International Journal Of Applied Linguistics

This volume assesses the state of the art of parallel corpus research as a whole, reporting on advances in both recent developments of parallel corpora – with some particular references to comparable corpora as well– and in ways of exploiting them for a variety of purposes. The first part of the book is devoted to new roles that parallel corpora can and should assume in translation studies and in contrastive linguistics, to the usefulness and usability of parallel corpora, and to advances in parallel corpus alignment, annotation and retrieval. There follows an up-to-date presentation of a number of parallel corpus projects currently being carried out in Europe, some of them multimodal, with certain chapters illustrating case studies developed on the basis of the corpora at hand. In most of these chapters, attention is paid to specific technical issues of corpus building. The third part of the book reflects on specific applications and on the creation of bilingual resources from parallel corpora. This volume will be welcomed by scholars, postgraduate and PhD students in the fields of contrastive linguistics, translation studies, lexicography, language teaching and learning, machine translation, and natural language processing.
Doing Research in Applied Linguistics: Realities, dilemmas, and solutions provides insight and guidance for those undertaking research, and shows the reader how to deal with the challenges of this research involving real people in real settings. Featuring over

twenty chapters by experienced and up-and-coming researchers from around the world, this book: outlines the steps involved in solving the problem and completing a successful, and publishable, project; provides case studies of obstacles faced at each stage of research, from preliminary planning to report writing; addresses issues of validity and reliability during data collection and analysis; discusses ethical issues in research dealing with vulnerable groups including children, refugees, and students; includes examples from longitudinal studies, and both qualitative and quantitative research. Doing Research in Applied Linguistics is essential reading for students studying research methods, or for those embarking on their first research project in applied linguistics or language education.

This book will be of particular interest to anyone interested in the application of corpus linguistic techniques to language study and instruction. This volume includes selected papers from the Fourth North American Symposium, held in Indianapolis and hosted by the Indiana Center for Intercultural Communication at Indiana University Purdue University in Indianapolis (IUPUI) in November, 2002. These papers – from authors representing eight countries including the U.S., Belgium, China, France, Germany, Ireland, the Netherlands, and Spain – provide a wide range of views of and approaches to corpus linguistic. Topics range from theory and analysis to classroom application, and include the study of oral discourse as well as the study of written discourse, including internet-based discourse. Consequently, this volume is divided into two

sections. The first section focuses on the use of corpus linguistics in the analysis of spoken and written discourse; the second section focuses on the direct pedagogical application of corpus linguistics, reflecting the applied foundation of this branch of linguistics.

This book focuses on understanding the process of problem construction in oral communication in foreign language contexts, examining how speakers of English as a second language approach issues in oral communication, as well as the strategies they employ to overcome these difficulties. Using theories of general communication, and in particular current approaches to L2 oral communication and strategies in interactional discourse, the authors construct a theoretical framework for defining, identifying and classifying learners' problems and coping strategies when speaking English as a second or foreign language. The book offers a coherent process-oriented description of the complex and multidimensional nature and typology of oral interaction problems in EFL contexts, and it will be of interest to practitioners, teachers, researchers, students, and curriculum designers in Applied Linguistics and TESOL.

This volume showcases original, agenda-setting studies in the field of learner corpus research of both spoken and written production. The studies have important applications for classroom pedagogy. The volume brings readers up-to-date with new written and spoken learner corpora, often looking at previously under-examined variables in learner corpus investigations. It also demonstrates innovative applications

of learner corpus findings, addressing issues such as the effect of task, the effect of learner variables and the nature of learner language. The volume is of significant interest to researchers working in corpus linguistics, learner corpus research, second language acquisition and English for Academic and Specific Purposes, as well to practitioners interested in the application of the findings in language teaching and assessment.

Issued also in printed form.

The Routledge Handbook of Second Language Acquisition and Corpora is a state-of-the-art collection of cutting-edge scholarship at the intersection of second language acquisition and learner corpus research. It draws on data-driven, statistical analysis to outline the background, methods, and outcomes of language learning, with a range of global experts providing detailed guidelines and findings. The volume is organized into five sections: Methodological and theoretical contributions to the study of learner language using corpora – setting the scene Key aspects in corpus design, annotation, and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground-breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition, learner corpus research, and applied linguistics.

This highly accessible introductory textbook carefully explores the main issues that have driven the field of second language acquisition research. Intended for students

with little or no background in linguistics or psycholinguistics, it explains important linguistic concepts, and how and why they are relevant to second language acquisition. Topics are presented via a 'key questions' structure that enables the reader to understand how these questions have motivated research in the field, and the problems to which researchers are seeking solutions. It provides a complete package for any introductory course on second language acquisition.

An Introduction to Applied Linguistics, Second Edition provides a complete, authoritative and up-to-date overview of the state of the field. Each of the 15 chapters offers an extended survey of a central element of Applied Linguistics and is co-authored by two leading international specialists, thus ensuring a full and balanced treatment of the topic covered. The book is divided into three sections: a description of language and language use; essential areas of enquiry; and the four skills and testing. An Introductory chapter familiarises readers with key issues and recurrent themes whilst hands-on activities and further reading sections for each chapter encourage practical analysis and wider reading. For this new edition, each chapter has been fully revised in line with new research and thinking in Applied Linguistics. With its accessible style, broad coverage and practical focus, this book is ideal for students of applied linguistics, TESOL, and second language pedagogy as well as practicing teachers and researchers wishing to update their knowledge.

Why a book on gender issues in mathematics in the 21st century? Several factors have

influenced the undertaking of this project by the editors. First, an international volume focusing on gender and mathematics has not appeared since publication of papers emerging from the 1996 International Congress on Mathematical Education (Keitel, 1998). Surely it was time for an updated look at this critical area of mathematics education. Second, we have had lively discussion and working groups on gender issues at conferences of the International Group for the Psychology of Mathematics Education [PME] for the past four years, sessions at which stimulating and ground-breaking research has been discussed by participants from many different countries. Some publication seemed essential to share this new knowledge emerging from a wider variety of countries and from different cultural perspectives. Third, some western countries such as Australia and the USA have experienced in recent years a focus on the "boy problem," with an underlying assumption that issues of females and mathematics have been solved and are no longer worthy of interest. Thus it seemed timely to look more closely at the issue of gender and mathematics internationally. When the idea for this volume first emerged, invitations were issued to those regularly attending the working and discussion groups at PME. Potential authors were charged to focus on gender issues in mathematics and were given wide scope to hone in on the issues that were central to their own research efforts, or were in receipt or in need of close attention in their own national or regional contexts.

This volume brings together a collection of chapters focused on the learning, testing,

and researching of L2 vocabulary by leading international researchers including Paul Nation, Batia Laufer, Frank Boers, Elke Peters, Ana Pellicer-Sánchez, Anna Siyanova-Chanturia, and Stuart Webb. Questions that are examined include: Is it useful to read a book to learn vocabulary? Which types of input encountered outside of the classroom contribute most to vocabulary knowledge? What are the most useful words to learn to understand the academic spoken language in mathematics, biology, and engineering lectures? Does writing words contribute to vocabulary learning? What should a test measuring the skill of guessing from context consist of? Should loan words be included in vocabulary tests? How should we evaluate vocabulary learning that occurs through watching captioned video? How has eye-tracking been used in vocabulary research? Together, the chapters in this volume highlight innovation in vocabulary studies and many directions for researching, testing, and learning words. Originally published as special issue of ITL – International Journal of Applied Linguistics 169:1 (2018) This volume provides a state-of-the-art snapshot of language and education research and demonstrates ways in which local and global processes are intertwined with language learning, use, and policies. Reflecting but also expanding on Nancy Hornberger's ground-breaking contributions to educational linguistics, this book brings together leading international scholars. Chapters present new research and cutting-edge syntheses addressing current theoretical and methodological issues in researching equity, access, and multilingual education. Organized around three central

themes --- bilingual education and bilingualism, the continua of biliteracy, and policy and planning for linguistic diversity in education --- the volume reflects the holistic and dynamic perspective on language (in) education that is the hallmark of educational linguistics as a field.

The role of interaction and corrective feedback is central to research in second language learning and teaching, and this volume is the first of its kind to explain and apply design methodologies and materials in an approachable way. Using examples from interaction, feedback and task studies, it presents clear and practical advice on how to carry out research in these areas, providing step-by step guides to design and methodological principles, suggestions for reading, short activities, memory aids and an A-Z glossary for easy reference. Its informative approach to study design, and in-depth discussions of implementing research methodology, make it accessible to novice and experienced researchers alike. Commonly used tools in these paradigms are explained, including stimulated recalls, surveys, eye-tracking, metanalysis and research synthesis. Open research areas and gaps in the literature are also discussed, providing a point-of-departure for researchers making their first foray into interaction, feedback and task-based teaching research.

Historical Sociolinguistics: Language Change in Tudor and Stuart England is the seminal text in the field of historical sociolinguistics. Demonstrating the real-world application of sociolinguistic research methodologies, this book examines the social

factors which promoted linguistic changes in English, laying the foundation for Modern Standard English. This revised edition of Nevalainen and Raumolin-Brunberg's ground-breaking work: discusses the grammatical developments that shaped English in the early modern period; presents the sociolinguistic factors affecting linguistic change in Tudor and Stuart English, including gender, social status, and regional variation; showcases the authors' research into personal letters from the people who were the driving force behind these changes; and demonstrates how historical linguists can make use of social and demographic history to analyse linguistic variation over an extended period of time. With brand new chapters on language change and the individual, and on newly developed sociolinguistic research methods, Historical Sociolinguistics is essential reading for all students and researchers in this area.

This volume offers a unified treatment and critical review of the literature related to the fluid dynamics, heat transfer, and mass transfer of single bubbles, drops, and particles. 1978 edition.

This lively and accessible textbook provides a clear introduction to the relationship between language and sexuality.

The Applied Linguistics Review is a peer reviewed annual publication. It aims to serve as a testing ground for the articulation of original ideas and approaches in the study of real-world issues in which language plays a crucial role, by bringing together new empirical and theoretical research and critical reflections of current debates. The issues dealt with in the Review range from aspects of the linguistic and communicative competence of the individual

such as bilingualism and multilingualism, first or second language acquisition, literacy, language disorders, to language and communication related problems in and between societies such as linguistic discrimination, language conflict, communication in the workplace, language policy and language planning, and language ideology

Multilingualism has become an increasingly common global phenomenon especially in the last two decades. Therefore, multilingual programmes have now been regarded as a cornerstone of education systems in many countries around the world. Learning multiple languages helps us plug into a globalised world and strengthen links with a multitude of speakers from a diversified reality we live in. Thanks to the researched cases described in the chapters, further developments aimed at fostering multilingual practices in the contemporary world will be enhanced. The chapters included in the present volume, provide an overview of current theory, research and practice in the field. They deal with such prominent research topics as multilingual education, language policies, language contact, identity of multilingual speakers, to name only a few. The selected chapters focus on the numerous and heterogeneous relations between languages. They also incorporate a series of contextualized studies with diverse research designs applied in different settings across the globe. This volume constitutes a pivotal reference source for the latest scholarly material on multilingualism from twelve different countries. It is a thought-provoking collection that provides a series of rich insights into the way multilingualism is practised in international contexts. It is ideally designed for academics, upper-level students, educators, professionals and practitioners seeking linguistic and pedagogical guidance on multilingualism.

This book introduces an approach to understanding and measuring working memory

components and functions in second language learning, processing and development. It presents comprehensive, thorough and updated reviews of relevant literatures from cognitive sciences and applied linguistics. Drawing on multidisciplinary research, the book advocates a conceptual framework for integrating working memory theories with second language acquisition theories. An innovative theoretical model is also presented, which illuminates research studies investigating the distinctive roles of phonological and executive working memory as they relate to specific L2 learning domains, skills and processes. Theoretical and methodological implications of this integrative perspective are further elaborated and discussed within the specific realms of L2 task-based performance and language aptitude research. Corrective feedback is a vital pedagogical tool in language learning. This is the first volume to provide an in-depth analysis and discussion of the role of corrective feedback in second and foreign language learning and teaching. Written by leading scholars, it assembles cutting-edge research and state-of-the-art articles that address recent developments in core areas of corrective feedback including oral, written, computer-mediated, nonverbal, and peer feedback. The chapters are a combination of both theme-based and original empirical studies carried out in diverse second and foreign language contexts. Each chapter provides a concise review of its own topic, discusses theoretical and empirical issues not adequately addressed before, and identifies their implications for classroom instruction and future research. It will be an essential resource for all those interested in the role of corrective feedback in second and foreign language learning and how they can be used to enhance classroom teaching. A book on those who know and use two or more languages: Who are they? How do they do it? The European Journal of Applied Linguistics and TEFL is a refereed academic

publication which aims to disseminate information, knowledge and expertise in the broad area of applied linguistics. Strong preference is given to contributions relating to second language acquisition, foreign language pedagogy, teacher training and classroom innovation. This issue includes ten articles presenting the latest research and scholarship from Singapore, Lebanon, the United Kingdom, Taiwan, South Korea, Iran and Greece and covers important topics in the field, including: pre-service teachers' reflective practices in micro-teaching English language teaching in the periphery instruction of metacognitive listening strategies through audio and video texts supporting teachers in the EAL classrooms EFL blogging experiences EFL learners' attitudes towards Anglophone culture and global identity negotiation of identity in argumentative writing combining screencast and written feedback This provides a valuable source of reference for applied linguists, teacher trainers, materials developers and practitioners in the field of EFL/ESL. It offers readers a deeper insight into current issues and practices, thereby broadening their knowledge and promoting professional development.

The current volume aspires to add to previous research on the connection between writing and language learning from a dual perspective: It seeks to reflect current progress in the domain as well as to foster future developments in theory

and research. The theoretical postulations contained in Part I identify and expand in novel ways the diverse lenses through which the varied, multi-faceted dimensions of the connection between writing and language learning can be explored. The methodological reflections put forward in Part III signal theoretically-grounded and pedagogically-relevant paths along which future empirical work can grow. The empirical studies reported in Part II illuminate the myriad of individual, educational, and task-related variables that (may) mediate short-term and long-term language learning outcomes. These studies examine diverse forms of writing, performed in varied environments (including pen-and-paper and digital writing), conditions (writing individually and/or collaboratively), and instructional settings (academic settings – including secondary school and college level institutions – as well as out-of-school contexts).

Innovation, comparative advantage, and R & D competition; Case study evidence on R&D reactions; Imports, exports, and intra-industry trade; R&D reactions to import competition.

This book provides practical guidance on research methods and designs that can be applied to Complex Dynamic Systems Theory (CDST) research. It discusses the contribution of CDST to the field of applied linguistics, examines what this perspective entails for research and introduces practical methods and templates,

both qualitative and quantitative, for how applied linguistics researchers can design and conduct research using the CDST framework. Introduced in the book are methods ranging from those in widespread use in social complexity, to more familiar methods in use throughout applied linguistics. All are inherently suited to studying both dynamic change in context and interconnectedness. This accessible introduction to CDST research will equip readers with the knowledge to ensure compatibility between empirical research designs and the theoretical tenets of complexity. It will be of value to researchers working in the areas of applied linguistics, language pedagogy and educational linguistics and to scholars and professionals with an interest in second/foreign language acquisition and complexity theory.

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

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

Written by experts that include originators of some key ideas, chapters in the Handbook of Multiple Testing cover multiple comparison problems big and small, with guidance toward error rate control and insights on how principles developed earlier can be applied to current and emerging problems. Some highlights of the coverages are as follows. Error rate control is useful for controlling the incorrect decision rate. Chapter 1 introduces Tukey's original multiple comparison error rates and point to how they have been applied and adapted to modern multiple comparison problems as discussed in the later chapters. Principles endure. While the closed testing principle is more familiar, Chapter 4 shows the partitioning principle can derive confidence sets for multiple tests, which may become important as the profession goes beyond making decisions based on p-values. Multiple comparisons of treatment efficacy often involve multiple doses and endpoints. Chapter 12 on multiple endpoints explains how different choices of

endpoint types lead to different multiplicity adjustment strategies, while Chapter 11 on the MCP-Mod approach is particularly useful for dose-finding. To assess efficacy in clinical trials with multiple doses and multiple endpoints, the reader can see the traditional approach in Chapter 2, the Graphical approach in Chapter 5, and the multivariate approach in Chapter 3. Personalized/precision medicine based on targeted therapies, already a reality, naturally leads to analysis of efficacy in subgroups. Chapter 13 draws attention to subtle logical issues in inferences on subgroups and their mixtures, with a principled solution that resolves these issues. This chapter has implication toward meeting the ICHE9R1 Estimands requirement. Besides the mere multiple testing methodology itself, the handbook also covers related topics like the statistical task of model selection in Chapter 7 or the estimation of the proportion of true null hypotheses (or, in other words, the signal prevalence) in Chapter 8. It also contains decision-theoretic considerations regarding the admissibility of multiple tests in Chapter 6. The issue of selected inference is addressed in Chapter 9. Comparison of responses can involve millions of voxels in medical imaging or SNPs in genome-wide association studies (GWAS). Chapter 14 and Chapter 15 provide state of the art methods for large scale simultaneous inference in these settings.
Using the tools of sociological theory, Robert Brenneman seeks to discover why

a pot-smoking, gun-wielding "homie" gang member would want to trade in la vida loca for a Bible and the buttoned-down lifestyle of an evangelical hermano (brother in Christ) - and to what extent this strategy works for the many youth who have tried it.

Winner of the SAGE/ILTA Award for Best Book on Language Testing 2009 This volume focuses on the social aspects of language testing, including assessment of socially situated language use and societal consequences of language tests. The authors argue that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns, but a broader perspective is necessary to examine the functions of tests on a societal scale. Considers these issues in relation to language assessment in oral proficiency interviews, and to the assessment of second language pragmatics. Argues that traditional approaches to ensuring social fairness in tests go some way to addressing social concerns, but a broader perspective is necessary if we are to fully understand the social dimension of language assessment.

This book provides one perspective on how Applied Linguistics has been defined and how the field of Applied Linguistics has developed over the last 30 years. The author addresses themes like why formal linguistic theories lost so much ground and how the interest in more socially oriented approaches grew? He also addresses the impact of Applied Linguistics on language teaching. Adopting a theme-based approach, the structure of this book is largely defined by the topics covered in interviews with 40 leading international figures selected by the author including Rod Ellis, Diane Larsen-Freeman, Susan Gass, Henry Widdowson, Suresh

Canagarajah and Claire Kramsch. These data are supplemented by questionnaires from a further fifty applied linguists, also selected by the author. This will be of interest to anyone studying or researching Applied Linguistics and will also be relevant to those in the related area of English Language Teaching.

Ernesto Macaro brings together a wealth of research on the rapidly expanding phenomenon of English Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost–benefit analysis of its future impact. "This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking treatment of an educational phenomenon that is spreading on an unprecedented scale." Guangwei Hu, National Institute of Education, Singapore Additional online resources are available at www.oup.com/elt/teacher/emi Ernesto Macaro is Professor of Applied Linguistics at the University of Oxford and is the founding Director of the Centre for Research and Development on English Medium Instruction at the university. Oxford Applied Linguistics Series Advisers: Anne Burns and Diane Larsen-Freeman Successful communication requires optimal relevance to a target audience. Relevance theory (RT) provides an excellent model based on this insight, but the impact of the theory has until now been restricted due to an almost exclusive focus on spoken face-to-face communication.

Visual and Multimodal Communication: Applying the Relevance Principle is the first book to systematically demonstrate how RT can fulfill its promise to develop into an inclusive theory of communication. In this book, Charles Forceville refines and adapts RT's original claims to show its applicability to static visuals and multimodal discourses in popular culture genres. Using colorful examples, he explains how RT can be expanded and adapted to accommodate mass-communicative visual and visual-plus-verbal messages. Forceville addresses issues such as the difference between drawing prospective addressees' attention to a message and persuading them to accept it; the thorny continuum from implicit to explicit information; and the role of genre. Case studies of pictograms, advertisements, cartoons, and comics provide contemporary and accessible examples of the importance of genre and of how the RT model can be connected to other approaches. By expanding the application of relevance theory to include mass-communicative messages, Visual and Multimodal Communication reintroduces a central framework of cognitive linguistics and pragmatics to a new audience and paves the way for an inclusive theory of communication.