**CASE STUDY RESEARCH: SELECTED REFERENCES**

**(Last updated 8 January 2022)**

Abiria, D. M., Early, M., & Kendrick, M. (2013). Plurilingual pedagogical practices in a policy-constrained context: A northern Uganda case study. *TESOL Quarterly, 47*(3), 567-590.

Abraham, R. G., & Vann, R. J. (1987). Strategies of two language learners: A case study. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language* *learning* (pp. 85–102). Englewood Cliffs, NJ: Prentice Hall/International.

Abrams, Z. (2008). Alternative second language curricula for learners with disabilities: Two case studies. *Modern Language Journal, 92,* 414-430.

Achiba, M. (2003). *Learning to request in a second language: A study of child interlanguage pragmatics*. Clevedon, UK: Multilingual Matters.

Albers, S., Harris, K., & Hellermann, J. (2008). A case of a student with little prior formal education: Success and interactional practices in the language classroom. In M. Young-Scholten (Ed.), *Low-educated second language and literacy acquisition: Research, policy and practice* (pp. 109-124). Durham, UK: Roundtuit.

Alderson, J. C. & Hamp-Lyons, L. (1996). TOEFL preparation courses: A case study, *Language Testing,* *13*, 280-297.

Al-Omari, H. A. (1996). A descriptive study of the writing activities, writing strategies and writing abilities of one non-native English-speaking child: A case study. *DAI-A*, *57*(3), 934.

Altheide, D. L., & Johnson, J. M. (1994). Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of* *qualitative research* (pp. 485–499). Thousand Oaks, CA: Sage.

Andrews, S. J., Fullilove, J., & Wong, Y. (2002). Targeting washback: A case study. *System* 30, 207-233.

Anju, S., & Lars, B. (Eds.), (2006). *Trends in linguistics: Lesser-known languages of South Asia: Status and policies, case studies and applications of information technology*. Mouton de Gruyter.

Appel, G., & Dechert, H. W. (Eds.).(1991). A case for psycholinguistics cases. Amsterdam, The Netherlands: John Benjamins.

Bakar, N., Alias, N. A., Zainudin, S., Saad, W. Z., & Muhammad, M. M. (2015). Assessing HOTS in e-learning among university students in Malaysia. In M. Amib Embi (Ed.), *E-learning & interactive lecture: SoTL case studies in Malaysia* (101-138). Selangor, Malaysia: The National University of Malaysia.

Barkhuizen, G. (2009). Topics, aims, and constraints in English teacher research: A Chinese case study. *TESOL Quarterly, 43,* 113–25.

Barnard, R. (2009). Submerged in the mainstream? A case study of an immigrant learner in a New Zealand primary classroom. *Language and Education, 23,* 233–48.

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

Barnes, L., Christensen, C. R., & Hansen, A. (1977). *Teaching and the case method.* Cambridge, MA: Harvard Business School Press.

Bhela, B. (1999). Native language interference in learning a second language: Exploratory case studies of native language interference with target language usage*. International Education Journal, 1*(1), 22-31.

Belcher, D., & Connor, U. (Eds.). (2001). *Reflections on multiliterate lives*. Clevedon, UK: Multilingual Matters.

Belz, J., & Kinginger, C. (2002). The cross-linguistic development of address form use in telecollaborative language learning: Two case studies. *Canadian* *Modern Language Review*, *59*, 189–214.

Benson, C. (2008). Summary overview. Mother tongue-based education in multilingual contexts. In C. Haddad (Ed.), *Improving the quality of mother tongue-based literacy and learning: Case Studies from Asia, Africa and South America* (pp. 2-11). UNESCO.

Berg, B. L. (2007). *Qualitative research methods for the social scie*nces (6th ed.). Boston, MA: Pearson.

Block, D. (2002). Destablized identities and cosmopolitanism across language and cultural borders: Two case studies. *Hong Kong Journal of Applied Linguistics, 7*(1-19).

Block, D. (2008). *Multilingual identities and language practices in a global city: Four London case studies* (Special issue). *Journal of Language, Identity & Education, 7*(1), 1-4.

Block, D. (2008). The increasing presence of Spanish-speaking Latinos in London, UK: An emergent community? *Journal of Language, Identity, and Education, 7,* 5–21.

Bogdan, R. C., & Biklen, S. K. (2003). *Qualitative research for education: An introduction to theories and methods* (4th ed.). Boston, MA: Allyn & Bacon.

Borg, S. (1998). Teachers’ pedagogical systems and grammar teaching: A qualitative study. *TESOL Quarterly*, *32*, 9–38.

Borg, M. (2005). A case study of the development in pedagogic thinking of a pre-service teacher. *TESL-EF,* *9,* 1-30.

Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: A study case. *European Journal of English Language Teaching, 6* (2), 39-53.

Bromley, D. B. (1986). *The case-study method in psychology and related disciplines*. New York, NY: John Wiley & Sons.

Brovetto, C. A. (2017). Language policy and language practice in Uruguay: A case of innovation in English language teaching in primary schools. In L. D. Kamhi-Stein, G. Díaz Maggioli, & L. C. de Oliveira (Eds.), *English language teaching in South America: Policy, preparation and practices* (pp. 54-74). Bristol, UK: Multilingual Matters.

Bukhari, S. F., Cheng, X., & Khan, S. A. (2015). Willingness to communicate in English as a second language: A case study of Pakistani undergraduates. *Journal of Education and Practice*, *6*(29), 39-44.

Bullough, R. V., Jr. (1989). *First-year teacher: A case study*. New York, NY: Teachers College.

Burton, J. (1998). A cross-case analysis of teacher involvement in TESOL research. *TESOL Quarterly*, *32*, 419–446.

Butler, Y. G., & Zeng, W. (2015). Young learners' interactional development in task-based paired-assessment in their first and foreign languages: A case of English learners in China. Education 3-13, 43(3), 292-321.

Butterworth, G., & Hatch, E. (1978). A Spanish-speaking adolescent’s acquisition of English syntax. In E. Hatch (Ed.), *Second language acquisition* (pp. 231–255). Rowley, MA: Newbury House.

Caldas, S. J. (2007). Changing bilingual self-perceptions from early adolescence to early adulthood: Empirical evidence from a mixed-methods case study. *Applied Linguistics, 29*, 290-311.

Camacho-Gingerich, A. (Ed.), (2002). *Coping in America: The case of Caribbean East Indians*. New York, NY: GEICA.

Cameron, D., Frazer, E., Harvey, P., Rampton, B., & Richardson, K. (1992). *Researching language: Issues of power and method.* London, UK: Routledge.

Campbell, R., & Conway, M.A. (Eds.) (1995). *Broken memories: Case studies in memory impairment*. Oxford, UK: Blackwell.

Cancino, H., Rosansky, E., & Schumann, J. (1978). The acquisition of English negatives and interrogatives by native Spanish speakers. In E. Hatch (Ed.), *Second language acquisition* (pp. 207–230). Rowley, MA: Newbury House.

Casanave, C. P. (1992). Cultural diversity and socialization: A case study of a Hispanic woman in a doctoral program in sociology. In D. E. Murray (Ed.), *Diversity as resource: Redefining cultural literacy* (pp. 148–182). Alexandria, VA: TESOL.

Casanave, C. P. (2002). *Writing games: Multicultural case studies of academic literacy practices in higher education*. Mahwah, NJ: Lawrence Erlbaum.

Casanave, C. P. (2003). Looking ahead to more socio-politically oriented case study research in L2 writing scholarship (But should it be called “postprocess”?). *Journal of Second Language Writing*, *12*, 85–102.

Casanave, C. (2010). Taking risks?: A case study of three doctoral students writing qualitative dissertations at an American university in Japan. *Journal of Second Language Writing, 19,* 1–16.

Casanave, C. P. (2015). Case studies. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistic: A practical approach* (pp. 119-135). New York, NY: Bloomsbury Academic.

Casanave, C. P., & Schecter, S. (Eds.). (1997). *On becoming a language educator: Personal essays of professional development*. Mahwah, NJ: Lawrence Erlbaum.

Cazden, C., Cancino, H., Rosansky, E., & Schumann, J. (1975). *Second language acquisition in children, adolescents and adults*. Washington, DC: National Institute of Education, Office of Research and Grants.

Chalhoub-Deville, M., Chapelle, C., & Duff, P. (Eds.). (2006). *Inference and generalizability in applied linguistics: Multiple perspectives*. Amsterdam, The Netherlands: John Benjamins.

Chapelle, C., & Duff, P. (Eds.). (2003). Some guidelines for conducting quantitative and qualitative research in TESOL. *TESOL Quarterly*, *37*, 157–178.

Christians, C. (2000). Ethics and politics in qualitative research. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 133–162). Thousand Oaks, CA: Sage.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. London, UK: Sage Publications.

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

Compton-Lilly, C., Papoi, K., Venegas, P., Hamman, L., & Schwabenbauer, B. (2017). Intersectional identity negotiation: The case of young immigrant children. *Journal of Literacy Research*, *49*(1), 115–140. <http://doi.org/10.1177/1086296X16683421>

Coniam, D. (2001). The use of audio or video comprehension as an assessment instrument in the certification of English language teachers: A case study. *System, 29*, 1-14.

Cooke, M. (2008). “What we might become”: The lives, aspirations, and education of young migrants in the London area. *Journal of Language, Identity, and Education, 7,* 22–40.

Coughlan, P., & Duff, P. (1994). Same task, different activities: Analysis of a SLA [second language acquisition] task from an activity theory perspective. In J. Lantolf & G. Appel (Eds.), *Vygotskian perspectives on second language research* (pp. 173–193). Norwood, NJ: Ablex.

Crandall, J. A. (1998). Comments on integrating LEP students into a school. In J. C. Richards (Ed.), *Teaching in Action: Case Studies from second language classrooms*. Alexandria, VA: TESOL.

Creswell, J. (1994). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Crossley, S. A., Kyle, K., Varner, L., Gou, L., & McNamara, D. S. (2014). Linguistic microfeatures to predict L2 writing proficiency: A case study in automated writing evaluation. *Journal of Writing Assessment, 7*(1). Retrieved from <http://www.journalofwritingassessment.org/article.php?article=74>

Curtiss, S. (1977). *Genie: A psycholinguistic study of a modern-day “wild child.”* New York, NY: Academic Press.

Curtiss, S. (1994). Language as a cognitive system: Its independence and selective vulnerability. In C. Otero (Ed.), *Noam Chomsky: Critical assessments* (pp. 211–255). London, UK: Routledge.

Dagenais, D., & Day, E. (1999). Home language practices of trilingual children in French immersion. *Canadian Modern Language Review*, *56*, 99–123.

Dantas-Whitney, M., & Dimmit, N. (Eds.), (2002). *Case studies in intensive English programs*. Alexandria, VA: TESOL.

Davidson, F. (1993). Some comments on the social impact of research in TESOL. *TESOL Quarterly*, *27*, 160–162.

Davis, K. (1995). Qualitative theory and methods in applied linguistics research*. TESOL Quarterly*, *29*, 427–453.

Day, E. (2002). *Identity and the young English language learner*. Clevedon, UK: Multilingual Matters.

De Costa, P. I. (2007). Review of *Maintaining a minority language: A case study of Hispanic teenagers*. In *Language and Education, 21*,361-364.

De Costa, P. I. (2011). Flexible citizenship and learning English: The case of a Korean ESL learner. In J. Watzke, P.C. Miller & M. Mantero (Eds.), *ISLS readings in language studies, Volume 2: Language and power* (pp. 351-368). Lakewood Ranch, FL: International Society for Language Studies.

de Courcy, M. (2002). *Learners’ experiences of immersion education: Case studies of French and Chinese.* Clevedon, UK: Multilingual Matters.

de la Pietra, M., & Romo, H. (2003). Collaborative literacy in a Mexican immigrant household: The role of sibling mediators in the socialization of preschool learners. In R. Bayley & S. Schecter (Eds.), *Language socialization in bilingual and multilingual societies* (pp. 44–61). Clevedon, UK: Multilingual Matters.

Deligianni-Georgaka, A., & Pouroutidi, O. (2016). Creating digital comics to motivate young learners to write: A case study. *Research Papers in Language Teaching and Learning*, *7*(1), 233-263.

Denzin, N. (1994). The art and politics of interpretation. In N. Denzin & Y.S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 500–515). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (pp. 1–17). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994b). *The handbook of qualitative research.* Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). *The handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2005a). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (3rd ed., pp. 1–32). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005b). *The handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Djahimo, S. E. (2015). Management of innovation in language teaching (a case study of managing innovation in rural schools in NTT Province, Indonesia). *CEL: A Journal of Culture, English Language Teaching & Literature*, *15*(1), 75-93.

Domínguez, R. (2004). From teachers’ theory to teachers’ practice: How do teachers learn?: A case study of two Spanish teachers in the elementary school. *NECTL Review*, Spring Issue, 34-43.

Donato, R., & Tucker, G. R. (2010). *A tale of two schools: Developing sustainable early foreign language programs*. Bristol, England: Multilingual Matters.

Donmoyer, R. (1990). Generalizability and the single-case study. In E. Eisner & A. Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 175–200). New York, NY: Teachers College Press.

Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford, England: Oxford University Press.

Duff, P. (1993). Syntax, semantics, and SLA: The convergence of possessive and existential constructions. *Studies in Second Language Acquisition*, *15*, 1–34.

Duff, P. (1995). An ethnography of communication in immersion classrooms in Hungary. *TESOL Quarterly*, *29*, 505–537.

Duff, P. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *Canadian Modern Language Review*, *59*, 103–132.

Duff, P. (2002). Research methods in applied linguistics. In R. Kaplan (Ed.), *Handbook of applied linguistics* (pp. 13–23). Oxford: Oxford University Press.

Duff, P. (2006). Beyond generalizability: Context, credibility and complexity in applied linguistics research. In M. Chalhoub-Deville, C. Chapelle & P. Duff (Eds.), *Inference and generalizability in applied linguistics: Multiple* *perspectives* (pp. 65–95). Amsterdam: John Benjamins.

Duff, P. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum/Taylor & Francis.

Duff, P. (2010). Research methods in applied linguistics. In R. Kaplan (Ed.), *Handbook of applied linguistics* (2nd ed., pp. 45–59). Oxford, England: Oxford University Press.

Duff, P. (2012). How to carry out case study research. In A. Mackey & S. M. Gass (Eds.), *Research methods in second language acquisition: A practical guide*. New York, NY: Wiley-Blackwell.

Duff, P. (2012). Case study research. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics.* New York, NY: Wiley-Blackwell.

Duff, P. A. (2014). Case study research on language learning and use. *Annual Review of Applied Linguistics, 34*, 233-255.

Duff, P., & Early, M. (1996). Problematics of classroom research across sociopolitical contexts. In S. Gass & J. Schachter (Eds.), *Second language classroom research: Issues and opportunities* (pp. 1–30). Hillsdale, NJ: Lawrence Erlbaum.

Duff, P., & Li, D. (2004). Issues in Mandarin language instruction: Theory, research, and practice. *System*, *32*, 443–456.

Duff, P., & Uchida, Y. (1997). The negotiation of teachers’ sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, *31*, 451–486.

Dyson, A. H., & Genishi, C. (2005). *On the case: Approaches to language and literacy research*. New York, NY: Teachers College Press.

Eisner, E., & Peshkin, A. (Eds.). (1990). *Qualitative inquiry in education: The continuing debate*. New York, NY: Teachers College Press.

Edge, J., & Richards, K. (1998). May I see your warrant, please? Justifying outcomes in qualitative research. *Applied Linguistics*, *19*, 334–356.

Eguchi, M., & Eguchi, K. (2006). The limited effect of PBL on EFL learners: A case study of English magazine projects. *The Asian EFL Journal Quarterly, 8*(3), 207-225.

Eisenhardt, K. M. (2002). Building theories from case study research. In A. Huberman & M. Miles, (Eds.), *The qualitative researcher’s companion* (pp. 4-36). Thousand Oaks, CA: Sage.

Elbaz, F. (1981). The teacher’s “practical knowledge”: A report of a case study. *Curriculum Inquiry, 1(*1), 43–71.

Elezkurtaj Bërveniku, D. (2017). The art of argumentation: A sociolinguistic approach to developing thesis statements (the case of Kosova high school students). *Eurasian Journal of Applied Linguistics, 3*(2), 271-286.

Ellis, R. (1992). Learning to communicate in the classroom: A study of two language learners’ requests. *Studies in Second Language Acquisition*, *14*, 1–23.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Enomoto, E., & Bair, M. (1999). The role of the school in the assimilation of immigrant children: A case study of Arab Americans. *International Journal of Curriculum and Instruction*, *1*, 45–66. (Reprinted in Merriam, S. and Associates. [Eds.]. (2002). *Qualitative research in practice* (pp. 181–197). San Francisco: Jossey-Bass.)

Enomoto, E., & Bair, M. (2002). Reflections on our own inner lives. In S. Merriam and Associates, (Eds.), *Qualitative research in practice* (pp. 198–200). San Francisco: Jossey-Bass.

Escobar Urmeneta, C., & Evnitskaya, N. (2014). “Do you know Actimel?” The adaptive nature of dialogic teacher-led discussions in the CLIL science classroom: a case study. *The Language Learning Journal, 42*(2),165-180.

Faltis, C. (1997). Case study methods in researching language and education. In N. H. Hornberger & D. Corson (Eds.), *Encyclopedia of language and education: Research methods in language and education* (Vol. 8) (pp. 145-152). London, UK: Kluwer.

Fang, X., & Warschauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly, 38*(2), 301-323.

Farrell, T. S. C., & Lim, P. C. P. (2005). Conceptions of grammar teaching: A case study of teachers’ beliefs and classroom practices. *TESL-EJ, 9*(2), 1–13.

Fielding, N., & Lee, R. M. (1998). *Computer analysis and qualitative research*. Thousand Oaks, CA: Sage.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*(2), 219-245.

Fontana, A., & Frey, J.H. (1994). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 361–176). Thousand Oaks, CA: Sage.

Gall, M. D., Gall, J. P., & Borg, W. T. (2003). *Educational research* (7th ed.). White Plains, NY: Pearson Education.

Gall, J., Gall, M. D., & Borg, W. T. (2005). *Applying educational research* (5th ed.). Boston, MA: Pearson Education.

Gan, Z., Leung, C., He, J., & Nang, H. (2019). Classroom assessment practices and learning motivation: A case study of Chinese EFL students. *TESOL Quarterly, 53*(2), 514-529.

Gasper, B., & Warner, C. (2021). Project-based learning and the development of translingual/transcultural subjectivities: Case studies from the Italian classroom. *Second Language Research & Practice, 2*(1), 1-23.

Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In C. Geertz (Ed.), *The interpretation of cultures* (pp. 3–30). New York, NY: Basic Books.

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. Cambridge, MA: MIT Press.

Gibbons, J. & Ramirez, R. (2004). *Maintaining a minority language: A case study of Hispanic teenagers*. Clevedon, UK: Multilingual Matters.

Giroir, S. (2013). Narratives of participation, identity, and positionality: Two cases of Saudi learners of English in the United States. *TESOL Quarterly, 48*(1), 34-56.

Gomm, R., Hammersley, M., & Foster, P. (Eds.). (2000). *Case study method*. London, UK: Sage Publications.

Gregerson, M. J. (2009). Learning to read in Ratanakiri: A case study from northeastern Cambodia. *International Journal of Bilingual Education & Bilingualism, 12,* 429–47.

Grimshaw, G., Adelstein, A., Bryden, P., & MacKinnon, G. (1998). First language acquisition in adolescence: Evidence for a critical period for verbal language development. *Brain and Language*, *63*, 237–255.

Guardado, M. (2002). Loss and maintenance of first language skills: Case studies of Hispanic families in Vancouver. *Canadian Modern Language Review*, *58*, 341–363.

Guardado, M. (2009). Learning Spanish like a boy scout: Language socialization, resistance, and reproduction in a heritage language scout troop. *Canadian Modern Language Review,* 66, 101–129*.*

Gubrium, J. F., & Holstein, J.A. (Eds.). (2002). *Handbook of interviewing: Context and method*. Thousand Oaks, CA: Sage.

Gubrium, J. F. & Holstein, J. A. (Eds.). (2003). *Postmodern interviewing*. Thousand Oaks, CA: Sage.

Gubrium, J. F., & Holstein, J. A. (2008). *Analyzing narrative reality*. Thousand Oaks, CA: Sage.

Haddad, C. (Ed.) (2008). *Improving the quality of mother tongue-based literacy and learning: Case studies from Asia, Africa and South America*. Bangkok, Thailand: UNESCO.

Hafner, C. A., Li, D. C. S., & Miller, L. (2015). [Language choice among peers in project-based learning: A Hong Kong case study of English language learners’ plurilingual practices in out-of-class computer-mediated communication. *Canadian Modern Language Review, 71*(4), 441–470.](http://www.utpjournals.press/doi/abs/10.3138/cmlr.2712)

Hakuta, K. (1976). A case study of a Japanese child learning English. *Language Learning*, *26*, 321–351.

Halbach, A. (2000). Finding out about students' learning strategies by looking at their diaries: A case study. System, *28*, 85-96.

Halliday, M. (1975). *Learning how to mean.* London, UK: Edward Arnolds.

Hamel, J., Dufour, S., & Fortin, D. (1993). *Case study methods. Qualitative research methods* (Vol. 32). Newbury Park, CA: Sage.

Hammersley, M. (1992). *What’s wrong with ethnography?* London, UK: Routledge.

Han, Z. H. (2004). *Fossilization in adult second language acquisition*. Clevedon, UK: Multilingual Matters.

Harklau, L. (1994). ESL versus mainstream classes: Contrasting L2 learning environments. *TESOL Quarterly*, *28*, 241–272.

Harklau, L. (1994). Tracking and linguistic minority students: Consequences of ability grouping for second language learners. *Linguistics and Education*, *6*, 217–244.

Harklau, L. (1999). Representing culture in the ESL writing classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 109–130). New York, NY: Cambridge University Press.

Harklau, L. (2000). From the ‘good kids’ to the ‘worst’: Representations of English language learners across educational settings. *TESOL Quarterly*, *34*, 35–67.

Harklau, L. (2008). Developing qualitative longitudinal case studies of advanced language learners. In L. Ortega & H. Byrnes (Eds.), *The longitudinal study of advanced language capacities* (pp. 23–35). New York, NY: Routledge.

Han, H. (2009). Institutionalized inclusion: A case study on support for immigrants in English learning. *TESOL Quarterly, 43,* 643–68.

Hatch, E. (Ed.). (1978). *Second language acquisition*. Rowley, MA: Newbury House.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.

He, A. W. (2008). An identity-based model for the development of Chinese as a heritage language. In A. He & Y. Xiao (Eds.), *Chinese as a heritage language* (pp. 109-124). Honolulu: National Foreign Language Resource Center, University of Hawaii.

Hellmich, E. A. (2018). Language in a global world: A case study of foreign languages in U.S. K-8 education. *Foreign Language Annals, 52*(2), 313-330.

Hesse-Biber, S. N., & Leavy, P. (2006). *The practice of qualitative research*. Thousand Oaks, CA: Sage.

Hilles, S. (1991). Access to Universal Grammar in second language acquisition. In L. Eubank (Ed.), *Point counterpoint: Universal Grammar in the second language* (pp. 305–338). Amsterdam: John Benjamins.

Hiramatsu, S. (2005). Contexts and policy reform: A case study of EFL teaching in a high school in Japan. In D. J. Tedick (Ed.), *Second language teacher education: International perspectives* (pp. 113-134). Mahwah, NJ: Lawrence Erlbaum.

Hoare, P., Kong, S., & Bell, J. (2008). Using language objectives to integrate language and content instruction: A case history of planning and implementation challenges. *Language Education, 22*, 187-205.

Hoffman, E. (1989). *Lost in translation: A life in a new language*. New York, NY: Penguin Books.

Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.

Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks, CA: Sage.

Holliday, A. (2004). Issues of validity in progressive paradigms of qualitative research. *TESOL Quarterly*, *38,* 731–734.

Holstein, J. A., & Gubrium, J. F. (1997). Active interviewing. In D. Silverman (Ed.), *Qualitative research: Theory, method, and practice* (pp. 113–129). Thousand Oaks, CA: Sage.

Hood, M. (2009). Case study. In J. Heigham & R. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 66-90). London, UK: Palgrave Macmillan.

Hornberger, N. (2006). Negotiating methodological rich points in applied linguistics research: An ethnographer’s view. In M. Chalhoub-Deville, C. Chapelle & P. Duff (Eds.), *Inference and generalizability in applied linguistics: Multiple perspectives* (pp. 221–240). Amsterdam, The Netherlands: John Benjamins.

Horwitz, E. K., Hsieh, P. H., Bonzo, J. D., Huang, D., Na, Y. H., & Rubrecht, B. G. (2004). Case studies of language learners as a tool for helping teachers understand the experience of language learning. *Hong Kong Journal of Applied Linguistics, 9*, 1-14.

Huang, J., & Hatch, E. (1978). A Chinese child’s acquisition of English. In E. Hatch (Ed.), *Second language acquisition* (pp. 118–147). Rowley, MA: Newbury House.

Hudelson, S. (1989). A tale of two children: Individual differences in ESL children’s writing. In D. M. Johnson & D. H. Roen (Eds.), *Richness in writing: Empowering ESL students* (pp. 84–99). White Plains, NY: Longman.

Hunter, J. (1997). Multiple perceptions: Social identity in a multilingual elementary classroom. *TESOL Quarterly*, *31*, 603–611.

İçmez, S. (2009). Motivation and critical reading in EFL classrooms: A case of ELT preparatory students. *Journal of Theory and Practice in Education, 5*(2), 123-147.

Ioup, G. (1989). Immigrant children who have failed to acquire native English. In S. Gass, C. Madden, D. Preston & L. Selinker (Eds.), *Variation in second language acquisition: Psycholinguistic issues* (pp. 160–175). Clevedon, UK: Multilingual Matters.

Ioup, G. (1995). Age in second language development. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 419–436). Mahwah, NJ: Lawrence Erlbaum.

Ioup, G., Boustagui, E., El Tigi, M., & Moselle, M. (1994). Re-examining the critical period hypothesis: A case study of successful adult second language acquisition in a naturalistic environment. *Studies in Second Language Acquisition*, *16*, 73–98.

Itoh, H., & Hatch, E. (1978). Second language acquisition: A case study. In E. Hatch (Ed.), *Second language acquisition* (pp. 76–88). Rowley, MA: Newbury House.

Jacobs, B. (1988). Neurobiological differentiation of primary and secondary language acquisition. *Studies in Second Language Acquisition*, *10*, 303–337.

Jarvis, S. (2003). Probing the effects of the L2 on the L1: A case study. In V. Cook (Ed.), *Effects of the second language on the first* (pp. 81–102). Clevedon, UK: Multilingual Matters.

Johnson, D. M. (1992). *Approaches to research in second language learning*. New York, NY: Longman.

Johnston, B. (2017). *English teaching and evangelical mission: The case of Lighthouse School*. Bristol, UK: Multilingual Matters.

Kanno, Y. (2003). *Negotiating bilingual and bicultural identities: Japanese returnees betwixt two worlds.* Mahwah, NJ: Lawrence Erlbaum.

Kaplan, A. (1993). *French lessons: A memoir*. Chicago, IL: University of Chicago Press.

Kaplan, C. S. (2016). Alignment of world language standards and assessments: A multiple case study. *Foreign Language Annals*, *49*(3), 502-529.

Kenyeres, A. (1938). Comment une petite Hongroise de sept ans apprend le français. *Archives de Psychologie*, *26*, 321–366.

Kim, J. (2008).*Negotiating multiple investments in languages and identities: The language socialization of Generation 1.5 Korean-Canadian university students*. Unpublished Ph.D. dissertation, University of British Columbia, Canada.

Kinginger, C. (2008). Language learning in study abroad: Case studies of Americans in France. *Modern Language Journal*, *92*(1), 1-124.

Kimmel, A. J. (1996). *Ethical issues in behavioral research*. Oxford: Blackwell.

Kobayashi, M. (2003). The role of peer support in ESL students’ accomplishment of oral academic tasks. *Canadian Modern Language Review*, *59*, 337–368.

Kouritzen, S. (1999). *Face[t]s of first language loss*. Mahwah, NJ: Lawrence Erlbaum.

Krathwohl, D. (1993). *Methods of educational and social science research*. White Plains, NY: Longman.

Lam, W. S. E. (2000). L2 literacy and the design of the self: A case study of a teenager writing on the Internet. *TESOL Quarterly*, *34*, 457–482.

Lam, W. S. E. (2004). Second language socialization in a bilingual chat room: Global and local considerations. *Language Learning & Technology*, *8*, 44–65.

Lam, W. S. E. (2004). Second language socialization in a bilingual chat room: Global and local considerations. *Language Learning & Technology, 8*(3), 44-65.

Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. New York, NY: Oxford University Press.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Lardiere, D. (2006). *Ultimate attainment in second language acquisition: A case study*. Mahwah, NJ: Lawrence Erlbaum.

Larsen-Freeman, D., & Long, M.H. (1991) *An introduction to second language acquisition research*. New York, NY: Longman.

Latsanyphones, S., & Bouangeune, S. (2009). Using the L1 in teaching vocabulary to low English proficiency level students: A case study at the National University of Laos. *English Language Teaching*, *2*(3), 186-193.

Lazaraton, A. (1995). Qualitative research in applied linguistics: A progress report. *TESOL Quarterly*, *29*, 455–472.

Lazaraton, A. (2000). Current trends in research methodology and statistics in applied linguistics. *TESOL Quarterly*, *34*, 175–181.

Lazaraton, A. (2003). Evaluating criteria for qualitative research in applied linguistics: Whose criteria and whose research? *Modern Language Journal*, *87*, 1–12.

LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The handbook of qualitative research in education*. New York, NY: Academic Press.

Lee, S-H., Wu, Q., Di, C., & Kinginger, C. (2017). Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies. *Foreign Language Annals, 50*(1), 135-158.

Leone, A.R. (2014). Ideologies of personhood: A citizen sociolinguistic case study of the Roman dialect. *Working Papers in Educational Linguistics, 29*(2), 81-105.

Leopold, W. (1939). *Speech development of a bilingual child: A linguist’s record. Vol. 1,* *Vocabulary growth in the first two years*. Evanston, IL: Northwestern University Press.

Leopold, W. (1947). *Speech development of a bilingual child: A linguist’s record*. *Vol. 2,* *Sound learning in the first two years*. Evanston, IL: Northwestern University Press.

Leopold, W. (1949). *Speech development of a bilingual child: A linguist’s record*. *Vol. 3,* *Grammar and general problems in the first two years*. Evanston, IL: Northwestern University Press.

Leopold, W. (1949). *Speech development of a bilingual child: A linguist’s record*. *Vol. 4,* *Diary from age 2*. Evanston, IL: Northwestern University Press.

Leopold, W. (1954). A child’s learning of English. *Georgetown University Round Table on Languages and Linguistics*, *7*, 19-30.

Li, D. (2000). The pragmatics of making requests in the L2 workplace: A case study of language socialization. *Canadian Modern Language Review*, *57*, 58–87.

Li, J., & Schmitt, N. (2009). The acquisition of lexical phrases in academic writing: A longitudinal case study. *Journal of Second Language Writing, 18,* 85–102.

Lin, B. (2006). Genre-based teaching and Vygotskian principles in EFL: The case of a university writing course. *The Asian EFL Journal Quarterly, 8*(3), 226-248.

Lincoln, Y., & Guba, E. (2000). The only generalization is: There is no generalization. In R. Gomm, M. Hammersley, & P. Foster (Eds.), *Case study method* (pp. 27-44). London, UK: Sage.

Liu, M. H. (2012). Discussing teaching videocases online: Perspectives of preservice and inservice EFL teachers in Taiwan. *Computers and Education, 59*(1), 120-133.

Lincoln, Y., & Guba, E. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 163–188). Thousand Oaks, CA: Sage.

Lo, Y. H. (2011). ESP versus EGP: A case study of an ESP program for vocational high school students of tourism. *Taiwan International ESP Journal, 3*(2), 71-100.

Loakes, D., Moses, K., Simpson, J., & Wigglesworth, G. (2012). Developing tests for the assessment of traditional language skill: A case study in an Indigenous Australian community. *Language Assessment Quarterly*, *9*(4), 311-330.

Loether, C. (2009). Language revitalization and the manipulation of language ideologies: A Shoshoni case study. In P. V. Kroskrity and M. C. Fields (Eds.), *Native American language ideologies: Beliefs, practices, and struggles in Indian Country* (pp. 238-254). Tucson, AZ: University of Arizona Press.

Long, M. H. (2003). Stabilization and fossilization in interlanguage development. In C. Doughty & M. Long (Eds.), *Handbook of second language acquisition* (pp. 487–536). Oxford: Blackwell.

Losey, K. M. (1997). *Listen to the silences: Mexican American interaction in the composition classroom and community.* Norwood, NJ: Ablex.

Lyovich, N. (1997). *The multilingual self: An inquiry into language learning*. Mahwah, NJ: Lawrence Erlbaum.

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

Mahboob, A. (2009). English as an Islamic language: A case study of Pakistani English. *World Englishes, 28*(2), 175-189.

Marshall, C., & Rossman, G. (1995). *Designing qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Marshall, K. A. (1998). Improving time management. In J. C. Richards (Ed.), *Teaching in action: Case studies from language classrooms* (pp. 3-9). Washington DC: TESOL.

Marx, N. (2002). Never quite a “native speaker”: Accent and identity in the L2 and the L1. *Canadian Modern Language Review*, *59*, 264–281.

Matsuda, P. K., Saenkhum, T., Accardi, S. (2013). Writing teachers’ perceptions of the presence and needs of second language writers: An institutional case study. Journal of Second Language Writing, 22, 68-86.

Maxwell, J.A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.

McKay, S. (2006). *Researching second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

McKay, S. L., & Wong, S. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review*, *66*, 577–608.

McKenzie, R. (2008). Social factors and non-native attitudes towards varieties of spoken English: A Japanese case study. *International Journal of Applied Linguistics, 18*, 63-88.

McMurry, B. L. (2019). A case study in the administration and operation of an L2 conversation-partner program. *TESL Reporter, 52*(1), 52-71.

Mellow, J. D., Reeder, K., & Forster, E. (1996). Using time-series research designs to investigate the effects of instruction on SLA. *Studies in Second Language Acquisition*, *18*, 325–350.

Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Two case studies from the Americas. *TESOL Quarterly, 42,* 617–40.

Merriam, S. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass.

Merriam, S. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco, CA: Jossey-Bass.

Merriam, S., & Associates (Eds.). (2002). *Qualitative research in practice.* San Francisco, CA: Jossey-Bass.

Mellow, J. D., Reeder, K., & Forster, E. (1996). Using time-series research designs to investigate the effects of instruction on SLA. *Studies in Second Language Acquisition, 18*, 325-350.

Merriam, S. (1998). *Qualitative research and case study applications in education*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Merriam, S., & Associates. (Eds.). (2002). *Qualitative research in practice.* San Francisco, CA: Jossey-Bass.

Meyer, M. (1991). Developing transcultural competence: Case studies of advanced foreign language learners. In D. Buttjes & M. Byram (Eds.), *Mediating languages and culture* (pp. 136-158). Clevedon, UK: Multilingual Matters.

Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.

Miles, R. (2015). Complexity, representation and practice: Case study as method and methodology. *Issues in Educational Research*, *25*(3), 309-318.

Miller, J. (1997). Case study research in second language teaching. *Queensland Journal of Educational Research*, *13*, 33–53.

Miller, J. (2003). *Audible difference*. Clevedon, UK: Multilingual Matters.

Miller, J., & Glassner, B. (1997). The “inside” and the “outside”: Finding realities in interviews. In M. Silverstein (Ed.), *Qualitative research: Theory, method and practice* (pp. 99–112). Thousand Oaks, CA: Sage.

Mishler, E. (1986). *Research interviewing: Context and narrative*. Cambridge, MA: Harvard University Press.

Mitchell, R., & Miles, F. (2004). *Second language learning theories* (2nd ed.). London, UK: Edward Arnold.

Moore, A. R. (2016). Inclusion and exclusion: A case study of an English class for LGBT learners. *TESOL Quarterly, 50*(1), 86-108.

Mori, J. (2004). Negotiating sequential boundaries and learning opportunities: A case from a Japanese language classroom. *The Modern Language Journal*, *88*(4), 536–550.

Mori, J. (2010). Learning language in real time: A case study of the Japanese demonstrative pronoun *are* in word search sequences. In G. Kasper, H. T. Nguyen, D. R. Yoshimi, and J. K. Yoshioka (Eds.), *Pragmatics and language learning, volume 12* (pp. 13-40). Honolulu, HI: University of Hawai'i National Foreign Language Resource Center.

Mori, J., & Shima, C. (2014). Co-construction of "doctorable" conditions in multilingual medical encounters: Cases from urban Japan. Applied Linguistics Review, *5*(1), 45-72.

Mori, K. (1997). *Polite lies: On being a woman caught between cultures*. New York, NY: Henry Holt.

Morita, N. (2000). Discourse socialization through oral classroom activities in a TESL graduate program. *TESOL Quarterly*, *34*, 279–310.

Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly*, *38*, 573–603.

Mudzielwana, N. P. (2015). Student teachers’ reasons for choosing teaching as a career: A case study of first year students from a rural university. *International Journal of Educational Sciences*, *10*(1), 35-42.

Neuman, S. B., & McCormick, S. (Eds.). (1995). *Single-subject experimental research: Applications for literacy*. Newark, DE: International Reading Association.

Neuman, W. L. (1994). *Social research methods: Qualitative and quantitative approaches* (2nd ed.). Boston, MA: Allyn & Bacon.

Nilholm, C., & Alm, B. (2010). An inclusive classroom? A case study of inclusiveness, teacher strategies, and children's experiences. *European Journal of Special Needs Education*, *25*(3), 239-252.

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, *29*, 9–31.

Norton, B., & Toohey, K. (2001). Changing perspectives on good language learners. *TESOL Quarterly*, *35*, 307–322.

Novoa, L., Fein, D., & Obler, L.K. (1988). Talent in foreign languages: A case study. In L. Obler & D. Fein (Eds.), *The exceptional brain: Neuropsychology of talent and special abilities* (pp. 294–302). New York, NY: Guilford.

Nunan, D. (1989). Toward a collaborative approach to curriculum development: a case study. *TESOL Quarterly, 23*(1), 9–25. <http://doi.org/10.2307/3587505>

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

Obler, L. (1989). Exceptional second language learners. In S. Gass, C. Madden, D. Preston, & L. Selinker (Eds.), *Variation in second language acquisition*: *Psycholinguistic issues* (pp. 141–149). Clevedon, UK: Multilingual Matters.

Obler, L., & Fein, D. (Eds.). (1988). *The exceptional brain: Neuropsychology of talent and special abilities*. New York, NY: Guilford Press.

Ogawa, R. T. (1994). The institutional sources of educational reform: The case of School-Based Management. *American Educational Research Journal, 31*(3), 519-48.

Ortega, L., & Iberri-Shea, G. (2005). Longitudinal research in second language acquisition: Recent trends and future directions. *Annual Review of Applied Linguistics*, *25*, 26–45.

Palys, T. (1997). *Research decisions: Quantitative and qualitative perspectives* (2nd ed.) Toronto, Canada: Harcourt, Brace, Jovanovich.

Patton, M. Q. (1990). *Qualitative evaluation methods* (2nd ed.). Thousand Oaks, CA: Sage.

Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics, 28*, 163-188.

Pavlenko, A. (2008). Narrative analysis in the study of bi- and multilingualism. In M. Moyer & W. Li (Eds.), *The Blackwell guide to research methods in bilingualism* (pp. 311-325). Oxford, UK: Blackwell.

Pavlenko, A., & Lantolf, J. P. (2000). Second language learning as participation and the (re)construction of selves. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155-177). New York, NY: Oxford University Press.

Peck, S. (1978). Child-child discourse in second language acquisition. In E. Hatch (Ed.), *Second language acquisition* (pp. 383–400). Rowley, MA: Newbury House.

Peshkin, A. (1993). The goodness of qualitative research. *Educational Researcher*, *22*, 24–30.

Peters, A. (1983). *The units of language acquisition*. Cambridge, UK: Cambridge University Press.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language, 18*(1), 1-28.

Plonsky, L., & Gonulal, T. (2015). Methodological synthesis in quantitative L2 research: A review of reviews and a case study of exploratory factor analysis. *Language Learning, 65*(S1), 9-36.

Pontier, R., & Gort, M. (2016). Coordinated translanguaging pedagogy as distributed cognition: A case study of two dual language bilingual education preschool co-teachers’ languaging practices during shared book readings. *International Multilingual Research Journal*, *10*(2) 89-106. <http://doi.org/10.1080/19313152.2016.1150732>

Pomerantz, A. (1986). Extreme case formulations: A way of legitimizing claims. *Human Studies, 9*, 219-229.

Prasad, G. (2014). Children as co-ethnographers of their plurilingual literacy practices: An exploratory case study. *Language and Literacy, 15*(3), 4-30.

Preece, S. (2008). Multilingual gendered identities: Female undergraduate students in London talk about heritage languages. *Journal of Language, Identity, and Education, 7,* 41–60.

Punch, K. (1998). *Introduction to social research: Quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.

Punch, M. (1994). Politics and ethics in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 83–97). Thousand Oaks, CA: Sage.

Ragin, C., Shulman, D., Weinberg, A., & Gran, B. (2003). Complexity, generality, and qualitative comparative analysis. *Field Methods*, *15*, 323–340.

Rankin, J., & Becker, F. (2006). Does reading the research make a difference? A case study of teacher growth in FL German. *Modern Language Journal*, *90*, 353–372.

Raymond, H.C. (2002). Learning to teach foreign languages: A case study of six pre-service teachers. *NECTFL Review, 51*, 16-25. Retrieved from [http://www2.dickinson.edu/prog/ nectfl/reviewarticles/51-raymond.pdf](http://www2.dickinson.edu/prog/%20nectfl/reviewarticles/51-raymond.pdf)

Rezaee, M., & Farahian, M. (2012). The case study of a field independent English language learner. *Procedia-Social and Behavioral Sciences 47*, 114-119.

Riazantseva, A. (2012). “I ain’t changing anything”: A case study of successful generation 1.5 immigrant college students’ writing. *Journal of English for Academic Purposes, 11*(3), 184-193.

Riazi, A., Lessard-Clouston, M., & Cumming, A. (1996). Observing ESL writing instruction: A case study of four teachers. *Journal of Intensive English Studies*, *10*(1), 19-30.

Richards, J. C. (Ed.), (1998). *Teaching in Action: Case Studies from second language classrooms*. Alexandria, VA: TESOL.

Richards, K. (2003). *Qualitative inquiry in TESOL*. New York, NY: Palgrave Macmillan.

Richards, K. (2011). Case study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 207-221), New York, NY: Routledge.

Richardson Bruna, K., Vann, R., & Perales Escudero, M. (2007). What's language got to do with it?: A case study of academic language instruction in a high school “English Learner Science" class. *Journal of English for Academic Purposes, 6*(1), 36-54.

Richardson, J. T. E. (Ed.). (1996). *Handbook of qualitative research methods for psychology and the social sciences*. Leicester, UK: British Psychological Society.

Richardson, L. (1990). *Writing strategies: Reaching diverse audiences*. Thousand Oaks, CA: Sage.

Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 923–948). Thousand Oaks, CA: Sage.

Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed.) (pp. 959–978). Thousand Oaks, CA: Sage.

Ritchie, J., & Lewis, J. (Eds). (2003). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: Sage.

Ronjat, J. (1913). *Le développement du langage observé chez un enfant bilingue*. Paris, France: Champion.

Rymer, R. (1993). *Genie: A scientific tragedy*. New York, NY: HarperCollins.

Saif, S. (2006). Aiming for positive washback: A case study of international teaching assistants. *Language Testing*, *23*(1), 1-34.

Sakui, K., & Gaies, S. J. (2003). A case study: Beliefs and metaphors of a Japanese teacher of English. In P. Kalaja & A. M. F. Barelos (Eds.), *Beliefs about SLA: New research appraoches* (pp. 153-170). Dordecht, Netherlands: Kluwer.

Saldaña, J. (2003). *Longitudinal qualitative research: Analyzing change through time*. Walnut Creek, CA: AltaMira Press.

Sato, C. (1984). Phonological processes in second language acquisition: Another look at interlanguage syllable structure. *Language Learning*, *34*, 43–57.

Sato, C.J. (1990). *The syntax of conversation in interlanguage development*. Tübingen, Germany: Gunter Narr.

Schecter, S. R., & Bayley, R. (1997). Language socialization practices and cultural identity: Case studies of Mexican-descent families in California and Texas*. TESOL Quarterly*, *31*, 513–542.

Schecter, S., & Bayley, R. (2002). *Language as cultural practice: Mexicanos en el Norte*. Mahwah, NJ: Lawrence Erlbaum.

Schmidt, R. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and second language acquisition* (pp. 137-174). Rowley, MA: Newbury House.

Schmidt, R., & Frota, S. (1986). Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. R. Day (Ed.), *Talking to learn: Conversation in second language acquisition* (pp. 237–326). Rowley, MA: Newbury House.

Schneiderman, E. I., & Desmarais, C. (1988). A neuropsychological substrate for talent in second language acquisition. In L. Obler & D. Fein (Eds.), *The exceptional brain: Neuropsychology of talent and special abilities* (pp. 103–126). New York, NY: Guilford Press.

Schneiderman, E. I., & Desmarais, C. (1988). The talented language learner: Some preliminary findings. *Second Language Research*, *4*, 91–109.

Schnurr, S., & Chan, A. (2009). Leadership discourse and politeness at work. A cross cultural case study of New Zealand and Hong Kong. *Journal of Politeness Research, 5*(2), 131-157.

Schofield, J.W. (1990). Increasing the generalizability of qualitative research. In E. Eisner & A. Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 201–232). New York, NY: Teachers College Press.

Schostak, J. (2006). *Interviewing and representation in qualitative research*. Berkshire, UK: Open University Press.

Schumann, J. (1978). *The pidginization process: A model for second language acquisition.* Rowley, MA: Newbury House.

Schumann, J. (1993). Some problems with falsification: An illustration from SLA research. *Applied Linguistics*, *14*, 295–306.

Schumann, J. (1997). *The neurobiology of affect in language*. Malden, MA: Blackwell.

Scollon, R. T. (1976). *Conversations with a one year old: A case study of the developmental foundation of syntax.* Honolulu, HI: University of Hawaii Press.

Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. New York, NY: Oxford University Press.

Sendan, F., & Roberts, J. (1998). Orhan: A case study in the development of a student teachers’ personal theories. *Teachers and Teaching: Theory and Practice, 4*, 229-244.

Şengül, M., & Türel, Y. K. (2019). Teaching Turkish as a foreign language with interactive whiteboards: A case study of multilingual learners. *Technology, Knowledge and Learning*, *24*(1), 101-115.

Shapira, R. (1978). The non-learning of English: Case study of an adult. In E. Hatch (Ed.), *Second language acquisition* (pp. 246–255). Rowley, MA: Newbury House.

Shaughnessy, J. J., & Zechmeister, E. B. (1985). *Research methods in psychology*. New York, NY: Alfred A. Knopf.

Shi, L. (2003). Writing in two cultures: Chinese professors return from the West. *Canadian Modern Language Review*, *59*, 369–391.

Shi, L., & Cumming, A. (1995). Teachers’ conceptions of second language writing instruction: Five case studies. *Journal of Second Language Writing, 4*, 87-111.

Shi, L., & Lin, R. (2016). Teaching English as a global language in the age of neoliberalism: A case study of an expat English instructor in China. In S. Guo, & G. Yan (Eds.) *Spotlight on China: Chinese education in the globalized world* (pp. 169–186). Rotterdam, Holland: Sense Publishers.

Shin, J. K., & Kim, W. (2021). Perceived impact of short‐term professional development for foreign language teachers of adults: A case study. *Foreign Language Annals, 54*(2), 365-388.

Siegal, M. (1996). The role of learner subjectivity in second language sociolinguistic competency: Western women learning Japanese. *Applied Linguistics*, *17*, 356–382.

Silverman, D. (2000). *Doing qualitative research: A practical handbook*. Thousand Oaks, CA: Sage.

Silverman, D. (2001). *Interpreting qualitative data: Methods for analysing talk, text and interaction* (2nd ed.). Thousand Oaks, CA: Sage.

Silverman, D. (2004). *Qualitative research: Theory, method and practice* (2nd ed.). Thousand Oaks, CA: Sage.

Singleton, D. (1987). Mother and other tongue influence on learner French. *Studies in Second Language Acquisition*, *9*, 327–346.

Skehan, P. (1989). *Individual differences in second-language learning*. London, UK: Edward Arnold.

Slobin, D. (Ed.). (1985). *The cross-linguistic study of language acquisition:* *The data*. Hillsdale, NJ: Lawrence Erlbaum.

Smith, N., & Tsimpli, I. (1991). Linguistic modularity? A case study of a “*savant*” linguist. *Lingua*, *84*, 315–351.

Song, K. H., & Simons, J. D. (2014). Beyond Gardner: A pilot case study assessing teachers’ linguistic intelligence. *NYS TESOL Journal, 1*(1), 66-81.

Spack, R. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication*, *14*, 3–62.

Spada, N., & Lyster, N. (1997). Macroscopic and microscopic views of the L2 classroom. *TESOL Quarterly*, *31*, 787–795.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stake, R. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 435–454). Thousand Oaks, CA: Sage.

Stake, R.E. (2000). *The case study method in social inquiry.* In R. Gomm, M. Hammersley & P. Foster (Eds.), *Case study method* (pp. 19-26). London, UK: Sage.

Stake, R. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (3rd ed.) (pp. 443–466). Thousand Oaks, CA: Sage.

Stake, R. E. (2006). *Multiple case study analysis*. New York, NY: Guilford.

Storch, N., & Wigglesworth, G. (2010). Learners’ processing, uptake, and retention of corrective feedback on writing: Case studies. *Studies in Second Language Acquisition, 32,* 303–34.

Subtirelu, N. (2011). Juggling identity and authority: A case study of one non-native instructor of English. *TESL-EJ, 15*(3). Retrieved from: <http://www.tesl-ej.org/pdf/ej59/a2.pdf>

Supasiraprapa, S. & De Costa, P. I. (2017). Metadiscourse and identity construction philosophy statements: A critical case study of two MATESOL students. *TESOL Quarterly*, *51*(4), 868-896.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Tarone, E., & Liu, G-q. (1995). Situational context, variation and second-language acquisition theory. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in the study of language and learning: A festschrift for H.G. Widdowson* (pp. 107–124). Oxford: Oxford University Press.

Tesch, R. (1990). *Qualitative research: Analysis types and software tools.* New York, NY: Falmer.

Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice.* Clevedon, UK: Multilingual Matters.

Trent, J. (2014). Innovation as identity construction in language teaching and learning: Case studies from Hong Kong. *Innovation in Language Learning and Teaching*, *8*(1), 56-78.

Troyan, F. J. (2016). Learning to mean in Spanish writing: A case study of a genre-based pedagogy for standards-based writing instruction. *Foreign Language Annals, 49*(2), 317–335.

Tsui, A. (2004). *Understanding expertise in teaching: Case studies of ESL teachers*. Cambridge, UK: Cambridge University Press.

Valdés, G. (1998). The world outside and inside schools: Language and immigrant children. *Educational Researcher*, *27*, 6, 4–18.

van Lier, L. (1988). *The classroom and the language learner*. New York, NY: Longman.

van Lier, L. (1997). Observation from an ecological perspective. *TESOL Quarterly*, *22*, 783–787.

van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Heidelberg, Germany: Kluwer Academic.

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.

Veciño, P. (2017). Integrating technology in Argentine classrooms: The case of a Buenos Aires teacher education school. In L. D. Kamhi-Stein, G. Díaz Maggioli, & L. C. de Oliveira (Eds.), *English language teaching in South America: Policy, preparation and practices* (pp. 123-137). Bristol, UK: Multilingual Matters.

Vöge, M. (2011). Employing multilingualism for doing identity work and generating laughterin business meetings: A case study. In G. Pallotti & J. Wagner (Eds.), *L2 learning asa social practice: conversation-analytic perspectives* (pp. 237–264). Honolulu, HI: University of Hawai’i, National Foreign Language Resource Center.

Waedaoh, A., & Sinwonsuwat, K. (2019). Enhancing English language learners’ conversation abilities via CA-informed sitcom lessons: A case study of Thai high school students. *International Journal of Language Studies, 13*(1), 41-56.

Wagner-Gough, J. (1978). Comparative studies in second language learning. In E. Hatch (Ed.), *Second language acquisition* (pp. 155–171). Rowley, MA: Newbury House.

Wang, C., Quach, L., & Rolston, J. (2009). Understanding English language learners’ self-regulated learning strategies: Case studies of Chinese children in U.S. classrooms and home communities. In C. C. Park, R. Endo, S. J. Lee, & X. L. Rong (Eds.), *New perspectives on Asian American parents, students, and teacher recruitment* (pp.73-99). Charlotte, NC: Information Age Publishing.

Wang, L., & Kirkpatrick, A. (2013). Trilingual education in Hong Kong primary schools: A case study. *International Journal of Bilingual Education and Bilingualism, 16*(1), 100–116. doi:10.1080/13670050.2012.689479

Wang, Y.-C. (2020). Perceptions of ESP in Taiwan: A case study. In R. M. Damerow & K. M. Bailey (Eds.), *Chinese-speaking learners of English: Research, theory, and practice* (pp. 96-108). New York, NY: Routledge.

Weitzman, E. (2000). Software and qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 803–820)*.* Thousand Oaks, CA: Sage.

Weitzman, E., & Miles, M. B. (1995). *Computer programs for qualitative data analysis.* Thousand Oaks, CA: Sage.

Willett, J. (1995). Becoming first graders in an L2: An ethnographic study of language socialization. *TESOL Quarterly*, *29*, 473–504.

Wolcott, H. F. (1983). Adequate schools and inadequate education: The life history of a sneaky kid. *Anthropology and Education Quarterly*, *14*, 3–32.

Wolcott, H. F. (1990). *Writing up qualitative research*. Newbury Park, CA: Sage.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (2002). *The sneaky kid and its aftermath: Ethics and intimacy in fieldwork*. Walnut Creek, CA: Altamira.

Wong, J. (1991). Learnability of relative clauses: A Hong Kong case. *Perspectives, 3*(1), 108-117.

Wong-Fillmore, L. (1979). Individual differences in second language acquisition. In C. Fillmore, D. Kempler, & W. Wang (Eds.), *Individual differences in language ability and language behavior* (pp. 203–228). New York, NY: Academic Press.

Woodward, G. C. (1990). *Persuasive encounters: Case studies in constructive confrontation.* New York, NY: Praeger.

Wu, S.-L. (2017). The planning, implementation, and assessment of an international internship programs: An exploratory case study. *Foreign Language Annals, 50*(3), 567-583.

Xu, Y. (2019). How teacher conceptions of assessment mediate assessment literacy: A case study of a university English teacher in China. In S. Papageorgiou & K. M. Bailey (Eds.), *Global perspectives on language assessment: Research, theory, and practice* (pp.197-211). New York, NY: Routledge.

Yin, R. (1993). *Applications of case study research*. Newbury Park, CA: Sage.

Yin, R. (1994). *Case study research: Design and methods.* Thousand Oaks, CA: Sage.

Yin, R. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage.

Yin, R. (2003). *Applications of case study research* (2nd ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2011). *Qualitative research from start to finish*. New York, NY: Guilford.

Yoon, H., & Jo, J. W. (2014). Direct and indirect access to corpora: An exploratory case study comparing students’ error correction and learning strategy use in L2 writing. *Language Learning & Technology, 18*(1), 96–117.

Zhao, S., & Baldauf, R. B. Jr. (2012). Individual agency in language planning: Chinese script reform as a case study. *Language Problems & Language Planning, 36*(1), 1-24. doi:10.1075/lplp.36.1. 01zha