------------------------------------------------------------| ISBN: 9789948037699 | Pages: ix–xiii | Entered by: University of Leeds (School of Education) |

|-----------------------|---------------------------------------------------------------------------------------------------------------------------------| Entered by: University of Leeds (School of Education) |
Entered by: University of Leeds (School of Education)

ISBN: 9783039114696
Pages: 305–330
Summary: This chapter attempts a brief overview of the implications of CA-based approaches to interaction for the teaching of speaking in the LSP classroom.
Descriptor(s): Speaking, Methodology, ESP, Classroom interaction
Entered by: Newcastle University (School of Education, Communication and Language Sciences)

ISBN: 9783039114696
Summary: Introduction to a ground-breaking volume which shows how conversation analysis can make a significant contribution to the teaching of spoken language for specific purposes (LSP) and provides a firm foundation for future research and practice in this area.
Descriptor(s): Classroom interaction, Speaking, Methodology, ESP, Curriculum/syllabus
Country of research: various
Learners’ background: various
Entered by: Newcastle University (School of Education, Communication and Language Sciences)

ISBN: 0-7044-2627-7
Pages: 180–194
Summary: Looks at how home and international students interact in group project work in higher education.
Descriptor(s): Cultural issues, ESOL/EAL, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University

Pages: 339–342
Principal format: CD-ROM
Summary: In the wake of negative responses by students regarding the quality and helpfulness of feedback, tutors have begun to explore ways in which new technologies can improve feedback. This paper reviews the literature in the area of student feedback and provides some initial results into trials conducted using screen capture software for student feedback. The final part of the paper discusses some of the procedural and practical issues which need to be addressed in developing a clear methodology for this type of feedback.
Descriptor(s): Writing, Teacher education, Methodology, Learning technologies, English language, Classroom interaction, Assessment
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** Coventry University

**Summary:** Annie Brown and Lynda Taylor report on a project commissioned by Cambridge ESOL to survey examiners’ views and experience of the IELTS Speaking Test following its revision in 2001. This survey explored both the Speaking Test’s format and tasks and how raters assessed candidates taking the test.  
www.cambridgeesol.org/rs_notes/rs_nts26. PDF  
**Entered by:** University of Cambridge ESOL Examinations

**ISBN:** 978-0-230-00173-2  
**Pages:** 71–83  
**Summary:** Report on an action research project involving development of teacher-learner autonomy within initial teacher education, including consideration of how resistance to the course design was responded to through investigation and changes which safeguarded the innovation.  
**Descriptor(s):** Teacher education, Teacher cognition, Learner cognition, Learner autonomy/strategies  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Leeds (School of Education)

**Pages:** 152–166  
**Descriptor(s):** Teacher education, ESOL/EAL  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)

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

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

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

**ISBN:** 978-0521674393  
**Summary:** Book and CD-ROM versions

Summary: Lucy Chambers explores the impact of computer-based formats on writing performance by comparing the paper-based and computer-based writing from the PET exam.

www.cambridgeesol.org/rs_notes/rs_nts34.pdf


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

Country of research: Taiwan

Entered by: University of Cambridge ESOL Examinations


Summary: This paper describes the analysis of a small corpus of writing in English for academic purposes produced by L1 speakers of Mandarin. A tagset was developed for the identification of formal errors in the corpus, and these errors were subsequently analysed with a view to creating remedial grammar materials.

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

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: Coventry University


Summary: This paper describes the design of corpus-based online materials to address students’ most common grammatical mistakes, to improve proofreading skills, and to provide international EAP students with flexible and independent learning support. The materials were particularly targeted at Chinese and East Asian learners.

Descriptor(s): Writing, Materials, Learning technologies, ESP

Country of research: United Kingdom

Learners’ background: China

Summary: This paper describes the process of developing GrammarTalk, a set of interactive grammar materials designed to help Chinese EAP students improve their formal accuracy.

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

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: Coventry University


Summary: This paper investigates international students’ responses to GrammarTalk, a set of interactive grammar materials designed to help Chinese EAP students improve their formal accuracy.

Descriptor(s): Writing, Materials

Country of research: United Kingdom

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


Summary: This study surveyed 90 UK ELT institutions to investigate the extent to which the Native Speaker criterion played a part in employing EFL teachers. This was found to be a pre-interview criterion which often excludes competent EFL teachers from consideration in the recruitment process. This was true of the sample as a whole as well as of subsamples.

Descriptor(s): Management/Innovation

Country of research: United Kingdom

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


Summary: This article provides a detailed investigation into pragmatic and interactive aspects of lingua franca talk, and considers the impact these have on the lexicogrammar of speakers engaged in ELF communication.

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

Country of research: United Kingdom

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


**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)


**Summary:** Margaret Cooze and Stuart Shaw report on research to establish the impact of reduced input and output length in FCE and CAE Writing papers using a series of multiple rating exercises where groups of examiners rated common sets of writing performances for the updated specifications. www.cambridgeesol.org/rs_notes/rs_nts30. PDF

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

**ISBN:** 978-0-19-442267-3

**Summary:** Part of the Oxford Handbooks for Language Teachers series, the book examines the teaching and learning of English in migrant contexts. The authors draw on their extensive research in ESOL in the UK.

**Descriptor(s):** Teacher education, ESOL/EAL  
**Country of research:** United Kingdom


**Descriptor(s):** Teacher education, ESOL/EAL  
**Entered by:** University of Exeter (School of Education)

**ISBN:** 9780230553514  
**Pages:** 5–23
Summary: Explores what happens in the post-observation feedback conference in initial teacher training for EFL teachers.

Descriptor(s): Teacher education

Country of research: United Kingdom

Learners' background: United Kingdom

Institutional level: adult

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


Summary: David Corkill and Martin Robinson report on how Cambridge ESOL designs tasks for LSP tests, describing how the International Legal English Certificate (ILEC), an exam for the global legal community, is being developed with the assistance of legal expertise.

www.cambridgeesol.org/rs_notes/rs_nts25.pdf

Entered by: University of Cambridge ESOL Examinations


Pages: 223–238

Summary: This volume brings together contributions from experts in this diverse and complex field and presents an up-to-date picture of thinking on internationalisation and its impact on Chinese and Western institutions, their regulatory framework, motivations, aspirations and quality assurance considerations.

Descriptor(s): Cultural issues, Curriculum/syllabus

Country of research: United Kingdom

Entered by: University of Birmingham
(School of Education)

Creese, A. 2005. 'Is this content-based language teaching?'. Linguistics and Education 16/2: 188–204.

Entered by: University of Birmingham
(School of Education)


Entered by: University of Birmingham
(School of Education)


ISBN: 1853598224

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

Country of research: United Kingdom

Learners' background: various

Institutional level: secondary

Entered by: University of Birmingham
(School of Education)


Entered by: University of Birmingham
(School of Education)

Principal format: Printed
Summary: Looks at extended non-native spoken discourse to see how coherence breaks down. Considers miscues in semantic consistency (specificity) and pragmatic relevance and how these accumulate leading to a loss in coherence.
Descriptor(s): Speaking, ESOL/EAL, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University


Principal format: Printed
Summary: Looks at how international students are both guests and host to the learning context, based on a systems approach to intercultural communication.
Descriptor(s): Teacher education, Cultural issues, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University

Pages: 57–81
Summary: Research into verb and noun combinations shows Chinese learners of English use memorized chunks in written interlanguage and have a higher error rate in verb and noun combinations compared with Greek and German learners; it is argued this behaviour relates to input and education, as well as L1 influence and produces a form of linguistic creativity.

Summary: In this paper we examine verb + noun combinations as used by Chinese learners of English and compare them with Greek and German learners as investigated by Giovi (2006) and Nesselhauf (2003), respectively.


Summary: Clare Mitchell Crow and Chris Hubbard describe how Cambridge ESOL is developing a web-based resource to support and communicate directly with all of our Professional Support Network (the worldwide community of examiners, item writers, presenters, inspectors and other external resources who provide professional support to Cambridge ESOL activity).


Summary: Clare Mitchell Crow and Clare Harrison describe how Cambridge ESOL is developing a web-based professional development tool to support and communicate directly with all of our Professional Support Network (the worldwide community of examiners, item writers, presenters, inspectors and other external resources who provide professional support to Cambridge ESOL activity).


Descriptor(s): Cultural issues

Summary: Clare Mitchell Crow and Clare Harrison describe the Teacher Portfolio, a web-based professional development tool for teachers to document various aspects of their teaching career. This new provision sits alongside existing portfolios available for other groups, for example the EAQUALS/ALTE European Language Portfolio (ELP) for language learners.

Descriptor(s): Methodology, English language

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


Descriptor(s): Speaking, Materials, Classroom interaction

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


Summary: English language learners’ cultural knowledge and home language skills are important resources in enabling academic engagement. English language learners tend to engage academically to the extent that instruction affirms their identities and enables them to invest their identities in learning. One effective approach to identity affirmation is the identity text, in which a student creates an expressive written, oral, dramatic, or artistic product. Encouraging students to write dual language books in the classroom is another way to show that schools value both the student’s culture and home language. Acknowledging and actively promoting students’ linguistic and cultural capital creates a pedagogy of respect and encourages English language learners to engage in literacy.

Descriptor(s): Writing, Cultural issues

Country of research: Canada

Institutional level: primary

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


Summary: In this article, we argue that given the timelines required for bilingual ESL students to catch up to their peers in English literacy skills, instruction that builds on students’ home language (L1) proficiency represents a potential lifeline that enables students to participate academically and express their intelligence and identities within the classroom.

www.oise.utoronto.ca/orbit/documents/cummins_etal_002.PDF

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

Country of research: Canada

Learners’ background: Canada

Institutional level: primary

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


ISBN: 9780230217041

Summary: This chapter argues that implicitness is an essential feature of spoken grammar, lexis and discourse structure, that it demands a systematic study of its inter-related parts, and that it should be a central part of the model taught to students of English as a Foreign Language, so that they can be helped to communicate on all levels with their interlocutors.

Descriptor(s): Teacher education, Speaking, Cultural issues, Materials, Listening,
English language, Curriculum/syllabus, Classroom interaction

Country of research: United Kingdom

Entered by: University of Edinburgh (School of Education)

ISBN: 9781403988171

Summary: I describe my model of Vague Language (VL) and discuss studies on the influence of social factors, such as function, depth of relationship and gender. The chapter also explores applications of findings to TEFL and describes an experiment on the teachability of VL.

Descriptor(s): Writing, Speaking, Cultural issues, Reading, Methodology, Materials, Listening, English language, Curriculum/syllabus, Classroom interaction

Entered by: University of Edinburgh (School of Education)

ISBN: 9781403988171

Summary: Vague Language (VL) is a central feature of daily language, spoken and written. Gathering descriptions from a variety of specialisms, this book examines the function of VL in a range of social contexts. It then suggests applications to language teaching, and directions that research could take next.

Descriptor(s): Writing, Speaking, Cultural issues, Reading, Methodology, Materials, Listening, English language, Curriculum/syllabus, Classroom interaction

Entered by: University of Edinburgh (School of Education)

ISBN: 978-0-521-70327-7
Pages: 1–32

Summary: Introduction to a volume which presents and evaluates cutting-edge research into the way vocabulary knowledge is stored, learned and tested.

Descriptor(s): Assessment

Entered by: Swansea University (Department of Applied Linguistics)

This paper investigates whether the C-test can partially replace the Test of English for International Communication (TOEIC). It is argued that the C-test is the more suitable test for large numbers when measuring students' progress.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of West of England (School of Humanities, Languages and Social Sciences)

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**ISBN:** 978-0-521-87851-7

**Pages:** 234–245

**Summary:** The present study investigates to what extent teacher judgement of EFL essays can be predicted by measuring the lexical richness of these texts. Although the teachers did have different individual preferences in the detailed analysis of the essays, there was a highly significant correlation between them, which is an indication for reliable rating.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of West of England (School of Humanities, Languages and Social Sciences)

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**ISBN:** 978-0-521-87851-7

**Pages:** 150–164

**Summary:** In this chapter we intend to investigate which measurement of lexical richness appears the most suitable for measuring oral proficiency of Chinese EFL learners. This is a specific task and one where the vocabulary knowledge that a learner can bring to bear should play an important role in their success in carrying out the task.

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** University of West of England (School of Humanities, Languages and Social Sciences)

Summary: Vocabulary is now considered integral to just about every aspect of language knowledge. This volume brings together contributions from internationally renowned researchers in this field to explain much of the background to study in this area. It introduces to a wider audience the concerns, the new approaches and developments in the field of vocabulary research and testing.

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

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


Descriptor(s): ESOL/EAL, Assessment

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


Summary: A comparative study of Hong Kong and Japanese learners receiving instruction in English intonation patterns at the Institute for Applied Language Studies, Edinburgh.

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

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


Entered by: University of Leeds (School of Education)


ISBN: 9027238987

Entered by: University of Leeds (School of Education)


Summary: Sacha DeVelle describes a study to examiner raters’ use and perceptions of the revised IELTS pronunciation scale. www.cambridgeesol.org/rs_notes/rs_nts34. PDF

Entered by: University of Cambridge ESOL Examinations


Summary: This article reflects on the continued momentum of empirical research and debate regarding English as a lingua franca. The discussion considers the current situation in light of theoretical positions on globalization, arguing that a ‘transformationalist’ perspective is of most relevance to furthering our understanding of ELF.

Summary: This article provides a summary of recent research into English as a lingua franca and reflects on some of the key practical and theoretical concerns involved if language teachers are to adopt a World Englishes/ELF perspective in the classroom.


Summary: This is an inquiry into the pedagogy of the Ideas Factory and EAL children’s literacy practices that this approach facilitated. A multimodal social semiotic approach to teaching and learning in the gallery and the classroom is the framework for the understanding of children’s literacy work.

www.tate.org.uk/britain/ideasfactory/2006/PDF/verbal-eyes-report.PDF


Pages: 147–176

Summary: In this paper we investigate the use of the English article system in two comparable learner corpora, Chinese-English and Spanish-English. Such investigation is significant as article use is at the interface of syntax, semantics and pragmatics.


ISBN: 978-0582382381


Descriptor(s): ESP, English language

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


Pages: 147–176

Summary: In this paper we investigate the use of the English article system in two comparable learner corpora, Chinese-English and Spanish-English. Such investigation is significant as article use is at the interface of syntax, semantics and pragmatics.

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


Descriptor(s): ESP, English language

Entered by: The Open University (Faculty of Education and Languages)
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies) |
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**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies) |
**ISBN:** 9780387463001  
**Pages:** 719–731  
**Descriptor(s):** Management/innovation, Learner cognition, Learner autonomy/strategies, Classroom interaction  
**Entered by:** University of Nottingham (School of English Studies) |
ISBN: 9788497887175  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies) |
ISBN: 9788497887021  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies) |
ISBN: 9789056295097  
**Pages:** 95–109  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies) |
**Entered by:** University of Nottingham (School of English Studies) |
**Descriptor(s):** Teacher education, Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of English Studies)

**ISBN:** 9788957264959  
**Descriptor(s):** Assessment  
**Entered by:** University of Nottingham (School of English Studies)

**Descriptor(s):** Cultural issues, Learner cognition  
**Country of research:** Hungary  
**Institutional level:** secondary  
**Entered by:** University of Nottingham (School of English Studies)

*Talde-Dinamika Hizkuntz Ikasgelan* [Basque translation of Group Dynamics in the Language Classroom]. Donostia, Spain: HABE.  
**ISBN:** 978-84-95827-93-7  
**Descriptor(s):** Management/innovation, Learner cognition, Learner autonomy/strategies, Classroom interaction  
**Entered by:** University of Nottingham (School of English Studies)

**ISBN:** 978-1-85359-885-2  
**Descriptor(s):** Cultural issues, English language  
**Country of research:** Hungary  
**Institutional level:** secondary  
**Entered by:** University of Nottingham (School of English Studies)

**Summary:** This study investigates a series of dyadic consciousness-raising tasks which were introduced into an actual L2 classroom This research not only shows that consciousness-raising tasks can bring about significant learning gains in L2 explicit knowledge, but further reveals that many such learning opportunities lie outside the explicit linguistic focus of the tasks under scrutiny.  
**Descriptor(s):** Learner cognition, Classroom interaction, Assessment  
**Country of research:** Germany  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** King’s College London (Department of Education and Professional Studies)

**ISBN:** 9783631573303  
**Pages:** 13–46
Summary: This paper provides a framework within which research into TBLT can be situated. It first focuses on tasks in SLA research. Several theoretical positions are reviewed. The use of tasks in L2 pedagogy is considered and tasks are suggested as a conceptual link between L2 teaching and learning.

Descriptor(s): Teacher education, Methodology, Materials, Management/innovation, Curriculum/syllabus

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


Principal format: CD-ROM

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


ISBN: 9780230580060

Entered by: University of Manchester (School of Education)


Descriptor(s): Management/innovation, Curriculum/syllabus

Institutional level: adult

Entered by: University of Manchester (School of Education)

Edge, J. 2008. ‘Discourses in search of coherence’ in S. Garton and K. Richards (eds.) Professional Encounters in TESOL:


ISBN: 978-0230553514

Pages: 232–247

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

Entered by: University of Manchester (School of Education)


Summary: This paper compares published writing produced by British and Sudanese medical researchers. Both sets of articles conformed to editorial requirements and followed the conventional IMRD structure to a large extent, but differences were noted in the realisation of these components, particularly in the discussion section.

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

Country of research: United Kingdom

Learners’ background: Sudan

Institutional level: tertiary

Entered by: Coventry University


Summary: This report summarises key findings of the first year of the longitudinal, transnational study, highlighting attitudinal and linguistic progress; indicating the importance of in-school and out-of-school support (FL contexts: 6 English, 1 French/Spanish).

www.ellieresearch.eu/docs/ELLiE_1st_Interim_Report_Dec_08.PDF

Descriptor(s): Methodology, Management/innovation, English language, Curriculum/syllabus
**Country of research:** various

**Learners’ background:** various

**Institutional level:** primary

**Associated project:** Early Language Learning in Europe (ELLiE)

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

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**ISBN:** 3 8233 6136 8

**Pages:** 177–192

**Summary:** This study draws on interview data from Hungarian senior academics and ministry officials reviewing the process of language policy-making for an early start to foreign language learning (English) during the 1990s in Hungary. Implications of the decision against a mandatory early start are contextualised within a wider EU soft policy context.

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

**Country of research:** Hungary

**Institutional level:** primary

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

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**ISBN:** 10: 3-526-50836-4

**Pages:** 59–70

**Summary:** This paper focuses on the role of picture story books in the development of critical visual literacy and their potential contribution to the achievement of critical written literacy for young learners of English as a foreign language.

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

**Institutional level:** primary

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

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**Summary:** This study interrogates contemporary drivers of Polish language-in-education planning, proposing their essentially political nature as a vehicle for the acquisition of linguistic cultural capital and questioning the extent to which this decision is founded on empirical evidence of the real advantages of an early start.

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

**Country of research:** Poland

**Institutional level:** primary

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

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

**Institutional level:** adult

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

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Descriptor(s): Cultural issues, English language, Classroom interaction
Institutional level: adult
Entered by: The Open University (Faculty of Education and Languages)


Descriptor(s): Cultural issues, English language
Institutional level: adult
Entered by: The Open University (Faculty of Education and Languages)

ISBN: 978 3823361367
Pages: 215–230
Descriptor(s): Speaking, Cultural issues, English language
Institutional level: adult
Entered by: The Open University (Faculty of Education and Languages)
social space’ in J. Cutting (ed.)
Pages: 138–157
Summary: This chapter used the British English CANCODE corpus and the Irish English LICE corpus to explore vague language in contexts where the participants have different degrees of shared knowledge and intimacy, notably casual conversation, spoken academic data, and calls to radio phone-ins. The implications for language teaching are considered.
Descriptor(s): Speaking, Cultural issues, ESP, English language, Classroom interaction
Entered by: University of Nottingham (School of Education)

Summary: Peter Falvey and Stuart Shaw continue a series of articles on the IELTS Writing Revision project. They report the latest trial of new writing assessment criteria and describe how well they are being interpreted and applied, followed by a discussion of the process approach to developing tests which examines how tests fulfil their intended purpose.

www.cambridgeesol.org/rs_notes/rs_nts23.pdf
Entered by: University of Cambridge ESOL Examinations

ISBN: 1853597759
Pages: 140–165
Descriptor(s): Teacher education, Cultural issues
Country of research: Bulgaria
Learners’ background: Bulgaria
Institutional level: tertiary
Entered by: University of Manchester (School of Education)

ISBN: 3-631-55806-6
Pages: 191–212
Descriptor(s): Teacher education, Teacher cognition, Cultural issues
Country of research: Bulgaria
Learners’ background: Bulgaria
Institutional level: tertiary
Entered by: University of Manchester (School of Education)

Summary: A call for second language teachers to prioritise the teaching of listening skills and compensatory strategies so as to enable learners to take full advantage of the rich linguistic resources which are now available outside the classroom
Descriptor(s): Listening, Learner autonomy/strategies, English language

Summary: It is useful to know which parts of the signal L2 listeners are likely to recognize, and which are likely to be lost to them. This study investigated whether function or content words are processed more accurately. It found that the recognition of functors fell significantly behind that of lexical words, regardless of first language and level of proficiency.

Descriptor(s): Listening
Country of research: United Kingdom
Learners’ background: various
Entered by: University of Reading (Department of Applied Linguistics)


Summary: Overview of current issues and recent developments in L2 listening research.

Descriptor(s): Listening
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Reading (Department of Applied Linguistics)


Summary: Review of the many ways in which theory in psycholinguistics can extend our understanding of the processes underlying the acquisition, the storage and the use of a second language – especially in relation to the skills of speaking, listening, writing and reading.

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


Summary: A comprehensive proposal for a new approach to the teaching of L2 listening, to supplement and replace the much-challenged comprehension approach. Accompanied by a detailed description of the nature of the listening process, both in L1 and in L2, to ensure a better understanding among teachers of their goals in teaching the skill.

Descriptor(s): Methodology, Listening
Country of research: various
Learners’ background: various
Entered by: University of Reading (Department of Applied Linguistics)


Summary: Any online processing that takes place while an utterance is unfolding is extremely tentative, with early-formed hypotheses having to be revised as the utterance proceeds. This study examines how first and second language listeners adjust these segmentation assumptions as new perceptual evidence comes in. The results indicated a significant difference in the way in which first and second language listeners deal with incorrect hypotheses.

Descriptor(s): Listening
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: University of Reading (Department of Applied Linguistics)

**Summary:** This is a study of learner autonomy and specified cognitive, social, and metacognitive strategies across a range of computer-based materials. The work suggests a need for more social interaction in the target language and recognition that learner choices in a digitalised age may not match established practitioner beliefs.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

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

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**ISBN:** 978-0-521-70327-7

**Pages:** 116–132

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

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

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Fitzpatrick, T. and A. Wray. 2008. 'Why can't you just leave it alone? Deviations from memorised language' in F. Meunier and S. Granger (eds.) *Phraseology in Foreign Language Learning and Teaching*. Amsterdam: Benjamins.

**ISBN:** 978-90-272-3244-1

**Pages:** 123–148

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

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

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

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<td>Flowerdew, J. and S. Leong</td>
<td>2007</td>
<td>'Metaphors in the discursive construction of patriotism: The case of Hong Kong’s constitutional reform debate'</td>
<td>Discourse and Society 18/3: 273–294</td>
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<td>Flowerdew, J. and Y-Y. Li</td>
<td>2008</td>
<td>'Language re-use among Chinese apprentice scientists writing for publication'</td>
<td>Applied Linguistics 28/3: 440–465</td>
<td>Entered by: University of Leeds (School of Education)</td>
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<td>Fortune, A.</td>
<td>2005</td>
<td>'Learners’ use of metalanguage in collaborative form-focused L2 output tasks'</td>
<td>Language Awareness 14/1: 21–38</td>
<td>Entered by: University of Leeds (School of Education)</td>
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learners provide themselves and each other with other kinds of potentially valuable opportunities for language development.

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult

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


**ISBN:** 978-0-387-46300-1

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

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


**ISBN:** 1-9311-8530-1

**Pages:** 81–89

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

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


**Summary:** A summary by Diana Fried-Booth of research into FCE Listening focusing on changes to the format of Part 1 of the paper.

www.cambridgeesol.org/rs_notes/rs_nts30. PDF

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


**ISBN:** 9783631569054

**Pages:** 33–46

**Summary:** The chapter was an outcome from the EU–Funded Clilcom project, focusing on the development of CLIL teacher competences.

**Descriptor(s):** Management/innovation, Curriculum/syllabus

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


**ISBN:** 10: 0521542480

**Pages:** 422–445

**Summary:** This study investigates the judgements made by twelve trainee examiners (TEs) for the IELTS Writing Module. On successive occasions, before and during training, the TEs rated a set of eight scripts and wrote brief retrospective reports about their rating of four of the scripts.
Descriptor(s): Writing, English language, Assessment
Country of research: United Kingdom
Entered by: University of Reading (Department of Applied Linguistics)


Summary: This study examines the feedback practices of 110 EFL teachers from five different countries (Cyprus, France, Korea, Spain and Thailand), working in secondary school contexts. All provided feedback on the same student essay. Most teachers reacted as language teachers, rather than as readers of communication.

Descriptor(s): Writing, Methodology, English language
Country of research: various
Institutional level: secondary
Entered by: University of Reading (Department of Applied Linguistics)


Summary: Evelina Galaczi presents performance data for FCE, CAE and CPE Speaking Tests for 2003, reporting on work to validate these Upper Main Suite tests through analysis of scoring criteria and examiner behaviour.

www.cambridgeesol.org/rs_notes/rs_nots20.

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Speaking, ESOL/EAL, Assessment
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations


Summary: Evelina Galaczi and Angela Ffrench describe the revision of assessment scales for Speaking tests for Main Suite
and Business English Certificate (BEC) exams.

www.cambridgeesol.org/rs_notes/rs_nts30.

PDF

Entered by: University of Cambridge
ESOL Examinations


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

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Birmingham (School of Education)


Descriptor(s): ESOL/EAL, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Birmingham (School of Education)


Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Entered by: University of Birmingham (School of Education)


ISBN: 0-08-044299-4

Pages: vol 6, 480–483

Descriptor(s): Learner autonomy/strategies

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


Pages: 116–121

Descriptor(s): Cultural issues

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

Garrett, P., A. Williams and B. Evans. 2005. ‘Attitudinal data from New Zealand, Australia, the USA and UK about each other’s Englishes: Recent changes or consequences of methodologies?’.*Multilingua* 24: 211–236.

Descriptor(s): Cultural issues

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


ISBN: 9780230555314

Pages: 67–86

Summary: An investigation into the effects that teacher beliefs may have on the interaction patterns that teachers set up in their classrooms.

Descriptor(s): Teacher cognition, Classroom interaction
**Entered by:** Aston University (School of Languages and Social Sciences)


**Summary:** This paper examines the distinctive contribution that distance education can make to teacher development.

**Descriptor(s):** Teacher education

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


**Descriptor(s):** Teacher education

**Institutional level:** tertiary

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


**ISBN:** 9780230553514

**Pages:** xiii–xxvii

**Summary:** An introduction to this edited collection looking at the career trajectory of those in TESOL, teacher cognition and the discourses of teachers

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

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


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

**Learners’ background:** various

**Institutional level:** tertiary

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


**Summary:** Ardeshir Geranpayeh reports on studies undertaken to investigate how Structural Equation Modelling (SEM) can aid the revision of high stakes testing, using CAE as a case study. He describes how SEM can be used to show that changes to the format of tests would not significantly change the underlying constructs of the CAE exam.

www.cambridgeesol.org/rs_notes/rs_nts30.PDF

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


**Summary:** Article explores sources of difficulty for test items in a General English Listening test using Differential Item Functioning (DIF). This procedure is used to show how tests are fair to candidates and as free from construct irrelevant variables as possible. This article investigates whether age is a source of unfairness in the Certificate in Advanced English (CAE) Listening paper.

www.cambridgeesol.org/rs_notes/rs_nts32.PDF

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

and issues in assessing second language listening'. *Cambridge ESOL: Research Notes* 32: 2–5.

**Summary:** Article describes the development of listening tests in Cambridge ESOL's examinations from 1913 to the present day, covering the nature of listening ability along three dimensions of a socio-cognitive framework: individual characteristics, extra-contextual factors and internal cognitive processing. They consider some of the issues with regard to assessing listening, such as the interplay of cognitive and contextual features.

www.cambridgeesol.org/rs_notes/rs_nts32. PDF

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

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

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

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**Descriptor(s):** English language

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

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**Descriptor(s):** English language

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

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**ISBN:** 9783039107889

**Pages:** 237–278


**Descriptor(s):** English language

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

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**Descriptor(s):** English language

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

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**Descriptor(s):** Learning technologies

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

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**Descriptor(s):** Writing, Curriculum/syllabus, 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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<td><strong>Summary:</strong></td>
<td>Learners and teachers on IELTS and non-IELTS EAP courses responded to questionnaires on academic writing instruction. Although test preparation courses, as predicted by washback theory, did appear to cover a relatively narrow range of skills, evidence was found that narrow preparation strategies were not driven primarily by learner expectations.</td>
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**Descriptor(s):** Assessment

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


**ISBN:** 978-0194422543

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

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


**Summary:** Large numbers of students from the Chinese speaking world are nowadays enrolled in Western universities, prompting the need for awareness of their educational beliefs and practices. Although an established literature seeks to characterize ‘the Chinese learner’, much of this research results in stereotypical representations of a ‘reduced other’: passive, uncritical and over-reliant on the instructor.

**Descriptor(s):** Cultural issues

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Associated project:** Chinese Learners’ Perceptions and Constructions of British Academic Culture

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


**Pages:** 56–65

**Summary:** This paper explores the international student experience from the perspective of identity construction. Through case studies based on ethnographic interviews, it documents the cultural, linguistic and academic challenges of Chinese-speaking students.

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

**Country of research:** United Kingdom

**Learners’ background:** China
### Institutional level
- tertiary

### Associated project
- Chinese Learners’ Perceptions and Constructions of British Academic Culture

### Entered by
- University of Bath (Department of Education)

*Using a multicultural classroom to explore stereotypes: Moving towards intercultural competence* in J. Aden (ed.) *De Babel a la Mondialisation: Apports des Sciences Sociales a la Didactique des Langues.* Paris: CNDP.

### ISBN
- 2-86621-372-6

### Pages
- 385–402

### Summary
- Representations of other cultures often consist in the first place of stereotypes. People also often generate autostereotypes of their own culture: homogenous constructs which are not congruent with the diverse reality of their community (Wodak et al., 1999). It can be helpful for foreign and second language learners to consider stereotypes both of their own culture and the target language culture, as a first step to becoming interculturally aware.

### Descriptor(s)
- Cultural issues

### Country of research
- United Kingdom

### Learners’ background
- various

### Institutional level
- tertiary

### Entered by
- University of Bath (Department of Education)

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*‘Where am I from?’ ‘Where do I belong?’ The negotiation and maintenance of identity by international school students*. *Journal of research in International Education* 7/3: 257–276.

### Summary
- While the benefits of a mobile expatriate lifestyle are widely reported, it must also be recognized that many students who have attended international schools experience a confused sense of identity due to the fragmented nature of their personal histories. This article seeks to refine our understanding of how these globally mobile young people negotiate and maintain a sense of identity.

### Descriptor(s)
- Cultural issues, ESOL/EAL

### Country of research
- Belgium

### Learners’ background
- various

### Institutional level
- secondary

### Entered by
- University of Bath (Department of Education)


### Learners’ background
- Canada

### Institutional level
- adult

### Entered by
- University of Birmingham (School of Education)

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

**Country of research:** Korea, Republic of (South Korea)

**Institutional level:** secondary

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

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**Summary:** Review of the 2004 Special Circumstances provision for candidates with special needs and an update of three key areas of research and development: computer-based testing (CBT), Asset Languages and ILEC, all of which are using technology in one form or another.

[www.cambridgeesol.org/rs_notes/rs_nts23](http://www.cambridgeesol.org/rs_notes/rs_nts23).

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

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**Summary:** Ed Hackett illustrates the development of CB PET, focusing on how paper-based materials have been adapted for computer-based testing to suit the candidature, which enables equivalence with the paper-based format.

[www.cambridgeesol.org/rs_notes/rs_nts22](http://www.cambridgeesol.org/rs_notes/rs_nts22).

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

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**Summary:** Ed Hackett reports on how paper-based listening tests are adapted for computer-based delivery. Hackett presents some key issues in adapting paper-based tests such as displaying items and determining how candidates respond to questions, focusing on the delivery of both Business English and General English exams.

[www.cambridgeesol.org/rs_notes/rs_nts32](http://www.cambridgeesol.org/rs_notes/rs_nts32).

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

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**ISBN:** 978-3-03910-909-8

**Pages:** 301–313

**Principal format:** Printed

**Summary:** This paper describes a project at Middlesex University to support students in academic writing skills. A collaborative authoring model was established to develop materials for the university’s virtual learning environment. The writing team found the interaction between authorship, audience and medium to be problematic, and strategies for resolving this are explored.

**Descriptor(s):** Writing, Materials, Learning technologies, ESP

**Institutional level:** tertiary

**Entered by:** Middlesex University (English Language and Learning Support)

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**ISBN:** 1-4039-4336-2
Summary: Overview of relevant research literature with accounts of key studies and inclusive list of references and resources for research in this area. Research & Practice in Applied Linguistics series eds. Candlin and David Hall.

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

Entered by: Swansea University (Department of Applied Linguistics)

ISBN: 1 901095 02 9
Pages: 39–41
Principal format: Printed

Summary: A symposium summary discussing issues ranging from the role of English globally to local analyses; from linguistic description to socio-political orientation; and from the relationship between English and other languages in general to specific examples and case studies.

Descriptor(s): English language

Country of research: various

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

Hall, G. 2005. ‘Thinking locally: Addressing the dilemmas raised by Critical Pedagogy in ELT’.

Summary: Critical approaches to ELT argue that there is insufficient consideration of why we are teaching and what society we are teaching for. However, critical approaches are themselves criticised for being critical, impractical and not offering solutions to perceived problems. This paper argues for the development of local understandings to empower learners and teachers.

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

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


Summary: This article examines a small-scale ethnographic survey of a single classroom. Drawing on the collected data, the discussion focuses on some of the problems encountered whilst collecting and interpreting data through self-report diaries. The article also discusses how variation within the data might be the result of the specific diary approach developed. The article concludes positively, however, suggesting that explicit recognition of these difficulties can still lead to fruitful, localised approaches to the data.

Descriptor(s): Teacher education

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

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


Summary: This paper discusses the challenges to English language teachers presented by the emergence of local and regional varieties around the world.

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

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

Summary: Teachers have values, and teachers also have power and responsibility. This paper discusses the need for teachers to examine and clarify their own beliefs about what is appropriate for their own learners and classrooms, and reflect upon how these values are realised in practice.

Descriptor(s): Teacher education, Cultural issues

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


Summary: This paper summarises debates surrounding the role of Christianity and Christian-based organizations in both the spread of English around the world and in the ELT profession today.

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


ISBN: 978-0-387-46300-1
Pages: 487–504
Descriptor(s): Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)


Pages: 321–335
Principal format: Printed
Descriptor(s): Writing, Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)


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


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

Summary: Clare Harrison reports on research and consultation undertaken to review the FCE and CAE Speaking tests.
www.cambridgeesol.org/rs_notes/rs_nts30.

Entered by: University of Cambridge ESOL Examinations


Summary: Clare Harrison’s article on the uptake of TKT to date reveals a wide range of contexts in which it has been used to confirm teachers’ knowledge about teaching.
www.cambridgeesol.org/rs_notes/rs_nts29.

Entered by: University of Cambridge ESOL Examinations


ISBN: 9783836422826

Descriptor(s): Curriculum/syllabus, Assessment

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


ISBN: 3403043185

Pages: 22–36

Summary: The chapter examines the new demands placed on schools in the context of assessment and self-determination. Schools face new challenges and tensions as they are confronted with external means of quality management since the advent of large-scale assessment studies like PISA.

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

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


ISBN: 9783830915652

Pages: 275–288

Summary: The chapter gives an overview of necessary steps towards a new evaluative culture within the German school system, to use a complementary approach of informal and formal teacher assessments in combination with the use of internal and external means of assessment.

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

Country of research: Germany

Learners’ background: Germany
Institutional level: secondary
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 9783407253989
Pages: 212–225
Summary: Account of the conceptualisation of communicative competences of 9th graders in the German school system (secondary level) in German and English as first foreign language. This chapter describes the concept and measurement model of the C-test as a means to assess global proficiency in English.
Descriptor(s): English language, Curriculum/syllabus, Assessment
Country of research: Germany
Learners’ background: Germany
Institutional level: secondary
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 9783407254917
Pages: 149–156
Summary: Report on the results of a large-scale assessment study in Germany to investigate 9th graders’ proficiency in German and English as first foreign language. In this chapter, we report on the results of the C-test module as a measurement for global proficiency in English.
Descriptor(s): Writing, English language, Curriculum/syllabus, Assessment
Country of research: Germany
Learners’ background: Germany
Institutional level: secondary
Entered by: University of Warwick (Centre for Applied Linguistics)
Summary: Report on the results of a large-scale assessment study in Germany to investigate 9th graders’ proficiency in German and English as first foreign language. In this chapter, we report on the results of the writing sub-test for English.

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

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


Summary: Roger Hawkey reports on a study which explored the washback effects of the revised Certificate of Proficiency in English (CPE) on textbooks.

www.cambridgeesol.org/rs_notes/rs_nts20. PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: 0521680972

Summary: This book focuses on the impact of language tests and language programmes on a range of stakeholders, including test-takers, teachers, textbook writers, testers and institutions. Two impact studies are cited: International English Language Testing System (IELTS), and the Progetto Lingue 2000, a state-school foreign-language education improvement programme undertaken by the Ministry of Education in Italy.

Descriptor(s): Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Cambridge ESOL Examinations


Summary: Roger Hawkey gives an overview of the FCE and CAE review project, providing its historical context, previous revisions and updates, and some of the major themes which informed the review.

www.cambridgeesol.org/rs_notes/rs_nts30. PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521711920

Entered by: University of Cambridge ESOL Examinations


Summary: Roger Hawkey and Stuart Shaw draw implications, from developing a common descriptive scale for assessing writing to comparing Main Suite, IELTS and BEC writing scripts and scores.

www.cambridgeesol.org/rs_notes/rs_nts19. PDF

**Summary:** Roger Hawkey, Sue Thompson and Richard Turner describe the development of a video database of classroom data from three impact studies which will aid research into test washback for a range of different exams and contexts. This database is a form of multimodal corpus containing video clips, metadata and subtitling.

www.cambridgeesol.org/rs_notes/rs_nts26.PDF

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

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


**Descriptor(s):** Assessment

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


**ISBN:** 978-0-521-68097-4

**Descriptor(s):** Assessment

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

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<th>Title</th>
<th>Journal/Book Details</th>
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Descriptor(s): Assessment

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


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


Descriptor(s): Learner cognition

Learners' background: Thailand

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


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

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Birmingham (School of Education)


ISBN: 9780080442990 (for 14 volume set)

Descriptor(s): Writing, Reading, English language

Country of research: United Kingdom


ISBN: 0415328632

Summary: Drawing on psycholinguistic work on priming, the book describes how phenomena identified by corpus linguists are explicable in terms of the way language is acquired. The result is that the lexicon is seen as central to language.

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

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Liverpool (School of English)


Principal format: Printed

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

Country of research: United Kingdom

Entered by: University of Liverpool (School of English)


Principal format: Printed

Descriptor(s): Writing, Reading, English language

Country of research: United Kingdom

Entered by: University of Liverpool (School of English)
Country of research: United Kingdom
Entered by: University of Liverpool (School of English)

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

ISBN: 9781845532512
Descriptor(s): Writing, Speaking, English language
Country of research: United Kingdom
Entered by: University of Liverpool (School of English)

ISBN: 9780080442990 (for 14 volume set)
Descriptor(s): Writing, Reading, English language
Country of research: United Kingdom
Entered by: University of Liverpool (School of English)

Principal format: Printed
Descriptor(s): Writing, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

Principal format: Printed
Descriptor(s): Writing, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Associated project: The Textual Priming of Hard News Stories
Entered by: University of Liverpool (School of English)

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

**Country of research:** United Kingdom

**Institutional level:** adult

**Associated project:** The Textual Priming of Hard News Stories

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


**ISBN:** 9783631583111

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

**Country of research:** United Kingdom

**Institutional level:** adult

**Associated project:** The Textual Priming of Hard News Stories

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


**ISBN:** 9780826491725

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

**Institutional level:** adult

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


**Summary:** The validity of using personal narratives in research.

**Descriptor(s):** Cultural issues

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


**ISBN:** 978-0-19-442184-3

**Summary:** A discussion of how a native-speakerist cultural chauvinism operates within the professional structure of Western ELT.

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

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


**ISBN:** 1403996628

**Pages:** 47–63

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

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


**Summary:** A description of cultural chauvinism in the ELT profession against ‘non-native speaker’ students and colleagues.

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

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

Summary: Discussion of research evidence for cultural chauvinism in ELT.

Descriptor(s): Cultural issues

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


ISBN: 0-415-27060

Summary: An advanced workbook for postgraduate students which explores a non-essentialist approach to intercultural communication.

Descriptor(s): Cultural issues

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


Summary: This study investigates the nature of the language used in public international settings (international press conferences in former Yugoslavia) between native and non-native speakers. It draws on a corpus of approximately 3 million words of transcribed press conferences, containing large numbers of exchanges between native and non-native spokespeople and journalists.

Descriptor(s): Materials, ESP, English language

Entered by: University of Leeds (The Language Centre)


ISBN: 0230517005

Summary: Introduction to a volume which brings together contributions by leading
researchers of the social interactional and socio-cultural approaches to language learning and teaching. It provides both an introduction to this important growth point and also an overview of cutting edge research, covering a wide range of language learning and teaching contexts.

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

**Country of research:** various

**Learners’ background:** various

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

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**ISBN:** 0230517005

**Summary:** This volume brings together contributions by leading researchers of the social interactional and socio-cultural approaches to language learning and teaching. It provides both an introduction to this important growth point and also an overview of cutting edge research, covering a wide range of language learning and teaching contexts.

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

**Country of research:** various

**Learners’ background:** various

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

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**Summary:** A review of former head of the University’s Research Centre for English and Applied Linguistics Gillian Brown’s recent staff seminar on applied linguistics and second language listening.

[www.cambridgeesol.org/rs_notes/rs_nts19.pdf](http://www.cambridgeesol.org/rs_notes/rs_nts19.pdf)

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

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**Summary:** Chris Hubbard, Susan Gilbert and John Pidcock report on a Verbal Protocol Analysis (VPA) study into how CAE Speaking test raters make assessments in real time. They consider the appropriacy of a VPA methodology and how raters use a framework of assessment criteria (a rating scale).

[www.cambridgeesol.org/rs_notes/rs_nts24.pdf](http://www.cambridgeesol.org/rs_notes/rs_nts24.pdf)

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

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**Hughes, A.** 2006. ‘Patterns, problems and passions in YL action research’ in R. Mitchell-Schuitevoerder and S. Mourao (eds.) *Teachers and Young Learners: Research in Our Classrooms. YLSIG Anniversary Publication*. Canterbury, Kent: IATEFL.

**Summary:** This article highlights the reasons for carrying out action research in the young language learner classroom and then reports on an investigation into the patterns, problems and passions found in a number of YL action research reports. This will aid those about to take part in YL action research.

**Descriptor(s):** Teacher education, Teacher cognition, Methodology, Management/innovation

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

**Institutional level**: primary

**Entered by**: University of York (Department of Educational Studies)

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**Summary**: Glyn Hughes compares texts used in the Reading component of FCE and the British National Corpus (BNC) to ascertain what impact edited reading texts have on candidates, basing his article on a case study of the word people.

www.cambridgeesol.org/rs_notes/rs_nts26. PDF

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

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**Summary**: Glyn Hughes compares the text organisational features of reading passages from a First Certificate in English (FCE) paper with the original source text, seeking evidence for how candidates interact with reading passages and implications for training materials writers.

www.cambridgeesol.org/rs_notes/rs_nts31. PDF

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

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**ISBN**: 9780826489609

**Pages**: 254–267

**Summary**: The paper investigates the contribution of recurring patterns of lexis and grammar to redundancy. This is linked to the role of redundancy in reading practices.

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

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

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**ISBN**: 9780472032327

**Summary**: This paper examines spoken interaction in writing workshops for EFL students. It discusses the different procedures adopted by two teachers in their management of their writing workshops and then focuses on the spoken interactions between the students in the two classes and examines the ways these provided scaffolding for their writing development.

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

**Country of research**: New Zealand

**Learners’ background**: various

**Institutional level**: tertiary

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

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**Summary**: This study examines the post-observation interactions between six ESL student teachers and their tutors during their teaching practicum in Hong Kong. Case studies are used to examine the impact of the tutors’ feedback and to highlight the importance of the power relations involved in the dialogue.

ISBN: 90 272 2287 8

Pages: 87–114

Descriptor(s): Writing, ESP

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

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ISBN: 9 780826 476111

Descriptor(s): Writing

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

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Descriptor(s): Writing, ESP

 Institutional level: tertiary

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

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ISBN: 0-08-044299-4

Pages: 694–697

Descriptor(s): Writing, ESP, English language

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

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ISBN: 978-3039111831

Pages: 17–45

Descriptor(s): Writing, ESP

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

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ISBN: 9 780415 358705

Descriptor(s): Writing, Teacher education, Speaking, Cultural issues, Reading, Methodology, Materials, Listening, ESP, Curriculum/syllabus, Classroom interaction

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

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Hyland, K. 2006. ‘English for specific purposes: Some influences and impacts’

**ISBN:** 978-0-387-46300-1  
**Pages:** 379–390  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Descriptor(s):** Writing  
**Institutional level:** tertiary  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Descriptor(s):** Writing  
**Institutional level:** tertiary  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**ISBN:** 9781847180933  
**Pages:** 89–108  
**Descriptor(s):** Writing, Reading, ESP  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

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

**ISBN:** 9781412936170 (for 5 volume set)  
**Pages:** 102–121  
**Descriptor(s):** Writing, ESP  
**Institutional level:** tertiary  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Descriptor(s):** Writing, English language  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Descriptor(s):** Writing, ESP  
**Institutional level:** tertiary  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Descriptor(s):** Writing, Methodology, ESP  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)
| Hyland, K. 2008. ‘As can be seen: Lexical bundles and disciplinary variation’. *English for Specific Purposes.* 27/1: 4–21. | **Descriptor(s):** Writing, ESP  
**Institutional level:** tertiary  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
|---|---|
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
**Pages:** 70–89  
**Descriptor(s):** Writing, English language  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
**Pages:** 206–224  
**Summary:** This chapter looks at the role of the interpersonal in constructing feedback. It discusses why the interpersonal is important in written feedback; how it is realised in comments through mitigation and the expression of praise, criticism or suggestion and looks at how students actively interpret, comprehend and respond to these comments.  
**Descriptor(s):** Writing, English language  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |
| Hyland, K. and F. Hyland. 2006. ‘State of the art article: Feedback on second language students’ writing’. *Language Teaching* 39/2: 83–101. | **Summary:** This paper examines recent research related to feedback on second language students’ writing, focusing first on the emerging and developing role of feedback in writing instruction. The paper then looks at current issues in research on teacher written and oral feedback and conferencing, collaborative peer feedback and computer-mediated feedback.  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication) |


Summary: Describing the 'Exploring the procedures' research project.

Descriptor(s): Teacher education, Teacher cognition, Materials, Learner cognition, Curriculum/syllabus, Classroom interaction

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: tertiary

Associated project: Exploring the Procedures Used in Non-linguistic Skill Teaching and Assessing their Relevance for Language Teaching

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 1-901095-02-9

Pages: 141–143

Principal format: Printed

Summary: This paper documents the changing role of computers in English for academic purposes and argues that a computers for academic purposes (CAP) should now form a component of most EAP courses if they are to adequately equip non-native speakers for academic study at British universities.

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

Learners’ background: various

Institutional level: adult

Entered by: University of Salford (School of Languages)


ISBN: 5-7444-1702-8

Pages: 200–204

Principal format: Printed

Summary: This paper demonstrates how computers can be usefully integrated into classroom practice by making full use of the technology skills of our students.

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

Learners’ background: various

Institutional level: adult

Entered by: University of Salford (School of Languages)


Summary: This state-of-the-art discussion paper considers the impact of technology on long-established notions of English as a foreign or second language. It goes on to argue and illustrate a role for computers in shifting away from traditional notions of curriculum and syllabus towards task-based approaches.

www.asian-efl-journal.com/ December_05_hj.php

Descriptor(s): Learning technologies, English language

Entered by: University of Salford (School of Languages)

Summary: This paper discusses the implications of computer-mediated-communication (CMC) for English language teaching (ELT).

Descriptor(s): English language

Country of research: United Kingdom

Entered by: University of Salford (School of Languages)


Hershey: Information Science Reference.

ISBN: 9781599049946

Pages: 367–386

Summary: This study considers established Computer Assisted Language Learning frameworks in relation to learner actions and perceptions of computer-based materials in less controlled self-study contexts where there is free choice regarding the range of materials to use, the place in which to use them and the time to spend on them.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Salford (School of Languages)


Santa Rosa, California: Informing Science Press.


Pages: 137–154

Summary: This paper reports on a languages-based study, which employs a combination of quantitative and qualitative research methodologies in order to examine a number of issues related to the title above.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Salford (School of Languages)


Summary: This paper reports on a study which investigates electronic literacy reading skills amongst non-native speakers studying a range of academic subjects and levels in English at two British universities. The findings are considered in relation to implications for English for Academic Purposes (EAP) programmes.

www.tell.is.ritsumei.ac.jp/callejonline/journal/10-1/jarvis.html

Descriptor(s): Learning technologies, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Salford (School of Languages)


Dubai: TESOL Arabia.

Descriptor(s): Teacher education

Entered by: University of Exeter (School of Education and Lifelong Learning)
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<tr>
<td>Jenkins, J.</td>
<td>2007</td>
<td><em>English as a Lingua Franca: Attitude and Identity.</em> Oxford: Oxford University Press.</td>
<td></td>
<td>9780194422376</td>
<td>An investigation of attitudes towards the phenomenon of English as a Lingua Franca. The research involved a questionnaire using folk-linguistic methods completed by (mainly non-native) teachers of English in a range of countries, and interviews with non-native English teachers to explore their sense of identity in English, relating especially to their accents.</td>
<td>Teacher education, Cultural issues, English language</td>
<td>University of Southampton (Modern Languages, School of Humanities)</td>
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<tr>
<td>Johnson, K.</td>
<td>2005</td>
<td><em>Expertise in Second Language Learning and Teaching.</em> Basingstoke: Palgrave Macmillan.</td>
<td></td>
<td>978-0-230-55436-8</td>
<td>Describing expertise research undertaken in areas related to language learning and teaching</td>
<td>Teacher education, Teacher cognition, Learner cognition</td>
<td>Lancaster University (Linguistics and English Language)</td>
</tr>
<tr>
<td>Johns, A., A. Bawashi, R. Coe, K. Hyland, B. Paltridge, M. Reiff and C. Tardy.</td>
<td>2006</td>
<td>'Crossing the boundaries of genres studies: Commentaries by experts'. <em>Journal of Second Language Writing</em> 15/3: 234–249.</td>
<td></td>
<td></td>
<td>Considering expertise studies in non-language-teaching areas and discussing ways in which similar research might be done in the language teaching area.</td>
<td>Teacher cognition, Methodology</td>
<td>Lancaster University (Linguistics and English Language)</td>
</tr>
<tr>
<td>Johnson, K.</td>
<td>2007</td>
<td>'Expertise research in language teaching: Some examples and some issues'. <em>Indonesian Journal of English Language Teaching</em> 3/1: 51–71.</td>
<td></td>
<td></td>
<td>Considering the development of expertise research in the language teaching field and describing some examples of small-scale research undertaken at Lancaster.</td>
<td>Teacher education, Teacher cognition, Methodology, Materials, Curriculum/syllabus</td>
<td>Lancaster University (Linguistics and English Language)</td>
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**Descriptor(s):** Teacher education, Teacher cognition, English language

**Country of research:** United Kingdom

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

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**ISBN:** 978-1-4058-3617-3

**Summary:** Describing research and developments in the fields of language learning and teaching.

**Descriptor(s):** Writing, Teacher education, Teacher cognition, Speaking, Cultural issues, Reading, Pronunciation, Methodology, Materials, Listening, Learning technologies, Learner cognition, Learner autonomy/strategies, ESOL/EAL, ESP, English language, Curriculum/syllabus, Classroom interaction, Assessment

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

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**Summary:** Describing the main findings of the ‘Exploring the procedures’ project.

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

**Country of research:** United Kingdom

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

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**Summary:** Neil Jones describes how tests for 26 different languages are being related to the Languages Ladder framework, focusing on how objectively marked components (reading and listening) can be linked to it.

[www.cambridgeesol.org/rs_notes/rs_nts19](http://www.cambridgeesol.org/rs_notes/rs_nts19). PDF

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

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**Summary:** Neil Jones gives a unique view of assessment systems, describing the complex system of language assessment in terms of its conceptual, human and technological facets that have evolved over the last decade at Cambridge ESOL.

[www.cambridgeesol.org/rs_notes/rs_nts23](http://www.cambridgeesol.org/rs_notes/rs_nts23). PDF

Principal format: Online

Descriptor(s): Assessment

Entered by: University of Cambridge ESOL Examinations


Summary: Neil Jones and Louise Maycock address the issue of comparability between the computer-based mode and paper-based mode of tests such as BEC and BULATS.

www.cambridgeesol.org/rs_notes/rs_nts27.PDF

Entered by: University of Cambridge ESOL Examinations


Summary: Neil Jones, Karen Ashton and Ann Shih-yi Chen introduce asset languages, an assessment system being developed by UCLES to implement the Languages Ladder, a voluntary recognition system in the UK which seeks to give people credit for their language skills across 26 languages.

www.cambridgeesol.org/rs_notes/rs_nts19.PDF

Entered by: University of Cambridge ESOL Examinations


Summary: An argument that intonation can and should be taught, using a discourse model.

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

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

Kelly, G. 2006. ‘Can the DELTA help you to teach EAP’.

Summary: An article generally in support of the Cambridge ESOL DELTA course, and its appropriacy for EAP teachers.

www.developingteachers.com/articles_teaching/eapdelta1_gerald.htm

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

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

Kelly, G. 2006. ‘Teaching pronunciation’.

Summary: A short guide to pronunciation teaching, written for the Pearson Longman methodology website.

www.pearsonlongman.com/methodology/PDF/Pronunciation.PDF

Descriptor(s): Speaking, Pronunciation, Methodology, Materials, Learner autonomy/strategies, ESOL/EAL, ESP, English language

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


ISBN: 978-3-8340-0407-9

Pages: 51–60

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

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

**Summary:** Investigation into a corpus of writing assessments in the IELTS examination to compare distinguishing linguistic features of the different levels.

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

**Learners’ background:** various

**Institutional level:** tertiary

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


www.elted.net/issues/volume-11/8%20Kennedy%20et%20al.PDF

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

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


Pages: 223–246

**Summary:** Examines the use of evaluation lexis in holiday postcards – applications to classroom analysis of genre, and student and teacher language awareness.

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

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


ISBN: 9780521542487

Pages: 316–377

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


**Summary:** Hanan Khalifa considers whether test taker characteristics are accounted for in the Reading papers of the Cambridge
Main Suite. She suggests how candidates’ responses to Reading tasks may be affected by their physical/physiological, psychological and experiential characteristics, all of which form part of Cyril Weir’s Validity framework.

www.cambridgeesol.org/rs_notes/rs_nts21.pdf

Descriptor(s): Reading, Assessment
Entered by: University of Cambridge ESOL Examinations


ISBN: n/a
Pages: n/a
Principal format: Printed
Descriptor(s): Assessment
Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521711920
Entered by: University of Cambridge ESOL Examinations


Principal format: Online

Descriptor(s): Speaking, ESOL/EAL, Curriculum/syllabus, Assessment
Entered by: University of Cambridge ESOL Examinations


www.developingteachers.com/articles_teaching/tv21_richard.htm

Descriptor(s): Speaking, Cultural issues, Methodology, Curriculum/syllabus
Entered by: University of Bristol (Graduate School of Education)


Summary: A discussion of the use of television as a new technology in ELT and the issues and approaches in examining these in research.

www.developingteachers.com/articles_teaching/tv31_richard.htm

Descriptor(s): Teacher education, Cultural issues, Methodology, Learning technologies
Entered by: University of Bristol (Graduate School of Education)

Kiely, R. 2005. ‘The role of television and televisual literacy in language teaching and learning’.

www.developingteachers.com/articles_teaching/tv1_richard.htm

Descriptor(s): Curriculum/syllabus, Learning technologies, Methodology, Cultural issues, Teacher education
Entered by: University of Bristol (Graduate School of Education)


ISBN: 187 3927 60 6

Summary: A discussion of the factors which influence teacher and curriculum development through teacher-led programme evaluation

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


ISBN: 978 1931 1853 7 0

Pages: 67–80

Summary: A report and discussion of the issues involved in teachers’ shift from a professional teacher identity to a researcher identity in the context of a masters programme in the UK. The chapter draws on the Teachers into Researchers project, University of Bristol 2002–2004.

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

Kiely, R. and J. Askham. 2008. “‘Visiting locals’ houses” and “English without noticing”: The nature and potential of informal language development’

**ISBN:** 1-4039 4571 3

**Summary:** A textbook on language programme evaluation within a series on teaching and researching applied linguistics, with sections on theoretical issues, case studies and strategies for implementation.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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

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**ISBN:** 978 0 977 5875 2 0

**Pages:** 59–136

**Descriptor(s):** Writing, Speaking, Reading, Listening, ESP, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

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

---


**Principal format:** Printed

**Summary:** A collection of papers on language culture and identity, with an introduction on ways in which the conference (BAAL AM 2005) interpreted
the theme. Issues include identity and language learning, academic writing, and contact issues in adjacent language and professional communities.

**Descriptor(s):** Writing, Cultural issues, Pronunciation, Materials, Curriculum/syllabus

**Country of research:** various

**Learners’ background:** various

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

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**ISBN:** 80-80-50-918-2

**Pages:** 315–321

**Principal format:** Printed

**Country of research:** Slovakia

**Learners’ background:** Slovakia

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

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http://tesl-ej.org/ej38/a5.PDF

**Descriptor(s):** Teacher education, Teacher cognition, Management/innovation

**Country of research:** Slovakia

**Learners’ background:** Slovakia

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

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**Summary:** Article describes the birth of English Profile, a programme rooted in – and building on – the Common European Framework of Reference (CEFR) and other Council of Europe initiatives. They outline the approach to producing Reference Level Descriptions (RLD) begun by Cambridge ESOL and describe current research projects and the various events through which we disseminate research findings.

www.cambridgeesol.org/rs_notes/rs_nts33.PDF

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

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**ISBN:** 978-0-230-55351-4

**Pages:** 24–41

**Descriptor(s):** Teacher education

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

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

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**Summary:** This article focuses on how the Internet can be used to exploit the use of literary texts with language learners. Drawing on critical theory, it is suggested that hypermedia and fan fiction sites are two possible classroom resources. Pedagogic principles for developing generic activities exploiting these resources are discussed.
<table>
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<tbody>
<tr>
<td>Linse, C.</td>
<td>2008. ‘Language issue or learning disability?’ . <em>TESOL Essential Teacher</em> 5/4: 28–31.</td>
<td>Summary: This article is designed to help teachers consider issues related to learners who are struggling in the EFL or ESL classroom.</td>
<td>Descriptor(s): Learner autonomy/strategies, ESOL/EAL</td>
</tr>
<tr>
<td>Entered by: Queen’s University, Belfast (School of Education)</td>
<td>Entered by: Queen’s University, Belfast (School of Education)</td>
<td>Entered by: Queen’s University, Belfast (School of Education)</td>
<td>Entered by: Queen’s University, Belfast (School of Education)</td>
</tr>
</tbody>
</table>

**Summary:** This article addresses strategies that teachers can utilise to foster positive relationships with parents of children learning English as a foreign and/or additional language.

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

**Entered by:** Queen’s University, Belfast (School of Education)


**ISBN:** 9789027254177

**Pages:** 199–222

**Summary:** This chapter explores the cognitive processes involved in understanding metaphor in a second language.

**Descriptor(s):** English language

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


**Summary:** This article looks at how an ability to understand and produce metaphor can contribute to various aspects of communicative competence.

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

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


**Summary:** This study describes the implementation of a new ESL primary writing programme. The study examines both the students’ and teacher-researchers’ perspectives on the new programme and looks at its impact on writing engagement, motivation and interest in writing as well as on the overall development of the students’ writing skills.

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

**Country of research:** Hong Kong

**Learners’ background:** Hong Kong

**Institutional level:** primary

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


**Summary:** A study comparing two approaches to feedback on spoken English performance (teacher-led and learner-led) and their impact on learning.

ISBN: 3110189682

Pages: 91–110

Summary: A discussion of the need for attention to both top and bottom level processing in the teaching of L2 listening skills, with practical illustrations from the author’s EAP materials.

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

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


Principal format: CD-ROM

Descriptor(s): Teacher education, Speaking

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


Summary: A classroom study comparing alternative feedback techniques on spoken task performance.

Descriptor(s): Writing, Speaking, Listening, Learner cognition, English language, Classroom interaction

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


ISBN: 978-0387328225

Pages: 63–84

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

Entered by: University of Oxford (Department of Education)


Descriptor(s): Learner autonomy/strategies

Country of research: United Kingdom

Entered by: University of Oxford (Department of Education)


ISBN: 978 90 272 9169 1

Pages: 47–62

Descriptor(s): Learner autonomy/strategies

Country of research: United Kingdom

Entered by: University of Oxford (Department of Education)

**Descriptor(s):** Classroom interaction, Learner cognition, Methodology  
**Country of research:** United Kingdom  
**Entered by:** University of Oxford (Department of Education)

**ISBN:** 978-0194422543  
**Descriptor(s):** Learner autonomy/strategies  
**Entered by:** University of Oxford (Department of Education)

**ISBN:** 9783110196306  
**Pages:** 159–188  
**Summary:** The chapter explores the ways in which learners of English and Spanish interact with corpora to learn figurative language.  
**Descriptor(s):** English language  
**Country of research:** Spain  
**Learners’ background:** Spain  
**Institutional level:** tertiary  
**Entered by:** University of Birmingham (Centre for English Language Studies and Department of English)

**Descriptor(s):** Cultural issues  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)

**Descriptor(s):** Methodology, Learning technologies, English language  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Leeds (School of Education)

**ISBN:** 9780826484918  
**Descriptor(s):** Teacher education  
**Entered by:** University of Leeds (School of Education)

**Summary:** This article is based on a plenary given at TESOL-Italy in 2004. It incorporates some research arising from a workshop
given with Donald Freeman. It provides evidence of a non-judgemental teacher development process.

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

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


**Summary:** A review of important research related to teacher development, reflective practice, action research, collaborative and peer development and CPD.

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


**Pages:** 151–172

**Summary:** Reports on research that shows teachers using metaphor as exploratory vehicles in articulating their developing ideas. The study points to the importance of metaphors as a heuristic.

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


**Pages:** 11–28

**Summary:** Reports on evidence of the development of teachers’ use of metaphor in coming to terms with the first year of teaching. The evidence points to metaphor use as changeable and dependent on context. There is little evidence to support the idea of ‘core’ metaphors for teachers.

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

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


**Summary:** Helen Marshall describes key aspects of our item banking system, the database of test items which are used to construct all of our examinations and tests. Helen describes how this system maintains quality assurance through a number of different stages that all test material goes through, drawing on current technology to do so.

www.cambridgeesol.org/rs_notes/rs_nts23.pdf

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


**ISBN:** 0335214053

**Pages:** 96–109

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


**ISBN:** 3110184184

**Pages:** 2367–2376

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

Martin-Jones, M. 2007. ‘Bilingualism, education and the regulation of access to language resources’ in M. Heller (ed.)
ISBN: 9781403996787
Pages: 161–182
Entered by: University of Birmingham (School of Education)

www.ecml.at/mtp2/publications/C7_TrainED_E_internet.PDF
Descriptor(s): Teacher education
Entered by: University College Plymouth St Mark & St John (Department of International Education)

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

Pages: 249–262
Descriptor(s): Cultural issues, ESOL/EAL
Country of research: United Arab Emirates
Institutional level: adult
Entered by: University of Exeter (School of Education and Lifelong Learning)

Descriptor(s): Writing, Cultural issues, English language, Assessment
Institutional level: adult
Entered by: The Open University (Faculty of Education and Languages)

Summary: This is a report for the Scottish Government on a project involving immigrant pupils’ responses to Scottish texts, from picturebooks to short stories and comics. The aim was to explore what pupils made of Scottish culture and identity through text but also their understanding of Scots (and its relationship to English) as a foreign language.  
Country of research: United Kingdom  
Entered by: The Open University (Faculty of Education and Languages) 

ISBN: 9789622098678  
Pages: 57–78  
Summary: This chapter reports on the piloting of innovative e-learning materials and tools for secondary school teachers of English in China, developed collaboratively by multi-cultural, multi-disciplinary teams of educators and technical experts at Beijing Normal University and the University of Nottingham, as part of the E-China-UK projects funded by HEFCE.  
Descriptor(s): Teacher education, Cultural issues, Learning technologies, Learner autonomy/strategies, Curriculum/syllabus  
Country of research: China  
Entered by: University of Nottingham (School of Education) 

**Multilingual Europe: Diversity and Learning.**
Stoke-on-Trent: Trentham Books.
ISBN: 9781858564234

**Summary:** Bilingual theatre was a creative response to children rejecting their first language. It was an attempt to counterbalance the factors which contribute to the low value of first languages in mainstream society and their consequent loss.

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

**Learners’ background:** Bosnia and Herzegovina

**Institutional level:** secondary

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

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**Summary:** Engaging with bilingual parents, students and teachers with little awareness of the benefits of bilingualism has initiated a search for factors resulting in the low value attached to certain types of bilingualism. Working on the hypothesis that prevalent practice is influenced more by attitudes to bilingualism rather than relevant research and pedagogical theory, this research focuses on attitudes. This small-scale qualitative study conducted with a group of London headteachers provides an insight into the attitudes to bilingualism and how they impact on policy and practice in schools with significant proportions of multilingual learners.

www.educatejournal.org/index.php?journal=educate&page=article&op=view&path%5B%5D=174&path%5B%5D=171

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

**Country of research:** United Kingdom

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

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ISBN: 978-0-521-70327-7

**Pages:** 47–58

**Summary:** This chapter presents evidence to support the frequency effect in vocabulary acquisition in EFL learners. It also examines systematic differences in vocabulary acquisition which appear to derive from differences in learning aptitude.

**Descriptor(s):** Assessment

**Country of research:** Greece

**Learners’ background:** Greece

**Institutional level:** secondary

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

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**Summary:** Demonstrates that very large quantities of EFL vocabulary can be gained from informal language tasks such as reading comic books, listening to songs and watching sub-titled films, provided these activities are supported by directed vocabulary tests.
ARTICLES, CHAPTERS, AUTHORED BOOKS AND UNPUBLISHED ITEMS

Descriptor(s): Learner autonomy/strategies
Country of research: United Kingdom
Learners' background: various
Institutional level: secondary
Entered by: Swansea University (Department of Applied Linguistics)


Summary: Most vocabulary tests examine learners’ ability to recognise words in writing. This paper examine scores from vocabulary breadth tests, which are comparably constructed to be either aural or orthographic in form. It appears learners have a pre-disposition to learn aural word forms initially, but after about 1,000-word knowledge is reached, knowledge of orthographic form predominates.

Descriptor(s): Learner cognition
Country of research: various
Learners' background: various
Entered by: Swansea University (Department of Applied Linguistics)

Pages: 68–84

Summary: This chapter addresses some of the issues associated with the development of ways of talking or thinking about writing, and associated relationships to learning at university. It highlights an innovative project at Queen Mary that has worked towards creating more informed and productive thinking, writing, disciplinarity and teaching and learning.

Descriptor(s): Writing
Country of research: United Kingdom
Learners' background: various
Institutional level: adult
Entered by: Queen Mary, University of London (Language and Learning Unit)

ISBN: 978-0761944744
Pages: 65–86

Summary: The authors tackle students’ ability to construct an argument in writing. They raise three questions: how are arguments (on paper) constructed, what are students’ existing understandings of argument, and what can we do to help students develop their powers of argumentation?

Descriptor(s): Writing
Country of research: United Kingdom
Learners' background: various
Institutional level: adult
Entered by: Queen Mary, University of London (Language and Learning Unit)

Pages: 105–122

Summary: The chapter looks at topic management strategies employed by learners during informal interactions with native English-speaking peers.


ISBN: 1901095096
Pages: 102–104
Principal format: Printed
Summary: This paper proposes that practice and learning activities in which students engage in writing activities based on the integration of different source material provide a useful and effective way of teaching students how to use sources effectively and thereby avoid plagiarism.

Descriptor(s): Writing, ESOL/EAL, ESP
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)
The chapter describes the authors growing discontent with the lack of application of SLA research to language teaching and proposes CLIL as a better alternative to current EFL approaches.

Descriptor(s): Methodology, Curriculum/syllabus

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


Pages: 239–246

Principal format: Printed

Summary: An overview of the BAWE corpus

Descriptor(s): Writing, ESP, English language

Country of research: United Kingdom

Institutional level: tertiary

Associated project: An Investigation of Genres of Assessed Writing in British Higher Education

Entered by: Coventry University


Principal format: CD-ROM

Summary: An overview of the types of corpus data available to EAP syllabus and materials developers.

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

Institutional level: tertiary

Entered by: Coventry University


Pages: 458–478

Summary: This chapter describes the history of the electronic dictionary, and particularly monolingual or bilingual dictionaries intended for use by English speakers, whether natives or foreign learners. It considers electronic dictionaries accessible via hand-held mobile devices, laptop or desktop computers, and the Internet.

Descriptor(s): Learning technologies, English language

Entered by: Coventry University


Principal format: CD-ROM

Summary: An examination of the role and language of reflection in assessed university-level writing tasks, with implications for the teaching of reflective writing.

Descriptor(s): Writing, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: An Investigation of Genres of Assessed Writing in British Higher Education

Entered by: Coventry University

Summary: This paper 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. This has implications for EAP listening skills development.

Descriptor(s): Listening, ESP, English language

Country of research: United Kingdom

Institutional level: tertiary

Associated project: Enhancement of the British Academic Spoken English Corpus

Entered by: Coventry University


Pages: 99–117

Summary: This paper reports on the findings from 55 semi-structured interviews with academic staff, leading to an inventory of genres of assessed student writing, and the identification, from the perspective of the academic, of a number of trends in the assignment of writing tasks.

Descriptor(s): Writing, Teacher education, ESP

Country of research: United Kingdom

Institutional level: tertiary

Associated project: An Investigation of Genres of Assessed Writing in British Higher Education

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


Descriptor(s): Methodology, Materials, Learner cognition, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: secondary

Entered by: University of Birmingham (School of Education)


Descriptor(s): Assessment

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


ISBN: ISSN 1773-7737

Descriptor(s): Teacher education, ESP

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)


Principal format: CD-ROM

Descriptor(s): Teacher education, ESP

Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

ISBN: 9789027205216
Descriptor(s): Teacher education, ESP
Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

Descriptor(s): Teacher education, Cultural issues, ESP
Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

Summary: Nadezda Novakovic reports on the candidate profile after the first year of the Cambridge ESOL certificates in Skills for Life (SfL). This modular exam suite follows the Adult ESOL Core Curriculum in England and is used to ascertain migrants’ language proficiency.
www.cambridgeesol.org/rs_notes/rs_nnts25. PDF
Entered by: University of Cambridge ESOL Examinations

Summary: Nadezda Novakovic describes the first year of the Teaching Knowledge Test (TKT) in terms of the candidates’ profile and their performance. She explains how Cambridge ESOL is measuring TKT candidates’ language proficiency to determine if this affects their performance on the TKT.
www.cambridgeesol.org/rs_notes/rs_nnts24. PDF
Entered by: University of Cambridge ESOL Examinations

ISBN: 9780521616867
Descriptor(s): Teacher education, Materials, Learning technologies, English language
Entered by: University of Nottingham (School of English Studies)

Principal format: Printed
Descriptor(s): Teacher education, Classroom interaction
Country of research: Turkey
Learners’ background: Turkey
Institutional level: primary
Entered by: University of Manchester (School of Education)

Descriptor(s): Cultural issues
Entered by: University of Exeter (School of Education and Lifelong Learning)

Orsini, M. 2008. ‘Troublesome language knowledge: Identifying threshold concepts


Pages: 213–226

Summary: This chapter focuses on the troublesome knowledge experienced by students in the first year undergraduate module Academic and Professional Skills for Language Learning when carrying out a socio-collaborative grammar project.

Descriptor(s): Management/innovation, Learning technologies, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: Grammar: Researching Activities for Student Progress

Entered by: Coventry University


Pages: 72–86

Principal format: Printed

Summary: Building on previous cycles of action research (Orsini-Jones and Jones 2007), the project illustrated (GRASP) has explored students’ understanding of grammar further and has also used grammatical exercises and materials to attempt to support the enhanced understanding of grammar categories.

Descriptor(s): Management/innovation, Learning technologies, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: Grammar: Researching Activities for Student Progress

Entered by: Coventry University


Descriptor(s): Learner cognition, English language
Entered by: University of Cambridge ESOL Examinations

ISBN: 978-9-04202-142-6
Pages: 207–220
Descriptor(s): Writing, Cultural issues, Methodology, Learning technologies, Learner cognition, Learner autonomy/strategies, English language
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations

Principal format: Online
Descriptor(s): Assessment
Entered by: University of Cambridge ESOL Examinations

Summary: This is a state-of-the-art paper which summarises research on the use of literature in language teaching from a variety of aspects (methodology, training, learner views, teacher views, etc.). It looks mainly at ELT, but also includes references to teaching German, French and Spanish as foreign languages.
Descriptor(s): Cultural issues, Reading, Methodology, Materials
Country of research: various
Learners’ background: various
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

ISBN: 1931185247
Pages: 1–10
Summary: Surveys recent changes in the use of literature in language teaching, focusing on methodological aspects as well as on text choice and curricula. Concludes by pointing out current issues and future research agendas.
Descriptor(s): Curriculum/syllabus, Materials, Reading
Country of research: various
Learners’ background: various
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

ISBN: 1 901095 14 2
Pages: 106–107
Principal format: Printed
Summary: This summarises a presentation that detailed a year-long case study looking at how pre-university courses such as
International Foundation Programmes help students to adapt to a different learning culture. It argues that such programmes prepare them both academically and personally for their life at university.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

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

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

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

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**ISBN:** 9781403945563

**Pages:** 113–126

**Summary:** The effects of task repetition with low proficiency child learners of L2 English.

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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

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**ISBN:** 0-19-4422070

**Summary:** A comprehensive overview of links between research and practice in the area of teaching languages to young learners.

**Descriptor(s):** Teacher education

**Country of research:** United Kingdom

**Learners’ background:** United Kingdom

**Institutional level:** primary

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

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**Summary:** 10-year-old Hungarian children’s and adults’ observable strategies are contrasted when they interact in L2 English using a communication task.

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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

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**Summary:** Hungarian children interact in L2 English in pairs using a Spot the Differences task and the paper describes different learning benefits.

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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


**ISBN:** 978-1-905275-00-7

**Pages:** 104–120

**Summary:** Some Russian primary teachers who worked in collaborative project teams describe their own professional development.

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

**Country of research:** United Kingdom

**Learners’ background:** Russia

**Institutional level:** adult

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


**ISBN:** 9 781847 182432

**Pages:** 131–158

**Summary:** 10-year-old Hungarian children’s views and opinions about task-based learning.

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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


**Summary:** Article describes the origins and evolution of the various teaching qualifications, as well as current trends and future directions; Cambridge ESOL’s aspiration that those who opt for a Cambridge ESOL product will be engaged in a high quality, positive learning experience and will, as a result, be better equipped to help learners of English succeed in their own language learning endeavours.

www.cambridgeesol.org/rs_notes/rs_nts29. PDF

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


**Summary:** Monica Poulter considers the challenges involved in setting international standards for English language teaching, and the extent to which Cambridge ESOL seeks rigour through its standardised procedures for CELTA centres and assessors when assessing teaching practice.

www.cambridgeesol.org/rs_notes/rs_nts29. PDF

**Entered by:** University of Cambridge ESOL Examinations
<table>
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<tr>
<th>Author(s)</th>
<th>Title and Details</th>
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<tr>
<td><strong>Rich, S. and L. Davis.</strong></td>
<td>2007. ‘Insights into the strategic ways in which two bilingual children in the early years seek to negotiate the competing demands on their identity in their home and school worlds’. <em>International Journal of Early Years Education</em> 15/1: 35–47.</td>
</tr>
</tbody>
</table>

103
**Descriptor(s):** Cultural issues, ESOL/EAL  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** primary  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)


**Descriptor(s):** Teacher education, Cultural issues  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)


**ISBN:** 1-4039-4233-1  
**Pages:** 1–15

**Summary:** This introduction explores the ways in which conversation analysis can contribute to informed practice across a range of professions, including language teaching, where its focus on competencies rather than deficits is particularly relevant.

**Descriptor(s):** Speaking, ESP  
**Country of research:** various  
**Entered by:** University of Warwick (Centre for Applied Linguistics)


**Summary:** The paper proposes an approach to the analysis of classroom talk which takes account of the dynamic nature of identity construction and its relationship to the development of ongoing talk. It demonstrates how shifts in the orientation to different aspects of identity produce distinctively different interactional patterns in teacher-fronted talk.

**Descriptor(s):** Classroom interaction  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** University of Warwick (Centre for Applied Linguistics)


**ISBN:** 978-3-03911-469-6  
**Pages:** 69–98

**Summary:** This chapter explores how the use of ‘no’ is negotiated in different professional contexts and highlights the implications of this for teaching ESP in such contexts.

**Descriptor(s):** ESP  
**Country of research:** United Kingdom  
**Institutional level:** adult  
**Entered by:** University of Warwick (Centre for Applied Linguistics)


**ISBN:** 978-0-230-55351  
**Pages:** 173–196

**Summary:** This chapter describes how a group of teachers established their own school and how a distinctive discourse of caring and professional engagement developed as part of this.

**Descriptor(s):** Management/innovation  
**Country of research:** United Kingdom  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

Summary: An analysis of the word lists for the syllabuses of the ‘Starters’, ‘Movers’ and ‘Flyers’ tests, for orthographic depth, and a comparison with the National Literacy Strategy sight word lists.

www.cambridgeesol.org/rs_notes/rs_nts28. PDF

Descriptor(s): English language, Assessment

Learners’ background: various

Institutional level: primary

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


ISBN: 978-0521680875

Summary: Daniel Jones’ English Pronouncing Dictionary.

Descriptor(s): Pronunciation, English language

Entered by: University of Reading (Department of Applied Linguistics)


Entered by: University of Leeds (School of Education)


ISBN: 978-1-86201-336-0

Descriptor(s): ESOL/EAL

Entered by: University of Leeds (School of Education)


Summary: Dittany Rose reports on a study which investigates whether vocabulary in the First Certificate in English (FCE) Listening paper is more like spoken or written language. Rose compares lexical density and word frequency patterns in this General English paper versus corpora of exam materials, source texts and native speaker material.

www.cambridgeesol.org/rs_notes/rs_nts32. PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: 9783830919

Descriptor(s): Assessment

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


Summary: Angeliki Salamoura discusses how research data being collected for English Profile can be aligned to the CEFR.

www.cambridgeesol.org/rs_notes/rs_nts33. PDF

Entered by: University of Cambridge ESOL Examinations
ISBN: 1-901095-26-6
Pages: 146–7
Principal format: Printed
Summary: This paper describes pedagogic materials from music and film to enable university students in Britain to explore plagiarism, copyright and intertextuality. It also presents a rationale for the materials.
Descriptor(s): Materials
Institutional level: adult
Entered by: University of Westminster (Centre for English Learning and Teaching)

ISBN: 9780521614146
Pages: 119–133
Entered by: University of Leeds (School of Education)

Summary: Nick Saville describes how the Association of Language Testers in Europe (ALTE) sets professional standards for its members through a Quality Management approach. This involves the adoption of a code of practice and associated systems and practices. For Cambridge ESOL this means a continual process of striving to maintain the quality of all of our products.
www.cambridgeesol.org/rs_notes/rs_nts22. PDF
Entered by: University of Cambridge ESOL Examinations

Summary: Nick Saville discusses the role of language testing in migration and citizenship, as language testers are contributing to the ongoing debate about policy and practice in this area. ALTE, including Cambridge ESOL, is keen to ensure that language tests are used by governments or other institutions in a fair and appropriate manner.
www.cambridgeesol.org/rs_notes/rs_nts25. PDF
Entered by: University of Cambridge ESOL Examinations

Principal format: Online

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-1-4051-5410-9

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

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521711920

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Teacher education

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


ISBN: 9780415350655

Pages: 63–74

Descriptor(s): Writing, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Nottingham Trent University (School of Arts and Humanities)


ISBN: 978-0131833081

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

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


Descriptor(s): English language

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


ISBN: 978038746300-1

Pages: 827–841

Descriptor(s): Teacher education

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


Descriptor(s): Teacher education, Learning technologies

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


ISBN: 978-0-472-03134-4

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

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


Summary: The article gives an overview of the results of the large-scale assessment study reporting on English proficiency of 9th graders in the German school system.

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

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


Descriptor(s): Cultural issues, English language

Institutional level: adult

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


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

Institutional level: adult

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


Summary: Conversation Analysis (CA) is a methodology for the analysis of naturally-occurring spoken interaction. It is a multi-disciplinary methodology which is now applied in a very wide range of professional and academic areas.

http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=651

Descriptor(s): Speaking, Methodology, Classroom interaction

Country of research: various

Learners’ background: various

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


Summary: The article examines ‘task’ as research construct as predominantly conceived in terms of task-as-workplan in the Task-based Learning/SLA literature. It is suggested that ‘task’ has weak construct validity and ontology in an overwhelmingly quantitative paradigm because the construct has a ‘split personality’.

http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=5775

ISBN: 0230517005

Pages: 9–21

Summary: There is currently considerable interest in the relationship between Conversation Analysis (CA) and sociocultural or Social Constructionist (SC) approaches to language learning. This chapter analyses extracts of L2 classroom interaction to discover the extent to which SC constructs may or may not be manifest in the details of the interaction.

Descriptor(s): Speaking, Methodology, Classroom interaction

Country of research: various

Learners’ background: various

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


http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=5774

Descriptor(s): Methodology, Classroom interaction

Country of research: various

Learners’ background: various

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


ISBN: 9780230553514

Pages: 42–57

Summary: A particular puzzle for trainee teachers is how it is that experienced teachers manage to create a pedagogical focus; that is, to get students to do what they want, in an apparently effortless manner.

Descriptor(s): Teacher education, Teacher cognition, Methodology, Classroom interaction

Country of research: various

Learners’ background: various

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

ISBN: 9783039114696
Pages: 17–36

**Summary:** This chapter attempts to conceptualise the relationship between the individual instance of interaction, the institutional sub-variety of interaction and the institutional variety of interaction, and to provide such an enabling framework.

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

**Country of research:** various

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

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**Summary:** This report describes the interactional organisation of the IELTS Speaking test in terms of turn-taking, sequence and repair. The study is based on the analysis of transcripts of 137 audio-recorded tests using a Conversation Analysis (CA) methodology.

**Descriptor(s):** Assessment

**Country of research:** various

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

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

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**ISBN:** 978-0820471730

**Pages:** 367–389

**Summary:** This chapter looks at the Discourse Intonation approach, both as a way of describing intonation in English and from a pedagogical perspective.

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

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

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**Descriptor(s):** Classroom interaction

**Country of research:** Taiwan

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

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**ISBN:** 978-0071247276

**Pages:** 163–172

**Summary:** This chapter reports results of a study on two British listeners’ opinions and understanding of Singapore English speakers.

**Descriptor(s):** Pronunciation, Listening, English language
Country of research: United Kingdom
Learners’ background: Singapore
Institutional level: tertiary
Entered by: University of Reading (Department of Applied Linguistics)

Summary: This paper compares speech rhythm in Hong Kong English in spontaneous/semi-scripted speech with that of British English.
Descriptor(s): Pronunciation, English language

Country of research: Hong Kong
Learners’ background: Hong Kong
Institutional level: tertiary
Entered by: University of Reading (Department of Applied Linguistics)

Summary: This paper looks at the make-up and occurrence of consonant clusters in spontaneous/semi-scripted speech in Hong Kong English.
Descriptor(s): Pronunciation, English language

Country of research: Hong Kong
Learners’ background: Hong Kong
Institutional level: tertiary
Entered by: University of Reading (Department of Applied Linguistics)


Pages: 447–457
Summary: This is an overview of recent theories and approaches in English pronunciation teaching.
Descriptor(s): Pronunciation, English language

Entered by: University of Reading (Department of Applied Linguistics)

Summary: This is a state-of-the-art review of research and scholarship in English pronunciation teaching.
Descriptor(s): Pronunciation, English language

Country of research: United Kingdom
Entered by: University of Reading (Department of Applied Linguistics)

Summary: This paper describes the design and implementation of CMC tasks as part of a programme of sustained-content language instruction. The students following this programme made significant
improvements in their oral communication skills and, following the treatment, achieved higher scores than their peers in a computer science project.

**Descriptor(s):** Writing, Speaking, Learning technologies, ESP

**Country of research:** Malaysia

**Learners’ background:** Malaysia

**Institutional level:** tertiary

**Entered by:** Coventry University


**Summary:** Stuart Shaw reviews the literature on word processed text and evaluates the impacts for the assessment of both writing quality and rater behaviour. He concludes that examiner training should ensure equity between the rating of these two formats.

www.cambridgeesol.org/rs_notes/rs_nats22. PDF

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


**Summary:** Stuart Shaw considers rating scales for Writing, in his concluding article on the IELTS Writing Revision Project. He focuses on the qualitative analysis of a global survey on the revised IELTS Writing rating scale. Both raters and administrators were surveyed; the latter being a key stakeholder group rarely foregrounded in research studies.

www.cambridgeesol.org/rs_notes/rs_nats24. PDF

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


**Summary:** Stuart Shaw describes a recent study to enhance the marking quality of the DELTA written examination in terms of standardisation, reliability and transparency.

www.cambridgeesol.org/rs_notes/rs_nats29. PDF

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


**Summary:** Stuart Shaw describes efforts to conceptualise Cambridge ESOL’s writing assessment as a workflow in terms of different facets within an Electronic Script Management (ESM) environment; he shows how this developing technology draws on databases and can benefit the assessment of writing performance.

www.cambridgeesol.org/rs_notes/rs_nats27. PDF

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


**ISBN:** 978052169293

**Summary:** This highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. It shows how an understanding and analysis of a socio-cognitive validation framework in relation to specific writing tests can assist test developers to operationalise their tests more effectively in relation to different proficiency levels.
Descriptor(s): Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: University of Cambridge ESOL Examinations

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

Shaw, S. and E. Galaczi. 2005. ‘Skills for Life writing mark scheme trial: Validating the rating scale for entry levels 1, 2 and 3’. *Cambridge ESOL: Research Notes* 20: 8–12.
Summary: Article describes a trial of mark schemes for the forthcoming Skills for Life tests, which aimed to improve the assessment process and refine the rating scales for the writing component. This project was undertaken to ensure that assessment was standardised, ensuring a fair result for all candidates taking these modular tests designed to improve adult literacy in the UK.

www.cambridgeesol.org/rs_notes/rs_nts20.pdf
Entered by: University of Cambridge ESOL Examinations

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

ISBN: 9780521614146
Pages: 22–41
Descriptor(s): Learner cognition, Learner autonomy/strategies
Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Cultural issues, ESOL/EAL
Country of research: Malaysia
Learners’ background: various
Institutional level: adult
Entered by: University of Exeter (School of Education and Lifelong Learning)

Entered by: University of Leeds (School of Education)

Pages: 51–76
**Principal format:** Printed  
**Entered by:** University of Leeds  
(School of Education)

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

**Pages:** 175–179  
**Principal format:** Printed  
**Entered by:** University of Leeds  
(School of Education)

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

**Pages:** 197–212  
**Principal format:** Printed  
**Entered by:** University of Leeds  
(School of Education)

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

**Pages:** 25–31  
**Principal format:** Printed  
**Entered by:** University of Leeds  
(School of Education)

**ISBN:** 978-1-905188-56-7  
**Summary:** Available online: www.nrdc.org.uk/publications_details.asp?ID=136#  
**Descriptor(s):** ESOL/EAL  
**Associated project:** ESOL Placement Practices Project  
**Entered by:** University of Leeds  
(School of Education)

**ISBN:** 9948856651  
**Pages:** 3–18  
**Summary:** This chapter is the leading article in a collection of papers for an international audience reporting on a range of issues for
consideration when planning, implementing, operating and researching self-access, independent language learning.

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

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


**ISBN:** 978 90 272 05179

**Pages:** 237–266

**Summary:** This chapter describes a project to develop negotiated, collaborative teaching and learning in HE as a model for continuing personal and professional development. It explores how the ‘voices’ of the various participants in the development of autonomy at three interacting levels informed the design and delivery of a Masters-level programme in ‘Learner Autonomy’ for overseas teachers of English at the University of Nottingham.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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


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

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


**ISBN:** 90 272 1962

**Pages:** 193–216

**Summary:** This chapter reports on a study into the effects of task type and implementation conditions on learner performance, showing that the time given for a task has a strong influence on how it is performed.

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

**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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<td><strong>Summary:</strong> This chapter provides a meta-analysis of the results of six studies undertaken by the authors over a number of years into L2 task design and implementation conditions.</td>
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<td><strong>Descriptor(s):</strong> Learner cognition, English language, Classroom interaction</td>
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<td><strong>Country of research:</strong> United Kingdom</td>
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<td><strong>Learners’ background:</strong> various</td>
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<td><strong>Entered by:</strong> St. Mary's University College, Twickenham, London (School of Communication, Culture and Creative Arts)</td>
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| Entered by: University of Leeds (School of Education) |

| ISBN: 978-3-03910-909-8 |
| Pages: 253–263 |
| **Principal format:** Printed |
| **Descriptor(s):** Assessment |
| **Country of research:** United Kingdom |
| **Institutional level:** tertiary |
| **Entered by:** University of Reading (Centre for Applied Language Studies) |

| **Descriptor(s):** Teacher education, Learning technologies |
| **Entered by:** University of Manchester (School of Education) |

| ISBN: 9027219680 |
| Pages: 81–97 |
| **Descriptor(s):** Teacher education, Learning technologies |
| **Country of research:** United Kingdom |
| **Learners’ background:** various |
| **Institutional level:** tertiary |
| **Entered by:** University of Manchester (School of Education) |

| **Summary:** Case study of innovations and evaluations during 5 years of an initial teacher education MA ELT programme. A Professional Practice module was redesigned according to an action research learning model focused on developing students’ ability to evaluate and continuously develop their practice for themselves. Benefits have included increased relevance to students’ own practical concerns, and enhanced motivation and autonomy. |
| http://www2.warwick.ac.uk/services/ldc/resource/interactions/archive/issue26/smith |
| **Descriptor(s):** Teacher education, Curriculum/syllabus |
| **Country of research:** United Kingdom |
| **Learners’ background:** various |
| **Institutional level:** tertiary |
| **Entered by:** University of Warwick (Centre for Applied Linguistics) |
**ISBN:** 0-415-29970-5  
**Pages:** xv–cxx  
**Summary:** Introduction to a collection of texts documenting the rise of ELT (1936–1961), showing how the British Council, the BBC and the University of London Institute of Education began to place the teaching of EFL on a firm institutional footing. Also analyses the roots and diffusion of structural-oral-situational methodology.  
**Descriptor(s):** Cultural issues, Methodology, Materials, English language  
**Country of research:** various  
**Associated project:** Enhancement of the Warwick ELT Archive, with a Particular Focus on the Work of A.S. Hornby  
**Entered by:** University of Warwick (Centre for Applied Linguistics) |
**Principal format:** CD-ROM  
http://www2.warwick.ac.uk/fac/soc/ai/staff/smith_r/developing_teacher-learner_autonomy_canaries.PDF  
**Descriptor(s):** Teacher education, Learner autonomy/strategies  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Warwick (Centre for Applied Linguistics) |
**Summary:** Commissioned paper for the English Language Teaching Journal (ELTJ). ‘About this journal’ web page describes the origins of the journal (in A.S. Hornby’s work, and Hornby’s and H.E. Palmer’s work in Japan).  
www.oxfordjournals.org/our_journals/eltj/resource/the%20origins%20of%20elt%20journal2.PDF  
**Descriptor(s):** Cultural issues  
**Associated project:** Enhancement of the Warwick ELT Archive, with a Particular Focus on the Work of A.S. Hornby  
**Entered by:** University of Warwick (Centre for Applied Linguistics) |
**ISBN:** 978-1-905275-31-1  
**Pages:** 303–307  
**Summary:** A commentary on teacher education initiatives for developing pedagogy for autonomy in schools. Elements of a possible ‘knowledge base’ are highlighted, including: parallelism between educating student-teachers and teaching (pupils) to learn; metacognitive awareness-raising; reflection on practical examples; actual engagement in a pedagogy for autonomy, especially with an action research dimension; involvement of school-based mentors; and necessary institutional adjustments.  
**Descriptor(s):** Teacher education, Learner autonomy/strategies  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Warwick (Centre for Applied Linguistics) |
**Institutional level:** secondary
**Entered by:** University of Warwick (Centre for Applied Linguistics)


**Summary:** Clarifies the concept of learner autonomy by taking standard definitions and highlighting their practical provenance and significance. Highlights an important continuing role for teachers in promoting autonomy, while noting a tension between top-down ‘training’ and genuinely student-centred approaches. Concludes that learner autonomy is a cross-culturally valid educational goal, though one requiring different forms of pedagogy according to context.

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

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

**Smith, R.C.** 2008. ‘The history of learner autonomy’ in L. Dam (ed.) 9th Nordic Conference on Developing Learner Autonomy in Language Learning and Teaching: Status and W. Copenhagen: CVU.

**Principal format:** Printed

http://www2.warwick.ac.uk/fac/soc/al/research/groups/lip/circal/cir/alar/ctfiles/the_history_of_learner_autonomy.PDF

**Descriptor(s):** Management/innovation, Learner autonomy/strategies

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

**Smith, R.C.** and **S. Erdoğan** 2008. ‘Teacher-learner autonomy: Programme goals and student-teacher constructs’ in T. Lamb and H. Reinders (eds.) *Learner and Teacher Autonomy: Concepts, Realities and Responses*. Amsterdam: Benjamins/AILA.

**ISBN:** 978 90 272 0517 9

**Summary:** This paper clarifies dimensions of ‘teacher autonomy’ and argues for the goal within initial teacher education of enhancing ‘teacher-learner autonomy’ (‘the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others’). One approach towards this goal is described, and students’ personal constructs relating to the course design are investigated with repertory-grid interviews.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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


**Summary:** Helen Spillett explains the reasons for considering a change in existing policy and describes the procedures and outcomes of a consultation exercise and small-scale research study which informed the new policy implemented from 2007.

www.cambridgeesol.org/rs_notes/rs_n ts28.PDF

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


**ISBN:** 978-87-90923-47-1

118
Summary: Excerpts from the science textbooks used in schools in Uganda are analysed. The analyses reveal textual flaws, particularly in the way relations between propositions are constructed and signalled, that are likely to make them more difficult for students to comprehend. The paper further explores how the flaws might be rectified.

Descriptor(s): English language, ESP, Materials, Reading

Country of research: Uganda

Entered by: University of Liverpool (School of English)


Summary: Jason Street and Kate Ingham describe the process of compiling, validating, and publishing word lists for our BEC preliminary, PET and KET examinations.

Entered by: University of Cambridge ESOL Examinations


Summary: This study reports on how two dimensions of narrative task design (storyline complexity and narrative structure) impact upon the accuracy, complexity and fluency of L2 performance.

Country of research: various

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


Summary: This article presents a study examining how narrative structure and narrative complexity can impact the performance of second language learners. Forty learners of English in London and sixty learners in Tehran were asked to re-tell cartoon stories from picture prompts.


Pages: 239–277

Summary: Planning has proved to have positive effects on language learners’ performance on tasks. This study sets out to investigate the effects of strategic planning on learners’ accuracy, complexity and fluency of performance.

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

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


Summary: Lynda Taylor outlines how Cambridge ESOL has forged closer links with other departments in the University of Cambridge.

www.cambridgeesol.org/rs_notes/rs_nts19. PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: n/a

Principal format: Printed

Descriptor(s): Assessment

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Assessment

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor outlines the range of qualitative research carried out at Cambridge ESOL to support test development and monitor test quality.

www.cambridgeesol.org/rs_notes/rs_nts21. PDF

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor discusses notions of washback and impact, locating them within the broader framework of consequential validity. She highlights the long tradition of consultation which we have enjoyed with our test stakeholders and the more recent role of systematic impact studies within our approach to test development and validation.

www.cambridgeesol.org/rs_notes/rs_nts20. PDF

Entered by: University of Cambridge ESOL Examinations

Summary: In this chapter Lynda Taylor and Fiona Baker illustrate how the field of corpus linguistics has become an important and relevant source of accurate language data, which is useful for constructing tests based on scientific and empirical language documentation.

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

Learners’ background: various

Institutional level: tertiary

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor and Neil Jones discuss the relationship of Cambridge ESOL’s exams with the Council of Europe’s CEFR along four perspectives: historical, conceptual, empirical and evolutionary.

www.cambridgeesol.org/rs_notes/rs_nts24. PDF

Entered by: University of Cambridge ESOL Examinations


Summary: David Thighe discusses Cambridge ESOL’s response to the changing assessment requirements that are resulting from globalisation and migration. He describes the growing demand for English language tests that are tailored to the needs of populations in various work-oriented contexts, outlining some of the principles that underpin the domain-related tests we offer, such as BEC, BULATS, ILEC and ICFE.

www.cambridgeesol.org/rs_notes/rs_nts27. PDF

Entered by: University of Cambridge ESOL Examinations

**Summary:** Uses a Systemic Functional Linguistic approach to set out a comprehensive model of conjunction – the ways in which speakers and writers make connections between the clauses in their discourse (whether or not the connections are explicitly signalled).

**Descriptor(s):** English language

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

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ISBN: 978-0415338950

**Pages:** 68–87

**Summary:** Focuses on the comparative analysis in classrooms of small corpora of equivalent genres in different languages. I argue for including explicit attention to language forms within CLT approaches, and for stimulating awareness-raising through cross-linguistic comparison, concentrating on exploring the ‘discourse value’ of lexical, structural and other choices in context.

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

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

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**Summary:** This article proposed a principled framework for the teaching of spoken grammar, taking into account sociocultural concerns about the relevance of native speaker language in an era of international English.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Entered by:** Leeds Metropolitan University

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ISBN: 0-8264-8612-6

**Pages:** 122–139

**Summary:** This chapter discusses how learners’ sense of identity might affect their attitude to varieties of the target language and how these attitudes, in turn, might affect their acquisition of the target language.

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

**Entered by:** Leeds Metropolitan University

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**Summary:** This article discusses with practical examples how a principled lexical dimension could be applied without the need to follow ‘The lexical approach’ as advocated by Michael Lewis (1993).

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

**Entered by:** Leeds Metropolitan University

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ISBN: 9948-8566-2-7
This paper examines research into differences in fluency, accuracy and complexity of speech at different proficiency levels. It also examines research findings concerning the reactions of raters of different kinds to features of speech. In the light of this, the revision of the high-stakes IELTS speaking test is discussed.

Descriptor(s): Speaking, English language, Assessment

Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Reading (Department of Applied Linguistics)

ISBN: 3-631-54131-7
Pages: 169–199
Descriptor(s): Methodology, Learner autonomy/strategies
Country of research: Hong Kong
Learners’ background: Hong Kong
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)

Pages: 180–195
Descriptor(s): Learner autonomy/strategies
Country of research: Hong Kong
Learners’ background: Hong Kong
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)

Principal format: CD-ROM
Descriptor(s): Writing, Teacher education, ESP
Entered by: University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

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

Entered by: University of Edinburgh
(Institute for Applied Language Studies/Office of Lifelong Learning)

Troudi, S. 2005. ‘Critical content and cultural knowledge for TESOL Teachers’. 

Teacher Development 9/1: 115–129.

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

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


Pages: 433–445

Descriptor(s): Teacher education

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


Descriptor(s): Writing, Reading

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


ISBN: 9 783039 111831

Pages: 177–202

Descriptor(s): Writing

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


Descriptor(s): Writing, ESP

Institutional level: tertiary

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


Descriptor(s): Learner autonomy/strategies

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


Descriptor(s): Assessment

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


Descriptor(s): Learner autonomy/strategies

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

**Principal format:** CD-ROM  
**Summary:** Review of research on motivation in language learning, with implications for classroom practice and research.  
**Descriptor(s):** Teacher education, Learner cognition, Learner autonomy/strategies, ESP  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**Summary:** A critical discussion of issues of motivation, autonomy and identity in language learning and use.  
**Descriptor(s):** Cultural issues, Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**ISBN:** 978-3-88476-844-0  
**Pages:** 283–295  
**Summary:** Critical review of motivation and autonomy theory with reference to communicative language teaching.

**Descriptor(s):** Speaking, Learner cognition, Learner autonomy/strategies, Classroom interaction  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**ISBN:** 978-1-905275-00-7  
**Pages:** 5–24  
**Summary:** Analysis of sociocultural-theoretical perspectives on motivation and autonomy, drawing on research data from language learners and student teachers.  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**ISBN:** 978-0-521-88963-6  
**Pages:** 19–34  
**Summary:** Review of research on language motivation with implications for classroom practice.  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

Ushioda, E. 2008. ‘Using I-statement analysis to explore autonomy and change’.  
**Summary:** Reports on research dimension of CUTE2 project to develop Chinese University academics’ English language skills, with a focus on fostering learner autonomy.  
www.echinauk.org/cases2/cute2/research.php
**Descriptor(s):** Learning technologies, Learner autonomy/strategies, English language  
**Country of research:** China  
**Learners’ background:** China  
**Associated project:** Chinese University Teacher Training in English (CUTE2)  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**Summary:** The study depicts the relationship between pedagogical focus and language choice in the language teaching/learning environment of English as a Foreign Language (EFL) at a Turkish university.  
http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=5773  
**Descriptor(s):** Speaking, Classroom interaction  
**Country of research:** Turkey  
**Learners’ background:** Turkey  
**Institutional level:** tertiary  
**Entered by:** Newcastle University (School of Education, Communication and Language Sciences)

**ISBN:** 9783110196306  
**Pages:** 291–308  
**Summary:** A corpus-based investigation of the factors which influence collocation (e.g. the use of metaphor, semantic prosody etc.).
primary school. It draws implications for the curriculum and literacy teaching in multicultural contexts.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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

**Wallace, C.** 2006. 'The text dead or alive: Expanding textual repertoires in the Adult ESOL classroom'. *Linguistics and Education* 17/1: 74–90.

**Summary:** The study looks at the use of text in the Reading Classroom in Adult ESOL classrooms. It argues that a very restricted view of text leads to a reduced literacy curriculum in which ESOL learners’ resources and experiences are largely ignored.

**Descriptor(s):** Teacher education, Reading, ESOL/EAL, Curriculum/syllabus, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

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


**Summary:** The paper aims to demonstrate how classrooms can be reconfigured as critical communities. It focuses on two classrooms of adult learners in the United Kingdom to show how teachers may allow space for atypical kinds of dialogic teaching to emerge in the interests of creating critical communities of learners.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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


**Summary:** The article examines the manner in which identity impacts on literacy with reference to two nine-year-old girls and two fifteen-year-old boys in London schools who speak or have access to two or more languages.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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


**ISBN:** 10: 0415364698

**Summary:** Investigating Classroom Discourse is based on the premise that language use and interaction is at the core of good teaching and learning.

**Descriptor(s):** Classroom interaction

** Entered by:** Queen’s University, Belfast (School of Education)

**Walsh, S.** 2006. ‘Learning to talk or talking to learn in the EFL classroom’ in A. Gallagher and M. ÓLaoire (eds.) *Language Education in Ireland: Current Practice and Future Needs*. Dublin: IRAAL.

**ISBN:** 9780901519818

**Descriptor(s):** Teacher education, Learner autonomy/strategies
Entered by: Queen's University, Belfast (School of Education)

Walsh, S. 2006. ‘Talking the talk of the TESOL Classroom’. *English Language Teaching Journal* 60: 133–141.

**Descriptor(s):** Classroom interaction  
**Country of research:** United Kingdom  
**Entered by:** Newcastle University (School of Education, Communication and Language Sciences)


**Descriptor(s):** Teacher education, Classroom interaction  
**Entered by:** Newcastle University (School of Education, Communication and Language Sciences)

ISBN: 978 90 272 2305 0  
**Descriptor(s):** Teacher education, Methodology, Materials, Learner autonomy/strategies  
**Entered by:** Queen’s University, Belfast (School of Education)

**Summary:** Drawing on Gernsbacher’s Structure Building Framework, I challenge the metaphor of ‘transfer’ of reading comprehension from L1 to L2, in favour of a description of access to an established comprehension ability. A study with a group of French learners of English confirmed the access hypothesis and made links with L2 working memory development.  
**Descriptor(s):** Reading, Learner cognition  
**Country of research:** France  
**Entered by:** University of Oxford (Department of Education)

**Summary:** In the reading comprehension ‘threshold’, lower intermediate learners have problems comprehending texts at their level. These learners have low working memory and, notably, unreliable phonological inventories of English. This corresponds to an explanation where low-level decoding difficulties take up working memory to the detriment of higher-level comprehension activity.  
**Descriptor(s):** Reading, Pronunciation, Learner cognition  
**Country of research:** France  
**Entered by:** University of Oxford (Department of Education)

ISBN: 1901095096  
**Pages:** 129–130  
**Principal format:** Printed  
**Entered by:** University of Portsmouth (School of Languages and Area Studies)


Summary: Stuart Shaw and Cyril Weir report on ongoing research to articulate a clear theoretical and practical position for the construct of writing, which is an important component of all of our language tests. Weir’s Validity framework attempts to reconfigure validity as a unitary concept, and to show how its constituent parts interact with each other.

www.cambridgeesol.org/rs_notes/rs_nts21. PDF

Entered by: University of Cambridge ESOL Examinations


Summary: Cyril Weir and Stuart Shaw summarise the constructs underpinning the Main Suite writing tests, drawing in part on corpus evidence. A clear construct definition is vital for understanding and validating language tests and this article describes the application of a socio-cognitive validity framework to the Cambridge Writing examinations.

www.cambridgeesol.org/rs_notes/rs_nts26. PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521711920
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<tr>
<th>Entered by:</th>
<th>University of Bedfordshire (Centre for Research in English Language Learning and Assessment)</th>
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</table>
**Descriptor(s):** Writing, Speaking, Reading, Listening, Assessment |
**Descriptor(s):** Curriculum/syllabus, Assessment |
**Descriptor(s):** Reading, Assessment |
**Descriptor(s):** Reading, Assessment |
**Descriptor(s):** Speaking, Assessment |
Descriptor(s): Learning technologies, Assessment
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

ISBN: 1 901095 14 2
Principal format: Printed
Summary: An exploration of feedback on writing in an online environment.
Descriptor(s): Writing, Methodology, Learning technologies, Classroom interaction
Country of research: United Kingdom
Learners’ background: Italy
Institutional level: adult
Entered by: York St John University (Languages and Linguistics)

ISBN: 9781903152232
Summary: A report of a mixed methods study to explore students’ attitudes to, and performance in, multilingual group work at a UK university.
Descriptor(s): Classroom interaction, Assessment
Country of research: United Kingdom
Institutional level: tertiary
Entered by: York St John University (Languages and Linguistics)

Summary: This book examines the relationship between language, education and development in Africa.
Descriptor(s): Teacher education, Cultural issues, Reading, Methodology, Materials, English language, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: various
Learners’ background: various
Institutional level: primary
Entered by: Bangor University (School of Linguistics and English Language)

Pages: 355–380
Summary: Reviews contemporary approaches to the teaching of reading comprehension in EFL/ESL.
Descriptor(s): Reading, Methodology, Materials, English language
Country of research: various
Learners’ background: various
Entered by: Bangor University (School of Linguistics and English Language)
Pages: 60–64
Summary: Reviews the role of language in ex-colonial countries around the world.
Descriptor(s): Cultural issues, English language
Country of research: various
Learners’ background: various
Entered by: Bangor University (School of Linguistics and English Language)

Williams, E. 2007. ‘Extensive reading in Malawi: Inadequate implementation or inappropriate innovation?’ Journal of Research in Reading 30/1: 59–79.
Summary: This article provides evidence from field research of the failure of a large-scale British aid project to effect improvement in levels of reading in Malawi. It also provides explanations for that failure.
Descriptor(s): Reading, Methodology, Management/innovation, English language, Assessment
Country of research: Malawi
Learners’ background: Malawi
Institutional level: primary
Entered by: Bangor University (School of Linguistics and English Language)

Summary: Juliet Wilson discusses some of the ethical issues concerning testing children. She outlines Cambridge ESOL’s current approach to testing this group of learners and describes how these tests were developed in the mid 1990s in terms of their design and the children’s experience of taking these tests.
www.cambridgeesol.org/rs_notes/rs_nots22. PDF
Entered by: University of Cambridge ESOL Examinations

Summary: Juliet Wilson’s introductory article outlines the background to the review of the YLE tests conducted over the past 3–4 years; she goes on to consider the modifications and trialling of three different tasks and describes the research which was carried out to update the vocabulary lists.
www.cambridgeesol.org/rs_notes/rs_nots28. PDF
Entered by: University of Cambridge ESOL Examinations

Principal format: Printed
Entered by: University of Bristol (Graduate School of Education)
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<tr>
<td>Woodfield, H.</td>
<td>'Problematising discourse completion tasks: Voices from verbal report'. <em>Journal of Evaluation and Research in Education</em> 21/2: 43–69.</td>
<td>2008</td>
<td></td>
<td></td>
<td>University of Bristol (Graduate School of Education)</td>
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<tr>
<td>Wright, T.</td>
<td><em>Classroom Management in Language Education</em>. Basingstoke: Palgrave.</td>
<td>2005</td>
<td>ISBN: 1403940894</td>
<td>Summary: Focuses on classroom management (CM) within the notion of classroom life. Examines the affective, spatial, temporal, discourse, cultural and institutional aspects of CM. Reviews relevant research and suggests ways of researching CM.</td>
<td>University College Plymouth St Mark &amp; St John (Department of International Education)</td>
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<tr>
<td>Yanagawa, K. and A.B. Green.</td>
<td>'To show or not to show: The effects of item stems and answer options on performance on a multiple-choice listening comprehension test'. <em>System</em> 36/1: 107–122.</td>
<td>2008</td>
<td></td>
<td></td>
<td>University College Plymouth St Mark &amp; St John (Department of International Education)</td>
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**ISBN:** 0-08-044299-4

**Pages:** 340–344

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

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

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**ISBN:** 978-3-11-018471-6

**Descriptor(s):** Cultural issues

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

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**ISBN:** 978-0-826-493101/978-0-826-493095

**Descriptor(s):** Cultural issues

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

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**Summary:** Ron Zeronis provides a progress update on the current DELTA revision project, which includes the development of a modular syllabus.

[www.cambridgeesol.org/rs_notes/rs_nts29](http://www.cambridgeesol.org/rs_notes/rs_nts29). PDF

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

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

**Entered by:** University of Nottingham (School of English Studies)
Doctoral (PhD or EdD) theses supervised and completed within UK universities are listed below by institution. It should be noted that not all universities where doctoral work is supervised were able to supply details in this category, and so the list is not a fully comprehensive one. Regarding availability, doctoral theses completed within UK institutions are gradually being digitised by the British Library’s Electronic Theses Online Service (EThOS), and their website (http://ethos.bl.uk/Home.do) would therefore be an appropriate first port of call for users of this directory who are interested in consulting a particular thesis.

Aston University (School of Languages and Social Sciences)


Supervisor(s): Sue Garton
Awarding institution: Aston University
Summary: The study investigates informal conversations between native English speakers and international students living in the UK, with a focus on topic management strategies. The research suggests that the conversations flowed freely and coherently and were marked by a relative scarcity of the communicative difficulties often associated with NS–NNS interactions.
Descriptor(s): Speaking, Cultural issues

Bangor University (School of Linguistics and English Language)


Supervisor(s): Eddie Williams
Awarding institution: Bangor University, Wales
Summary: An experimental investigation into the effect of a skills programme on the note taking ability in English of Omani university students.
Descriptor(s): Methodology, Learner cognition, Learner autonomy/strategies, English language, Curriculum/syllabus
Country of research: Oman
Learners’ background: Oman
Institutional level: tertiary

Sappapan, P. 2007. Reading Strategies of Thai University Students in English.

Supervisor(s): Eddie Williams
Awarding institution: Bangor University
Summary: An experimental investigation of reading strategies of Thai university students in English.
Descriptor(s): Methodology, Management/innovation, Learner autonomy/strategies, English language, Classroom interaction
Country of research: Thailand
Learners’ background: Thailand
Institutional level: tertiary

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


Supervisor(s): Adrian Holliday
Awarding institution: University of Kent
Summary: British teachers’ attitudes towards theory and professionalism within the context of the changing ownership of English and globalisation.

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

Institutional level: adult


Supervisor(s): John Kullman and Martin Hyde

Awarding institution: University of Kent

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

Country of research: Mexico

Institutional level: tertiary


Supervisor(s): Stephen Bax

Awarding institution: University of Kent

Summary: A study of children from Japanese and English language homes using specially created Internet sites.

Descriptor(s): Cultural issues, Learning technologies, Curriculum/syllabus

Crawford, T. 2008. ESL Writing in the University of Guanajuato: The Struggle to Enter a Discourse Community.

Supervisor(s): Christopher Anderson and Alan Cunningsworth

Awarding institution: University of Kent

Summary: A study of classroom discourses surrounding the transitions between Mexican Spanish and English.

Descriptor(s): Writing, Cultural issues, Curriculum/syllabus

Country of research: Mexico

Institutional level: tertiary


Supervisor(s): Adrian Holliday

Awarding institution: University of Kent

Descriptor(s): English language, Curriculum/syllabus

Country of research: Cyprus

Institutional level: secondary


Supervisor(s): Adrian Holliday

Awarding institution: University of Kent


Descriptor(s): Cultural issues, Assessment

Country of research: China

Institutional level: secondary


Supervisor(s): Adrian Holliday and Richard Cullen

Awarding institution: University of Kent

Summary: A study of Emirati women trainee teachers in a college of higher technology in the UAE.

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

Country of research: United Arab Emirates

Institutional level: tertiary


Supervisor(s): Adrian Holliday and Richard Cullen

Awarding institution: University of Kent

Descriptor(s): Cultural issues, Assessment

Country of research: United Arab Emirates

Institutional level: tertiary
Awarding institution: University of Kent
Summary: Looking at curriculum issues around the setting up of self-access centres in Mexico.
Descriptor(s): Cultural issues, Management/innovation, Learner autonomy/strategies, Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): Stephen Bax and Richard Cullen
Awarding institution: University of Kent
Summary: Student teachers doing the COTE.
Descriptor(s): Teacher education, Cultural issues
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): John Kullman
Awarding institution: University of Kent
Descriptor(s): Learner autonomy/strategies, Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): John Kullman
Awarding institution: University of Kent
Descriptor(s): Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Cardiff University (School of English, Communication and Philosophy)

Supervisor(s): Nikolas Coupland
Awarding institution: Cardiff University
Descriptor(s): ESOL/EAL
Country of research: Kuwait
Learners’ background: Kuwait
Institutional level: primary

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): Writing, Learner autonomy/strategies, English language
Country of research: United Arab Emirates
Learners’ background: United Kingdom
Institutional level: tertiary

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): Learner cognition
Country of research: Saudi Arabia
Learners’ background: Saudi Arabia
Institutional level: tertiary

Supervisor(s): Paul Tench
Awarding institution: University of Kent
Awarding institution: Cardiff University
Descriptor(s): Speaking
Country of research: Rwanda
Learners’ background: Rwanda

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): ESOL/EAL
Country of research: Japan
Learners’ background: Japan
Institutional level: primary

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): Speaking, Learner autonomy/strategies
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: tertiary

Supervisor(s): Christine Pegg
Awarding institution: Cardiff University
Descriptor(s): Speaking, Curriculum/syllabus, Assessment
Country of research: China
Learners’ background: China
Institutional level: tertiary

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

Supervisor(s): Catherine Wallace
Awarding institution: Institute of Education, University of London
Summary: The study aims to establish how far a multilingual ideology can be established as the basis for language policy in Ghana.
Descriptor(s): Teacher education, Cultural issues, English language
Country of research: Ghana
Learners’ background: Ghana

Supervisor(s): Amos Paran
Awarding institution: University of London
Summary: The study, involving teachers, administrators and students, found ELT perceived as a semi-profession, because NNTE were part-timers with different qualifications. The discourse of NNTE created a third space between those of NS and NNS teachers. The NNTE life cycle follows a pattern of honeymoon, maturity and retirement.
Country of research: Lebanon
Institutional level: tertiary

Supervisor(s): David Block
Awarding institution: Institute of Education, University of London
Descriptor(s): Cultural issues, Materials
Joo, M-J. 2007. *Korean University Students’ Attitudes to, and Performances on, a Face-to-Face Interview (FTFI) and a Computer Administered Oral Test (CAOT)*.

**Supervisor(s):** Catherine Walter

**Awarding institution:** Institute of Education, University of London

**Summary:** This study explores Korean university students’ attitudes to, and performance on, a Face-To-Face interview (FTFI) and a Computer Administered Oral Test (CAOT), and finally the effects of attitudes on performance in a Korean university context. Conclusions pointed to the desirability of a CAOT in situations where FTFIs were impractical.

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

**Country of research:** Korea, Republic of (South Korea)

Mehmedbegovic, D. 2008. *“Miss, Who Needs the Languages of Immigrants?”: A Study in Attitudes and Values Attached to Bilingualism in England and Wales*.

**Supervisor(s):** Catherine Wallace

**Awarding institution:** Institute of Education, University of London

**Summary:** The study explores the values and attitudes attached to bilingualism on the part of key policy makers and lead professionals in education in England and Wales.

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

**Country of research:** United Kingdom


**Supervisor(s):** Catherine Wallace

**Awarding institution:** Institute of Education, University of London

**Summary:** The study analyses the problematic nature of L2 interpersonal language by examining data collected on second language users who are engaged in L2–L2 small talk in a target-language context.

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

**Country of research:** Mexico

Learners’ background: Mexico


**Supervisor(s):** Amos Paran

**Awarding institution:** University of London

**Summary:** Three studies were conducted, including two training studies. Results indicate that phonological skills training can be effective in promoting L2 reading skills, but only if provided at primary level. A similar intervention at secondary level was not effective.

**Descriptor(s):** Reading

**Country of research:** Hong Kong

Learners’ background: Hong Kong

Institutional level: primary


**Supervisor(s):** Catherine Wallace

**Awarding institution:** Institute of Education, University of London

**Summary:** The study explores ways in which critical discourse analysis can be translated into classroom practice.

**Descriptor(s):** Speaking, Cultural issues, Reading, Materials, Classroom interaction

**Country of research:** United Kingdom

Learners’ background: United Kingdom

**Supervisor(s):** Catherine Wallace  
**Awarding institution:** Institute of Education, University of London  
**Summary:** The study offers a needs analysis of tertiary-level ESP education in Korea and the UK, by comparing two EAP settings: a Korean Institute of Engineering in Korea and a comparable institutional setting in London.  
**Descriptor(s):** Writing, Speaking, Cultural issues, Reading, Listening, ESP  
**Country of research:** Korea, Republic of (South Korea)  
**Learners’ background:** Korea, Republic of (South Korea)

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


**Supervisor(s):** Constant Leung and Brian Street  
**Awarding institution:** King’s College London  
**Summary:** Task-based language teaching as an approach to English language teaching and learning is explored in this thesis in the form of a case study, in order to examine the ways that language teachers make use of theory and research presented to them in the professional literature and on training courses.  
**Descriptor(s):** Teacher education, Teacher cognition, Methodology, Curriculum/syllabus  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult


**Supervisor(s):** J. Jenkins and C. Leung  
**Awarding institution:** University of London  
**Summary:** This thesis deals with international spread of English. It provides analysis of a corpus of spoken interactions in English as lingua franca settings, the primary aim of which is systematic and detailed descriptions of innovative lexicogrammatical features occurring in ELF communication. The discussion also considers the likely pedagogical implications of these findings.  
**Descriptor(s):** Teacher education, Methodology, Materials, English language  
**Country of research:** United Kingdom

**Leeds Metropolitan University**


**Supervisor(s):** I. Timmis  
**Awarding institution:** Leeds Metropolitan University  
**Summary:** This thesis proposed a framework for transferring reading from the language of wider communication to the mother tongue based on the author’s research with the Sabaot people in Kenya.  
**Descriptor(s):** Cultural issues, Reading, Methodology

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


**Supervisor(s):** M. Young-Scholten and F. Myles  
**Awarding institution:** Newcastle University  
**Descriptor(s):** Curriculum/syllabus  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** primary
Queen's University, Belfast (School of Education)
**Supervisor(s):** Tony Gallagher
**Awarding institution:** Queen's University, Belfast
**Descriptor(s):** Teacher education, Learner autonomy/strategies

University of Birmingham (Centre for English Language Studies and Department of English)
**Supervisor(s):** Chris Kennedy
**Awarding institution:** Centre for English Language Studies, University of Birmingham
**Descriptor(s):** Curriculum/syllabus, Assessment
**Country of research:** Japan
**Learners’ background:** Japan
**Institutional level:** secondary

Connerty, M. 2008. *Variation in Academic Writing among Generation 1.5 Learners, Native Speaker Learners and ESL Learners.*
**Supervisor(s):** Susan Hunston
**Awarding institution:** University of Birmingham
**Summary:** The thesis is a corpus study of three cohorts of students. Its aim is to characterise the writing of generation 1.5 students in the US.
**Descriptor(s):** Writing, ESOL/EAL
**Country of research:** United States of America
**Learners’ background:** various
**Institutional level:** tertiary

**Supervisor(s):** Susan Hunston
**Awarding institution:** University of Birmingham
**Summary:** The thesis uses identification of statistically salient grammar words as the focus for an investigation of recurrent phraseology in two humanities disciplines (English Literature and History).
**Descriptor(s):** Writing, ESP

**Supervisor(s):** Susan Hunston
**Awarding institution:** University of Birmingham
**Summary:** The thesis is a study of verb use, comparing a corpus of English essays written by Chinese learners and a corpus of essays written by native speakers.
**Descriptor(s):** Writing
**Country of research:** China
**Learners’ background:** China
**Institutional level:** tertiary

**Supervisor(s):** Chris Kennedy
**Awarding institution:** Centre for English Language Studies, University of Birmingham
**Descriptor(s):** Teacher education
**Country of research:** Sri Lanka

**Supervisor(s):** Chris Kennedy
**Awarding institution:** Centre for English Language Studies, University of Birmingham
Summary: An evaluation of the effects of an innovative methodology on Japanese university students.

Descriptor(s): Methodology, Materials, Learner autonomy/strategies, Curriculum/syllabus

Country of research: Japan

Learners’ background: Japan

Institutional level: tertiary


Supervisor(s): Jeannette Littlemore

Awarding institution: University of Birmingham

Summary: This thesis explored the role of teacher autonomy in teacher training contexts in Japan.

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

Country of research: Japan

Learners’ background: Japan

Institutional level: tertiary


Supervisor(s): Chris Kennedy

Awarding institution: Centre for English Language Studies, University of Birmingham

Descriptor(s): English language, Curriculum/syllabus


Supervisor(s): Susan Hunston

Awarding institution: University of Birmingham

Summary: The thesis is a study of the changes made during re-drafting of MA theses and the effect of these changes on the construal of writer identity in the theses.

Descriptor(s): Writing, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

University of Birmingham (School of Education)


Supervisor(s): D. Martin

Awarding institution: University of Birmingham


Supervisor(s): D. Martin

Awarding institution: University of Birmingham


Supervisor(s): A. Blackledge

Awarding institution: University of Birmingham


Supervisor(s): Christopher Rhodes

Awarding institution: University of Birmingham

Supervisor(s): A. Creese
Awarding institution: University of Birmingham
Country of research: United Kingdom
Learners' background: United Kingdom

Supervisor(s): Harry Daniels
Awarding institution: University of Birmingham

Supervisor(s): David Hewitt
Awarding institution: University of Birmingham

Majer, B. 2006. The Shaping of the Learner Identity of Bilingual Adults During Curriculum Study at an English Further Education College.
Supervisor(s): A. Creese
Awarding institution: University of Birmingham
Country of research: United Kingdom
Learners' background: United Kingdom
Institutional level: adult

Supervisor(s): D. Martin
Awarding institution: University of Birmingham
Country of research: Greece
Learners' background: Greece
Institutional level: secondary

Supervisor(s): D. Martin
Awarding institution: University of Birmingham
Institutional level: secondary

University of Bristol (Graduate School of Education)

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Alexander, C. 2006. Teachers Online: A Case Study of English Language Teaching Using the Internet.
Supervisor(s): R. Kiely
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

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Awarding institution: University of Bristol

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Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Supervisor(s): Sally Barnes and Pauline Rea-Dickins
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins and H. Woodfield
Awarding institution: University of Bristol

Scott, C. 2005. Washback in the UK Primary Context with EAL Learners: Exploratory Case Studies.
Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Supervisor(s): R. Kiely
Awarding institution: University of Bristol

Woodfield, H. 2005. Requests in English: ESL Learners and Native Speakers’ Responses to Discourse Completion Tasks.
Supervisor(s): S. Gardner
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol

Zhao, B. 2008. Corrective Feedback and Learner Uptake: Focus-on-Form Instruction in Primary School EFL Classrooms in China.
Supervisor(s): R. Kiely and G. Yu
Awarding institution: University of Bristol

Supervisor(s): P. Rea-Dickins
Awarding institution: University of Bristol
Country of research: China

Zou, B. 2008. How Computers are Being Used to Develop Listening and Speaking Skills in TESOL.
Supervisor(s): Sally Barnes and Pauline Rea-Dickins
Awarding institution: University of Bristol

University of Cambridge
ESOL Examinations

Supervisor(s): E. Esch and N. Jones
Awarding institution: Cambridge University
Descriptor(s): Cultural issues, Reading, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Assessment
Country of research: United Kingdom
Learners’ background: various

University of Edinburgh
(Institute for Applied Language Studies/Office of Lifelong Learning)

Supervisor(s): Tony Lynch and Cathy Benson
Awarding institution: University of Edinburgh
Summary: A study comparing the learning benefits for Iranian learners of English receiving instruction in different types of classroom activity.

Descriptor(s): Methodology, Learner cognition

Supervisor(s): Tony Lynch and Alan Davies
Awarding institution: University of Edinburgh
Descriptor(s): Reading

Supervisor(s): Tony Lynch and Cathy Benson
Awarding institution: University of Edinburgh
Summary: A classroom-based study of Japanese learners of English engaged in paired communication tasks.
Descriptor(s): Speaking, Methodology, Learner cognition

Supervisor(s): Tony Lynch and Eric Glendinning
Awarding institution: University of Edinburgh
Summary: A study of two cycles of materials development, piloting and revision, using learners’ and teachers’ perceptions of materials use and value to inform the process of revision.
Descriptor(s): Reading, Methodology, Materials
University of Manchester
(School of Education)


Supervisor(s): Gary Motteram

Awarding institution: University of Manchester

Summary: A study into the use of a teacher-created online learning environment for delivering CPD for adult learners in Cyprus.

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

Country of research: Cyprus

Learners' background: Cyprus

Institutional level: adult


Supervisor(s): Teresa O’Brien

Awarding institution: University of Manchester

Descriptor(s): Materials, Learner cognition, Learner autonomy/strategies, ESP, Curriculum/syllabus

Country of research: United Kingdom

Learners' background: various

Institutional level: tertiary


Supervisor(s): Michael Beaumont

Awarding institution: University of Manchester

Summary: A study of the acquisition of stress patterns in adult learners of English.

Descriptor(s): Speaking, Pronunciation

Country of research: Austria

Learners' background: various

Institutional level: adult


Supervisor(s): Richard West

Awarding institution: University of Manchester

Descriptor(s): ESP, Curriculum/syllabus


Supervisor(s): Diane Slaouti and Juup Stelma

Awarding institution: University of Manchester

Summary: A descriptive study of NNS-NNS interaction in a SCMC environment in a private language centre in Syria. Aims included (a) to explore different aspects of NNS–NNS interaction in task-based SCMC, and (b) to investigate how these aspects were influenced by the characteristics of the SCMC technology employed.

Descriptor(s): Methodology, Learning technologies, Classroom interaction

Country of research: Syria

Learners' background: Syria

Institutional level: adult


Supervisor(s): Julian Williams

Awarding institution: University of Manchester

Summary: A study into the informal learning of a community of e-learning practitioners as a part of a large international materials development project for online learning.

Descriptor(s): Teacher education, Cultural issues, Management/innovation, Learning technologies, Curriculum/syllabus

Supervisor(s): Steve Jones

Awarding institution: University of Manchester

Summary: A comparison of the distribution of linguistic features in the spoken and written English of Korean and British university students.

Descriptor(s): Writing, Speaking, English language

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary


Supervisor(s): Diane Slaouti

Awarding institution: University of Manchester

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

Country of research: Mexico
Learners’ background: Mexico


Supervisor(s): Diane Slaouti

Awarding institution: University of Manchester

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


Supervisor(s): Geoff Thompson and Carol Marley

Awarding institution: University of Liverpool

Summary: A cross-cultural comparison of discourse choices in science popularisation texts from British and Korean newspapers. The focus is on resources for involving the reader, and on the links between differences in the use of these resources and wider socio-cultural factors.

Descriptor(s): Cultural issues, ESP

Country of research: Korea, Republic of (South Korea)


Supervisor(s): Geoff Thompson and Sue Thompson

Awarding institution: University of Liverpool

Summary: A linguistic exploration of the ways in which a group of schoolchildren from the West Bank construe their experiences living under Israeli military occupation, and their resulting ideologies. The study analyses the evaluative choices in 160 texts, written and spoken in English by Palestinian males and females, aged 12–18.

Descriptor(s): Cultural issues

Country of research: Israel
Learners’ background: Palestinian Territories
Institutional level: secondary
University of Nottingham
(School of Education)

Abdul Rahim, F. 2007. Expanding the Capacity to Learn Through the ECAM Model of Mediation: Teaching and Learning English and Mathematics as a Second Language in a Malaysian Primary School.

Supervisor(s): Do Coyle and Philip Hood

Awarding institution: University of Nottingham
Descriptor(s): Teacher education, Methodology, ESOL/EAL, ESP, Classroom interaction

Country of research: Malaysia
Learners’ background: Malaysia
Institutional level: primary


Supervisor(s): Barbara Sinclair

Awarding institution: University of Nottingham
Descriptor(s): Learner autonomy/strategies

Country of research: India
Learners’ background: various
Institutional level: secondary

Hsu, W-C. 2005. Representations, Constructs and Practice of Autonomy Via a Learner Training Programme in Taiwan.

Supervisor(s): Barbara Sinclair

Awarding institution: University of Nottingham
Descriptor(s): Learner autonomy/strategies

Country of research: Taiwan
Learners’ background: Taiwan
Institutional level: secondary


Supervisor(s): Barbara Sinclair

Awarding institution: University of Nottingham
Descriptor(s): Learner autonomy/strategies

Country of research: Taiwan
Learners’ background: Taiwan
Institutional level: primary


Supervisor(s): Do Coyle

Awarding institution: University of Nottingham
Descriptor(s): Teacher education, Teacher cognition, Learning technologies

Country of research: Cyprus
Learners’ background: various
Institutional level: tertiary


Supervisor(s): Charles Crook

Awarding institution: University of Nottingham
Descriptor(s): Learning technologies

Country of research: China
Learners’ background: China
Institutional level: adult

University of Nottingham
(School of English Studies)

<table>
<thead>
<tr>
<th>Supervisor(s):</th>
<th>Ronald Carter</th>
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<td>Awarding institution:</td>
<td>University of Nottingham</td>
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</table>

| Supervisor(s): | Norbert Schmitt                                                             |
| Descriptor(s): | Cultural issues, Learner autonomy/strategies                             |
| Learners’ background: | Saudi Arabia                                                                 |


| Supervisor(s): | Norbert Schmitt                                                             |
| Awarding institution: | University of Nottingham                                                   |
| Descriptor(s): | Learner autonomy/strategies                                                 |


| Supervisor(s): | Zoltan Dörnyei                                                        |
| Awarding institution: | University of Nottingham                                                   |
| Descriptor(s): | Teacher education, Teacher cognition, Classroom interaction |
| Learners’ background: | Taiwan                                                                    |


| Supervisor(s): | John McCrae and Peter Stockwell                                      |
| Awarding institution: | University of Nottingham                                                   |
| Descriptor(s): | Learner cognition, English language                                    |


| Supervisor(s): | Zoltan Dörnyei                                                        |
| Awarding institution: | University of Nottingham                                                   |
| Learners’ background: | Korea, Republic of (South Korea)                                    |


| Supervisor(s): | Michael McCarthy                                                      |
| Awarding institution: | University of Nottingham                                                   |
| Descriptor(s): | Speaking, ESP, English language                                       |


| Supervisor(s): | Zoltan Dörnyei                                                        |
| Awarding institution: | University of Nottingham                                                   |
| Learners’ background: | Libya                                                                     |
| Institutional level: | secondary                                                                |


| Supervisor(s): | Zoltan Dörnyei                                                        |
| Awarding institution: | University of Nottingham                                                   |
| Learners’ background: | Japan                                                                     |


<p>| Supervisor(s): | Ronald Carter and Zoltan Dörnyei                                      |
| Awarding institution: | University of Nottingham                                                   |
| Descriptor(s): | Learner autonomy/strategies, Classroom interaction                    |
| Learners’ background: | Japan                                                                     |</p>
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<tr>
<th>Title</th>
<th>Author</th>
<th>Year</th>
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<th>Descriptor(s)</th>
<th>Learners’ background</th>
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<tr>
<td>Motivating Language Learners: A Classroom-oriented Investigation of Teachers’ Motivational Practices and Students’ Motivation.</td>
<td>Guilloteaux, M.J.</td>
<td>2007</td>
<td>Zoltan Dörnyei</td>
<td>University of Nottingham</td>
<td>Learner autonomy/strategies, Classroom interaction</td>
<td>Korea, Republic of (South Korea)</td>
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<tr>
<td>Teacher Development in Action: An Empirically-based Model of Promoting Conceptual Change in In-service Language Teachers in Slovakia.</td>
<td>Kubanyiova, M.</td>
<td>2007</td>
<td></td>
<td>University of Nottingham</td>
<td>Teacher education, Teacher cognition</td>
<td>Slovakia</td>
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<tr>
<td>Collaborative Learning via Email Discussion: Analyzing the Impact of Students’ Interactions and Knowledge Construction on ESL Writing Performance.</td>
<td>Mansor, N.</td>
<td>2006</td>
<td>Ronald Carter</td>
<td>University of Nottingham</td>
<td>Writing, Learning technologies, Learner autonomy/strategies</td>
<td></td>
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<tr>
<td>Spoken English as a World Language: International and Intranational Settings.</td>
<td>Roberts, P.</td>
<td>2005</td>
<td>Ronald Carter and Michael McCarthy</td>
<td>University of Nottingham</td>
<td>Cultural issues, Learner cognition</td>
<td>Japan</td>
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<tr>
<td>The Ideal L2 Selves of Japanese Learners of English.</td>
<td>Ryan, S.</td>
<td>2008</td>
<td></td>
<td>University of Nottingham</td>
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<tr>
<td>Interlanguage Pragmatic Development of German Learners of English: A Longitudinal Multimedia Investigation.</td>
<td>Schauer, G.</td>
<td>2005</td>
<td>Zoltan Dörnyei and Svenja Adolphs</td>
<td>University of Nottingham</td>
<td></td>
<td>Germany</td>
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<tr>
<td>Corrective Feedback, Individual Differences and the Acquisition of English Articles by Second Language Learners.</td>
<td>Sheen, Y.</td>
<td>2006</td>
<td></td>
<td>University of Nottingham</td>
<td>Learner autonomy/strategies</td>
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Walters, J-M. 2006. Beyond Exhortation: Teaching ESL/EFL Students to Infer Meaning from Context. Supervisor(s): Ronald Carter Awarding institution: University of Nottingham Descriptor(s): Learner cognition, Learner autonomy/strategies


Awarding institution: University of Nottingham Learners’ background: Bangladesh Institutional level: secondary


Zahran, K. 2005. Contact, Acculturation and Fluency: The Case of International Students in the University of Nottingham. Supervisor(s): Zoltan Dörnyei Awarding institution: University of Nottingham Country of research: United Kingdom Learners’ background: various Institutional level: tertiary

University of Warwick (Centre for Applied Linguistics)


**Supervisor(s):** Hilary Nesi  
**Awarding institution:** University of Warwick  
**Descriptor(s):** Writing, Materials, Learning technologies  
**Country of research:** United Kingdom  
**Learners’ background:** China  
**Institutional level:** tertiary

Chung, I-F. 2006. *A Study of English Learning Attitudes and Perceptions among Senior High School Students in Taiwan.*

**Supervisor(s):** Judith Kennedy and Ema Ushioda  
**Awarding institution:** University of Warwick  
**Summary:** Analyses Taiwanese senior high school students’ perceptions of communicative language teaching, using focus group and questionnaire data.  
**Descriptor(s):** Curriculum/syllabus, Learner cognition, Materials, Methodology  
**Country of research:** Taiwan  
**Learners’ background:** Taiwan  
**Institutional level:** secondary


**Supervisor(s):** Judith Kennedy and Julia Khan  
**Awarding institution:** University of Warwick  
**Descriptor(s):** Teacher education, Teacher cognition, Cultural issues, Methodology  
**Country of research:** Turkey  
**Learners’ background:** Turkey  
**Institutional level:** secondary

Geary, M.P. 2008. *Constructing Conceptualizations of English Academic Writing within an EFL context: Streams of Influence at a Taiwan University.*

**Supervisor(s):** Hilary Nesi, Keith Richards and Richard Smith  
**Awarding institution:** University of Warwick  
**Descriptor(s):** Writing, Methodology  
**Country of research:** Taiwan  
**Learners’ background:** Taiwan  
**Institutional level:** tertiary


**Supervisor(s):** Tricia Hedge and Ema Ushioda  
**Awarding institution:** University of Warwick  
**Summary:** Practitioner research on using feedback in a process writing approach in a Moroccan university context.  
**Descriptor(s):** Writing, Methodology  
**Country of research:** Morocco  
**Learners’ background:** Morocco  
**Institutional level:** tertiary


**Supervisor(s):** Richard Smith and Sheena Gardner  
**Awarding institution:** University of Warwick  
**Descriptor(s):** Teacher education, Teacher cognition, Cultural issues, Methodology  
**Country of research:** Malaysia  
**Learners’ background:** Malaysia  
**Institutional level:** tertiary


**Supervisor(s):** Sheena Gardner  
**Awarding institution:** University of Warwick  
**Descriptor(s):** Cultural issues, Reading, Curriculum/syllabus  
**Country of research:** Turkey  
**Learners’ background:** Turkey  
**Institutional level:** secondary
Country of research: Turkey
Learners’ background: Turkey
Institutional level: secondary

Supervisor(s): Richard Smith and Shelagh Rixon
Awarding institution: University of Warwick

Khasandi-Telewa, V. 2007. “English is Must to Us”: Languages and Education in Kakuma Refugee Camp.
Supervisor(s): Sheena Gardner and Julia Khan
Awarding institution: University of Warwick

Supervisor(s): Ema Ushioda and Annamaria Pinter
Awarding institution: University of Warwick
Summary: A survey of Taiwanese university students’ motivation for learning English and perceptions of English as an international language, using questionnaire and interviews, including interviews with teachers.
Descriptor(s): English language, Learner cognition
Country of research: Taiwan
Learners’ background: Taiwan
Institutional level: tertiary

Supervisor(s): Ema Ushioda and Judith Kennedy
Awarding institution: University of Warwick

Supervisor(s): Sheena Gardner
Awarding institution: University of Warwick

Supervisor(s): Keith Richards
Awarding institution: University of Warwick

Pramoolsook, I. 2008. Genre Transfer from Dissertations to Research Articles among Thai Scientists.
Supervisor(s): Sheena Gardner
Awarding institution: University of Warwick

Supervisor(s): Ema Ushioda and Richard Smith
Awarding institution: University of Warwick
Summary: A qualitative analysis of Thai university students’ classroom behaviours in relation, particularly to ‘large’ versus ‘small’ culture frameworks.
Descriptor(s): Classroom interaction, Learner cognition, Cultural issues
Country of research: Thailand
Learners' background: Thailand
Institutional level: tertiary

Supervisor(s): Hilary Nesi

Supervisor(s): Hilary Nesi and Julia Khan
Awarding institution: University of Warwick

Supervisor(s): Shelagh Rixon and Richard Smith
Awarding institution: University of Warwick

Supervisor(s): Shelagh Rixon and Richard Smith
Awarding institution: University of Warwick

Supervisor(s): Richard Smith and Hilary Nesi
Awarding institution: University of Warwick
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 2005–2008 time frame, hence the presence of some projects which started earlier than 2005). As with other types of entry in the directory, when details of a particular research project were submitted by more than one institution (for example, due to research collaborators being based at different UK institutions), each separate submission has been included since the specific details entered tend to be different. Aside from being externally funded and starting or ending within the 2005-2008 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 about the project – 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 PDF/paper version of the directory.

2002

Hilary Nesi and Paul Thompson.

Funding body: Arts and Humanities Research Board (AHRB)

Summary: This project (RE/AN6806/APN13545) aimed to develop the BASE corpus of academic speech (with video recordings and transcripts of lectures and seminars across disciplines). The corpus consists of 160 lectures and 40 seminars recorded in a variety of departments at the universities of Warwick and Reading.

http://www2.warwick.ac.uk/fac/soc/al/research/collect/base

Descriptor(s): Speaking, Listening, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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

H. Nesi and P. Thompson.
April 2002–March 2005. ‘Enhancement of the British Academic Spoken English Corpus’

Funding body: Arts and Humanities Research Board (AHRB)

RE/AN6806/APN13545

Summary: The BASE corpus consists of 160 lectures and 39 seminars recorded in a variety of university departments. It contains 1,644,942 tokens in total (lectures and seminars). Holdings are distributed equally across four broad disciplinary groups: Arts and Humanities, Life Sciences, Physical Sciences and Social Science.

www.coventry.ac.uk/base

Descriptor(s): Teacher education, Speaking, Listening, ESP, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University
2003


**Funding body:** NRDC/ESF

**Summary:** Project report available online: http://www.nrdc.org.uk/publications_details.asp?ID=89#

www.personal.leeds.ac.uk/~edujsi/research_projects.htm

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

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

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**Joan Cutting.** January 2003–January 2006. ‘ELSY: Devising a Multimedia Airport Syllabus for Young People who are Unemployed and Under-qualified’

**Funding body:** European Commission

**Summary:** A survey of the language used by unskilled airport workers – security guard, bus driver, fast food worker and ground handler – was used as a basis for designing English Language Teaching materials on CD.

http://ec.europa.eu/education/programmes/socrates/lingua/community/community5.PDF

**Descriptor(s):** Materials, Learning technologies, ESP, English language

**Institutional level:** adult

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

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**Funding body:** HEFCE

**Summary:** The V-ResORT (Virtual Resources for Online Research Training) project team have worked with the higher education research training community to develop online resources for training in research methodology and methods for use by scholars at Masters level, Doctoral level and beyond. The core materials are a set of video interviews in which researchers describe and discuss projects they have conducted.

www.V-resort.ac.uk

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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2004


**Funding body:** Economic and Social Research Council (ESRC)

**Summary:** This project (RES-000-23-0800) was a collaboration between the universities of Warwick, Reading and Oxford Brookes. The project aimed to develop the British Academic Written English (BAWE) corpus and describe the linguistic features of genres of assessed student writing in different disciplines.

http://www2.warwick.ac.uk/fac/soc/al/research/collection/bawe/

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

**Funding body:** Economic and Social Research Council (ESRC, UK)

**Summary:** ESRC Project no. 000-23-0800. See, for example, Gardner, S.F. 2008. ‘Mapping Ideational Meaning in a Corpus of Student Writing’ in Jones, C. & Ventola, E. (eds.) *New Developments in the Study of Ideational Meaning: From Language to Multimodality.* London: Equinox Publishing. For other publications arising from the project, see: www.coventry.ac.uk/researchnet/d/536

**Descriptor(s):** Writing, 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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**Funding body:** Economic and Social Research Council (ESRC) RES-000-23-0800

**Summary:** The corpus contains 2,761 proficient student assignments (2,897 texts, 6,506,995 words) produced and assessed as part of university degree coursework, fairly evenly distributed across 35 university disciplines and four levels of study. Each text is placed into one of thirteen genre families, according to its components and social purpose.

www.coventry.ac.uk/bawe

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

**Country of research:** United Kingdom

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**Funding body:** Hong Kong Research Grants Council Central Earmarked Research Grant (CERG) http://sba.edu.hku.hk/new_sba/projects.html

**Descriptor(s):** Assessment

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

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**Funding body:** TIRF (TESOL International Research Foundation) Doctoral Dissertation Grant

**Summary:** This study aimed to investigate the effect of electronic self-access grammar materials on Chinese undergraduates’ mastery of the English article system.

www.tirfonline.org/Chuangproposal.PDF

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

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

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**Funding body:** A.S. Hornby Educational Trust

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Summary: Specific outcomes:
A comprehensive bibliography of published writings by A.S. Hornby, including many works published in Japan; A unique and comprehensive collection of writings by A.S. Hornby, available in one place for consultation by interested researchers and Hornby scholars or alumni; A secure collection of archival materials relating to A.S. Hornby; A collection of audio recordings by A.S. Hornby (gramophone records, tapes of lectures).

http://www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/research_projects/

Descriptor(s): Methodology, English language

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


Funding body: European Commission

Summary: This project involved a total of 23 European partners in 6 countries between 2005 and 2007. The purpose was to develop a training course for experienced language teaching professionals wishing to make use of desktop video and other synchronous and asynchronous tools to teach languages online.


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

Country of research: various

Learners’ background: various

Institutional level: tertiary

Entered by: University of Manchester (School of Education)


Funding body: British Council IELTS Research Programme

Summary: Describes the interactional organisation of the IELTS Speaking Test in terms of turn-taking, sequence and repair. The study is based on the analysis of transcripts of 137 audio-recorded tests using a Conversation Analysis (CA) methodology. Report of this project available:
www.ielts.org/researchers/research/volumes/volume_6.aspx

Descriptor(s): Assessment

Country of research: various

Learners’ background: various

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


Funding body: HKEAA/EMB Hong Kong

http://sba.edu.hku.hk/new_sba/projects.html

Descriptor(s): Assessment

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


Funding body: National Research and Development Centre

Summary: The project investigated the manner in which Adult ESOL classrooms interpreted ways of teaching ESOL in UK classrooms, through a series of in-depth studies of classroom interaction.

www.nrdc.org.uk/publications_details.asp?ID=89
Descriptor(s): ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assesment
Country of research: United Kingdom
Learners’ background: various
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

Pauline Foster and Parvaneh Tavakoli.
April 2005–April 2006. ‘Effects of Information Grounding and Task Design on Native and Non-native Performance’
Funding body: ESRC (Grant no. RES-000-22-1155)
Summary: This project investigated the effects that different task characteristics could have on native and non-native speakers’ performance on oral narrative tasks.

www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Plain_English_Summaries/knowledge_communication_learning/communication_information/index91.aspx
Descriptor(s): Speaking, Materials, ESOL/EAL
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

Keith Johnson and Sarah Jackson.
April 2005–March 2006. ‘Comparing language teaching and other-skill teaching: has the language teacher anything to learn?’.
System 34: 532–546.
Descriptor(s): Teacher education, Teacher cognition, Methodology, Materials, Curriculum/syllabus
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: tertiary
Entered by: Lancaster University (Linguistics and English Language)

Pauline Foster and Parvaneh Tavakoli.
April 2005–March 2006. ‘Information Foregrounding in Narrative Tasks for Second Language Classrooms’
Funding body: ESRC
Summary: This study investigated the effect of narrative structure on L1 and L2 performance, finding that complexity of narrative line increased syntactic complexity in both groups, and also that L2 learners in London had a significantly more native-like vocabulary, though they did not have greater syntactic ability.

www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Plain_English_Summaries/knowledge_communication_learning/communication_information/index91.aspx
Descriptor(s): Learner cognition, Assessment
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)

Hilary Nesi, Tim Kelly and Ema Ushioda.
October 2005–July 2007. ‘Chinese University Teacher Training in English (CUTE2)’
**Funding body:** HEFCE

**Summary:** e-China UK project with Cambridge, Tsinghua and Warwick universities to help Chinese university academics develop English language skills for purposes of teaching, academic exchange and professional development.

www.echinauk.org/cases2/cute2/research.php

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

**Country of research:** China

**Learners’ background:** China

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


**Funding body:** Hong Kong Examinations and Assessment Authority/Hong Kong Education Bureau

http://sba.edu.hku.hk/new_sba/projects.html

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

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

2006

J. Slaght, S. Brewer, C. Roche, M. Calderwood and D. Schmitt. 2006–. ‘Can Do’ Project

**Funding body:** BALEAP

**Summary:** The aim of the ‘Can Do’ project is to compile a list of ‘can do’ statements, validated by subject teachers and EAP teachers, which can be used for, among other things, final assessment of students at the end of their EAP studies at British universities, prior to beginning academic courses.

www.baleap.org.uk/bids/index.aspx

**Descriptor(s):** Writing, Speaking, Reading, Pronunciation, Listening, Learner cognition, ESP, English language, Assessment

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Reading (Centre for Applied Language Studies)


**Funding body:** NRDC/ESF

www.personal.leeds.ac.uk/~edujsi/research_projects.htm

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

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


**Funding body:** COMENIUS 2.1 Action of the SOCRATES Programme

**Summary:** This project is an evaluation of the PRO-CLIL project, implemented in four European countries. PRO-CLIL aims to increase young children’s exposure to foreign languages and to improve the quality of teaching in CLIL classrooms and schools. See: Kiely, R. 2009. Assessment in CLIL. http://www.northwestacademy.net/european_projects.php

www.bris.ac.uk/education/research/centres/creole/projects/#proclil

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

**Country of research:** Cyprus

**Institutional level:** primary
Institutional level: primary
Entered by: University of Bristol
(Graduate School of Education)


Funding body: IELTS
Summary: Addressed the assessment of performance in IELTS Academic Writing task 2 when candidates may have reproduced lengthy memorised chunks of text that potentially disguise their true proficiency. Demonstrated a simple technique to assess the impact of memorised material without assuming it is necessarily wrong to memorise. A report is published in IELTS Reports, Volume 9 (2009): 191–216, www.ielts.org/researchers/research/volumes.aspx
Descriptor(s): Writing, Learner autonomy/strategies, Assessment
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Entered by: Cardiff University (School of English, Communication and Philosophy)


Funding body: LTSN, HEFCE/HEA (LLAS)
Summary: A study of learning processes within a one-year masters programme in a UK university, focussing on English language and academic literacy skills, and drawing on socialisation and identity theory.
www.bris.ac.uk/education/research/centres/creole/projects/#sail
Descriptor(s): Writing, Cultural issues, Materials, ESP
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Reading (Department of Applied Linguistics)


Funding body: Hong Kong Research Grants Council Central Earmarked Research Grant (CERG)
http://sba.edu.hku.hk/new_sba/projects.html
Descriptor(s): Speaking, Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

**Funding body:** ESRC

**Summary:** ESRC project number RES-000-23-1180

www.education.bham.ac.uk/research/projects1/esrc5/index.shtml

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

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**Funding body:** Hong Kong Quality Education Fund

http://sba.edu.hku.hk/new_sba/projects.html

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

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

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**Funding body:** British Academy

**Summary:** This project was designed to explore Chinese-speaking students’ experiences of life at a British university, focusing on their views of the host academic culture and the extent to which their expectations were met. See: Grimshaw, T. 2007. ‘Problematizing the construct of “the Chinese Learner”: insights from ethnographic research’. Educational Studies 33/3: 299–311.

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

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

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**Funding body:** AHRC

**Summary:** A study of the way lexical choices correlate with text beginnings and paragraph boundaries, as predicted by lexical priming theory. It was found that there was a strong correlation between the use of certain words and clusters and certain structuring choices. This has implications for the way paragraphing ought to be taught.

www.ahrc.ac.uk/FundedResearch/Pages/ResearchDetail.aspx?id=119390

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

**Country of research:** United Kingdom

**Institutional level:** adult

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

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**Funding body:** Hong Kong Research Grants Council Central Earmarked Research Grant (CERG)

http://sba.edu.hku.hk/new_sba/projects.html

**Descriptor(s):** Assessment

**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment)
2007

**Melinda Whong and Judith Hanks.** January 2007–January 2008. ‘An Active Awareness Approach to In-sessional English Teaching’

**Funding body:** Languages, Linguistics and Area Studies in Higher Education

**Summary:** This project developed an In-sessional English programme based on existing theories of language learning and linguistics. Active awareness develops the intuition underlying Focus on Form through the discovery of constructions appropriate for academic writing in a course called Reading for Writing.

www.llas.ac.uk/resourcedownloads/2631/Whong.PDF

**Descriptor(s):** Writing, Reading, Materials, Learner autonomy/strategies, English language, Curriculum/syllabus

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Leeds (Department of Linguistics and Phonetics)

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**Marina Orsini-Jones, David Jones and Christine Sinclair (Strathclyde).** January 2007–April 2008. ‘Grammar: Researching Activities for Student Progress’

**Funding body:** Subject Centre for Languages, Linguistics and Area Studies (LLAS)

**Summary:** A team formed by language lecturers, instructional designers and a lecturer in linguistics aimed at identifying the grammar ‘stumbling blocks’ encountered by students when engaging with learning to learn languages and design a task that would help students overcome them.

www.llas.ac.uk/resourcedownloads/2631/orsinijones.PDF

**Descriptor(s):** Learning technologies, Learner autonomy/strategies, English language, Curriculum/syllabus, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Funding body:** Cambridge University Press http://edtechandtesol.info/wp/?page_id=92

**Descriptor(s):** Methodology, 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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**Funding body:** Pedagogical Research Fund for Languages, Linguistics and Area Studies www.llas.ac.uk/resourcedownloads/2631/hawkey.PDF

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

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

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Funding body: the English Profile Project  
Summary: A review of the place of language functions in English language learning and their use in materials for English language teaching and assessment.  
www.cambridgeesol.org/rs_notes/offprints/pdfs/RN33p19-25.PDF  
Descriptor(s): English language  
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)  

Funding body: Pedagogical Research Fund for Languages, Linguistics and Area Studies in Higher Education  
www.llas.ac.uk/resourcedownloads/2631/weir.PDF  
Descriptor(s): Reading, Assessment  
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)  

Funding body: Aimhigher Tyne and Wear  
Summary: Development of two pieces of choral music to illustrate how children perceive English during their first year of life and how they develop oral production.  
www.ncl.ac.uk/elll/news/item?young-ears-young-tongues-concert-at-the-sage-copy  
Descriptor(s): English language  
Country of research: United Kingdom  
Institutional level: pre-primary  
Entered by: Newcastle University (School of Education, Communication and Language Sciences)  

Funding body: ESRC/DfID  
Summary: This three-year project investigates the impact of the language of examinations and media of instruction in secondary schools on examination performance. The research is taking place in Zanzibar where, as in many schools in sub-Saharan Africa, learners are acquiring subject knowledge and understanding through a language that is not their first language. See: 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.  
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)  

North West Academy of English (UK), IAL Piemonte (Italy), Tampere College (Finland), ROC MB College (Netherlands) June 2007–February 2009. ‘Developing Expertise in the EU’  
Funding body: Leonardo da Vinci (EU)  
Summary: The project focused on the topic of Migrant Integration. The main objective was to support improvements in quality and innovation in education/training systems. The aim was to compare examples of good practices implemented in Northern Ireland, Italy, Finland and the Netherlands.
**Descriptor(s):** Cultural issues, English language  
**Country of research:** various  
**Learners’ background:** various  
**Entered by:** North West Academy of English

**Sally Mitchell and James Taylor.**  
‘Cross-institutional Implementation and Evaluation of Digital Dialogue Games for Inclusive and Personalised Learning (INTERLOC)’  
**Funding body:** JISC  
**Summary:** The project, with the Learning Technology Research Institute (LTRI) at London Metropolitan, developed, implemented and evaluated ‘state-of-the-art’ software (interloc) and related infrastructure (Openfire, Jabber) to support highly interactive and collaborative learning through synchronous digital dialogue games. It was led by Dr Andrew Ravenscroft of LTRI.  
www.interloc.org/funding.htm#deliverables  
**Descriptor(s):** Methodology, Learning technologies, Classroom interaction  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** Queen Mary, University of London (Language and Learning Unit)

**L. Hamp-Lyons and C. Davison.**  
‘Continuation of the Longitudinal Study on the School-based Assessment Component of the 2007 HKCE English Language Examination’  
**Funding body:** HKEAA/EMB Hong Kong  
http://sba.edu.hku.hk/new_sba/projects.html  
**Descriptor(s):** Assessment  
**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

**James Simpson.** October 2007–October 2009. ‘Identities Online Project’  
**Funding body:** British Academy  
www.personal.leeds.ac.uk/~edujsi/research_projects.htm  
**Descriptor(s):** ESOL/EAL  
**Entered by:** University of Leeds (School of Education)

**Funding body:** European Commission, Lifelong Learning Programme  
**Summary:** The research aims to clarify what can realistically be achieved through making an early start to foreign/second language learning in state schools where relatively limited amounts of class time are available for foreign language learning. See website for further details.  
www.ellieresearch.eu  
**Descriptor(s):** Teacher education, Speaking, Cultural issues, Reading, Pronunciation, Methodology, Materials, Management/innovation, Listening, Learning technologies, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment  
**Country of research:** various  
**Learners’ background:** various  
**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)

**2008**

**Funding body:** CfBT
Summary: This project is examining the impact on teaching skills of professional development activity based on training in analysis aspects of research skills and episodes from the teachers’ own classrooms. In exploring innovative strategies in Continuing Professional Development (CPD), InSITE addresses a policy issue in language teaching, and a theoretical issue in teacher learning: the contribution of research skills and a research perspective to teaching effectiveness.

Funding body: British Council

Summary: The project aims to identify and describe typical lecture discourse features, compare English-medium lecturing styles in Malaysia and the UK, and explore the current role of English-medium instruction in Malaysian HE. This entails developing a small corpus of engineering lectures for use in staff development, lecturer training and EAP instruction.

Entered by: Coventry University

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

Institutional level: tertiary

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

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


Summary: Development of a placement test intended for use with English language improvement courses preparatory to academic study through the medium of English.

Funding body: English Language Testing

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


Funding body: British Council

Summary: Short-term longitudinal study of the phonological awareness, linguistic competence and reading skills of immigrant adults enrolled in ESOL classes.

Funding body: British Academy

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


Funding body: IELTS and the British Council

Summary: This new research project, supported by a grant from the British Council and IELTS Research Fund. The research aims to understand candidates’
cognitive processes in taking IELTS Academic Writing Task One (AWT1) which uses graphs as test input.

www.bris.ac.uk/education/research/centres/creole/projects/#cogpro

Descriptor(s): Writing, Learner cognition, Assessment

Country of research: China

Learners’ background: China

Institutional level: tertiary

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


Funding body: ESRC

Summary: This seminar series aims to challenge cultural stereotypes of ‘the international student’; explore the intercultural experiences of international students in UK HE; develop new theoretical understandings of factors impacting on international students’ experiences; and contribute to the development of UK HE provision to meet the needs and challenges of international students.

www.education.bham.ac.uk/research/seminars1/esrc/issss.shtml

Descriptor(s): Cultural issues, Management/innovation, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Bath (Department of Education)


Funding body: Training and Development Agency

Summary: The project aims to work with TDA to build a coherent and sustainable strategy for EAL in England. We have conducted a research review, case studies, expert interviews and a national survey as the foundation for the strategy, which is now out for consultation (May 2009).

www.teachingeal.org.uk/

Descriptor(s): Writing, Teacher education, Cultural issues, Reading, ESOL/EAL, English language, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

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

The following institutions have contributed entries to the directory. All names of departments etc., 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 PDF/paper form of the directory, but there can unfortunately be no guarantee that all details will remain correct, even in the short-term. There can be no guarantee, either, that a particular researcher will continue to be affiliated with the institution named at the foot of each of his/her entries in this directory. However, an online search for name of researcher plus name of institution can often reveal direct and correct contact details when needed.

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University of Edinburgh  
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www.ials.ed.ac.uk  
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<th>University of Reading (Department of Applied Linguistics)</th>
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<td><a href="http://www.reading.ac.uk/Languages/about/les-aboutappliedlinguistics.asp">www.reading.ac.uk/Languages/about/les-aboutappliedlinguistics.asp</a></td>
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<tr>
<td>Contact: <a href="mailto:appling@reading.ac.uk">appling@reading.ac.uk</a></td>
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<td><a href="http://www.languages.salford.ac.uk">www.languages.salford.ac.uk</a></td>
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<td>Contact: <a href="mailto:h.a.jarvis@salford.ac.uk">h.a.jarvis@salford.ac.uk</a></td>
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<th>University of Southampton (Modern Languages, School of Humanities)</th>
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<td><a href="http://www.soton.ac.uk/ml">www.soton.ac.uk/ml</a></td>
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<td><a href="http://www.sussex.ac.uk/languages">www.sussex.ac.uk/languages</a></td>
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<td>Contact: <a href="mailto:efl@sussex.ac.uk">efl@sussex.ac.uk</a></td>
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