**Annotated Bibliography on Language Classroom Research,**

**Teacher Research, and Research Methodology**

 **(last updated 2 March 2015)**

Allwright, D. (1988). *Observation in the language classroom*. London, England: Longman.

 This text takes a historical approach to reviewing the key observational instruments used in language classroom research from the 1960s to the mid-1980s. The author intersperses lengthy portions of work by the original instrument designers with his own comments about each instrument’s place in the history of observational research in language classrooms.

Allwright, D., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge, UK: Cambridge University Press.

 This book presumes no background knowledge. Four introductory chapters cover the development of classroom research and a number of underlying principles. Then the often-researched topics of error treatment, input and interaction, and affective factors are discussed. The authors conclude by making a case for exploratory teaching, the idea that teachers can be effective investigators of the teaching and learning that go on in their own classrooms.

Ashton-Warner, S. (1963). *Teacher*. New York, NY: Simon and Schuster.

 This book describes Ashton-Warner’s 30-year teaching experience with five-year-old Maori children in New Zealand. She found that the children could not relate to the traditional school readers, so she devised a unique system of organic vocabulary, reading, and writing centering around words the children found essential to their lives, then used the childrens’ organic language to write texts based on stories and traditions from their cultures. She encouraged students to write about their most vital experiences and then to share their writing. Ashton-Warner developed an empowering method that gave young students purpose and access to learning.

Bailey, K. M., & Nunan, D. (Eds.). (1996). *Voices from the language classroom: Qualitative research in second language education.* Cambridge, UK: Cambridge University Press.

 This anthology includes qualitative studies on language teaching and learning from Oman, Japan, Hungary, Peru, Mexico, Singapore, Hong Kong, Australia, Pakistan, Spain, South Africa, and the United States. Section introductions and follow-up tasks are provided to make the research topics and procedures accessible to novice researchers. Examples of teacher research include the chapter by Amy B. M. Tsui, which reports on an action research project by 38 English teachers in Hong Kong, and Martha Clark Cummings’ account of teaching a community college writing class for immigrant students who had previously failed the course.

Bardovi-Harlig, K., & Hartford, B. (Eds.). (2005). *Interlanguage pragmatics: Exploring institutional talk.* Mahwah, NJ: Erlbaum.

This book introduces readers to the benefits of using institutional talk as data for second-language pragmatics research. Interlanguage pragmatics typically promotes the use of controlled written tasks to simulate conversation to assure comparable language samples. This volume demonstrates that institution talk provides a source of authentic and consequential conversational interactions which are highly comparable across speakers. After an introduction to institutional talk and comparison to other types of data, chapters present analyses of institutional talk in multiple settings including academic advising sessions, writing centers, classrooms, labs, employment interviews, and hotels. The final chapter provides practical advice for collecting institutional talk.

Bardovi-Harlig, K. (2009). Conventional expressions as a pragmalinguistic resource: Recognition and production of conventional expressions in L2 pragmatics. *Language Learning, 59*, 755-795.

This study assesses familiarity with the conventional expressions of a language and culture as a factor in the ability to use conventional expressions for social interaction. It introduces an aural recognition task which can be adapted to any language or regional variety, and discusses the importance of the aural format. It pairs the aural recognition task with a computer-delivered oral production task which utilizes easily available power point format. A related paper shows teachers how to use the recognition task as a needs assessment before teaching formulaic expressions (Bardovi-Harlig, K. (2011). Assessing familiarity with pragmatic formulas: Planning oral/aural assessment. In N. R. Houck & D. H. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 7-22)*.* New York, NY: TESOL.)

Bardovi-Harlig, K., & Bastos, M.-T. (2011). Proficiency, length of stay, and intensity of interaction and the acquisition of conventional expressions in L2 pragmatics. *Intercultural Pragmatics 8*(3), 347–384.

This study investigates the influence of proficiency, length of stay, and intensity of interaction during a host-environment experience (which characterizes the experience of many ESL students) on the acquisition of conventional expressions in second language pragmatics. It uses a background questionnaire to determine patterns of interaction of study-abroad students with native speakers, other learners and nonnative speakers and sources of conversational input. The study provides a model for the quantification of intensity of interaction as well as several suggestions for future research.

Barnard, R., & Burns, A. (Eds.). (2012). *Researching language teacher cognition and practice: International case studies.* Bristol, UK: Multilingual Matters.

This edited volume is part of the series *New Perspectives on Language & Education*. It begins with an introduction and an overview of current approaches to language teacher cognition. This volume contains eight chapters focusing on the field of language teacher cognition. The topics covered include questionnaires, narrative frames, focus groups, interviews, observation, think aloud protocols, stimulated recall, and oral reflective journals. Each chapter presents an international case study followed by an author’s commentary. Reflective questions are provided at the end of each chapter.

Bennett, C. K. (1993). Teacher-researchers: All dressed up and no place to go? *Educational Leadership*, *51*(2), 69-70.

 This article reports on a survey of 90 graduate students from 14 school districts in various stages of completing their MA research requirements. Teachers’ attitudes toward research become more positive as a result of their knowing, understanding, and using research methods. Ninety percent of the teachers reported that their school districts or administrators evidenced little support for their involvement in or knowledge of educational research. The author concludes by describing conditions that can sustain teachers’ roles as researchers.

Borg, S. (Ed.). (2006). *Language teacher research in Europe*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

This edited volume is part of the TESOL Association’s Language Teacher Research Series. There are thirteen chapters, which include investigations into language teachers becoming researchers, motivation of language learners in an engineering context, the effect of collaborative work on language class performance, self-perceptions of secondary school students, class dynamics and multiple intelligences, intercultural learning through e-mails and the creation of a language course based on literature rather than on a textbook. A uniform chapter structure adds to the volume’s coherence. Each chapter begins by explaining the issue under investigation, providing a brief review of some background literature describing the procedures used in the study, and reporting on the results of the investigation. The chapters conclude with reflections of the teacher-researchers who conducted the studies.

Bowers, C. A., & Flinders, D. J. (1990). *Responsive teaching: An ecological approach to classroom patterns of language, culture, and thought.* New York, NY: Teachers College Press.

 This book treats the classroom as an ecology, i.e., as a complex of patterns of action, interaction, and relationships. The authors’ ecological framework is heavily influenced by the work of Gregory Bateson, and it challenges the Cartesian tradition of viewing mind as separate from the body, thought as separate from the world, and the researcher as separate from the researched. The central chapters of the book provide in-depth discussions of metaphor, power, control, nonverbal communication, and other concepts. The book ends with a discussion of supervision and teacher education from an ecological perspective.

Bowles, M. A. (2010). *The think-aloud controversy in second language research*. New York, NY: Routledge.

The goals of this book are two-fold – to clear up some of the controversy surrounding the use of think-alouds and to provide concrete recommendations for their implementation as a research tool. The book provides an overview of how think-alouds have been used in language research and presents a meta-analysis of findings from studies involving verbal tasks that are compared with and without think-aloud conditions. The volume therefore provides evidence about the conditions under which think-alouds are likely to accurately reflect thought processes as well as about the circumstances under which they are likely to alter thought processes.

Brindley, G. (1990). Towards a research agenda for TESOL. *Prospect*, *6*(1), 6-25.

 This paper presents a set of principles for conducting collaborative research in TESOL. The author examines the role of research in language learning programs and discusses various views of the relationship between research and practice. Different approaches to research are described and evaluated. Guidelines for initiating, conducting and disseminating collaborative research are provided and a range of topics and questions are suggested, which could constitute the basis for a research agenda. The collaborative research process is illustrated via a step-by-step account of a research project on teachers’ assessment practices in Australia.

Brindley, G. (1991). Becoming a researcher: Teacher-conducted research and professional growth. In E. Sadtono (Ed.) *Issues in Language Teacher Education* (pp. 89-105). Singapore: Regional Language Centre.

 This article examines teachers’ perceptions about conducting research through a case study of six ESL teacher-researchers in Australia. Using teacher interviews, the author addresses several issues relating to the feasibility and utility of teacher-conducted research. These include (1) how teachers identify researchable issues or questions, (2) the problems they experience in doing research, (3) the skills and knowledge they need to undertake research, (4) the kind of support they value, (5) the main benefits of doing research, and (6) the contribution of research to their professional growth. The author concludes that teachers need institutional support to do so.

Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge, UK: Cambridge University Press.

 This book addresses selected aspects of discourse: language functions; the role of context in understanding discourse; topic and how it functions in discourse; the operation of theme in discourse; how information is structured in text, including given and new information; the concept of text; cohesion and coherence; the role of background knowledge in discourse; and speech acts. This book presumes considerable linguistic background.

Brown, J. D. (1988). *Understanding research in second language learning: A teacher’s guide to statistics and research design.* New York, NY: Cambridge University Press.

 This book is designed for language teachers with no previous background in statistics. It provides an introduction to the skills and processes needed to critically read and understand statistical research in language learning. The author gives an overview of the basic statistical concepts: the structure and organization of research reports; statistical logic; and how to interpret tables, charts, and graphs. Examples of research are drawn from language learning, teaching, and assessment.

Brown, J. D. (1990). The use of multiple t-tests in language research. *TESOL Quarterly*, *24*(4), 770-773.

 This brief article and its companion piece (Seigel, 1990) discuss the problems associated with conducting multiple *t-tests*. The t-test is a statistic widely used in applied linguistics research and classroom research to compare the average scores of two groups. However, under some conditions, doing more than one t-test can lead to problems of interpretation. In order to understand this article, readers must have some background knowledge of basic statistical concepts and of research design in the experimental tradition.

Brown, J. D. (1991; 1992). Statistics as a foreign language - Part 1: What to look for in reading statistical language studies. *TESOL Quarterly*, *25*(4), 569-586. Part 2: More things to consider in reading statistical language studies. *TESOL Quarterly*, *26*(4), 629-664. (Part 1 reprinted in H. D. Brown and S. Gonzo [Eds.], 1995, *Readings on second language acquisition* [pp. 14-30]. Englewood Cliffs, NJ: Prentice Hall Regents).

 These articles are addressed to teachers who customarily avoid reading statistical studies, but they are equally useful as an introduction to statistics for graduate students. Part 1 suggests the basic strategies of using the abstract to decide if the article may be of value, using the organization of research studies to guide reading, examining statistical reasoning, evaluating the study in light of one’s own professional experience, and learning more about statistics and research design. Part 2 is for more advanced readers. It outlines strategies for understanding variables, evaluating the statistics, checking the assumptions, and reading statistical tables.

Brown, J. D. (1997). Designing surveys for language programs. In D. Nunan & D. Griffee (Eds.), *Classroom teachers and classroom research* (pp. 55-70). Tokyo, Japan: Japan Association for Language Teaching.

 This paper explores research uses of L2 surveys. The author discusses different types of surveys, including both interviews and questionnaires, and covers ways that surveys can be used for curriculum development and research purposes, as well as the different functions that surveys can perform. The article provides guidelines for writing effective survey questions along with strategies for getting a high return rate. The author ends by discussing ways to analyze survey results and providing suggestions for further reading.

Brown, J. D. (1997). Designing a language study. In D. Nunan & D. Griffee (Eds.), *Classroom teachers and classroom research* (pp. 109-121). Tokyo, Japan: Japan Association for Language Teaching.

 This paper examines issues to be addressed in designing and conducting any second language statistical research, including the following issues: (1) sampling groups to be used in studies, (2) the different kinds of variables used by researchers, (3) the various types of research designs available, (4) factors that may threaten the internal and external validity of a study, and (5) the ethical issues involved in collecting data, conducting research studies, and reporting the results.

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, England: Cambridge University Press.

This book presents a wide-ranging yet practical overview of the different steps and activities involved in the development and use of surveys (including interviews and questionnaires). The presentation includes chapters on planning, designing, gathering, analyzing (qualitatively and quantitatively), and reporting survey research. The theoretical and practical issues involved in language survey research are defined and discussed in digestible chunks, and all concepts are explained in a step-by-step manner with ample examples and checklists provided. Each chapter includes a list of key terms, review questions, and a collection of exercises for practical application.

Brown, J. D. (2004). Resources on quantitative/statistical research for applied linguistics. *Second Language Research, 20*(4), 408-429.

This article surveys and evaluates the books on quantitative/statistical research that existed in applied linguistics in 2004. It begins by discussing the types of books that will not be examined, then describes nine books that cover quantitative/statistical research methods in applied linguistics. The article provides descriptions in prose and tables that summarize the concepts and statistics covered by these nine books. The article then addresses three questions: What is the range of conceptual/statistical topics in applied linguistics? What are the most important conceptual/statistical topics in applied linguistics? And, how has the coverage of topics changed over the years?

Brown, J. D. (2004). Research methods for Applied Linguistics: Scope, characteristics, and standards. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 476-500). Oxford, UK: Blackwell.

This chapter defines applied linguistics (AL) research rather broadly and then discusses the many types of research that are done in AL. The influence of contextual factors on AL research is discussed along with what the author calls the qual-quant continuum, which attempts to describe wide ranging interpretive, survey, and statistical research types in terms of 13 key research characteristics. The chapter then links widely divergent research types on standards continua for dependability/reliability, confirmability/replicability, credibility/validity, and transferability/generalizability. This article ends with discussion of ethical considerations in AL research.

Brown, J. D. (2009). Open-response items in questionnaires. In J. Heigham & R. Croker (Eds.), *Qualitative research in applied linguistics* (pp. 200-219). New York, NY: Palgrave Macmillan.

This chapter focuses on open-response items in questionnaires. It does so by repeatedly reflecting on a running example and by addressing six questions: What are open-response questionnaire items? Why are such items used in applied linguistics research? What are the steps in collecting open-response data? How should such data be organized and interpreted? How should open-response findings be presented? And what can be done to improve the quality of open-response items? The chapter also provides a summary, post-reading questions, a list of key words, a series of tasks for review, suggestions for further reading, and references.

Brown, J. D. (2011). Quantitative research in second language studies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning, volume 2* (pp. 190-206). New York, NY: Routledge.

This chapter begins with discussions of what *research* is, how quantitative research fits within that definition, and then zeros in on quantitative research in second language studies (SLS) by looking at what it is, which books have been written about it, and what guidelines are available for quantitative researchers in SLS. The chapter then explores *research on research* in terms of what it is, how reviews of books on the topic serve as research on research and then turns to direct research on quantitative research methods in SLS. The chapter ends by speculating on the future of SLS quantitative research.

Brown, J. D., & Rodgers, T. (2002). *Doing second language research.* Oxford, UK: Oxford University Press.

This book provides an accessible introduction to research in language learning, with an emphasis on hands-on experience with research. It provides numerous activities that intentionally involve the reader in a variety of mini-studies that are both quantitative and qualitative in nature. In the process, the reader takes on the roles of research participant, organizer, data collector, data analyst, and reporter. The book explains the characteristics and purposes of various kinds of research, including the terminology, underlying logic, and steps involved in each type. It also offers an introduction to some of the classic research studies in the field.

Burns, A. (1995). Teacher-researchers: Perspectives on teacher action research and curriculum renewal. In A. Burns & S. Hood (Eds.), *Teachers’ voices: Exploring course design in a changing curriculum* (pp. 3-19)*.* Sydney, Australia: NCELTR, Macquarie University.

 This paper provides an overview of the action research process. It argues for a collaborative model of action research in which groups of teachers work together to investigate common institutional curriculum areas. It suggests that the steps of action research are more complex than the typical four-stage cycle, and outlines key points in the process. A number of data collection techniques are presented and conditions for supporting teachers conducting action research are suggested.

Burns, A., & Burton, J. (2008). *Language teacher research in Australia and New Zealand.* Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

This edited volume is part of the TESOL Association’s Language Teacher Research Series. There are thirteen chapters, which include investigations of cultural concerns in teacher education, language learning and use by immigrants and their children, international students learning English in an immersive program, strategies for taking international examinations (specifically the IELTS), an ESL course for engineering students; and a case study of an adult Croatian student in an English-medium college biology class. A uniform chapter structure adds to the volume’s coherence. Each chapter begins by explaining the issue under investigation, providing a brief review of some background literature, describing the procedures used in the study, and reporting on the results of the investigation. The chapters conclude with reflections of the teacher-researchers who conducted the studies.

Burns, A., & Hood, S. (Eds.). (1995). *Teachers’ voices: Exploring course design in a changing curriculum.* Sydney, Australia: NCELTR, Macquarie University.

 This volume focuses on curriculum renewal in action. It explores the impact of a new competency-based curriculum through teachers’ action research investigations of their own course design and classroom practices. Two introductory papers consider the developments which gave rise to the new curriculum and the role of action research in curriculum change. These are followed by ten first-person accounts by teacher-researchers focusing on four areas of investigation: selection and sequencing of course content; teaching grammar; competency-based assessment; and learner perceptions. The accounts trace the research process as well as the teachers’ responses to collaborative action research as professional development.

Burns, A., & Hood, S. (Eds.). (1997). *Teachers’ voices 2: Teaching disparate learner groups.* Sydney, Australia: NCELTR, Macquarie University.

 This is the second volume of the *Teacher’s Voices* series, which offers first-person accounts by teachers of their involvement in classroom-based action research. The research project focused on teaching learner groups with disparate needs. The book contains 25 first-person accounts by researchers and teachers on a range of issues, and each describes the personal and professional development the teachers experienced. The book is useful for teacher educators and researchers interested in collaborative, classroom-based action research and professional development.

Cameron, D., Frazer, E., Harvey, P., Rampton, M. B. H., & Richardson, K. (1992). *Researching language: Issues of power and method*. London, England and New York, NY: Routledge,

 The authors first deal with philosophical issues arising from doing empirical research in the social sciences (e.g., the relationship of goals, assumptions and methods). They then outline three positions researchers may assume in relation to their subjects: ethics (*research on*), advocacy (*research on* and *for*), and empowerment (*research on, for* and *with*). The first two, they argue, are linked to positivistic assumptions, while empowerment derives from relativist and realist understandings. *Research with* is distinctive for its use of interactive/dialogic research methods as opposed to the distancing/objectifying strategies associated with positivism.

Casanave, C. P., & Schecter, S. (Eds.). (1997). *On becoming a language educator.* London, England: Lawrence Erlbaum Associates.

 This is a collection of 19 personal essays written by professionals in the field of language education, describing why they chose this particular career. Unlike most academic publications, this anthology emphasizes the individual and personal aspects of professional development and gives the reader a sense of how teaching and research are always contextualized by personal perspectives. The book will be useful to persons interested in autobiographical research.

Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning.* Cambridge, UK: Cambridge University Press.

 This critical overview of classroom research also deals with the implications of such research for the teaching and learning of languages. The author first lays out the principal studies and theoretical stances that set the parameters for the methods of observing and analyzing classroom instruction and interaction. Then he surveys research up to 1988 on (1) the linguistic and discourse characteristics of teacher speech to L2 learners, (2) characteristics of learner participation and speech, and (3) teacher-learner interaction. He critiques research methodology and findings, suggesting how future researchers can achieve a higher level of consistency across classroom research studies.

Christison, M. A., & Bassano, S. K. (1995). Action research: Techniques for collecting data through surveys and interviews. *CATESOL Journal*, *8*(1), 89-103.

 In this article, two experienced teachers explain what they have learned about data collection by asking students what they think. The authors’ assumption is that “we, as teachers, must become involved in finding solutions to our own problems by collecting data from our classrooms” (p. 90). They describe four specific elicitation techniques (useful in both surveys and interviews) for building data bases on curricula, students, teachers, methods, and materials: (1) sentence completion via limited choice, (2) open-ended unfinished sentences, (3) open-ended questions, and (4) individual interviews. The authors provide examples of some techniques and discuss objectivity and sampling.

Clarke, M. A. (1994). The dysfunctions of the theory/practice discourse. *TESOL Quarterly*, *28*(1), 9-26.

 Clarke argues that the distinction between theory and practice in professional and public discourse is generally dysfunctional for teachers. He notes, in particular, the paradox by which teachers are considered less expert than builders of formal theories. Drawing on his own classroom-based research, he demonstrates the complex minute-by-minute decision making entailed in classroom instruction. He argues that researchers must establish the "particularizability" of their work for teachers, and that teachers must develop a scholarly stance toward their own work. He encourages teachers to ask their own questions and take only the advice that makes sense to them.

Cleghorn, A., & Genesee, F. (1984). Languages in contact: An ethnographic study of interaction in an immersion school. *TESOL Quarterly*, *18*(4), 595-625.

 This paper is one of the first ethnographic research reports published in major language teaching journal. It reports on a study of the interaction between French Canadian and English Canadian teachers in a French immersion program in Canada. The authors explain how they used symbolic interactionism as their framework for analyzing the interaction. The study’s ethnographic methodology is thoroughly discussed.

Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). London, England: Routledge.

 Directed at a broad audience of both teachers and academic researchers, this volume overviews the wide range of methods currently used by educational researchers. It begins by setting out major concepts and developments in educational research paradigms and then discusses various qualitative and quantitative approaches to data collection and analysis. The authors describe the methods and approaches with examples and illustrations, as well as discussions of their strengths and weaknesses. The chapter on action research describes its features, characteristics, and processes, as well as issues related to the status of action research as a research approach.

Coombe, C., & Barlow, L. (Ed.). (2007). *Language teacher research in the Middle East*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

This edited volume is part of the TESOL Association’s Language Teacher Research Series. It focuses on research conducted in language classrooms in the countries of the Middle East. There are thirteen chapters, which include investigations into controversial aspects of education in the Middle East and Arabian Gulf, the effect of language anxiety on speaking and writing, attitudes towards NS and NNS teachers, multicultural and coeducational group work, the effect of learning contracts on language learners, group and individual peer feedback, and the use of Moodle in a first-year writing class. A uniform chapter structure adds to the volume’s coherence. Each chapter begins by explaining the issue under investigation, providing a brief review of some background literature, describing the procedures used in the study, and reporting on the results of the investigation. The chapters conclude with reflections of the teacher-researchers who conducted the studies.

Crawford, K. (1995). What do Vygotskian approaches to psychology have to offer action research? *Educational Action Research*, *3*(2), 239-247.

 In this brief essay, Crawford contrasts the desired objectivity of experimental researchers with the situated involvement of action researchers. Drawing on the work of Vygotsky and others, she discusses developments in psychology which lead to the view that “consciousness, knowledge and maturing forms of awareness of insight have a social origin, and are mediated through action in a social context” (p. 241). The author then answers the question, “What does this new generation of psychology have to offer action research?” This article should be useful to those wishing to articulate a rationale for conducting action research.

Crookes, G. (1993). Action research for second language teaching: Going beyond teacher research. *Applied Linguistics*, *14*(2), 130-142.

 This article outlines the history of action research and distinguishes between research undertaken by teachers and research as critical educational practice. Crookes argues that it is the former, more neutral type of research, rather than the latter more innovative and radical conception of research, that has largely been taken up in L2 education. Research as critical practice would involve cyclical programs of reform developed through collaborative communities of school-based researchers, which take into account the sociopolitical nature of educational institutions. The article advocates the reporting of the action research outcomes in oral and written forms that are relevant to teachers.

Crookes, G., & Gass, S. M. (Eds.). (1993). *Tasks in a pedagogical context: Integrating theory and practice*, and *Tasks in language learning: Integrating theory and practice*. Clevedon, England: Multilingual Matters.

These two volumes of programmatic and theoretical articles examine task-based language learning from a variety of perspectives, and provide a rationale for and implementation of task-based language teaching, in order to integrate L2 acquisition theory and pedagogical practice. They also contain empirical studies in classrooms or semi-controlled learning experiments which illustrate the various dimensions of tasks and their influence on L2 use and learning. Issues addressed include syllabus design, types of tasks, grammar instruction through tasks, input provided in task-based interaction, and assessment of language learning tasks.

Cumming, A. (Ed.). (1994). Alternatives in TESOL research: Descriptive, interpretive and ideological orientations. *TESOL Quarterly*, *28*(4), 673-703.

 This article summarizes the perspectives of seven researchers who are well known in language teaching and learning: (1) analysis of learners’ language (Tarone); (2) verbal reports on learning strategies (Cohen); (3) text analysis (Connor); (4) classroom interaction analysis (Spada); (5) ethnography (Hornberger); (6) critical pedagogical approaches to research (Pennycook); and (7) participatory action research (Auerbach). Each of these orientations to research is discussed in terms of its value and limitations. The introductory and concluding remarks help to frame the choices researchers must make in selecting among these approaches.

Cumming, A., Shi, L., & So, S. (1997). Learning to do research on language teaching and learning: Graduate apprenticeships. *System*, *25*(3), 425-433.

 The authors describe the learning that they and several graduate student colleagues perceived themselves to have accomplished while working as research assistants in a large ESL writing project. These perceived accomplishments involved learning specific research skills, understanding teaching practices more fully, developing their own concepts and understanding of theories, providing contexts for their course papers or theses, learning to work as a team, and preparing themselves for careers as university professors and researchers.

Davidson, F. (1996). *Principles of statistical data handling.* Thousand Oaks, CA: Sage.

Using a set of thirty carefully-worded principles, this book guides readers through the set-up and preparation of data for statistical analyses. The principles cover data input, manipulation (e.g. recoding), and debugging. The goal is to ensure that substantive findings are strengthened, because the analyst is assured of data integrity. The thirty principles are illustrated with extensive examples (drawn from fictional language education settings) in two software packages: SAS and SPSS. The principled theme of the book is reflected in the last principle, which advises readers to develop their own principles specifically suited to their own research settings.

Davis, K. A., & Lazaraton, A. (Eds.). (1995). *Qualitative research in ESOL*. A special issue of *TESOL Quarterly*, *29*(3).

 Contributions to this special issue examine the history and principles of qualitative research, especially ethnographic research and its application in second language studies (Davis, Lazaraton, and Peirce), report on ethnographic investigations of second and foreign language learning and communication (Willet, Duff, Atkinson, and Ramanthan), discuss the role of qualitative research in second language teaching, and review book publications on qualitative research.

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.

 This comprehensive collection about qualitative research is divided into six parts. The first part, “Locating the Field”, details the history, traditions, and major issues of defining qualitative research. The second part, “Major Paradigms and Perspectives”, outlines the various research perspectives within qualitative research. Parts Three and Four present various strategies of inquiry: ways of designing qualitative research, and methods for data collection and analysis. Part Five discusses approaches to validation of qualitative research and its use in evaluation and policy formulation. The final part of the book frames questions for the future of qualitative research.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates.

This book provides detailed information on questionnaires as data-collection tools in second language research. It addresses the construction of questionnaires; general features such as layout and length; the development of both open-ended questions and closed-ended item types (e.g., multiple-choice, ranking, checklists); and ethical issues such as confidentiality, consent, and researcher behavior. The section on administering questionnaires describes the selection of participants, methods of administration, and strategies to increase participant response. Information is also provided on processing and analyzing responses (e.g., data reduction, coding, interpreting open-ended responses), and organizing and reporting the questionnaire data. The scope of this book is intentionally limited to the tool of questionnaires and does not go into depth about statistical procedures or other qualitative data analysis.

Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge, UK: Cambridge University Press.

 This collection provides a theoretical foundation and presents empirical studies of the effectiveness of focus on form, a pedagogical intervention that aims to draw L2 learners’ attention to form at a time when meaning and use are already evident. The authors clarify focus-on-form terminology, and interpret the focus-on-form research within a classroom context. The collection reviews SLA and cognitive psychology literature upon which the notion of focus on form is based. Empirical studies (most of which are teacher-researcher collaborative investigations) are discussed in terms of conscious reflection, input enhancement, recasting, emergent and non-emergent forms, and item vs. system learning.

Edge, J., & Richards, K. (Eds.). (1993). *Teachers develop teachers research: Papers on classroom research and teacher development.* Oxford, UK: Heineman International.

 This volume, a compendium of papers delivered at a conference in 1992, provides a snapshot of action research in language teaching at the time. Most contributors represent British or Australian perspectives, and their articles offer examples of teacher-generated classroom research in several different settings, mainly EFL, around the world. A major theme is the tension between the usual academic requirements of research and the need for teachers, collectively and individually, to articulate their own experiences with research in a language and format that make sense for them personally and professionally.

Edwards, D., & Mercer, N. (1989). *Common knowledge: The development of understanding in the classroom*. New York, NY: Routledge.

 The authors draw on the work of Vygotsky, Bruner, and Barnes to present a detailed examination of classroom discourse as the creation of ‘common knowledge’ or shared understanding between teacher and students. Video-taped lessons of elementary school classes are used to tease out issues of control, implicit understanding, and assumed common knowledge through a close micro-ethnographic analysis of joint activity and classroom talk. The analyses of transcribed interactions are supplemented by interviews with teachers and children, thus resulting in a fine-grained classroom ethnography.

Elliott, J. (1991). *Action research for educational change*. Milton Keynes, England: Open University Press.

 This book focuses on action research for professional development and educational change. The author traces the history of action research in the context of school-initiated change. He draws on his own experience of supporting action research to trace its methodological developments and to provide practical guidelines. He discusses action research as a cultural innovation with the potential to transform educational theory and practice and resolve the theory-practice divide. Elliott argues that technical rationalist educational policies deny the professional roles of teachers and educational institutions. However, action research can potentially be harnessed as a means of creative resistance and professional learning.

Ellis, R. (1997). *Second language acquisition.* Oxford, UK: Oxford University Press.

 This book introduces language teachers to the diverse and recent findings in SLA in ten very short chapters. Ellis also provides two dozen brief excerpts from SLA research to give the reader some direct experience with experimentation in this area. The book concludes with a short annotated bibliography and a glossary.

Erickson, F. (1990). Qualitative methods. In *American Educational Research Association*: *Research in teaching and learning* (2nd ed.). New York, NY: Macmillan Publishing Company.

 Erickson reviews theory and method in interpretive approaches to research on teaching. He discusses the theoretical assumptions of such research, and then exposes flaws in the design and implementation of experimental research on teaching, especially in relating to the meaning-perspectives of teacher and students. He discusses the role interpretive research can play in exposing the power, politics and sorting functions of teaching. He concludes that interpretive research is not merely an alternative method to the traditional process-product approach, but is “an alternative view of how society works, and of how schools, classrooms, teachers, and students work in society” (p. 187).

Færch, C., & Kasper, G. (Eds.). (1987). *Introspection in second language research.* Clevedon, England: Multilingual Matters.

 This book is a collection of 14 articles about using introspection in language-related research. Topics range from pause protocols, verbal reports, and think-aloud protocols to interviews and questionnaires as data elicitation procedures. The chapter by Grotjahn (“On the Methodological Basis of Introspective Methods”) presents a widely-used taxonomy of research paradigms.

Fanselow, J. F. (1987). *Breaking rules: Generating and exploring alternatives in language teaching*. London, England: Longman.

 *Breaking Rules* presents FOCUS (Foci for Observing Communications Used in Settings), a multidimensional observation instrument for teachers, supervisors, materials developers, and researchers. FOCUS details five characteristics of communication found both in classroom and non-classroom settings. Researchers, including teachers interested in action research, can focus on one or more of these characteristics to gain new awareness of the dynamics of classroom and/or non-school interaction. Such awareness can help bridge the gap between the nature of communication (language) students find in their classrooms and in the world outside of schools.

Farrell, T.S. (Ed.). (2006). *Language teacher research in Asia.* Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

This edited volume is part of the TESOL Association’s Language Teacher Research Series. It focuses on research conducted in Asia at all levels, from high school English to English language teacher education. There are thirteen chapters, which include investigations into genre practices in writing, teaching practices of expert and non-expert teachers, learner autonomy at the university level, teacher dependence, project-based learning in Asia, TOEFL preparation and language learning, and the effect of course content on students’ willingness to participate. Each chapter begins by explaining the issue under investigation, providing a brief review of some background literature, describing the procedures used in the study, and reporting on the results of the investigation. The chapters conclude with reflections of the teacher-researchers who conducted the studies.

Freeman, D. (1996). Redefining the relationship between research and what teachers know. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom: Qualitative research in second language education* (pp. 88-115). Cambridge, UK: Cambridge University Press.

 Freeman draws on research in teacher development from both general education and language education. The chapter contrasts three views of teaching commonly held in research: (1) teaching as doing, (2) teaching as thinking and doing, and (3) teaching as knowing what to do. The author makes a case for the development of new reporting genres as teachers begin to research and report on the language learning and teaching issues which are important to *them*.

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Boston, MA: Heinle.

 This text focuses on the intersection of teaching and research. By examining how research can fit within and transform the work of teaching, it offers a different point of view to teachers doing research. The author approaches research from three interdependent perspectives (Voices, Frameworks, and Investigations), which include inquiry-based activities for readers to examine their own teaching practices. Numerous real-life examples are offered in the “Teachers’ Voices” sections, in which various teachers describe research issues they have explored.

Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher learning in language teaching*. Cambridge, UK: Cambridge University Press.

 This collection of research articles on teacher learning in the field of language teaching contains 17 original studies conducted in North America, Europe, Asia, and Australia, including articles that capture the thinking and learning processes, problem solving, and theorizing in which people engage as they learn to teach. The chapters focus on the beginning stages of teacher learning, the cognitive processes that teachers engage in as they develop expertise, and the relationship between teacher education and teacher learning. The volume focuses on understanding the role that previous experience, social context, and professional training play in the process of teacher development.

Gaies, S. J. (1983). The investigation of classroom processes. *TESOL Quarterly*, *17*(2), 205-217.

 This article reviews early classroom process research efforts in three areas: the linguistic environment of L2 instruction, patterns of participation in the language classroom, and error treatment. The author illustrates the complexity of the L2 instructional environment and the necessity of placing priority on the direct observation of classroom activity.

Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. Mahwah, NJ: Lawrence Erlbaum Associates.

This volume provides an in-depth overview of stimulated recall, an introspective method that is used for data elicitation in second and foreign language research. In addition to a history and review of introspective methods in general, the book offers a detailed discussion on stimulated recall in particular. Focusing on how to use stimulated recall, the authors provide concise and comprehensive explanation about various do’s and don’ts of stimulated recall. The book provides readers with some essential resources for using stimulated recall, such as samples of instructions for participants, rater training, coding sheets, and a model for data layout and coding.

Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum Associates.

This book offers a review of data elicitation techniques that are currently utilized in various areas of second and foreign language research, including (1) psycholinguistics-based research, (2) cognitive processes, capacities, and strategies-based research, (3) linguistics-based research, (4) interaction-based research, (5) sociolinguistics and pragmatics-based research, (6) survey-based research, and (7) classroom-based research. In addition to providing an insightful review of data collection techniques and practical advice with step-by-step examples, this book also discusses advantages, common misconceptions, caveats, and/or limitations related to those techniques, along with tips and tricks for overcoming their limitations.

Genesee, F. (Ed.). (1994). *Educating second language children: The whole child, the whole curriculum, the whole community*. New York, NY: Cambridge University Press.

 This anthology presents 13 research-based papers which cover a wide range of issues affecting the academic and social success of language minority children. The articles are written in a style accessible to a wide audience of teaching professionals, and should provide useful background to teachers who wish to investigate the topics examined here. These include interactions between parents and children in bilingual families, ESL in preschool programs, literacy development of L2 children, grouping strategies, and the social integration of immigrant and refugee children.

Graddol, D., Maybin, J., & Stierer, B. (Eds.). (1994). *Researching language and literacy in social context.* Clevedon, England: Multilingual Matters.

 In this volume, a number of experienced researchers report on small-scale case studies, action research projects, and classroom ethnographies addressing issues such as gender, race, cultural differences, and various aspects of classroom talk and literacy. The first part of the book contains an introduction to ethnography, ethical considerations of research, and practical guidelines to observation, transcription and analysis of spoken interaction in classroom contexts. The rest of the book contains ten research studies which address the issues mentioned above, and also illustrate different aspects of research methodology and reporting.

Green, J. L., & Harker, J. O. (Eds.). (1988). *Multiple perspective analysis of classroom discourse*. Norwood, NJ: Ablex Publishing Company.

 Each paper in this collection focuses on a particular dimension of discourse in classrooms and the methodology needed to analyze and interpret it. The topics range from discourse processes of individuals to the learning and socialization that results from classroom discourse.

Hatch, E., & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics.* New York, NY: Newbury House.

 As the title implies, this volume was written for people who wish to conduct quantitative research. A lengthy introduction on planning research projects is followed by detailed information on the statistical procedures most often used in applied linguistics research. The examples are drawn from language-related research and should be helpful to teachers who wish to begin such undertakings.

Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms.* Cambridge, UK: Cambridge University Press.

 This book is an ethnography of two distinct communities and the different ways in which children in these communities are socialized. The author demonstrates that different language socialization practices can have an impact on children’s language and their success or failure in schools. Family structure, roles of community members in children’s upbringing, and community-based concepts of childhood speech behavior determine the nature of socialization. The book helps parents and teachers become aware of the relations between community and education, and illustrates a methodology which other researchers can use.

Holliday, A. (2007). *Doing and writing qualitative research* (2nd ed.). London, UK: Sage Publications.

This book serves as a guide to qualitative research for both the novice and the experienced researcher. It begins by establishing what constitutes qualitative research, then leads the reader through the process of designing a research project, collecting data, and writing about the findings. It addresses several different kinds of writing -- from short undergraduate assignments to doctoral dissertations to lengthy academic papers for publication -- and focuses on writing about data and relationships, writing voice, and making appropriate claims. This second edition builds upon the first edition with additional information on visual data, personal narrative, and data reconstruction and fictionalization, and includes more textual examples of researchers’ writing.

Hornberger, N., & Corson, D. (Eds.). (1997). *Encyclopedia of language and education, volume 8: Research methods in language and education*. Amsterdam, The Netherlands: Kluwer Academic Publishers.

 This volume addresses issues pursued in language and education research and the variety of methods used. The editors consider micro and macro perspectives as well as social and linguistic levels of analysis to be critical for an understanding of the interaction between language and education. The work focuses on the central role of language as both vehicle and mediator of educational processes.

Jacobs, G. M., & Renandya, W. A. (1997). Suggestions for conducting graduate research in language learning. *Second Language Learning and Teaching*, *7*, 23-36.

 This article offers 24 suggestions on conducting research in language learning. The suggestions are based on the authors’ experience as graduate students and as supervisors of graduate research in Southeast Asia. Suggestions are divided into three sections on planning, carrying out, and writing up research. Each suggestion is illustrated by a drawing.

Jaeger, R. M. (1990). *Statistics: A spectator sport* (2nd ed.). Beverly Hills, CA: Sage Publications.

 This book provides an introduction for people who wish to read statistical studies, including some of the procedures most frequently used in applied linguistic research (correlation, t-tests, analysis of variance, and chi-square). Examples and practice problems are drawn from the fields of psychology and general education. The volume includes a glossary and answers to the sample problems.

Jiang, N. (2011). *Conducting reaction time research in second language studies*. New York, NY: Routledge.

This book offers a general introduction to reaction time research as relevant to second language studies. Chapter 1 explains what reaction time is, discusses its advantages and disadvantages as a research tool, and offers a historical sketch of such research. Chapter 2 introduces the basic concepts and terms and describes the processes involved in reaction time research. The next three chapters describe the tasks and paradigms that are widely used in research on phonological, lexical, semantic, and sentence processing. The book ends with a tutorial on DMDX, a software program developed for conducting reaction time research.

Johnson, D. M. (1992). *Approaches to research in second language learning.* London, England: Longman.

 The two introductory chapters of this text introduce teachers to the roles of research in their profession as well as issues in the practice of research. Each chapter in Part I focuses on a particular approach, including correlational, case-study, survey, ethnographic, experimental, and large-scale (multi-site, multi-method) approaches. Each begins with a description of the characteristics of the research approach. Descriptions of typical uses of the approach, illustrated by summaries of representative research studies, and discussion of relevant issues form the core of each chapter. Criteria for evaluating the particular type of research are included as is a sample study.

Johnson, K. (1997). Editorial. *Language Teaching Research*, *1*(1), i-iii.

 *Language Teaching Research* is a relatively new international journal, Volume 1 having come out in January, 1997. The editorial states that the journal is about research on language teaching but is not restricted to English language teaching. It is intended to appeal to practicing language teachers, to promote an interdisciplinary perspective, and to stimulate new avenues of inquiry, including action research. The journal takes a broad methodological perspective and includes a section for reports of research in progress.

Johnson, K. E. (1995). *Understanding communication in second language classrooms*. Cambridge, UK: Cambridge University Press.

 This book offers an integrated view of communication in L2 classrooms that acknowledges the importance of what teachers and students bring to the class, as well as what actually occurs during face-to-face communication within the classroom. Using classroom transcripts from a range of settings, the author constructs a conceptual framework which enables teachers to recognize how patterns of classroom communication are established and maintained, and how these patterns affect students’ participation in classroom events, and how their participation shapes the ways they use language for learning and their opportunities for second language acquisition.

Kasper, G. (Ed.). (1986). *Learning, teaching, and communication in the foreign language classroom*. Aarhus, Denmark: Aarhus University Press.

 This anthology includes chapters on L2 classroom discourse structure and strategies, error correction, teacher input, learners’ questions, the development of pragmatic and strategic competence, and the role of affect in second and foreign language learning. Most of the chapters report on data-based studies, illustrating a wide range of theoretical and methodological approaches to second language classroom research.

Kasper, G., & Grotjahn, R. (Eds.). (1991). Thematic issue: Methods in second language research. *Studies in Second Language Acquisition*, *13*(2).

 Papers in this thematic volume explore issues of research methodology in several areas of second language acquisition: speech production (Crookes), writing (Cohen), interlanguage pragmatics (Kasper and Dahl), classroom research (Nunan), and individual differences (Skehan). They also critically examine particular approaches to second language learning and teaching, such as grammaticality judgments (Ellis) and the exploration of teachers’ and learners’ subjective theories (Grotjahn).

Keeves, J. P. (Ed.). (1988). *Educational research, methodology, and measurement: An international handbook*. Oxford, UK: Pergamon.

 An extensive “encyclopedia” on fundamental issues in educational research, this volume features chapters by researchers on a wide range of technical and general topics. The book provides an overview of key concepts and technical terms in research (e.g., triangulation, Guttman scales, sampling, factor analysis, etc.). Sections of the book deal with methods of inquiry; knowledge creation, diffusion, and utilization; measurement; and research techniques. Individual articles focus on more specific subtopics. There is a detailed subject index to identify key terms.

Kemmis, S., & McTaggart, R. (1982). *The action research planner.* Victoria, Australia: Deakin University Press.

 This guide is intended for teachers and administrators interested in systematic procedures for bringing about change in schools. It details the four phases of the research spiral - plan, act, observe, and reflect - and provides a variety of classroom examples of how ideas or problems can be linked to action. The *Planner* also provides appendices containing a glossary of techniques for monitoring action research and principles of action research procedures.

Kerlinger, F. N. (1986). *Foundations of behavioral research* (3rd ed.). New York, NY: Holt, Rinehard, and Winston.

 This book conveys complex and issue-laden research concepts in active prose. Its 36 chapters cover philosophical, technical, and interpretative issues with extensive examples and analyses from a range of social sciences. Many of Kerlinger’s chapters (e.g., the chapter on factor analysis) can stand alone as short introductory texts. The book is also a good teaching text for introductory and intermediate behavioral research courses, as well as for individual tutorial counseling of research students.

Kinginger, C. (1997). A discourse approach to the study of language educators’ coherence systems. *Modern Language Journal*, *81*(1), 6-14.

 This article illustrates the use of discourse analysis in studying views about language and language instruction. Following a discussion of the social ontology and personal appropriation of expertise, the author examines conceptual metaphors and folklinguistic theories in teachers’ written accounts of teaching, and suggests applications of the method for developmental and cross-cultural studies.

Lacey, P. (1996). Improving practice through reflective enquiry: Confessions of a first-time action researcher. *Educational Action Research*, *4*(3), 349-361.

 The author refers to this article as “an account of the birth of an action researcher” (p. 349). She describes her own practice in conducting workshops on teamwork for special education teachers. After discussing how she found her focus, the author describes several phases in her thinking and research: how she began with a case study using ethnographic procedures; her shift from ethnography to practitioner research; and how her reflection led to the development of courses on teamwork and of her own teaching.

Lantolf, J., & Appel, G. (Eds). (1994). *Vygotskian approaches to second language acquisition research.* Norwood, NJ: Ablex Publishing Corporation.

 This volume contains a number of empirical studies of classroom interaction conducted from the perspective of Vygotskyan sociocultural theory and activity theory. Topics investigated include collective scaffolding (Donato), working in the zone of proximal development (Washburn), inner speech (Ushakova), private speech (McCafferty), accommodation (Schinke-Llano), and language learning tasks (Coughlan and Duff).

Larsen-Freeman, D. (1991). Research on language teaching methodologies: A review of the past and an agenda for the future. In K. de Bot, R. Ginsberg & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 119-132). Philadelphia, PA: John Benjamins Publishing Company.

 This paper suggests that the major reasons why the research comparing language teaching methodologies in the 1960s and 1970s was inconclusive were (1) the global nature of the methods concept and (2) the failure of the research to take into account the agent in the process, namely the language teacher. The author argues that it is fallacious to assume that teachers are mere conduits from methodologists to language students. Thus any research that compares methodological treatments must also examine the role of the language teacher.

Larsen-Freeman, D., & Cameron, L. (2008). Research methodology on language development from a complex systems perspective. *Modern Language Journal, 92*(2), 200-213.

This article discusses changes to research methodology motivated by adopting a complexity theory perspective on language development. The dynamic, nonlinear, and open nature of complex systems, together with their tendency toward self-organization and interaction across levels and timescales, requires changes in traditional views of theory, hypothesis, data, and analysis. Traditional views of causality are shifted to focus on co-adaptation and emergence. Context is not seen as a backdrop, but rather as a complex system itself. A set of general methodological principles is offered, and an overview of specific methods is given, with particular attention to validity in simulation modeling.

Larsen-Freeman, D. E., & Long, M. H. (1991). *An introduction to second language acquisition research*. London, England: Longman.

 This book provides a summary (as of 1991) of research and theory on second language acquisition, and also contains numerous commentaries on the problems and advantages of different research approaches, including a chapter on SLA research methodology and another on different types of data analysis.

Larson-Hall, J. (2010). *A guide to doing statistics in second language research using SPSS.* New York, NY: Routledge.

This book contains a survey of statistical information targeted to researchers in the field of SLA. It uses actual data sets from researchers in the field of SLA. The book’s purpose is to help beginning researchers understand the basic information needed for quantitative data analysis. The first part helps readers understand statistical concepts, and how to get started using the SPSS statistical software. The second part covers commonly used statistical tests. Each chapter analyzes an illustrative data set using a particular statistical test, information on how to graphically examine data, and steps for doing the procedure in SPSS.

Livingston, C., & Castle, S. (Eds.). (1993). *Teachers and research in action*. Washington, DC: National Education Association.

 This book contains articles that deal with the Mastery of Learning Project, a school reform initiative sponsored by the National Education Association. This initiative advocates the need for school staff to develop and implement ideas for school renewal and bringing about change. The book gives examples of teacher research in the classroom for purposes of professional development. Discussion questions are also included at the end of each chapter.

Long, M. H. (1980). Inside the “black box”: Methodological issues in classroom research on language learning. *Language Learning, 30*(1), 1-30. (Reprinted in H. W. Seliger and M.H. Long [Eds.], 1983, *Classroom oriented research in second language acquisition* [pp. 3-35]. Rowley, MA: Newbury House).

 This early methodological paper on language classroom research elucidates two important traditions in classroom data collection and analysis: (1) interaction analysis, and (2) the anthropological approach (including participant observation, non-participation observation, and constitutive ethnography). Long discusses the strengths and limitations of both approaches, using clear figures and charts.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). New York, NY: Academic Press.

 This article provides an up-to-date, detailed account of the development, evidence for, and current status of the interaction hypothesis of second language acquisition. According to the interaction hypothesis, negotiation for meaning in speech is instrumental to L2 learning because it incorporates such essential components as input, internal learner capacities, selective attention (*noticing*), and output. The article discusses the roles of input, specifically that of positive and negative evidence, and of conversation in first and second language acquisition.

Lynch, T. (1996). *Communicating in the language classroom*. Oxford, UK: Oxford University Press.

 This book describes the basic processes of communication and interaction in classrooms, illustrating them with simple segments of authentic classroom discourse. He shows how the understanding of these processes has direct bearing on the teaching of the different language skills (listening, speaking, reading, and writing), and on classroom management and teacher lesson and task planning.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.

This text addresses basic and fundamental issues related to research design, data collection, coding and analysis in quantitative and qualitative second language research. The chapters cover identifying research questions, ethical issues related to data collection, common collection measures employed in current second and foreign language studies, validity and reliability in research, designing quantitative and qualitative research, and concrete advice and suggestions for publication. Each chapter consists of detailed explanations about key concepts, concrete examples, discussion and data-based questions and activities, so the book serves as a resource for novice researchers in second language research as well as more seasoned experts.

Mackey, A., & Gass, S. M. (Eds.). (2012). *Research methods in second language acquisition: A practical guide*. London: Wiley-Blackwell.

This edited collection, written by experts in the field, provides an informative guide and tips to research design and methods for novice researchers working in the areas of second and foreign language study. The chapters follow a common organizational theme, and each one provides some background to the method, step-by-step guidance in carrying out research, introduction to relevant research methods and tools, and summaries of exemplar studies from varied topics, such as second language writing and reading, meta-analyses, research replication, and qualitative data collection and analysis. Discussion questions and further reading lists are also suggested in each chapter.

Markee, N. P. P. (1996). *Managing curricular innovation*. New York, NY: Cambridge University Press.

 This book provides teachers, researchers, and teacher educators with an overview of the theory and practice of managing curricular innovation. The author proposes a framework for understanding the management of change in language education, based on a synthesis of issues that affect the design, implementation and maintenance of language aid programs and five innovative syllabuses designed in both developed and under-developed countries. The author proposes nine principles which language teaching professionals may use to guide attempts at managing educational innovation. He illustrates how these theoretical principles have been used to organize a project in curricular innovation at a U.S. university.

Markee, N. (2000). *Conversation analysis*. Mahwah, NJ: Lawrence Erlbaum.

This was the first book-length publication on conversation-analysis-for-second-language-acquisition. Part I provides an overview of SLA studies, a rationale for reconceptualizing SLA studies, and an introduction to how naturally occurring data may be recorded, transcribed and analyzed. Part II locates interactional competence in different speech exchange systems in terms of turn taking and repair. Part III includes analyses of two instances of classroom talk, one of which leads to successful language learning in the short term, while the other does not. The book is a standard reference for people interested in the micro processes of SL learning, particularly in instructed contexts.

Marshall, C., & Rossman, G. B. (1989). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

 This volume begins with a framework for writing a qualitative research proposal. Subsequent chapters take the reader through the processes of framing the research question; designing the research; collecting data; recording, managing, and analyzing data; managing time and resources; and defending the value and logic of qualitative research. The authors presume that readers have thorough background knowledge of qualitative research, and they concentrate on focusing that knowledge to develop well-written qualitative research proposals. The volume includes 26 vignettes which exemplify typical quandaries faced by qualitative researchers. It offers solutions based on the experience of the authors, their graduate students, and other published researchers.

McCarthy, M. (1991). *Discourse analysis for language teachers.* New York, NY: Cambridge University Press.

 This book serves as an introduction to discourse analysis, including its application to both the theoretical and practical aspects of language teaching. It offers teachers and novice researchers basic terminology of discourse analysis, with examples of both spoken and written discourse drawn primarily from newspapers, magazines, and conversations. The relevance of discourse analysis to grammar, phonology (pronunciation), and vocabulary use is discussed, and chapters on the analysis of spoken and written language are included. Examples and reader activities promote the incorporation of theoretical aspects of discourse analysis into practical use.

McDonough, K., & Trofimovich, P. (2008). Using priming methods in second language research. New York, NY: Routledge.

This book is an accessible introduction to the use of auditory, semantic, and syntactic priming methods for second language (L2) processing and acquisition research. It provides a guide for the use, design, and implementation of priming tasks and an overview of how to analyze and report priming research. Key principles about auditory, semantic, and syntactic priming are introduced, and issues for L2 researchers to consider when designing priming studies are pointed out. Empirical studies that have adopted priming methods are highlighted to illustrate the application of experimental techniques from psychology to L2 processing and acquisition research.

McGarrell, H.M. (Ed.). (2007). *Language teacher research in the Americas.* Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc.

This edited volume is part of the TESOL Association’s Language Teacher Research Series. The research included in this volume was conducted in Canada, the United States, Jamaica, and in various countries in Central and South America. There are thirteen chapters, which include investigations into perceptual mismatches between teachers and students, using film in the ESL classroom, using learner perceptions to improve test quality, the effect of listening to stories on vocabulary acquisition in kindergartners, collaborative and communicative practices in a classroom in Brazil, identity and language attitudes in Jamaica, the use of discourse markers among NSs and NNSs, and metacognitive strategies for beginner EFL learners in Costa Rica. Each chapter begins by explaining the issue under investigation, providing a brief review of some background literature, describing the procedures used in the study, and reporting on the results of the investigation. The chapters conclude with reflections of the teacher-researchers who conducted the studies.

McNiff, J. (1988). *Action research: Principles and practice*. London, England: Routledge.

 This volume emphasizes the transformation of educational practice through research. Part one, “Background and Explanations” discusses the characteristics and rationale for action research, provides a critique of empiricist and interpretive traditions in educational research, and overviews recent trends in action research thinking. The second part explains the practices of action research, including planning a study and collecting and analyzing data. Examples of teacher research conclude this section. Finally, in part three, the author debates the implications of action research in relation to issues of validity, its value as a mode of professional inservice, and its potential for expanding practitioner networks.

McNiff, J. (1993). *Teaching as learning: An action research approach*. London, England: Routledge.

 McNiff uses her own research as a teacher to present a very personal view of professional values and ideals. She reviews common models of action research and demonstrates how such research can contribute to personal knowledge, self-evaluation, and continuous professional development. The last part of the book is a transcribed conversation among five teachers about evaluating practice and the fundamental values that underlie all teaching. This is an inspirational book for teacher researchers, but with much practical advice included as well.

Mehan, H. (1979). *Learning lessons*. Cambridge, UK: Harvard University Press.

 Mehan’s book is one of the first detailed studies of elementary L1 classroom interaction. Mehan recorded and examined the discourse events and their rules and boundaries which defined lessons in a working class kindergarten room. He delineated the initiate-reply-evaluation sequence common to student-teacher interaction and established the notion of constitutive ethnography for the study of classrooms. Mehan’s work is the basis for many micro-ethnographic studies of bilingual and second language classrooms.

Michonska-Stadnik, A., & Szulc-Kurpaska, M. (Eds.). (1997). *Action research in the Lower Silesia Cluster Colleges: Developing learner independence*. A special edition of *Orbis Linguarum*. (1997). Legnica, Poland: Nauczycielskie Kolegium Jezykw Obcych and the British Council.

 This special edition of *Orbis Linguarum* is a collection of brief reports on action research conducted by language teachers working at six teacher training colleges in Poland. These six colleges are linked with the University of Reading through a British Council project. The teacher-researchers investigated ways to develop learner independence in the areas of study skills, teaching literature, teaching writing, teaching grammar, and primary school methodology, as well as ways to get students to read authentic materials. The reports include numerous examples of questionnaires and activities used in the action research projects.

Miles, M. B., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.)*.* Beverly Hills, CA: Sage Publications.

 This book focuses on the second step faced by qualitative researchers: what to do with the collected data. Chapters focus on building conceptual frameworks for analysis, displaying data in illuminating ways, and drawing valid conclusions. Multiple examples (tables, matrices and figures) illustrate the analytical methods described. A brief appendix on choosing computer programs for qualitative data analysis shows how technology can support the qualitative researcher.

Mok, A. (1997). Student empowerment in an English language enrichment programme: An action research project in Hong Kong. *Educational Action Research*, *5*(2), 305-320.

 The author describes her experience on the faculty of a Hong Kong secondary school, where she conducted an action research project on the school’s English language enrichment program. After describing the context, Mok reports on a needs analysis and the subsequent actions taken (by the author, other teachers, and many students) to enhance the existing English language enrichment program. The article provides examples of questionnaires used in data collection and gives numerous comments from students and teachers alike. The author concludes with a discussion of how the project led to student empowerment through involvement, through partnership, and through action research.

Nixon, J. (Ed.). (1981). *A teacher’s guide to action research.* London, England: Grant McIntyre.

 This is a collection of papers written by teachers about their own research, and is helpful reading for all those who are skeptical about the feasibility of teachers doing research. Most teachers included appear to have been students of Stenhouse, or at least are intimately acquainted with his teachings. The book is not second-language in orientation, but serves as a useful model nonetheless.

Noffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical*. New York, NY: Teachers College.

 This collection presents actual case studies of action research in diverse settings, and in doing so consistently relates theory to practice. The editors and contributors argue that action research is more than a collection of procedures for solving local problems; rather it crucially involves a commitment to improving the lives of children and promoting democratic education. The book is organized into three parts: action research in teacher education, action research in schools, and support structures in action research (collaboration, school contexts, and district support).

Nunan, D. (1989). *Understanding language classrooms: A guide for teacher-initiated action.* New York, NY: Prentice Hall.

 This introductory book focuses on teacher-research. Two chapters deal with looking at teachers and looking at learners, while two others provide guidance about collecting data and observing in classrooms. The author makes the connection between teacher-research and professional development, and offers advice about implementing such research.

Nunan, D. (1990). Action research in the language classroom. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education*. Cambridge, UK: Cambridge University Press.

 This article focuses on the value of action research for in-service training. The author feels it provides teachers with new skills and heightened self-awareness. He outlines a step-by-step approach to in-service training based on the observation of classroom videos, including those of the teacher-trainees’ own teaching, where the teachers focus on specific aspects of teacher and student behavior. An appendix provides instruments for lesson observation and analysis.

Nunan, D. (1992). *Research methods in language learning.* Cambridge, UK: Cambridge University Press.

 This introductory volume includes chapters on the experimental method, ethnography, case studies, classroom observation, introspection, elicitation techniques, interaction analysis, and program evaluation. Each chapter includes examples from research on language teaching and learning, as well as tasks, questions, and suggestions for further reading.

Nunan, D. (1996). Issues in second language acquisition research: Examining substance and procedure. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 349-374). New York, NY: Academic Press.

 Starting from a brief account of the historical background of SLA, this article reviews some of the central issues in the field: the fundamental assumption of second language learning as a process of creative construction, the distinction between (conscious) learning and (unconscious) acquisition, similarities and differences between first and second language learning, age-related and individual differences, variation in second language use and learning, and the role of classroom organization and input. The article then discusses the methodologies by which these substantive issues have been investigated in classroom, laboratory, and naturalistic settings.

Nunan, D. (1997). Research, the teacher and classrooms of tomorrow. In G. M. Jacobs (Ed.), *Language classrooms of tomorrow: Issues and responses* (pp. 183-194). Singapore: SEAMEO Regional Language Centre.

 This paper argues that research should be (1) contextualized and classroom-oriented; (2) closely linked to teaching, i.e., teaching and research should move closer to one another with exploratory teaching as the norm; (3) collaborative, with teachers and other stakeholders as key players on the research team; and (4) pluralistic (including various approaches to inquiry). These four points are illustrated with two studies by the author.

Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle, Cengage Learning.

This survey of research methods applicable in language classrooms contains fifteen chapters. The first three discuss language classroom research, including the dominant research approaches and some of the findings. Part two focuses on research design. It includes chapters on the experimental method, surveys, case study research, ethnography, and action research. Part three deals with data collection, including classroom observations, introspective methods and elicitation procedures. The fourth section covers data analysis strategies: analyzing classroom interaction, quantitative analyses, and qualitative analyses. The final chapter deals with ethical concerns and mixed methods research. Each chapter contains practical tasks and highlights a sample study.

Nystrand, M., Gamoran, A., Kachur, R., & Prendergast, C. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom.* New York, NY: Teachers College Press.

 In *Opening Dialogue*, Nystrand presents several studies conducted in secondary English classrooms. These studies focus in particular on the teaching of writing as it relates to both teacher-fronted work and small group work. Nystrand takes a dialogical perspective on language and an ecological perspective on the classroom. In discussing dialogic instruction, the author characterizes the quality of classroom interaction through analyses of constructs such as participation, coherence, authenticity, and uptake. While the book is not addressed to teachers of ESL or EFL, it has many insights to offer to those wishing to explore classroom discourse from a dialogical perspective.

Ortega, L., & Byrnes, H. (Eds.). (2008). *The longitudinal study of advanced L2 capacities*. New York, NY: Routledge.

This collection of theoretical, methodological, and empirical studies explores longitudinal methods for investigating advanced language capacities as they develop in formal language education settings. Ways in which longitudinal research can illuminate advancedness are examined from diverse theoretical perspectives (e.g., systemic-functional linguistics, social psychological theory of acculturation, skill automatization, sociocultural theory, performance-based assessment), across contexts (e.g., college language curricula, study abroad, professional health interpreting), language areas (e.g., vocabulary, grammar, global proficiency, sociopragmatic and sociolinguistic competence), and target languages (English, French, German, Swedish). The collection examines adult foreign language learning, but some chapters focus on adult heritage and minority language learners.

Pagano, R. (1990). *Understanding statistics in the behavioral sciences* (3rd ed.). New York, NY: West Publishing Co.

 This book introduces basic concepts in descriptive and inferential statistics commonly used in educational research. Its accessible prose and examples assume little prior knowledge, but gradually build a wealth of information useful to teachers and researchers interested in reading and conducting empirical studies. Although not geared towards applied linguistics research per se, the book is a helpful reference for those in language and general education.

Paley, V. (1979). *White teacher*. Cambridge, MA: Harvard University Press.

 Through observations of her students, Paley challenges her own prejudices, blind spots, and shortcomings. She offers vignettes that cover more than five years of teaching, during which her all-white class gradually becomes multicultural, multiracial, and multilingual. Paley challenges readers to be honest in questioning the ways they address (or avoid) issues of race and culture in the classroom. Her most ringing message is the value of a teacher’s journal: to provide reflection and perspective; to reveal changes over time; and to help teachers understand, remember, and be able to recreate and share words and actions by children and teachers.

Phillipson, R., Kellerman, E., Selinker, L., Sharwood Smith, M., & Swain, M. (1991). *Foreign/second language pedagogy research: A commemorative volume for Claus Faerch*. Clevedon, England: Multilingual Matters.

 This anthology of tributes to the work of the late Claus Faerch includes chapters by prominent European and North American second language researchers on the history of applied linguistics, a variety of issues in the study of interlanguage, learning and communication strategies, second language classroom research, and L2 learners’ pragmatic and sociolinguistic competence. The chapters reflect Claus Faerch’s commitment to second language research in the service of language pedagogy and teacher education.

Pica, T. (1994). Questions from the language classroom: Research perspectives. *TESOL Quarterly*, *28*(1), 49-80.

 This article addresses questions about classrooms that can be illuminated by research findings on L2 learning and teaching. Topics include the role and importance of learners’ L1 and cultural adjustment in successful L2 learning and the relative merits of classroom practices (e.g., learners’ comprehension over production, correction of error, drill and practice, and instruction in grammar rules). Also addressed are classroom management strategies for using student groups and pairs, providing teacher-directed instruction, and encouraging class participation. Problems in achieving pronunciation accuracy and in preventing and overcoming fossilization are also explored.

Pica, T. (1997). Second language teaching and research relationships: A North American view. *Language Teaching Research*, *1*(1), 48-72.

 This article discusses four relationships between L2 teaching and research: (1) coexistence of teaching and research activities, on similar topics but with different goals; (2) collaboration of teaching and research efforts, toward mutual interests, through shared collection, analysis, and interpretation of data; (3) complementarity of teaching and research contributions, toward a more complete picture of L2 learning & retention, through theoretically motivated treatments, designed in a research context, then studied in the classroom; and (4) compatibility of teaching and research interests, with respect to cognitive and social processes of L2 learning, and materials and activities for L2 teaching and research.

Porte, G. K. (2010). *Appraising research in second language learning* (2nd ed). Amsterdam, The Netherlands: John Benjamins Publishing

Designed for students of second language acquisition on research training courses, practicing language teachers, and those in training, this combination textbook/workbook seeks to answer a current need in the literature for a set of procedures that can be applied to the independent reading of quantitative research. Innovative features of the workbook include awareness-raising reading tasks and guided exercises to help students develop and practice the critical skills required to appraise papers independently. Reader are shown how to become more research literate, to discover new areas for investigation, and to organize and present their own work more effectively for publication and peer evaluation.

Porte, G. K. (Ed.) (2012). *Replication research in applied linguistics.* Cambridge, UK: Cambridge University Press.

**This is the only volume currently available on replication research in the field of social sciences.** This book argues for a more central role of replication research in quantitative experimental studies in our field and promotes such research in its pages through a combination of theoretical argument, detailed examples and practical, down-to-earth advice from the choice of suitable studies to replicate, through to the setting-up, execution and writing up of such work ready for presentation to a journal.

Porter, P., Goldstein, L., Leatherman, J., & Conrad, S. (1990). An on-going dialogue: Journals for teacher training. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 227-240). Cambridge, UK: Cambridge University Press.

 This chapter reports on research conducted by two teachers (Porter and Goldstein) in their roles as teacher educators, and two learners (Leatherman and Conrad) who were enrolled in graduate teacher preparation programs. The teachers and teacher-learners collaborated on research about what they learned from using academic journals as a course assignment. The graduate students wrote entries about the coursework, including lectures, readings, and group work. The teacher educators responded to these entries, following the model of dialogue journals in language classrooms. The resulting report provides a clear example of how teachers and teacher-learners can collaborate in investigating teacher development.

Prabhu, N. S. (1992). The dynamics of the language lesson. *TESOL Quarterly*, *26*(2), 225-241.

 The language lesson is discussed in this article as a complex event. Two pedagogic dimensions and two social dimensions of lessons are identified, as well as areas in which these may come into conflict. Prabhu states that, as professional attention tends to be focused on the pedagogic aspects of the lessons, the personal and social ones may be downplayed. A compromise is suggested: The author calls for teachers to act as engaged theorists in the classroom, and for specialists in pedagogy to more seriously consider their teaching colleagues’ experiences and ideas when creating their theories.

Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke, UK: Palgrave Macmillan.

This book provides TESOL professionals with the knowledge and skills necessary to undertake qualitative research. It is designed to allow access at three levels, broadly corresponding to stages in teacher education: introductory (certificate and diploma), intermediate to advanced (masters and doctoral), and advanced (doctoral and post-doctoral). Each chapter allows the reader to work through the levels, but it is also possible to follow a single level through the book. The main approaches covered are interviewing, observation, and working with spoken data, and there are also chapters on project planning and representation.

Ruiz de Gauna, P., Diaz, C., Gonzalez, V., & Garaizar, I. (1995). Teachers’ professional development as a process of critical action research. *Educational Action Research*, *3*(2), 183-194.

 This article discusses an action research project at a bilingual preschool in the Basque Country of Spain. A team of university-based teacher educators responded to a request from the preschool teachers to help them “perform a process of professional development focused on our centre” (p. 188). The two-year project involved the teachers’ demand for changes; negotiating the working method for the action research group; defining the participating researchers’ roles; establishing group consciousness; designing an educational program; and implementing agreed-upon curriculum changes. The article should be helpful to teachers undertaking action research, especially in contexts collaboration is called for.

Samway, K. D. (1994). But it’s hard to keep fieldnotes while also teaching. *TESOL Journal*, *4*(1), 47-48.

 In this brief article, the author addresses challenges facing teacher-researchers in recording detailed fieldwork while simultaneously teaching a class. Three systems used by Samway and her colleagues are offered as easy and convenient ways to accurately record classroom observations.

Santos, T. (1989). Replication in applied linguistics research. *TESOL Quarterly*, *23*(4), 699-702.

 This article notes the dearth of replications in applied linguistics research and argues that there should be many more. Suggestions are made for selecting a study to replicate and particular studies are identified for their potential for replication.

Schachter, J., & Gass, S. (Eds.). (1996). *Second language classroom research: Issues and opportunities.* Mahwah, NJ: Lawrence Erlbaum Associates.

 This edited volume addresses the human, social, and political aspects of conducting second language classroom research. One of its principal aims is to equip readers with tools for anticipating and solving problems involved in planning and carrying out classroom investigations. Its methodologically-oriented chapters examine fundamental issues and procedures related to designing projects, working in the research environment with its principal players (learners, teachers, and administrators), analyzing and reporting data, and maintaining ethical standards.

Schmidt, R. (Ed.). (1995). *Attention and awareness in foreign language learning*. *Technical report #9*. Honolulu, HI: Second Language Teaching and Curriculum Center.

 This anthology contains a theoretical overview article as well as empirical studies in classrooms, quasi-experimental classroom learning, and experimental studies. The chapters examine the role of awareness of language use and attention to form in the acquisition of languages, including English, Spanish, German, French, Japanese, Hawaiian, and Finnish.

Schratz, M. (1993). Researching while teaching: Promoting reflective professionality in higher education. *Educational Action Research*, *1*(1), 111-133.

 This article reports on an interdisciplinary professional development initiative at the University of Innsbruck, Austria, which incorporated reflective teaching and action research. The author starts from the dual premises that (1) work in various academic disciplines in higher education becomes compartmentalized -- almost tribal, and (2) that university lecturers often assign teaching a secondary importance as compared to their discipline-specific research (due, in part, to systemic constraints and demands). The article describes a series of interactions among university teachers who chose to investigate their own work.

Scovel, T. (1998). *Psycholinguistics*. Oxford, UK: Oxford University Press.

 Written for readers lacking formal training in psychology and linguistics, this introduction gives a general background as to how psycholinguistic experiments serve as windows to the function of the human mind. Readings from original texts are provided as well as an annotated bibliography and glossary of relevant terminology.

Seigel, A. F. (1990). Multiple t-tests: Some practical considerations. *TESOL Quarterly*, *24*(4), 773-775.

 This brief article provides an interesting balance to the ideas presented in Brown (1990). Siegel explains some of the problems which arise in conducting multiple t-tests (a family of statistics commonly used in our field) and provides alternative solutions. The paper presumes some background knowledge about experimental research design and elementary statistics.

Seliger, H. W., & Shohamy, E. (1990). *Second language research methods.* Oxford, UK: Oxford University Press, Inc.

 This introductory text in second language research is designed for researchers with no previous research experience. It is not limited to experimental paradigms of research but includes discussions of qualitative, descriptive, and multivariate research techniques. The text discusses the development of research questions and hypotheses, data collection and analysis, and the use and development of research instruments. Each chapter includes examples from actual second language research and activities involving research problems.

Shavelson, R. J. (1988). *Statistical reasoning for the behavioral sciences* (2nd ed.)*.* Boston, MA: Allyn and Bacon, Inc.

 Knowledge of research design in the experimental tradition is needed to utilize the statistical information presented in this volume. The main sections of the text treat the following themes: (1) research and the role of statistics, (2) descriptive statistics for univariate distributions, (3) joint distributions, (4) the reasoning behind statistical inferences, (5) statistical tests for between-subjects designs, and (6) within-subject designs and mixed designs. The book provides step-by-step explanations of statistical procedures, complete with understandable sample problems and an answer key. Examples are drawn from general education.

Silver, N. C., & Hittner, J. B. (1998). *A guidebook of statistical software for the social and behavioral sciences.* Boston, MA: Allyn and Bacon.

 This book contains hundreds of brief descriptions of software programs, most of them free. A table of contents lists dozens of statistical analyses. The programs include specialized software programs for teaching and learning (e.g., free interactive software to help learn about ANOVA interactions), as well as advanced techniques like bootstrapping. The authors provide the addresses from which programs can be received. Most of them simply require that a diskette be sent to the designer. The book also includes references to journal articles in which the software program has been discussed. The authors do not evaluate the software.

Smagorinsky, P. (Ed.). (1994). *Speaking about writing: Reflections on research methodology*. Thousand Oaks, CA: Sage.

 This collection of articles should help anyone doing inquiry on writing that uses verbal report methods (e.g., think aloud protocols, interviews, discourse analysis of peer group talk, etc.). Fourteen chapters, written by leading researchers in this field, reflect on the value and limitations of verbal report methods as these researchers have experienced them in their own research studies. Collectively, the book is both very appreciative and profoundly critical of these research methods.

Sorace, A., Gass, S., & Selinker, L. (1994). *Second language learning data analysis.* Hillsdale, NJ: Laurence Erlbaum.

 This workbook presents a wide range of data analysis problems derived from empirical studies of second language acquisition. The first set of problems acquaints users with basic methodological principles and tools for design, while the second features lexical, syntactic, and phonological interlanguage data. The final section offers practice examining variation, input, and interaction, as well as pragmatic performance and strategy use. Exercises lead readers through data organization, analysis, inferencing, and interpretation procedures. Two audiocassettes which contain spoken data accompany the volume.

Spack, R., & Sadow, C. (1983). Student-teacher working journals in ESL freshman composition. *TESOL Quarterly*, *17*(4), 575-593.

 This article reports on research by two ESL composition teachers who used dialogue journals with their university students. The authors discuss the L1 and L2 writing research which led them to restructure their writing classes. They describe the dialogue journal processes used in their classes and quote excerpts from the students’ writing and the teachers’ responses. The conclusions describe some of the benefits of the experience and raise several intriguing questions.

Spradley, J. P. (1979). *The ethnographic interview.* New York, NY: Holt, Rinehart, and Winston.

 This volume on ethnographic interviewing techniques carefully outlines a sequence of tasks needed in doing ethnographic research. Beginning with locating an informant, Spradley provides specific guidelines for constructing three types of interview questions, outlines analytical techniques to examine and create meaning from the data collected, and offers a step-by-step approach to writing the ethnography. With its companion volume, *Participant Observation*, this book provides the necessary basic concepts and skills for doing ethnography.

Spradley, J. P. (1980). *Participant observation.* New York, NY: Holt, Rinehart, and Winston.

 Spradley gives practical advice on the procedures and philosophy of participant observation, using examples from his own work and that of his students. The book explains the ethnographic research cycle and lays out clear steps in conducting different kinds of analysis based on data collected in participant observations.

Stein, P., & Janks, H. (1996). Collaborative teaching and learning with large classes: A case study from the University of the Witwatersrand. *Perspectives in Education*, *17*(1), 99-116.

 In the first half of this case study the authors explain how they collaboratively taught a critically reflective course on classroom communication in South Africa to a large class of second-year university students in Applied English Language Studies. They outline what made their teaching collaborative and explain the advantages of such teaching. They also explain how they evaluated the course, a distinctive feature of which is the use of an *uninformed interviewer*, for which they provide justification. In the second half of the article the authors analyze and interpret the evaluation data.

Tarone, E., Gass, S. M., & Cohen, A. D. (Eds.). (1994). *Research methodology in second language acquisition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

 This book treats a variety of research methods including those designed to elicit sentence-level data as well as those that deal with language in context. Validity and reliability are discussed as are issues surrounding particular elicitation methods (e.g., elicited imitation, grammaticality judgments, speech act elicitation). In addition, particular theoretical constructs are described in general terms and as a function of elicitation. A summary chapter examines the advantages of multiple research approaches, the role of Universal Grammar in the context of research methodology, and the study of interlanguage in context.

Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, UK: Cambridge University Press.

 The authors apply the ideas of Vygotsky to contemporary issues in education, and develop their notion of the instructional conversation. Drawing on their research in the Kamehameha Early Education Project (KEEP) in Hawaii, the authors first provide a thorough theoretical introduction to Vygotskyan interactionist theory, and then examine classroom interaction in KEEP classrooms in considerable detail. They also draw connections between what happens in classrooms and the wider institutional and socio-political determinants of teaching and learning.

Thesen, L. (1997). Voices, discourse, and transition: In search of new categories in EAP. *TESOL Quarterly*, *31*(3), 487-511.

 This article focuses on identity construction on the part of first-year EAP students at the University of Cape Town as they negotiate major socio-political and educational transitions. Foregrounded is the discrepancy between the identity categories the University uses and those used by the students themselves. The article explores why the discrepancies persist and what can be done to promote richer educational understandings. The study is broadly ethnographic, has a strong critical element, and reflects research *with* rather than *on* the student subjects. Biographical interviews are a central means by which the writer seeks to capture the students’ voices and categories.

Tsui, A. B. M. (1997). Awareness raising about classroom interaction. In L. van Lier & D. Corson (Eds.), *Encyclopedia of language and education, volume 6: Knowledge about language* (pp. 183-193). Amsterdam, The Netherlands: Kluwer Academic Publishers.

 This article suggests directions for research on classroom interaction. The author discusses understanding of both the *observables* and *unobservables* of classroom interaction. The former include the teachers’ and students’ language use, the interaction generated between the teacher and the learners as well as among learners themselves, and the effects of the interaction on opportunities for teaching and learning. The latter include the underlying factors which have a critical role to play in shaping classroom interaction, such as the socio-cultural background of the teacher and the learners, their psychological state, their beliefs about teaching and learning, and the context of interaction.

Tsui, A. B. M.(1994). *An introduction to classroom interaction*. London, England: Penguin.

 This book aims to raise teachers’ awareness of their own use of language in the classroom and the opportunities that they provide for students’ learning. The entire book is based on second language classroom data collected by the author. It discusses dimensions like teachers’ questions, modifications of questions, teacher feedback, and error correction. A new perspective is offered for analyzing modifications of questions as question-oriented and response-oriented. This book also covers interesting dimensions of classroom interaction such as second language learning anxiety and student participation in classroom interaction as well as the importance of the cultural dimension in classroom interaction.

Tuckman, B. W. (1988). *Conducting educational research* (4th ed.). New York, NY: Harcourt Brace Jovanovich, Inc.

 This book addresses most of the topics usually found in introductory research texts, and includes two chapters not often found in other works that would be especially useful to novice researchers: Chapter 3, “Reviewing the Literature;” and Chapter 14, “Conducting Evaluation Studies.” This volume also lends itself to self-study: Each chapter begins with a statement of learning objectives and concludes with “Competency Test Exercises.” Appendices include four sample studies, performance evaluation worksheets to be used in evaluating the sample studies, and answers for the exercises and performance evaluation worksheets.

Turner, J. L. (2014). *Using statistics in small-scale language education research: Focus on non-parametric data.* New York, NY: Routledge.

This book is directed towards students and language education researchers who do not have a background in statistics. It provides information on how to conduct small-scale classroom research, from designing and conducting a study to analyzing and interpreting the results, using the appropriate statistics. The book touches on descriptive and parametric statistics but its main focus is on non-parametric statistics, as they are most appropriate for studies with a small number of participants. Each chapter contains a sample study to illustrate key points, and there are step-by-step instructions for how to use the free, online statistical program *R*. This book has a companion website which contains PowerPoint presentations, practice exercises with answers, data sets, and assessment tools.

van Lier, L. (1984). Discourse analysis and classroom research: A methodological perspective. *International Journal of the Sociology of Language*, *49*, 111-133.

 The author’s purpose is “to show how a study of classroom discourse can be a serious, well-founded and methodologically principled sociolinguistic exercise” (pp. 111-112). He provides the following guidelines for monitoring classroom research: (1) purpose (theoretical vs. applied), (2) focus (classification vs. process), and (3) tools (quantitative vs. qualitative). He discusses the assumptions underlying his frame of reference: the centrality of language, its functions in education, the relationship of language and learning, and the characteristics of discourse. Several research principles are examined as dichotomies (e.g., objectivity or intersubjectivity, comprehensiveness or exhaustiveness).

van Lier, L. (1988). *The classroom and the language learner: Ethnography and second language classroom research.* London, England: Longman.

 Drawing on literature from both L1 and L2 classroom research, the author provides background information about the aims and methods of such research. He then reviews three key topics which have been investigated in L2 classroom research: interaction, the structure of participation, and the organization of repair. The text is enlivened by its clear figures and boxed quotes or frameworks. An appendix provides advice about transcribing classroom data.

van Lier, L. (1989). Classroom research in second language acquisition. *Annual Review of Applied Linguistics*, *10*, 173-186.

 The author argues that teachers and learners know more about the classroom than anyone, “though they are so closely involved in it that their knowledge is usually tacit rather than explicit,” and that “in order to make useful changes the tacit knowledge must be made overt” (p. 174). He asserts that bringing about powerful lasting improvements in L2 classrooms is best done “by teachers and learners doing their own research in their own classrooms” (ibid.). The article provides a brief history of classroom research, followed by discussions of the process/product issue, research and practice, and collaborative research and action research.

van Lier, L. (1997). Approaches to observation in classroom research: Observation from an ecological perspective. *TESOL Quarterly*, *31*, 783-786.

 This article defines the ecological perspective of language learning, grounding it in complexity science, chaos theory, philosophy, and semiotics. Ecological theory centers around the idea of language as “signs that acquire meaning as a result of purposeful activity and participation by the learner and the perceptual, cognitive, and emotional engagement that such activity stimulates” (783). The author reveals some implications of ecological research for classroom observation**,** separating it into two categories. Microanalytical observation examines the learning process in relation to perception and interaction, while macroanalytical observation focuses on the interconnectedness of ecosystems, implying a language context beyond the classroom.

van Lier, L. (2005). Case study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 195–208*).* Mahwah, NJ: Lawrence Erlbaum Associates.

This paper provides an overview of case studies as a research methodology. It reviews the research-methodological literature, and summarizes some key case studies in SLA and language development. It is argued that case studies have been (and are) very influential in our field. Since they are situated in the particular, the often-made criticism that they do not count as real research, since they are not generalizable, is unwarranted. In addition, since they are longitudinal and richly contextualized, they often provide a more in-depth perspective than cross-sectional studies. The paper concludes with suggestions for future case studies in SLA are provided.

Wagner, J. (1997). The unavoidable intervention of educational research: A framework for reconsidering researcher-practitioner cooperation. *Educational Researcher*, *26*(7), 13-22.

 Wagner assumes that relations between researchers and educational practitioners take one of three forms: data-extraction agreements, clinical partnerships, or co-learning agreements. He outlines the expectations that people engaging in these types of relations should have and provides guidelines as to what they typically involve and can respectively be expected to produce in terms of knowledge, approaches to inquiry, and ongoing interactions among cooperating partners.

Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge, UK: Cambridge University Press.

 Wajnryb presents a catalog of classroom observation tasks preceded by a brief rationale and user’s guide. The four sections of each task (background, objective, procedure, and reflection) escort the user through pre-, during, and post-observation activities. This text can be used effectively in conjunction with the 1997 video series *Looking at Language Classrooms*, also from Cambridge.

Watson-Gegeo, K. A. (1988). Ethnography in ESL: Defining the essentials. *TESOL Quarterly*, *22*, 575-592. (Reprinted in H.D. Brown and S. Gonzo [Eds.], 1995, *Readings on second language acquisition* [pp. 36-52]. Englewood Cliffs, NJ: Prentice Hall Regents).

 The author points out the main features of ethnography, distinguishing it from other forms of naturalistic inquiry. Four key principles are explained: (1) “ethnography focuses on people’s behavior” (p. 577); (2) “ethnography is holistic; that is, any aspect of culture has to be described and explained in relation to the whole system” (ibid.); (3) data collection in ethnography “begins with a theoretical framework” (p. 578); and (4) any situation “investigated by an ethnographer must be understood from the perspective of the participants in that situation” (p.579). Examples are drawn from the author’s experiences with education in Hawaii.

Watt, M. L., & Watt, D. L. (1993). Teacher research, action research: The Logo Action Research Collaborative. *Educational Action Research*, *1*(1), 35-63.

 This article describes work done by members of the Logo Action Research Collaborative, 100 teachers at nine sites in the U.S. who taught a computer language called Logo. They undertook year-long action research projects in their own classrooms. The authors explain the Logo component, facilitating the teacher research cycle, and the support structures they implemented throughout the project. They summarize the changes resulting from action research projects conducted by seven teachers. These vignettes provide convincing evidence of the value of examining teaching practices. The article concludes with an appendix about how the various action research cycles were evaluated.

Widdowson, H. (1996). *Linguistics*. Oxford, UK: Oxford University Press.

 The survey section of this short paperback introduces language teachers to the issues, terminology, and methodology of contemporary linguistic research. Paragraphs are excerpted from the original writings of over 20 linguists, and the author concludes with a glossary and an annotated bibliography to guide interested readers toward a more detailed study of current linguistic research.

Wittrock, M. C. (1986). *Handbook of research on teaching* (3rd ed.). New York, NY: Macmillan Publishing Company.

 This handbook contains 35 state-of-the-art chapters on a wide range of empirical findings, research methodologies, specific content-area results, and more, on the processes of teaching and learning in schools. The studies are not specifically language-related.

Woods, D. (1989). Studying ESL Teachers’ decision-making: Rationale, methodological issues and initial results. *Carleton Papers in Applied Language Studies,* *6*, 107-123.

 This article reports a study of teacher thinking in which data were collected via ethnographic interviews and observations, and retrospective introspections cued by viewing of the teachers’ videotaped lessons. The author describes these data collection methods and explains how he attempted to minimize the effect of his agenda on teachers’ responses.

Woods, A., Fletcher, P., & Hughes, A. (1986). *Statistics in language studies.* Cambridge, UK: Cambridge University Press.

 This book was written by two linguists (Hughes and Fletcher) and a statistician (Woods). Emphasis is given to probability and statistical modeling, and also to statistical procedures which work well with large sample sizes (principal components analysis, multivariate analysis, multidimensional scaling, and factor analysis), though the statistics more commonly used in our field (chi-square, correlation, t-tests and analysis of variance) are also discussed. Most chapters include a summary and practice exercises.

Young, R. (1992). *Critical theory and classroom talk*. Clevedon, England: Multilingual Matters.

 In this introduction to critical theory and its relevance for classroom research, Young acknowledges influences from both Dewey and Habermas, and his discussion has a strong philosophical flavor. The practical aspects of classroom talk are not neglected, however, and a number of classroom genres are discussed. Familiar patterns, referred to here as WDPK (What Do Pupils Know) and GWTT (Guess What Teacher Thinks) are compared with more symmetrical forms of teacher-learner interaction, which he calls Discursive Teaching.

Yule, G. (1996). *Pragmatics*. Oxford, UK: Oxford University Press.

 Designed to introduce readers to the research into what people intend to mean when they speak or write something, this short introduction covers the field of pragmatics in nine brief but representative chapters. Readers are encouraged to pursue any further interests in the field by the addition of a set of over 20 readings and by a glossary and annotated bibliography.

Yule, G. (1997). *Referential communication tasks*. Mahwah, NJ: Lawrence Erlbaum Associates.

 This short book (125 pp.) provides background, basic principles, descriptions, and numerous illustrations for carrying out research using a wide range of tasks. Practical procedures for gathering data are explained, and different framework\s for analyzing the data are demonstrated. This is a practical book with a comprehensive guide to further reading on task-based research.

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