**CASE STUDY RESEARCH: SELECTED REFERENCES**

**(Last updated 4 August 2024)**

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). 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*. Multilingual Matters.

Adem, H., & Berkessa, M. (2022). A case study of EFL teachers’ practice of teaching speaking skills vis-à-vis the principles of communicative language teaching (CLT). *Cogent Education*, *9*(1), <https://doi.org/10.1080/2331186X.2022.2087458>.

Aguek, A., Reyes, C. C., & Haines, S. J. (2024). Resisting linguistic assimilation: A case study of South Sudanese families maintaining heritage language and literacy practices in the home. *Journal of Multilingual and Multicultural Development*, 1-13. <https://doi.org/10.1080/01434632.2024.2302365>

Agung, A. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students’ perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, *10*(2), 225-235.

Alam, M., & Aktar, T. (2019). Assessment challenges & impact of formative portfolio assessment (FPA) on EFL learners' writing performance: A case study on the preparatory English language course. *English Language Teaching*, *12*(7), 161-172.

Alam, M. F., Amin, R. U., Ahmed, F., Shah, S. R., & Khan, A. R. (2016). Translanguaging practices in an academic setting: A case study of a Pakistani university classroom. *Science International (Lahore)*, *28*(4), 767-775.

Alasmari, N., & Alshae’el, A. (2020). The effect of using drama in English language learning among young learners: A case study of 6th grade female pupils in Sakaka City. *International Journal of Education and Literacy Studies*, *8*(1), 61-73.

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). Roundtuit.

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

Alghamdi, J. (2022). Equipping student teachers with remote teaching competencies through an online practicum: A case study. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 187-206). Springer.

Alhaysony, M. H. (2017). Strategies and difficulties of understanding English idioms: A case study of Saudi University EFL students. *International Journal of English Linguistics*, *7*(3), 70-84.

Ali, I., Gul, R., Khan, S. S., & Karim, K. (2021). An evaluative study of English contrastive rhetoric in Pashtu speaking areas of Pakistan: A case study of District Swat. *Linguistica Antverpiensia*, *1*, 2183-2203.

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.

Al-Saudi, J. (2013). Error analysis and spelling mistakes of EFL learners at Tafila Technical University: A case study. *Frontiers of Language and Teaching*, *4*(1), 99-107.

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). Sage.

Althobaiti, S., & Elyas, T. (2019). Comparing different pedagogical techniques to teach spelling at a Saudi high school: A case study. *Studies in English Language Teaching*, (7)1, 36-50.

Anderson, J. (2023). Can teacher case study research be participatory? Critical reflections on the approach adopted for an English language teacher expertise study in India. *TESOL Quarterly*, *57*(1), 298-309.

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. John Benjamins.

Bakar, A. Y. A., Ahmad, D. N. A., & Yunus, D. M. (2020). Students’ acceptance to using graphic novels in learning literature (L2): A Malaysian case study. *Social Sciences, Humanities and Education Journal (SHE Journal)*, *1*(2), 43-51.

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). 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*. Multilingual Matters.

Barnes, L., Christensen, C. R., & Hansen, A. (1977). *Teaching and the case method.* 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*. 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.). Pearson.

Bhuyan Boruah, P. (2022). Visibility as validation: A case study of culturally responsive materials development for TESOL. *The CATESOL Journal, 33*(1). <http://www.catesoljournal.org/wp-content/uploads/2022/10/CJ33-1_Boruah.pdf>

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 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.). 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.

Britton, E. R., & Austin, T. Y. (2022). Critical and dominant language learner ideologies: A case study of two Chinese writers’ experiences with a critical language writing pedagogy. *TESOL Quarterly*, *56*(2), 629-655.

Bromley, D. B. (1986). *The case-study method in psychology and related disciplines*. 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). 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*. Teachers College Press.

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). 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*. GEICA.

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

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

Casanave, C. P. (2002). *Writing games: Multicultural case studies of academic literacy practices in higher education*. 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). Bloomsbury Academic.

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

Cazden, C., Cancino, H., Rosansky, E., & Schumann, J. (1975). *Second language acquisition in children, adolescents and adults*. 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*. John Benjamins.

Chang, K., & Jung, K. (2011). A case study of English teacher development through online supervision. *English Language & Literature Teaching*, *17*(4), 1-22.

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

Chen, C. M., Liu, H., & Huang, H. B. (2019). *ReCALL,* *31*(2), 170–188. Effects of a mobile game-based English vocabulary learning app on learners’ perceptions and learning performance: A case study of Taiwanese EFL learners.

Chen, J. C. (2020). Restorying a “newbie” teacher’s 3d virtual teaching trajectory, resilience, and professional development through action research: A narrative case study. *TESOL Quarterly*, *54*(2), 375-403.

Chen, W. (2023). Investigating novice EFL writing teachers’ beliefs and practices concerning written corrective feedback across contexts: A case study from a complexity theory perspective. *Language Awareness*, *32*(3), 465-486.

Cheung, A. (2023). Language teaching during a pandemic: A case study of zoom use by a secondary ESL teacher in Hong Kong. *RELC Journal*, *54*(1), 55-70.

Cheung, A., & Hennebry-Leung, M. (2023). Exploring an ESL teachers’ beliefs and practices of teaching literary texts: A case study in Hong Kong. *Language Teaching Research*, *27*(1), 181-206.

Cho, H. (2021). Students’ perceptions of emergency online language education during COVID-19 pandemic: A case study. *Multimedia-Assisted Language Learning*, *24*(2), 10-33.

Choi, I. (2014). The comparability of direct and semi-direct oral proficiency interviews in a foreign language context: A case study with advanced Korean learners of English. *어학연구*, *50*(2), 545-567.

Choi, J. (2018). Use of the present perfect by Korean learners of English: A descriptive case study. *Foreign Languages Education*, *25*(3), 23-51.

Choy, S. C., & Troudi, S. (2007). Teacher perceptions of teaching English in Malaysian schools. A case study. In S. Midraj, A. Jendli, & A. Sellami (Eds.) *Research in ELT contexts* (pp. 85-101).TESOL Arabia.

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). Sage.

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

Cohen, L., & Manion, L. (1994). *Research methods in education* (4th ed.). 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). 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*. TESOL.

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

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. 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). <http://www.journalofwritingassessment.org/article.php?article=74>

Curtiss, S. (1977). *Genie: A psycholinguistic study of a modern-day “wild child.”* 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). 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*. 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*. 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). International Society for Language Studies.

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

 DeMatthews, D. E., & Izquierdo, E. (2020). Leadership for social justice and sustainability: A historical case study of a high-performing dual language school along the US-Mexico border. *Journal of Education for Students Placed at Risk (JESPAR)*, *25*(2), 164-182.

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

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

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

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

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

Dewaele, J. M., & Pavelescu, L. M. (2021). The relationship between incommensurable emotions and willingness to communicate in English as a foreign language: A multiple case study. *Innovation in Language Learning and Teaching*, *15*(1), 66-80. <https://eprints.bbk.ac.uk/id/eprint/28934/3/28934.pdf>

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*. 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). Teachers College Press.

Dornyei, Z. (2007). *Research methods in applied linguistics*. 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 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). John Benjamins.

Duff, P. (2008). *Case study research in applied linguistics*. 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 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*. Wiley-Blackwell.

Duff, P. (2012). Case study research. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics.* 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). 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.

Dunn, J., Bundy, P., & Woodrow, N. (2012). Combining drama pedagogy with digital technologies to support the language learning needs of newly arrived refugee children: A classroom case study. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *17*(4), 477-499.

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

**Early, M.,** & Yeung, C. (2009). Producing multimodal picture books and dramatic performances in core French: An exploratory case study. Canadian Modern Language Review, 66(2), 299–223.

**Early, M.,** & Marshall, S. (2008). Adolescent ESL students’ interpretation and appreciation of literary texts: A case study of multimodality. *Canadian Modern Language Review, 6*(3), 377-398.

Eisner, E., & Peshkin, A. (Eds.). (1990). *Qualitative inquiry in education: The continuing debate*. 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). 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 University Press.

Emery, H. (2017). Commercial aviation language testing: Barriers to success? A case study. International Civil Aviation English Association. <https://commons.erau.edu/icaea-workshop/2017/monday/4>

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). 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). 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). Kluwer.

Fang, F. G. (2017). An investigation of attitudes towards English accents–A case study of a university in China. In Z. Xu, D. He, & D. Deterding (Eds.), *Researching Chinese English: The state of the art* (pp. 141-156). Springer, Cham.

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*. 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). Sage.

Forrester, M. A. (2008). The emergence of self-repair: A case study of one child during the early preschool years. *Research on Language and Social Interaction*, *41*(1), 99-128.

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

Gall, J., Gall, M. D., & Borg, W. T. (2005). *Applying educational research* (5th ed.). 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). Basic Books.

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

Gibbons, J. & Ramirez, R. (2004). *Maintaining a minority language: A case study of Hispanic teenagers*. 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*. Sage Publications.

Gomaa, Y. (2017). Linguistic landscape in the Arabian Gulf: The case of Manama, Kingdom of Bahrain. Hermes, Cairo University Centre for Languages and Professional Translation, *2*(2). 7–16.

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*. Sage.

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

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

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

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

Hamid, M. O., & Ali, M. M. (2023). Teaching English in the Muslim world against the backdrop of 9/11 and resurgent nationalism: A case study of Bangladeshi ELT. *TESOL Quarterly, 57*(3), 830-858.

Hamman‐Ortiz, L., Santiago Schwarz, V., Hamm‐Rodríguez, M., & Gort, M. (2023). Engaging teachers in genre‐based pedagogy for writing arguments: A case study of shifts in practice and understanding. *TESOL Quarterly*, *57*(2), 402-432.

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

Han, Z. H. (2004). *Fossilization in adult second language acquisition*. 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). 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). Routledge.

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

Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International*, *2022*, 1-13.

Hancock, C. R., & Davin, K. J. (2020). A comparative case study: Administrators' and students' perceptions of the Seal of Biliteracy. *Foreign Language Annals*, *53*(3), 458-477.

Harrison, W., Prator, C., & Tucker, R. (1975). *English-language policy survey of Jordan: A case study in language planning*. The Center for Applied Linguistics.

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

Hatch, J. A. (2002). *Doing qualitative research in education settings*. 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). National Foreign Language Resource Center, University of Hawaii.

Heineke, A. J., & Davin, K. J. (Eds.). (2020). *The seal of biliteracy: Case studies and considerations for policy implementation*. IAP.

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.

Hersi, A. A., & Watkinson, J. S. (2012). Supporting immigrant students in a newcomer high school: A case study. *Bilingual Research Journal*, *35*(1), 98–111. <https://doi.org/10.1080/15235882.2012.668869>

Hesse-Biber, S. N., & Leavy, P. (2006). *The practice of qualitative research*. 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). 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). Lawrence Erlbaum.

Hismanoglu, M., & Hismanoglu, S. (2010). English language teachers' perceptions of educational supervision in relation to their professional environment: A case study of northern Cyprus. *Novitas-ROYAL (Research on Youth and Language)*, *4*(1), 16-34.

Hoang, G. T. L., & Storch, N. (2024). Do EFL learners process and uptake criterion automated corrective feedback? Insights from two case studies. *Iranian Journal of Language Teaching Research, 12*(1), 1-20. [10.30466/ijltr.2024.121420](https://doi.org/10.30466/ijltr.2024.121420)

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*. Penguin Books.

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

Holliday, A. (2002). *Doing and writing qualitative research*. 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). Sage.

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

Hsieh, Y. C. (2017). A case study of the dynamics of scaffolding among ESL learners and online resources in collaborative learning. *Computer Assisted Language Learning*, *30*(1-2), 115-132.

Hu, G., & Lei, J. (2014). English-medium instruction in Chinese higher education: A case study. *Higher Education*, *67*(5), 551–567. <https://doi.org/10.1007/s10734-013-9661-5>

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

Iverson, M. (2009). Competing SLA hypotheses assessed: Comparing heritage and successive Spanish bilinguals of L3 Brazilian Portuguese. In A. Pires & J. Rothman (Eds.), *Minimalist inquiries into child and adult language acquisition: Case studies across Portuguese* (pp. 221-244). Mouton de Gruyter.

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). Multilingual Matters.

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

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

Kallinikou, E., & Nicolaidou, I. (2019). Digital storytelling to enhance adults’ speaking skills in learning foreign languages: A case study. *Multimodal Technologies and Interaction*, *3*(3), <https://doi.org/10.3390/mti3030059>.

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

Kaplan, A. (1993). *French lessons: A memoir*. 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.

Kazazoğlu, S. (2020). Is printed-text the best choice? A mixed-method case study on reading comprehension. *Journal of Language and Linguistic Studies*, *16*(1), 458-473.

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

Kemaloglu-Er, E., & Sahin, M. T. (2022). Project-based learning in English language teaching at a rural school: A case study from Turkey. *Novitas-ROYAL (Research on Youth and Language)*, *16*(1), 34-55.

Khalid, A. Z., & Muhammad, K. (2012). The use of YouTube in teaching English literature: The case of Al-Majma'ah Community College, Al-Majma'ah University (case study). *International Journal of Linguistics*, *4*(4), 525-551.

Kholis, A. (2020). The use of Whatsapp app in distance language learning in pandemic Covid-19: A case study in Nahdlatul Ulama University of Yogyakarta. *LET: Linguistics, Literature and English Teaching Journal*, *10*(2), 24-43.

Kim, J. O. (2018). Ongoing speaking anxiety of Korean EFL learners: Case study of a TOEIC intensive program. *Journal of Asia TEFL*, *15*(1), 17-31.

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

Kinkead, J. A., & Harris, J. G. (1993). *Writing centers in context: Twelve case studies*. National Council of Teachers of English.

Knight, C., & Pryke, S. (2012). Wikipedia and the university, a case study. *Teaching in Higher Education*, *17*(6), 649-659.

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

Kongsuwannakul, K. (2020). A case of the validity investigation of concordance-based cloze testing: Construct relevance revisited. *Suranaree Journal of Social Science*, *14*(1), 117-128.

Koubek, E., & Wasta, S. (2023). Preservice teachers' experiences on becoming culturally responsive educators: An action research case study. *Journal on Efficiency and Responsibility in Education and Science*, *16*(1), 12-25.

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

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

Lachance, J. (2018). A case study of dual language teaching in science class: Implications for middle level teachers. *RMLE Online*, *41*(5), 1-14.

Lam, R. (2022). Assessing creative writing formatively and summatively with e-portfolios: A case study in Hong Kong. In B. Chamcharatsri & A. Iida (Eds.), *International perspectives on creative writing in second language education: Supporting language learners’ proficiency, identity, and creative expression* (pp. 171-188). Routledge.

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.

Lambert, C., & Minn, D. (2007). Personal investment in L2 task design and learning: A case study of two Japanese learners of English. *Estudios de Linguistica Inglesa Applicada LIA, 7,* 127-148.

Lammert, C., DeWalt, L. M., & Wetzel, M. M. (2020). “Becoming” a mentor between reflective and evaluative discourses: A case study of identity development. *Teaching and Teacher Education*, *96*, 103179.

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

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

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

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

Lázaro, N., & Reinders, H. (2007). Innovation in self-access: Three case studies. *CALL-EJ, 8*(2).

LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The handbook of qualitative research in education*. 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*. 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*. 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*. Northwestern University Press.

Leopold, W. (1949). *Speech development of a bilingual child: A linguist’s record*. *Vol. 4,* *Diary from age 2*. 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, G. (2006). Biliteracy and trilingual practices in the home context: Case studies of Chinese-Canadian children. *Journal of Early Childhood Literacy*, *6*(3), 355-381.

Li, R. (2016). Mentoring as a supportive way for novice teachers in foreign language teacher development: A case study in an ethnic college in China. *Journal of Language Teaching and Research*, *7*(2), 318-327.

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). Sage.

Lindgren, E., & Sullivan, K. P. (2003). Stimulated recall as a trigger for increasing noticing and language awareness in the L2 writing classroom: A case study of two young female writers. *Language Awareness*, *12*(3-4), 172-186.

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

Liu, S. (2022). Learning the Chinese language on a non-traditional path: A case study. *The Language Learning Journal*, *50*(5), 550-568.

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). 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). University of Arizona Press.

Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, *31*(3), 293–311. <https://doi.org/10.1017/S0958344019000065>

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

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

Lu, S., Li, G., & Xu, M. (2020). The linguistic landscape in rural destinations: A case study of Hongcun Village in China. *Tourism Management*, *77*, 104005.

Lutte, R. K., & Mills, R. W. (2020). Case study – Industry–pilot training partnerships. In S. K. Kearns, T. J. Mavin, & S. Hodge (Eds.), *Engaging the next generation of aviation professionals* (Ebook, Chapter 2.2). [https://doi.org/10.4324/9780429287732](https://doi.org/10.4324/9780429287732%20)

Lyon, E. G. (2013b). What about language while equitably assessing science?: Case studies of preservice teachers’ evolving expertise. *Teaching and Teacher Education, 32,* 1-11.

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

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

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

Mahdi, D. A. (2014). Willingness to communicate in English: A case study of EFL students at King Khalid University. *English Language Teaching*, *7*(7), 17-25.

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

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

McKay, S. (2006). *Researching second language classrooms*. 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*. Jossey-Bass.

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

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

Merriam, S., & Associates. (Eds.). (2002). *Qualitative research in practice.* 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). Multilingual Matters.

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

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

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

Mok, M. M. C., Lung, C. L., Cheng, D. P. W., Cheung, R. H. P., & Ng, M. L. (2006). Self‐assessment in higher education: Experience in using a metacognitive approach in five case studies. *Assessment & Evaluation in Higher Education*, *31*(4), 415-433.

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). 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*. 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.

Motteram, G., Dawson, S., & Al-Masri, N. (2020). WhatsApp supported language teacher development: A case study in the Zataari refugee camp. *Education and Information Technologies*, *25*(6), 5731-5751.

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.

Murdock, A. (2022). Teacher retention in a dynamic cultural setting: A collective case study of expatriate teachers in the United Arab Emirates. In M. S. Khine (Ed.), *Handbook of research on teacher education: Pedagogical innovations and practices in the Middle East* (pp. 29-57). Springer.

Muyassaroh, M. N., Asib, A., & Marmanto, S. (2019). The teacher’s beliefs and practices on the use of digital comics in teaching writing: A qualitative case study. *International Journal of Language Teaching and Education*, *3*(1), 45-60.

Mystkowska-Wiertelak, A. (2021). Fluctuations in willingness to communicate during a semester: A case study. *The Language Learning Journal*, *49*(1), 1-12.

Nabei, T., & Swain, M. (2002). Learner awareness of recasts in classroom interaction: A case study of an adult EFL student's second language learning. *Language Awareness*, *11*(1), 43-63.

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

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

Newfield, D. (2011). Multimodality, social justice and becoming a “really South African” democracy: Case studies from language classrooms. In M. R. Hawkins (Ed.), *Social justice language teacher education* (pp. 23-48). Multilingual Matters.

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). 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 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). Multilingual Matters.

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

Oliver, S. J. (2022). A corpus-based approach to (im) politeness metalanguage: A case study on Shakespeare's plays. *Journal of Pragmatics*, *199*, 6-20.

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.) Harcourt, Brace, Jovanovich.

Pardo‐Ballester, C. (2022). A case study: A technological insight on teaching translation. *Foreign Language Annals*, *55*(3), 894-913.

Patton, M. Q. (1990). *Qualitative evaluation methods* (2nd ed.). 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). 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). Oxford University Press.

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

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

Peters, A. (1983). *The units of language acquisition*. 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.

Polat, B., & Kim, Y. (2014). Dynamics of complexity and accuracy: A longitudinal case study of advanced untutored development. *Applied Linguistics*, *35*(2), 184-207.

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

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>

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

Prasetianto, M. (2021). Borderless learning using online writing and videoconferencing: A case of agriculture students in Indonesia. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 204-208). Routledge.

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*. 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). Sage.

Purcell-Gates, V. (Ed.). (2007). *Cultural practices of literacy: Case studies of language, literacy, social practice, and power.* Lawrence Erlbaum.

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.

Rashid, S., Cunningham, U., & Watson, K. (2017). Task-based language teaching with smartphones: A case study in Pakistan. *Teachers and Curriculum*, *17*(2), 33-40.

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

Raza, K. (2023). Language practices of multilingual immigrants and their impact on immigrant integration: A case study of South Asians in northeast Calgary. *Language*, *2023*, 10-04.

Redmer, G. (2022). Self-regulation in an advanced language learner: A case study of language learning strategies. *Studies in Self-Access Learning Journal*, *13*(1), 60-76.

Reis-Jorge, J. (2007). Teachers’ conceptions of teacher-research and self-perceptions as enquiring practitioners—A longitudinal case study. *Teaching and Teacher Education*, *23*(4), 402-417.

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*. TESOL.

Richards, K. (2003). *Qualitative inquiry in TESOL*. 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). 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*. British Psychological Society.

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

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. <https://doi.org/10.1016/j.jeap.2006.11.006>

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

Ro, Y. E., & Cheatham, G. A. (2009). Biliteracy and bilingual development in a second-generation Korean child: A case study. *Journal of Research in Childhood Education*, *23*(3), 290-308.

Roig, M., & Marks, A. (2006). Attitudes toward cheating before and after the implementation of a modified honor code: A case study. *Ethics & Behavior*, *16*(2), 163–171. https://doi.org/10.1207/s15327019eb1602\_6

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

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

Sadeghi, A., & Sadeghi, A. (2012). Relevance of Mastery Learning (ML) in teaching of English: Case study of the University of Guilan, Iran. *Creative Education*, *3*(1), 41-44.

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). Kluwer.

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

Sandry, E. (2021). The validity of cloze test in measuring reading comprehension of the students: Case study SMP Swasta Bharlind School Medan. *Cendikia: Media Jurnal Ilmiah Pendidikan*, *11*(2), 62-70.

Sarfraz, S., Mansoor, Z., & Tariq, R. (2015). Teachers’ and students’ perceptions of the communicative language teaching methodology in the CALL environment: A case study. *Procedia-Social and Behavioral Sciences*, *199*, 730-736.

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*. Gunter Narr.

Savić, M. (2014). *Politeness through the prism of requests, apologies and refusals: A case of advanced Serbian EFL learners*. Cambridge Scholars Publishing.

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*. 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). 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). 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). 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). Teachers College Press.

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

Schumann, J. (1978). *The pidginization process: A model for second language acquisition.* 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*. Blackwell.

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

Seah, L. H., & Silver, R. E. (2020). Attending to science language demands in multilingual classrooms: A case study. *International Journal of Science Education*, *42*(14), 2453-2471.

## Sehic, S. (2017). The effect of English language learning on creative thinking skills: A mixed methods case study. *English Language Teaching*, *10*(3), 82-94.

Seliger, H. W., & Shohamy, E. (1989). *Second language research methods*. 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.

Shane, M. J., Carson, L., & Edwards, M. (2018). A case study in updating academic integrity policy and procedures. *New Directions for Community Colleges*, *2018*(183), 83–93. https://doi.org/10.1002/cc.20320

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

Shaughnessy, J. J., & Zechmeister, E. B. (1985). *Research methods in psychology*. 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). 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*. Sage.

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

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

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

Siregar, I. (2021). The existence of culture in its relevance to the dynamics of globalization: Bahasa Indonesia case study. *International Journal of Cultural and Religious Studies*, *1*(1), 33-38.

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

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

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

Song, H. (2022). Heritage language learning trajectories and multiple influencing factors: A multiple-case study of university-aged Korean Canadians. *Language and Literacy*, *24*(3), 45-67.

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.

Spence, P., & Liu, G.-Z. (2013). Engineering English and the high-tech industry: A case study of an English needs analysis of process integration engineers at a semiconductor manufacturing company in Taiwan. *English for Specific Purposes*, *32*(2), 97-109. <https://doi.org/10.1016/j.esp.2012.11.003>

Stake, R. (1995). *The art of case study research*. Sage.

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

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

Stake, R. E. (2006). *Multiple case study analysis*. Guilford.

Stapleton, P. (2010). Writing in an electronic age: A case study of L2 composing processes. *Journal of English for Academic Purposes*, *9*(4), 295–307. <https://doi.org/10.1016/j.jeap.2010.10.002>

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

Storch, N., & Wigglesworth, G. (2010). Learners’ processing, uptake, and retention of corrective feedback on writing: Case studies. *Studies in Second Language Acquisition, 32,* 303-334.

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

Subtirelu, N. (2011). Juggling identity and authority: A case study of one non-native instructor of English. *TESL-EJ, 15*(3). <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.

Susanto, S., & Nanda, D. S. (2018). Teaching and learning English for visually impaired students: An ethnographic case study. *English Review: Journal of English Education*, *7*(1), 83-92.

Svalina, V., & Ivic, V. (2020). Case study of a student with disabilities in a vocational school during the period of online virtual classes due to COVID-19. *World Journal of Education*, *10*(4), 115-123

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 University Press.

Teng, M. F. (2019). Learner identity and learners’ investment in EFL learning: A multiple case study. *Iranian Journal of Language Teaching Research*, *7*(1), 43-60.

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

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

### Trinh, T. T. G., de Bot, K., & Verspoor, M. (2024). A DLF case study: The dynamics of writing development in adulthood. *Language Teaching Research Quarterly, 39,* 256-280.

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.

Tseng, Y. H. (2021). Exploring motivation in EFL learning: A case study of elementary students in a rural area. *Taiwan Journal of TESOL*, *18*(2), 93-124.

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

Uştuk, Ö. (2022). How massive open online courses constitute digital learning spaces for EFL teachers: A netnographic case study. *Teaching English with Technology*, *22*(3-4), 43-62.

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*. 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*. Kluwer Academic.

van Lier, L. (2005). Case study. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 195–208). 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). Multilingual Matters.

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

Vogler, K. E., & Long, E. (2003). Team teaching two sections of the same undergraduate course: A case study. *College Teaching*, *51*(4), 122-126

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). 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). 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., & Xie, Q. (2022). Diagnostic assessment of novice EFL learners’ discourse competence in academic writing: A case study. *Language Testing in Asia*, *12*(1), 1-24.

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). 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)*.* Sage.

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

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

Wolcott, H. F. (2002). *The sneaky kid and its aftermath: Ethics and intimacy in fieldwork*. 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). Academic Press.

Woodward, G. C. (1990). *Persuasive encounters: Case studies in constructive confrontation.* 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). Routledge.

Yessenbekova, K. (2023). English as a medium of instruction in Kazakhstani higher education: A case study. *Current Issues in Language Planning*, *24*(2), 141-159.

Yi, Y., & Jang, J. (2021). Koryoin (고려인/КOPЁ CAPAM) children’s translingual practices for learning English: A case study of Russian-Korean children in South Korea. In P. Vinogradova & J. K. Shin (Eds.), *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications* (pp. 139-147). Routledge.

Yin, R. (1993). *Applications of case study research*. Sage.

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

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

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

Yin, R. K. (2008). *Case study research: Design and methods* (4th edition). Sage.

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

Yin, R. K. (2011). *Qualitative research from start to finish*. 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.

Yuan, R., & Zhang, L. J. (2020). Teacher metacognitions about identities: Case studies of four expert language teachers in China. *TESOL Quarterly*, *54*(4), 870-899.

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