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

Rationale

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

1. To disseminate and share information generally in the area of UK-based ELT research. It had become apparent that there was no current, conveniently available source of information about research in the UK relevant to the field of English Language Teaching.

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

3. To publicise and make research available to the broader constituency of ELT professionals worldwide. An important aim of the directory is to help publicise UK ELT research and thus enable it to have a greater potential impact on practice. An important connected principle underlying construction of the directory is that the research recorded in it should be publicly accessible. This informed a number of decisions with regard to the information that needed to be provided, as outlined under ‘Types of entry, and details requested’ below.
Background

The idea for a directory of UK ELT research was conceived within the British Council during 2008 as part of an overall strategy to enhance links with research-active UK institutions. An open invitation to tender for the project was sent out in December 2008 and a proposal from the Centre for Applied Linguistics at the University of Warwick was selected from a competitive field. The project team consisted of Dr Richard Smith (co-ordinator) and Shelagh Rixon, assisted by Dr Seongsook Choi and Duncan Hunter. Sian Alsop, Sheila Verrier and Qingqing Xue also assisted in the final editing process. John Knagg of the British Council was also fully involved at all stages. The clarification of parameters, design of research tools, data collection and editing were completed by the end of July 2009. Plans for a second edition were announced to the UK ELT research community at the end of January 2010, and this enabled a number of institutions which had not previously been represented to submit 2005–08 entries, and others to enhance their overall return. Data collection and editing for this phase were carried out by Richard Smith, with the assistance of Seongsook Choi, Niluki Arsacuralatne and David Avery, and completed by the end of March 2010.

Methodology

The method for collecting the information for the research directory was to identify key contacts within relevant institutions in the UK and ask them to provide information on their research and that of their colleagues. This made collection of a large body of data feasible within the short time span allotted to the project and meant that institutions were responsible for the selection of entries and the accuracy of returns. To facilitate the collection of data, online database input forms were devised and administered by Seongsook Choi, to which participating institutions had access via a password. Richard Smith and Shelagh Rixon acted as interlocutors with inputting institutions and as editors.

Selection of institutions

A systematic attempt was made to identify and contact all institutions in the UK which had relevant departments or centres or were otherwise likely to have research-active staff members working in the area of ELT. These institutions
included accredited language schools and organisations such as CfBT and Cambridge ESOL as well as universities and colleges. Heads of faculty, school, department or centre, as appropriate, were asked to nominate a key contact person, who was then given the necessary log-in details that would provide access to the web-based data collection forms. A total of 57 institutions participated in this initial phase of the project (five of these subsequently submitted a ‘zero return’). For the second edition institutions which had not previously replied were again contacted, and invitations to contribute were sent out via various mailing lists, including that of BAAL, the British Association for Applied Linguistics.

**Definition of ‘UK ELT Research, 2005–2008’**

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

*Research*

For the purposes of this exercise, we adopted a modified version of the 2008 HEFCE RAE (Research Assessment Exercise) definition of ‘research’. Thus, we took the primary meaning of ‘research’ to be *original investigation undertaken in order to gain knowledge and understanding*. However, as for the RAE, the term also includes ‘scholarship’ – the creation, development and maintenance of the intellectual infrastructure of an activity or area of study, in this case ELT, for example in forms such as dictionaries, research databases and reviews of the ‘state of the art’ in areas relevant to ELT.

*ELT research*

‘ELT research’ was defined as ‘any research whose data and/or findings relate directly to the teaching, learning or assessment of English as a Foreign, Second or Additional Language in the UK or any other context’.

*UK research*

‘UK research’ refers to research undertaken by a current member of staff or associate of a bona fide educational institution with a base in the UK. The actual research may have taken place anywhere in the world, not necessarily in the UK. ‘Current’, for the purposes of the 2005–08 directory refers to the census point of 1 May 2009. An exception to the ‘current association’ rule was made for
completed doctoral theses and for externally funded projects: in both these cases, even though the researchers involved may have left the submitting institution (indeed, were likely to have done so in the case of authors of doctoral theses), submission of the theses or projects in question was encouraged, since they were considered to have been 'hosted' by the submitting institution.

**The 2005–2008 date range**
This refers to date of publication. The earliest publication date for work to be included was 1 January 2005 and the latest was 31 December 2008. In the case of funded projects, the project must have either begun or ended within the date range.

**Types of entry, and details requested**
Details of the following types of research output were requested:

- journal articles
- chapters in edited books
- papers in conference proceedings
- authored books
- ‘unpublished’ but electronically accessible items
- doctoral theses supervised within the institution in question
- externally funded research projects.

There was no particular requirement for journal articles to be peer-reviewed – any assessment of their quality was left, as in the case of other types of entry, to the discretion of the submitting institution. With regard to edited books, whereas *editing* – as opposed to *authoring* – a book was not considered to be a research output in its own right, the introduction to such a book could be included in the book chapter category, thus ensuring that editing of the book would be acknowledged in some form. We also wished to give publicity to authored items which had not been ‘published’ in a formal sense, and thus offered an ‘unpublished’ category for such items. Doctoral theses and research projects were the only categories where the researchers involved did not need to be *currently* affiliated with the contributing institution: in both cases, it was felt that the institution could legitimately submit details due to their support for the research in question. In the case of doctoral theses, the names
of supervisors were requested as a means of acknowledging the important role they have in helping bring theses to completion.

In all cases, we required sufficient bibliographical detail for users to be able to access a particular item for themselves (journal name, volume number and page numbers for journal articles; names of editors, title of book, place of publication, publisher and ISBN number for chapters in edited collections, and so on). For any ‘unpublished’ items a URL was required, in order to ensure accessibility. The same important principle of accessibility (see ‘Rationale’ above) was applied to externally funded research projects – for each of these we requested a project website URL, or details of a publicly available project report or associated publication. Some projects originally submitted for consideration had to be excluded when a way could not be found to guide the directory user to further information in the manner just described.

Some optional fields were also provided for each type of item. Most importantly, there was space to enter a summary of up to 60 words. This invitation was taken up in some but by no means in all cases. Selection from the following list of twenty possible descriptors was also encouraged though not required; as many or as few of these descriptors as necessary could be chosen for each item entered:

- Assessment
- Classroom interaction
- Curriculum/syllabus
- English language
- ESP
- ESOL/EAL
- Learner autonomy/strategies
- Learner cognition
- Learning technologies
- Listening
- Management/Innovation
- Materials
- Methodology
- Pronunciation
- Reading
CONSTRUCTION OF THE DIRECTORY

- Cultural issues
- Speaking
- Teacher cognition
- Teacher education
- Writing

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

Inputting of the following details for each item was also encouraged though not required: country of research (selection from a drop-down menu of countries, including ‘various’); learners’ background (same menu of choices as for ‘country of research’); institutional level (selection from pre-primary, primary, secondary, tertiary, adult); and associated funded project (where this had been entered as part of the same institution’s submission).

Selection, editing and presentation of entries

Those contributing entries were asked to operate within the parameters described previously in selecting work from their overall research output for inputting into the directory. Responsibility for this selection and for interpretation of the definitions we had provided was therefore placed with the inputting institutions themselves – it was felt that self-monitoring would be effective since it would clearly not be in the best interests of researchers and institutions to enter references to work that was outside the remit or of substandard quality; also, we would be playing a collegial role rather than setting ourselves up as judges of other institutions’ input.

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

The contents of the research directory

This second edition of the research directory contains a total of over 1,000 entries from 59 contributing institutions. The distribution of different types of entry is as follows:

- 421 journal articles
- 285 chapters in edited books or papers in conference proceedings
- 65 authored books and project reports
- 18 ‘unpublished’ but electronically accessible items
- 189 supervised doctoral theses
- 61 externally funded projects

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

www.teachingenglish.org.uk/elt-research

The online version is a searchable database with instructions for use incorporated.

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

The main body of the PDF/paper version consists of an annotated bibliography
of research ordered alphabetically by name of first author, which also gives information on the institutional affiliation of the researcher who submitted the entry, or on whose behalf the entry was submitted. The names, URLs and contact e-mail addresses of all contributing institutions can be found at the end of the directory.

For convenience, the list of doctoral theses is presented separately, and is organised according to the institution awarding the degree. In addition, there is a final annotated list of externally funded research projects which are often related to research outputs that are found in the main list.

**Future directions**

Now that this very substantial body of information on UK-based ELT research has been established, and now that workable procedures have been established for gathering, collating and presenting information, it is hoped that the directory will be supplemented periodically, starting with data for 2009 or 2009–10.

**Acknowledgements**

The editors would like to thank the many individuals who cheerfully, or less so, spent several hours of their time entering details of their research. We hope that they found this way of proceeding acceptable, both in terms of equity – they themselves and not editors from another institution chose what should be put forward for inclusion – and of feasibility. Without their help we could not have gathered so many items in so short a time (special thanks go to Graham Hall, Huw Jarvis and Pauline Foster for piloting the draft input forms). We hope that all concerned will soon reap benefits in terms of contacts with other scholars and ELT professionals, as well as with prospective students, and that new avenues of co-operation will be the result. We hope that the directory will be found to be a useful and user-friendly way of making links and finding matches – one that will enable researchers, prospective students and other ELT professionals to make contact with the ‘right’ people in the ‘right’ places for their own needs and interests.
PERSPECTIVES ON UK ELT RESEARCH

Below are some personal reflections by the directory compilers, Shelagh Rixon and Richard Smith, on some of the issues raised by its creation. Our reflections are intended to initiate debate, and both responses and further comments will be welcomed, within the discussion area associated with the online version of the directory (www.teachingenglish.org.uk/elt-research).

Historical background

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

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

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

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

The scope of ELT research

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

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

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

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

Is UK ELT research distinctive?

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

**The relevance and impact of ELT research**

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

A recent trend that the editors have become aware of as doctoral supervisors in their own institution and as external examiners elsewhere is that higher degree students seem to be getting younger (and this is not just a matter of us getting older!), with a number aiming to start a PhD or even EdD directly after, or within one or two years of, completing an MA. This is likely to have an impact on the types of ELT-related research that are undertaken for such theses. There might have been a decrease in the proportion of research topics emerging directly from very substantial classroom or other career-based experience, although the overall number of doctoral theses submitted seem to have been on the increase. The separate list of PhD and EdD projects supervised in different institutions will allow readers to make up their own minds on this issue.

While both established academics and doctoral students may feel a pressure to work towards abstraction and generalisation rather than the particular and the contextually relevant in their work, research that is of most direct impact in the ELT field is often very particular – directed at local needs within a small geographical area, a particular school or other institution, or even the researcher’s own practice. As suggested above, we were keen to include such work due to its relevance to practice, even though it might not currently enjoy high status in the academic world. In fact it appears to us that relatively little work of this nature seems to have been submitted to the directory, and this may reflect the danger within those sectors of tertiary education which at the same time claim a connection with the ELT profession, of according more
esteem to work that aims at universality and abstraction than at practical applicability. However, a development that may suggest a reversal of such a trend in research assessment – and that may accordingly have some effect on research production – is the HEFCE announcement made in July 2009 that, in future, assessments of the worth of university departments’ research output may include up to 25 per cent for ‘impact’. This is, of course, a controversial area, and we invite comments from users of the directory on their own conceptions of relevance, quality and impact in *ELT research* and how the contents entered for 2005–2008 seem to measure up against them.

**The limitations and importance of ELT research**

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

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

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

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

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

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

Without wishing to claim too much for our work, we would like to think that in working on this new British Council initiative we have contributed to the consolidation, if not the establishment, of ELT research as a field in its own right. Once again, we encourage users of the directory to join in the debate which we hope will ensue, via the directory website (www.teachingenglish.org.uk/elt-research), about the nature of ELT research, its relevance to practitioners and policy-makers, and the emphasis and impact of work currently being carried out. We very much welcome such debate, both for its own sake – as a means to further consolidate the field of ELT research – and, more specifically, as a way to influence possible changes in the parameters and procedures for future versions of the directory.
ARTICLES, CHAPTERS, 
AUTHORED BOOKS 
AND UNPUBLISHED ITEMS

ISBN: 978-9948-03-366-0
Pages: 154–163
Descriptor(s): Reading
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

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

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

ISBN: 0826485030
Descriptor(s): Assessment
Entered by: Lancaster University (Linguistics and English Language)

Descriptor(s): Assessment
Entered by: Lancaster University (Linguistics and English Language)

ISBN: 9780776606576
Pages: 21–39
Descriptor(s): Assessment
Entered by: Lancaster University (Linguistics and English Language)

Summary: The present paper reports on three investigations of word frequency judgements. Using different methodologies and with varying sizes of word samples, it is shown that judgements by professional linguists do not correlate highly with corpus-based frequency counts.
Descriptor(s): Assessment
Entered by: Lancaster University (Linguistics and English Language)

Descriptor(s): Learning technologies, Assessment
Entered by: Lancaster University (Linguistics and English Language)


Descriptor(s): Materials, Learning technologies, Curriculum/syllabus, Assessment

Entered by: Lancaster University (Linguistics and English Language)


Summary: The project methodology involved gathering expert judgments on the usability of the CEFR for test construction, identifying what might be missing from the CEFR, developing a frame for analysis of tests and specifications, and examining a range of existing test specifications and guidelines to item writers and sample test tasks.

Descriptor(s): Assessment

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 978-3-03910-909-8

Principal format: Printed

Summary: Introduction to proceedings of the BALEAP/SATEFL conference in 2005 highlighting current issues in EAP. Key themes include the diversity of the student population, socialization within disciplines, research in genre analysis and corpus linguistics to design targeted teaching materials, the importance of critical thinking and academic literacy for learner autonomy.

Descriptor(s): Writing, Cultural issues, Reading, Methodology, Materials, Learning technologies, Learner autonomy/strategies, ESP, Curriculum/syllabus, Assessment

Entered by: Heriot-Watt University (School of Management and Languages)


Pages: 3–15

Descriptor(s): Writing, ESOL/EAL

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

Angouri, J. and N. Harwood. 2008. ‘This is too formal for us... A case study of variation in the written products of a multinational consortium’. Journal of Business and Technical Communication 22/1: 38–64.

Descriptor(s): Writing, ESP, English language

Country of research: various

Entered by: University of Essex (Department of Language and Linguistics)


Pages: 35–48

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

**Descriptor(s):** Reading, Materials, Learner cognition, English language, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** primary

**Entered by:** University of Glasgow (Language and Literature, Faculty of Education)


**ISBN:** 978-0-8264-9350-7

**Pages:** 38–58

**Summary:** A review of the state of the art in Young Learners materials design worldwide, taking in nearly 100 different sets of course materials. Current trends such as the move towards cross-curricular content are highlighted, as is the continuing need for systematic development of literacy in English.

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

**Learners’ background:** various

**Institutional level:** primary

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


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

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


**ISBN:** 9781858564234

**Pages:** 175–177

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** secondary

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


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

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


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

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

Summary: Mick Ashton and Hanan Khalifa outline the Teaching Knowledge Test (TKT), an award for teachers of English at any stage in their career, which was developed in response to stakeholder needs.
www.cambridgeesol.org/rs_notes/rs_nts19.pdf
Entered by: University of Cambridge ESOL Examinations

Principal format: Printed
Descriptor(s): Assessment
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: University of Southampton (Modern Languages, School of Humanities)

Entered by: University of Leeds (School of Education)

Summary: An essential element in fostering successful intercultural communication is developing cultural awareness as part of ELT pedagogy. To illustrate this, a case study of Thailand is presented. This leads to suggestions on how locally relevant intercultural communicative practices can form part of ELT classroom pedagogy with the aim of developing learners’ cultural awareness.
Descriptor(s): Cultural issues, Methodology, ESP, English language
Country of research: Thailand
Learners’ background: Thailand
Institutional level: tertiary
Entered by: University of Exeter (School of Education and Lifelong Learning)

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

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

www.cambridgeesol.org/rs_notes/rs_nts26.pdf

Entered by: University of Cambridge ESOL Examinations


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

www.cambridgeesol.org/rs_notes/rs_nts28.pdf

Entered by: University of Cambridge ESOL Examinations


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

www.cambridgeesol.org/rs_notes/rs_nts30.pdf

Entered by: University of Cambridge ESOL Examinations


www.pucsp.br/isfc/proceedings

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


Descriptor(s): Learning technologies

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


Descriptor(s): English language, Curriculum/syllabus

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


ISBN: 978-1900650793

Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)
ISBN: 9780521541916
Pages: 87–95
Entered by: University of Leeds (School of Education)

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

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

Principal format: Printed
Descriptor(s): Writing, Reading

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

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

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


**Country of research:** United Kingdom  
**Learners’ background:** United Kingdom  
**Institutional level:** adult  
**Entered by:** University of Birmingham (School of Education)


**Country of research:** United Kingdom  
**Learners’ background:** United Kingdom  
**Institutional level:** adult  
**Entered by:** University of Birmingham (School of Education)


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


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


**ISBN:** 0805845925  
**Pages:** 167–196

**Summary:** This paper focuses how, via their talk about their lives, four French nationals working as French teachers in London schools construct nationality-influenced (though not determined) hybrid professional and personal identities, lying in a metaphorical third place between home and London.

**Descriptor(s):** Teacher education, Cultural issues


**ISBN:** 1847063322  
**Pages:** 34–49

**Summary:** This paper is a short reflection on how language and identity researchers need to seek not only confirmation for their views, but also to engage with critiques of the rise of identity in the social sciences.

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

London: Palgrave.

**ISBN:** 1-4039–3964–0

**Summary:** This book begins with a discussion of globalization, migration, multiculturalism, identity, the global city and the history of migration to Britain and London. It then examines the language/cultural identities of four groups in London: East Asian graduate students, French foreign language teachers, Spanish-speaking Latinos and second-generation British Asian university students.

**Country of research:** United Kingdom

**Institutional level:** adult

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

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**ISBN:** 0230517005

**Pages:** 89–102

**Summary:** The call for the socialisation of SLA in The Social Turn in Second Language Acquisition (2003) paralleled Rampton’s (1997) call for a ‘retuned’ applied linguistics, with a bigger and better ‘toolkit’. This paper considers what bringing an entire hardware store to bear on language learning research might mean.

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

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

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**Summary:** Embedded in ongoing debates about multiculturalism are frequent references to bilingualism, which range from negative assessments to more positive views. This paper presents and critiques four assumptions often made about bilinguals and bilingualism. It concludes with some thoughts on how this discussion is relevant to the readers of this journal.

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

**Country of research:** United Kingdom

**Institutional level:** adult

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

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**ISBN:** 0-8264-7406-3

**Summary:** This book begins with a presentation of a poststructuralist approach to identity and then considers early SLA research on affective variables, examining how identity was an issue. It then considers research focussing on identity in three distinct contexts: (1) adult migration, (2) foreign language classrooms and (3) study abroad programmes.

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

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

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**Summary:** This article focuses on empirical research linking L2 learning and identity which has been published since Firth and Wagner (1997). It begins with a discussion of the broadly poststructuralist approach to identity and then critically reviews key publications carried out in naturalistic, foreign language and study abroad contexts.

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

**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)
| Block, D. | 2008. 'Language education and globalization' in S. May and N. Hornberger (eds.) Encyclopedia of Language and Education: Language Policy and Political Issues in Education. New York: Springer. ISBN: 0387328750 Pages: 31–43 Summary: This chapter examines globalisation theory before considering its relevance and applications to language education research. The latter discussion is organised in terms of: (1) early developments, (2) work in progress, problems and difficulties and (3) future directions. Descriptor(s): Cultural issues, ESOL/EAL Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication) |
| Block, D. | 2008. 'On the appropriateness of the metaphor of LOSS' in R. Rubdy and P. Tan (eds.) Language as Commodity: Global Structures, Local Marketplaces. London: Continuum. ISBN: 184706423X Pages: 187–203 Summary: This chapter explores the extent to which the metaphor of LOSS (MoL) is always appropriate as a way of framing discussions of language maintenance and shift in the lives of individuals. It concludes with a call for a more nuanced approach to this area of research. Descriptor(s): Cultural issues, ESOL/EAL Country of research: United Kingdom Institutional level: adult Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication) |
| Block, D. | 2008. 'Spanish-speaking Latinos in London: Community and language practices'. Journal of Language, Identity and Education 7/1: 5–21. Summary: This paper focuses on Spanish-speaking Latinos in London, an under-researched ethnomelinguistic group. It first establishes that there is a substantial number of Spanish-speaking Latinos in London and then moves to explore the extent to which one can say that there is a Spanish-speaking Latino community in the city. Descriptor(s): Cultural issues, ESOL/EAL Country of research: United Kingdom Learners' background: Colombia Institutional level: adult Entered by: Coventry University |
| Boonmoh, A. and H. Nesi. | 2008. 'A survey of dictionary use by Thai university staff and students, with special reference to pocket electronic dictionaries'. Horizontes de Lingüística Aplicada 6/2: 79–90. Summary: This study identifies some basic characteristics of pocket electronic dictionaries on sale in Thailand, and explores the dictionary using habits and preferences of staff and students at a Thai university. Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies, English language Country of research: Thailand Learners' background: Thailand Institutional level: tertiary Entered by: Coventry University |
*Expertise in Second Language Learning and Teaching*. Basingstoke: Palgrave 
Macmillan.

**ISBN:** 10: 1-4039-2096-6

**Pages:** 190–209

**Descriptor(s):** Teacher cognition

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

Borg, S. 2006. ‘Classroom research as professional development’ in S. Borg (ed.) 

**ISBN:** No ISBN

**Pages:** ix–xii

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

Borg, S. 2006. ‘Conditions for teacher research’. *English Teaching Forum* 
44/4: 22–27.

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

Borg, S. 2006. ‘Language teacher research in Europe’ in S. Borg (ed.) *Language Teacher 
Research in Europe*. Alexandria, VA: TESOL.

**ISBN:** 9781931185370

**Pages:** 1–6

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

London: Continuum.

**ISBN:** 0826477283

**Descriptor(s):** Teacher cognition

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

Borg, S. 2006. ‘The distinctive characteristics of foreign language teachers’. 

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

Borg, S. 2007. ‘English language teachers’ views of research: Some insights from 

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

Borg, S. 2007. ‘Research engagement in English language teaching’. *Teaching 
and Teacher Education* 23: 731–747.

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

Borg, S. 2007. ‘Understanding what teachers think about research’. 

**Summary:** This paper illustrates ways of studying what research means to teachers 
in an in-service teacher education context.

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

Borg, S. 2008. ‘English language teachers’ beliefs about research: Perspectives from 
the Netherlands’. *Levende Talen Tijdschrift [Journal of the Dutch Association of 

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

Borg, S. 2008. ‘Teacher research in English language teaching’ in S. Borg (ed.) 
*Investigating English Language Teaching and Learning in Oman*. Muscat: Ministry 
of Education, Oman.

**ISBN:** 9789948037699

**Pages:** ix–xiii

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

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


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


**ISBN:** 9783039114696

**Summary:** Introduction to a ground-breaking volume which shows how conversation analysis can make a significant contribution to the teaching of spoken language for specific purposes (LSP) and provides a firm foundation for future research and practice in this area.

**Descriptor(s):** Classroom interaction, Speaking, Methodology, ESP, Curriculum/syllabus

**Country of research:** various

**Learners’ background:** various

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


**ISBN:** 9783039114696

**Pages:** 305–330

**Summary:** This chapter attempts a brief overview of the implications of CA-based approaches to interaction for the teaching of speaking in the LSP classroom.

**Descriptor(s):** Speaking, Methodology, ESP, Classroom interaction

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


**ISBN:** 0-7044-2627-7

**Pages:** 180–194

**Summary:** Looks at how home and international students interact in group project work in higher education.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University


**Pages:** 339–342

**Principal format:** CD-ROM

**Summary:** In the wake of negative responses by students regarding the quality and helpfulness of feedback, tutors have begun to explore ways in which new technologies can improve feedback. This paper reviews the literature in the area of student feedback and provides some initial results into trials conducted using screen capture software for student feedback. The final part of the paper discusses some of the procedural and practical issues which need to be addressed in developing a clear methodology for this type of feedback.
Descriptor(s): Writing, Teacher education, Methodology, Learning technologies, English language, Classroom interaction, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University


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

www.cambridgeesol.org/rs_notes/rs_nts26.pdf

Entered by: University of Cambridge ESOL Examinations


Pages: 71–83

Summary: Report on an action research project involving development of teacher-learner autonomy within initial teacher education, including consideration of how resistance to the course design was responded to through investigation and changes which safeguarded the innovation.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


Pages: 152–166

Descriptor(s): Teacher education, ESOL/EAL

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


Descriptor(s): Cultural issues, ESOL/EAL, ESP, Curriculum/syllabus

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 978-1-4039-2096-6

Descriptor(s): Speaking, Methodology, Materials, ESOL/EAL, Curriculum/syllabus

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 978-3-11-01896-1

Pages: 159–186

Descriptor(s): Speaking, Methodology, Materials, ESOL/EAL, Curriculum/syllabus

ISBN: 0-387-23451-9

Descriptor(s): Teacher education, English language

Country of research: United Kingdom; Learners’ background: United Kingdom; Institutional level: secondary

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Descriptor(s): Speaking, Listening, English language

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


ISBN: 978-0521674393

Summary: Book and CD-ROM versions

Descriptor(s): Speaking, Listening, Learning technologies, English language, Curriculum/syllabus

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


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

www.cambridgeesol.org/rs_notes/rs_nts34.pdf

Entered by: University of Cambridge ESOL Examinations


Summary: This corpus-based study compares reporting clauses in theses in politics and materials science. Reporting clauses are used to comment on the writer’s own work and they enable writers to emphasize or hide responsibility for their own propositions. The findings have implications for teaching learners to construct an appropriate disciplinary stance.

Descriptor(s): Writing, ESP, English language

Country of research: United Kingdom; Institutional level: tertiary

Entered by: University of Oxford (Language Centre)

**Summary:** This study investigates the phraseology of reporting verbs in citations. In politics the predominant pattern is a verb of verbal communication in present tense, while in materials science, research action verbs in past tense are frequent. It is argued that working with patterns is beneficial in raising students’ language awareness.

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

**Country of research:** United Kingdom; Institutional level: tertiary

**Entered by:** University of Oxford (Language Centre)


**ISBN:** 978-1-84553-219-2

**Pages:** 147–161

**Summary:** This chapter shows how five grammatical patterns are used in two corpora of theses to reveal or obscure the writer’s identity. It is argued that learners need to use different levels of visibility to construct an appropriate academic identity, depending on disciplinary characteristics, professional status and rhetorical purpose.

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

**Country of research:** United Kingdom

**Entered by:** University of Oxford (Language Centre)


**Summary:** This paper examines disciplinary differences in the use of nouns followed by a that-clause. Politics writers use nouns of communication to take a stance towards others’ research, while materials science writers use evidential nouns to evaluate their own research. This study has pedagogical implications for teaching disciplinary research practices.

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

**Country of research:** United Kingdom; Institutional level: tertiary

**Entered by:** University of Oxford (Language Centre)


**Summary:** This paper describes an approach to teaching academic writing which combines awareness-raising work on rhetorical functions with hands-on concordancing. The discourse tasks focus primarily on function and the corpus tasks on form. It is argued that the combination of approaches helps students link general rhetorical purposes to specific lexico-grammatical choices.

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

**Country of research:** United Kingdom

**Learners’ background:** various;

**Institutional level:** tertiary

**Entered by:** University of Oxford (Language Centre)


**ISBN:** 978-989-95523-1-9

**Pages:** 60–64
**Summary:** In this study, 49 international graduates evaluated a hands-on concordancing course for academic writing. Attitudes towards corpus work were generally favourable: percentages of students who agreed with positive statements about corpus work ranged from 73% to 96%. However, lower ratings were recorded concerning the practicalities of the corpus tasks.

**Descriptor(s):** Methodology, Learning technologies, ESP

**Country of research:** United Kingdom; Learners’ background: various;

**Institutional level:** tertiary

**Entered by:** University of Oxford (Language Centre)

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

**Country of research:** Taiwan

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

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

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Summary:** This paper describes the investigation of a small corpus of writing of English for academic purposes produced by L1 speakers of Mandarin.

**Descriptor(s):** Writing, Methodology

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** Coventry University

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

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** Coventry University

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

**Pages:** 315–330

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

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** Coventry University

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**Pages:** 315–330

**Principal format:** Printed

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

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

**Country of research:** United Kingdom

**Learners' background:** China

**Institutional level:** tertiary

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

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**Principal format:** CD-ROM

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

**Descriptor(s):** Writing, Materials

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

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

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**Descriptor(s):** Cultural issues

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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

**Country of research:** United Kingdom

**Entered by:** University of Southampton (Modern Languages, School of Humanities)

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

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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


**Descriptor(s):** Speaking, Cultural issues, Methodology, ESOL/EAL, ESP, English language

**Country of research:** United Kingdom

**Entered by:** University of Southampton (Modern Languages, School of Humanities)


**ISBN:** 978-1-57473-107

**Pages:** 552–569

**Principal format:** Printed

**Descriptor(s):** Learner cognition

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


**Descriptor(s):** Learner cognition

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


**ISBN:** 9780230517004

**Pages:** 185–198

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


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


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


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


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

Descriptor(s): Teacher education, Teacher cognition, English language, Curriculum/syllabus, Classroom interaction

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

Descriptor(s): Cultural issues, Methodology, Materials, Learner cognition, English language, Curriculum/syllabus, Classroom interaction

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

ISBN: 1 901095142
Pages: 76–86
Descriptor(s): Cultural issues, Methodology, Learner cognition, English language, Curriculum/syllabus

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

Descriptor(s): ESOL/EAL

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

Descriptor(s): ESOL/EAL

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

Summary: Part of the Oxford Handbooks for Language Teachers series, the book examines the teaching and learning of English in migrant contexts. The authors draw on their extensive research in ESOL in the UK.
Descriptor(s): Teacher education, ESOL/EAL

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

ISBN: 978-0194422673

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

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


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

www.cambridgeesol.org/rs_notes/rs_nts25.pdf

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


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

www.cambridgeesol.org/rs_notes/rs_nts30.pdf

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


**ISBN:** 9780230553514

**Pages:** 5–23

**Summary:** Explores what happens in the post-observation feedback conference in initial teacher training for EFL teachers.

**Descriptor(s):** Teacher education

**Country of research:** United Kingdom

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


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

Descriptor(s): Cultural issues, ESOL/EAL, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: secondary
Entered by: University of Birmingham (School of Education)

Entered by: University of Birmingham (School of Education)

Summary: Looks at extended non-native spoken discourse to see how coherence breaks down. Considers miscues in semantic consistency (specificity) and pragmatic relevance and how these accumulate leading to a loss in coherence.
Descriptor(s): Speaking, ESOL/EAL, English language
Country of research: United Kingdom

Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University

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

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

Summary: The research shows Chinese learners are clearly aware of differences and difficulties in the British university system, particularly in teacher/student expectations, lesson purposes and assessment methods, but that they also find benefits. It concludes that learning styles are contextual, not cultural and gives practical advice to facilitate adaptation.
www.brookes.ac.uk/schools/education/eal/eal-3-2/Cross%20and%20Hitchcock%202007.pdf

Descriptor(s): Teacher cognition, Cultural issues, Methodology, Learner cognition, Learner autonomy/strategies, ESOL/EAL, Classroom interaction

Country of research: United Kingdom

Learners' background: China

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


ISBN: 9789042024465

Pages: 57–81

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

Descriptor(s): Writing, Learner cognition, Learner autonomy/strategies, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Cambridge ESOL Examinations


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

www.cambridgeesol.org/rs_notes/rs_nts25.pdf

Entered by: University of Cambridge ESOL Examinations


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

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

**Country of research:** Hungary

**Institutional level:** secondary

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


**Descriptor(s):** Cultural issues

**Country of research:** Hungary

**Institutional level:** secondary

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


**Summary:** In this paper we report the results of a questionnaire survey conducted with 1777 Hungarian primary school children aged between 13 and 14 studying English and German. In our research we investigated the differences in the motivational and intercultural contact measures as well as determinants of motivated behaviour between learners of English and German.

**Descriptor(s):** Cultural issues

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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


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

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


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

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


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

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

www.oise.utoronto.ca/orbit/documents/cumm ins_etal_002.pdf


ISBN: 9780230217041

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


ISBN: 9781403988171

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


ISBN: 9781403988171

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

**ISBN:** 9780415446679

**Summary:** This book covers the core areas of the subject and suggests applications to ELT: Context and Co-text, Speech Act Theory, Conversation Analysis, Exchange Structure, Interactional Sociolinguistics, the Co-operative Principle, Politeness Theory, Corpus Linguistics, Communities of Practice, Intercultural Pragmatics, Interlanguage Pragmatics and Language Learning.

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

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

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

**Pages:** 1–32

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

**Descriptor(s):** Assessment

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

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**ISBN:** 3-631-55304-8

**Pages:** 101–119

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

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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

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


Descriptor(s): Assessment

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


Descriptor(s): ESOL/EAL, Assessment

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


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

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

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


Entered by: University of Leeds (School of Education)
**ISBN:** 9027238987
**Entered by:** University of Leeds (School of Education)

**Summary:** Sacha DeVelle describes a study to examine raters’ use and perceptions of the revised IELTS pronunciation scale.
www.cambridgeesol.org/rs_notes/rs_nts34.pdf
**Entered by:** University of Cambridge ESOL Examinations

**Summary:** This article reflects on the continued momentum of empirical research and debate regarding English as a lingua franca. The discussion considers the current situation in light of theoretical positions on globalization, arguing that a ‘transformationalist’ perspective is of most relevance to furthering our understanding of ELF.
**Descriptor(s):** Teacher education, English language
**Country of research:** United Kingdom
**Entered by:** King’s College London (Department of Education and Professional Studies)

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

**Descriptor(s):** Cultural issues, Methodology, ESOL/EAL, ESP, English language, Curriculum/syllabus
**Country of research:** United Kingdom
**Entered by:** University of Southampton (Modern Languages, School of Humanities)

**Summary:** This is an inquiry into the pedagogy of the Ideas Factory and EAL children’s literacy practices that this approach facilitated. A multimodal social semiotic approach to teaching and learning in the gallery and the classroom is the framework for the understanding of children’s literacy work.
**Descriptor(s):** Teacher education, Cultural issues, Methodology, ESOL/EAL, Curriculum/syllabus, Classroom interaction
**Country of research:** United Kingdom
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

Pages: 147–176
Summary: In this paper we investigate the use of the English article system in two comparable learner corpora, Chinese-English and Spanish-English. Such investigation is significant as article use is at the interface of syntax, semantics and pragmatics.
Descriptor(s): Writing, Learner cognition, English language
Country of research: various
Learners' background: various
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations

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

ISBN: 978-0582382381
Descriptor(s): Teacher education, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus
Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Learner cognition, Learner autonomy/strategies

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

ISBN: 978-4-469-24508-0
Descriptor(s): Learner cognition, Learner autonomy/strategies
Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Learner cognition, Learner autonomy/strategies
Entered by: University of Nottingham (School of English Studies)

ISBN: 978-4469244571
Descriptor(s): Assessment
Entered by: University of Nottingham (School of English Studies)

ISBN: 9780387463001
Pages: 719–731
Descriptor(s): Management/innovation, Learner cognition, Learner autonomy/strategies, Classroom interaction
ISBN: 9788497887175
Descriptor(s): Learner cognition, Learner autonomy/strategies
 Entered by: University of Nottingham (School of English Studies)

ISBN: 9788497887021
Descriptor(s): Learner cognition, Learner autonomy/strategies
 Entered by: University of Nottingham (School of English Studies)

ISBN: 9789056295097
Pages: 95–109
Descriptor(s): Learner cognition, Learner autonomy/strategies
 Institutional level: secondary
 Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Teacher education, Learner cognition, Learner autonomy/strategies
 Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Teacher education, Learner cognition, Learner autonomy/strategies
 Entered by: University of Nottingham (School of English Studies)

ISBN: 9789056295097
Pages: 95–109
Descriptor(s): Learner cognition, Learner autonomy/strategies
 Institutional level: secondary
 Entered by: University of Nottingham (School of English Studies)

ISBN: 978-84-95827-93-7
Descriptor(s): Management/innovation, Learner cognition, Learner autonomy/strategies, Classroom interaction
 Entered by: University of Nottingham (School of English Studies)

Descriptor(s): Cultural issues, English language
 Country of research: Hungary
 Institutional level: secondary

**Summary:** This study investigates a series of dyadic consciousness-raising tasks which were introduced into an actual L2 classroom. This research not only shows that consciousness-raising tasks can bring about significant learning gains in L2 explicit knowledge, but further reveals that many such learning opportunities lie outside the explicit linguistic focus of the tasks under scrutiny.

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

**Country of research:** Germany

**Learners’ background:** various

**Institutional level:** tertiary

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


**ISBN:** 9783631573303

**Pages:** 13–46

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

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

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


**Principal format:** CD-ROM

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


**ISBN:** 9780230580060

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


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

**Institutional level:** adult

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


**ISBN:** 978-0230553514

**Pages:** 232–247
**Descriptor(s):** Teacher education, Teacher cognition, English language  
**Entered by:** University of Manchester (School of Education)


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

**Descriptor(s):** Writing, Cultural issues, ESP, English language  
**Country of research:** United Kingdom  
**Learners’ background:** Sudan  
**Institutional level:** tertiary  
**Entered by:** Coventry University


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

www.ellieresearch.eu/docs/ELLiE_1st_Interim_Report_Dec_08.pdf  
**Descriptor(s):** Methodology, Management/innovation, English language, Curriculum/syllabus  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** primary

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

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


**ISBN:** 3 8233 6136 8  
**Pages:** 177–192  
**Summary:** This study draws on interview data from Hungarian senior academics and ministry officials reviewing the process of language policy-making for an early start to foreign language learning (English) during the 1990s in Hungary. Implications of the decision against a mandatory early start are contextualised within a wider EU soft policy context.

**Descriptor(s):** Teacher education, Methodology, Management/innovation, Curriculum/syllabus  
**Country of research:** Hungary  
**Institutional level:** primary  
**Entered by:** London Metropolitan University (Faculty of Humanities, Arts, Languages and Education)


**ISBN:** 10: 3-526-50836-4  
**Pages:** 59–70  
**Summary:** This paper focuses on the role of picture story books in the development of critical visual literacy and their potential
contribution to the achievement of critical written literacy for young learners of English as a foreign language.

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

**Institutional level:** primary

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

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

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

**Country of research:** Poland

**Institutional level:** primary

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

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

**Institutional level:** adult

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

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**ISBN:** 978 3823361367

**Pages:** 215–230

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

**Institutional level:** adult

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

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

**Institutional level:** adult

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

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**ISBN:** 978 1931185516

**Pages:** 147–165

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

**Institutional level:** adult

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

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**ISBN:** 978 0820498829

**Pages:** 113–128

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

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

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


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

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


**Descriptor(s):** English language

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


**ISBN:** 1-4039-8817-X

**Pages:** 138–157

**Summary:** This chapter used the British English CANCODE corpus and the Irish English LICE corpus to explore vague language in contexts where the participants have different degrees of shared knowledge and intimacy, notably casual conversation, spoken academic data, and calls to radio phone-ins. The implications for language teaching are considered.

**Descriptor(s):** Speaking, Cultural issues, ESP, English language, Classroom interaction

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


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

www.cambridgeesol.org/rs_notes/rs_nts23.pdf

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

and C. White (eds.) *Distance Education and Languages: Evolution and Change*. Clevedon: Multilingual Matters.

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


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


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


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


**Summary:** A call for second language teachers to prioritise the teaching of listening skills and compensatory strategies so as to enable learners to take full advantage of the rich linguistic resources which are now available outside the classroom.

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

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

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


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

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


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

Descriptor(s): Writing, Speaking, Reading, Listening
Entered by: University of Reading (Department of Applied Linguistics)


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

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


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

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

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

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

Country of research: United Kingdom

Learners' background: various

Institutional level: adult

Entered by: University of Salford (School of Languages)


Entered by: Swansea University (Department of Applied Linguistics)


ISBN: 978-0-521-70327-7

Pages: 116–132

Entered by: Swansea University (Department of Applied Linguistics)


Entered by: Swansea University (Department of Applied Linguistics)


Pages: 123–148

Entered by: Swansea University (Department of Applied Linguistics)


Entered by: University of Salford (School of Languages)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)

ARTICLES, CHAPTERS, AUTHORED BOOKS AND UNPUBLISHED ITEMS

IsBN: 978-0521786478

Descriptor(s): Listening

Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Entered by: University of Leeds (School of Education)


Summary: text reconstruction task is compared with that of intermediate learners in an earlier study. Grammatical and lexical Language Related Episodes containing metalanguage are categorised, and their frequency compared. Advanced learners are shown to be more frequent metalanguage users than their intermediate counterparts, particularly in lexical episodes.

Descriptor(s): Learner cognition, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


ISBN: 978-83-883354-5-7

Pages: 95–108

Principal format: Printed

Summary: This paper discusses the use of tasks during which learners focus on form, either incidentally or more particularly as a design feature of the task, focussing principally on research on the latter task type, especially work on collaborative output tasks.

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


Summary: This study used qualitative and quantitative analyses of classroom interaction in English and Japanese L2. It showed that negotiation for meaning is rare, and mostly lexical in nature, while learners provide themselves and each other with other kinds of potentially valuable opportunities for language development.
**Descriptor(s):** Methodology, Materials, Classroom interaction  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** St. Mary’s University College, Twickenham, London (School of Communication, Culture and Creative Arts)

**Descriptor(s):** ESOL/EAL  
**Entered by:** Canterbury Christ Church University (Department of English and Language Studies)

**ISBN:** 978-0-387-46300-1  
**Descriptor(s):** ESOL/EAL  
**Entered by:** Canterbury Christ Church University (Department of English and Language Studies)

**ISBN:** 1-9311-8530-1  
**Pages:** 81–89  
**Descriptor(s):** ESOL/EAL  
**Entered by:** Canterbury Christ Church University (Department of English and Language Studies)

**Summary:** A summary by Diana Fried-Booth of research into FCE Listening focusing on changes to the format of Part 1 of the paper. www.cambridgeesol.org/rs_notes/rs_nts30.pdf  
**Entered by:** University of Cambridge ESOL Examinations

**ISBN:** 9783631569054  
**Pages:** 33–46  
**Summary:** The chapter was an outcome from the EU–Funded Cilcom project, focussing on the development of CLIL teacher competences.  
**Descriptor(s):** Management/innovation, Curriculum/syllabus  
**Entered by:** University of Portsmouth (School of Languages and Area Studies)

**Descriptor(s):** Assessment  
**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

**ISBN:** 9780387328751  
**Descriptor(s):** Assessment

Descriptor(s): Assessment

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


ISBN: 10: 0521542480

Pages: 422–445

Summary: This study investigates the judgements made by twelve trainee examiners (TEs) for the IELTS Writing Module. On successive occasions, before and during training, the TEs rated a set of eight scripts and wrote brief retrospective reports about their rating of four of the scripts.

Descriptor(s): Writing, English language, Assessment

Country of research: United Kingdom

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


Summary: 110 teachers from 5 countries provided feedback on the same student essay. Teachers overwhelmingly focused on grammar and assumed what was termed a Provider role, providing the correct forms for the student. Some teachers assumed an Initiator role, indicating errors and issues and expecting the learner to work on them.

Descriptor(s): Writing

Country of research: various

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


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

www.cambridgeesol.org/rs_notes/rs_nts20.pdf

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Speaking, ESOL/EAL, Assessment

Country of research: various

Learners’ background: various

Institutional level: primary

Entered by: University of Cambridge ESOL Examinations


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

www.cambridgeesol.org/rs_notes/rs_nts30.pdf

Entered by: University of Cambridge ESOL Examinations


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

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Birmingham (School of Education)


Descriptor(s): ESOL/EAL, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Birmingham (School of Education)


Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Entered by: University of Birmingham (School of Education)


ISBN: 0-08-044299-4

Pages: vol 6, 480–483

Descriptor(s): Learner autonomy/strategies

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


Pages: 116–121
Descriptor(s): Cultural issues
Entered by: Cardiff University (School of English, Communication and Philosophy)

Garrett, P., A. Williams and B. Evans. 2005. ‘Attitudinal data from New Zealand, Australia, the USA and UK about each other’s Englishes: Recent changes or consequences of methodologies?’. *Multilingua* 24: 211–236.
Descriptor(s): Cultural issues
Entered by: Cardiff University (School of English, Communication and Philosophy)

ISBN: 9780230553514
Pages: 67–86
Summary: An investigation into the effects that teacher beliefs may have on the interaction patterns that teachers set up in their classrooms.
Descriptor(s): Teacher cognition, Classroom interaction
Entered by: Aston University (School of Languages and Social Sciences)

Descriptor(s): Teacher education
Institutional level: tertiary
Entered by: Aston University (School of Languages and Social Sciences)

Summary: This paper examines the distinctive contribution that distance education can make to teacher development.
Descriptor(s): Teacher education
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 9780230553514
Pages: xiii–xxvii
Summary: An introduction to this edited collection looking at the career trajectory of those in TESOL, teacher cognition and the discourses of teachers
Descriptor(s): Teacher education, Teacher cognition
Entered by: Aston University (School of Languages and Social Sciences)

Descriptor(s): Listening, Assessment
Learners’ background: various
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations

Summary: Ardeshir Geranpayeh reports on studies undertaken to investigate how Structural Equation Modelling (SEM) can aid the revision of high stakes testing, using CAE as a case study. He describes how SEM can be used to show that changes to the format of tests would not significantly change the underlying constructs of the CAE exam.
Summary: Article explores sources of difficulty for test items in a General English Listening test using Differential Item Functioning (DIF). This procedure is used to show how tests are fair to candidates and as free from construct irrelevant variables as possible. This article investigates whether age is a source of unfairness in the Certificate in Advanced English (CAE) Listening paper.


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


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


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

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


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


ISBN: 1403996628

Pages: 1–10

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

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


ISBN: 1403996628

Pages: 18–46

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

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

Descriptor(s): Cultural issues
Country of research: United Kingdom
Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


Summary: An investigation into the attributions of success and failure of adult EFL learners in the Department of Continuing Education, Minsk State Linguistic University, Belarus. Students attributed their limited progress mainly to the teacher’s competence, the frequency and length of classes, the number of activities for listening and speaking, and teacher consultations.

Entered by: University of Oxford (Language Centre)


Descriptor(s): Learning technologies
Entered by: University of Liverpool (School of English)


Descriptor(s): Learning technologies
Entered by: University of Liverpool (School of English)


Descriptor(s): English language
Entered by: University of Liverpool (School of English)


Descriptor(s): English language
Entered by: University of Liverpool (School of English)


Descriptor(s): Learning technologies
Entered by: University of Birmingham (School of Education)


Descriptor(s): Writing, Curriculum/syllabus, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Descriptor(s): Teacher education
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Summary: Learners and teachers on IELTS and non-IELTS EAP courses responded to questionnaires on academic writing instruction. Although test preparation courses, as predicted by washback theory, did appear to cover a relatively narrow range of skills, evidence was found that narrow preparation strategies were not driven primarily by learner expectations.
Descriptor(s): Writing, Cultural issues, Learner autonomy/strategies, ESP, Assessment
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Descriptor(s): Writing, Teacher cognition, Methodology, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Descriptor(s): Writing, Teacher cognition, Methodology, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 978-0-521-692922
Descriptor(s): Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Descriptor(s): Methodology, Learner autonomy/strategies, Curriculum/syllabus, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Descriptor(s): Teacher education, Assessment
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment) 

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

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**Summary:** An overview of the development of the Standardization Agreement (STANAG) 6001 guidelines used for assessment purposes within NATO and a discussion of some of the challenges facing testing teams working to create assessment systems within their military organisations in Central and Eastern Europe.  
**Descriptor(s):** ESP, English language, Assessment  
**Institutional level:** adult  
**Entered by:** Lancaster University (Linguistics and English Language) 

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

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**ISBN:** 978-1-4129-1971-5  
**Pages:** 365–378  
**Summary:** This chapter draws on recent literature from applied linguistics to inform our understanding of the role of language in international education. Particular emphasis is placed on the role of English as an International Language. The author proposes that international educators should critically interrogate this discourse, thereby playing a transformative role in the development of their discipline.  
**Descriptor(s):** Teacher education, Teacher cognition, Cultural issues, English language  
**Country of research:** various  
**Learners’ background:** various  
**Entered by:** University of Bath (Department of Education) 

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**Summary:** Large numbers of students from the Chinese speaking world are nowadays enrolled in Western universities, prompting the need for awareness of their educational beliefs and practices. Although an established literature seeks to characterize ‘the Chinese learner’, much of this research results in stereotypical representations of a ‘reduced other’: passive, uncritical and over-reliant on the instructor.  
**Descriptor(s):** Cultural issues  
**Country of research:** United Kingdom  
**Learners’ background:** China  
**Institutional level:** tertiary  
**Associated project:** Chinese Learners’ Perceptions and Constructions of British Academic Culture  
**Entered by:** University of Bath (Department of Education)
Pages: 56–65
Summary: This paper explores the international student experience from the perspective of identity construction. Through case studies based on ethnographic interviews, it documents the cultural, linguistic and academic challenges of Chinese-speaking students. www.swap.ac.uk/docs/monograph_ulu.pdf
Descriptor(s): Cultural issues, English language
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Associated project: Chinese Learners’ Perceptions and Constructions of British Academic Culture
Entered by: University of Bath (Department of Education)

ISBN: 2-86621-372-6
Pages: 385–402
Summary: Representations of other cultures often consist in the first place of stereotypes. People also often generate autostereotypes of their own culture: homogenous constructs which are not congruent with the diverse reality of their community (Wodak et al, 1999). It can be helpful for foreign and second language learners to consider stereotypes both of their own culture and the target language culture, as a first step to becoming interculturally aware.
Descriptor(s): Cultural issues
Country of research: Belgium
Learners’ background: various
Institutional level: secondary
Entered by: University of Bath (Department of Education)

Summary: The paper explores the complexity of the notion of plagiarism from sociocultural and psychological perspectives. A longitudinal study, it investigates 10 Chinese students’ changing perceptions of plagiarism
during their UK-based Masters courses and compares these perceptions with those of their pre-sessional EAP tutors.

**Descriptor(s):** Writing, Teacher cognition, Cultural issues, Learner cognition, ESP

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** University of Sussex (The Sussex Language Institute)

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**Learners’ background:** Canada

**Institutional level:** adult

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

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

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

**Institutional level:** secondary

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

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

[www.cambridgeesol.org/rs_notes/rs_nts23.pdf](www.cambridgeesol.org/rs_notes/rs_nts23.pdf)

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

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

[www.cambridgeesol.org/rs_notes/rs_nts22.pdf](www.cambridgeesol.org/rs_notes/rs_nts22.pdf)

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

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

[www.cambridgeesol.org/rs_notes/rs_nts32.pdf](www.cambridgeesol.org/rs_notes/rs_nts32.pdf)

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

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**ISBN:** 978-3-03910-909-8
This paper describes a project at Middlesex University to support students in academic writing skills. A collaborative authoring model was established to develop materials for the university's virtual learning environment. The writing team found the interaction between authorship, audience and medium to be problematic, and strategies for resolving this are explored.

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

Institutional level: tertiary

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


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

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

Entered by: Swansea University (Department of Applied Linguistics)


Kent: IATEFL.

ISBN: 1 901095 02 9

Pages: 39–41

Principal format: Printed

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

Descriptor(s): English language

Country of research: various

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

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

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

www.developingteachers.com/articles_tchtraining/criticalpedagogy_graham.htm

Descriptor(s): Teacher education, Curriculum/syllabus

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


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

**Descriptor(s):** Teacher education  

**Country of research:** United Kingdom  

**Learners’ background:** various  

**Institutional level:** adult

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

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

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

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

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

**Descriptor(s):** Teacher education,  
Cultural issues

**Country of research:** various

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

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

**Descriptor(s):** Cultural issues

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

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**ISBN:** 978-0-521-672580/978-0-521-856638  

**Pages:** 140–161

**Descriptor(s):** Writing

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

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

**Pages:** 487–504

**Descriptor(s):** Assessment

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

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

**Hamp-Lyons, L. and A. Davies.** 2006.  
**Descriptor(s):** Assessment  
**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

**Hamp-Lyons, L. and A. Davies.** 2008.  
**Descriptor(s):** English language, Assessment  
**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

**Harrison, C.** 2007.  
**Summary:** Clare Harrison reports on research and consultation undertaken to review the FCE and CAE Speaking tests.  
www.cambridgeesol.org/rs_notes/rs_nts30.pdf  
**Entered by:** University of Cambridge ESOL Examinations

**Harrison, C.** 2007.  
**Summary:** Clare Harrison’s article on the uptake of TKT to date reveals a wide range of contexts in which it has been used to confirm teachers’ knowledge about teaching.  
www.cambridgeesol.org/rs_notes/rs_nts29.pdf  
**Entered by:** University of Cambridge ESOL Examinations

**ISBN:** 9783836422826  
**Descriptor(s):** Curriculum/syllabus, Assessment  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**ISBN:** 3403043185  
**Pages:** 22–36  
**Summary:** The chapter examines the new demands placed on schools in the context of assessment and self-determination. Schools face new challenges and tensions as they are confronted with external means of quality management since the advent of large-scale assessment studies like PISA.  
**Descriptor(s):** Teacher education, Management/innovation, ESOL/EAL, English language, Curriculum/syllabus, Assessment  
**Country of research:** Germany  
**Learners’ background:** Germany  
**Institutional level:** secondary  
**Entered by:** University of Warwick (Centre for Applied Linguistics)

**Harsch, C. and K. Schröder.** 2006. ‘Der mühsame Weg zur, Neuen Evaluationskultur an unseren Schulen [The painstaking way towards the “new evaluative culture” in our
The chapter gives an overview of necessary steps towards a new evaluative culture within the German school system, to use a complementary approach of informal and formal teacher assessments in combination with the use of internal and external means of assessment.

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

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


ISBN: 9783407254917

Pages: 149–156

Summary: Report on the results of a large-scale assessment study in Germany to investigate 9th graders’ proficiency in German and English as first foreign language. In this chapter, we report on the results of the C-test module as a measurement for global proficiency in English.

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

Country of research: Germany

Learners’ background: Germany

Institutional level: secondary

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


ISBN: 9783407253989

Pages: 42–62

Summary: Account of the conceptualisation of communicative competences of 9th graders in the German school system (secondary level) in German and English as
first foreign language. This chapter describes the concept and measurement model of the writing sub-tests for German and English.

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

**Country of research:** Germany

**Learners’ background:** Germany

**Institutional level:** secondary

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


**ISBN:** 9783407254917

**Pages:** 139–148

**Summary:** Report on the results of a large-scale assessment study in Germany to investigate 9th graders’ proficiency in German and English as first foreign language. In this chapter, we report on the results of the writing sub-test for English.

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

**Country of research:** Germany

**Learners’ background:** Germany

**Institutional level:** secondary

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


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

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)

**Harwood, N.** 2005. “‘We do not seem to have a theory...The theory I present here attempts to fill this gap’: Inclusive and exclusive pronouns in academic writing’. Applied Linguistics 26/3: 343–375.

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

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)


**Summary:** This paper explores the various anti-textbook arguments in the literature to determine their relevance to the field of EAP. I distinguish between what I call a ‘strong’ and a ‘weak’ anti-textbook line, then review the corpus-based studies which compare the language EAP textbooks teach with corpora of the language academic writers use.

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

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)

**Harwood, N.** 2006. ‘(In)appropriate personal pronoun use in political science: A qualitative study and a proposed heuristic for future

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)


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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)


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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Essex (Department of Language and Linguistics)


**ISBN:** 0521680972

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

**Descriptor(s):** Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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


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

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

**ISBN:** 9780521711920

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


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

www.cambridgeesol.org/rs_notes/rs_nts19.pdf

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


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

www.cambridgeesol.org/rs_notes/rs_nts26.pdf

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


**Descriptor(s):** Assessment

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


**ISBN:** 978-0-521-680974

**Descriptor(s):** Assessment

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


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

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


**Descriptor(s):** Assessment

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


Summary: This paper extends the existing discussion of the problems of conducting classroom-based research in the field of applied linguistics by discussing specific challenges of engaging busy language teachers in one’s research, sustaining their commitment throughout the project and handling the physical and emotional strain of the researcher.

Descriptor(s): Teacher education, Teacher cognition

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Sheffield (School of English)


ISBN: 9780080442990 (for 14 volume set)

Descriptor(s): Writing, Reading, English language

Country of research: United Kingdom

Entered by: University of Liverpool (School of English)


ISBN: 0415328632

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

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

Country of research: United Kingdom

Institutional level: adult

Entered by: University of Liverpool (School of English)


Principal format: Printed

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

Country of research: United Kingdom

Entered by: University of Liverpool (School of English)


Principal format: Printed

Descriptor(s): Writing, Reading, English language

Country of research: United Kingdom

Entered by: University of Liverpool (School of English)


Descriptor(s): Writing, Methodology, ESP, English language

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Liverpool (School of English)


ISBN: 9783631583111
Descriptor(s): Writing, English language
Country of research: United Kingdom
Institutional level: adult
Associated project: The Textual Priming of Hard News Stories
Entered by: University of Liverpool (School of English)

ISBN: 9780826491725
Descriptor(s): Writing, Speaking, Reading, Listening, ESP, English language
Institutional level: adult
Entered by: University of Liverpool (School of English)

Summary: The validity of using personal narratives in research.
Descriptor(s): Cultural issues
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: A discussion of how a native-speakerist cultural chauvinism operates within the professional structure of Western ELT.
Descriptor(s): Cultural issues, Methodology, Learner autonomy/strategies, English language, Curriculum/syllabus
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

ISBN: 1403996628
Pages: 47–63
Descriptor(s): Curriculum/syllabus
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: A description of cultural chauvinism in the ELT profession against ‘non-native speaker’ students and colleagues.
Descriptor(s): Cultural issues, English language, Curriculum/syllabus
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: Discussion of research evidence for cultural chauvinism in ELT.
Descriptor(s): Cultural issues
Entered by: Canterbury Christ Church University (Department of English and Language Studies)

Summary: Discussion of how stakeholder-centredness is in effect an example of cultural chauvinism in which the ‘non-native speaker’ colleague is considered culturally deficient.

Descriptor(s): Cultural issues, Curriculum/syllabus

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


Summary: A discussion of how changes in the ownership of English affect the politics of speakerhood, the relevance of the native–non-native speaker distinction and the politics of English as a lingua franca.

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

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


ISBN: 0-415-27060

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

Descriptor(s): Cultural issues

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


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

Descriptor(s): Materials, ESP, English language

Entered by: University of Leeds (The Language Centre)


ISBN: 0230517005

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

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

Country of research: various

Learners’ background: various

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

ISBN: 0230517005

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

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

Country of research: various

Learners’ background: various

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


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

Entered by: University of Cambridge ESOL Examinations

www.cambridgeesol.org/rs_notes/rs_ncts24.pdf

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

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

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

Country of research: various

Learners’ background: various

Institutional level: primary

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


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

Entered by: University of Cambridge ESOL Examinations

www.cambridgeesol.org/rs_notes/rs_ncts26.pdf

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

www.cambridgesesol.org/rs_notes/rs_nts31.PDF

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780826489609

Pages: 254–267

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

Descriptor(s): Reading, English language

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


ISBN: 9780472032327

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

Descriptor(s): Writing, ESOL/EAL

Country of research: New Zealand

Learners’ background: various

Institutional level: tertiary

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


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

Descriptor(s): Teacher education, English language

Country of research: Hong Kong

Learners’ background: Hong Kong

Institutional level: tertiary

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


ISBN: 90 272 2287 8

Pages: 87–114

Descriptor(s): Writing, ESP

Entered by: Institute of Education, London
ISBN: 9 780826 476111

**Descriptor(s):** Writing

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

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**Descriptor(s):** Writing, ESP

**Institutional level:** tertiary

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

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ISBN: 9 780805 850451

**Pages:** 177–189

**Descriptor(s):** Writing, Methodology

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

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ISBN: 0-08-044299-4

**Pages:** 694–697

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

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

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ISBN: 978-3039111831

**Pages:** 17–45

**Descriptor(s):** Writing, ESP

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

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ISBN: 9 780415 358705

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

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

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ISBN: 978-0-387-46300-1

**Pages:** 379–390

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

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**Descriptor(s):** Writing

**Institutional level:** tertiary

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

ISBN: 9 780472 032570
Pages: 70–89
Descriptor(s): Writing, English language
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)

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

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


Descriptor(s): ESP, Writing
Entered by: Institute of Education, London (Department of Learning, Curriculum and Communication)
### Articles, Chapters, Authored Books and Unpublished Items


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


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


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


Summary: Kate Ingham and David Thighe describe some of the issues involved in developing LSP tests, focusing on the International Certificate in Financial English (ICFE), including the relationship of test specificity to test generalisability and the importance of ensuring authenticity of test content.

www.cambridgeesol.org/rs_notes/rs_nts25.pdf  
Entered by: University of Cambridge ESOL Examinations


Summary: Kate Ingham describes Cambridge ESOL’s training program for new item writers. All item writers undergo both general and paper-specific training; training activities for new and established item writers for the Listening component of the new International Certificate in Financial English (ICFE) are described.

www.cambridgeesol.org/rs_notes/rs_nts32.pdf  
Entered by: University of Cambridge ESOL Examinations


Summary: Describing the ‘Exploring the procedures’ research project.

Descriptor(s): Teacher education, Teacher cognition, Materials, Learner cognition, Curriculum/syllabus, Classroom interaction  
Country of research: United Kingdom  
Learners’ background: United Kingdom  
Institutional level: tertiary  
Associated project: Exploring the Procedures Used in Non-linguistic Skill Teaching and Assessing their Relevance for Language Teaching  
Entered by: Lancaster University (Linguistics and English Language)
ISBN: 1-901095-02-9
Pages: 141–143
Principal format: Printed
Summary: This paper documents the changing role of computers in English for academic purposes and argues that a computer for academic purposes (CAP) should now form a component of most EAP courses if they are to adequately equip non-native speakers for academic study at British universities.
Descriptor(s): Learning technologies, ESP, Curriculum/syllabus
Learners’ background: various
Institutional level: adult
Entered by: University of Salford (School of Languages)

ISBN: 5-7444-1702-8
Pages: 200–204
Principal format: Printed
Summary: This paper demonstrates how computers can be usefully integrated into classroom practice by making full use of the technology skills of our students.
Descriptor(s): Learning technologies, ESP, Curriculum/syllabus

Learners’ background: various
Institutional level: adult
Entered by: University of Salford (School of Languages)

Summary: This state-of-the-art discussion paper considers the impact of technology on long-established notions of English as a foreign or second language. It goes on to argue and illustrate a role for computers in shifting away from traditional notions of curriculum and syllabus towards task-based approaches.
www.asian-efl-journal.com/
December_05_hj.php
Descriptor(s): Learning technologies, English language

Summary: This paper discusses the implications of computer-mediated-communication (CMC) for English language teaching (ELT).
Descriptor(s): English language
Country of research: United Kingdom
Entered by: University of Salford (School of Languages)

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

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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


**Pages:** 137–154

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

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

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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


**Descriptor(s):** Teacher education

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


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

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


**Summary:** This article explores recent research into WE and ELF and the extent to which it is being taken into account by English language professionals, applied linguists and SLA researchers. It also

addresses the implications of WE and ELF for English language standards and for the native-non-native English teacher debate.

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

**Institutional level:** adult

**Entered by:** University of Southampton (Modern Languages, School of Humanities)


**Summary:** This article argues that mainstream SLA research can no longer afford to ignore the massive growth in the use of ELF, highlights the irrelevance for ELF of concepts such as interference and fossilization, and explores the extent to which alternative perspectives offer greater promise for ELF.

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

**Institutional level:** tertiary

**Entered by:** University of Southampton (Modern Languages, School of Humanities)


**Summary:** This article argues that recent changes in users and uses of English have reached the point when a major rethink of the goals of ELT is needed, but that this will first require a substantial overhaul of English language testing, given that curriculum change will not be accepted if it isn’t reflected in assessment targets.

**Institutional level:** tertiary

**Entered by:** University of Southampton (Modern Languages, School of Humanities)


**ISBN:** 9780194422376

**Summary:** An investigation of attitudes towards the phenomenon of English as a Lingua Franca. The research involved a questionnaire using folk-linguistic methods completed by (mainly non-native) teachers of English in a range of countries, and interviews with non-native English teachers to explore their sense of identity in English, relating especially to their accents.

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

**Country of research:** various

**Institutional level:** tertiary

**Entered by:** University of Southampton (Modern Languages, School of Humanities)


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

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


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


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


**ISBN:** 978 90 272 2376 0

**Pages:** 177–202

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

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


**ISBN:** 978-0-230-55436-8

**Summary:** Describing expertise research undertaken in areas related to language learning and teaching

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

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


**ISBN:** 978-0-230-55436-8

**Summary:** Describing expertise research undertaken in areas related to language learning and teaching

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

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


**ISBN:** 978-0-230-55436-8

**Pages:** 11–34

**Summary:** Considering expertise studies in non-language-teaching areas and discussing ways in which similar research might be done in the language teaching area.

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

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


**Summary:** Considering the development of expertise research in the language teaching field and describing some examples of small-scale research undertaken at Lancaster.

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

**Country of research:** United Kingdom

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


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

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

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

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


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

**Entered by:** Lancaster University (Linguistics and English Language)
Descriptor(s): Teacher education, Methodology, Materials, English language, Curriculum/syllabus, Classroom interaction
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: tertiary
Associated project: Exploring the Procedures Used in Non-linguistic Skill Teaching and Assessing their Relevance for Language Teaching
Entered by: Lancaster University (Linguistics and English Language)

Summary: Describing a research project which observed the way teachers evaluate a textbook for possible classroom use with their students. Uses think-alouds.

Descriptor(s): Teacher education, Teacher cognition, Methodology, Materials, Learner cognition, English language, Curriculum/syllabus
Country of research: United Kingdom
Institutional level: tertiary
Entered by: Lancaster University (Linguistics and English Language)

Summary: Neil Jones describes how tests for 26 different languages are being related to the Languages Ladder framework, focusing on how objectively marked components (reading and listening) can be linked to it.
www.cambridgeesol.org/rs_notes/rs_nts19.pdf

Entered by: University of Cambridge ESOL Examinations

Summary: Neil Jones gives a unique view of assessment systems, describing the complex system of language assessment in terms of its conceptual, human and technological facets that have evolved over the last decade at Cambridge ESOL.
www.cambridgeesol.org/rs_notes/rs_nts23.pdf

Entered by: University of Cambridge ESOL Examinations

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

Summary: Neil Jones and Louise Maycock address the issue of comparability between the computer-based mode and paper-based mode of tests such as BEC and BULATS.
www.cambridgeesol.org/rs_notes/rs_nts27.pdf
Entered by: University of Cambridge ESOL Examinations
**Jones, N., K. Ashton and A.S-Y. Chen.**

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

www.cambridgeesol.org/rs_notes/rs_nts19.pdf

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

**Kelly, G.**

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

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

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

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

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

www.developingteachers.com/articles_tchtraining/epdelta1_gerald.htm

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

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

**Kelly, G.**
2006. ‘Teaching pronunciation’.

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

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

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

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

**Kemp, C.**

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

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

**Kemp, C.**

**ISBN:** 978-3-8340-0407-9

**Pages:** 51–60

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

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

**Kennedy, C.**

**ISBN:** 1-84541-020-3

**Pages:** 223–246
Summary: Examines the use of evaluation lexis in holiday postcards – applications to classroom analysis of genre, and student and teacher language awareness.

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

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


ISBN: 9780521542487

Pages: 316–377

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

Descriptor(s): Writing, English language, Assessment

Learners’ background: various

Institutional level: tertiary

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


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

Descriptor(s): Writing, Teacher education

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


ISBN: n/a

Pages: n/a

Principal format: Printed

Descriptor(s): Assessment

Entered by: University of Cambridge ESOL Examinations

Kiely, R. 2005. ‘The role of television and televisual literacy in language teaching and learning’.
world.developingteachers.com/articles_tchtraining/tv1_richard.htm
Descriptor(s): Curriculum/syllabus, Learning technologies, Methodology, Cultural issues, Teacher education
Entered by: University of Bristol (Graduate School of Education)

ISBN: 187 3927 60 6
Pages: 183–198
Summary: A single case study of an undergraduate student developing second language writing skills in the context of an EAP programme in a UK university, drawing on ethnographic data examined in the light of narrative theory.
Descriptor(s): Writing, Cultural issues, Materials, ESP, Curriculum/syllabus, Classroom interaction
Entered by: University of Bristol (Graduate School of Education)

Kiely, R. 2006. ‘Evaluation, innovation and ownership in language programs’.
Summary: A discussion of the factors which influence teacher and curriculum development through teacher-led programme evaluation
Descriptor(s): Teacher education, Management/innovation, Curriculum/syllabus
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Bristol (Graduate School of Education)

ISBN: 978 1931 1853 7 0

Pages: 67–80

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

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


Summary: Project report, focussing on the pedagogical implications of the findings.

www.llas.ac.uk/resourcedownloads/2631/kiely.pdf

Descriptor(s): Teacher education, Cultural issues, Management/innovation, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: SAIL: Socialisation and Identity in Learning in Applied Linguistics

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


ISBN: 978 83 88 33 54 5 7

Pages: 11–30

Summary: An examination of the contexts and characteristics of teacher research in ELT, drawing on finding of the Teachers into Researchers project, University of Bristol 2002–2004.

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

Country of research: various

Learners’ background: various

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


ISBN: 978-0-9559533-1-6

Principal format: CD-ROM

Summary: Paper presenting findings of the SAIL project, later published as Observing, noticing and understanding: Two case studies in language awareness in the development of academic literacy (Kiely) in the journal Language Awareness 2009.

Descriptor(s): Writing, Cultural issues, Management/innovation, ESP, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: SAIL: Socialisation and Identity in Learning in Applied Linguistics

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


ISBN: 1-4039 4571 3

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

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

**Country of research:** various

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


**Summary:** A brief report on initial findings on the InSITE project.

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

**Country of research:** United Kingdom

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


**Principal format:** Printed

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

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

**Country of research:** various

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


**Summary:** The research reported in this paper investigates what types of inter-cultural contact Hungarian schoolchildren have, what kind of language-related attitudes they can give account of and how they see the role of contact situations in affecting their attitudinal and motivational dispositions towards the L2, the L2 speaking communities and the process of L2 learning.

**Descriptor(s):** Cultural issues

**Country of research:** Hungary

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

**Summary:** Our study describes the motivation for learning English as a foreign language in three distinct learner populations: secondary school pupils, university students, and adult language learners. The main factors affecting students’ second language (L2) motivation were language learning attitudes and the Ideal L2 self.

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

**Country of research:** Hungary

**Learners’ background:** Hungary

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

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**Summary:** This study investigated language teachers’ knowledge concerning dyslexia and its effect on language learning as well as attitudes to dyslexic children in the foreign language classroom.


**Descriptor(s):** Teacher education

**Country of research:** Hungary

**Learners’ background:** Hungary

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

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**ISBN:** 1-84769-089-0

**Pages:** 189–214

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**Summary:** In this article we investigate what characterizes the language learning motivation of Hungarian English language students. The interview data revealed that the respondents did not invest sufficient energy in maintaining and improving their
language competence. This is explained with reference to a low level of learner autonomy primarily caused by teacher-centered instruction.

Descriptor(s): Learner autonomy/strategies
Country of research: Hungary
Learners’ background: Hungary
Institutional level: tertiary
Entered by: Lancaster University (Linguistics and English Language)

Pages: 315–321
Principal format: Printed
Country of research: Slovakia
Learners’ background: Slovakia
Entered by: University of Birmingham (School of Education)

http://tesl-ej.org/ej38/a5.pdf
Descriptor(s): Teacher education, Teacher cognition, Management/innovation
Country of research: Slovakia
Learners’ background: Slovakia
Institutional level: adult
Entered by: University of Birmingham (School of Education)

Pages: 24–41
Descriptor(s): Teacher education
Entered by: Aston University (School of Languages and Social Sciences)

Entered by: University of Leeds (School of Education)

Summary: This article focuses on how the Internet can be used to exploit the use of literary texts with language learners. Drawing on critical theory, it is suggested that hypermedia and fan fiction sites are two possible classroom resources. Pedagogic principles for developing generic activities exploiting these resources are discussed.


ISBN: 978038732875

Pages: 301–317


ISBN: 978038732875

Pages: 301–317


Summary: This article is designed to help teachers consider issues related to learners who are struggling in the EFL or ESL classroom.

Descriptor(s): Learner autonomy/strategies, ESOL/EAL

Entered by: Queen’s University, Belfast (School of Education)
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<th>Author(s)</th>
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<th>Title</th>
<th>Journal/Publication Details</th>
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<td></td>
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<td><strong>Summary:</strong> This article addresses strategies that teachers can use to foster positive relationships with parents of children learning English as a foreign and/or additional language. <strong>Descriptor(s):</strong> Teacher education, Learner autonomy/strategies <strong>Entered by:</strong> Queen's University, Belfast (School of Education)</td>
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<td>Littlemore, J.</td>
<td>2008</td>
<td>‘The relationship between associative thinking, analogical reasoning, image formation and metaphoric competence’</td>
<td><em>Confronting Metaphor in Use: An Applied Linguistic Approach</em>. Amsterdam/Philadelphia: John Benjamins. ISBN: 9789027254177 Pages: 199–222 <strong>Summary:</strong> This chapter explores the cognitive processes involved in understanding metaphor in a second language. <strong>Descriptor(s):</strong> English language <strong>Entered by:</strong> University of Birmingham (Centre for English Language Studies and Department of English)</td>
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<td>Littlemore, J. and G. Low</td>
<td>2006</td>
<td><em>Figurative Thinking and Foreign Language Learning</em>. Basingstoke: Palgrave MacMillan. ISBN: 1403-996024 <strong>Summary:</strong> This book explores the ways in which language learners deal with and learn from figurative language. <strong>Descriptor(s):</strong> Cultural issues, Learner cognition, English language <strong>Entered by:</strong> University of Birmingham (Centre for English Language Studies and Department of English)</td>
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<tr>
<td>Littlemore, J. and G. Low</td>
<td>2006</td>
<td>‘Metaphoric competence and communicative language ability’.</td>
<td><em>Applied Linguistics</em> 27/2: 268–294. <strong>Summary:</strong> A study comparing two approaches to feedback on spoken English performance (teacher-led and learner-led) and their impact on learning. <strong>Descriptor(s):</strong> Speaking, Methodology, Learner cognition, English language <strong>Entered by:</strong> University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)</td>
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Summary: A discussion of the need for attention to both top and bottom level processing in the teaching of L2 listening skills, with practical illustrations from the author’s EAP materials.

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

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


Principal format: CD-ROM

Descriptor(s): Teacher education, Speaking

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


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

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

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


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

Entered by: University of Oxford (Department of Education)


Descriptor(s): Learner autonomy/strategies

Country of research: United Kingdom

Entered by: University of Oxford (Department of Education)


Descriptor(s): Learner autonomy/strategies

Country of research: United Kingdom

Entered by: University of Oxford (Department of Education)


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

Country of research: United Kingdom
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------|
**Descriptor(s):** Learner autonomy/strategies |
**Descriptor(s):** Learner autonomy/strategies, Listening |
| **MacDonald, M.N., R. Badger and M. Dasli.** 2006. ‘Authenticity, culture and language’. Language and Intercultural Communication 6/3-4: 251–261. | **Entered by:** University of Exeter (School of Education and Lifelong Learning) |
| **MacDonald, M.N., R. Badger and M. Dasli.** 2006. ‘Authenticity, culture and language’. Language and Intercultural Communication 6/3-4: 251–261. | **Entered by:** University of Exeter (School of Education and Lifelong Learning) |
| **MacDonald, M.N., R. Badger and M. Dasli.** 2006. ‘Authenticity, culture and language’. Language and Intercultural Communication 6/3-4: 251–261. | **Entered by:** University of Exeter (School of Education and Lifelong Learning) |
**Descriptor(s):** Methodology, Learning technologies, English language  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Liverpool (School of English)  

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

**Summary:** This article is based on a plenary given at TESOL-Italy in 2004. It incorporates some research arising from a workshop given with Donald Freeman. It provides evidence of a non-judgemental teacher development process.  
**Descriptor(s):** Teacher education, Teacher cognition  
**Entered by:** University of Warwick (Centre for Applied Linguistics)  

*Language Teaching* 38/3: 103–118.  
**Summary:** A review of important research related to teacher development, reflective practice, action research, collaborative and peer development and CPD.  
**Entered by:** University of Warwick (Centre for Applied Linguistics)  

**Descriptor(s):** Cultural issues  
**Entered by:** University of Warwick (Centre for Applied Linguistics)  

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

www.cambridgeesol.org/rs_notes/rs_nts23.pdf

Entered by: University of Cambridge ESOL Examinations


ISBN: 0335214053

Pages: 96–109

Entered by: University of Birmingham (School of Education)


ISBN: 3110184184

Pages: 2367–2376

Entered by: University of Birmingham (School of Education)


ISBN: 9781403996787

Pages: 161–182

Entered by: University of Birmingham (School of Education)


[The TrainEd Kit].


Descriptor(s): Teacher education

Entered by: University College Plymouth St Mark & St John (Department of International Education)


ISBN: 9789287161390

Summary: Booklet (61pp.) and CD-ROM of resources for novice teacher trainers. Deals with role shift from teacher to trainer, professional identity and the teacher training process. Also available as PDF: www.ecml.at/mtp2/publications/C7_TrainED _E_internet.pdf

Descriptor(s): Teacher education

Institutional level: tertiary

Entered by: University College Plymouth St Mark & St John (Department of International Education)


Descriptor(s): Assessment

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

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


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


ISBN: 978 0521542487
Pages: 230–313
Descriptor(s): Writing, Reading, ESP, English language, Assessment
Institutional level: adult
Entered by: The Open University (Faculty of Education and Languages)


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

www.scotland.gov.uk/Publications/2007/10/3 1125406/0
Descriptor(s): Cultural issues, Reading, Methodology, Materials, English language, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: primary
Entered by: University of Glasgow (Language and Literature, Faculty of Education)


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

**ISBN:** 9780854737925  
**Pages:** 221–252  
**Summary:** This chapter explores London’s linguistic wealth and the way education policies and practices have impacted on this wealth and on its many multilingual pupils. The chapter makes recommendations for a more inclusive model of engaging with multilingualism in London schools than the one that currently prevails.  
**Descriptor(s):** Teacher education, Cultural issues, ESOL/EAL, Classroom interaction  
**Country of research:** United Kingdom  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**Summary:** Engaging with bilingual parents, students and teachers with little awareness of the benefits of bilingualism has initiated a search for factors resulting in the low value attached to certain types of bilingualism. Working on the hypothesis that prevalent practice is influenced more by attitudes to bilingualism rather than relevant research and pedagogical theory, this research focuses on attitudes. This small-scale qualitative study conducted with a group of London headteachers provides an insight into the attitudes to bilingualism and how they impact on policy and practice in schools with significant proportions of multilingual learners.  
**Descriptor(s):** Writing, Cultural issues, ESOL/EAL  
**Country of research:** United Kingdom  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)

**ISBN:** 9781858564234  
**Summary:** Bilingual theatre was a creative response to children rejecting their first language. It was an attempt to counterbalance the factors which contribute to the low value of first languages in mainstream society and their consequent loss.  
**Descriptor(s):** Teacher education, Cultural issues, ESOL/EAL  
**Country of research:** United Kingdom  
**Entered by:** Institute of Education, London (Department of Learning, Curriculum and Communication)


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

**Pages:** 47–58

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

**Descriptor(s):** Assessment

**Country of research:** Greece

**Learners’ background:** Greece

**Institutional level:** secondary

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


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

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** secondary

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


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

**Descriptor(s):** Learner cognition

**Country of research:** various

**Learners’ background:** various

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


**ISBN:** 1-4039-4535-7

**Pages:** 68–84

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

**Descriptor(s):** Writing

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

**Entered by:** Queen Mary, University of London (Language and Learning Unit)
ISBN: 978-0761944744
Pages: 65–86
Summary: The authors tackle students’ ability to construct an argument in writing. They raise three questions: how are arguments (on paper) constructed, what are students’ existing understandings of argument, and what can we do to help students develop their powers of argumentation?
Descriptor(s): Writing
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult
Entered by: Queen Mary, University of London (Language and Learning Unit)

Pages: 105–122
Summary: The chapter looks at topic management strategies employed by learners during informal interactions with native English-speaking peers.
Descriptor(s): Speaking, Learner autonomy/strategies, English language, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Aston University (School of Languages and Social Sciences)

Summary: This paper locates guided lesson planning within the context of wider issues in teacher education, and the move away from a ‘technical-rational’ model towards a more sociocultural orientation. The case study data are initially analysed using applied conversation analysis methodology and then explored from the perspective of activity theory.
http://ora.ouls.ox.ac.uk/objects/uuid%3Ae3fa6c0b-c065-4c1a-a701-9f39ce684099
 Descriptor(s): Teacher education, Teacher cognition
Entered by: University of East London (Cass School of Education)

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

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

ISBN: 1901095096
Pages: 102–104
Principal format: Printed
Summary: This paper proposes that practice and learning activities in which students engage in writing activities based on the integration of different source material provide a useful and effective way of teaching students how to use sources effectively and thereby avoid plagiarism.
Descriptor(s): Writing, ESOL/EAL, ESP
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Durham University (Language Centre)


ISBN: 9785934911905
Pages: 107–116
Summary: The chapter describes the authors growing discontent with the lack of application of SLA research to language teaching and proposes CLIL as a better alternative to current EFL approaches.
Descriptor(s): Methodology, Curriculum/syllabus
Entered by: University of Portsmouth (School of Languages and Area Studies)


Pages: 239–246
Principal format: Printed
Summary: An overview of the BAWE corpus
Descriptor(s): Writing, ESP, English language
Country of research: United Kingdom
Institutional level: tertiary
Associated project: An Investigation of Genres of Assessed Writing in British Higher Education
Entered by: Coventry University


Principal format: CD-ROM
Summary: An overview of the types of corpus data available to EAP syllabus and materials developers.
Descriptor(s): Materials, ESP, Curriculum/syllabus
Institutional level: tertiary
Entered by: Coventry University


Pages: 458–478
Summary: This chapter describes the history of the electronic dictionary, and particularly monolingual or bilingual dictionaries intended for use by English speakers, whether natives or foreign
learners. It considers electronic dictionaries accessible via hand-held mobile devices, laptop or desktop computers, and the Internet.

**Descriptor(s):** Learning technologies, English language

**Entered by:** Coventry University


**ISBN:** ISBN-10: 0955953308

**Principal format:** CD-ROM

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

**Descriptor(s):** Writing, ESP

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

**Entered by:** Coventry University


**Summary:** This paper investigates the cohesive role of lexical bundles in a corpus of 160 university lectures (120 from the BASE corpus and 40 from MICAISE). The majority of frequently occurring bundles were found to be used to signal discourse relations. This has implications for EAP listening skills development.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

**Entered by:** Coventry University


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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** secondary

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

**Descriptor(s):** Assessment

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

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**ISBN:** ISSN 1773-7737

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

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

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**Principal format:** CD-ROM

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

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

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**ISBN:** 9789027205216

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

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

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**Descriptor(s):** Teacher education, Cultural issues, ESP

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

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**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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**Summary:** Nadezda Novakovic reports on the candidate profile after the first year of the Cambridge ESOL certificates in Skills for Life (SfL). This modular exam suite follows the Adult ESOL Core Curriculum in England and is used to ascertain migrants’ language proficiency.

www.cambridgeesol.org/rs_notes/rs_nts25.pdf

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

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**Summary:** Nadezda Novakovic describes the first year of the Teaching Knowledge Test (TKT) in terms of the candidates’ profile and their performance. She explains how Cambridge ESOL is measuring TKT candidates’ language proficiency to determine if this affects their performance on the TKT.

www.cambridgeesol.org/rs_notes/rs_nts24.pdf

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

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


Principal format: Printed

Descriptor(s): Teacher education, Classroom interaction

Country of research: Turkey

Learners’ background: Turkey

Institutional level: primary

Entered by: University of Manchester (School of Education)


Descriptor(s): Cultural issues

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


Pages: 213–226

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

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Associated project: Grammar: Researching Activities for Student Progress

Entered by: Coventry University


Pages: 72–86

Principal format: Printed

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

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

Country of research: United Kingdom

Summary: This article reports the results of an investigation into the issues encountered by undergraduate language students when engaging in the ‘grammar project’ – a collaborative assessment task for the module Academic and Professional Skills for Language Learning – and shows how encouraging students to take ownership of their learning process with a VLE can increase their motivation.

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

Country of research: United Kingdom

Learners’ background: China

Entered by: University of Cambridge ESOL Examinations


Principal format: Online


Descriptor(s): Assessment

Entered by: University of Cambridge ESOL Examinations


ISBN: 1931185247

Pages: 1–10

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

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

**Pérez-Llantada, C. and Ferguson, G.**  
**ISBN:** 978-84-370-6445-1  
**Descriptor(s):** ESP, English language  
**Entered by:** University of Sheffield (School of English)


**Aberdeen Conference Selections.* Canterbury: IATEFL.  
**ISBN:** 1 901095 14 2  
**Pages:** 106–107  
**Principal format:** Printed  
**Summary:** This summarises a presentation that detailed a year-long case study looking at how pre-university courses such as International Foundation Programmes help students to adapt to a different learning culture. It argues that such programmes prepare them both academically and personally for their life at university.  
**Descriptor(s):** Cultural issues, Learner cognition, Classroom interaction  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** Queen Mary, University of London (Language and Learning Unit)

**Summary:** This article explores the role of contrastive rhetoric in writing pedagogy, focusing on the teaching of the argumentative essay genre to a group of students from the Russian Federation studying at an English medium university in Central Europe.  
**Descriptor(s):** Writing, Cultural issues  
**Country of research:** Hungary  
**Learners’ background:** Russia  
**Institutional level:** tertiary  
**Entered by:** University of Essex (Department of Language and Linguistics)

ISBN: 1845532198
Pages: 119–131

Summary: This study explores disciplinary affiliation as an aspect of writer identity in an interdisciplinary field by focusing on student writers’ views and experiences of writing a master’s dissertation in an interdisciplinary master’s programme.

Descriptor(s): Writing, ESP
Learners’ background: various
Institutional level: tertiary
Entered by: University of Essex (Department of Language and Linguistics)


Summary: This study compares the rhetorical functions of citations in eight high- and eight low-rated master’s dissertations in the field of gender studies, written in English as a second language.

Descriptor(s): Writing
Country of research: Hungary
Learners’ background: various
Institutional level: tertiary
Entered by: University of Essex (Department of Language and Linguistics)


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


Entered by: University of Leeds (School of Education)


Descriptor(s): Learner autonomy/strategies
Learners’ background: Thailand
Entered by: University of Nottingham (School of English Studies)


Summary: This article is based on a study of the use of Statements of Relevance to facilitate reflection in language teacher education.

www.llas.ac.uk/resources/gpg/2395
**Descriptor(s):** Teacher education, Teacher cognition

**Country of research:** United Kingdom

**Entered by:** University of Brighton (School of Humanities)


**Summary:** This article is based on research into influences for pedagogic change, and presents a view of professional change as being highly complex, with an unpredictable relationship between teaching experience, teacher education ‘input’, and other factors affecting change. It identifies implications for TESOL teacher education.

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

**Country of research:** United Kingdom

**Entered by:** University of Brighton (School of Humanities)


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

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


**ISBN:** 9781403945563

**Pages:** 113–126

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

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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


**ISBN:** 0-19-4422070

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

**Descriptor(s):** Teacher education

**Country of research:** United Kingdom

**Learners’ background:** United Kingdom

**Institutional level:** primary

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


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

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

**Country of research:** Hungary

**Learners’ background:** Hungary

**Institutional level:** primary

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


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

**Descriptor(s):** Speaking, Materials, English language, Classroom interaction
Country of research: Hungary
Learners’ background: Hungary
Institutional level: primary
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 978-1-905275-00-7
Pages: 104–120
Summary: Some Russian primary teachers who worked in collaborative project teams describe their own professional development.
Descriptor(s): Teacher education, Materials, English language

Country of research: United Kingdom
Learners’ background: Russia
Institutional level: adult
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 9 781847182432
Pages: 131–158
Summary: 10-year-old Hungarian children’s views and opinions about task-based learning.
Descriptor(s): Speaking, Materials, Learner autonomy/strategies, English language, Classroom interaction

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

Summary: Article describes the origins and evolution of the various teaching qualifications, as well as current trends and future directions; Cambridge ESOL’s aspiration that those who opt for a Cambridge ESOL product will be engaged in a high quality, positive learning experience and will, as a result, be better equipped to help learners of English succeed in their own language learning endeavours.
www.cambridgeesol.org/rs_notes/rs_nts29.pdf
Entered by: University of Cambridge ESOL Examinations

Summary: Monica Poulter considers the challenges involved in setting international standards for English language teaching, and the extent to which Cambridge ESOL seeks rigour through its standardised procedures for CELTA centres and assessors when assessing teaching practice.
www.cambridgeesol.org/rs_notes/rs_nts29.pdf
Entered by: University of Cambridge ESOL Examinations

Principal format: Online
www.aclweb.org/anthology/W/W06/W06-2400.pdf
Descriptor(s): Speaking, Cultural issues, Learner cognition

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


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


ISBN: 9780387463001

Pages: 505–520

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


ISBN: 9780194422505

Pages: 193–210

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


ISBN: 9780387354200

Pages: 257–272

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


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


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


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


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

Rich, S. and L. Davis. 2007. ‘Insights into the strategic ways in which two bilingual children in the early years seek to negotiate the competing demands on their identity in their home and school worlds’. *International Journal of Early Years Education* 15/1: 35–47.

Descriptor(s): Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Exeter (School of Education and Lifelong Learning)
Pages: 1–15
Summary: This introduction explores the ways in which conversation analysis can contribute to informed practice across a range of professions, including language teaching, where its focus on competencies rather than deficits is particularly relevant.
Descriptor(s): Speaking, ESP
Country of research: various
Entered by: University of Warwick (Centre for Applied Linguistics)

Summary: The paper proposes an approach to the analysis of classroom talk which takes account of the dynamic nature of identity construction and its relationship to the development of ongoing talk. It demonstrates how shifts in the orientation to different aspects of identity produce distinctively different interactional patterns in teacher-fronted talk.
Descriptor(s): Classroom interaction
Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 978-3-03911-469-6
Pages: 69–98
Summary: This chapter explores how the use of ‘no’ is negotiated in different professional contexts and highlights the implications of this for teaching ESP in such contexts.
Descriptor(s): ESP
Country of research: United Kingdom
Entered by: University of Warwick (Centre for Applied Linguistics)

Pages: 173–196
Summary: This chapter describes how a group of teachers established their own school and how a distinctive discourse of caring and professional engagement developed as part of this.
Descriptor(s): Management/innovation
Country of research: United Kingdom
Entered by: University of Warwick (Centre for Applied Linguistics)

Summary: An analysis of the word lists for the syllabuses of the ‘Starters’, ‘Movers’ and ‘Flyers’ tests, for orthographic depth, and a comparison with the National Literacy Strategy sight word lists.
www.cambridgeesol.org/rs_notes/rs_nts28.pdf

Descriptor(s): English language, Assessment
Learners' background: various
Institutional level: primary
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 978-0521680875
Descriptor(s): Pronunciation, English language
Entered by: University of Reading (Department of Applied Linguistics)

Entered by: University of Leeds (School of Education)

ISBN: 978-1-86201-336-0
Descriptor(s): ESOL/EAL
Entered by: University of Leeds (School of Education)

Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

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

ISBN: 9783830919
Descriptor(s): Assessment
Entered by: University of Warwick (Centre for Applied Linguistics)

Summary: Angeliki Salamoura discusses how research data being collected for English Profile can be aligned to the CEFR.
Entered by: University of Cambridge ESOL Examinations


ISBN: 978-3-03910-909-8
Pages: 37–48
Principal format: Printed
Summary: This paper argues that international students are prevented from integrating into British higher education through lack of interactional competence. It presents a rationale for pragmatic training for such students and intercultural competence training for home students and university staff.
Descriptor(s): ESOL/EAL, Curriculum/syllabus
Entered by: University of Westminster (Centre for English Learning and Teaching)


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

www.cambridgeesol.org/rs_notes/rs_nts22.pdf
Entered by: University of Cambridge ESOL Examinations


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

www.cambridgeesol.org/rs_notes/rs_nts25.pdf

Principal format: Online


ISBN: 978-1-4051-5410-9

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

Country of research: various

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


ISBN: 9780521719120

Entered by: University of Cambridge ESOL Examinations


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

Country of research: United Kingdom

Learners’ background: Germany

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)

Summary: This paper examines the pragmatic development of nine German university students in a study abroad context over the period of one academic year. The investigation focuses on learners’ ability to soften the illocutionary force of request utterances by employing a range of external modifiers.

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

Country of research: various

Learners’ background: Germany

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 978-3-11-019670-2

Pages: 399–426

Summary: This chapter investigates the impact of the study abroad context on language learners’ pragmatic development by focusing on request strategies. Requests were selected as the focus of the investigation, since being able to appropriately ask for their interlocutor’s help or cooperation is an essential skill for language learners.

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

Country of research: various

Learners’ background: Germany

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)


Summary: Our study explores the similarities and differences between a discourse completion task (DCT) and corpus data and discusses potential implications for using the two in a pedagogic context.

Descriptor(s): Materials, Learning technologies, English language, Curriculum/syllabus

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9780415350655

Pages: 63–74

Descriptor(s): Writing, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


ISBN: 978-0131833081

Descriptor(s): Learner autonomy/strategies, English language, Curriculum/syllabus
Entered by: University of Nottingham (School of English Studies)

Descriptor(s): English language

ISBN: 978038746300-1
Pages: 827–841
Descriptor(s): Teacher education

Descriptor(s): Teacher education, Learning technologies

ISBN: 978-0-472-03134-4
Descriptor(s): Teacher education, Materials, English language

Summary: The article gives an overview of the results of the large-scale assessment study reporting on English proficiency of 9th graders in the German school system.
Descriptor(s): Teacher education, ESOL/EAL, English language, Curriculum/syllabus, Assessment

Country of research: Germany
Learners’ background: Germany
Institutional level: secondary

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

Descriptor(s): Cultural issues, English language

Institutional level: adult

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

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

Institutional level: adult

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

Summary: Conversation Analysis (CA) is a methodology for the analysis of naturally-occurring spoken interaction. It is a multi-disciplinary methodology
which is now applied in a very wide range of professional and academic areas.
http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=651

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

**Country of research:** various

**Learners’ background:** various

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

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

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

**Descriptor(s):** Methodology, Curriculum/syllabus, Classroom interaction

**Country of research:** various

**Learners’ background:** various

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

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**ISBN:** 9780230553514

**Pages:** 42–57

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

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

Descriptor(s): Assessment

Country of research: various

Learners' background: various

Associated project: The Interactional Organisation of the IELTS Speaking Test

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


ISBN: 9783039114696

Pages: 17–36

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

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

Country of research: various

Learners' background: various

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


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

Descriptor(s): Assessment

Country of research: various

Learners' background: various

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


Descriptor(s): Classroom interaction

Country of research: Taiwan

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


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


ISBN: 978-0820471730

Pages: 367–389
Summary: This chapter looks at the Discourse Intonation approach, both as a way of describing intonation in English and from a pedagogical perspective.

Descriptor(s): Pronunciation, English language

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


ISBN: 978-0071247276

Pages: 163–172

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

Descriptor(s): Pronunciation, Listening, English language

Country of research: United Kingdom

Learners' background: Singapore

Institutional level: tertiary

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


Summary: This paper compares speech rhythm in Hong Kong English in spontaneous/semi-scripted speech with that of British English.

Descriptor(s): Pronunciation, English language

Country of research: Hong Kong

Learners' background: Hong Kong

Institutional level: tertiary

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


Summary: This is a state-of-the-art review of research and scholarship in English pronunciation teaching.

Descriptor(s): Pronunciation, English language

Country of research: United Kingdom

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


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

Descriptor(s): Writing, Speaking, Learning technologies, ESP
Country of research: Malaysia
Learners’ background: Malaysia
Institutional level: tertiary
Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations
Summary: This highlights the need for test developers to provide clear explanations of the ability constructs which underpin tests offered in the public domain. It shows how an understanding and analysis of a socio-cognitive validation framework in relation to specific writing tests can assist test developers to operationalise their tests more effectively in relation to different proficiency levels.

Descriptor(s): Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University of Cambridge ESOL Examinations


ISBN: 978052169293

Summary: This project was undertaken to ensure that assessment was standardised, ensuring a fair result for all candidates taking these modular tests designed to improve adult literacy in the UK.

www.cambridgeesol.org/rs_notes/rs_nts20.pdf

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Reading, Assessment

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


ISBN: 9780521614146

Pages: 22–41

Descriptor(s): Learner cognition, Learner autonomy/strategies

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


Descriptor(s): Cultural issues, ESOL/EAL

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

**Institutional level:** adult

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

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

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**Pages:** 51–76

**Principal format:** Printed

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

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

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**Pages:** 175–179

**Principal format:** Printed

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

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

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**Pages:** 197–212

**Principal format:** Printed

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

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

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**Pages:** 25–31

**Principal format:** Printed

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

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**ISBN:** 978-1-905188-56-7

**Summary:** Available online: [www.nrdc.org.uk/publications_details.asp?ID=136](http://www.nrdc.org.uk/publications_details.asp?ID=136)
Descriptor(s): ESOL/EAL

Associated project: ESOL Placement Practices Project

Entered by: University of Leeds (School of Education)


ISBN: 9948856651

Pages: 3–18

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

Descriptor(s): Methodology, Learner autonomy/strategies

Entered by: University of Nottingham (School of Education)


ISBN: 978 90 272 05179

Pages: 237–266

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

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

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)


Descriptor(s): Cultural issues, English language

Entered by: University of Nottingham (School of Education)


Descriptor(s): Learner cognition, English language

Entered by: University of Nottingham (School of Education)


Pages: 193–216

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

Descriptor(s): Assessment
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Reading (Centre for Applied Language Studies)


Descriptor(s): Teacher education, Learning technologies
Country of research: United Kingdom
Entered by: University of Manchester (School of Education)


Descriptor(s): Teacher education, Learning technologies
Country of research: United Kingdom
Entered by: University of Manchester (School of Education)

Summary: Case study of innovations and evaluations during 5 years of an initial teacher education MA ELT programme. A Professional Practice module was redesigned according to an action research learning model focused on developing students’ ability to evaluate and continuously develop their practice for themselves. Benefits have included increased relevance to students’ own practical concerns, and enhanced motivation and autonomy.

Principal format: CD-ROM

www2.warwick.ac.uk/services/ldc/resource/interactions/archive/issue26/smith

Descriptor(s): Teacher education, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


Pages: xv–cxx

Summary: Introduction to a collection of texts documenting the rise of ELT (1936–1961), showing how the British Council, the BBC and the University of London Institute of Education began to place the teaching of EFL on a firm institutional footing. Also analyses the roots and diffusion of structural-oral-situational methodology.

Descriptor(s): Cultural issues, Methodology, Materials, English language

Country of research: various

Associated project: Enhancement of the Warwick ELT Archive, with a Particular Focus on the Work of A.S. Hornby

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


Principal format: CD-ROM

www2.warwick.ac.uk/fac/soc/al/staff/smith_r/devel _oping_teacher-learner_autonomy_canaries.pdf

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


Summary: Commissioned paper for the English Language Teaching Journal (ELTJ). ‘About this journal’ web page describes the origins of the journal (in A.S. Hornby’s work, and Hornby’s and H.E. Palmer’s work in Japan).

www.oxfordjournals.org/our_journals/eltj/resource/the%20origins%20of%20elt%20journal2.pdf

Descriptor(s): Cultural issues

Associated project: Enhancement of the Warwick ELT Archive, with a Particular Focus on the Work of A.S. Hornby

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

Summary: A commentary on teacher education initiatives for developing pedagogy for autonomy in schools. Elements of a possible ‘knowledge base’ are highlighted, including: parallelism between educating student-teachers and teaching (pupils) to learn; metacognitive awareness-raising; reflection on practical examples; actual engagement in a pedagogy for autonomy, especially with an action research dimension; involvement of school-based mentors; and necessary institutional adjustments.

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

Country of research: various

Learners’ background: various

Institutional level: secondary

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


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

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

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

**Summary:** Helen Spillett explains the reasons for considering a change in existing policy and describes the procedures and outcomes of a consultation exercise and small-scale research study which informed the new policy implemented from 2007.

www.cambridgeesol.org/rs_notes/rs_nts28.pdf

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

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**Summary:** This article looks at the ways in which the skills and strategies of the creative writer can be applied to the language classroom. It shows how four specific writer strategies can be adapted for language learning, and provides examples of learner response to these. The article arrives at a notion of authenticity in writing methods.

**Descriptor(s):** Writing, Methodology

**Country of research:** United Kingdom

**Learners’ background:** various

**Associated project:** Transitions and Transformations: Exploring Creativity in Everyday and Literary Language

**Entered by:** Oxford Brookes University (Westminster Institute of Education)

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**ISBN:** 978-87-90923-47-1

**Pages:** 749–766

**Principal format:** Online

**Summary:** Excerpts from the science textbooks used in schools in Uganda are analysed. The analyses reveal textual flaws, particularly in the way relations between propositions are constructed and signalled, that are likely to make them more difficult for students to comprehend. The paper further explores how the flaws might be rectified.

www.sdu.dk/~/media/Files/Om_SDU/Institutter/ISK/Forskningspublikationer/OWPLCNr29/Connie%20Ssebunya%20Masembe%20%20%20Geoff%20Thompson.ashx

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

**Country of research:** Uganda

**Learners’ background:** Uganda

**Institutional level:** secondary

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

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**Summary:** Jason Street and Kate Ingham describe the process of compiling, validating, and publishing word lists for our BEC preliminary, PET and KET examinations.

www.cambridgeesol.org/rs_notes/rs_nts27.pdf

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

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

**Country of research:** Lebanon

**Learners’ background:** Lebanon

**Entered by:** University of Leicester (English ARTICLES, CHAPTERS, AUTHORED BOOKS AND UNPUBLISHED ITEMS

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

**Entered by:** University of Leicester (English Language Teaching and Applied Linguistics, School of Education)


**Summary:** The present paper examines whether language performance of learners studying English in a formal language classroom context at home (AH) is different from performance of learners who study English abroad (SA) where they would have to use English for a range of communicative purposes.

**Descriptor(s):** Speaking, Methodology, Learner autonomy/strategies, ESOL/EAL, Classroom interaction

**Country of research:** Iran

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


**Summary:** This study reports on how two dimensions of narrative task design (storyline complexity and narrative structure) impact upon the accuracy, complexity and fluency of L2 performance.

**Descriptor(s):** Speaking, ESOL/EAL, Assessment

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult

**Associated project:** Information Foregrounding in Narrative Tasks for Second Language Classrooms

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


**Summary:** This article presents a study examining how narrative structure and narrative complexity can impact the performance of second language learners. Forty learners of English in London and sixty learners in Tehran were asked to re-tell cartoon stories from picture prompts.

**Descriptor(s):** Speaking, Materials, Learner cognition, ESOL/EAL

**Country of research:** United Kingdom

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


**ISBN:** 90-272-1961-3

**Pages:** 239–277

**Summary:** Planning has proved to have positive effects on language learners’ performance on tasks. This study sets out to investigate the effects of strategic planning on learners’ accuracy, complexity and fluency of performance.

**Descriptor(s):** Speaking, ESOL/EAL, Assessment

Summary: Lynda Taylor outlines how Cambridge ESOL has forged closer links with other departments in the University of Cambridge.

www.cambridgeesol.org/rs_notes/rs_nts19.pdf

Entered by: University of Cambridge ESOL Examinations


ISBN: n/a

Principal format: Printed

Descriptor(s): Assessment

Learners’ background: various

Entered by: University of Cambridge ESOL Examinations


Descriptor(s): Assessment

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor outlines the range of qualitative research carried out at Cambridge ESOL to support test development and monitor test quality.

www.cambridgeesol.org/rs_notes/rs_nts21.pdf

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor discusses notions of washback and impact, locating them within the broader framework of consequential validity. She highlights the long tradition of consultation which we have enjoyed with our test stakeholders and the more recent role of systematic impact studies within our approach to test development and validation.

www.cambridgeesol.org/rs_notes/rs_nts20.pdf

Entered by: University of Cambridge ESOL Examinations


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

Entered by: University of Cambridge ESOL Examinations


ISBN: 978052154287

Entered by: University of Cambridge ESOL Examinations


ISBN: 978-0521-711920

Descriptor(s): Assessment

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


ISBN: 978-0-387-32875-1 (Print) 978-0-387-30424-3 (Online)

Pages: 241–254

Summary: In this chapter Lynda Taylor and Fiona Baker illustrate how the field of corpus linguistics has become an important and relevant source of accurate language data, which is useful for constructing tests based on scientific and empirical language documentation.

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

Learners’ background: various

Institutional level: tertiary

Entered by: University of Cambridge ESOL Examinations


Summary: Lynda Taylor and Neil Jones discuss the relationship of Cambridge ESOL’s exams with the Council of Europe’s CEFR along four perspectives: historical, conceptual, empirical and evolutionary.

www.cambridgeesol.org/rs_notes/rs_nts24.pdf

Entered by: University of Cambridge ESOL Examinations


Summary: David Thighe discusses Cambridge ESOL’s response to the changing assessment requirements that are resulting from globalisation and migration. He describes the growing demand for English language tests that are tailored to the needs of populations in various work-oriented contexts, outlining some of the principles that underpin the domain-related tests we offer, such as BEC, BULATS, ILEC and ICFE.

www.cambridgeesol.org/rs_notes/rs_nts27.pdf

Entered by: University of Cambridge ESOL Examinations


Summary: Uses a Systemic Functional Linguistic approach to set out a comprehensive model of conjunction – the ways in which speakers and writers make connections between the clauses in their discourse (whether or not the connections are explicitly signalled).

Descriptor(s): English language

Entered by: University of Liverpool (School of English)


ISBN: 978-0415338950

Pages: 68–87
**Summary:** Focuses on the comparative analysis in classrooms of small corpora of equivalent genres in different languages. I argue for including explicit attention to language forms within CLT approaches, and for stimulating awareness-raising through cross-linguistic comparison, concentrating on exploring the 'discourse value' of lexical, structural and other choices in context.

**Descriptor(s):** Methodology, Learning technologies, English language

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

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**Summary:** This article proposed a principled framework for the teaching of spoken grammar, taking into account sociocultural concerns about the relevance of native speaker language in an era of international English.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Entered by:** Leeds Metropolitan University

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**ISBN:** 0-8264-8612-6

**Pages:** 122–139

**Summary:** This chapter discusses how learners’ sense of identity might affect their attitude to varieties of the target language and how these attitudes, in turn, might affect their acquisition of the target language.

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

**Entered by:** Leeds Metropolitan University

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**Summary:** This article discusses with practical examples how a principled lexical dimension could be applied without the need to follow ‘The lexical approach’ as advocated by Michael Lewis (1993).

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

**Entered by:** Leeds Metropolitan University

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**ISBN:** 9948-8566-2-7

**Pages:** 3–22

**Principal format:** Printed

**Summary:** This paper examines research into differences in fluency, accuracy and complexity of speech at different proficiency levels. It also examines research findings concerning the reactions of raters of different kinds to features of speech. In the light of this, the revision of the high-stakes IELTS speaking test is discussed.

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult

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

**ISBN:** D/2007/0455/19  
**Pages:** 263–284  
**Summary:** This paper reports on an extended case study of the development of the oral L2 skills (grammatical/lexical complexity and accuracy, and fluency) of a group of 24 learners on a 10-week intensive university course in English for academic purposes, and how that development was perceived by trained raters.  
**Descriptor(s):** Speaking, English language, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Reading (Department of Applied Linguistics)


**ISBN:** 978-0-230-00173-2  
**Pages:** 180–195  
**Descriptor(s):** Learner autonomy/strategies  
**Country of research:** Hong Kong  
**Learners’ background:** Hong Kong  
**Institutional level:** tertiary  
**Entered by:** University of Nottingham (School of Education)


**Principal format:** CD-ROM  
**Descriptor(s):** Methodology, Learner autonomy/strategies  
**Country of research:** Hong Kong  
**Learners’ background:** Hong Kong  
**Institutional level:** tertiary  
**Entered by:** University of Nottingham (School of Education)


**ISBN:** 9781403988171  
**Descriptor(s):** Teacher education, Cultural issues, English language  
**Entered by:** University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)

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

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


**Pages:** 433–445

**Descriptor(s):** Teacher education

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


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

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


**ISBN:** 9 783039 111831

**Pages:** 177–202

**Descriptor(s):** Writing

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


**Descriptor(s):** Writing, ESP

**Institutional level:** tertiary

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


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

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


**Descriptor(s):** Assessment

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


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

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


**Principal format:** CD-ROM
Summary: Review of research on motivation in language learning, with implications for classroom practice and research.

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

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


Summary: A critical discussion of issues of motivation, autonomy and identity in language learning and use.

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

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


ISBN: 978-3-88476-844-0

Pages: 283–295

Summary: Critical review of motivation and autonomy theory with reference to communicative language teaching.

Descriptor(s): Speaking, Learner cognition, Learner autonomy/strategies, Classroom interaction

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


ISBN: 978-1-905275-00-7

Pages: 5–24

Summary: Analysis of sociocultural-theoretical perspectives on motivation and autonomy, drawing on research data from language learners and student teachers.

Descriptor(s): Learner cognition, Learner autonomy/strategies

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


ISBN: 978-0-521-88963-6

Pages: 19–34

Summary: Review of research on language motivation with implications for classroom practice.

Descriptor(s): Learner cognition, Learner autonomy/strategies

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

Ushioda, E. 2008. ‘Using I-statement analysis to explore autonomy and change’.

Summary: Reports on research dimension of CUTE2 project to develop Chinese University academics’ English language skills, with a focus on fostering learner autonomy.

www.echinauk.org/cases2/cute2/research.php

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

Country of research: China

Learners’ background: China

Associated project: Chinese University Teacher Training in English (CUTE2)

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

Summary: The study depicts the relationship between pedagogical focus and language choice in the language teaching/learning environment of English as a Foreign Language (EFL) at a Turkish university.

http://eprints.ncl.ac.uk/deposit_details.php?deposit_id=5773

Descriptor(s): Speaking, Classroom interaction

Country of research: Turkey

Learners' background: Turkey

Institutional level: tertiary

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

W


ISBN: 9783110196306

Pages: 291–308

Summary: A corpus-based investigation of the factors which influence collocation (e.g. the use of metaphor, semantic prosody etc.).

Descriptor(s): Methodology, Materials, English language

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

W


Summary: Tamsin Walker considers how learners taking asset exams can be said to be linked to the CEFR, describing learner-based standard-setting and suggesting a holistic approach to assessment.

www.cambridgeesol.org/rs_notes/rs_nts24.pdf

Entered by: University of Cambridge ESOL Examinations

W


ISBN: 0521542499

Summary: An account of one of the earliest empirical studies of examination washback. It provides a case study of an attempt to encourage innovation in English teaching through the introduction of a new-style examination. It offers a model for investigating examination washback and for
identifying the factors that may promote or inhibit innovation.

**Descriptor(s):** Management/Innovation, English language, Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** Sri Lanka

**Learners’ background:** Sri Lanka

**Institutional level:** secondary

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


**Summary:** A review of the function of baseline studies in the process of educational innovation, with an illustration of the use of one such investigation in a study of the impact of the new version of TOEFL.

**Descriptor(s):** Management/Innovation, Assessment

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


**Summary:** The study examined the literacy experiences, attitudes and repertoires of four nine-year-old bilingual children in a multilingual London primary school with reference to the way the children responded to the British National Literacy Strategy.

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

**Country of research:** United Kingdom

**Learners’ background:** various

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


**Summary:** The article examines the manner in which identity impacts on literacy with reference to two nine-year-old girls and two fifteen-year-old boys in London
schools who speak or have access to two or more languages.

**Descriptor(s):** Cultural issues, Reading, ESOL/EAL, Curriculum/syllabus

**Country of research:** United Kingdom

**Learners’ background:** various

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

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**Summary:** The paper aims to demonstrate how classrooms can be reconfigured as critical communities. It focuses on two classrooms of adult learners in the United Kingdom to show how teachers may allow space for atypical kinds of dialogic teaching to emerge in the interests of creating critical communities of learners.

**Descriptor(s):** Teacher education, ESOL/EAL, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

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

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**ISBN:** 10: 0415364698

**Summary:** Investigating Classroom Discourse is based on the premise that language use and interaction is at the core of good teaching and learning.

**Descriptor(s):** Classroom interaction

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

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**Walsh, S.** 2006. ‘Learning to talk or talking to learn in the EFL classroom’ in A. Gallagher and M. ÓLaoire (eds.) *Language Education in Ireland: Current Practice and Future Needs*. Dublin: IRAAL.

**ISBN:** 9780901519818

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

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

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**ISBN:** 978 90 272 2305 0

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

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

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**Walter, C.** 2007. ‘First- to second-language reading comprehension: Not transfer,

**Summary:** Drawing on Gernsbacher’s Structure Building Framework, I challenge the metaphor of ‘transfer’ of reading comprehension from L1 to L2, in favour of a description of access to an established comprehension ability. A study with a group of French learners of English confirmed the access hypothesis and made links with L2 working memory development.

**Descriptor(s):** Reading, Learner cognition  
**Country of research:** France  
**Entered by:** University of Oxford (Department of Education)


**Summary:** In the reading comprehension ‘threshold’, lower intermediate learners have problems comprehending texts at their level. These learners have low working memory and, notably, unreliable phonological inventories of English. This corresponds to an explanation where low-level decoding difficulties take up working memory to the detriment of higher-level comprehension activity.

**Descriptor(s):** Reading, Pronunciation, Learner cognition  
**Country of research:** France  
**Entered by:** University of Oxford (Department of Education)


**ISBN:** 9781403920966  
**Pages:** 210–229  
**Summary:** Conceptualises the nature of teacher educator expertise in terms of what can be seen to be involved in attempting to facilitate teacher learning, and outlines programme for further research in area.

**Descriptor(s):** Teacher education  
**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** Study of problems and potential in bridging ‘course-based’ and ‘school-based’ INSET in ELT.

**Descriptor(s):** Teacher education, Management/Innovation  
**Country of research:** Philippines  
**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** Argues that ‘critical theory’ based attempts to counter native-speakerism in ELT are as much a cause of as a solution to the problem. The use of cultural generalisations is taken as a case in point, and, via a review of the literature on stereotyping, a less politically-biased approach argued for.

**Descriptor(s):** Cultural issues  
**Entered by:** Lancaster University (Linguistics and English Language)


**Summary:** Study of problems associated with implementation of ELT component of Philippines BEC, and discussion of reasons why the issues identified have occurred in both this and a wide range of other similar projects.

**Descriptor(s):** Teacher education, Management/Innovation, Curriculum/syllabus  
**Country of research:** Philippines  
**Entered by:** Lancaster University (Linguistics and English Language)
ISBN: 1901095096  
Pages: 129–130  
Principal format: Printed  
Entered by: University of Portsmouth (School of Languages and Area Studies)

Entered by: University of Leeds (School of Education)

Entered by: University of Leeds (School of Education)

Summary: Cyril Weir and Hanan Khalifa describe the mental processes readers use to comprehend reading texts as a means of defining Cambridge ESOL’s construct of reading that our language assessments purport to test.  
www.cambridgeesol.org/rs_notes/rs_n(ts31.pdf  
Descriptor(s): Reading, Assessment  
Entered by: University of Cambridge ESOL Examinations

Summary: Stuart Shaw and Cyril Weir report on ongoing research to articulate a clear theoretical and practical position for the construct of writing, which is an important component of all of our language tests. Weir’s Validity framework attempts to reconfigure validity as a unitary concept, and to show how its constituent parts interact with each other.  
www.cambridgeesol.org/rs_notes/rs_n(ts21.pdf  
Entered by: University of Cambridge ESOL Examinations

Summary: Cyril Weir and Stuart Shaw summarise the constructs underpinning the Main Suite writing tests, drawing in part on corpus evidence. A clear construct definition is vital for understanding and validating language tests and this article describes the application of a socio-cognitive validity framework to the Cambridge Writing examinations.  
www.cambridgeesol.org/rs_notes/rs_n(ts26.pdf

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


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

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


**ISBN:** 1-4039-1188-6/1-4039-1189-4

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

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


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

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


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

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


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

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


**ISBN:** 978-052-1-711920

**Pages:** 147–156

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

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


**ISBN:** 987-0-9775875-2-0

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


**ISBN:** 0-9775875-0-9  
**Pages:** 119–160  
**Descriptor(s):** Speaking, Assessment

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


**ISBN:** 987-0-9775875-2-0  
**Descriptor(s):** Learning technologies, Assessment

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


**ISBN:** 1 901095 14 2  
**Principal format:** Printed  
**Summary:** An exploration of feedback on writing in an online environment.  
**Descriptor(s):** Writing, Methodology, Learning technologies, Classroom interaction

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

**Entered by:** York St John University (Languages and Linguistics)


**ISBN:** 9781903152232  
**Summary:** A report of a mixed methods study to explore students’ attitudes to, and performance in, multilingual group work at a UK university.  
**Descriptor(s):** Classroom interaction, Assessment

**Entered by:** York St John University (Languages and Linguistics)


**ISBN:** 1-900650-97-5  
**Summary:** This book examines the relationship between language, education and development in Africa.  
**Descriptor(s):** Teacher education, Cultural issues, Reading, Methodology, Materials, English language, Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** primary

**Entered by:** Bangor University (School of Linguistics and English Language)


Pages: 355–380

Summary: Reviews contemporary approaches to the teaching of reading comprehension in EFL/ESL.

Descriptor(s): Reading, Methodology, Materials, English language

Country of research: various

Learners’ background: various

Entered by: Bangor University (School of Linguistics and English Language)


Pages: 60–64

Summary: Reviews the role of language in ex-colonial countries around the world.

Descriptor(s): Cultural issues, English language

Country of research: various

Learners’ background: various

Entered by: Bangor University (School of Linguistics and English Language)


ISBN: 978-0-86160

Summary: This monograph provides a critical perspective on past and present policies on the teaching of English as a second/foreign language in the UK and beyond.

Descriptor(s): ESOL/EAL, English language

Country of research: various

Learners’ background: various

Entered by: Bangor University (School of Linguistics and English Language)


Pages: 1–12

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


ISBN: 978 0 19 442210 9

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

**Summary:** Juliet Wilson discusses some of the ethical issues concerning testing children. She outlines Cambridge ESOL’s current approach to testing this group of learners and describes how these tests were developed in the mid 1990s in terms of their design and the children’s experience of taking these tests.

www.cambridgeesol.org/rs_notes/rs_nts22.pdf

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

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**Summary:** Juliet Wilson’s introductory article outlines the background to the review of the YLE tests conducted over the past 3–4 years; she goes on to consider the modifications and trialling of three different tasks and describes the research which was carried out to update the vocabulary lists.

www.cambridgeesol.org/rs_notes/rs_nts28.pdf

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

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**Principal format:** Printed

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

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**ISBN:** 978-3-11-019670-2

**Pages:** 231–264

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

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

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**Summary:** Angela Wright investigates the specificity of Financial English reading texts compared to Business English and General English reading texts, using the new International Certificate in Financial English (ICFE) reading paper as a case study.

www.cambridgeesol.org/rs_notes/rs_nts31.pdf

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

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**ISBN:** 1403940894

**Summary:** Focuses on classroom management (CM) within the notion of classroom life. Examines the affective, spatial, temporal, discourse, cultural and institutional aspects of CM. Reviews relevant research and suggests ways of researching CM.

**Descriptor(s):** Teacher education, Cultural issues, Methodology, Management/innovation, Classroom interaction
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<td><strong>ISBN:</strong> 9780230206953</td>
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<tr>
<td><strong>Pages:</strong> 64–87</td>
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<tr>
<td><strong>Summary:</strong> Paper redefining the notion of classroom management (CM). 1. Forces in CM: order; opportunity; care. 2. Dimensions of CM: time; space; engagement; participation.</td>
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<td><strong>Descriptor(s):</strong> Teacher education, Methodology, Management/innovation, Classroom interaction</td>
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<th>Entered by: University of Leicester (English Language Teaching and Applied Linguistics, School of Education)</th>
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<td><strong>Country of research:</strong> Japan</td>
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<td><strong>Learners’ background:</strong> Japan</td>
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<td><strong>Institutional level:</strong> secondary</td>
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<td><strong>Entered by:</strong> University of Bedfordshire (Centre for Research in English Language Learning and Assessment)</td>
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<td><strong>Country of research:</strong> United Arab Emirates</td>
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<td><strong>Learners’ background:</strong> various</td>
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<td><strong>Institutional level:</strong> primary</td>
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<td><strong>Entered by:</strong> Newcastle University (School of Education, Communication and Language Sciences)</td>
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<tr>
<th><strong>ARTICLES, CHAPTERS, AUTHORED BOOKS AND UNPUBLISHED ITEMS</strong></th>
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<td><strong>ISBN:</strong> 978-1-84753-232-9</td>
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<tr>
<td><strong>Summary:</strong> This book is a personal view of the process of working in teacher and trainer development programmes. It discusses affective, social and cognitive issues among others.</td>
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<tr>
<td><strong>Descriptor(s):</strong> Teacher education</td>
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<td><strong>Entered by:</strong> University College Plymouth St Mark &amp; St John (Department of International Education)</td>
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Summary: Application of the stages of Organic Grammar to intermediate-level ESOL adults on a US program.

Descriptor(s): Assessment

Country of research: United States of America

Institutional level: adult

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


Summary: This paper analysed the students’ attitudes and perceptions towards the use of two scoring templates (the expert and the popular) and its differential statistical effects on the judgment of the summarisation performance of these students. The implications of the findings are discussed with specific reference to the value of involving test-takers in assessment criteria development.

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

Country of research: China

Learners’ background: China

Institutional level: tertiary

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


Summary: This paper reports on the significant differential effects of the use of English and Chinese on the processes and products of summarisation as a measure of reading comprehension, drawing upon data from students’ actual test performances, as well as their perceptions of such effects. The findings have implications for the design of summarisation and other integrated reading/writing tasks.

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

Country of research: China

Learners’ background: China

Institutional level: tertiary

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


ISBN: 0-08-044299-4

Pages: 340–344

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


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


ISBN: 978-3-11-018471-6
Descriptor(s): Cultural issues
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 978-0-826-493101/978-0-826-493095

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

Summary: Ron Zeronis provides a progress update on the current DELTA revision project, which includes the development of a modular syllabus.
www.cambridgeesol.org/rs_notes/rs_nts29.pdf
Entered by: University of Cambridge ESOL Examinations

Descriptor(s): Teacher education, Learner cognition, Learner autonomy/strategies
Entered by: University of Nottingham (School of English Studies)
Doctoral (PhD or EdD) theses supervised and completed within UK universities are listed below by institution. It should be noted that not all universities where doctoral work is supervised were able to supply details in this category, and so the list is not a fully comprehensive one. Regarding availability, doctoral theses completed within UK institutions are gradually being digitised by the British Library’s Electronic Theses Online Service (EThOS), and their website (http://ethos.bl.uk/Home.do) would therefore be an appropriate first port of call for users of this directory who are interested in consulting a particular thesis.

**Aston University (School of Languages and Social Sciences)**  
**Supervisor(s):** Sue Garton  
**Awarding institution:** Aston University  
**Summary:** The study investigates informal conversations between native English speakers and international students living in the UK, with a focus on topic management strategies. The research suggests that the conversations flowed freely and coherently and were marked by a relative scarcity of the communicative difficulties often associated with NS–NNS interactions.  
**Descriptor(s):** Speaking, Cultural issues

**Bangor University (School of Linguistics and English Language)**  
**Supervisor(s):** Eddie Williams  
**Awarding institution:** Bangor University, Wales  
**Summary:** An experimental investigation into the effect of a skills programme on the note taking ability in English of Omani university students.  
**Descriptor(s):** Methodology, Management/innovation, Learner autonomy/strategies, English language, Classroom interaction  
**Country of research:** Oman  
**Learners’ background:** Oman  
**Institutional level:** tertiary

**Canterbury Christ Church University (Department of English and Language Studies)**  
**Aboshiha, P.** 2008. *Identity and Dilemma: The “Native Speaker” English Language Teacher in a Globalizing World.*  
**Supervisor(s):** Adrian Holliday  
**Awarding institution:** University of Kent
Summary: British teachers’ attitudes towards theory and professionalism within the context of the changing ownership of English and globalisation.

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

Institutional level: adult


Supervisor(s): John Kullman and Martin Hyde

Awarding institution: University of Kent

Country of research: Mexico

Institutional level: tertiary


Supervisor(s): Stephen Bax

Awarding institution: University of Kent

Summary: A study of children from Japanese and English language homes using specially created Internet sites.

Descriptor(s): Cultural issues, Learning technologies, Curriculum/syllabus

Crawford, T. 2008. *ESL Writing in the University of Guanajuato: The Struggle to Enter a Discourse Community.*

Supervisor(s): Christopher Anderson and Alan Cunningsworth

Awarding institution: University of Kent

Summary: A study of classroom discourses surrounding the transitions between Mexican Spanish and English.

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

Country of research: Mexico

Institutional level: tertiary


Supervisor(s): Adrian Holliday

Awarding institution: University of Kent

Descriptor(s): English language, Curriculum/syllabus

Country of research: Cyprus

Institutional level: secondary

Duan, Y. 2007. *The Influence of the Chinese University Entrance Exam (English).*

Supervisor(s): Adrian Holliday

Awarding institution: University of Kent


Descriptor(s): Cultural issues, Assessment

Country of research: China

Institutional level: secondary


Supervisor(s): Adrian Holliday and Richard Cullen

Awarding institution: University of Kent

Summary: A study of Emirati women trainee teachers in a college of higher technology in the UAE.

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

Country of research: United Arab Emirates

Institutional level: tertiary


Supervisor(s): Adrian Holliday and Richard Cullen

Awarding institution: University of Kent

Country of research: United Arab Emirates

Institutional level: tertiary
Awarding institution: University of Kent
Summary: Looking at curriculum issues around the setting up of self-access centres in Mexico.
Descriptor(s): Cultural issues, Management/innovation, Learner autonomy/strategies, Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): Stephen Bax and Richard Cullen
Awarding institution: University of Kent
Summary: Student teachers doing the COTE.
Descriptor(s): Teacher education, Cultural issues
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): John Kullman
Awarding institution: University of Kent
Descriptor(s): Learner autonomy/strategies, Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Supervisor(s): John Kullman
Awarding institution: University of Kent
Descriptor(s): Curriculum/syllabus
Country of research: Mexico
Institutional level: tertiary

Cardiff University (School of English, Communication and Philosophy)

Supervisor(s): Nikolas Coupland
Awarding institution: Cardiff University
Descriptor(s): ESOL/EAL
Country of research: Kuwait
Learners’ background: Kuwait
Institutional level: primary

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): Writing, Learner autonomy/strategies, English language
Country of research: United Arab Emirates
Learners’ background: United Kingdom
Institutional level: tertiary

Supervisor(s): Alison Wray
Awarding institution: Cardiff University
Descriptor(s): Learner cognition
Country of research: Saudi Arabia
Learners’ background: Saudi Arabia
Institutional level: tertiary

Supervisor(s): Paul Tench
**Awarding institution:** Cardiff University  
**Descriptor(s):** Speaking  
**Country of research:** Rwanda  
**Learners' background:** Rwanda

**Supervisor(s):** Alison Wray  
**Awarding institution:** Cardiff University

**Su, Y-L.** 2008. *Overcoming Barriers to Reach Nativelikeness in Adult Second Language Acquisition.*  
**Supervisor(s):** Alison Wray  
**Awarding institution:** Cardiff University

**Supervisor(s):** Christine Pegg  
**Awarding institution:** Cardiff University

**Institute of Education, London (Department of Learning, Curriculum and Communication)**  
**Supervisor(s):** Catherine Wallace  
**Awarding institution:** Institute of Education, University of London  
**Summary:** The study aims to establish how far a multilingual ideology can be established as the basis for language policy in Ghana.  
**Descriptor(s):** Teacher education, Cultural issues, English language  
**Country of research:** Ghana  
**Learners' background:** Ghana

**Annous, S.** 2006. *“Nativespeakerism” and the Status of Non-native Teachers of English (NNTE) in Lebanon.*  
**Supervisor(s):** Amos Paran  
**Awarding institution:** University of London  
**Summary:** The study, involving teachers, administrators and students, found ELT perceived as a semi-profession, because NNTE were part-timers with different qualifications. The discourse of NNTE created a third space between those of NS and NNS teachers. The NNTE life cycle follows a pattern of honeymoon, maturity and retirement.  
**Country of research:** Lebanon  
**Institutional level:** tertiary

**Supervisor(s):** David Block  
**Awarding institution:** Institute of Education, University of London  
**Descriptor(s):** Cultural issues, Materials
Joo, M-J. 2007. *Korean University Students’ Attitudes to, and Performances on, a Face-to-Face Interview (FTFI) and a Computer Administered Oral Test (CAOT).*

**Summary:** This study explores Korean university students’ attitudes to, and performance on, a Face-To-Face interview (FTFI) and a Computer Administered Oral Test (CAOT), and finally the effects of attitudes on performance in a Korean university context. Conclusions pointed to the desirability of a CAOT in situations where FTFIs were impractical.

**Descriptor(s):** Speaking, Cultural issues, Assessment

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

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**Summary:** The study explores the values and attitudes attached to bilingualism on the part of key policy makers and lead professionals in education in England and Wales.

**Descriptor(s):** Speaking, Learning technologies, Assessment

**Country of research:** United Kingdom

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**Summary:** Three studies were conducted, including two training studies. Results indicate that phonological skills training can be effective in promoting L2 reading skills, but only if provided at primary level. A similar intervention at secondary level was not effective.

**Descriptor(s):** Reading

**Country of research:** Hong Kong

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**Country of research:** United Kingdom

**Supervisor(s):** Catherine Wallace

**Awarding institution:** Institute of Education, University of London

**Summary:** The study offers a needs analysis of tertiary-level ESP education in Korea and the UK, by comparing two EAP settings: a Korean Institute of Engineering in Korea and a comparable institutional setting in London.

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

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

**Learners’ background:** Korea, Republic of (South Korea)

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**Supervisor(s):** Jennifer Jenkins and Constant Leung

**Awarding institution:** King’s College London

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**Supervisor(s):** J. Jenkins and C. Leung

**Awarding institution:** University of London

**Summary:** This thesis deals with international spread of English. It provides analysis of a corpus of spoken interactions in English as lingua franca settings, the primary aim of which is systematic and detailed descriptions of innovative lexicogrammatical features occurring in ELF communication. The discussion also considers the likely pedagogical implications of these findings.

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

**Country of research:** United Kingdom

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Lancaster University (Linguistics and English Language)


**Supervisor(s):** J.C. Alderson

**Awarding institution:** Lancaster University

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

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**Supervisor(s):** A. Waters

**Awarding institution:** Lancaster University

**Summary:** This study used a ‘new literacies’ and ‘activity theory’ framework to investigate
factors affecting Chinese students approaches to reading academic texts in their subject areas (Management Studies and Educational Research).

Descriptor(s): ESP, Cultural issues, Reading
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary


Supervisor(s): A. Waters
Awarding institution: Lancaster University
Summary: Study of effects on learning of interactive whiteboard (including the ACTIVote component), in conjunction with mixed-nationality groups of summer EAP programme students, and using a ‘critical theory of technology framework’.

Descriptor(s): Methodology, Materials, Learning technologies, Classroom interaction
Country of research: United Kingdom


Supervisor(s): D. Wall
Awarding institution: Lancaster University
Summary: Study of teaching methods of several Japanese teachers of EFL in a college setting in Japan, in terms of rationales for and influence on them of a number of factors. Uses and extends Borg’s model of teacher cognition.

Descriptor(s): Teacher cognition
Country of research: Japan
Learners’ background: Japan
Institutional level: tertiary

Keranen, N. 2008. *A Multi-Theoretical Approach to Investigating Research Engagement by University ELT Staff.*

Supervisor(s): A. Waters
Awarding institution: Lancaster University
Summary: Uses Ajzen’s ‘Theory of Planned Behaviour and the concept of the ‘Matthew effect’ to throw light on why some among the sample of tertiary level language teachers in Mexico who were studied were research active while others were not.

Descriptor(s): Writing, Teacher education, Teacher cognition
Country of research: Mexico
Institutional level: tertiary


Supervisor(s): A. Waters
Awarding institution: Lancaster University
Summary: Investigation into implementation problems associated with the Malaysian SMART school curriculum, especially its teacher development component, informed by Hall and Hord’s ‘Levels of Implementation’ and Adey’s ‘professional development’ models.

Descriptor(s): Teacher education, Management/Innovation, Curriculum/syllabus
Country of research: Malaysia
Institutional level: secondary

**Supervisor(s):** A. Waters  
**Awarding institution:** Lancaster University  
**Summary:** Using data generated by a number of groups of BA TEFL students at an Austrian university, a case is made for paying a good deal more attention to the notion of self-concept in applied linguistics/ELT, and a new, more organic and less hierarchical model for the investigation of language learner self-concept is proposed.  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies  
**Country of research:** Austria  
**Learners’ background:** Austria  
**Institutional level:** tertiary


**Supervisor(s):** J.C. Alderson  
**Awarding institution:** Lancaster University  
**Descriptor(s):** Methodology, Reading, English language


**Supervisor(s):** J.C. Alderson  
**Awarding institution:** Lancaster University  
**Descriptor(s):** Assessment


**Supervisor(s):** J.C. Alderson  
**Awarding institution:** Lancaster University  
**Descriptor(s):** English language, Assessment


**Supervisor(s):** J.C. Alderson  
**Awarding institution:** Lancaster University  
**Descriptor(s):** Speaking, Assessment

**Leeds Metropolitan University**  

**Supervisor(s):** I. Timmis  
**Awarding institution:** Leeds Metropolitan University  
**Summary:** This thesis proposed a framework for transferring reading from the language of wider communication to the mother tongue based on the author’s research with the Sabaot people in Kenya.  
**Descriptor(s):** Cultural issues, Reading, Methodology

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

**Supervisor(s):** M. Young-Scholten and F. Myles  
**Awarding institution:** Newcastle University  
**Descriptor(s):** Curriculum/syllabus  
**Institutional level:** primary

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

**Supervisor(s):** Tony Gallagher  
**Awarding institution:** Queen’s University, Belfast  
**Descriptor(s):** Teacher education, Learner autonomy/strategies
University of Bath (Department of Education)

Spiro, J. 2008. How I have Arrived at a Notion of Knowledge Transformation, through Understanding the Story of Myself as Creative Writer, Educator, Manager, and Educational Researcher.

Supervisor(s): Jack Whitehead
Awarding institution: University of Bath
Summary: The thesis explores the meaning and practice of 'creativity' across a number of roles, including the creative writer, and the English language educator. It considers the way these roles can inform one another, and offers case studies of 'creative' learning in practice: including its role in materials development and assessment.

www.actionresearch.net/living/janespirophd.shtml
Descriptor(s): Writing, Reading, Materials, English language, Assessment
Country of research: various; Learners’ background: various; Institutional level: adult

University of Birmingham
(Centre for English Language Studies and Department of English)


Supervisor(s): Chris Kennedy
Awarding institution: Centre for English Language Studies, University of Birmingham
Descriptor(s): Curriculum/syllabus, Assessment
Country of research: Japan
Learners’ background: Japan
Institutional level: secondary

Connerty, M. 2008. Variation in Academic Writing among Generation 1.5 Learners, Native Speaker Learners and ESL Learners.

Supervisor(s): Susan Hunston

Awarding institution: University of Birmingham
Summary: The thesis is a study of verb use, comparing a corpus of English essays written by Chinese learners and a corpus of essays written by native speakers.

Descriptor(s): Writing
Country of research: China
Learners’ background: China
Institutional level: tertiary


Supervisor(s): Chris Kennedy
Awardsing institution: Centre for English Language Studies, University of Birmingham
Descriptor(s): Teacher education
Country of research: Sri Lanka

Supervisor(s): Chris Kennedy
Awarding institution: Centre for English Language Studies, University of Birmingham
Summary: An evaluation of the effects of an innovative methodology on Japanese university students.
Descriptor(s): Methodology, Materials, Learner autonomy/strategies, Curriculum/syllabus
Country of research: Japan
Learners’ background: Japan
Institutional level: tertiary

Supervisor(s): Jeannette Littlemore
Awarding institution: University of Birmingham
Summary: This thesis explored the role of teacher autonomy in teacher training contexts in Japan.
Descriptor(s): Teacher education, Teacher cognition, Curriculum/syllabus
Country of research: Japan
Learners’ background: Japan
Institutional level: tertiary

Supervisor(s): Chris Kennedy
Awarding institution: Centre for English Language Studies, University of Birmingham

Descriptor(s): English language, Curriculum/syllabus

Supervisor(s): Susan Hunston
Awarding institution: University of Birmingham
Summary: The thesis is a study of the changes made during re-drafting of MA theses and the effect of these changes on the construal of writer identity in the theses.
Descriptor(s): Writing, ESP
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

University of Birmingham (School of Education)

Supervisor(s): D. Martin
Awarding institution: University of Birmingham

Supervisor(s): D. Martin
Awarding institution: University of Birmingham

Supervisor(s): A. Blackledge
Awarding institution: University of Birmingham
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<th>Learners’ background</th>
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<td>Chiu, Y.Y.</td>
<td>2008</td>
<td>Helping and Hindering? How Educational Leaders Affect the Overseas Student Learning Experience.</td>
<td>Christopher Rhodes</td>
<td>University of Birmingham</td>
<td>United Kingdom</td>
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<td>Copland, F.</td>
<td>2007</td>
<td>Feedback in Pre-service English Language Teacher Training: Discourses of Process and Power.</td>
<td>A. Creese</td>
<td>University of Birmingham</td>
<td>United Kingdom</td>
<td>United Kingdom</td>
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<tr>
<td>English, M.</td>
<td>2005</td>
<td>A Study of the Relationship Between the form of Pedagogic Practice and the Acquisition of Communicative Competence on the Part of Junior Schoolchildren.</td>
<td>Harry Daniels</td>
<td>University of Birmingham</td>
<td>United Kingdom</td>
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<tr>
<td>Farrugia, M.</td>
<td>2006</td>
<td>Medium and Message: The Use and Development of an English Mathematics Register in Two Maltese Primary Classrooms.</td>
<td>David Hewitt</td>
<td>University of Birmingham</td>
<td>United Kingdom</td>
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<tr>
<td>Majer, B.</td>
<td>2006</td>
<td>The Shaping of the Learner Identity of Bilingual Adults During Curriculum Study at an English Further Education College.</td>
<td>A. Creese</td>
<td>University of Birmingham</td>
<td>United Kingdom</td>
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<tr>
<td>Afitska, O.</td>
<td>2008</td>
<td>A Formative Perspective on Language Teaching and Assessment: Supporting Ethnic Minority Children in English Primary Classrooms.</td>
<td>P. Rea-Dickins</td>
<td>University of Bristol</td>
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<tr>
<td>Alexander, C.</td>
<td>2006</td>
<td>Teachers Online: A Case Study of English Language Teaching Using the Internet.</td>
<td>R. Kiely</td>
<td>University of Bristol</td>
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</table>
**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** Sally Barnes and Pauline Rea-Dickins  

**Supervisor(s):** P. Rea-Dickins and H. Woodfield  
**Awarding institution:** University of Bristol

Scott, C. 2005. Washback in the UK Primary Context with EAL Learners: Exploratory Case Studies.  
**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** R. Kiely  
**Awarding institution:** University of Bristol

Woodfield, H. 2005. Requests in English: ESL Learners and Native Speakers’ Responses to Discourse Completion Tasks.  
**Supervisor(s):** S. Gardner  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

Zhao, B. 2008. Corrective Feedback and Learner Uptake: Focus-on-Form Instruction in Primary School EFL Classrooms in China.
**Supervisor(s):** R. Kiely and G. Yu  
**Awarding institution:** University of Bristol

**Supervisor(s):** P. Rea-Dickins  
**Awarding institution:** University of Bristol

**Zou, B.** 2008. *How Computers are Being Used to Develop Listening and Speaking Skills in TESOL.*  
**Supervisor(s):** Sally Barnes and Pauline Rea-Dickins  
**Awarding institution:** University of Bristol

**University of Cambridge ESOL Examinations**

**Supervisor(s):** E. Esch and N. Jones  
**Awarding institution:** Cambridge University

**Descriptor(s):** Cultural issues, Reading, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various

**University of Edinburgh (Institute for Applied Language Studies/Office of Lifelong Learning)**

**Supervisor(s):** Tony Lynch and Cathy Benson  
**Awarding institution:** University of Edinburgh

**Supervisor(s):** Tony Lynch and Alan Davies  
**Awarding institution:** University of Edinburgh

**Supervisor(s):** Tony Lynch and Cathy Benson  
**Awarding institution:** University of Edinburgh

**Supervisor(s):** Tony Lynch and Eric Glendinning  
**Awarding institution:** University of Edinburgh

**Summary:** A study comparing the learning benefits for Iranian learners of English receiving instruction in different types of classroom activity.  
**Descriptor(s):** Methodology, Learner cognition

**Summary:** A classroom-based study of Japanese learners of English engaged in paired communication tasks.  
**Descriptor(s):** Speaking, Methodology, Learner cognition

**Summary:** A study of two cycles of materials development, piloting and revision, using learners’ and teachers’ perceptions of materials use and value to inform the process of revision.  
**Descriptor(s):** Reading, Methodology, Materials
University of Essex (Department of Language and Linguistics)

Supervisor(s): Nigel Harwood
Awarding institution: University of Essex
Descriptor(s): Writing, Speaking, Cultural issues, ESP, English language
Country of research: various

Supervisor(s): Nigel Harwood
Awarding institution: University of Essex
Descriptor(s): Writing, Materials, Learning technologies, English language, Curriculum/syllabus
Country of research: Korea, Republic of (South Korea);
Institutional level: secondary

University of Leicester (English Language Teaching and Applied Linguistics, School of Education)

Supervisor(s): A. Svalberg
Awarding institution: University of Leicester
Descriptor(s): Methodology
Country of research: Lebanon
Learners’ background: Lebanon
Institutional level: tertiary

Supervisor(s): R.D. Davies
Awarding institution: University of Leicester
Descriptor(s): Learner autonomy/strategies
Country of research: Saudi Arabia
Learners’ background: Saudi Arabia

Supervisor(s): S. Gieve
Awarding institution: University of Leicester
Descriptor(s): Curriculum/syllabus
Country of research: Israel
Learners’ background: Israel
Institutional level: primary

Supervisor(s): S. Gieve
Awarding institution: University of Leicester
Descriptor(s): Learner cognition, Learner autonomy/strategies
Country of research: Singapore
Learners’ background: China
Institutional level: tertiary

Supervisor(s): S. Gieve
Awarding institution: University of Leicester
Descriptor(s): Learner cognition
Country of research: Singapore
Learners’ background: Singapore
Institutional level: secondary

Supervisor(s): K. Armstrong
Awarding institution: University of Leicester
Descriptor(s): Learner autonomy/strategies
Country of research: Japan
Learners’ background: Japan
Institutional level: secondary
Awarding institution: University of Leicester
Descriptor(s): Methodology
Country of research: Japan
Learners' background: Japan
Institutional level: secondary


Supervisor(s): K. Armstrong
Awarding institution: University of Leicester
Descriptor(s): Classroom interaction
Country of research: Japan
Learners' background: Japan
Institutional level: tertiary


Supervisor(s): A. Svalberg
Awarding institution: University of Leicester
Descriptor(s): Cultural issues
Country of research: Lebanon
Learners' background: Armenia


Supervisor(s): K. Armstrong
Awarding institution: University of Leicester
Descriptor(s): Cultural issues
Country of research: Hong Kong
Learners' background: Hong Kong
Institutional level: tertiary


Supervisor(s): R.D. Davies

Awarding institution: University of Leicester
Descriptor(s): Cultural issues
Country of research: Taiwan
Learners' background: Taiwan
Institutional level: secondary


Supervisor(s): S. Gieve
Awarding institution: University of Leicester
Descriptor(s): Teacher cognition
Country of research: Singapore
Institutional level: tertiary


Supervisor(s): P.M. Rogerson-Revell
Awarding institution: University of Leicester
Descriptor(s): Classroom interaction
Country of research: Lebanon


Supervisor(s): Svalberg A.
Awarding institution: University of Leicester
Descriptor(s): Classroom interaction
Country of research: Lebanon


Supervisor(s): J. Norton
Awarding institution: University of Leicester
Descriptor(s): Learner cognition
Country of research: United Kingdom
Learners' background: Thailand
Institutional level: tertiary

Robinson, F.N. 2005. An Investigation of the Needs of the Providers, the Students and the
Business Community Regarding Business English Courses.

**Supervisor(s):** P. Rogerson-Revell  
**Awarding institution:** University of Leicester  
**Descriptor(s):** Curriculum/syllabus

**Said Al-Ramahi, A.S.M.** 2006. *English for Industrial Security Programs (EIS); A Potential ESP Model for Organisation Employees’ Purposes: Implications for the Teaching of English in Saudi ARAMCO.*  
**Supervisor(s):** A. Svalberg  
**Awarding institution:** University of Leicester  
**Descriptor(s):** Curriculum/syllabus  
**Country of research:** Saudi Arabia  
**Learners’ background:** Saudi Arabia

**Supervisor(s):** A. Svalberg  
**Awarding institution:** University of Leicester  
**Descriptor(s):** Learner cognition  
**Country of research:** Lebanon  
**Learners’ background:** Lebanon  
**Institutional level:** tertiary

**Supervisor(s):** S. Gieve  
**Awarding institution:** University of Leicester  
**Descriptor(s):** Learner autonomy/strategies  
**Country of research:** Singapore  
**Learners’ background:** China  
**Institutional level:** secondary

University of Liverpool (School of English)  

**Supervisor(s):** Geoff Thompson and Carol Marley  
**Awarding institution:** University of Liverpool  
**Summary:** A cross-cultural comparison of discourse choices in science popularisation texts from British and Korean newspapers. The focus is on resources for involving the reader, and on the links between differences in the use of these resources and wider socio-cultural factors.  
**Descriptor(s):** Cultural issues, ESP  
**Country of research:** Korea, Republic of (South Korea)

**Supervisor(s):** Geoff Thompson and Sue Thompson  
**Awarding institution:** University of Liverpool  
**Summary:** A linguistic exploration of the ways in which a group of schoolchildren from the West Bank construe their experiences living under Israeli military occupation, and their resulting ideologies. The study analyses the evaluative choices in 160 texts, written and spoken in English by Palestinian males and females, aged 12–18.  
**Descriptor(s):** Cultural issues  
**Country of research:** Israel  
**Learners’ background:** Palestinian Territories  
**Institutional level:** secondary

University of Manchester (School of Education)  

**Supervisor(s):** Gary Motteram
<table>
<thead>
<tr>
<th>Awarding institution:</th>
<th>University of Manchester</th>
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<tr>
<td><strong>Summary:</strong></td>
<td>A study into the use of a teacher-created online learning environment for delivering CPD for adult learners in Cyprus.</td>
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<tr>
<td><strong>Descriptor(s):</strong></td>
<td>Teacher education, Learning technologies, Curriculum/syllabus</td>
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<td><strong>Country of research:</strong></td>
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<td><strong>Learners’ background:</strong></td>
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<td><strong>Supervisor(s):</strong></td>
<td>Teresa O’Brien</td>
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<td><strong>Awarding institution:</strong></td>
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<td><strong>Descriptor(s):</strong></td>
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<td><strong>Country of research:</strong></td>
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<td><strong>Learners’ background:</strong></td>
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<td><strong>Supervisor(s):</strong></td>
<td>Michael Beaumont</td>
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<td><strong>Awarding institution:</strong></td>
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<td><strong>Summary:</strong></td>
<td>A study of the acquisition of stress patterns in adult learners of English.</td>
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<td><strong>Descriptor(s):</strong></td>
<td>Speaking, Pronunciation</td>
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<td><strong>Country of research:</strong></td>
<td>Austria</td>
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<td><strong>Learners’ background:</strong></td>
<td>various</td>
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<td><strong>Supervisor(s):</strong></td>
<td>Richard West</td>
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<td><strong>Awarding institution:</strong></td>
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<td><strong>Descriptor(s):</strong></td>
<td>ESP, Curriculum/syllabus</td>
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<td><strong>Supervisor(s):</strong></td>
<td>Diane Slaouti and Juup Stelma</td>
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<td><strong>Awarding institution:</strong></td>
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<tr>
<td><strong>Summary:</strong></td>
<td>A descriptive study of NNS-NNS interaction in a SCMC environment in a private language centre in Syria. Aims included (a) to explore different aspects of NNS—NNS interaction in task-based SCMC, and (b) to investigate how these aspects were influenced by the characteristics of the SCMC technology employed.</td>
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<td><strong>Descriptor(s):</strong></td>
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<td><strong>Supervisor(s):</strong></td>
<td>Julian Williams</td>
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<td><strong>Awarding institution:</strong></td>
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<tr>
<td><strong>Summary:</strong></td>
<td>A study into the informal learning of a community of e-learning practitioners as a part of a large international materials development project for online learning.</td>
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<td><strong>Descriptor(s):</strong></td>
<td>Teacher education, Cultural issues, Management/innovation, Learning technologies, Curriculum/syllabus</td>
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<td><strong>Country of research:</strong></td>
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<td><strong>Learners’ background:</strong></td>
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<td><strong>Institutional level:</strong></td>
<td>tertiary</td>
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Supervisor(s): Steve Jones
Awarding institution: University of Manchester
Summary: A comparison of the distribution of linguistic features in the spoken and written English of Korean and British university students.
Descriptor(s): Writing, Speaking, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

Supervisor(s): Diane Slaouti
Awarding institution: University of Manchester
Descriptor(s): Materials, Learning technologies, Curriculum/syllabus
Country of research: Mexico
Learners’ background: Mexico

Supervisor(s): Diane Slaouti
Awarding institution: University of Manchester
Descriptor(s): Teacher education, Teacher cognition, Methodology
Country of research: Colombia
Learners’ background: Colombia

University of Nottingham (School of Education)

Abdul Rahim, F. 2007. Expanding the Capacity to Learn Through the ECAM Model of Mediation: Teaching and Learning English and Mathematics as a Second Language in a Malaysian Primary School. 
Supervisor(s): Do Coyle and Philip Hood
Awarding institution: University of Nottingham
Descriptor(s): Teacher education, Methodology, ESOL/EAL, ESP, Classroom interaction
Country of research: Malaysia
Learners’ background: Malaysia
Institutional level: primary

Supervisor(s): Barbara Sinclair
Awarding institution: University of Nottingham
Descriptor(s): Learner autonomy/strategies
Country of research: India
Learners’ background: various
Institutional level: secondary

Hsu, W-C. 2005. Representations, Constructs and Practice of Autonomy Via a Learner Training Programme in Taiwan. 
Supervisor(s): Barbara Sinclair
Awarding institution: University of Nottingham
Descriptor(s): Learner autonomy/strategies
Country of research: Taiwan
Learners’ background: Taiwan
Institutional level: secondary

Kao, S-H. 2007. The Development of Learner Autonomy in Taiwanese Primary School
**Learners of English: A Theoretical Model, Framework and Practice.**

**Supervisor(s):** Barbara Sinclair  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner autonomy/strategies  
**Country of research:** Taiwan  
**Learners’ background:** Taiwan  
**Institutional level:** primary

**Supervisor(s):** Do Coyle  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Teacher education, Teacher cognition, Learning technologies  
**Country of research:** Cyprus  
**Learners’ background:** various  
**Institutional level:** tertiary

**Supervisor(s):** Charles Crook  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learning technologies  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** adult

**University of Nottingham (School of English Studies)**

**Supervisor(s):** Ronald Carter  
**Awarding institution:** University of Nottingham

**Supervisor(s):** Norbert Schmitt  
**Descriptor(s):** Cultural issues, Learner autonomy/strategies  
**Learners’ background:** Saudi Arabia

**Supervisor(s):** Norbert Schmitt  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner autonomy/strategies  
**Institutional level:** tertiary

**Cheng, H-F.** 2006. *Motivational Teaching Practice of Taiwanese English Teachers.*  
**Supervisor(s):** Zoltan Dörnyei  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Teacher education, Teacher cognition, Classroom interaction  
**Learners’ background:** Taiwan

**Supervisor(s):** John McCrae and Peter Stockwell  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner cognition, English language

**Supervisor(s):** Zoltan Dörnyei  
**Descriptor(s):** Teacher education, Classroom interaction

Supervisor(s): Zoltan Dörnyei

Awarding institution: University of Nottingham

Learners’ background: Korea, Republic of (South Korea)


Supervisor(s): Michael McCarthy

Awarding institution: University of Nottingham

Descriptor(s): Speaking, ESP, English language


Supervisor(s): Zoltan Dörnyei

Awarding institution: University of Nottingham

Learners’ background: Libya

Institutional level: secondary


Supervisor(s): Ronald Carter and Zoltan Dörnyei

Awarding institution: University of Nottingham

Descriptor(s): Learner autonomy/strategies, Classroom interaction

Learners’ background: Japan


Supervisor(s): Zoltan Dörnyei

Awarding institution: University of Nottingham

Descriptor(s): Learner autonomy/strategies, Classroom interaction

Learners’ background: Korea, Republic of (South Korea)


Supervisor(s): Svenja Adolph and Michael McCarthy

Awarding institution: University of Nottingham

Descriptor(s): ESP, English language


Supervisor(s): Zoltan Dörnyei

Awarding institution: University of Nottingham

Descriptor(s): Teacher education, Teacher cognition

Learners’ background: Slovakia


Supervisor(s): Ronald Carter and John McCrae

Awarding institution: University of Nottingham

Descriptor(s): Reading, Learner cognition, Learner autonomy/strategies

Learners’ background: Kenya

**Supervisor(s):** Ronald Carter  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Writing, Learning technologies, Learner autonomy/strategies

**Supervisor(s):** Ronald Carter

**Supervisor(s):** Zoltan Dörnyei  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Cultural issues, Learner cognition  
**Learners' background:** Japan

**Supervisor(s):** Zoltan Dörnyei and Svenja Adolphs  
**Awarding institution:** University of Nottingham  
**Learners' background:** Germany

**Supervisor(s):** Zoltan Dörnyei  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner cognition  
**Learners' background:** Japan

**Supervisor(s):** Ronald Carter  
**Awarding institution:** University of Nottingham

**Supervisor(s):** Ronald Carter

**Supervisor(s):** Norbert Schmitt  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner autonomy/strategies, English language

**Walters, J-M.** 2006. *Beyond Exhortation: Teaching ESL/EFL Students to Infer Meaning from Context.*  
**Supervisor(s):** Ronald Carter  
**Awarding institution:** University of Nottingham  
**Descriptor(s):** Learner cognition, Learner autonomy/strategies

**Supervisor(s):** Norbert Schmitt  
**Awarding institution:** University of Nottingham

**Supervisor(s):** Zoltan Dörnyei  
**Awarding institution:** University of Nottingham  
**Learners' background:** Bangladesh  
**Institutional level:** secondary

Supervisor(s): Ronald Carter and John McCrae

Awarding institution: University of Nottingham

Learners’ background: Taiwan


Supervisor(s): Zoltan Dörnyei

Awarding institution: University of Nottingham

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

University of Sheffield (School of English)


Supervisor(s): Gibson Ferguson

Awarding institution: University of Sheffield

Summary: This thesis investigates the beliefs, experiences, behavior, and attitudes of course participants on a Trinity College London TESOL Certificate course. Results demonstrated that the length of the course necessitates a prioritization of practice over theory and a focus on behavioral change at the expense of examination/critique of participants’ pre-existing beliefs.

Descriptor(s): Teacher education, Teacher cognition

Country of research: United Kingdom

Institutional level: adult


Supervisor(s): Gibson Ferguson

Awarding institution: University of Sheffield

Descriptor(s): English language

Country of research: Taiwan


Supervisor(s): Gibson Ferguson

Awarding institution: University of Sheffield

Descriptor(s): Curriculum/syllabus, Classroom interaction


Supervisor(s): Gibson Ferguson

Awarding institution: University of Sheffield

Descriptor(s): Curriculum/syllabus

Country of research: Greece

University of Southampton (Modern Languages, School of Humanities)


Supervisor(s): George Blue

Awarding institution: University of Southampton

Summary: This was an action research study of the introduction of content based English language instruction in an advanced vocational setting in China (legal education)

Descriptor(s): Methodology, Management/Innovation, ESP

Country of research: China

Learners' background: China

Institutional level: tertiary

Kaowiwanatakul, S. 2008. Developmen of Critical Thinking in the L2 Literature Classroom in Thai Higher Education:
Conceptions and Pedagogical Practices.

**Supervisor(s):** Ros Mitchell

**Awarding institution:** University of Southampton

**Summary:** This project was an observational study of English literature education in a Thai university setting, with a focus on the extent and nature of students’ criticality development in English-medium education.

**Descriptor(s):** Writing, Teacher cognition, Cultural issues, Methodology, Learner cognition, Classroom interaction, Assessment

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary

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**Supervisor(s):** Christopher Brumfit and Ros Mitchell

**Awarding institution:** University of Southampton

**Summary:** This project involved design of a world literature curriculum to be taught through English, appropriate to the needs of English majors in a Thai university setting.

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

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary

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**Supervisor(s):** Ros Mitchell

**Awarding institution:** University of Southampton

**Summary:** This was a longitudinal case study of a Korean L1 child learning English over several months’ residence in England. Interaction with family and peers was analysed using a sociocultural framework.

**Descriptor(s):** Speaking, Cultural issues, Reading, Listening, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:** Korea, Republic of (South Korea)

**Institutional level:** primary

---


**Supervisor(s):** Christopher Brumfit and Michael Grenfell

**Awarding institution:** University of Southampton

**Summary:** This thesis was a case study of an ESL teacher education programme in a North American setting which explored the contribution of trainer modelling of instructional processes to trainee development.

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

**Country of research:** United States of America

**Learners’ background:** United States of America

**Institutional level:** tertiary

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Zhao, T. 2007. *An Ethnographic Study of the Intercultural Adaptation Process between Chinese Students and Their British Lecturers and Fellow Students in the UK.*

**Supervisor(s):** Christopher Brumfit and Michael Grenfell

**Awarding institution:** University of Southampton

**Summary:** This was a study of the adaptation of Chinese students to a UK higher education setting, in the context of a postgraduate management programme.

**Descriptor(s):** Cultural issues, ESP
Country of research: United Kingdom
Learners' background: China
Institutional level: tertiary

University of Warwick
(Centre for Applied Linguistics)

Supervisor(s): Ema Ushioda and Judith Kennedy
Awarding institution: University of Warwick
Summary: A study of group dynamics and its influences on individual learner motivation, using questionnaires and interviews.
Descriptor(s): Learner autonomy/strategies, Learner cognition

Country of research: Taiwan
Learners' background: Taiwan
Institutional level: secondary

Supervisor(s): Hilary Nesi
Awarding institution: University of Warwick
Descriptor(s): Writing, Materials, Learning technologies

Country of research: United Kingdom
Learners' background: China
Institutional level: tertiary

Chung, I-F. 2006. A Study of English Learning Attitudes and Perceptions among Senior High School Students in Taiwan.
Supervisor(s): Judith Kennedy and Ema Ushioda
Awarding institution: University of Warwick
Summary: Analyses Taiwanese senior high school students' perceptions of communicative language teaching, using focus group and questionnaire data.
Descriptor(s): Curriculum/syllabus, Learner cognition, Materials, Methodology

Country of research: Turkey
Learners' background: Turkey
Institutional level: secondary

Supervisor(s): Judith Kennedy and Julia Khan
Awarding institution: University of Warwick
Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Methodology

Supervisor(s): Julia Khan and Richard Smith
Awarding institution: University of Warwick
Descriptor(s): Cultural issues, English language, Curriculum/syllabus

Country of research: Portugal
Learners' background: Portugal
Institutional level: secondary

Haoucha, M. 2005. The Effects of a Feedback-based Instruction Programme on Developing EFL Writing and Revision Skills of First Year Moroccan University Students.
Supervisors: Tricia Hedges and Ema Ushioda

Awarding institution: University of Warwick

Summary: Practitioner research on using feedback in a process writing approach in a Moroccan university context.

Descriptor(s): Writing, Methodology

Country of research: Morocco

Learners' background: Morocco

Institutional level: tertiary


Supervisors: Richard Smith and Sheena Gardner

Awarding institution: University of Warwick


Supervisors: Sheena Gardner

Awarding institution: University of Warwick

Descriptor(s): Cultural issues, Reading, Curriculum/syllabus

Country of research: Turkey

Learners' background: Turkey

Institutional level: secondary


Supervisors: Richard Smith and Shelagh Rixon

Awarding institution: University of Warwick

Khasandi-Telewa, V. 2007. “English is Must to Us”: Languages and Education in Kakuma Refugee Camp.

Supervisors: Sheena Gardner and

Julia Khan

Awarding institution: University of Warwick


Supervisors: Ema Ushioda and Annamaria Pinter

Awarding institution: University of Warwick

Summary: A survey of Taiwanese university students' motivation for learning English and perceptions of English as an international language, using questionnaire and interviews, including interviews with teachers.

Descriptor(s): English language, Learner cognition

Country of research: Taiwan

Learners' background: Taiwan

Institutional level: tertiary


Supervisors: Ema Ushioda and Judith Kennedy

Awarding institution: University of Warwick

Summary: A qualitative study of task motivation among Chinese university learners, using an exploratory practice framework.

Descriptor(s): Teacher cognition, Reading, Methodology, Learner cognition, Learner autonomy/strategies

Country of research: China

Learners' background: China

Institutional level: tertiary

Supervisor(s): Sheena Gardner
Awarding institution: University of Warwick

Supervisor(s): Keith Richards
Awarding institution: University of Warwick

Pramoolsook, I. 2008. Genre Transfer from Dissertations to Research Articles among Thai Scientists.
Supervisor(s): Sheena Gardner
Awarding institution: University of Warwick

Supervisor(s): Ema Ushioda and Richard Smith
Awarding institution: University of Warwick

Summary: A qualitative analysis of Thai university students’ classroom behaviours in relation, particularly to ‘large’ versus ‘small’ culture frameworks.
Descriptor(s): Methodology, Management/innovation, Classroom interaction
Country of research: China
Learners’ background: China
Institutional level: primary

Supervisor(s): Hilary Nesi

Supervisor(s): Hilary Nesi and Julia Khan

Awarding institution: University of Warwick

Supervisor(s): Shelagh Rixon and Richard Smith
Awarding institution: University of Warwick

Supervisor(s): Shelagh Rixon and Richard Smith
Awarding institution: University of Warwick

Supervisor(s): Richard Smith and Ema Ushioda
Awarding institution: University of Warwick

Summary: A qualitative study of language school student sojourners’ out-of-class experiences and social interactions, and their impact on language learning behaviours.
Descriptor(s): Cultural issues, Learner cognition, Learner autonomy/strategies
Country of research: United Kingdom
Learners’ background: various
Institutional level: adult

Supervisor(s): Sheena Gardner
Awarding institution: University of Warwick
Descriptor(s): Materials, Classroom interaction


Supervisor(s): Richard Smith and Hilary Nesi
Awarding institution: University of Warwick
Externally funded projects are ordered below by starting date (to qualify for the directory a project had to have a start date or an end date within the 2005–2008 time frame, hence the presence of some projects which started earlier than 2005). As with other types of entry in the directory, when details of a particular research project were submitted by more than one institution (for example, due to research collaborators being based at different UK institutions), each separate submission has been included since the specific details entered tend to be different. Aside from being externally funded and starting or ending within the 2005-2008 time frame, a further criterion for a project to be included was that details should be provided of a publicly accessible further source of information about the project – for example, a report or article relating to the project and/or a project website. URLs have been checked and are correct at the time of publication of this PDF/paper version of the directory.

2002

H. Nesi and P. Thompson.
April 2002–March 2005. ‘Enhancement of the British Academic Spoken English Corpus’

**Funding body:** Arts and Humanities Research Board (AHRB)
RE/AN6806/APN13545

**Summary:** The BASE corpus consists of 160 lectures and 39 seminars recorded in a variety of university departments. It contains 1,644,942 tokens in total (lectures and seminars). Holdings are distributed equally across four broad disciplinary groups: Arts and Humanities, Life Sciences, Physical Sciences and Social Science.

www.coventry.ac.uk/base

**Descriptor(s):** Teacher education, Speaking, Listening, ESP, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University

Hilary Nesi and Paul Thompson.

**Funding body:** Arts and Humanities Research Board (AHRB)

**Summary:** This project (RE/AN6806/APN13545) aimed to develop the BASE corpus of academic speech (with video recordings and transcripts of lectures and seminars across disciplines). The corpus consists of 160 lectures and 40 seminars recorded in a variety of departments at the universities of Warwick and Reading.

www2.warwick.ac.uk/fac/soc/al/research/collect/base

**Descriptor(s):** Speaking, Listening, ESP

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Warwick (Centre for Applied Linguistics)
2003


**Funding body:** European Commission

**Summary:** The purpose of this project was to create a network of individual language testers in Europe. The major outcome was the establishment of the European Association for Language Testing and Assessment (EALTA).

www.ling.lancs.ac.uk/groups/ltrg/oldprojects/enlta.htm

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

**Country of research:** various

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

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**J.C. Alderson.** 2003–2007. ‘The Dutch CEFR Construct Project’

**Funding body:** Dutch Ministry of Education

**Summary:** The aim of this project was to determine whether the Common European Framework of Reference (CEFR) provided adequate guidance for designing language tests. A major outcome was an internet-based grid to help test analysts to examine the relationship between tests of reading and listening and the CEFR.

www.ling.lancs.ac.uk/cefgrid

**Descriptor(s):** Assessment

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

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**Funding body:** NRDC/ESF

**Summary:** Project report available online: www.nrmd.org.uk/publications_details.asp?ID=89#

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**Joan Cutting.** January 2003–January 2006. ‘ELSY: Devising a Multimedia Airport Syllabus for Young People who are Unemployed and Under-qualified’

**Funding body:** European Commission Leonardo Language Competences

**Summary:** A survey of the language used by unskilled airport workers – security guard, bus driver, fast food worker and ground handler – was used as a basis for designing English Language Teaching materials on CD.


**Descriptor(s):** Materials, Learning technologies, ESP, English language

**Institutional level:** adult

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

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**Funding body:** HEFCE

**Summary:** The V-ResORT (Virtual Resources for Online Research Training) project team have worked with the higher education research training community to develop online resources for training in research methodology and methods for use by scholars at Masters level, Doctoral level and beyond. The core materials are a set of video interviews in which researchers describe and discuss projects they have conducted.

www.V-resort.ac.uk

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

**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Bath (Department of Education)

### 2004

**D. Wall and T. Horák.** September 2004–March 2006. ‘The Impact of Changes in the TOEFL Examination on Teaching and Learning in Central and Eastern Europe. Phase 2, Coping with Change’  
**Funding body:** Educational Testing Service  
**Summary:** The second of a four-phase investigation of the effect of changes in the TOEFL examination on classroom practices. This phase investigated how teachers and their institutions reacted to news about changes in the examination, and how this affected their planning of new preparation courses.

[www.ets.org/portal/site/ets/menuiten](http://www.ets.org/portal/site/ets/menuiten)  
**Descriptor(s):** Management/Innovation, English language, Curriculum/syllabus, Assessment  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** secondary  
**Entered by:** Lancaster University (Linguistics and English Language)

**Funding body:** Economic and Social Research Council (ESRC) RES-000-23-0800  
**Summary:** The corpus contains 2,761 proficient student assignments (2,897 texts, 6,506,995 words) produced and assessed as part of university degree coursework, fairly evenly distributed across 35 university disciplines and four levels of study. Each text is placed into one of thirteen genre families, according to its components and social purpose.

[www.coventry.ac.uk/bawe](http://www.coventry.ac.uk/bawe)  
**Descriptor(s):** Writing, ESP, English language, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** Coventry University

**Funding body:** Economic and Social Research Council (ESRC)
**Summary:** This project (RES-000-23-0800) was a collaboration between the universities of Warwick, Reading and Oxford Brookes. The project aimed to develop the British Academic Written English (BAWE) corpus and describe the linguistic features of genres of assessed student writing in different disciplines.

www2.warwick.ac.uk/fac/soc/al/research/coll ect/bawe/

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**C. Davison, L. Hamp-Lyons, R. Tang and S. Andrews.** September 2004–August 2006. ‘School-based Assessment in Secondary English in Hong Kong’

**Funding body:** Hong Kong Research Grants Council Central Earmarked Research Grant (CERG) http://sba.edu.hku.hk/new_sba/projects.html

**Descriptor(s):** Assessment

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

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**Fei-Yu Chuang.** October 2004–October 2005. ‘The Effectiveness of Computer-based Materials as a Means of Teaching the English Article System’

**Funding body:** TIRF (TESOL International Research Foundation) Doctoral Dissertation Grant

**Summary:** This study aimed to investigate the effect of electronic self-access grammar materials on Chinese undergraduates’ mastery of the English article system.

www.tirfonline.org/Chuangproposal.pdf

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

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

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**2005**


**Funding body:** A.S. Hornby Educational Trust

**Summary:** Specific outcomes: A comprehensive bibliography of published writings by A.S. Hornby, including many works published in Japan; A unique
and comprehensive collection of writings by A.S. Hornby, available in one place for consultation by interested researchers and Hornby scholars or alumni; A secure collection of archival materials relating to A.S. Hornby; A collection of audio recordings by A.S. Hornby (gramophone records, tapes of lectures).

www2.warwick.ac.uk/fac/soc/al/research/collection/elt_archive/research_projects/

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

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

**Gary Motteram.** January 2005–June 2007. 'Language Learning with Certified Live Online Trainers'

**Funding body:** European Commission

**Summary:** This project involved a total of 23 European partners in 6 countries between 2005 and 2007. The purpose was to develop a training course for experienced language teaching professionals wishing to make use of desktop video and other synchronous and asynchronous tools to teach languages online.


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

**Country of research:** various

**Learners’ background:** various

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

**P. Seedhouse and M. Egbert.** January 2005–December 2006. 'The Interactional Organisation of the IELTS Speaking Test'

**Funding body:** British Council IELTS Research Programme

**Summary:** Describes the interactional organisation of the IELTS Speaking Test in terms of turn-taking, sequence and repair. The study is based on the analysis of transcripts of 137 audio-recorded tests using a Conversation Analysis (CA) methodology. Report of this project available: www.ielts.org/researchers/research/volumes/volume_6.aspx

**Descriptor(s):** Assessment

**Country of research:** various

**Learners’ background:** various

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


**Funding body:** HKEAA/EMB Hong Kong

http://sba.edu.hku.hk/new_sba/projects.html

**Descriptor(s):** Assessment

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


**Funding body:** National Research and Development Centre

**Summary:** The project investigated the manner in which Adult ESOL classrooms interpreted ways of teaching ESOL in UK classrooms, through a series of in-depth studies of classroom interaction.

www.nrdc.org.uk/publications_details.asp?ID=89

**Descriptor(s):** ESOL/EAL, English language,
Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** United Kingdom

**Learners’ background:** various

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

Pauline Foster and Parvaneh Tavakoli.
April 2005–April 2006. ‘Effects of Information Grounding and Task Design on Native and Non-native Performance’

**Funding body:** ESRC (Grant no. RES-000-22-1155)

**Summary:** This project investigated the effects that different task characteristics could have on native and non-native speakers’ performance on oral narrative tasks.

www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Plain_English_Summaries/knowledge_communication_learning/communication_information/index91.aspx

**Descriptor(s):** Speaking, Materials, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

Keith Johnson and Sarah Jackson.
April 2005–March 2006. ‘Exploring the Procedures Used in Non-linguistic Skill Teaching and Assessing their Relevance for Language Teaching’

**Funding body:** AHRB

**Summary:** Looks at the teaching procedures used by teachers of skill subjects other than languages, and considers their potential applications within language teaching. See Johnson, K. and Jackson, S. 2006.

‘Comparing language teaching and other-skill teaching: has the language teacher anything to learn?’ System 34: 532–546.

**Descriptor(s):** Teacher education, Teacher cognition, Methodology, Materials, Curriculum/syllabus

**Country of research:** United Kingdom

**Learners’ background:** United Kingdom

**Institutional level:** tertiary

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

Pauline Foster and Parvaneh Tavakoli.
April 2005–March 2006. ‘Information Foregrounding in Narrative Tasks for Second Language Classrooms’

**Funding body:** ESRC

**Summary:** This study investigated the effect of narrative structure on L1 and L2 performance, finding that complexity of narrative line increased syntactic complexity in both groups, and also that L2 learners in London had a significantly more native-like vocabulary, though they did not have greater syntactic ability.

www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Plain_English_Summaries/knowledge_communication_learning/communication_information/index91.aspx

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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

Hilary Nesi, Tim Kelly and Ema Ushioda.
October 2005–July 2007. ‘Chinese University Teacher Training in English (CUTE2)’

**Funding body:** HEFCE
Summary: e-China UK project with Cambridge, Tsinghua and Warwick universities to help Chinese university academics develop English language skills for purposes of teaching, academic exchange and professional development.

www.echinauk.org/cases2/cute2/research.php

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

Country of research: China

Learners’ background: China

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


Funding body: Hong Kong Examinations and Assessment Authority/Hong Kong Education Bureau

http://sba.edu.hku.hk/new_sba/projects.html

Descriptor(s): Teacher education, Materials, Assessment

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

2006

J. Slaght, S. Brewer, C. Roche, M. Calderwood and D. Schmitt. 2006–. ‘Can Do’ Project’

Funding body: BALEAP

Summary: The aim of the ‘Can Do’ project is to compile a list of ‘can do’ statements, validated by subject teachers and EAP teachers, which can be used for, among other things, final assessment of students at the end of their EAP studies at British universities, prior to beginning academic courses.

www.baleap.org.uk/bids/index.aspx

Descriptor(s): Writing, Speaking, Reading, Pronunciation, Listening, Learner cognition, ESP, English language, Assessment

Country of research: United Kingdom

Institutional level: tertiary

Entered by: University of Reading (Centre for Applied Language Studies)


Funding body: NRDC/ESF

www.personal.leeds.ac.uk/~eduji/research_projects.htm

Descriptor(s): ESOL/EAL

Entered by: University of Leeds (School of Education)


Funding body: COMENIUS 2.1 Action of the SOCRATES Programme

Summary: This project is an evaluation of the PRO-CLIL project, implemented in four European countries. PRO-CLIL aims to increase young children’s exposure to foreign languages and to improve the quality of teaching in CLIL classrooms and schools. See: Kiely, R. 2009. Assessment in CLIL.

www.northwestacademy.net/european_projects.php

www.bris.ac.uk/education/research/centres/creole/projects/#proclil

Descriptor(s): Curriculum/syllabus

Country of research: Cyprus
**Institutional level:** primary  
**Entered by:** University of Bristol  
(Graduate School of Education)

**Alison Wray and Christine Pegg.**  
‘The Effect of Memorized Learning on the Writing Scores of Chinese IELTS Test-takers’  
**Funding body:** IELTS  
**Summary:** Addressed the assessment of performance in IELTS Academic Writing task 2 when candidates may have reproduced lengthy memorised chunks of text that potentially disguise their true proficiency. Demonstrated a simple technique to assess the impact of memorised material without assuming it is necessarily wrong to memorise. A report is published in *IELTS Reports*, Volume 9 (2009): 191–216, www.ielts.org/researchers/research/volumes.aspx  
**Descriptor(s):** Writing, Learner autonomy/strategies, Assessment

**Country of research:** United Kingdom

**Learners’ background:** China

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

**John Field.** January 2006–December 2006.  
‘The Cognitive Validity of the Lecture-based Question in the IELTS Listening Test’  
**Funding body:** The British Council  
**Summary:** Investigation of extent to which the cognitive processes elicited by the IELTS listening test correspond to the processes employed in a real-life lecture listening situation. See Field, J. 2009. ‘A cognitive validation of the lecture-listening component of the IELTS listening paper’. *IELTS Research Reports* Vol. 9.  
www.ielts.org/researchers/research/volumes.aspx  
**Descriptor(s):** Listening

**Country of research:** United Kingdom

**Learners’ background:** various

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

‘The Use of Summative Oral School-based Assessment for Formative Purposes in Secondary ESL in Hong Kong’  
**Funding body:** Hong Kong Research Grants Council Central Earmarked Research Grant (CERG)  
http://sba.edu.hku.hk/new_sba/projects.html  
**Descriptor(s):** Speaking, Assessment

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

**Funding body:** ESRC

**Summary:** ESRC project number RES-000-23-1180

www.education.bham.ac.uk/research/projects1/esrc5/index.shtml

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

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**Funding body:** Educational Testing Service

**Summary:** Third and fourth phases of an investigation into the effects of changes in the TOEFL examination on classroom teaching. The third phase analysed TOEFL preparation coursebooks and their influence on teachers. The fourth phase investigated how TOEFL classrooms were managed in the period following the introduction of the new examination. Report in press.

www.ling.lancs.ac.uk/groups/ltrg/oldprojects/toeflimpact2.htm

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult

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

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**Funding body:** Hong Kong Quality Education Fund

http://sba.edu.hku.hk/new_sba/projects.html

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

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

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**Funding body:** British Academy

**Summary:** This project was designed to explore Chinese-speaking students’ experiences of life at a British university, focusing on their views of the host academic culture and the extent to which their expectations were met. See: Grimshaw, T. 2007. ‘Problematizing the construct of “the Chinese Learner”: insights from ethnographic research’. *Educational Studies* 33/3: 299–311.

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

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

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**Funding body:** AHRC

**Summary:** A study of the way lexical choices correlate with text beginnings and paragraph boundaries, as predicted by lexical priming theory. It was found that there was a strong
correlation between the use of certain words and clusters and certain structuring choices. This has implications for the way paragraphing ought to be taught.

www.ahrc.ac.uk/FundedResearch/Pages/ResearchDetail.aspx?id=119390

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


**Funding body:** Hong Kong Research Grants Council Central Earmarked Research Grant (CERG)
http://sba.edu.hku.hk/new_sba/projects.html

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


**Funding body:** Eurocontrol

**Summary:** This project was commissioned by Eurocontrol to provide an external evaluation of their new test of English Language Proficiency for Aeronautical Communication (ELPAC)
http://elpac.info/index.php?option=com_content&task=view&id=50&Itemid=42

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

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**2007**


**Funding body:** Languages, Linguistics and Area Studies in Higher Education

**Summary:** This project developed an In-sessional English programme based on existing theories of language learning and linguistics. Active awareness develops the intuition underlying Focus on Form through the discovery of constructions appropriate for academic writing in a course called Reading for Writing.

www.llas.ac.uk/resourcedownloads/2631/Wh ong.pdf

**Descriptor(s):** Writing, Reading, Materials, Learner autonomy/strategies, English language, Curriculum/syllabus

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

**Institutional level:** tertiary
**Entered by:** University of Leeds (Department of Linguistics and Phonetics)


**Funding body:** Subject Centre for Languages, Linguistics and Area Studies (LLAS)

**Summary:** A team formed by language lecturers, instructional designers and a lecturer in linguistics aimed at identifying the grammar ‘stumbling blocks’ encountered by students when engaging with learning to learn languages and design a task that would help students overcome them.

www.llas.ac.uk/resourcedownloads/2631/or si njones.pdf
**Descriptor(s):** Learning technologies, Learner autonomy/strategies, English language, Curriculum/syllabus, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** Coventry University

**Funding body:** Cambridge University Press  
http://edtechandtesol.info/wp/?page_id=92

**Descriptor(s):** Methodology, Learning technologies, Curriculum/syllabus  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** University of Manchester (School of Education)

**Funding body:** Pedagogical Research Fund for Languages, Linguistics and Area Studies  
www.llas.ac.uk/resourcedownloads/2631/hawkey.pdf

**Descriptor(s):** Learner autonomy/strategies  
**Entered by:** University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

**Funding body:** the English Profile Project  
**Summary:** A review of the place of language functions in English language learning and their use in materials for English language teaching and assessment.  

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

**Funding body:** Pedagogical Research Fund for Languages, Linguistics and Area Studies in Higher Education  
www.llas.ac.uk/resourcedownloads/2631/weir.pdf

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

**Funding body:** Nemzeti Kutatási és Technológiai Hivatal (National Bureau for Research and Development) Hungary  
**Summary:** The research project investigated the learning processes of dyslexic and Deaf students and surveyed the teaching methods that prove to be useful in helping these learners successfully acquire a foreign language.  
http://esely.elte.hu

**Country of research:** Hungary  
**Learners’ background:** Hungary  
**Entered by:** Lancaster University (Linguistics and English Language)
**Funding body:** Aigher Tyne and Wear
**Summary:** Development of two pieces of choral music to illustrate how children perceive English during their first year of life and how they develop oral production.
www.ncl.ac.uk/ell/news/item?young-ears-young-tongues-concert-at-the-sage-copy
**Descriptor(s):** English language
**Country of research:** United Kingdom
**Institutional level:** pre-primary
**Entered by:** Newcastle University (School of Education, Communication and Language Sciences)

**Funding body:** AHRC
**Summary:** This project brought together researchers, teachers and writers to explore the meaning and practice of creativity in literary and non-literary texts. Themes included: Creativities (texts in context, genres in practice); Creativity across modes (media and technologies); Creative interpretations (audience responses, reading and rewriting).
http://creet.open.ac.uk/seminars/transitions-and-transformations/index.cfm
**Descriptor(s):** Writing, Cultural issues, Reading, English language
**Country of research:** United Kingdom
**Institutional level:** tertiary
**Entered by:** University of Bristol (Graduate School of Education)

**Funding body:** ESRC/DfID
**Summary:** This three-year project investigates the impact of the language of examinations and media of instruction in secondary schools on examination performance. The research is taking place in Zanzibar where, as in many schools in sub-Saharan Africa, learners are acquiring subject knowledge and understanding through a language that is not their first language. See: Rea-Dickins, P., G. Yu and O Afitska. 2009. ‘The consequences of examining through an unfamiliar language of instruction and its impact for school-age learners in sub-Saharan African school systems’ in L. Taylor and C. Weir (eds.) Language Testing Matters: the social and educational impact of language assessment. Cambridge: Cambridge University Press.
www.bristol.ac.uk/spine
**Descriptor(s):** Methodology, ESOL/EAL, Classroom interaction, Assessment
**Country of research:** Tanzania
**Learners’ background:** Tanzania
**Institutional level:** secondary
**Entered by:** University of Bristol (Graduate School of Education)

North West Academy of English (UK), IAL Piemonte (Italy), Tampere College (Finland), ROC MB College (Netherlands) June 2007–February 2009. ‘Developing Expertise in the EU’
**Funding body:** Leonardo da Vinci (EU)
**Summary:** The project focused on the topic of Migrant Integration. The main objective was to support improvements in quality and innovation in education/training systems. The aim was to compare examples of good practices implemented in Northern Ireland, Italy, Finland and the Netherlands.
www.northwestacademy.net/european_projects.php
<table>
<thead>
<tr>
<th><strong>Descriptor(s)</strong></th>
<th>Cultural issues, English language</th>
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<tbody>
<tr>
<td><strong>Country of research</strong></td>
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<tr>
<td><strong>Learners’ background</strong></td>
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<td><strong>Entered by</strong></td>
<td>North West Academy of English</td>
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<tr>
<td><strong>Funding body</strong></td>
<td>JISC</td>
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<tr>
<td><strong>Summary</strong></td>
<td>The project, with the Learning Technology Research Institute (LTRI) at London Metropolitan, developed, implemented and evaluated ‘state-of-the-art’ software (interloc) and related infrastructure (Openfire, Jabber) to support highly interactive and collaborative learning through synchronous digital dialogue games. It was led by Dr Andrew Ravenscroft of LTRI.</td>
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<td><strong><a href="http://www.interloc.org/funding.htm#deliverables">www.interloc.org/funding.htm#deliverables</a></strong></td>
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</table>

| **James Simpson.** | October 2007–October 2009. ‘Identities Online Project’ |
| **Funding body:** | British Academy |
| **www.personal.leeds.ac.uk/~edujsi/research_projects.htm** | |
| **Descriptor(s):** | ESOL/EAL |
| **Entered by:** | University of Leeds (School of Education) |

| **Funding body:** | European Commission, Lifelong Learning Programme |
| **Summary:** | The research aims to clarify what can realistically be achieved through making an early start to foreign/second language learning in state schools where relatively limited amounts of class time are available for foreign language learning. See website for further details. |
| **www.ellieresarch.eu** | |
| **Descriptor(s):** | Teacher education, Speaking, Cultural issues, Reading, Pronunciation, Methodology, Materials, Management/innovation, Listening, Learning technologies, Learner cognition, Learner autonomy/strategies, Curriculum/syllabus, Classroom interaction, Assessment |
| **Country of research:** | various |
| **Learners’ background:** | various |
| **Institutional level:** | primary |
| **Entered by:** | London Metropolitan University (Faculty of Humanities, Arts, Languages and Education) |

| **Funding body:** | HKEAA/EMB Hong Kong |
| **http://sba.edu.hku.hk/new_sba/projects.html** | |
| **Descriptor(s):** | Assessment |
| **Entered by:** | University of Bedfordshire (Centre for Research in English Language Learning and Assessment) |
**2008**


**Funding body:** CfBT

**Summary:** This project is examining the impact on teaching skills of professional development activity based on training in analysis aspects of research skills and episodes from the teachers’ own classrooms. In exploring innovative strategies in Continuing Professional Development (CPD), InSITE addresses a policy issue in language teaching, and a theoretical issue in teacher learning: the contribution of research skills and a research perspective to teaching effectiveness.

www.bris.ac.uk/education/research/centres/creole/projects/#insite

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

**Country of research:** United Kingdom

**Learners’ background:** United Kingdom

**Institutional level:** adult

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

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**Funding body:** English Language Testing

**Summary:** Development of a placement test intended for use with English language improvement courses preparatory to academic study through the medium of English.

www.englishlanguagetesting.co.uk/render.aspx?siteID=1&navIDs=1,168

**Descriptor(s):** Assessment

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**Funding body:** British Council

**Summary:** The project aims to identify and describe typical lecture discourse features, compare English-medium lecturing styles in Malaysia and the UK, and explore the current role of English-medium instruction in Malaysian HE. This entails developing a small corpus of engineering lectures for use in staff development, lecturer training and EAP instruction.

www.coventry.ac.uk/elc

**Descriptor(s):** Teacher education, Cultural issues, Listening, ESOL/EAL, ESP, Classroom interaction

**Institutional level:** tertiary

**Entered by:** Coventry University

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**M. Young-Scholten.** April 2008–July 2009. ‘How do Educated L2 Adults Become Readers?’

**Funding body:** British Academy

**Summary:** Short-term longitudinal study of the phonological awareness, linguistic competence and reading skills of immigrant adults enrolled in ESOL classes.


**Descriptor(s):** Reading

**Country of research:** United Kingdom

**Institutional level:** adult

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

**Funding body:** IELTS and the British Council  
**Summary:** This new research project, supported by a grant from the British Council and IELTS Research Fund. The research aims to understand candidates’ cognitive processes in taking IELTS Academic Writing Task One (AWT1) which uses graphs as test input.  
www.bris.ac.uk/education/research/centres/creole/projects/#cogpro  
**Descriptor(s):** Writing, Learner cognition, Assessment  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** tertiary  
**Entered by:** University of Bristol (Graduate School of Education)

Trevor Grimshaw and John Lowe.  

**Funding body:** ESRC  
**Summary:** This seminar series aims to challenge cultural stereotypes of ‘the international student’; explore the intercultural experiences of international students in UK HE; develop new theoretical understandings of factors impacting on international students’ experiences; and contribute to the development of UK HE provision to meet the needs and challenges of international students.  
www.education.bham.ac.uk/research/seminars1/esrc/issss.shtml  
**Descriptor(s):** Cultural issues, Management/innovation, English language  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** University of Bath (Department of Education)


**Funding body:** ESRC  
**Summary:** The study explores the development of native-like lexical intuitions in English by Polish immigrants to the UK, and by English L2 users in Poland, comparing these with native speaker baseline data. The aim is to illuminate why such intuitions might fail to develop.  
www.smuc.ac.uk/ccca/staff/pauline-foster-research.htm  
**Descriptor(s):** Learner cognition  
**Country of research:** United Kingdom  
**Learners’ background:** Poland  
**Entered by:** University of Bath (Department of Education)


**Funding body:** Training and Development Agency  
**Summary:** The project aims to work with TDA to build a coherent and sustainable strategy for EAL in England. We have conducted a research review, case studies, expert interviews and a national survey as the foundation for the strategy, which
is now out for consultation (May 2009).

www.teachingeal.org.uk/

Descriptor(s): Writing, Teacher education, Cultural issues, Reading, ESOL/EAL, English language, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

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