Directory of UK ELT Research 2011–12

Compiled by Richard Smith with Seongsook Choi, Imogen Liggins and Gosia Sky
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Construction of the Directory

The research entries collected here bring the total number of entries in the Directory of UK ELT Research database (covering the period 2005–12) to around 2,500, with 76 different departments, institutions or organisations being represented in total (nine are represented for the first time in the present Directory). The entire searchable database is available at www.teachingenglish.org.uk/elt-research

The information contained in this 2011–12 Directory was collected according to procedures previously established for the Directories of UK ELT Research for 2005–08 and 2009–10 (available for download in PDF form via the above website). Therefore, no more than a brief summary of these procedures is provided here. Readers in search of fuller descriptions are invited to consult the first chapter of the 2005–08 Directory.

Rationale

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

1. To disseminate and share information generally in the area of UK-based ELT research.

2. To promote interchange amongst researchers in the UK and other countries.

3. To publicise and make research available to the broader constituency of ELT professionals worldwide.

An important principle underlying construction of the directory is that the research recorded in it should be publicly accessible.

Background

The idea for a survey 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. A team led by Richard Smith at the University of Warwick – liaising with John Knagg at the British Council – has had responsibility for defining parameters and gathering relevant data throughout the 2005–12 period.

A 2005–08 Directory (compiled by Richard Smith and Shelagh Rixon) was first published in 2009, with a second, expanded edition being issued in 2010. This was followed by the 2009–10 Directory, published in 2011. For the present 2011–12 compilation, the project team consisted of Richard Smith (principal investigator), Seongsook Choi, Imogen Liggins (project manager) and Gosia Sky.
Since feedback had shown that the parameters and data collection tools for the 2005–08 and 2009–10 Directories worked well, and to enhance possibilities of comparison between 2005–08, 2009–10 and 2011–12 data, basic procedures were left unchanged for 2011–12. Data collection itself occurred between February and June 2013.

**Methodology**

The method for collecting details of research activity for 2011–12 was to approach the key contacts within relevant institutions in the UK already identified for 2005–08 and 2009–10, and to ask them to provide information on their research and that of their colleagues. This made collection of a large body of data feasible within a relatively short space of time and meant that institutions were given responsibility for the selection of entries and the accuracy of returns. Online database input forms originally designed by Seongsook Choi were used, which participating institutions had access to via a password. Imogen Liggins and Gosia Sky acted as interlocutors with inputting institutions and assisted with the compilation of entries.

**Selection of institutions**

The 2011–12 Directory builds on the systematic attempts made for 2005–08 and 2009–10 to identify all institutions and organisations in the UK that appear to have relevant departments or centres or are otherwise likely to have staff members researching in the area of ELT. The ‘units’ on the list we had developed included language schools, testing agencies and educational charities, as well as university and college departments. Aside from direct approaches, invitations to contact us with a view to contributing were sent out via the mailing lists of various associations. Indeed, for this 2011–12 Directory, a deliberate attempt was made to widen the net and to encourage participation by teachers of English who might be doing ELT research (including research into their own classrooms and practices); thus, the invitation to participate was sent not only to members of BAAL (the British Association for Applied Linguistics) but also to members of BALEAP (the British Association of Lecturers of English for Academic Purposes), English UK (the national association of English language centres approved by Accreditation UK) and ESOL-Research (for the field of teaching English to immigrants and refugees). We wish to thank, in particular, Huan Japes and Philida Schellekens for their assistance with this outreach effort.
Definition of ‘UK ELT Research, 2011–12’

The following definitions of terms, unchanged from 2005–08 and 2009–10, were shared with participating institutions and organisations:

**Research**

‘Research’ was defined as ‘original investigation undertaken in order to gain knowledge and understanding’. 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 an educational institution or organisation 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 2011–12 Directory, refers to the census point of 31 January 2013. 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 2011–12 date range**

This refers to date of publication. The earliest publication date for work to be included was 1 January 2011 and the latest was 31 December 2012. 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.

Any assessment of quality was left to the discretion of the submitting institution or organisation. 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. 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 optional fields were also provided for each type of item. Most importantly, there was space to enter a short summary. This invitation was taken up in many but not in all cases. Selection from the following list of 20 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
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’ and ‘n/a’)
- Learners’ background (same menu of choices as for ‘country of research’)
- Institutional level (selection from pre-primary, primary, secondary, tertiary, adult)
- Associated funded project (where this had been entered as part of the same institution’s submission)

For 2011–12 we considered requiring submission of information in the above hitherto optional fields; however, consultations showed that doing so might discourage some researchers from inputting entries. In order to keep the Directory as comprehensive as possible we decided in the end not to add to the perceived burden of inputting. However, we strongly encouraged submission of summaries and are pleased to note that the number of annotated entries has substantially increased for 2011–12 compared with previous periods. To our mind this indicates the increasing value contributors are placing on having their research well represented in the Directory.

**Selection, editing and presentation of entries**

Those contributing entries were asked to operate within the parameters summarised above when selecting work for inputting into the database. 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 low quality. Members of the project team played a primarily collegial role of advising and guiding rather than acting as judges of other institutions’ input. Nevertheless, the editing process involved a sustained period of interaction with colleagues across the UK as both the accuracy and suitability of entries were checked and verified with contributors.

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.

How you can use the Directory

The online database
Access to the online database can be gained by following this link: www.teachingenglish.org.uk/elt-research (bit.ly/eltresearch for short).

The online database now contains data for the entire period 2005–12 and is searchable, with instructions for use incorporated. Web links to freely available research reports are ‘live’ in the online database, as in the PDF version of the book (see below).

The book version
This (printed or PDF) book 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 book consists of an annotated bibliography of research ordered alphabetically by name of first author, which also gives information on the institutional/organisational affiliation of the researcher who submitted the entry, or on whose behalf the entry was submitted. The names, URLs and contact email addresses of all contributing institutions can be found at the end of the Directory.

For convenience, information about doctoral theses is presented separately towards the end of the book, and is organised according to institution where the research was supervised. In addition, there is a final annotated list of externally funded research projects, again ordered according to institution where the research project is or was based. The online database can be used as an index – simply key in or select a keyword or name and relevant entries will be listed, which can then be easily found in the book.
How the Directory can be used
Here are some uses the Directory can be put to, summarised from feedback we have received on previous editions. The 2005–08 and 2009–10 Directories and/or the online database have been used for the following purposes (varying in nature, of course, according to the professional or research interests of different correspondents and reviewers):

■ Identifying what research has been done in a particular area
■ Gaining an overview of ELT research activity in a particular institution
■ Seeing what research has been done for a particular target group of students (country, institutional level, etc.)
■ Discovering sources which can be built on in one’s own research
■ Browsing and learning about areas of ELT research one may be unfamiliar with
■ Gaining access to otherwise inaccessible research
■ Evaluating the current state of ELT research in the UK
■ Identifying gaps in ELT research that need to be filled
■ Informing oneself about where to do a PhD
■ Finding research partners in the UK
■ Getting ideas about where to apply for external research funding
■ Evaluating one’s own institution’s research activity in comparison with that in other institutions
■ Gaining ideas for employment applications
■ Finding researchers to commission for a project one has in mind
■ Identifying speakers for conferences or other events
■ Finding consultants for research capacity-building projects

Acknowledgment
As for previous editions, we would like to thank the many contributors who spent time carefully entering details of their and their colleagues’ research. Without your dedication and appreciation for the value of the Directory we could not have gathered so much useful information together in such a short time.
An overview of the contents

The 2011–12 Directory contains a total of 721 entries from 60 different ‘units’ (departments, institutions or organisations). This compares with 717 entries from 57 units in the 2009–10 Directory). The distribution of different types of entry is as follows (figures for 2009–10 are in parentheses for comparison):

- 249 journal articles (249)
- 223 chapters in edited books or papers in conference proceedings (263)
- 34 authored books (37)
- 16 ‘unpublished’ but electronically accessible items (20)
- 140 supervised doctoral theses (94)
- 59 externally funded projects (54)

The total number of contributing units (separate departments, institutions or organisations) has remained stable overall (60 as compared with 57 for 2009–10 and 59 for 2005–08). Although nine units represented in the 2009–10 Directory contributed no entries to the 2011–12 Directory, none of these had been ‘large’ contributors (none had previously contributed more than eight entries during the period 2005–10, with the average being five). Again ‘absent’ from the 2011–12 Directory were seven further units which had contributed a few entries (around ten overall) to the 2005–08 Directory but no entries to the 2009–10 Directory. However, the overall total of contributing units slightly increased for the 2011–12 Directory due to the first appearance of 11 completely new units plus one ‘returnee’ from 2005–08. None of these units was a ‘large’ contributor but it is pleasing to report that six of them contacted us as a direct result of the mailing list initiatives reported on under ‘Selection of institutions’ above.

In the field of ELT there are clearly research-active staff across a wide range of UK institutions and organisations, but the bulk of research (as measured by total numbers of outputs and projects) continues to be concentrated in a relatively small number of units – as for 2009–10, nine units account for over half of the total entries, averaging 41 entries each, with a range from 22 to 69. A total of 25 departments, institutions or organisations (including these nine) have ten or more entries in this 2011–12 Directory, and together they account for 95 per cent of total entries.
The previous Directory, covering the two-year period from January 2009 to December 2010, contained a total of 717 entries, and this level has been maintained for the corresponding two-year period from January 2011 to December 2012 (721 entries). Taken together (1,438 entries for 2009–12), this represents a substantial increase on the 1,039 entries for the preceding four-year period (2005–08), even when we bear in mind that some projects overlap the time periods and so may be duplicated in different Directories.

Thus, the number of entries has shown a 38.4 per cent increase when the two four-year periods are compared, but it cannot be seen for certain whether this is due to an overall increase in ‘productivity’ in the area of UK ELT research, increased recognition of the value of being represented in the Directory, changing perceptions about the type of entry that can or should be submitted, or an increase in affordances for ELT research. Nevertheless, some trends may be apparent in the following breakdown of totals and percentage increases for different types of entry in the two four-year periods so far covered by the overall Directory of UK ELT Research project:

<table>
<thead>
<tr>
<th>Type of entry</th>
<th>2005–08</th>
<th>2009–12</th>
<th>% increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal articles</td>
<td>421</td>
<td>498</td>
<td>15.5</td>
</tr>
<tr>
<td>Chapters in edited books or papers in conference proceedings</td>
<td>285</td>
<td>486</td>
<td>70.5</td>
</tr>
<tr>
<td>Authored books</td>
<td>65</td>
<td>71</td>
<td>9.2</td>
</tr>
<tr>
<td>‘Unpublished’ but electronically accessible items</td>
<td>18</td>
<td>36</td>
<td>100</td>
</tr>
<tr>
<td>Supervised doctoral theses</td>
<td>189</td>
<td>234</td>
<td>23.8</td>
</tr>
<tr>
<td>Externally funded projects</td>
<td>61</td>
<td>113</td>
<td>85.2</td>
</tr>
<tr>
<td><strong>Total entries</strong></td>
<td><strong>1,039</strong></td>
<td><strong>1,438</strong></td>
<td><strong>38.4</strong></td>
</tr>
</tbody>
</table>

Of particular note here seem to be the increases in ‘unpublished’ but electronically accessible items (100 per cent increase, although the total remains relatively small), externally funded projects (85.2 per cent) and chapters/papers in proceedings (70.5 per cent). It will be of interest to see whether these increases are maintained for the next, 2013–14, Directory, whose compilation early in 2015 will offer a good opportunity to take stock of the entire ten-year period of UK ELT Research from 2005–14.
Articles, chapters, authored books and unpublished items
Articles, chapters, authored books and unpublished items

This section constitutes the main body of the Directory – there are 512 entries, representing 505 individual items (seven co-written items were entered by two separate authors at different institutions). Entries are ordered alphabetically below by surname of (first) author.

A


Descriptor(s): ESOL/EAL, Classroom interaction

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)


Summary: This paper systematically reviews recent research on focus-on-form instruction, corrective feedback and uptake, attempts to systematise what is known about these issues and reveals gaps that have not yet been addressed by research.


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


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

Alderson, JC (2009) ‘Air safety, language assessment policy and

**Descriptor(s):** Assessment

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

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**Summary:** Beliefs about learning L2 Arabic among students of 61 nationalities at the Institute for the Teaching of Arabic to Non-Arabs (ITANA), in Riyadh, Saudi Arabia. In the conservative educational culture of ITANA, students’ largely religious purposes for learning led to beliefs that supported ‘traditional methods’ of instruction and resisted attempts to introduce communicative approaches. Learning context and learning purpose are powerful influences on beliefs about what is helpful for the process of L2 learning.

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

**Country of research:** Saudi Arabia

**Learners’ background:** various

**Institutional level:** adult

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

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**Country of research:** United Kingdom

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

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**Summary:** Experienced communicative language teachers may hold beliefs about teaching which may not be appropriate for the EAP context. This study explored the beliefs of two teachers as they piloted and evaluated a new coursebook for low-level EAP students. The results highlighted two key aspects where CLT and EAP approaches differ: the description of the language system within which teachers frame their talk and the approach to scaffolding student performance.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**Summary:** This article reviews Vygotsky’s sociocultural theory as one of the current frameworks in the study of learning and teaching processes. The article shows how the sociocultural model of learning can provide a
suitable theoretical lens through which to explore EFL learner interaction. It looks into a learning model that can be utilised as a theoretical lens for studying a practical aspect of EFL learning and teaching, namely EFL students’ engagement in classroom interaction.

URL: http://langped.elte.hu/WoPaLParticles/W6AllahyarNazari.pdf
Descriptor(s): Teacher cognition, Learner autonomy/strategies, English language, Classroom interaction
Institutional level: adult
Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

Summary: An examination of the textbooks in the EFL programme in Saudi Arabian public schools suggests they provide around 2,800 words from the most frequent 5,000 words and an additional 1,000 less frequent words over a period of seven years. Most of these words are introduced before the secondary stage, which suggests little input and much repetition in the final years of school learning. Poverty of input, therefore, helps explain the small volumes of vocabulary uptake.
Descriptor(s): Materials, English language, Curriculum/syllabus
Country of research: Saudi Arabia
Learners’ background: Saudi Arabia
Institutional level: secondary

Entered by: Swansea University (Department of English Language and Literature)

URL: www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path%5B%5D=180&path%5B%5D=109
Entered by: University of Bristol (Centre for English Language and Foundation Studies (CELFS))

Summary: This article describes a pilot study (Phase 1) of a joint research project between Cambridge ESOL and FERE Madrid (The federation of Spanish religious schools – Madrid). The aims of this research are to assess the impact of Cambridge English assessments as part of FERE’s Bilingual English Development and Assessment (BEDA) programme as well as the overall impact of the BEDA programme. Cambridge English: Young Learners (YLE) exams are the focus of this pilot study.
URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

ISBN: 9781107602649

Pages: 454–486

Entered by: University of Leeds (School of Education)

**Summary:** English is increasingly regarded as the language of intercultural communication in Asia. Such extensive use of English as a lingua franca (ELF) in the region gives rise to concerns about how individuals express themselves and their local contexts through English. This leads into issues of culture and identity. These issues will be addressed through data drawn from an ethnographic study of seven English language users in a Thai university.

**Descriptor(s):** Cultural issues

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary

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


ISBN: 9780987237811

Summary: The use of English as a global lingua franca (ELF) raises challenges for understanding the relationship between languages and cultures in intercultural communication. In the dynamic contexts of ELF this relationship needs to be viewed as situated and emergent, entailing a new approach to understanding intercultural competence in intercultural communication. This paper offers the concept of intercultural awareness as a model of the knowledge, skills and attitudes needed to communicate through English in diverse contexts.

Descriptor(s): Cultural issues
Entered by: University of Southampton (Modern Languages, Faculty of Humanities)


Summary: Cultural awareness has provided a vital base of knowledge in relation to the cultural aspects of language use and teaching. However, the focus on national conception of culture and language is problematic as English is now used as a global lingua franca. Intercultural awareness (ICA) is presented here as an alternative that better accounts for the fluid and dynamic relationship between them. Key components of ICA are discussed along with their relevance to ELT practices.

Descriptor(s): Cultural issues, Methodology, English language
Entered by: University of Southampton (Modern Languages, Faculty of Humanities)


ISBN: 9780230347823
Pages: 23–34

Summary: This paper argues that a move in focus is required for ELT in Asia, away from native English speakers (NES) models and ‘inner circle’ countries. This is based on current understanding of global Englishes and English used as a lingua franca (ELF). The particular focus of the discussion here will be the ‘cultural dimension’ of English use and teaching, and the crucial role this plays in understanding intercultural communication.

Descriptor(s): Teacher education, Cultural issues, Methodology, Materials, Curriculum/syllabus
Entered by: University of Southampton (Modern Languages, Faculty of Humanities)


ISBN: 9781405198431
Pages: 1,360–1,366

Summary: Principled collections of language texts — corpora — allow the storage, retrieval and analysis of many tens of thousands of complete or partial texts, originally written, then spoken and now increasingly in multimedia.
formats. This chapter outlines how corpora are used to develop and validate language tests.

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

**Country of research:** United Kingdom

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**ISBN:** 9780955953347

**Pages:** 17–22

**Principal format:** online

**Summary:** This paper investigates the development of rhythm in L2 English produced by speakers with typologically different L1s, in order to establish to what extent rhythm development can be successfully measured in L2 speech at different levels of proficiency.

**URL:** www.baal.org.uk/proceedings_11.pdf

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

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**ISBN:** 9780230111585

**Pages:** 239–256

**Summary:** This chapter examines a number of Web 2.0 technologies and social media applications, and the use of digital technologies in education, from the perspective of the author’s framework of ‘normalisation’. It then draws on this perspective in order to set out a number of key implications for teaching and learning through technology.

**Descriptor(s):** Learning technologies

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** various

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

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**Summary:** This article revisits the issue of normalisation of technology in language education, defined as the stage at which a technology is used in
language education without our being consciously aware of its role as a technology, as an effective element in the language learning process. It draws on the literature relating to the history of socio-technical innovation to develop the theoretical basis of the concept and examines normalisation in light of a neo-Vygotskian conceptual framework.

Descriptor(s): Learning technologies, English language

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


Pages: 1–14

Principal format: printed

Summary: The two research projects summarised in this paper investigated test-takers’ cognitive processing while completing onscreen reading test items. Findings in both research projects demonstrated significant differences between successful and unsuccessful test-takers on a number of dimensions, including their ability to read expeditiously and their focus on particular aspects of the test items and texts, while no observable difference was noted in other items, offering new insights into the cognitive processes of candidates during reading tests.

Descriptor(s): Reading, Assessment

Country of research: United Kingdom

Institutional level: tertiary


Summary: We investigated the cognitive processes employed by participants on a computer-based CAE reading test, with a view to assessing the cognitive validity of the reading test items. It employed screen recording and eye-tracking technology. The central question was to what extent the test items elicited the range and level of cognitive processes expected of an advanced reading test which seeks to emulate real-world academic reading processes.

URL: www.cambridgeenglish.org/images/22669-rv-research-notes-47.pdf

Descriptor(s): Reading, English language, 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)


Summary: This article explores Cambridge English benchmarking
programmes associated with multilingual education programmes in Spain.

URL: www.cambridgeenglish.org/images/23164-research-notes-46.pdf

Descriptor(s): Learner autonomy, strategies, Assessment

Country of research: Spain

Learners’ background: Spain

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This article discusses the methodology used in carrying out two research projects into whether Cambridge ESOL’s current provision of tests for young learners met the expectations of teachers and parents and a project carried out in Argentina among teachers, students and parents, focusing on young learners. The principal findings of the research will be considered in respect of the motivation for learning English and the perceived value of external assessment.

URL: www.cambridgeenglish.org/images/23164-research-notes-46.pdf

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

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


ISBN: 9780415592048

Summary: This book explores neoliberalism – a view of the world that puts the market at its centre – from the perspective of applied linguistics and ELT. In addition to exploring how neoliberal ideology impacts on language, and the absence of a focus on class in applied linguistics discussions of globalisation and identity, the book examines the impact of neoliberal ideology and practice on ELT materials design and language teacher education.

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

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


ISBN: 9780415490672

Pages: 215–228

Entered by: University of Leeds (School of Education)
URL: www.cambridgeesol.org/rs_notes/rs_nts45.pdf
Country of research: United Kingdom
Institutional level: various
Entered by: University of Leeds (School of Education)

Country of research: United Kingdom
Institutional level: various
Entered by: University of Leeds (School of Education)

ISBN: 9781847697899
Pages: 11–29
Entered by: University of Leeds (School of Education)

Country of research: various
Learners’ background: Oman
Institutional level: tertiary

ISBN: 9780863556869
Summary: Available at: www.teachingenglish.org.uk/sites/teacheng/files/b459%20ELTRP%20Report%20Busaidi_final.pdf
Country of research: Oman
Learners’ background: Oman
Institutional level: tertiary
Entered by: University of Leeds (School of Education)

Boyle, C (2012) ‘Helping students to be more aware of grammar in their academic writing’.
URL: www.bit.ly/16O1UK0
Entered by: London South Bank University (Student Services/Skills for Learning)

ISBN: 9780230237667
Pages: 80–100
Descriptor(s): Teacher education
Country of research: Canada
Learners’ background: Japan

**Summary:** A study into the use of assessment tasks in promoting global citizenship.

**URL**: www.reading.ac.uk/web/FILES/inform/B04253_Inform_Issue_8.pdf

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: tertiary

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

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**Summary:** This article discusses the new phenomena of social networking sites (SNSs) for language learning and their implications for higher education. The strengths and weaknesses of these sites are identified and the potential to integrate some of the features of SNSs for language learning into the HE curriculum and the implications of this for educators are also discussed.

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

**Country of research**: United Kingdom

**Learners’ background**: various

**Institutional level**: tertiary

**Entered by**: Oxford Brookes International

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Summary: This paper reports on the outcomes of two small research projects which have sought to establish how practitioners and students view the potential of social networking sites for language learning in the UK higher education sector.

Descriptor(s): Materials, Management/Innovation, Learning technologies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)


ISBN: 9781846000331

Pages: 38–45

Principal format: printed

Summary: This paper describes and evaluates the HumBox, an online space for the publication, sharing and managing of digital humanities resources, including those for the teaching and learning of languages.

Descriptor(s): Materials, Learning technologies

Country of research: United Kingdom

Learners’ background: various


Summary: The vocabulary activities in nine General English textbooks at three proficiency levels were analysed and each activity’s focus on nine aspects of vocabulary knowledge noted. The results show that a single aspect of vocabulary knowledge, form and meaning receives by far the most attention in the textbooks at all three levels, while two other aspects, grammatical functions and spoken form, also receive attention. The other six aspects receive little or no attention.

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

Country of research: Japan

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


ISBN: 9780230301528

Pages: 135–144

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))
ISBN: 9780230282643
Pages: 49–64
Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Country of research: United Kingdom
Entered by: University of Nottingham (School of English)

ISBN: 9780415551076
Country of research: United Kingdom
Entered by: University of Nottingham (School of English)

ISBN: 9780521731751
Country of research: United Kingdom
Entered by: University of Nottingham (School of English)

ISBN: 9780521731768
Country of research: United Kingdom
Entered by: University of Nottingham (School of English)

Country of research: United Kingdom
Entered by: University of Nottingham (School of English)

ISBN: 9781901095388
Pages: 99–101
**Principal format:** printed

**Summary:** In the EAP classroom, both teachers and learners tend to focus on detail. From time to time, it is epiphanic for learners to see the big picture. We describe activities in which learners accomplish complex tasks, based on few linguistic resources, giving them a sense of achievement and an understanding of the whole. We offer a formula for such activities and invite readers to devise their own.

**Descriptor(s):** English language, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Sussex (Sussex Centre for Language Studies)


**Summary:** This article describes an exploratory study looking at composition and revision in a sample of candidates who took Cambridge ESOL’s Business English Certificate (BEC) Vantage in the computer-based (CB) mode. Using a snapshot of technology, the author builds a picture of text development during a live examination in an attempt to establish whether candidates had optimised the mode of administration in writing their assessment response.

**URL:** www.cambridgeenglish.org/images/23161-research-notes-43.pdf

**Descriptor(s):** Writing, Learning technologies, Assessment

**Country of research:** United Kingdom


**Summary:** This article investigates the effect of candidate familiarity on performance in paired face-to-face Speaking tests to explore whether candidates who know each other perform differently on the test from those who do not. Results can help inform test administration procedures to ensure that the test situation is as fair as possible to all candidates.

**URL:** www.cambridgeenglish.org/images/23166-research-notes-49.pdf

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** various

**Entered by:** Cambridge English Language Assessment – University of Cambridge


**Summary:** This article outlines aspects of the development of the BULATS online speaking test, with a specific focus on a proof-of-concept trial and alignment to the Common European Framework of
Reference (CEFR), which formed part of the validation of this new test.

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Speaking, ESP, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This article documents the results of a study into the impact of CEP assessments at both the micro level (i.e. learning and teaching) and at the macro level (i.e. schools and stakeholders). The authors describe the data collection procedures, examine the findings of the study and draw some conclusions before looking ahead to the next phase of CEP.

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, ESOL/EAL, Curriculum/syllabus, Assessment

Country of research: China

Learners’ background: China

Institutional level: various

Associated project: Hebei Impact Study: Phase 1 Report

Entered by: Cambridge English Language Assessment – University of Cambridge


Descriptor(s): Writing, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Oxford (Language Centre)


ISBN: 9783034300544

Pages: 113–131

Descriptor(s): Writing, Methodology, English language

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Oxford (Language Centre)

ISBN: 9789693630371
Pages: 22–31
Principal format: CD-ROM
Descriptor(s): Writing, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Oxford (Language Centre)


Summary: This article focuses on the way learner ability in the medium of instruction limits talk and necessitates bilingual interaction, and outlines ways in which teachers can make adjustments to the management of bilingualism in the classroom that facilitate learning in a European language.

Descriptor(s): English language, Curriculum/syllabus, Classroom interaction
Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

Descriptor(s): Writing, Teacher education, Learning technologies, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

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ISBN: 9780415490672

Pages: 431–445

Descriptor(s): English language

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


ISBN: 9780415332866

Pages: 635–642

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

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

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ISBN: 9780415496476

Summary: A discussion between Cooker and Nix on the uses of Q methodology for research language learner autonomy.

Descriptor(s): Methodology, Learner autonomy/strategies

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Leeds (School of Education)


Summary: On-screen marking is now in use for Cambridge English computer-based tests (CBT) and paper-based tests (PBT). This article provides background to the on-screen marking system being used, discusses its benefits and summarises the training provided to a key group of stakeholders: Writing Examiners of Cambridge English: Advanced (also known as Certificate in Advanced English (CAE)).

URL: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

Descriptor(s): Reading, Listening, Assessment

Learners’ background: various

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This paper takes a linguistic ethnographic approach to examining how face is negotiated in post-observation feedback sessions in pre-service teacher education programmes (CELTA).

Summary: This paper examines legitimacy in post-observation feedback talk in a pre-service teacher education programme (CELTA).


Summary: This article explores how four teachers in Greek-Cypriot after-school FCE classes use their L1 to facilitate learning.


Summary: This article examines the speaking experiences of pre-sessional students and suggests that student agency is important in how these speaking experiences are encountered and negotiated.


ISBN: 9780415894500

Pages: 64–78

Summary: This chapter reports on what happens to graduates of an online MSc TESOL programme. It compares their views and career paths with students on an on-campus programme.

**Summary:** This book presents a wealth of suggestions for using, adapting and supplementing coursebooks, both inside and outside the classroom.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

**Entered by:** Aston University (School of Languages and Social Sciences)

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**Summary:** This paper focuses on the language choice when interviewing Chinese students in research projects and PhD theses. This article shows the importance of the language chosen for research interviewing when more than one language could be used. It does so through the context of research with Chinese speakers published in English. It adds an implication to ELT when research is conducted with speakers of EAL.

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

**Country of research:** United Kingdom

**Learners’ background:** China

**Institutional level:** tertiary

**Entered by:** De Montfort University (Centre for Intercultural Research in Communication and Learning)

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**Summary:** In extended monologues non-native speakers may produce miscues in specificity, consistency and relevance, which can be perceived as difficult to follow or lacking in coherence. This study investigated the nature of such miscues, using a novel technique which allowed for the modification and insertion of features into the spoken discourse as well as their removal. The
manipulated discourse was then rated for improvements in coherence against the original sample.

**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** Coventry University (Department of English and Languages)

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**ISBN:** 9781107015869  
**Pages:** 258–266  
**Summary:** The chapter provides a critical overview of product and process-oriented approaches to teaching grammar in the second language classroom, with particular reference to PPP and task-based teaching, as exemplars of each approach. The chapter draws on our current knowledge of how grammar is learnt and concludes with implications for assessment of grammar.  
**Descriptor(s):** Methodology  
**Entered by:** Canterbury Christ Church University (Department of English and Language Studies)

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**ISBN:** 9781107677074  
**Pages:** 59–65  
**Summary:** The design and use of test specifications in test development.  
**Entered by:** University of Leicester (School of Education)

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**Country of research:** United Kingdom  
**Entered by:** Oxford Brookes International

Pages: n/a
Principal format: printed
URL: www.plagiarismadvice.org/research-papers/item/student-tutor-and-expert-perspectives
Entered by: Oxford Brookes International

ISBN: 9781859646939
Pages: 69–75
Principal format: printed
Entered by: Oxford Brookes International

ISBN: 97814577717482
Pages: 126–129
Principal format: printed
Summary: The Interactive Oral Assessment project investigated the feasibility of Talkback developed by Learnosity. It is an interactive voice response web-based system. It was piloted to assess oral skills in French and English for academic purposes at the Open University. The study found that students liked the flexibility it offered them, as different mobile devices and apps could be used.
URL: http://oro.open.ac.uk/29658/1/The_IOA_project_published_proceedings_paper.pdf
Descriptor(s): Speaking, Learning technologies, ESP, Assessment
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: adult
Entered by: The Open University (Faculty of Education and Language Studies)

Summary: While emotion has long been considered in functional and anthropological linguistics (Sapir, 1921; Hymes, 1972), affect and emotion has received relatively little attention in the SLA literature … A consequence of this shadowy existence is that the role of affect and emotion in SLA is probably the least understood (Scovel, 1978).

**ISBN**: 9781107007710

**Pages**: 159–179

**Descriptor(s)**: Learner cognition

**Entered by**: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

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**ISBN**: 9789027241870

**Pages**: 223–253

**Summary**: This contribution investigates inter-individual variation in self-perceived proficiency in speaking, comprehending, reading and writing of 122 Galician students in Spanish, Galician, English and French.

**Country of research**: Spain

**Learners’ background**: Spain

**Institutional level**: adult

**Entered by**: Birkbeck College, University of London (Department of Applied Linguistics and Communication)

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**Summary**: This article discusses the impact of research in English as a lingua franca (ELF), most specifically in relation to language teacher education and development. The article considers recent empirical and theoretical developments in light of current principles and practice in ELT, and argues that ELF holds major pedagogic implications, including syllabus design, materials and language assessment. The article discusses a project that explores collaboratively with teachers how an ELF perspective might be adopted in practice.


ISBN: 9787544628105

Entered by: University of Nottingham (School of English)

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ISBN: 9781408205020


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

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: University of Nottingham (School of English)

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ISBN: 9781444334272

Pages: 74–94

Entered by: University of Nottingham (School of English)

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Descriptor(s): Writing, English language

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

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ISBN: 9788876476778

Principal format: online
Summary: This paper reports on how materials were designed for Talkback, an interactive voice response developed by Learnosity, which was piloted at the Open University. The paper focuses on how materials were adapted for both French and EAP learners and implications of this for language learning by using technologies in an open and distance learning environment.


Descriptor(s): Materials, Learning technologies, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Reading (Department of English Language and Applied Linguistics)

ISBN: 9780415882514

Summary: In this book Julian Edge explores the construct of reflexivity in language teacher education, differentiating it from, while locating it in, reflective practice. Reflexivity is the key concept underpinning a view of teacher education that binds together the orientations of action research and personal development in a way that establishes common ground, common purpose and common experience between teachers and teacher educators.

Descriptor(s): Teacher education, Teacher cognition, Cultural issues
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Manchester (School of Education)


Summary: Drawing on Laufer and Hulstijn’s (2001) Involvement Load Hypothesis, this study has investigated the effects of frequency of exposure and depth of processing on acquisition of L2 vocabulary. The findings suggest that while both variables have had a significant effect on learning and retention, the effects of depth of processing are more enduring.

Descriptor(s): Teacher education, Teacher cognition, Cultural issues
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Manchester (School of Education)

Summary: In this paper we explore the impact of a UK-based teacher development programme on the continuing professional development of secondary teachers of English in China. We conclude that the recognition of English as an essential element in the modernisation of China, together with the growing awareness of the weaknesses of traditional approaches to the teaching of the language, has opened up new spaces for dialogue concerning pedagogy and professional practice.


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

Country of research: United Kingdom

Learners’ background: China

Entered by: University of Reading (Institute of Education)


Summary: The BioMedical Admissions Test (BMAT) forms part of the undergraduate medical admission process at the University of Cambridge. The fairness of admissions tests is an important issue. Aims were to investigate the relationships between applicants’ background variables and BMAT scores, whether they were offered a place or rejected and, for those admitted, performance on the first year course examinations.

Descriptors: Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This article reports on a small-scale professional development programme that was set up and piloted by two distance universities. The aims were to develop teachers’ experience of online group work, to trial a set of pilot activities that would raise awareness of factors contributing to successful collaborative online activity, and to identify professional development needs in this area. The study identified a range of skills that teachers need to support collaboration online.

Descriptors: Teacher education, Learning technologies

Country of research: various

Learners’ background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)
**Esfandiari, M, Knight, P, J. Molinari, J and Zacharias, S**
ISBN: 9711906235178

**Summary:** A collection of papers that consider aspects of the application of TBL. Available at www.nottingham.ac.uk/education/documents/research/jubileepress/occasionalpapers/task-based-learning-applied-web-vers---1-dec-2012-(lp).pdf

**Descriptor(s):** Methodology

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** various

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

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**Evison, J and White, G**

**ISBN:** 9781443832991

**Pages:** 93–112

**Summary:** This chapter focuses on radio discourse, a common source of input for listening classes. It also explores how ELF can break down boundaries and how speakers use it creatively for identity construction.

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

**Country of research:** Malaysia

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**Evison, J and Pemberton, R**

**Summary:** This paper reports on a two-part project, which involved students engaging with two types of social software: podcasting and blogging. The idea began as part of an ‘ePioneers1’ initiative in the School of Education at the University of Nottingham and continued as part of a university-wide programme focused on ‘integrative learning’.

**URL:** http://blog.nus.edu.sg/eltwo/category/volume-3/

**Descriptor(s):** Teacher education, Speaking, Listening, Learning technologies

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**Evnitskaya, N and Morton, T**

**Summary:** This article uses a multimodal conversation analysis methodology to examine how teachers and students use talk-in-interaction and
other semiotic resources to build and maintain communities of practice in CLIL classrooms. It compares data from two CLIL science classrooms in Spain, showing how different identities are constructed through interaction in lower and higher secondary CLIL science classrooms.

Descriptor(s): English language, Classroom interaction
Country of research: Spain
Learners’ background: Spain
Institutional level: secondary
Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)


Summary: This paper explores appropriate methodology in two Masters programmes offered by the Hellenic Open University (HOU). One focused on Teaching English as a Foreign Language and the other on teaching French as Foreign Language. Both programmes address the continuing development of teachers whose professional home is located in foreign language education in the shared socio-cultural Greek context. At the same time, each programme has its own particularities regarding the content and ways of exploring it.

Descriptor(s): Teacher education, Cultural issues, Management/Innovation, Curriculum/syllabus
Country of research: Greece
Learners’ background: Greece
Institutional level: tertiary
Entered by: University of Manchester (School of Education)

ISBN: 9781443829090
Pages: 9–26

Summary: This chapter outlines the extent to which English is used as an international lingua franca of business, as well as some of the factors that condition that use. It also analyses policy issues around the use of English in these functions and the challenges of teaching methodology in this emerging context.

Descriptor(s): ESP, English language
Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

ISBN: 9780470655320
Summary: This chapter reviews research and development in the field of English for Medical Purposes (EMP). It comments on language-related research at the various levels of discourse/genre, syntax and vocabulary, and reviews developments in curricula, teaching methodology and materials for EMP.

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

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)


ISBN: 9780521195652

Summary: This chapter analyses the factors underlying the spread of English as global lingua franca and the policy challenges this presents. It considers and discusses common critiques of English as lingua franca, particularly as they relate to perceptions of English as a threat to linguistic diversity and as a factor exacerbating socio-economic inequality. It also reviews developments in the use of English as a lingua franca in the worlds of academic research, business and air transport.

Descriptor(s): Cultural issues, ESOL/EAL

Country of research: United Kingdom

Learners’ background: Yemen

Institutional level: various

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)


Summary: This article offers a brief conceptualisation of English as a lingua franca (ELF) arguing that there are conceptual and theoretical advantages in regarding ELF not as an emergent linguistic variety but rather as a form of social practice engaged in by very diverse interlocutors who may or may not share a common purpose.

Summary: This article reports on an empirical investigation of the attitudes of Spanish academics to the use of English as an international language of research dissemination in the natural and social sciences. A particular focus is on normative attitudes regarding English as a lingua franca in research: for example, the extent to which the use of English is perceived as unfair, or as unduly and unjustly advantageous for anglophone over non-anglophone scientists.


ISBN: 9780521736701

Summary: This chapter draws upon psycholinguistic theory and evidence to provide a detailed model of first and second language speaking processes, the information sources on which they draw and the outputs they provide. This provides a framework for establishing whether any test of L2 speaking succeeds in eliciting from candidates processes that resemble those employed in a real-world speaking event. The framework is systematically applied to the speaking tests in the Cambridge ESOL suite.


ISBN: 9780521866897

Summary: Entry reviewing current thinking in relation to the cognitive processes that make up listening.


Summary: Background to recent research in academic listening and review of issues meriting the attention of researchers.

Summary: The article examines the mental processes that a second-language listener engages during an academic lecture. It draws on research evidence to answer three questions: What proportion of a piece of monologue input is decoded accurately by an intermediate listener? Do the processes elicited by conventional comprehension tasks correspond to those employed in a real-world lecture context? Are listening processes at meaning and discourse level adequately represented in L2 EAP instruction and testing?

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

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: 9780415658157

Pages: 472–486

Summary: The chapter considers current ideas in several major areas of psycholinguistics: how language is stored and retrieved; the processes that enable speaking, listening, reading and writing to take place; and how a first language is acquired. The account assists an understanding of both first and second language use.

Descriptor(s): Writing, Speaking, Reading, Listening, Learner cognition

Country of research: United Kingdom

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

ISBN: 9780521866897
Pages: 686–89
Summary: The entry outlines the scope of psycholinguistics. It describes language processing (speaking, listening, reading and writing) and how language is stored in the mind. It reviews cognitive ideas in first and second language acquisition.

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


ISBN: 9780863556807
Pages: 139–145
Principal format: printed
Summary: The article describes the processes that contribute to listening and suggests how they might form a framework for more valid second-language tests of the skill. An opportunity exists at local level for testing that is more focused and that sheds light on learners’ problems.
URL: www.britishcouncil.org/downloads-list-of-presentation-john-field.pdf

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

Field, J (2011) ‘What are we testing when we think we are testing listening?’ IATEFL TEASIG Anniversary Newsletter August 2011: 12–14.

Descriptor(s): Listening, Assessment
Entered by: Cambridge English Language Assessment – University of Cambridge


ISBN: 9781901095425
Pages: 64–65
Principal format: printed
Summary: The needs of teachers were contrasted with those of international testing bodies, whose methods greatly influence local testing. It was argued that teachers are free to improve conventional listening tasks in several ways. They should also learn more about the processes underlying listening in order to target them more effectively.

Descriptor(s): Methodology, Listening, Assessment
Institutional level: various
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 9781107602649

Pages: 391–453

**Summary:** The study evaluated whether candidate performance in the IELTS listening test corresponds to their performance in a real-world academic context. It compared candidate scores under test conditions with scores in conditions more closely resembling those of a lecture. It also elicited verbal reports from candidates of the types of process in which they engaged when answering test items; these processes were characterised as natural listening process, natural L2 strategies or test-wise strategies.

**Descriptor(s):** Listening, Learner autonomy/strategies, ESP, Assessment

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

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**Descriptor(s):** Learner cognition

**Country of research:** United Kingdom

**Institutional level:** tertiary

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

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ISBN: 9781405198431

Pages: 2,124–2,130

**Entered by:** St. Mary’s University College, Twickenham, London (School of Communication, Culture and Creative Arts)

ISBN: 9780230282643
Pages: 154–166
Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

URL: http://languagetesting.info/features/rating/pdts.html
Descriptor(s): Assessment
Entered by: University of Leicester (School of Education)

URL: http://languagetesting.info/features/afl/formative2.html
Descriptor(s): Assessment
Entered by: University of Leicester (School of Education)


Summary: This article presents research funded by the Leverhulme Trust, which sought to establish an empirical basis for an extended definition of assessment literacy for teachers, and a wider audience.

Descriptor(s): Teacher education, Assessment
Entered by: University of Leicester (School of Education)

URL: http://languagetesting.info/features/2012/review.html
Descriptor(s): Assessment
Entered by: University of Leicester (School of Education)


ISBN: 9780415570633
Pages: 378–382
Summary: The history of rating scale development, research methods and new developments in scoring speaking tests.

Descriptor(s): Assessment
Entered by: University of Leicester (School of Education)

URL: http://languagetesting.info/features/retrofit/architecture1.html
Descriptor(s): Assessment
Entered by: University of Leicester (School of Education)
 Descriptor(s): Assessment
 Entered by: University of Leicester (School of Education)

 Summary: Presents a new non-linear scoring technique for performance tests.
 Descriptor(s): Assessment
 Entered by: University of Leicester (School of Education)

 ISBN: 9780521736701
 Pages: 112–170
 Summary: The aim of the chapter is to take a closer look at context validity and the range of contextual parameters observed in the Cambridge ESOL General English Speaking tests, and to investigate the relationship between these task parameters and proficiency levels.
 Descriptor(s): Speaking, Assessment
 Country of research: United Kingdom
 Entered by: Cambridge English Language Assessment – University of Cambridge

 Summary: Describes the approach taken in the revision of a set of assessment scales used with Cambridge ESOL speaking tests. Points to the value of combining methodologies to inform and refine scale development.
 Descriptor(s): Speaking, Assessment
 Country of research: various
 Learners’ background: various
 Institutional level: various
 Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

The acquisition of pronunciation is an important aspect of developing L2 spoken language competence. Relatively little is known, however, about the way in which phonological and prosodic proficiency is acquired and displayed across proficiency levels. The aim of the present research is to investigate key distinguishing features of phonological and prosodic competence at the different CEFR levels.

URL: www.baal.org.uk/proceedings_11.pdf

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

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This article outlines the approach taken in the revision of a set of assessment scales used with speaking tests. They set the process in the context of the Common European Framework of Reference, outlining several stages. Overall, the paper illustrates the importance of combining intuitive and data-driven scale construction methodologies, and suggests a usable scale construction model for application/adaptation in a variety of contexts.

URL: www.tandfonline.com/doi/abs/10.1080/0969594X.2011.574605

Descriptor(s): Speaking, Assessment


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


ISBN: 9781609605452

Pages: 190–205

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

Summary: This paper explores the social context of assessed student writing to support the analysis of texts with an IMRD-type structure (Introduction, Methods, Results, Discussion) as members of either the Research Report or Methodology Recount genre family. It shows how research into writing practices and participant perspectives can be combined with text analysis, and argues that an understanding of both is essential for the application of research findings in teaching EAP.

Descriptor(s): Writing, ESP
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-Specific Student Work
Entered by: Coventry University (Department of English and Languages)

ISBN: 9780415496476
Pages: 247–263
Summary: This chapter examines notions of global English with its impact on English language teaching in general and on bilingual education in particular (Block and Cameron, 2002; Graddol, 2006; Nunan, 2003). It identifies factors which link global processes around English to developments in bilingual education and reviews research in three specific areas: teaching English to increasingly young learners; teaching specific content areas in English for older school children; and international English-medium education in higher education.

Descriptor(s): Teacher education, Methodology, Management/Innovation, ESOL/EAL, English language, Curriculum/syllabus
Entered by: Coventry University (Department of English and Languages)

Pages: 1–9
Principal format: online
Summary: This study aimed to uncover disciplinary differences in propositional discourse of academic argument across Classics, English, Law, Philosophy and Sociology in university student essays in the BAWE corpus. The findings from various specific searches, key word analyses and collocation searches were compared.
Descriptor(s): Writing, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
**Associated project**: Writing for a Purpose: Materials to Improve the Quality of Discipline-Specific Student Work

**Entered by**: Coventry University (Department of English and Languages)

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**ISBN**: 9783034310338

**Pages**: 191–200

**Summary**: This paper explores the nature of ‘sentence’ from an axiomatic functionalist perspective within a theory of semiotics. It presents an exploratory classification incorporating bases of pleremes, syntagms and marginal syntagms in relation to para-syntactic features.

**Descriptor(s)**: English language

**Entered by**: Coventry University (Department of English and Languages)

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**ISBN**: 9780863556678

**Summary**: In this downloadable book, the authors report on a global survey of teaching practices as reported by teachers of young learners. Case study data supplements the survey data and provides snapshots of young learner classrooms around the world. Available at http://iatefl.britishcouncil.org/2012/sites/iatefl/files/session/documents/eltrp_report_-_garton.pdf

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**Summary**: The present research was set up to study a number of marking issues in the new on-screen marking format. Issues such as usability of the on-screen marking system, comparability of paper-based marking with on-screen marking, examiners’ behaviour in the two modes and the use of the new mark scheme were of particular interest.

**URL**: www.cambridgeenglish.org/images/23161-research-notes-43.pdf

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**Descriptor(s)**: Methodology

**Country of research**: various

**Learners’ background**: various

**Institutional level**: primary

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

Summary: This paper briefly reviews past and present approaches to testing listening for academic purposes, showing how these reflected prevailing views of language knowledge and use. A socio-cognitive framework is used to analyse the nature of high-level listening ability in a study context, exploring how a construct of academic listening might be defined and how this can be operationalised in the form of valid, reliable and useful proficiency measures.

Descriptor(s): Listening, Assessment
Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This article explores the methodological turning points in conducting a critical ethnography on the discursive practices of Italian Canadian youth identities across their multiple worlds in Toronto. I problematise the construction of the ‘researcher role’ and researcher identities and the conceptualisation of ‘insider/outsider’, in relation to ‘being in the field’.

Descriptor(s): Methodology
Country of research: Canada
Entered by: University of Bristol (Graduate School of Education)


ISBN: 9780415874946
Pages: 95–110

Summary: This paper examines the methodological issues in conducting critical ethnographic research on Italian Canadian youths’ discursive negotiation of identities, language and power across the Italian Canadian world in Toronto. My multiple forms of linguistic and cultural capital were important points that participants engaged with, which also positioned me in particular ways that created methodological dilemmas.

Country of research: Canada
Entered by: University of Bristol (Graduate School of Education)

ISBN: 9781858564784
Pages: 85–90

Summary: The term identity texts was first used by the Canada-wide Multiliteracies project to describe a variety of creative work by students – collaborative inquiry, literary narratives, dramatic and multimodal performances – led by classroom teachers. The identity texts produced held up a mirror to the students, which reflected their identities back in a positive light.

Descriptor(s): Cultural issues, Learning technologies, ESOL/EAL, English language, Classroom interaction

Country of research: Canada
Entered by: University of Bristol (Graduate School of Education)

ISBN: 9780230285187

Summary: This book combines the theory and practice of academic writing for nursing and midwifery students. Developing understanding of the basics of academic writing and cognitive processes such as reflection and critical thinking, this text is an invaluable resource for learners at all levels.

Descriptor(s): Writing, Materials
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)


Summary: This paper examines how attributes such as criticality, evidence and impersonality are conceptualised in nursing and midwifery and the roles they play in discipline-specific academic writing. The paper aims to contribute to recent theoretical and pedagogic debates on the specificity of writing in the disciplines. It argues that in attending to the significant relationship between context-sensitive attributes and disciplinary academic writing, important perspectives can be gained.

Descriptor(s): Writing, Materials, Curriculum/syllabus
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)


Summary: This paper examines the role of disciplinary epistemologies in the conceptualisation of writing attributes in nursing and midwifery, and demonstrates how this helps shape academic writing at undergraduate level, thus contributing
to debates on generic skills, writing attributes and specificity in disciplinary discourses. The paper highlights the importance for writers to examine how knowledge is displayed, constructed and communicated in their disciplines, and the significance of the relationship between disciplinary epistemologies, generic attributes and writing.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**Summary:** This article reports on an empirical study that examined collaborative writing (CW) in four schools at a faculty of engineering at a university in the UK. It specifically looks at the processes and the tasks in which engineering students and professionals get involved when writing collaboratively. Based on the findings of the study, the article suggests a number of research-informed pedagogical practices for developing CW in engineering.

**URL:** www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path%5B%5D=185&path%5B%5D=114

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

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**Summary:** This paper revisits the contributions that the field of electronically mediated communication (EMC) has made to our understanding of the nature and purposes of communication in professional contexts. It examines theoretical and pedagogic affordances created by recent technological developments. The paper closes by outlining an agenda for future research in the field of EMC.

**URL:** http://asp.revues.org/3094

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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Summary: This article reports on a study that used a variety of data sets as its empirical base to examine collaborative writing (CW) in four schools of the faculty of engineering at a university in the UK. The article aims to contribute to the understanding of CW in engineering by identifying its role, nature and dynamics. It also examines pedagogical implications with a view to making a contribution to developments in writing in engineering education.

Descriptor(s): Writing, ESP, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of Education)

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Summary: This paper argues that self-efficacy (belief in one’s ability to complete specific tasks successfully) is crucial to the development of effective listening skills, and that listening strategy instruction has the potential to boost self-efficacy. Reviewing studies that have integrated strategy instruction with measures to address learners’ self-efficacy for listening, it concludes by arguing that in an EAP context, such a heightened sense of confidence can help learners cope more effectively with authentic oral input.

Descriptor(s): Listening, Learner autonomy/strategies, ESP

Country of research: United Kingdom

Entered by: University of Reading (Institute of Education)

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ISBN: 9780415674249

Pages: 137–162

Summary: The chapter provides a critical assessment of the role of English in the world today and explores the ways in which the TESOL industry, high-stakes testing such as IELTS and TOEFL and Anglo-American academic publishing combine to promote and sustain the position of English in the world today. The chapter shows how ‘the story of English’ is also the story of a multi-billion-pound industry, which exists primarily for the making of profit.

Descriptor(s): Cultural issues, Materials, English language, Assessment

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

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ISBN: 9780230230620

Pages: 186–207
Summary: Language Testing: Theories and Practices offers a coherent overview of some of the key issues currently dominating the language testing profession.

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

ISBN: 9783860576212
Pages: 83 – 92
Summary: This paper reports on the processes of drafting, refining, elaborating, exemplifying and calibrating descriptors in the development of a RLD for English at the highest (C) levels of the CEFR. Approaches to the definition of learning objectives and proficiency scale descriptors were reviewed and a variety of schemes currently in use in language education in various regions of the world were analysed to identify ways in which levels are defined.
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 9780470655337
Pages: 830 – 846
Summary: The Companion to Language Assessment provides the most complete and up-to-date coverage of the field today. This state-of-the-art reference work explores 140 crucial topics covering assessment in a broad range of contexts.
Descriptor(s): Reading, Listening
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 9780521184991

Summary: This book introduces the theoretical and empirical bases for the definition of language learning level in functional ‘Can Do’ terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance-level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language.

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


Summary: Explores the role of item writers in the selection and adaptation of texts for high-stakes reading tests. Involves a case study of a group of trained item writers working on the International English Language Testing System (IELTS). Includes interviews with writers and observation of an editing meeting.

Descriptor(s): Reading, 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)

This study compares how trained and untrained item writers select and edit reading texts to make them suitable for a task-based test of reading and how they generate the accompanying items. Both individual and collective test editing processes are investigated.

URL: www.ielts.org/PDF/vol11_report_5_an_empirical_investigation.pdf

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: 9781107602649
Pages: 270–378

Summary: This study clarifies the links between what is measured by the IELTS Academic Reading test and the construct of academic reading as practised by students in a UK university by eliciting from IELTS candidates, via means of a retrospective protocol, the reading processes they engage in when tackling IELTS Academic Reading tasks. The study provides grounded insight into the congruence between the construct measured by IELTS and that of academic reading in the target domain.

ISBN: 9780863557019
Pages: 105–115
Descriptor(s): Learning technologies, ESOL/EAL

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

ISBN: 9780415566414

Summary: This book provides a concise, lively and accessible introduction to the field of applied linguistics.

Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

Summary: This article reports on Phase I of a wider research project investigating the impact of Cambridge English: Young Learners in China. A pilot study is reported, which consisted of a questionnaire survey of young learners, supplemented by focus group interviews of a selection of the learners and their teachers. The pilot study involves one private language institute in Chongqing.

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

Country of research: China

Learners’ background: China

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: Cambridge English: Key (KET) for Schools and Cambridge English: Preliminary (PET) for Schools are designed for young learners and are aligned to CEFR levels A2 and B1 respectively. A collaborative impact study was conducted by the Language Assessment Research Institute in Chongqing University, China and the Research and Validation Group of Cambridge English Language Assessment. This article reports on parental views.

Descriptor(s): ESOL/EAL, Assessment

Country of research: China

Learners’ background: China

Institutional level: various

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This current study explored the amount, type and immediate use of teacher feedback during naturally occurring classroom interaction depending on: (1) whether feedback is provided during tasks versus non-tasks; (2) during focused versus unfocused tasks; and (3) whether it occurs during, pre-during or post-task phases.

Descriptor(s): Speaking, Classroom interaction

Country of research: United States of America

Institutional level: tertiary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Summary: The aim of this study was to evaluate the impact of explicit interventional treatment on developing pragmatic awareness and production of spoken requests in an EAP context with Chinese learners of English at a British higher education institution. The study employed an experimental design over a 12-week period with 26 students assigned to either an explicitly instructed group or a control group receiving no instruction.

Descriptor(s): Speaking, Methodology, ESP, English language
Country of research: United Kingdom
Learners’ background: China
Institutional level: adult
Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)

ISBN: 9780415584159

Summary: A single-volume introduction to the field of ELT from an applied linguistics perspective, the book addresses: Classroom interaction and management; Method, post-method and methodology; Learners; and the Institutional frameworks and social contexts of ELT. For each, the book addresses dilemmas and practices, examines how teachers and other language-teaching professionals might intervene and deal with these concerns, and explores how such issues link to and inform applied linguistic theory.

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Methodology, Learner cognition, Learner autonomy estratégias, Curriculum/syllabus, Classroom interaction
Institutional level: various
Entered by: University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

Summary: This article identifies trends within the ELT Journal feature ‘Key concepts in ELT’. It finds that although earlier articles tended to focus on teaching, learning, and language, more recent pieces have examined issues surrounding teachers, learners and the social context of ELT. The article then considers the reach, readership and potential relevance of Key Concepts to debates and practices within ELT, and concludes with a discussion of possible future directions for the series.

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

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


Summary: This article surveys the English language literature on the role of students’ own language(s) in the language classroom. It charts the continuing widespread use of students’ own languages in classrooms around the world and the contemporary academic, societal and pedagogic arguments that have led to a revival of support for this. It concludes by examining how a bilingual approach to language teaching/learning might be implemented.

URL: http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8614395

Descriptor(s): Teacher education, Cultural issues, Classroom interaction

Institutional level: various

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


ISBN: 9780863557057

Summary: Report survey of over 3,000 teachers around the world on their attitude towards the use of their learners’ own languages in class.
Available at http://englishagenda.britishcouncil.org/sites/ec/files/C448%20Own%20Language%20use%20in%20ELT_A4_FINAL_WEB%20ONLY.pdf

**Country of research**: various

**Learners’ background**: various

**Institutional level**: various

**Associated project**: The Use of Learners’ Own Languages in ELT: Exploring Global Practices and Attitudes

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

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**ISBN**: 9780415998727

**Pages**: 89–105

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

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**ISBN**: 9783631606438

**Pages**: 29–46

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

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**Pages**: 28–41

**URL**: http://englishagenda.britishcouncil.org/sites/ec/files/LRE_FINAL%20WEB.pdf

**Entered by**: Oxford Brookes International

ISBN: 9781107633865

Pages: 131–137


Entered by: Oxford Brookes International


ISBN: 978901095364

Pages: 63–68

URL: www.teachingenglish.org.uk/sites/teacheng/files/Z383%20Teachers%20Association%20Handbook%202011_0.pdf

Entered by: Oxford Brookes International


Summary: This paper reports on an investigation of the potential for a shared L1 advantage on an academic English listening test featuring speakers with L2 accents.

URL: http://ltj.sagepub.com/content/30/2/231.full.pdf+html

Descriptor(s): Pronunciation, Listening, Assessment

Country of research: Australia

Learners’ background: various

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)


Summary: This book presents a mixed-methods study designed to investigate the effects of L2 accents used in academic English listening assessment.

Descriptor(s): Pronunciation, Listening, Assessment

Country of research: Australia

Learners’ background: various

Institutional level: tertiary

Entered by: Lancaster University (Linguistics and English Language)
This article investigates assessor decision making when using and applying a marking guide for a note-taking task in a specific purpose English language listening test.

Descriptor(s): Teacher cognition, Listening, ESP, Assessment

Country of research: Australia

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9783823367215

Pages: 150–183

Descriptor(s): Methodology, Assessment

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


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


Descriptor(s): Assessment

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


Descriptor(s): Assessment

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


Descriptor(s): Assessment

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


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


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


Descriptor(s): Reading, Learner cognition, English language

**Summary:** This article looks at the results of research at a UK university exploring whether and how laughter might affect the performance of ab initio students of Spanish in their assessment. We also examine current views on the use of laughter to improve personal wellbeing in the hope that it will be used more in the field of foreign language education.

**Descriptor(s):** Methodology, Assessment  
**Institutional level:** adult  
**Entered by:** London Metropolitan University (Faculty of Social Sciences and Humanities)


**ISBN:** 9780230302839  
**Pages:** 187–201  
**Descriptor(s):** Writing, Teacher education  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** The Open University (Faculty of Education and Language Studies)


**ISBN:** 9780230302839  
**Pages:** 187–201  
**Descriptor(s):** Writing, Teacher education  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary  
**Entered by:** The Open University (Faculty of Education and Language Studies)


Summary: Comment on methods of preparing students for the short-term goal of achieving the test grade required for unconditional acceptance to university, at the expense of developing knowledge and skills that will be most useful at university.
English language tests in a format that facilitates comparison between them.


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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** University of Reading (International Study and Language Centre)

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**Summary:** In 2008, Cambridge ESOL launched a web-based extranet system called the Professional Support Network (PSN), with the specific intention of enhancing and extending the support given to external groups. The first group targeted in full was the Speaking Examiner cadre. This article overviews the process in terms of the development, uptake and impact of PSN, with a view to assessing the success of the system to date and identifying future stages to be followed.

**URL:** www.cambridgeenglish.org/images/23161-research-notes-43.pdf

**Descriptor(s):** Speaking, Assessment

**Country of research:** United Kingdom

**Entered by:** University of Reading (International Study and Language Centre)

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**Summary:** This paper identifies a particular ‘rapport-building’ speech style prescribed to call centre workers in four countries – Denmark, Britain, Hong Kong and the Philippines – irrespective of the language being spoken in the service interaction. Overall, the paper draws attention to inadequacies in the paradigm focusing on the global spread of English, while lending support to recent theoretical suggestions to focus instead on how practices and styles are exported globally and potentially independently of language.

**Summary:** The emergence of English as an international language of science has generated prolific debates in the Nordic countries about ‘domain loss’, here defined as the national Nordic languages failing to develop adequate scientific terminology. This paper sheds some much-needed empirical light on domain loss by examining the language practices of ten scientists delivering undergraduate courses in chemistry, physics and computer science at the University of Copenhagen.

**Descriptor(s):** English language

**Country of research:** Denmark

**Learners’ background:** Denmark

**Institutional level:** tertiary

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

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**ISBN:** 9781901095388

**Pages:** 15–16

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**Summary:** This study was undertaken to challenge the tendency in ELT literature to view our history as a succession of methods, often ‘packaging up’ developments which were in reality often both complex and contested. The study combined corpus-based and qualitative procedures to explore keywords in ELTJ articles during the early communicative period. By identifying themes discussed by contemporary writers themselves, we highlight areas of continuity and diversity within the professional discussion.

**Descriptor(s):** Methodology

**Country of research:** United Kingdom

**Learners’ background:** Malaysia

**Institutional level:** tertiary

**Entered by:** University College Plymouth St Mark & St John (Centre for International Teacher Education)


Descriptor(s): Speaking, Methodology, ESP, English language, Assessment


ISBN: 9780415998727
Pages: 558–575

Summary: This chapter gives an overview of traditional approaches in second language teaching and learning. It argues about the paradox of traditional approaches and contexts of criticism. It shows an example of some traditional strands in TESOL in modern China.

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


ISBN: 9780863556821

Summary: This paper reports on a study into the practices and perceptions of Thai and Emerati university students in their use of computer-based materials (CbMs) beyond the classroom, including in Self Access Centres (SACs). Available at http://englishagenda.britishcouncil.org/sites/ec/files/B208_ELTRP%20Jarvis%20Report_AW.pdf

**Summary:** This paper reports the findings from the ELTRA funding project and reports how young bilingual dyslexia learners of English dealt with their learning of English and other curriculum subjects in English and their perceptions of being dyslexic. The metaphor analysis method was successfully implemented in this project.

**URL:** www.teachingenglish.org.uk/sites/teacheng/files/Dyslexic%20FINAL%20November%2030.pdf

**Descriptor(s):** Writing, Speaking, Reading, Methodology, Listening, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language

**Country of research:** Singapore

**Learners’ background:** Singapore

**Institutional level:** primary

**Associated project:** Investigating Intercultural Communication Strategies and Practices in International Companies in China and the UK for Improving Undergraduate and Postgraduate Curricular in Business Courses in Chinese and British Universities

**Entered by:** De Montfort University (Centre for Intercultural Research in Communication and Learning)

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Jones, C and Waller, D (2011) ‘If only it were true: the problem with the four conditionals’. English Language Teaching Journal 65/1: 24–32.

**Summary:** The traditional division of conditionals into four main types (zero, first, second and third) has long been called into question. This article re-examines the arguments for a description of conditional patterns, which reflects actual usage and uses corpus data to demonstrate the kind of patterns in frequent use. It then suggests two teaching approaches that may help teachers to tackle a variety of conditional patterns in the classroom.

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

**Country of research:** United Kingdom

**Institutional level:** tertiary

**Entered by:** University of Central Lancashire (School of Literature, Languages and International Studies)

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**Summary:** This conference presentation described the language of successful spoken requests used by Chinese intermediate-level English for Academic Purposes (EAP) students in Discourse Completion Tasks (DCTs) at a UK higher education institution. Using corpus tools, the authors examine the frequent words, chunks and moves in request data and compare this to general reference corpora.

**URL:** www.strath.ac.uk/media/faculties/hass/scilt/research/laseseventapril2012/llas-Jones_Halenko.pdf

ISBN: 1873576809

Pages: 215–223

Summary: The CEFR is becoming the internationally established external reference point for measuring competency in language use. However, using the CEFR for curriculum design and standardising assessments is not without difficulties. The framework presents descriptions of competence but there is little indication about how these should be realised in terms of language used or performance required. In this chapter we demonstrate how we are responding on a local level to the challenges posed by the CEFR.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult


Summary: The Common European Framework of Reference (CEFR) is having a special impact on assessment, as test users increasingly insist on evidence of alignment to it. But what kind of evidence is needed? Interpreting test performance (against the CEFR in this case) is at the heart of test validity. Thus, if CEFR alignment is important for an exam, it should impact every relevant stage of design and administration. It cannot be a one-off exercise.

URL: www.cambridgeassessment.org.uk/ca/digitalAssets/197994_RM_Special_Issue_2__web_.pdf

Descriptor(s): Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge


ISBN: 9780415570633

Pages: 350–362

Summary: This chapter considers the reliability and dependability of language tests.

Descriptor(s): Assessment

Country of research: United Kingdom

**Summary:** This article provides an overview of Cambridge ESOL’s use of technology in language assessment since 2000.

**URL:** [www.cambridgeenglish.org/images/23161-research-notes-43.pdf](http://www.cambridgeenglish.org/images/23161-research-notes-43.pdf)

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

**Country of research:** United Kingdom

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**Summary:** In this paper, constrained baseline (top-down) and free baseline (bottom-up) approaches for detection of test structure differences across groups under several conditions were examined. Sample size, test length, underlying response models, effect size, percentage of DIF items and kind of DIF were evaluated. Power and Type I error were examined to evaluate the accuracy of detecting a lack of measurement invariance. Implications of the results are discussed and recommendations for best practice provided.

**URL:** [https://docs.google.com/file/d/0ByxuG440vRLPT0dVcjBxT3ifO0k/edit?pli=1](https://docs.google.com/file/d/0ByxuG440vRLPT0dVcjBxT3ifO0k/edit?pli=1)

**Descriptor(s):** Assessment

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**Summary:** Item response theory (IRT) modelling is a statistical technique being widely applied in the field of educational and psychological testing. The study aims to determine whether a flexible IRT model (OPLM) has an edge over more restricted model (Rasch) in the assessment of item fit. A multiple-choice examination was used in the present investigation. The study found evidence for the superiority of a flexible model over a more constrained model.

**Descriptor(s):** Assessment

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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ISBN: 9780521736701
Pages: 259–292
Summary: This chapter examines a set of parameters that examination boards need to consider in generating evidence of the validity of their speaking tests, namely those of criterion-related validity (the extent to which a test of speaking correlates with a suitable external measure of performance).


Summary: This article reports on a study conducted with participants from a Chilean university, which aimed to determine the effect of mode of response on test performance and test-taker perception of test features, by comparing a semi-direct online version and a direct face-to-face version of a speaking test.


Summary: This article explores the effects of intensive language provision and external assessment in primary education in Ho Chi Minh City, Vietnam.

Summary: This paper draws on data from the InSITE project (2008–10), funded by CfBT Educational Trust, to set out the ways teachers can learn from analysis of episodes from their own lessons.

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)


ISBN: 9781901095333

Pages: 50–51

Principal format: printed

Summary: This paper is a summary of a paper presented at IATEFL Harrogate (2010). It draws on data from the InSITE research project (2008–10) to explore how the emphasis on the social nature of the classroom shapes both pedagogy and learning opportunities.

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)


Summary: This paper draws on data from the InSITE research project (2008–10), funded by CfBT Educational Trust, to illustrate how the learning of experienced teachers can benefit from a focus on good practice, identified through video-recorded classroom episodes, rather than a focus on problems and deficits. The paper includes recommendations for setting up professional development programmes, and for managing classroom observations as part of such initiatives.


Descriptor(s): Teacher education, Teacher cognition, Management/Innovation

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: adult

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

Summary: This paper sets out some policy development issues in Content and Language Integrated Learning (CLIL), developed from the PRO-CLIL project (2006–09) funded by a Comenius grant and implemented in four countries.


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

Country of research: various
Learners’ background: various
Institutional level: primary

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)


ISBN: 9780863556845
Pages: 75–91
Descriptor(s): Cultural issues, Management/Innovation, Curriculum/syllabus

Country of research: various
Learners’ background: various
Institutional level: various

Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)


Descriptor(s): Teacher education, Teacher cognition, Curriculum/syllabus

Country of research: various
Learners’ background: various
Institutional level: adult

**Summary**: This article discusses assessment mechanisms for identifying students most at risk due to weaknesses in English language and academic literacy. It considers aspects of professional development that help to ensure that academic staff are equipped to understand, and be empathetic towards, the distinctive needs of this cohort, and have the wherewithal to identify language/literacy-related problems and to intervene appropriately, where necessary.

**Descriptor(s)**: Teacher education, Management/Innovation, English language, Assessment

**Country of research**: Australia

**Learners’ background**: various

**Institutional level**: tertiary

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


**Pages**: 119–122

**Principal format**: printed

**Summary**: Outline of factors influencing the introduction of EMI (English as the Medium of Instruction) programmes in non-English-using university contexts.

**Descriptor(s)**: English language

**Country of research**: China

**Institutional level**: tertiary

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


**ISBN**: 9781906235178

**Pages**: 4–13

**Summary**: Overview of current models of TBL.


**Descriptor(s)**: Methodology

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

Summary: In this paper I review the most important individual difference factors that might explain variations in L2 writing processes and discuss the influence of these factors on how L2 learners exploit the language learning potential of writing tasks.

Descriptor(s): Writing
Learners’ background: various
Institutional level: various
Entered by: Lancaster University (Linguistics and English Language)


Summary: The study reported in this paper investigated the relationship between components of aptitude and the fluency, accuracy, syntactic complexity and lexical variety of performance in two types of written and spoken narrative tasks.

Descriptor(s): Writing, Speaking, Learner cognition
Country of research: Hungary
Learners’ background: Hungary
Institutional level: secondary
Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9781847696199

Summary: This book is intended to help language teachers work effectively and successfully with students who have specific learning differences (SpLD) such as dyslexia. The book takes an inclusive and practical approach to language teaching and encourages teachers to consider the effects that a SpLD could have on a language learner.

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


Summary: In this study we surveyed the English language learning motivations of 518 secondary school students, university students and young adult learners in the capital of Chile, Santiago. We applied multi-group structural equation modelling to analyse how language learning goals, attitudes, self-related beliefs and parental encouragement interact in shaping motivated behaviour and to investigate age- and group-related differences in the internal structure of language learning motivation.

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

ISBN: 9780230232587

Summary: This grounded theory ethnographic study of EFL teachers in Slovakia describes language teachers’ engagement with the latest research in second language motivation. It offers an in-depth analysis of how language teachers mobilise (or not) their vast inner resources when they make sense of new material, and sheds light on what language teacher educators need to know to support the development of language teachers in meaningful and worthwhile directions.

Descriptor(s): Teacher education, Teacher cognition, Learner autonomy/strategies, English language, Classroom interaction

Country of research: Slovakia

Learners’ background: Slovakia

Institutional level: secondary

Entered by: University of Birmingham (School of Education)


Summary: The article considers the place of learner autonomy in an African context by recounting the first author’s experience of teaching a very large class of more than 200 teenage learners in an under-resourced secondary school setting in Cameroon. On the basis of this narrative, we shed new light on issues including the cross-cultural relevance of autonomy, the distinction between a pedagogy of and a pedagogy for autonomy, and how a pedagogy of autonomy can be an appropriate response to otherwise ‘difficult circumstances’.

URL: www.tandfonline.com/doi/full/10.1080/17501229.2011.577529#.UfqyrBGvLTo

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

Country of research: Cameroon

Learners’ background: Cameroon

Institutional level: secondary

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


ISBN: 978971741020

Pages: 225–236

Summary: In this chapter it is argued that many ‘cultural’ components of Business English courses and materials perpetuate a rule-governed and ‘product-focused’ approach to ‘culture’ and communication in which individuals are encouraged to ‘fit’ their own and others’ behaviour and communicative practices into cultural ‘templates’. A call is made for greater consideration of the complexities of intercultural communication in the teaching of
Business English and examples are provided of how this can be achieved.

**Descriptor(s):** Cultural issues, Methodology, Materials, ESP, Curriculum/syllabus

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

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**ISBN:** 9780863556593  
**Pages:** 186–206  
**URL:** www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section09.pdf  
**Country of research:** Indonesia  
**Learners’ background:** Indonesia  
**Institutional level:** secondary  
**Entered by:** University of Leeds (School of Education)

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**Descriptor(s):** Learner autonomy/strategies  
**Country of research:** Indonesia  
**Learners’ background:** Indonesia  
**Institutional level:** secondary  
**Entered by:** University of Leeds (School of Education)

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**Descriptor(s):** Learner autonomy/strategies  
**Country of research:** Indonesia  
**Learners’ background:** Indonesia  
**Institutional level:** secondary  
**Entered by:** University of Leeds (School of Education)

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**ISBN:** 9781847693723  
**Pages:** 177–194

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**ISBN:** 9789027203526  
**Pages:** 175–189  
**Summary:** This chapter focuses on the use of oral narratives as a useful bridge into academic writing for students on tertiary-level courses, particularly those who have to produce reflective writing assignments. Key features of narrative discourse are considered, and the ways in which these can be exploited in classroom tasks in order to develop the academic writing and argumentation
skills of students from a range of linguistic backgrounds and disciplines, including education and product design.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Middlesex University (Learner Development Unit)


Summary: This article describes a teaching collaboration between a writing specialist and a team of academics from a PGCE teacher training programme at a British university. The collaboration focused on designing and delivering sessions aimed at improving the writing of students from a variety of linguistic backgrounds. A positive impact study suggests that a genre-aware pedagogy can usefully inform a programme for writing in the disciplines, even when the focus on genre is implicit.

URL: http://revistas.um.es/ijes/article/view/137151

Descriptor(s): Writing, Methodology, ESP, Assessment

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)

characteristics’). *Diagnostica* 58/1: 31–44.

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

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**Summary:** This paper explores the influence of Filipino housekeepers on child L2 acquisition by studying HK-Cantonese children’s listening ability in L2 English. Results from a picture-choosing task and a sound discrimination task suggest that informants don’t differ from controls in abilities to listen to American-, British- and HK-English, and they are better at listening to Filipino-English. Being familiar with another English variety is argued to be desirable given English is used globally among non-natives.

**Descriptor(s):** Listening, Learner cognition, English language  
**Country of research:** Hong Kong  
**Learners’ background:** Hong Kong  
**Institutional level:** various  
**Entered by:** University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)

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**Summary:** Teaching thinking skills is one of the most important elements in the learning process. This paper examines how teachers ‘open up’ and ‘close down’ opportunities for promoting thinking skills in EFL classrooms in China through the analysis of the interactions between the teacher and students. A socio-cultural analysis of language use and interaction patterns in EFL classrooms suggests how teachers facilitate or obstruct learner participation, negotiation and meaning co-construction in selected classroom episodes.


**Summary:** This study investigates the needs and challenges – psychological, linguistic-academic and socio-cultural – of a group of Chinese secondary school teachers of English in their transition to postgraduate studies in the UK. The strategies and efforts of the host institution, local community and the Chinese students themselves to help ease transition and promote a positive experience are discussed. The article highlights the sociological processes of international postgraduate student transition and the importance of support.

**Descriptor(s):** Cultural issues, English language  
**Country of research:** United Kingdom  
**Learners’ background:** China  
**Institutional level:** tertiary  
**Entered by:** University of Reading (Institute of Education)
**Descriptor(s):** English language, Classroom interaction  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** secondary  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)

**Li, L (2011)** ‘Three Important Issues in Using CALL’.

**Summary:** This article looks at three important issues in using CALL based on four implications from my research. First, teachers’ beliefs about effectiveness of technology link to teachers’ motivation towards technology integration; second, pedagogical beliefs are closely connected to why and how teachers use technology; third, professional development is a core unit of successful technology implementation; and finally, resources and support are crucial.

**URL:** http://elt.i21st.cn/article/9610_1.html

**Descriptor(s):** Teacher cognition, Classroom interaction  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** secondary  
**Entered by:** University of Exeter (School of Education and Lifelong Learning)


**Language Teaching Research** 15/1: 99–125.

**Summary:** This article presents findings from a large-scale study on the use of ICT in English language classes in China. Questionnaires and follow-up focus group interviews were employed to examine 400 EFL teachers’ computer use and factors affecting the use of computers as an aid to teaching.

**Descriptor(s):** Teacher education, Teacher cognition, Learning technologies  
**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** secondary

**Li, L and Walsh, S (2011)** “‘Seeing is believing’: looking at EFL teachers’ beliefs through classroom interaction’.

**Classroom Discourse** 2/1: 39 –57.

Summary: This article focuses on a key phenomenon of global academic knowledge making, the production of English medium ‘national’ journals in local contexts where English is not the official or widely used medium of communication yet where English, in a global context, is increasingly viewed as the ‘academic lingua franca.’ Drawing on case studies from four national contexts – Hungary, Slovakia, Spain and Portugal – the paper speaks to debates about the global status of English.

Descriptor(s): Writing, Cultural issues, ESOL/EAL, ESP, English language

Country of research: various
Learners’ background: various
Institutional level: adult
Entered by: The Open University (Faculty of Education and Language Studies)


Summary: This article considers the notion of rater expertise, and investigates the development of this expertise over time in a group of writing examiners.

Descriptor(s): Writing, Assessment

Country of research: United States of America
Entered by: Cambridge English Language Assessment – University of Cambridge

**Summary:** This article considers assessment context and purpose in the case of large-scale standardised tests of writing ability, and examines the argument that different assessment practices should be used to reflect the possibilities and limitations of different assessment contexts (e.g. the language or environment).

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

**Country of research:** United Kingdom

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**Summary:** This article details the principles and the process followed in developing a mark scheme for a suite of writing exams.

**URL:** [www.cambridgeenglish.org/images/23166-research-notes-49.pdf](http://www.cambridgeenglish.org/images/23166-research-notes-49.pdf)

**Descriptor(s):** Writing, ESOL/EAL, Assessment

**Country of research:** United Kingdom

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**Summary:** The ‘threat’ of English in China might be balanced by the promotion of Chinese language and culture.

**Descriptor(s):** English language

**Country of research:** China

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

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**ISBN:** 9789042035843

**Pages:** 105–132

**Summary:** This chapter reviews a range of ‘social’ approaches to learning in L2 classrooms, including conversation analysis, situated region and compliment topic’. Journal of Pragmatics 44: 1,486–1,502.
learning theory and systemic functional linguistics, assessing their relevance for understanding language use and learning in CLIL classrooms.

Descriptor(s): English language, Classroom interaction

Country of research: various

Learners’ background: various

Institutional level: various

Entered by: Birkbeck College, University of London (Department of Applied Linguistics and Communication)


ISBN: 97805211150071

Summary: This book presents a three-part framework for the integration of language and content in Content and Language Integrated Learning (CLIL). Based on a corpus of data collected in CLIL classrooms, the book considers the roles of language in CLIL from three inter-related perspectives: CLIL classroom interaction, the genres and registers through which the meanings of the different academic subjects are enacted, and how CLIL students’ language may be expected to develop.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)


Summary: This is an analysis of language learners’ use of the social networking site Livemocha.com, over a period of ten weeks. The learners also competed a personality-type questionnaire, and their preferences are discussed with reference to the questionnaire results.

URL: http://alsic.revues.org/2437

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)


ISBN: 9781846000331

Pages: 26–37
**Principal format:** printed

**Summary:** This paper reports on a study of a group of learners using a language SNS, taking into account the variables of learner personality described using MBTI personality-type indicators. Data was gathered through questionnaires and face-to-face focus-group sessions, and the participants in the study were also asked to complete log sheets recording details of the activities they engaged in each time they logged on to the website Livemocha.com.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Coventry University (Department of English and Languages)

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**Descriptor(s):** English language, Classroom interaction

**Country of research:** Hong Kong

**Learners’ background:** Hong Kong

**Institutional level:** secondary

**Entered by:** University of Oxford (Department of Education)

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**ISBN:** 9780863557019

**Pages:** 119–127

**Summary:** Written in collaboration with mental healthcare professionals, this chapter aims to provide a basic framework of how teachers can support second language learners suffering from emotional distress.


**Entered by:** Waltham Forest College (ESOL Department)

ISBN: 9783825359478
Pages: 79 – 91
Summary: This chapter moves from the traditional analysis of language use into two receptive skills (listening and reading) and two productive skills (speaking and writing), to alternative views: that most communication requires integration of skills, rather than discrete use; that language use involves three or five skills, not four. Finally, it discusses specific new skills that language learners need to acquire and master in the 21st century.

Descriptor(s): Writing, Speaking, Reading, Methodology, Listening, Curriculum/syllabus
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Edinburgh (English Language Teaching Centre)


Descriptor(s): Writing, Speaking, Reading, Listening, Learning technologies, English language
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Oxford (Department of Education)


ISBN: 9780415709828
Pages: 553 – 567
Summary: This chapter identifies key issues and topics in intercultural communication and places them in the wider context of globalisation and transnational mobility. It outlines contributions that have been made
in recent intercultural communication research, to highlight trends in research methods, and proposes areas where further work can be carried out.

Descriptor(s): Cultural issues

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


Summary: The aim of this paper is to critique the implicit ethical imperative which underwrites the area of pedagogic activity referred to as ‘intercultural communication’.

Descriptor(s): Cultural issues

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


ISBN: 9788497884624

Pages: 27–58

Entered by: University of Nottingham (School of English)


ISBN: 9781107671522

Pages: 21–46

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9780194422468

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9781405194730

Pages: 2,748–2,758

Entered by: Lancaster University (Linguistics and English Language)


Entered by: Lancaster University (Linguistics and English Language)

Summary: This article explores the responses of three Scottish teachers to the learning strategies used in an international research project, Visual Journeys, which used visual narratives to support EAL pupils. Using narrative enquiry, the article shows how teachers’ interactions with these pupils also communicate powerful messages regarding their cultural identities, and therefore bilingual teachers should consider their role as both educators and transmitters of culture.

URL: www.strath.ac.uk/media/faculties/hass/education/JTETW_Issue2.pdf

Descriptor(s): Cultural issues, ESOL/EAL, Classroom interaction

Country of research: United Kingdom

Learners’ background: various

Institutional level: primary

Entered by: University of Glasgow (Department of Language and Literature, School of Education)
lack of training in communication skills. This analysis is followed by a discussion of how learning materials can help IMGs become more effective communicators.

Descriptor(s): Cultural issues, Materials, ESP

Country of research: United Kingdom

Learners’ background: various

Institutional level: adult

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


ISBN: 9781901095425

Pages: 169–171

Principal format: printed

Summary: This project describes the aims and outputs of three projects integrated into a year-round English for Academic Purposes (EAP) pre-sessional programme at the University of Glasgow. Along with a brief description of each one it discusses the post-course evaluation, compares student and tutor comments on the perceived usefulness and the extent to which each project met the intended aims.

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Oxford (Department of Education)


Entered by: University of Birmingham (English for International Students Unit)


ISBN: 9789027207203

Pages: 141–174

Descriptor(s): Speaking, Materials, Learner cognition, Classroom interaction
Summary: This book reports on three studies that investigate task-based performance of Turkish and Moroccan L2 learners of Dutch. They investigate effects of monologic versus dialogic performance on cognitively simple versus complex tasks in reference to Robinson’s (2005) Cognition Hypothesis. Hardly any effects of an increased task complexity on L2 performance was attested. In contrast, learners showed more complex, accurate and more fluent performances in dialogic tasks than when acting on their own.

Descriptor(s): Speaking, Materials, Learner cognition, Classroom interaction

Country of research: Netherlands
Learners’ background: Morocco
Institutional level: tertiary
Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9789027200068
Pages: 164–190
Principal format: printed
Descriptor(s): Speaking, Classroom interaction

Country of research: Netherlands
Learners’ background: Morocco
Institutional level: tertiary
Entered by: Lancaster University (Linguistics and English Language)

Summary: This paper examines the lexical loading of textbooks and supplementary materials used to teach foreign language and particularly EFL. It concludes that many textbooks overemphasise the most frequent vocabulary and fail to provide learners with the volumes of vocabulary needed for fluency. Supplementary activities such as reading comic books, listening to songs and watching foreign language DVDs, however, appear to be an excellent source of additional vocabulary for learners.

Descriptor(s): English language, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: United Kingdom

Institutional level: secondary

Entered by: Swansea University (Department of English Language and Literature)


ISBN: 9780955953330

Pages: 387–406

Principal format: online

Summary: This paper covers a wide range of important issues in the learning and teaching of vocabulary. This paper was the outcome of a Vocabulary Symposium, which took place as part of the 43rd Annual Conference of the British Association of Applied Linguistics in which authors reviewed and commented on one paper that we believed had been of particular influence to the field of vocabulary teaching and learning.

URL: www.baal.org.uk/proceedings_10.pdf

Descriptor(s): Reading, Materials, Listening, ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)


Summary: This paper investigates the vocabulary environment and learning among learners in the Vill@ge virtual learning environment in Second Life. It appears that outside controlled learning activities the lexical environment is poor and offers little opportunity for lexical growth. However, there is some evidence that learners, even in a short space of time, can improve their speed of interaction and fluency.

Descriptor(s): Learning technologies, English language

Country of research: various

Learners’ background: various

Institutional level: tertiary

Entered by: Swansea University (Department of English Language and Literature)

ISBN: 9783110256888

Pages: 87–121

Summary: Demonstration of a technique for capturing more subtly the ways in which words co-occur, based on the idea that some words’ distribution is influenced by the company that other words keep; that is, the way a word is used is in part determined by the collocates of its collocates.

Descriptor(s): English language

Country of research: United Kingdom

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


URL: http://sisaljournal.org/archives/sep11/montoro_hampel/

Descriptor(s): Learning technologies, English language

Country of research: Mexico

Entered by: Oxford Brookes University (School of Education)


ISBN: 9781873576816

Pages: 185–206

Summary: This chapter makes a claim for the value of creative writing as a research resource. It shares examples of poetry selected by 50 educators at a conference on global citizenship, invited to identify texts that represented for them the theme of ‘crossing cultures’. These selections offer insights into participant experience of ‘crossing cultures, and consider the way learning can be expressed through the medium of creative writing as distinct from more traditional academic discourse.

Descriptor(s): Writing, Cultural issues, Reading

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)
ISBN: 9780521574198
Pages: 303–327
Summary: The chapter explores the implications for the development of language learning materials of the development of Web 2.0 and other recent technologies.
Descriptor(s): Methodology, Materials, Learning technologies, Curriculum/syllabus
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Manchester (School of Education)

ISBN: 9788499800936
Pages: 125–145
Summary: This chapter outlines a set of principles, based on socio-cultural theory, to develop effective language teaching and learning materials in the context of recent developments in learning technology.
Descriptor(s): Materials, Learning technologies, Curriculum/syllabus
Country of research: various
ISBN: 9780230301528
Pages: 267–279
Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

ISBN: 9780230301528
Pages: 145–161
Entered by: University of Birmingham (English Language and Applied Linguistics (ELAL))

ISBN: 9781876346638
Pages: 23–29
Principal format: printed
Summary: This article looks at mechanisms for identifying higher education students at risk linguistically, and possibilities for provision to address their English language needs.
Descriptor(s): Management/Innovation, ESP, English language, Curriculum/syllabus, Assessment
Country of research: Australia
Learners’ background: various
Institutional level: tertiary
Entered by: University of Warwick (Centre for Applied Linguistics)
**Summary:** This article reports on a pilot intervention, which comprised 39 hours of face-to-face tuition in which language was taught within contexts relevant to trainee and practising nurses. Results suggest that even a quite modest language intervention can have an impact on students’ English language competence.


**Summary:** A consideration of a number of fundamental issues universities need to consider in responding to the challenges around English language proficiency and academic literacy in light of the increasing numbers of students enrolling for whom English is not a first language.

**Descriptor(s):** Management/Innovation, ESP, English language, Assessment

**Country of research:** Australia

**Learners’ background:** various

**Institutional level:** tertiary

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

Summary: This article looks at the intersection of two high-priority agendas in higher education: widening participation and English language proficiency, and considers how, together, these agendas make a case for some form of post-enrolment English language assessment in institutions of higher education.

Descriptor(s): Management/Innovation, English language, Assessment

Country of research: Australia

Learners’ background: various

Institutional level: tertiary

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


Summary: This study explores the nature of co-constructed interaction in group oral tests by examining whether a test-taker’s own and his or her group members’ extraversion levels and oral proficiency levels have different influences on conversational styles between two group sizes: groups of three and groups of four.

Descriptor(s): Speaking, English language, Assessment

Country of research: Japan

Learners’ background: Japan

Institutional level: secondary

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


ISBN: 9780521128469

Summary: A book written to help students writing within the fields of English language and linguistics to understand the expectations and conventions of these disciplines and to meet them effectively.

Descriptor(s): Writing, ESP, English language

Institutional level: tertiary

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


ISBN: 9780977587599

Pages: 151–200

Summary: This study investigated the relationship between test-takers’ listening proficiency and performance on Part 3 (Discussion) of the IELTS
Speaking Test, as against that on Part 2 (Individual Long Turn). It explored how communication problems that were associated with test-takers’ listening proficiency occurred and how these problems were dealt with.


Descriptor(s): Speaking, Listening, English language, 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: 9781107602649
Pages: 519 – 573

Summary: This study investigated the relationship between test-takers’ listening proficiency and performance on Part 3 (Discussion) of the IELTS Speaking Test, as against that on Part 2 (Individual Long Turn). It explored how communication problems that were associated with test-takers’ listening proficiency occurred and how these problems were dealt with.

Descriptor(s): Speaking, Listening, English language, Assessment


Summary: This article is an attempt to analyse one of the documents which may affect the classroom activities of English as a Foreign Language (EFL) teachers, namely teachers’ guides. The article stands where critical discourse analysis and language policy come together in the study of language policies in education.

URL: www.hindawi.com/journals/edu/2011/249610/

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

Institutional level: secondary
Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)


Summary: The study of English language teachers’ cognitions and its relationship to teachers’ classroom practices has
recently been the focus of language teaching and teacher education. However, rarely have the studies delved into teachers’ knowledge about grammar or investigated the relationships between teachers’ knowledge about grammar and teachers’ actions. The research addresses why teachers adopt a deductive or an inductive approach, how they teach grammar and how they respond to students’ errors.

URL: http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1691&context=ajte

Descriptor(s): Teacher education, Teacher cognition, Methodology, English language, Curriculum/syllabus, Classroom interaction
Institutional level: adult
Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)


Summary: This article looks at English as a Foreign Language (EFL) learners’ willingness to communicate (WTC) as one of the predictors of their participation in classroom activities and L2 use in the classroom. In this article, we suggest ways in which teachers can intervene in their patterns of teacher-learner interaction to provide their learners with ample opportunities to volunteer ideas and to participate more in classroom activities.

URL: www.londonmet.ac.uk/fms/MRSite/psd/hr/capd/investigations/Volume%20208/Inv%202008%20004%20Nazari%20Allahyar.pdf
Descriptor(s): Methodology, English language, Classroom interaction
Institutional level: adult
Entered by: London Metropolitan University (Faculty of Social Sciences and Humanities)

ISBN: 9781441159960
Pages: 213–228

Summary: This chapter describes the BAWE corpus, a very rich resource that provides a currently unique opportunity to investigate academic texts which have been judged to conform to departmental requirements (on the evidence of the grade awarded), but which differ markedly from professional academic writing in terms of their communicative intent.

Descriptor(s): Writing, Materials, Assessment
Country of research: United Kingdom
Institutional level: tertiary
Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work
Entered by: Coventry University (Department of English and Languages)

Summary: Although most e-dictionary research tends to focus on prestigious e-dictionaries emanating from university centres or established publishing houses, surveys suggest that less prestigious types of e-dictionaries are far more popular with the general user. These are far less likely to be specified individually in the academic literature, or evaluated in terms of their lexicographical content. This chapter examines less prestigious e-dictionaries and ‘alternative e-dictionaries’, and draws attention to the dangers of over-reliance on alternative e-dictionary information.

Descriptor(s): Materials, Learning technologies, Learner autonomy/strategies
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University (Department of English and Languages)


Summary: This paper considers why lecturers provoke laughter in their lectures, and identifies laughter episodes in British data (mainly from the BASE corpus) which may differ from those in other cultural contexts. Examination of the data indicates that the management of laughter in British lectures is strategic, and has a rhetorical purpose.

Descriptor(s): Teacher education, Speaking, Listening
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University (Department of English and Languages)


Summary: This chapter describes the BAWE corpus holdings, discusses findings from analysis of the corpus that are relevant to writing tutors, and demonstrates how tutors can benefit from corpus access in various ways.

Descriptor(s): Writing, Materials, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work
Entered by: Coventry University (Department of English and Languages)
ISBN: 9781441112163
Pages: 126–145
Summary: This chapter examines use in the BAWE corpus of abstract nouns, which perform a cohesive function (‘shell nouns’). The methods of Aktas and Cortes (2008) are applied to the study of two groups of students writing under more or less identical circumstances, distinguished solely by their status as users of English as a first or a foreign language. The findings have implications for the teaching of academic writing.
Descriptor(s): Writing
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work
Entered by: Coventry University (Department of English and Languages)

Summary: A number of dictionaries include ‘signposts’ in polysemous entries. These may be placed at the top of the entry, or distributed before each meaning. This study compares the effect of entries for words with their original menus, without menus, and with the menu information dispersed within the entry. Selection time with and without signposting did not differ significantly, but responses to entries containing shortcuts were significantly more accurate than responses to entries with no signposting.
Descriptor(s): Materials, Learner autonomy/strategies
Country of research: various
Learners’ background: various
Institutional level: tertiary
Entered by: Coventry University (Department of English and Languages)

ISBN: 9780521767460
Summary: This book draws on the British Academic Written English (BAWE) corpus and uses discourse analysis and corpus linguistics techniques, together with interview data, to identify and describe the different genres of writing students produce in British universities.
Descriptor(s): Writing, English language, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Associated project: Writing for a Purpose: Materials to Improve the Quality of Discipline-specific Student Work
Entered by: Coventry University (Department of English and Languages)
ISBN: 9780521736701
Pages: 36–64
Summary: The characteristics of the test taker that most interest us here are those aspects of their cognitive and other resources that affect language use in specific social contexts. We are concerned with identifying those characteristics which influence or relate to the resources that the test taker brings with them to the test event.
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 9780230230637
Pages: 13–32
Summary: With regard to language test validity and validation, we first look at recent attempts to model language use, identifying their benefits and limitations. We then turn to some current frameworks to see whether they offer test developers and stakeholders a more comprehensive and systematic means for generating and interpreting validity evidence. This review leads us to present what we see as a viable and practical model for conceptualising test validity and carrying out validation.
Descriptor(s): English language, Assessment
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

ISBN: 9780230230637
Pages: 164–185
Summary: This chapter focuses on the development and application of measures to quantify conversational styles in group oral tests.
Descriptor(s): Speaking, Methodology, English language, Assessment
Country of research: Japan
Learners’ background: Japan
Institutional level: secondary
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Summary: This article focuses on a one-day training session designed for a range of support staff at a British university in order to raise awareness of the complex linguistic and cultural factors influencing students’ communication and behaviour and to support staff’s own communication and behaviour. The session aimed to help staff to develop culturally competent strategies in their work by adopting an emic approach to critical incident analysis and experiential learning activities.

Descriptor(s): Speaking, Cultural issues

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Middlesex University (Learner Development Unit)


Country of research: Kenya

Learners’ background: Kenya

Institutional level: secondary

Entered by: University of Leeds (Department of English and Languages)


ISBN: 9781466628212

Pages: 40–53

Summary: This chapter reports on the evaluation of language learning SNSs carried out by ‘expert students’ who are training to become Teachers of English as a Foreign Language at both undergraduate and postgraduate levels. While stressing the positive features available on these sites and novel ways in which they can enable personalised language learning, it also focuses on some troublesome aspects that occur when learners engage with Web 2.0 tools.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: Coventry University (Department of English and Languages)


ISBN: 9789027200068

Pages: 112–134

Summary: The present study investigates this question by looking at the link between personality traits and frequency of use of English L2 as well
as self-perceived proficiency in English L2 by 102 adult Polish immigrants living in Ireland and the UK. Participants filled out a Polish version of personality questionnaires (OCEAN and TEIQ) and a socio-biographical questionnaire.

**Country of research:** Ireland

**Learners’ background:** Poland

**Institutional level:** various

**Entered by:** Birkbeck College, University of London (Department of Applied Linguistics and Communication)

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**Summary:** This paper investigates the Chinese state’s English language ideologies as reflected in official Chinese foreign language education policies (FLEPs). It contends that the Chinese FLEPs not only indicate a way by which the state gains consent, maintains cultural governance and exerts hegemony internally, but also shows the traces of the combined force of the dominant actors both from above to below state levels in what Wallerstein defines the modern world system (1974, 1989, 2004a, 2004b).

**Descriptor(s):** English language

**Country of research:** China

**Institutional level:** various

**Entered by:** Institute of Education, London (Department of Culture, Communication and Media)

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**Summary:** This paper discusses issues related to language beliefs held by teachers and students of English in China; namely, the status of English, the learners’ expectations of English and the focus of English teaching and learning in China. These beliefs are examined in the context of globalisation and China’s ever-deepening integration into the global economy, in particular, during the period when China hosted the Beijing Olympic Games in 2008.

Summary: Despite a discourse of yingyu weixie articulated by a number of notable scholars and commentators in recent years, the paper argues that English is not perceived as a threat to Chinese cultural identity by the majority of the research subjects in our study.


Summary: This article reviews several aspects of vocabulary learning related to several issues and how they are reflected in Cambridge ESOL’s wordlists for tests of younger learners.


ISBN: 9788499800967

Pages: 9 – 24

Summary: This chapter provides a theoretical overview of teachers’ lifecycles and discusses the outcomes of different pedagogical stances. It then lists a variety of activities which teachers can engage in to maintain their language level, as well as other activities to help them improve their pedagogical knowledge and understanding.


ISBN: 9788499800936

Pages: 9 – 27
Summary: This chapter looks at the meaning of research for teachers. After defining research and discussing the need for research to feed into teaching, the chapter looks at examples from research into both language and learning, and shows how insights from research impact on the classroom. It then discusses action research and exploratory practice and the ways in which teachers can research their own classroom.

Descriptor(s): Teacher education
Institutional level: tertiary
Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Summary: This paper surveys some of the changes in teaching the four language skills in the past 15 years. It suggests that changes in theoretical understandings and in teacher training often do not filter through to the classroom. Overall, some of the changes that have been at work in language teaching since the 1970s may not have reached classrooms in compulsory education around the world.
Descriptor(s): Methodology, Teacher education
Entered by: Institute of Education, London (Department of Culture, Communication and Media)

Summary: This is a podcast published online by the journal Language Testing. It was recorded as a supplement to the authors’ paper in the same journal. In this podcast the authors comment on advantages and disadvantages of the test and the research conducted to sort out some of its main limitations.
URL: http://languagetesting.info/sage/ltb.php
Descriptor(s): Learning technologies, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of English)


Summary: Despite the many advantages of vocabulary yes-no tests, one of its main limitations is the possibility of learners’ overestimation. Different scoring methodologies have been proposed to account for this overestimation, but unfortunately no consensus has been reached. This paper reports two experimental studies which compare the effectiveness of the traditional approaches and a new scoring methodology based on the time it takes participants to respond to the items in the test.
URL: http://ltj.sagepub.com/content/29/4/489.full.pdf+html
Descriptor(s): Learning technologies, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: Institute of Education, London (Department of Culture, Communication and Media)
Institutional level: tertiary
Entered by: University of Nottingham (School of English)

ISBN: 9780230301153
Pages: 203–219
Summary: How are self-directed language learning and learner autonomy related? And how can self-directed language learning be researched?
Descriptor(s): Methodology, Learner autonomy/strategies
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Nottingham (School of Education)

ISBN: 9783034300490
Pages: 309–337

ISBN: 9780415877510
Pages: 458–462
Summary: This encyclopedia entry explains the term ‘negotiation of meaning’, the history of its use, its importance to research on interaction-driven second language acquisition and in understanding the potential benefits of interaction for second language learners in instructed and non-instructed settings.
Descriptor(s): Learner cognition, Learner autonomy/strategies, Classroom interaction
Entered by: Lancaster University (Linguistics and English Language)

ISBN: 9780415877510
Pages: 464–467

Entered by: University of Essex (Department of Language and Linguistics)
Summary: This encyclopaedia entry provides a description of the construct of noticing, and reviews its importance to second language acquisition theory and pedagogy.

Descriptor(s): Learner cognition

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9780230243880

Pages: 292–313

Summary: It researches the issues faced by Chinese masters-level students who use English to write their postgraduate dissertations in the UK and views by their British supervisors.

Descriptor(s): Writing, Cultural issues, Learner cognition, English language

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

Entered by: De Montfort University (Centre for Intercultural Research in Communication and Learning)


Summary: This paper discusses the meaning and range of replication in L2 research from quantitative and qualitative perspectives. It argues that key quantitative studies need to be replicated to have their robustness and generalisability tested and that an outright rejection of the concept of replication in qualitative research may have diverted attention away from considering ways in which projects can build on one another and contribute to a developing understanding of L2 writing.

Descriptor(s): Writing

Country of research: United Kingdom

Institutional level: tertiary

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


Entered by: Institute of Education, London (Department of Culture, Communication and Media)


ISBN: 9780415674249

Pages: 47–77

Descriptor(s): English language
ISBN: 9780230230637
Pages: 262–281
Summary: This paper draws on data from the Student Identity, Learning and Progression (SILP) led by Professor Pauline Rea-Dickins at the University of Bristol and funded by the IELTS Research Fund (Cambridge ESOL/IDP). The focus on this paper is analysis of the ways IELTS profiles combine with other programme entry criteria to form a unified HE admissions system.
Descriptor(s): Management/Innovation, Assessment
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University College Plymouth St Mark & St John (Centre for International Teacher Education)

ISBN: 9781137034939
Pages: 149–160
Summary: This paper, by analysing discourse features of dissertations written by native Chinese English-major undergraduates in China, considers possible differences between Chinese cultural and English-speaking cultural patterns of thinking. Several features of specific discourse organisation reflecting Chinese cultural patterns of thinking are identified as well as marked subjective consciousness. It is proposed, therefore, that native-Chinese students of English be familiarised with potential discrepancies between their own and English-speaking cultural conventions for dissertation writing.
Descriptor(s): Writing, Cultural issues, English language
Country of research: China
Learners’ background: China
Institutional level: adult
Entered by: University of Portsmouth (School of Languages and Area Studies)

ISBN: 9781405194730
Pages: 4,836–4,839


Summary: This study explores whether task complexity affects the extent to which learners focus on form-meaning connections during task-based work in a classroom setting, and whether this relationship is modulated by three individual difference factors – linguistic self-confidence, anxiety and self-perceived communicative competence.

Descriptor(s): Speaking, Classroom interaction

Country of research: United States of America

Institutional level: adult

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


ISBN: 9780415877510

Pages: 551–553

Summary: This entry describes previous theoretical and empirical research on recasts, a corrective feedback technique frequently used in second language classrooms.

Descriptor(s): Speaking, Classroom interaction

Entered by: Institute of Education, London (Department of Culture, Communication and Media)

ISBN: 9789027207203

Pages: 203–237

Entered by: Lancaster University (Linguistics and English Language)


ISBN: 9789027207203

Pages: 203–238

Summary: This study examined how task complexity may moderate the relationship between responses to feedback and second language development.

Descriptor(s): Speaking, Classroom interaction

Country of research: Hungary

Learners’ background: Hungary

Institutional level: secondary

Entered by: Institute of Education, London (Department of Culture, Communication and Media)


Summary: This article celebrates the achievements of Brian Abbs and Ingrid Freebairn, two of the most significant ELT coursebook authors of the last 50 years. It focuses, in particular, on their (1975+) Strategies series. The article takes account of some of the criticisms that have been made of UK ELT coursebooks in general, while exploring a research approach that places value on the contributions of coursebook writers to ELT history.

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


ISBN: 9780415479936

Pages: 247–267

Entered by: Lancaster University (Linguistics and English Language)


Summary: This paper explores how the concept of linguistic citizenship can be applied to the Tanzanian situation in terms of the delivery of bilingual...
education, as well as addressing issues of equity and quality in education. The paper discusses in particular the role African languages play in raising achievement in African education and highlights the importance of research into educational language use.

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

Entered by: University of Sheffield (School of English Literature, Language and Linguistics)

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Country of research: United Kingdom

Entered by: University of Nottingham (School of English)

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Summary: In 2011–12, Mission laïque francaise (Mlf) introduced Cambridge English examinations as part of their English language curriculum. Cambridge English and Mlf set up a joint research project to assess the impact of the introduction of these examinations in Mlf schools. This article investigates Mlf’s anticipated impacts in using Cambridge English exams, and captures views and attitudes on the learning, teaching and assessment of English in Mlf schools.

URL: www.cambridgeenglish.org/images/101052-research-notes-50.pdf

Descriptor(s): Teacher education, Teacher cognition, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: various

Learners’ background: various

Institutional level: various

Associated project: English Language Benchmarking and Impact Study for Mission Laïque Française

Entered by: Cambridge English Language Assessment – University of Cambridge

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Summary: This article reviews, mainly within the field of second/foreign language teaching and grammar teaching in particular, the impact of teacher education courses on pre-training knowledge and belief development.

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

Entered by: University of Bath (Department of Education)
Summary: This article describes research engagement at the Centre for Applied Linguistics, University of Warwick, and presents three individual doctoral projects-in-progress at this institution.
Descriptor(s): Teacher education, Materials, Management/Innovation, ESP, English language
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Bath (Department of Education)

Summary: This study examines the impact of two EFL teachers’ knowledge about grammar upon their pedagogical decisions. The findings show that teachers’ decisions are influenced by a multiplicity of factors internal and external to them, one of which is their self-perception of their knowledge about grammar. This self-perception has been found to be grounded in a range of aspects and to influence diverse facets of grammar teaching.
Descriptor(s): Teacher education, Teacher cognition, Methodology, ESOL/EAL
Country of research: Argentina
Learners’ background: Argentina
Institutional level: secondary
Entered by: University of Bath (Department of Education)

Summary: This paper reviews an emerging set of studies, combining a critical focus on reflective teacher development in developing educational contexts, and a greater level of authorial identification (as compared with previous studies) with the contexts being researched. In addition, the paper adds an analysis of a EFL writing teacher development initiative in Iran, aimed at giving a group of experienced English-as-a-foreign-language writing teachers time to reflect on their practice.
URL: www.tandfonline.com/doi/pdf/10.1080/19415257.2011.587526
Descriptor(s): Writing, Teacher education, Teacher cognition, Cultural issues
Country of research: Iran
Learners’ background: Iran
Institutional level: tertiary
Entered by: University of Manchester (School of Education)

**Summary:** This article sets out some features of the model now being developed and explains how it can be applied in the case of the Cambridge English examinations. The operational practices needed to implement this approach are being introduced incrementally and are being adapted and revised in light of experiences in conducting projects now underway in many parts of the world.

**URL:** [www.cambridgeenglish.org/images/101052-research-notes-50.pdf](http://www.cambridgeenglish.org/images/101052-research-notes-50.pdf)

**Descriptor(s):** Teacher education, Teacher cognition, Learner cognition, Learner autonomy/strategies, ESOL/EAL, Curriculum/syllabus, Assessment

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

**Entered by:** Cambridge English Language Assessment – University of Cambridge

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**Entered by:** Schellekens Consultancy

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**Country of research:** United Kingdom

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

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**Country of research:** United Kingdom

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

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Summary: The article proposes that learners’ needs are best met through a dynamic, rather than a linear, course development process. The role of non-English-speaking background students in Western higher education is examined, with the suggestion that a critical needs analysis might have a role to play in transforming these students from passive recipients of knowledge to active participants in the university and their discipline.

Descriptor(s): Materials, Listening, Learner autonomy/strategies, ESP, Curriculum/syllabus

Learners’ background: various

Institutional level: tertiary

Entered by: University of Nottingham (School of English)


Summary: This paper examines the ways in which world Englishes studies are developing into a distinct academic discipline, and discusses the consequences of this regimentation of knowledge for teaching and research.

Descriptor(s): English language

Country of research: various

Entered by: The Open University (Faculty of Education and Language Studies)


ISBN: 9780230237667

Pages: 1–12

Descriptor(s): English language

Country of research: Japan

Entered by: The Open University (Faculty of Education and Language Studies)


ISBN: 9780415572101

Summary: This book surveys varieties of English existing within the world today.
and the debates and controversies surrounding its present forms, functions and status in diverse world contexts. It examines how English has evolved to become a ‘global language’ and looks at the political and cultural history that has influenced this evolution.

Descriptor(s): English language
Country of research: various
Learners’ background: various
Entered by: The Open University (Faculty of Education and Language Studies)


ISBN: 9780863556593
Pages: 248–267


Descriptor(s): English language
Country of research: Bangladesh
Entered by: The Open University (Faculty of Education and Language Studies)


Descriptor(s): Assessment
Country of research: various
Learners’ background: various
Entered by: Newcastle University (School of Education, Communication and Language Sciences)


Summary: This article examines the interpretation of irony. It first looks at traditional approaches such as the Gricean model, which classify irony together with other tropes like metaphor, hyperbole or understatement. However, it is shown that there are many counter-examples to this approach, which suggest that an alternative analysis is needed. It is argued that the best alternative approach is provided by relevance theory.

Descriptor(s): Writing, Speaking, Cultural issues, Reading, Listening
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Liverpool (School of English)

**Summary:** This article examines non-literal uses of language, focusing particularly on metaphor but also embracing hyperbole and approximations. The traditional account of these phenomena is first considered, i.e. the classical Gricean approach, together with some of the problems it generates, and then an alternative account based on relevance theory is explored.

**Descriptor(s):** Writing, Speaking, Cultural issues, Reading, Listening

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**ISBN:** 9783034307055

**Summary:** This book explores current semantic theory, focusing on a number of key aspects within linguistic meaning and non-truth-conditional semantics. It involves applications of non-truth-conditional semantics to various areas of language and critically considers earlier approaches to the study of semantic meaning, such as truth-conditional semantics, Speech Act theory and Gricean conventional implicatures.

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

**Country of research:** Nepal

**Learners’ background:** Nepal

**Institutional level:** various

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

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**Summary:** Mobile technologies do not seem to have been exploited for language learning in Nepal, although they have already been used for other purposes and their use is rapidly growing. This article proposes a number of ways that mobile technologies, particularly mobile phones, can be deployed for language learning and teacher professional development. A number of potential challenges are also discussed.

**URL:** http://oro.open.ac.uk/32565/6/ NELTA_Journal_2011_Shrestha.pdf

**Descriptor(s):** Teacher education, Learning technologies

**Country of research:** Nepal

**Learners’ background:** Nepal

**Institutional level:** various

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

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Summary: This paper presents a case study of the English in Action (EIA) project in Bangladesh, and its use of mobile technologies, which not only provides teachers with the ‘trainer in the pocket’ that helps them achieve pedagogical changes in the classroom but also serves as a tool for improving their own English language competence. The paper reports on the design and implementation of teacher professional development materials for MP3 players and mobile phones.

Descriptor(s): Teacher education, Management/Innovation, Learning technologies

Country of research: Bangladesh

Learners’ background: Bangladesh

Institutional level: various

Entered by: The Open University (Faculty of Education and Language Studies)


Summary: We investigate the application of dynamic assessment (DA) to academic writing. We examine tutor–student interaction with regard to student assessment texts. The study provides insights into students’ maturing writing abilities. The analysis of interaction enables us to track writing development over time. We argue that focused tutor mediation provides effective support for academic writing development.


Descriptor(s): Writing, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: The Open University (Faculty of Education and Language Studies)


ISBN: 9781443832991

Pages: 285–297

Summary: This chapter makes a case for a repositioning of English language teaching in the Greek compulsory education system from its traditional foreign language orientation towards one which is both intercultural and multicultural in orientation.

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

Country of research: Greece

Learners’ background: Greece

Institutional level: various

Entered by: University of Manchester (School of Education)


ISBN: 9780415490672

Pages: 1–7

**Descriptor(s):** ESOL/EAL  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** University of Leeds (School of Education)


**Descriptor(s):** ESOL/EAL, English language, Curriculum/syllabus  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Associated project:** Harehills ESOL Needs Neighbourhood Audit (HENNA)  
**Entered by:** University of Leeds (School of Education)


**ISBN:** 9781862015845  
**Pages:** 193–208  
**Descriptor(s):** Learning technologies, ESOL/EAL, English language  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** University of Leeds (School of Education)


**ISBN:** B0070P17B4  
**Pages:** 91–98  
**Descriptor(s):** Learner autonomy/strategies  
**Entered by:** University of Nottingham (School of Education)
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**Entered by**: University of Nottingham (School of English) |
**Pages**: 199–220  
**Entered by**: St. Mary’s University College, Twickenham, London (School of Communication, Culture and Creative Arts) |
| Skinner, B (2012) | ‘Changing identities: an exploration of ESL trainee teacher discourse in microteaching’. Classroom Discourse 3/4: 46–64. | **Summary**: This article explores the issue of identity as revealed by the discourse of two trainee teachers’ microteaching classes. Transcripts are used to explore possible modifications in ESL trainees’ microteaching talk in comparison with their talk in a ‘real’ teaching practice classroom in Hungary to establish possible changing identities.  
**Descriptor(s)**: Teacher education, Classroom interaction  
**Country of research**: United Kingdom  
**Learners’ background**: United Kingdom  
**Institutional level**: tertiary  
**Entered by**: University of Ulster (School of Education) |
**Pages**: 128–135  
**Principal format**: printed  
**Descriptor(s)**: Methodology, English language, Assessment  
**Country of research**: United Kingdom  
**Learners’ background**: various  
**Institutional level**: tertiary  
**Entered by**: University of Reading (International Study and Language Centre) |

**Summary:** The development of Harold E. Palmer’s pioneering conception of a ‘science of language-teaching’ is described with reference to primary sources and previously neglected writings. On this careful ‘historiographical’ basis the article highlights the value of an approach to the history of applied linguistics that avoids over-literal attachment to the ‘applied linguistics’ label.

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

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**ISBN:** 9780863556647

**Pages:** 1–10

**URL:** [www.teachingenglish.org.uk/elt-research](http://www.teachingenglish.org.uk/elt-research)

**Country of research:** United Kingdom

**Associated project:** Directory of UK ELT Research: 2009–10

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

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**Summary:** Fifty years after the publication of Michael West’s (1960) *Teaching English in Difficult Circumstances*, most English teaching in the world continues to occur in low-resource, large-class contexts, while mainstream ELT research and discourse relate mainly to well-resourced, small-class settings. This short paper proposes some new directions for research to redress this situation.

**ISBN:** 9781901095333

**Pages:** 78–80

**Principal format:** printed

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

Summary: Classes of 40 or more students are the norm for most English teachers and learners in the world, but this reality has received little attention in ‘mainstream’ ELT discourse. The aim of the panel discussion reported here was to share research carried out since 2008 within the TELC (Teaching English in Large Classes) network (bit.ly/telcnet-home). Updates and experiences were shared from large class contexts in Ethiopia, Brazil, China, Nepal, Syria, Cameroon, Pakistan and Indonesia.

ISBN: 9781901095388
Pages: 172–175
Principal format: printed
Country of research: various
Entered by: University of Warwick (Centre for Applied Linguistics)


Summary: The first part of a projected two-part report on a round-table discussion titled ‘The state of ELT research in the UK’ at the 2011 British Association for Applied Linguistics (BAAL) annual conference. Here Richard Smith provides an overview of data collection and findings for the Directory of UK ELT Research project, while John Knagg describes the conception of the project and comments on some of the findings to date.

Country of research: United Kingdom
Associated project: Directory of UK ELT Research: 2009–10
Entered by: University of Warwick (Centre for Applied Linguistics)


ISBN: 9781936320059
Pages: 241–284
Summary: This paper explores the roles of teacher, manager and creative writer, and the connections between them. I consider these connections through my own practice, firstly as a novelist and poet, and secondly as a TESOL
teacher and teacher educator. The paper arrives at two concepts reached as a result of these reflections: knowledge transformation concerned with creative processes, and creative space concerned with the learning environment.

**Descriptor(s):** Writing, Methodology, Materials, Management/Innovation, ESOL/EAL, English language

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** various

**Entered by:** Oxford Brookes University (School of Education)

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**Summary:** This article explores the ways in which student teachers studying in a home culture develop specific intercultural competences through interaction with their international peers. The process involved the students sharing teaching-critical incidents in an online medium. The paper tracks their reflections as they develop awareness of themselves and one another through this process.

**Descriptor(s):** Teacher education, Cultural issues, ESOL/EAL, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Oxford Brookes University (School of Education)

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**Summary:** This paper contrasts the notion of ‘independent learning’ as perceived by UK university staff and students who identify themselves as ‘international’. Three key insights emerge. Firstly, a mismatch is identified between teacher and student interpretation of ‘independent learning’. Secondly, it emerges that student experience of the learning culture is in a state of continuous
Finally, a number of strategies for dealing with ‘transitional’ independence emerge as significant.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Oxford Brookes University (School of Education)

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**ISBN:** 9780230282643

**Pages:** 1–18

**Entered by:** University of Birmingham (English Language and Applied Linguistics (ELAL))

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**Summary:** This paper is a personal reflection on where language awareness (LA) research might usefully go in the next ten years. It takes the form of a series of proposed ‘research tasks’. The suggestions do not attempt to be comprehensive but are of necessity limited to an area of LA of special interest to the writer. All the suggested research is related to classroom language learning and teaching, and mainly to the teaching/learning of form.

**Descriptor(s):** Teacher education, Methodology, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Classroom interaction

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

Summary: This paper reports on a comparative study of pauses made by L2 learners and native speakers of English while narrating picture stories. The results of the quantitative analyses suggest that, although the L2 learners generally pause more repeatedly and have longer periods of silence than the native speakers, the distinctive feature of their pausing pattern is that they pause frequently in the middle of clauses rather than at the end.

Descriptor(s): Speaking, Materials, Assessment

Country of research: United Kingdom
Entered by: University of Reading (Department of English Language and Applied Linguistics)


Summary: This paper investigates TESOL teachers’ views and beliefs about the relationship between research and practice in the field of English language education. The results indicate that, although in principle the teachers find research useful and supportive of their practice, they don’t engage with or in it in their everyday practice.

Descriptor(s): Teacher education, Teacher cognition

Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: tertiary
Entered by: University of Reading (Department of English Language and Applied Linguistics)


ISBN: 9780415877510

Pages: 333–335

Summary: This chapter looks into the effects of planning time on second language performance and second language acquisition.

Descriptor(s): Speaking, Listening

Country of research: United Kingdom
Entered by: University of Reading (Department of English Language and Applied Linguistics)


ISBN: 9780521736701

Pages: 1–35
Summary: This edited volume develops and applies a theoretical framework for validating tests of second language ability. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another.

Descriptor(s): Speaking, English language, Assessment

Country of research: various

Learners’ background: various

Institutional level: various

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


ISBN: 9780977587599

Summary: This introduction to Volume 12 of the IELTS Research Reports discusses the potential impact of the research studies on the ongoing development of the IELTS test.

URL: www.ielts.org/pdf/Vol12_Introduction.pdf

Descriptor(s): English language, Assessment

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

ISBN: 9780987237828

Summary: This introduction to Volume 11 of the IELTS Research Reports discusses the potential impact of the research studies on the ongoing development of the IELTS test.

URL: www.ielts.org/PDF/vol11_introduction.pdf

Descriptor(s): English language, Assessment

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


ISBN: 9781107602649

Pages: 379–390

Summary: This chapter discusses the potential impact of the research studies reported in this edited volume on the ongoing development of the IELTS test.

Descriptor(s): Reading, English language, Assessment

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


Summary: This paper discusses past and present approaches to testing listening for academic purposes. A socio-cognitive framework is used to analyse the nature of high-level listening ability in a study context, exploring how a construct of academic listening might be defined and how this can be operationalised in the form of valid, reliable and useful proficiency measures.
Descriptor(s): Listening, English language, Assessment
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Weir, CJ (2011)
ISBN: 9780521736701
Pages: 293–312
Summary: This chapter draws together the threads across the previous chapters in the edited volume. It summarises the findings from applying the validity framework to a set of the Cambridge Speaking tests and makes recommendations for further research and development.
Descriptor(s): Speaking, English language, Assessment
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Galaczi, E (2011)
ISBN: 9780521736701
Pages: 171–233
Summary: This chapter focuses on scoring validity in L2 speaking assessment. It explores the diverse factors associated with the rating of speaking tests, including assessment criteria, rater training and standardisation.
Descriptor(s): Speaking, English language, Assessment
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Bedfordshire (Centre for Research in English Language Learning and Assessment)

Taylor, L and Weir, CJ (2012)

ISBN: 9780521736701

Pages: 171–233

Summary: In this chapter Lynda Taylor and Evelina Galaczi focus their attention on the dimension of scoring validity, which is linked to both cognitive validity and context validity.

Descriptor(s): Speaking, Assessment

Country of research: United Kingdom

Entered by: Cambridge English Language Assessment – University of Cambridge


Summary: This study, which takes a socio-cultural approach, focuses on EFL interaction. Specifically, it aims to identify the interaction strategies that bloggers employ by exploring both teacher-initiated and student-initiated interactions. An EFL undergraduate class at the University of Chile serves as the vantage point for discussion. Bloggers’ posts and comments are thematically analysed for the purposes of this study. It is demonstrated that blogs promote EFL interaction, self-expression, self-evaluation and a sense of language progress.

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

Country of research: Chile

Learners’ background: Chile

Institutional level: tertiary

Entered by: Oxford Brookes University (School of Education)


Descriptor(s): Writing, Speaking, Methodology, English language, Classroom interaction

Country of research: China

Learners’ background: China

Institutional level: tertiary

Entered by: University of Oxford (Department of Education)


ISBN: 9789027203502

Pages: 85–108
Summary: Drawing on Biber’s (2006) account of lexical bundles, this chapter provides a practical example of how the written production of postgraduate students in a single disciplinary area can be used to build an account of contrasts between apprentice and expert writing, and how this account can be used in the development of a course specification for English for Academic Purposes (EAP) writing.

Descriptor(s): Writing, Methodology

Country of research: United Kingdom

Institutional level: tertiary

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


ISBN: 9781405198431

Summary: An overview of what concordances are and how they can be used in the language learning classroom.

Descriptor(s): Teacher education, Learning technologies

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


ISBN: 9781405198431

Summary: A survey of the potential for corpus applications in language education.

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


Descriptor(s): Speaking, Pronunciation, Listening, English language, Assessment

Country of research: Canada

Learners’ background: Canada

Institutional level: adult

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


ISBN: 9789948855835

Pages: 211–221

Principal format: printed

Summary: This paper addresses the nature of the theoretical framework and how it is used to state the researcher’s view of the theories that inform his/her views of the constructs involved in a research study. It also differentiates between the paradigmatic nature of a study and its methodology.

Descriptor(s): Teacher education
ISBN: 9783034302937
Pages: 23–48
Summary: This study investigates Emirati university students’ experiences of studying through the medium of English.
 Descriptor(s): Teacher education, English language

Country of research: United Arab Emirates
Learners’ background: United Arab Emirates
Institutional level: tertiary
Entered by: University of Exeter (School of Education and Lifelong Learning)

ISBN: 9780472033867
Pages: 45–54
Summary: This chapter places teaching portfolios in ELT within wider frameworks of teacher education and professional developments.
 Descriptor(s): Teacher education

Summary: The article reports on a research project entitled: perspectives on proofreading in higher education. The use of the term ‘proofreading’ is seen as masking the complexity of academic writing on the one hand, and maintaining its status as relatively unimportant on the other.
 Descriptor(s): Writing, Cultural issues, ESOL/EAL

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: University of Exeter (School of Education and Lifelong Learning)

ISBN: 9781847693211
 Descriptor(s): Writing, Cultural issues, ESP

Country of research: United Kingdom
Learners’ background: Japan

**Summary:** This article highlights the potential of academic literacies as a theoretical framework for EAP, encompassing not only work on texts, but the wider, socio-political, geopolitical and institutional contexts and practices in and with which EAP operates. The article looks specifically at the reception of students’ writing by professors in the humanities and social sciences, and the ambivalent and contestatory role that proofreading plays within this.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

**Entered by:** Goldsmiths, University of London (Centre for Language, Culture and Learning)


**ISBN:** 1847693725

**Pages:** 11–24

**Summary:** Discussion of how to motivate learners of English.

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** tertiary

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

Summary: Analysis of L2 motivation theory and research in light of autonomy theory and research.

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

Country of research: various

Learners’ background: various

Institutional level: various

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


ISBN: 9780230301153

Pages: 58–73

Summary: A discussion of general and L2 learning-specific theories of motivation.

Descriptor(s): Cultural issues, Learner cognition

Country of research: various

Learners’ background: various

Institutional level: various

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


ISBN: 9780415877510

Pages: 483–485

Country of research: various

Learners’ background: various

Institutional level: various

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


Summary: Discussion of issues in researching possible selves in light of a mixed methods study of Taiwanese learners of English.

 Descriptor(s): Cultural issues, Learner cognition, Assessment
Summary: With the growing international demand for pre-experience MAs in ELT/TESOL programmes, a key curriculum design issue is how to help students develop as learners of teaching through and beyond their formal academic studies. We report here on our attempts to develop our students’ ‘teacher-learner autonomy’, that is, their ability to develop appropriate skills, knowledge and attitudes for themselves, and to evaluate and continuously develop their teaching into the future.

URL: http://wrap.warwick.ac.uk/34577/

Descriptor(s): Teacher education, Teacher cognition, Management/Innovation, Curriculum/syllabus

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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


ISBN: 9780415479936

Pages: 396–409

Summary: Overview of L2 motivation theory and research.

Descriptor(s): Learner cognition

Country of research: various

Learners’ background: various

Institutional level: various

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

Van Zeeland, H and Schmitt, N (2012) ‘Lexical coverage in L1 and L2 listening comprehension: the same or different from reading comprehension?’ Applied Linguistics (advance access): n/a.

Country of research: United Kingdom

Entered by: University of Nottingham (School of English)


This chapter has two main aims: (a) to present an overview of corpus linguistics by discussing its most important concepts and procedures, and (b) to show the ways in which foreign language teachers may use corpus linguistics in their pedagogical practice.

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

Entered by: University of Stirling (School of Education)


ISBN: 9789027203533

Pages: 229–245

Summary: The chapter analyses the politics of corpus linguistics by considering five main strands: science, research, education, market and the community. Due consideration is given to how corpus linguistics has impacted English language education (e.g. data-driven learning, corpus-informed materials development), and how this impact relates to the other four strands.

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

Entered by: University of Stirling (School of Education)


ISBN: 9789027223906

Pages: 233–263

Summary: This chapter investigates the frequency with which Manner and Path of motion are expressed in speech in English and Serbian, and explores
language-specific and universal factors influencing L2 acquisition in this domain. The universal tendencies in reference to Path are discussed, as well as implications for L2 acquisition, teaching and research on language and cognition.

**Descriptor(s):** Speaking, ESOL/EAL  
**Country of research:** various  
**Learners’ background:** various  
**Institutional level:** various  
**Entered by:** Cambridge English Language Assessment – University of Cambridge


**Summary:** Trait emotional intelligence (trait EI) covers a wide range of self-perceived skills and personality dispositions such as motivation, confidence, optimism, peer relations and coping with stress. This research investigated whether scores on a questionnaire measure of trait EI were related to school performance in a sample of British pupils.

**Descriptor(s):** Learner cognition, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** secondary  
**Entered by:** Cambridge English Language Assessment – University of Cambridge


**Summary:** In this article I examine the collocational behaviour of groups of semantically related verbs (e.g. head, run, manage) and nouns (e.g. issue, factor, aspect) from the domain of business English. The results of this corpus-based study show that much of the collocational behaviour exhibited by these lexical items can be explained by examining some of the linguistic features and processes which influence the way collocations are formed.

**Descriptor(s):** Materials, ESP, English language  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** adult  
**Entered by:** University of Birmingham (English Language and Applied Linguistics (ELAL))


**Summary:** This report presented findings of two phases of a longitudinal
study into the impact of changes to TOEFL on teaching in test preparation classrooms. The objectives of Phase 3 were to analyse the coursebooks teachers were using while preparing students for TOEFL CBT and to discover how the teachers were using them. The objectives of Phase 4 were to discover the nature of preparation classes one year after TOEFL iBT was introduced.


Descriptor(s): Assessment
Country of research: United Kingdom
Institutional level: adult
Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)


Summary: Many pre-service TESOL training courses do not place emphasis on a view of language as discourse, and this can result in trainees who try to avoid teaching grammar, overemphasise form or undervalue the communicative nature of language as discourse. This article outlines these issues before reporting on an attempt to remedy this.

URL: www.uclan.ac.uk/research/environment/groups/assets/pedagogic-insides_vol3.pdf

Descriptor(s): Teacher education, English language
Country of research: United Kingdom
Learners’ background: United Kingdom
Institutional level: adult
Entered by: University of Central Lancashire (School of Literature, Languages and International Studies)


ISBN: 9783642223822 (print) 9783642223839 (online)

Pages: 152–166

Summary: This article presents a case study of English in Action (EIA) and its use of mobile technologies that moves beyond documenting their functionality as ubiquitous handheld hardware to enhance and extend the reach of teaching and learning. We argue that this large-scale intervention was significant in enhancing teachers’ professional knowledge and presents important implications for using mobile phones in developing countries for teacher professional development and classroom-based English teaching and learning.

Descriptor(s): Teacher education, Learning technologies
Country of research: Bangladesh
Learners’ background: Bangladesh

Wardman, C (2012) ‘Interactions between EAL pupils, specialist teachers and TAs during withdrawal from the mainstream in UK primary schools’. Education 3/13: 1–17. Summary: Many primary school children with English as an additional language in the UK receive additional educational support. This article reports on a study comparing withdrawal sessions between teaching assistants (TAs) and specialist teachers. The findings show that the specialist teachers included more personalisation than during TAs’ sessions, through the use of referential questions. Initiation, response, feedback (IRF) scripts were more often incomplete in TAs’ interactions while extension of the feedback stage was more common among teachers.

Descriptor(s): Teacher cognition, ESOL/EAL, English language, Classroom interaction

Country of research: United Kingdom
Learners’ background: various
Institutional level: primary
Entered by: York St John University (Languages and Linguistics)


Descriptor(s): Cultural issues, Management/Innovation, ESOL/EAL
Country of research: United Kingdom
Learners’ background: various
Institutional level: primary
Associated project: Pulling the Threads Together: Current Theories and Current Practice Affecting UK Primary School Children who have English as an Additional Language
Entered by: York St John University (Languages and Linguistics)

Wedell, M (2011) ‘More than just ‘technology’: English language teaching initiatives as complex educational changes’, in Coleman, H (ed) Dreams and Realities: Developing Countries and the English Language. London: British Council. ISBN: 9780863556593 Pages: 269–290 Summary: If ELT initiatives are to stand any chance of contributing to the ‘development’ of the contexts into which they are introduced, planners need to understand that the implementation of complex educational changes (that entail adjustments to participants’ beliefs and behaviours) will never be merely a matter of ‘applying proven technology’.


Summary: A brief paper for those new to being ToTs (teachers of teachers). It suggests that experiences of using a theory: application approach to (in-service) training have rarely achieved their hoped-for outcomes and provides an example of how an alternative (investigation-articulation) approach to teacher learning might be used in practice.

Principal format: Printed
Summary: The paper reports on Hornby scholars’ perceptions of the factors influencing how teachers respond to ‘development’ opportunities. While three factors (personal language proficiency, professional motivation and perceived relevance of opportunities to context) were true of seven of the contexts from which the scholars came, in an eighth they did not seem to apply. The paper considers why.
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Leeds (School of Education)

Summary: The book looks at the reasons for and factors affecting the process of ELT curriculum changes worldwide, using case studies and simulations from a range of contexts.
Descriptor(s): Teacher education, Cultural issues, Methodology, Materials, Management/Innovation, Curriculum/syllabus
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: University of Leeds (School of Education)

Weir, CJ, Hawkey, RA, Green, AB and Devi, S (2012) ‘The cognitive processes underlying the academic reading construct as measured 

Descriptor(s): Teacher education, Management/Innovation
Country of research: Oman
Learners’ background: Oman
Institutional level: primary
Entered by: University of Leeds (School of Education)

ISBN: 9781107602649
Pages: 212–269
Summary: This study clarifies further the links between what is measured by IELTS and the construct of academic reading as practised by students in a UK university by eliciting from IELTS candidates, via means of a retrospective protocol, the reading processes they engage in when tackling IELTS Reading tasks.

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


ISBN: 9781107602649
Pages: 519 –573
Summary: This study investigates the academic reading activities and problems of first year university students and compares the emerging model of academic reading with an analysis of the reading construct as tested in the IELTS Academic Reading Module. The extent to which any problems in reading might decrease the higher the IELTS reading band score obtained before entry is investigated.

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


Summary: An account of an intervention in which Chinese learners in the UK were encouraged to take a critical approach to bureaucratic texts, in order to enhance both their critical language awareness and their cultural awareness.

Descriptor(s): Cultural issues, Curriculum/syllabus
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Entered by: University of Warwick (Centre for Applied Linguistics)

Summary: A corpus-based study looking at the use of metadiscourse resources by tertiary-level Chinese learners based in China, and tertiary-level Chinese learners based in the UK.

Descriptor(s): Writing, English language
Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary
Entered by: University of Warwick (Centre for Applied Linguistics)

ISBN: 9780748636358

Summary: By presenting a range of linguistic perspectives from formal to functional to cognitive, this book highlights the relevance of second language acquisition research to the language classroom.

Descriptor(s): Teacher education, Methodology
Country of research: United Kingdom
Learners’ background: various
Entered by: University of Leeds (Department of Linguistics and Phonetics, School of Modern Languages and Cultures)

ISBN: 9780415630122
Pages: 241–250
Descriptor(s): Materials, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: York St John University (Languages and Linguistics)


Pages: 216–226
Principal format: online
URL: http://cercll.arizona.edu/_media/development/conferences/2012_icc/wicaksono_scherer_black_english_ic2012.pdf
Descriptor(s): Teacher education, Materials, Classroom interaction
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary
Entered by: York St John University (Languages and Linguistics)

ISBN: 9789081768900
Pages: 103–123
Principal format: printed
Entered by: Newcastle University (School of English Literature, Language and Linguistics)


Summary: While it is commonly thought that Vanuatu’s national language, Bislama, is only used in classrooms to compensate for inadequate levels of English, this research indicates that it is used as an additional learning resource. Students appear to make use of the natural strategies available to bilinguals to help them complete academic tasks. However, since code switching conflicts with the school rules, such practices are often carried out covertly, and language policy may thus be hindering learning.
Descriptor(s): Classroom interaction
Country of research: Vanuatu
Learners’ background: Vanuatu
Institutional level: secondary
Entered by: King’s College London (Department of Education and Professional Studies)


Summary: The study applies Ivanic’s (2004) extension of Lea and Street’s (1998) model of approaches to the teaching of writing to a body of student texts produced over a six-month period. Using extracts from one early-career research student’s writing, supervisor notes and email messages, it argues that actual writers may continue to need and demand engagement in a variety of
pedagogic practices on their way to developing their own voice.

URL: http://e-learning.coventry.ac.uk/ojs/index.php/joaw/article/view/71/100

Descriptor(s): Writing
Country of research: United Kingdom
Institutional level: tertiary
Entered by: University of Sussex (Sussex Centre for Language Studies)

ISBN: 9781901095425
Pages: 239–241
Principal format: Printed
Summary: As well as providing a more personal dimension to a teacher’s profile, a statement of teaching philosophy can provide its author with insight and motivation. However, teachers’ values are difficult to articulate, and there is little consensus on the statement’s generic conventions. Further, while it may be tailored towards a particular aspect of professional practice, the statement must necessarily reflect a teacher’s individual approach and experience through the choice of key metaphors and narrative.

Descriptor(s): Writing, Teacher education
Country of research: United Kingdom

Summary: Since 2011 there has been a huge uptake of computer-based testing across the Cambridge ESOL exam centre network. This article looks at the reasons for this increase in interest and describes a number of cases where centres have taken advantage of the many benefits which computer-based delivery offers to candidates and centre administrators.

URL: www.cambridgeenglish.org/Images/23161-research-notes-43.pdf

Summary: This article posits that the teacher can play a significant role in the negotiation, co-construction and legitimisation of student identities in the English language class in a number of ways.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Entered by: University of Sussex (Sussex Centre for Language Studies)


ISBN: 9780230237087

Pages: 65–87

Descriptor(s): Writing

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


Descriptor(s): Writing, ESP

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


Descriptor(s): Writing

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

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

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**ISBN:** 9789027256225

**Pages:** 9–49

**Summary:** The study examines the development of request modification strategies in graduate students from Taiwan, China, Korea and Japan in a British university. The study employed open (status equal/unequal) role plays to collect data on three occasions over eight months and reports on patterns of internal/external modification strategies and effects of situational variation. Qualitative data from retrospective interviews informed on learners’ states of pragmalinguistic and socio-pragmatic development.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**ISBN:** 9789027218728

**Pages:** 209–237

**Summary:** The chapter examines pragmatic variation in learner perception, exploring the role of retrospective verbal report in L2 speech act research. The study problematises the methodological issues concerning the use of introspective methodology in pragmatic variation research.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

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**ISBN:** 9780415877510

**Pages:** 252–256

**Summary:** Review of current ideas about formulaic language.

**Descriptor(s):** English language

**Country of research:** United Kingdom

**Learners’ background:** various
Institutional level: various
Entered by: Cardiff University
(School of English, Communication and Philosophy)


Summary: Critical review of past five years of research into formulaic language, identifying issues and challenges.

Descriptor(s): English language
Country of research: United Kingdom
Entered by: Cardiff University
(School of English, Communication and Philosophy)


ISBN: 9787544629065


Descriptor(s): English language
Country of research: United Kingdom
Entered by: Cardiff University
(School of English, Communication and Philosophy)


Summary: For teachers to engage in action research, they may need support from in-service language teacher education courses that includes an action research component. This article reports on one such course, an in-service BA TESOL run by a British university in Oman. Drawing on qualitative case study methodology, the article identifies achievements of four teachers who engaged in action research as part of their studies, and considers how the programme seemed to help them.


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Descriptor(s): English language
Country of research: United Kingdom
Entered by: Cardiff University
(School of English, Communication and Philosophy)


ISBN: 9787544629065


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Country of research: United Kingdom
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**Summary:** It can be argued that in-service language teacher education needs to constructively consider all elements of the linguistic, geographical and cultural context. Using qualitative data, this article focuses on an Omani English teacher studying on a course that met various criteria for constructivism. However, findings indicate his growth was uneven. Input on initial literacy and the teaching and assessment of reading in English as a second language could have been better tailored to the context.

**URL:** www.readingmatrix.com/articles/september_2012/wyatt.pdf

**Wyatt, M and Arnold, E (2012)**


**Summary:** This article explores the school-based learning mentoring of a senior teacher of English in Oman, who was conducting action research into her mentoring practices while engaged in part-time in-service language teacher education. Realising teachers in her school found post-lesson discussions in English with inspectors challenging, she used video-stimulated recall to try to help them become more reflective. Qualitative data reveals she developed creative and flexible solutions, while gaining confidence and assuming mentor identity.

**Descriptor(s):** Teacher education, Teacher cognition, Cultural issues, Management/Innovation

**Country of research:** Oman

**Learners’ background:** Oman

**Institutional level:** tertiary

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

**Wyatt, M and Borg, S (2011)**


**Country of research:** Oman

**Learners’ background:** Oman

**Summary:** Current thinking in language teacher education emphasises the importance of the development of teachers’ practical knowledge. However, there is limited research into how this develops through in-service teacher education and into the factors that influence such development. This article qualitatively explores how three teachers of English on an in-service BA TESOL programme in Oman grew in practical knowledge, specifically with regard to the design and use of communicative tasks, examining changes in ideas and practices.

**Descriptor(s):** Teacher education, Teacher cognition, Speaking, Methodology, Materials, Curriculum/syllabus, Classroom interaction

**Country of research:** Oman

**Learners’ background:** Oman

**Institutional level:** tertiary

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

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**ISBN:** 9780415874946

**Pages:** 241–255

**Summary:** This paper explains how ‘researcher-initiated role play’ was developed to shed light on 6–7-year-old Malay speakers’ perspectives of learning to read in English. The data was collected in England and in Malaysia as part of Yaacob’s doctoral research.

**Descriptor(s):** Reading, Classroom interaction

**Country of research:** various

**Learners’ background:** Malaysia

**Institutional level:** primary

**Entered by:** Coventry University (Department of English and Languages)

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**ISBN:** 9781616686291

**Pages:** 195–214

**Summary:** The chapter proposes that teacher-training programmes which expose teachers to the linguistic-variation...
issues relevant to their language setting are essential. When designing such programmes, topics including the dominant role of English, language attitudes, mother-tongue use in formal education and teacher code-switching ought to be understood in relation to the socio-linguistic landscape that surrounds the protagonists within a classroom.

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

**Entered by:** Oxford Brookes University (School of Education)

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**ISBN:** 9783034310093

**Pages:** 169–194

**Summary:** This chapter focuses on non-indigenous teachers who work in indigenous communities in Australia. Specifically, the chapter aims to highlight that, for indigenous students’ language education to be successful, teachers need to be socio-linguistically informed. The study provides empirical support for the call for educators of aboriginal students to be trained in (i) general socio-linguistic issues related to linguistic diversity and (ii) specific Aboriginal-related socio-linguistic issues.

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

**Country of research:** Australia

**Learners’ background:** Australia

**Institutional level:** pre-primary

**Entered by:** Oxford Brookes University (School of Education)

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**ISBN:** 9783034307260

**Pages:** 1–9

**Summary:** The chapter challenges the largely anachronistic ideology that promotes exclusive use of an educational monolingual standard variety and advocates the use of aboriginal/indigenous languages, minority languages, non-standard varieties (i.e. regional, ethnic and social varieties) and contact languages (i.e. pidgins and creoles) in formal education. Permitting the use of such varieties is a critical step towards equal linguistic rights.

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

**Entered by:** Oxford Brookes University (School of Education)

ISBN: 9783034307260
Pages: 293–315

Summary: Drawing on research carried out worldwide since the 1960s, this chapter aims to debunk (or substantiate) the popular views that have formed as a consequence of concomitant use of dialect and standard in dialectally diverse communities. The discussion focuses on regional and social dialects and explores some purported dangers of dialect as they are said to manifest themselves in formal education as well as in the workplace.

Descriptor(s): Teacher education, Cultural issues, English language, Curriculum/syllabus, Assessment
Country of research: various
Learners’ background: various
Institutional level: various
Entered by: Oxford Brookes University (School of Education)


Summary: This study provides empirical evidence for the influence of bidialectism on foreign language learning and it supports the recommendation that educators be trained in language variation issues. The study’s methodological basis consisted of observations of EFL lessons and of students’ written tests. The findings revealed that, despite the policy that the standard variety should be the only first-language variety used, the non-standard variety is also commonly used alongside English by teachers.

Descriptor(s): English language, Teacher education, Writing
Country of research: Cyprus
Learners’ background: Cyprus
Entered by: Oxford Brookes University (School of Education)


ISBN: 9783631607237
Pages: 331–342
Entered by: Newcastle University (School of English Literature, Language and Linguistics)

Young-Scholten, M (2011) ‘Low-educated adult migrant research at the international level’. National Association of Teachers of English and Community Languages to Adults News 95: 12.

Entered by: Newcastle University (School of English Literature, Language and Linguistics)

URL: http://e-learning.coventry.ac.uk/ojs/index.php/joaw/article/view/21/33

Descriptor(s): Writing

Entered by: University of Southampton (Modern Languages, Faculty of Humanities)
Doctoral theses supervised and completed
Doctoral theses supervised and completed

Doctoral (PhD or EdD) theses which have been supervised and completed within UK universities are listed below (140 in total). Theses are ordered alphabetically by institution/department and, within each institution, alphabetically by author. Regarding availability, doctoral theses completed within UK institutions are frequently 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)**

**Alsadi, R** (2012) *An Investigation into the Effects of Processing Instruction on the Acquisition of English Relative Clauses by Syrian Learners.*

*Supervisor(s):* Clark, U

*Awarding institution:* Aston University

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**Suhair, A** (2012) *Utilising Fiction to Promote English Language Acquisition.*

*Supervisor(s):* Clark, U

*Awarding institution:* Aston University

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


*Supervisor(s):* Holliday, A and Franson, C

*Awarding institution:* Canterbury Christ Church University (University of Kent)

**Summary:** This thesis explores the role of English in the lives of students at Kuwait University. The study unveils a complex interplay between students’ attitudes towards learning English and their interpretations of globalisation, which is something not usually recognised in the classroom.

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

**Country of research:** Kuwait

**Learners’ background:** Kuwait

**Institutional level:** tertiary

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*Supervisor(s):* Cullen, R and Anderson, C

*Awarding institution:* Canterbury Christ Church University

**Summary:** This thesis provides the first in-depth exploration of the leisure
reading habits of a convenience sample of first-year female university students in the United Arab Emirates, using data gathered through interviews, journal entries, snapshot surveys, questionnaires, conversations and emails, and analysed using a grounded theory approach. Its contribution to the research is that it provides a better theoretical understanding of many key factors related to leisure reading among this particular group.

Descriptor(s): Reading
Country of research: United Arab Emirates
Learners’ background: United Arab Emirates
Institutional level: tertiary


Supervisor(s): Holliday, A and Anderson, C
Awarding institution: Canterbury Christ Church University (University of Kent)
Summary: This is a study of how teachers, students and administrators in a particular university’s language department in Guanajuato, Mexico, construct the English teachers’ professional image. The experiences of ten teachers, 14 students and two administrators at the Language Department of the University of Guanajuato in Mexico are explored through data obtained from conversations, narratives, critical incidents, email correspondence and field notes.

Descriptor(s): Cultural issues, English language
Country of research: Mexico
Learners’ background: Mexico
Institutional level: tertiary

Sughrua, W (2012) A Qualitative Investigation into ‘Alternative’ Professional Writing in TESOL.

Supervisor(s): Kullman, J and Anderson, C
Awarding institution: Canterbury Christ Church University (University of Kent)
Summary: The research reported on in this thesis involved exploring the perceptions of TESOL ‘professional’ writers, journal editors and journal referees concerning what counts as ‘standard’ and ‘alternative’ writing and their own publishing experiences. The author undertook interviews and email correspondence with 38 TESOL writers, journal editors and referees. He also submitted two of his own papers to four mainstream TESOL journals and includes as data the ensuing editorial correspondence and reports from editors and referees.

Descriptor(s): Writing, Cultural issues, Methodology
Country of research: various


Supervisor(s): Franson, C
Awarding institution: Canterbury Christ Church University
Descriptor(s): Cultural issues, English language
**Kanellou, V** (2011) *The Place and Practice of Pronunciation Teaching in the Context of the EFL Classroom in Thessaloniki, Greece.*

**Supervisor(s):** Tench, P  
**Awarding institution:** Cardiff University  
**Summary:** Claims and recommendations in over 50 ELT and Pronunciation handbooks were compared with the views about pronunciation priorities and practices of EFL teachers (47 by questionnaire; 12 by interview) and upper intermediate and advanced learners (327 by questionnaire) in Thessaloniki, Greece. Discrepancies were found. A number of factors are identified as impacting on the perceived status of pronunciation: learners’ age, level of English, language learning purpose, language context and L1.

**URL:** [http://orca.cf.ac.uk/id/eprint/28787](http://orca.cf.ac.uk/id/eprint/28787)  
**Descriptor(s):** Teacher cognition, Speaking, Pronunciation, Learner cognition  
**Country of research:** Greece  
**Learners’ background:** Greece

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**Liu, J** (2012) *The Development of Reading Strategies: A Longitudinal Study on Chinese International Master’s Students.*

**Supervisor(s):** Bartlett, T and Kemp, C  
**Awarding institution:** Cardiff University  
**Summary:** Chinese international students’ academic reading (UK Masters) was examined longitudinally using questionnaires to establish beliefs about what they normally did (trait strategies) and what they actually did during a reading task (state strategies). Although their trait strategies changed during the year, their state strategies didn’t, with text-based strategies predominating, triggered by low competence in English language decoding. Focus groups revealed the role of socialisation in China in relying on this strategy.

**URL:** [http://orca.cf.ac.uk/id/eprint/39629](http://orca.cf.ac.uk/id/eprint/39629)  
**Descriptor(s):** Reading, Learner cognition, Learner autonomy/strategies  
**Country of research:** United Kingdom  
**Learners’ background:** China  
**Institutional level:** tertiary

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**Supervisor(s):** Nesi, H  
**Awarding institution:** Coventry University  
**Summary:** This was a PhD by portfolio submission positioned within the field of transcartional curriculum enquiry known
as ‘threshold concepts’. It recommends curricular actions to help students cope with the new conceptual landscapes they encounter in higher education.

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

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

De Montfort University (Centre for Intercultural Research in Communication and Learning)


Supervisor(s): Jin, L and Boydon, D

Awarding institution: De Montfort University

Summary: This PhD studied the motivation to learn English as L2 (as a second/foreign language) by Omani students. This provides a local model of L2 motivation, which employs a new contextualised perspective based on the socio-cultural backgrounds of the learners and their social network relations. Interest and Self-efficacy (SE) were established as the main two constructs representing Omani students’ motivation to learn English as L2.

Descriptor(s): Cultural issues, Learner cognition, ESOL/EAL, English language

Country of research: Oman

Learners’ background: Oman

Institutional level: secondary

Institute of Education, London (Department of Culture, Communication and Media)

Armstrong, TJ (2012) Journeys to the Centre: Case Studies of German-L1 Novice Scholars Writing for Publication in English.

Supervisor(s): Paran, A

Awarding institution: Institute of Education, University of London

Summary: This thesis presents three longitudinal case studies of German-L1 novice scholars writing their first article for publication in English, analysing text histories, interviews, feedback comments and writing logs to construct a picture of the linguistic and socio-cultural challenges facing this group. The ability to respond to dialogic feedback from pivotal actors following critical incidents in the publication trajectory was found to be a key factor in success, as were persistence and motivation.

Descriptor(s): Writing, ESP

Country of research: Switzerland

Learners’ background: Switzerland

Institutional level: tertiary


Supervisor(s): Paran, A

Awarding institution: Institute of Education, University of London

Summary: This study followed six MA in ELT students on their one-year programme of studies in the UK. Using interviews with students and tutors, programme documentation, written feedback on assignments and tutorial
records, the study explored how students responded to pre-submission advice from tutors and their reactions to and use of summative feedback, and presents six case studies of the development of these students as writers, as well as implications for teaching.

**Descriptor(s):** Teacher education  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary

**Supervisor(s):** Paran, A  
**Awarding institution:** Institute of Education, University of London  
**Summary:** This study investigated the specificity of students’ language and communication needs in the related disciplines of business, economics and accounting in an EFL context. Differences between these disciplines for EFL were found to extend beyond technical vocabulary and topics, and include tasks and genres. Results suggest that business, economics and accounting should not be regarded as one discipline category and English courses should be customised for them, with an emphasis on long-term professional needs.  
**Descriptor(s):** ESP, Curriculum/syllabus  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary

**Fortune, A** (2011) *Case Studies of How Five L2 Learner Dyads Focus on Form and Co-construct Language Knowledge While Engaged in Collaborative Language Output Tasks.*  
**Supervisor(s):** Leung, C and Street, B  
**Awarding institution:** King’s College London  
**Summary:** Collaborative classroom focus-on-form and the role of output in SLA.  
**Descriptor(s):** Speaking, Methodology, Learner cognition, Learner autonomy/strategies, Classroom interaction  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary
Lancaster University (Linguistics and English Language)


**Supervisor(s):** Schauer, G  
**Awarding institution:** Lancaster University


**Supervisor(s):** Kormos, J  
**Awarding institution:** Lancaster University


**Supervisor(s):** Kormos, J  
**Awarding institution:** Lancaster University


**Supervisor(s):** Waters, A  
**Awarding institution:** Lancaster University


**Supervisor(s):** Wall, D  
**Awarding institution:** Lancaster University


**Supervisor(s):** Ivanic, R  
**Awarding institution:** Lancaster University


**Supervisor(s):** Bygate, M  
**Awarding institution:** Lancaster University


**Supervisor(s):** Waters, A  
**Awarding institution:** Lancaster University

Tiittanen, M (2011) *Cross-linguistic Influence in the Use of the English Simple Past Tense: The Case of Tamil and Mandarin Learners.*

**Supervisor(s):** Revesz, A and Siwierska, A  
**Awarding institution:** Lancaster University
<table>
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<tr>
<th>Name</th>
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<th>Supervisor(s)</th>
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<tr>
<td>Van Splunder, F</td>
<td>2011</td>
<td>English as a Medium of Instruction in Flemish Higher Education. Language and Identity Management in a Dutch-speaking Context.</td>
<td>Kerswill, P</td>
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<td>Al-Besher, K</td>
<td>2012</td>
<td>Developing the Writing Skills of ESL Students through the Collaborative Learning Strategy.</td>
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<td>AlKaldi, A</td>
<td>2011</td>
<td>Socio-cultural Factors Affecting Learning English as a Foreign Language among Male Students in Saudi Secondary Schools in Riyadh City.</td>
<td>Sercombe, P</td>
<td>Newcastle University</td>
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<td>Alharthi, K</td>
<td>2012</td>
<td>The Impact of Writing Strategies on the Written Product of EFL Saudi Male Students at King Abdul-Aziz University.</td>
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<td>Hsieh, H</td>
<td>2011</td>
<td>From International Student to Integrated Academic: Supporting the Transition of Chinese Students and Lecturers in UK Higher Education.</td>
<td>Robson, S</td>
<td>Newcastle University</td>
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<td>Lin, B</td>
<td>2012</td>
<td>Is Automatic Linguistic Profiling Feasible in an ESL Context?</td>
<td>Pienemann, M</td>
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**Supervisor(s):** Cook, V  
**Awarding institution:** Newcastle University |
**Supervisor(s):** Cook, V  
**Awarding institution:** Newcastle University |
| **Ramadan, M** (2012) *The Use of Conjunctions in the Writing of Libyan EFL University Students.*  
**Supervisor(s):** Sercombe, P  
**Awarding institution:** Newcastle University |
| **Sert, O** (2011) *A Micro-analytic Investigation of Claims of Insufficient Knowledge in EAL Classrooms.*  
**Supervisor(s):** Walsh, S  
**Awarding institution:** Newcastle University |
**Supervisor(s):** Seedhouse, P  
**Awarding institution:** Newcastle University |
**Supervisor(s):** Myles, F  
**Awarding institution:** Newcastle University |
| **Warayet, A** (2011) *Participation as a Complex Phenomenon in the EFL Classroom.*  
**Supervisor(s):** Walsh, S  
**Awarding institution:** Newcastle University |
| **The Open University (Faculty of Education and Language Studies)**  
**Supervisor(s):** Cook, G, Swann, J and Mayor, B  
**Awarding institution:** The Open University  
**Summary:** This thesis investigates the tertiary English language curriculum in China and its delivery, focusing on the intensive reading course for students studying English at degree level. It focuses on the textbooks that are used and how teachers mediate these via PowerPoint slides, as well as the language choices made by teachers. A disparity is shown between teachers’ reliance on traditional pedagogy.
and student expectations of a more student-centred approach with more opportunities for language practice.

Descriptor(s): Cultural issues, Reading, Methodology, Learning technologies, English language, Curriculum/syllabus, Classroom interaction

Country of research: China
Learners’ background: China
Institutional level: tertiary


Supervisor(s): Hewings, A, North, S and Mayor, B
Awarding institution: The Open University
Summary: Examines assessed writing from Chinese and British undergraduates in UK from 2000–08; investigation uses corpus linguistics and qualitative reading; uses academic literacies approach (Lillis, 2001), Hoey’s (2005) lexical priming and Wray’s (2008) formulaic sequences; particular focus on Biology, Economics and Engineering; findings include Chinese students’ significantly higher use of or visuals and lists. It is argued that this difference illustrates the range of acceptability at undergraduate level.

URL: http://oro.open.ac.uk/29228/1297/Leedham_Thesis.pdf
Descriptor(s): Writing, Teacher education, Cultural issues, Methodology, Learner autonomy/strategies, ESOL/EAL, English language, Assessment

Country of research: United Kingdom
Learners’ background: China
Institutional level: tertiary


Supervisor(s): Swann, J and Lillis, T
Awarding institution: The Open University
Summary: Combining insights from research in inter-ethnic communication as well as English as a lingua franca, the findings provide new perspectives and information about intercultural discourse, and especially on the ways in which the development of common ground is crucial to the establishment of a socially cohesive group in an adult education setting.

Descriptor(s): ESOL/EAL, Classroom interaction
Country of research: Canada
Learners’ background: various
Institutional level: adult


Supervisor(s): Coffin, C and Mayor, B
Awarding institution: The Open University
Summary: This study examined the impact of dynamic assessment (DA) on academic writing development of undergraduate students, the first study of its kind. The study combined systemic
functional linguistics and Vygotskian socio-cultural theory of learning for its methodology. The study shows how a dialogic assessment approach can work in a distance learning context. This study has implications for teaching and assessing academic (disciplinary) writing in higher education.

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** tertiary

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

**Khaokaew, B** (2012) *An Investigation of Reading Strategies and the Effects of Strategy Instruction on EFL Reading: The Case of First-year Undergraduate English Major Students at Rajamangala University of Technology Isan, Thailand.*

**Supervisor(s):** Green, AB and Hawkey, RA

**Awarding institution:** University of Bedfordshire

**Descriptor(s):** Reading, Assessment

**Country of research:** Thailand

**Learners’ background:** various

**Institutional level:** tertiary

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**Liao, W** (2011) *The Cross-cultural Adjustment of EFL Expatriate Teachers in Taiwan.*

**Supervisor(s):** Zegarac, V and Green, AB

**Awarding institution:** University of Bedfordshire

**Summary:** This study investigates expatriate English teachers’ cross-cultural adjustment in Taiwan. Cross-cultural adjustment theories and the differences between Chinese and Western culture are reviewed. Expatriate English teachers’ cross-cultural adjustment process is examined across three facets of adjustment: general, working and interaction with the host nation. The study, based on the framework of Black, Mendenhall and Oddou (1991), develops an empirical cross-cultural adjustment model for native English-speaking expatriates who work in Taiwan as English teachers.

**URL:** http://uobrep.openrepository.com/uobrep/bitstream/10547/145668/6/liao.pdf

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

**Country of research:** Taiwan

**Learners’ background:** various

**Institutional level:** adult

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**Stoever, H** (2011) *Metaphor and Relevance Theory: A New Hybrid Model.*

**Supervisor(s):** Zegarac, V and Green, AB

**Awarding institution:** University of Bedfordshire

**Summary:** This thesis proposes a comprehensive cognitive account of metaphor understanding that combines aspects of Relevance Theory and cognitive linguistics, in particular ideas from Conceptual Metaphor Theory and Situated Conceptualisation. While Relevance Theory accounts for propositional aspects of metaphor
understanding, the model proposed here additionally accounts for non-propositional effects, which intuitively make metaphor feel special compared to literal expressions.

URL: http://uobrep.openrepository.com/uobrep/bitstream/10547/145619/1/stover.pdf
Descriptor(s): Learner cognition
Institutional level: various


Supervisor(s): Weir, CJ and Green, AB
Awarding institution: University of Bedfordshire
Summary: This study aimed to establish an empirical framework for test validation and comparison of level-based tests through an evaluation on alignment with the CEFR. The findings support the construct validity of the GEPT, and show that the CEFR alignment procedures the Manual (CoE, 2009) recommends do not produce sufficient evidence to demonstrate equivalence between different examinations that target particular CEFR levels.

Descriptor(s): Reading, English language, Assessment
Country of research: Taiwan


Supervisor(s): Weir, CJ and Green, AB
Awarding institution: University of Bedfordshire
Summary: The purpose of this study was to validate the listening comprehension component of the Centre Test in Japan in relation to contextual parameters and cognitive processing. For the purpose of this study, a comprehensive framework of contextual parameters and a L2 listening processing model was established.

URL: http://uobrep.openrepository.com/uobrep/bitstream/10547/267493/1/Yanagawa.pdf
Descriptor(s): Listening, English language, Assessment
Country of research: Japan
Learners’ background: Japan
Institutional level: tertiary


Supervisor(s): Woodfield, H
Awarding institution: University of Bristol

Country of research: Taiwan
Institutional level: tertiary

University of Bristol (Graduate School of Education)
Summary: The study investigates compliments by Taiwanese EFL learners and British English students with regard to effect of compliment topic and gender of compliment recipient on performance of compliment strategies, the perceptions of these influences and the cognitive processes in planning/production of compliments. The study employs role plays and retrospective verbal reports. Pedagogical implications are explored with respect to instruction in pragmatic knowledge.

Descriptor(s): Cultural issues, English language
Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary


 Supervisor(s): Woodfield, H
Awarding institution: University of Bristol

Summary: The study investigates longitudinally the effect of study abroad on Chinese learners’ L2 pragmatic development in Refusals and employs a Multimedia Elicitation Task and Appropriate Judgement Task. Retrospective verbal reports elicited further perception data. The study collected data from 20 Chinese graduate students studying abroad and 20 Chinese graduate students studying at home at three points in an academic year.

Descriptor(s): English language
Country of research: various
Learners’ background: various
Institutional level: tertiary

Yi, D (2012) *Analysis of Four Chinese EFL Classrooms: The Use of L1 and L2.*

Supervisor(s): Parkinson, B and Lynch, T
Awarding institution: University of Edinburgh

Summary: This thesis analyses four Chinese EFL teachers’ actual use of L1 and L2 and their attitudes and beliefs about this. As well as overall quantification, selected episodes
were further analysed to provide an account of the circumstances, functions and grammatical patterns of their language use across different frames of classroom discourse. The teachers were interviewed about general beliefs and also, in a stimulated recall interview, asked to comment on selected episodes replayed to them.

Descriptor(s): Teacher cognition, Methodology, English language, Classroom interaction
Country of research: China
Learners’ background: China
Institutional level: tertiary

University of Essex (Department of Language and Linguistics)
Supervisor(s): Scholfield, P
Awarding institution: University of Essex

Supervisor(s): Scholfield, P and Emery, H
Awarding institution: University of Essex

Alvi, T (2012) The Evaluation of Teaching Aspects of Trained and Untrained English Language Teachers at Intermediate Level in the Punjab Province of Pakistan [Parts I and II].
Supervisor(s): McDonough, S and Scholfield, P
Awarding institution: University of Essex

Supervisor(s): Scholfield, P
Awarding institution: University of Essex

Supervisor(s): Harwood, N
Awarding institution: University of Essex

Huang, Y-C (2011) EFL Learners’ Vocabulary Insufficiency and Communication Strategies in Conversations with NNS and NS – A Case Study in Taiwan.
Supervisor(s): Scholfield, P
Awarding institution: University of Essex


**Supervisor(s):** Petric, B  
**Awarding institution:** University of Essex

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**Katsarou, E** (2011) *The Use of Lexical Inferencing Strategies in the Identification and Comprehension of L2 Phrasal Idioms During Reading by Greek Learners of English.*

**Supervisor(s):** Scholfield, P  
**Awarding institution:** University of Essex

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**Meziane, A** (2012) *The Lexical Problems and Lexical Strategies of Tunisian Learners in French and English Writing.*

**Supervisor(s):** Scholfield, P  
**Awarding institution:** University of Essex

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**Supervisor(s):** Good, J  
**Awarding institution:** University of Essex

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**Supervisor(s):** Petric, B  
**Awarding institution:** University of Essex

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**Abdelhafez, A** (2011) *An Investigation into Professional Practical Knowledge of EFL Experienced Teachers in Egypt: Implications for Pre-service and In-service Teacher Learning.*

**Supervisor(s):** Troudi, S and Skinner, N  
**Awarding institution:** University of Exeter

**Summary:** This study aims to investigate what constituted the professional practical knowledge of EFL experienced teachers in the Egyptian context and what the sources of their knowledge are.

**Descriptor(s):** Teacher education, Teacher cognition, English language, Curriculum/syllabus  
**Country of research:** Egypt  
**Learners’ background:** Egypt

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**Supervisor(s):** Troudi, S and Cadorath, J
Awarding institution:
University of Exeter

Summary: This study investigates the challenges Egyptian EFL student teachers encounter in essay writing.

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

Country of research: Egypt

Learners’ background: Egypt

Institutional level: tertiary


Supervisor(s): Troudi, S

Awarding institution: University of Exeter

Summary: This study relates aspects of English language education to broader socio-political and socio-economical issues in Saudi Arabia.

Descriptor(s): Cultural issues, English language

Country of research: Saudi Arabia

Learners’ background: Saudi Arabia

Institutional level: secondary

Sanassian (Dermanjian), NL (2011) A Critical Assessment of Female Middle School Mathematics and Science Teachers’ Perspectives of the Abu Dhabi Education Reform Programme and the use of English as a Medium of Instruction.

Supervisor(s): Troudi, S

Awarding institution: University of Exeter

Summary: This study is an investigation of Emirati female science and mathematics teachers’ views of an educational reform and the policy of using English as a medium of instruction.

Descriptor(s): Teacher education, Teacher cognition, Cultural issues, Management/Innovation

Country of research: United Arab Emirates

Institutional level: tertiary

St John, J (2011) Job Satisfaction of EFL Teachers on a University Programme in the UAE.

Supervisor(s): Troudi, S

Awarding institution: University of Exeter

Summary: This study is an investigation into the job satisfaction and dissatisfaction of EFL teachers on a foundation programme in a university in the UAE.

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

Country of research: United Arab Emirates

Institutional level: tertiary

Zafar Khan, S (2011) Factors Affecting the Motivation of Expatriate English as Foreign Language Teachers in the Sultanate of Oman.

Supervisor(s): Troudi, S and Al Mahrooqi, R
Awarding institution: University of Exeter
Summary: This study explores the factors that motivate and discourage expatriate EFL teachers in a public university in Oman.
Descriptor(s): Teacher education, Cultural issues, English language
Country of research: Oman
Institutional level: tertiary

University of Leeds (School of Education)

Supervisor(s): Badger, R
Awarding institution: University of Leeds

Supervisor(s): Baynham, M
Awarding institution: University of Leeds

Supervisor(s): Wedell, M
Awarding institution: University of Leeds

Supervisor(s): Baynham, M
Awarding institution: University of Leeds

Supervisor(s): Deignan, A
Awarding institution: University of Leeds

Supervisor(s): Badger, R
Awarding institution: University of Leeds

Han, Yu (2011) Listening Instruction as Preparation for Real-life Listening: A Case Study of a Teaching and Learning to Listen in English in a Chinese University.
Supervisor(s): Badger, R
Awarding institution: University of Leeds

**Supervisor(s):** Wedell, M  
**Awarding institution:**  
University of Leeds

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**University of Leicester (School of Education)**

**Eleftheriou, M** (2011) *An Exploratory Study of a Middle Eastern Writing Centre: The Perceptions of Tutors and Tutees.*

**Supervisor(s):** Svalberg, AML  
**Awarding institution:**  
University of Leicester  
**Summary:** This study explores the dynamics and techniques of one-to-one tutorials in a university writing centre.  
**URL:** https://lra.le.ac.uk/bitstream/2381/10263/1/2011eleftherioumedd.pdf  
**Descriptor(s):** Writing, Cultural issues, Methodology, Learner cognition, Learner autonomy/strategies, English language

**Country of research:** United Arab Emirates  
**Learners’ background:** United Arab Emirates  
**Institutional level:** tertiary

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**Supervisor(s):** Svalberg, AML  
**Awarding institution:**  
University of Leicester  
**Summary:** This is a mixed-methods, quasi-experimental study on the use of co-operative learning to enhance the oral proficiency in a university-level English language context.  
**URL:** https://lra.le.ac.uk/bitstream/2381/8941/1/2009linmxedd.pdf  
**Descriptor(s):** Speaking, Methodology, Learner cognition, Learner autonomy/strategies, English language, Classroom interaction

**Country of research:** China  
**Learners’ background:** China  
**Institutional level:** tertiary

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**Supervisor(s):** Svalberg, AML  
**Awarding institution:**  
University of Leicester  
**Summary:** Critical discourse analysis is used in this study to reveal how students are constructed in UK university regulations.  
**URL:** https://lra.le.ac.uk/bitstream/2381/9279/1/2011sheehanrmedd.pdf  
**Descriptor(s):** Cultural issues, Reading, English language

**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary

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**Yi, J-I** (2012) *Comparing Strategic Processes in the iBT Speaking Test and in the Academic Classroom.*

**Supervisor(s):** Fulcher, G  
**Awarding institution:**  
University of Leicester  
**Descriptor(s):** Assessment
University of Manchester (School of Education)

Attia, M (2011) Teacher Cognition and the Use of Technology in Teaching Arabic to Speakers of Other Languages.

**Supervisor(s):** Slaouti, D

**Awarding institution:** University of Manchester

**Summary:** This thesis examines teacher beliefs within an Arabic language-teaching context. The aim is to gain deeper insight into technology adoption within such emerging 'ecologies'. The thesis also identifies the kind of support that Arabic language teachers might need for effective ICT integration.

**Descriptor(s):** Teacher education, Teacher cognition, Cultural issues, Learning technologies

**Country of research:** various

**Learners’ background:** various

**Institutional level:** adult


**Supervisor(s):** Edge, J and Slaouti, D

**Awarding institution:** University of Manchester

**Summary:** This thesis reports on a professional development initiative for language teachers in Uruguay. The innovative aspects of the initiative include a blended learning component, and a reflexive stance both among the teachers and the teacher educator leading the initiative.

**Descriptor(s):** Learner cognition, ESOL/EAL

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** secondary


**Supervisor(s):** Slaouti, D and Edge, J
Awarding institution: University of Manchester

Summary: This thesis is a qualitative study of the role of an online community in supporting pre-service language teachers’ learning during their school placement in a Chinese Normal University. The contribution is to our understanding of pre-service language teachers’ learning experiences in an online ecology.

Descriptor(s): Teacher education, Teacher cognition, Learning technologies, Curriculum/syllabus
Country of research: China
Learners’ background: China
Institutional level: tertiary


Supervisor(s): Pemberton, R and Evison, J
Awarding institution: The University of Nottingham


Supervisor(s): Sinclair, B and Biddulph, M
Awarding institution: The University of Nottingham

The University of Nottingham (School of Education)

Cooker, L (2012) Formative (Self-) Assessment as Autonomous Language Learning.

Supervisor(s): Sinclair, B and Pemberton, R
Awarding institution: The University of Nottingham

 Descriptor(s): Methodology, Learner autonomy/strategies
Country of research: various
Learners’ background: various
Institutional level: tertiary

Ding, A (2012) Barriers to Teacher Autonomy: A Case Study of Teachers-as-collaborative Learners on a Blended TESOL MA Course.

Supervisor(s): Sinclair, B and Hood, P

Awarding institution: The University of Nottingham

Gallagher, C (2011) In the Loop: A Social Network Approach to the Willingness to Communicate in the L2 (L2 WTC).

Supervisor(s): Dörnyei, Z
Awarding institution: The University of Nottingham

Country of research: United Kingdom


Supervisor(s): Carter, R
Awarding institution: The University of Nottingham

Summary: An empirical, classroom-based study of the use of spoken discourse markers by intermediate Chinese students of English, with particular attention to awareness-raising strategies.

Country of research: United Kingdom

Supervisor(s): Dörnyei, Z
Awarding institution: The University of Nottingham
Country of research: United Kingdom

Supervisor(s): Dörnyei, Z
Awarding institution: The University of Nottingham
Country of research: United Kingdom

Supervisor(s): Schmitt, N
Awarding institution: The University of Nottingham
Country of research: United Kingdom

Supervisor(s): Dörnyei, Z

Awarding institution: The University of Nottingham

Country of research: United Kingdom

Supervisor(s): Schmitt, N
Awarding institution: The University of Nottingham

Summary: The first part of this thesis reports results of a series of experimental studies on the acquisition and improvement of speed of lexical access to learners’ vocabulary knowledge in the foreign language classroom. The second part of the thesis investigates how to use that reaction-time information in the scoring of traditional vocabulary tests.

Descriptor(s): Reading, Methodology, Learning technologies, Learner cognition, Assessment

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

Supervisor(s): Carter, R
Awarding institution: The University of Nottingham

Summary: A case study of business meetings in a Chinese context involving Chinese and non-Chinese (Western) participants. The thesis reveals data relevant to cross-cultural misunderstandings in business communication.

Country of research: United Kingdom

**Supervisor(s):** Schmitt, N  
**Awarding institution:** The University of Nottingham  
**Country of research:** United Kingdom


**Supervisor(s):** Carter, R  
**Awarding institution:** The University of Nottingham  
**Summary:** A corpus-based and ethnographic study of idiom usage in native and non-native contexts of use with detailed consideration of misunderstandings due to creative formulations.  
**Country of research:** United Kingdom

**University of Portsmouth (School of Languages and Area Studies)**


**Supervisor(s):** Rastall, P  
**Awarding institution:** University of Portsmouth  
**Summary:** This work was based around a body of teacher education material and related publications. One book, Learning to Teach English, written by the author of the study, was rigorously evaluated. As well as the substantive findings of the research, a further contribution to knowledge was in the form of identifying potential procedures for post-use materials evaluations.  
**Descriptor(s):** Teacher education, Materials  
**Country of research:** United Kingdom  
**Learners’ background:** United Kingdom  
**Institutional level:** adult

**University of Sheffield (School of Education)**


**Supervisor(s):** Davies, JA  
**Awarding institution:** University of Sheffield  
**Country of research:** United Kingdom


**Supervisor(s):** Ferguson, G  
**Awarding institution:** University of Sheffield  
**Descriptor(s):** Writing, Methodology, English language, Curriculum/syllabus
Country of research: Bahrain
Learners’ background: Bahrain
Institutional level: tertiary

**University of Southampton (Modern Languages, Faculty of Humanities)**

**Alqahtani, M** (2011) *An Investigation into the Language Needs of Saudi Students Studying in British Postgraduate Programmes and the Cultural Differences Impacting on Them.*
Supervisor(s): Archibald, A
Awarding institution: University of Southampton
Country of research: United Kingdom
Learners’ background: Saudi Arabia
Institutional level: tertiary

**Dabia, M** (2012) *Developing Pedagogic Skills of Libyan Pre-service Teachers through Reflective Practice.*
Supervisor(s): Mitchell, R
Awarding institution: University of Southampton
Descriptor(s): Teacher education, Teacher cognition
Country of research: Libya
Institutional level: tertiary

Supervisor(s): Mitchell, R
Awarding institution: University of Southampton
Descriptor(s): Speaking, Classroom interaction
Country of research: Saudi Arabia
Institutional level: secondary

**Galloway, N** (2011) *An Investigation of Japanese University Students’ Attitudes towards English.*
Supervisor(s): Jenkins, J
Awarding institution: University of Southampton

Supervisor(s): Archibald, A
Awarding institution: University of Southampton

Supervisor(s): Jenkins, J
Awarding institution: University of Southampton
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<td>Noonkhan, K</td>
<td>2012</td>
<td><em>EFL Writing Development among Thai University Students: ‘Do Students Benefit from the Explicit Inclusion of Discourse Structure to Develop their Writing?’</em></td>
<td>Archibald, A</td>
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<td>Yu, X</td>
<td>2011</td>
<td><em>Text Memorisation in Foreign Language Learning and Teaching: Voices of Chinese Learners and Teachers.</em></td>
<td>Mitchell, R</td>
<td>University of Southampton</td>
<td>Cultural issues, Methodology, English language</td>
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<td>Ajjan, M</td>
<td>2012</td>
<td><em>Teaching and Learning in Large Tertiary Syrian Classes: An Investigation into Students’ and Tutors’ Perspectives.</em></td>
<td>Smith, R</td>
<td>University of Warwick</td>
<td>Cultural issues, Methodology, Classroom interaction</td>
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Supervisor(s): Ushioda, E
Awarding institution: University of Warwick


Supervisor(s): Wharton, S
Awarding institution: University of Warwick

Iguchi, M (2012) Integration, Identity and Beyond: A Narrative Case Study of Two Japanese Women Living in Britain.

Supervisor(s): Ushioda, E
Awarding institution: University of Warwick


Supervisor(s): Pinter, A
Awarding institution: University of Warwick


Supervisor(s): Wharton, S
Awarding institution: University of Warwick

Jung, C (2011) Understanding Undergraduate Engineering Laboratory Reports (UELRS).

Supervisor(s): Wharton, S
Awarding institution: University of Warwick


Supervisor(s): Pinter, A
Awarding institution: University of Warwick


Supervisor(s): Ushioda, E
Awarding institution: University of Warwick


Supervisor(s): Richards, K
Awarding institution: University of Warwick
Naqvi, S (2011) Perspectives on Tutor Induction within the Adult ESOL sector in the UK.
Supervisor(s): Richards, K
Awarding institution: University of Warwick

Supervisor(s): Pinter, A
Awarding institution: University of Warwick

Ramoroka, B (2011) A Textual and Contextual Comparison of Voice in Student Writing in the EAP Preparatory Course and Two Undergraduate Courses at the University of Botswana.
Supervisor(s): Wharton, S
Awarding institution: University of Warwick

Supervisor(s): Richards, K
Awarding institution: University of Warwick

Supervisor(s): Mann, S
Awarding institution: University of Warwick

Sim, J (2011) The Impact of In-service Teacher Training on Teachers’ Classroom Practice and their Perception Change.
Supervisor(s): Mann, S
Awarding institution: University of Warwick

Supervisor(s): Mann, S
Awarding institution: University of Warwick

Supervisor(s): Mann, S
Awarding institution: University of Warwick
Tsai, Y (2011) *Success with IELTS: An In-depth Investigation of Learners’ Perceptions and Strategies in Relation to the IELTS Examination.*
**Supervisor(s):** Ushioda, E  
**Awarding institution:** University of Warwick

**Supervisor(s):** Smith, R  
**Awarding institution:** University of Warwick

Wei, Y (2011) *Understanding Students’ Learner Autonomy through Practitioner Research.*
**Supervisor(s):** Ushioda, E  
**Awarding institution:** University of Warwick

Yusuf Idris, A (2011) *Investigating the Effects of the Supervisor’s Feedback on International Masters Students’ Dissertation Writing Outcomes in the UK.*
**Supervisor(s):** Ushioda, E  
**Awarding institution:** University of Warwick

**Supervisor(s):** Ushioda, E  
**Awarding institution:** University of Warwick

**Supervisor(s):** Richards, K  
**Awarding institution:** University of Warwick
Externally funded projects
Externally funded projects

Externally funded projects are ordered below alphabetically by institution or organisation where the project is or was based, and within this in alphabetical order of surname of Principal Investigator. To qualify for inclusion here a project had to have a start date or an end date within the 2011–12 timeframe (hence the presence of some projects which started earlier than 2011). Aside from being funded from outside the institution submitting the project and starting or ending within 2011–12, a further criterion for a project to be included was that details should be provided of a publicly accessible further source of information – for example, a report or article relating to the project or a project website. URLs have been checked and are correct at the time of publication of this book/PDF version of the Directory.

Aston University (School of Languages and Social Sciences)


**Funding body:** The British Council

**Summary:** As primary school teaching of English continues to expand globally, this project investigated policies, practices and challenges in English language teaching of 7–12 year olds.

**URL:** www.teachingenglish.org.uk/sites/teacheng/files/B094%20FINAL%20Aston%20University%20A4%20report_2column_V3.pdf

**Descriptor(s):** Methodology

**Country of research:** various

**Learners’ background:** various

**Institutional level:** primary

Cambridge English Language Assessment – University of Cambridge


**Funding body:** FERE-CECA Madrid (Federación Española de Religiosos de la Enseñanza)

**Summary:** FERE-CECA Madrid (Federación Española de Religiosos de la Enseñanza) introduced a Bilingual English Development and Assessment (BEDA) programme and this study aims to measure the impact of introducing Cambridge English assessments into this programme, as well as the overall impact of the BEDA programme on stakeholders.

**URL:** www.cambridgeenglish.org/images/101052-research-notes-50.pdf

**Descriptor(s):** Teacher education, ESOL/EAL, English language, Curriculum/syllabus, Assessment
**Chambers, L and Fernand, S**  

**Funding body:** Hebei Education Department (HED)

**Summary:** The research aims to measure the impact of Cambridge English examinations at both the micro level (i.e. learning and teaching) and at the macro level (i.e. schools and stakeholders). A mixed-methods approach was employed: interviews and attitudinal and perception questionnaires were used together with test data. Questionnaire data was gathered from 1,805 students, 279 teachers and 2,016 parents, and HED decision makers were interviewed.

**URL:** www.cambridgeenglish.org/images/101052-research-notes-50.pdf

**Descriptor(s):** Teacher education, Teacher cognition, Speaking, Management/Innovation, Listening, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

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**Khalifa, H, Nguyen, T and Walker, C**  

**Funding body:** Department of Education and Training in Ho Chi Minh City, Vietnam

**Summary:** The Ministry of Education and Training (MOET) in Vietnam has a longstanding strategic objective to raise English Language learning standards by 2020. This study focuses on the implementation of an Intensive English Programme (IEP) to meet the Ministry’s strategic objective by the Department of Education and Training (DOET) in Ho Chi Minh City (HCM) and the intended/unintended effects of the implemented interventions.

**URL:** www.cambridgeenglish.org/images/101052-research-notes-50.pdf

**Descriptor(s):** Teacher education, Management/Innovation, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Assessment

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**Salamoura, A, Hamilton, M and Bridges, G**  

**Funding body:** Mission Laïque Française (MLF)

**Summary:** Mission Laïque Française (MLF) is an educational association of 114 schools in around 46 countries. In order to meet the demands of...
parents who require a good standard of English for their children, MLF have introduced external, international certification. At the start of this initiative, Cambridge English Language Assessment benchmarked the level of MLF students’ and teachers’ English language proficiency and investigated the intended and unintended impacts of MLF using Cambridge English exams on stakeholders.

**URL:** www.cambridgeenglish.org/images/101052-research-notes-50.pdf

**Descriptor(s):** Teacher education, Teacher cognition, Management/Innovation, Learner cognition, Learner autonomy/strategies, ESOL/EAL, English language, Curriculum/syllabus, Classroom interaction, Assessment

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

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**Coventry University (Department of English and Languages)**


**Funding body:** JISC – Higher Education Funding Council for England (HEFCE)

**Summary:** This project aimed to introduce corpus linguistics methods to those engaged in the study of language from different perspectives, and who had previously drawn on only a limited range of corpus software, or none at all. It explored ways of linking different corpus query tools so that users could investigate aspects of the same data in a variety of ways.

**URL:** http://cuba.coventry.ac.uk/interoperability/

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** tertiary

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**Funding body:** EU Lifelong Learning Programme

**Summary:** The English Profile Network project is a collaborative network of interdisciplinary research, consultation and publication designed to enhance the learning, teaching and assessment of English worldwide, with the collective goal being the development and dissemination of Reference-level Descriptors for English for the CEFR.

**URL:** www.englishprofile.org/
**Funding body:** JISC – Higher Education Funding Council for England (HEFCE)

**Summary:** This was a JISC ‘rapid innovation’ project for the creation of adaptable and learnable user interfaces. It involved building a Word Tree interface, which can be adapted for use with any corpus. The most important information contained in a corpus concerns patterns of language use, but these patterns are often hard for learners to discern when corpus data is presented in KWIC concordance lines. The Word Tree creates phraseological pattern trees.

**URL:** http://cuba.coventry.ac.uk/wordtree/

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

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**Funding body:** The Economic and Social Research Council (ESRC)

**Summary:** This is a follow-on project to extend the impact of the research conducted for ‘An Investigation of Genres of Assessed Writing in British Higher Education’ by raising teachers’ and learners’ awareness of the types of writing produced in specific disciplines and at specific levels of university study, and thereby improving the quality of student writing. The materials will be hosted on the British Council Learn English website.

**URL:** http://cuba.coventry.ac.uk/writingforapurpose/

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** tertiary

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**Funding body:** The Higher Education Academy

**Summary:** This is an International Networked Learning project that aims to enhance the intercultural awareness of first year students and embed internationalisation into the curriculum. It is based upon the principles of intercultural communicative competence outlined by Byram for the Council of Europe (2002).

**URL:** www.coventry.ac.uk/pill

**Country of research:** various

**Learners’ background:** various

**Institutional level:** tertiary

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**Funding body:** British Academy

**Summary:** This project compared four different methods of providing feedback on academic writing. Using
an Action Research framework, we used questionnaires, observations and secondary research to establish benefits and drawbacks of specific feedback techniques and used these findings to try and improve classroom practice.

URL: www.coventry.ac.uk/researchnet/elphe/projects/ewp/Pages/Ethiopianwritingproject.aspx

Descriptor(s): Writing, Assessment
Country of research: United Kingdom
Learners’ background: Ethiopia
Institutional level: tertiary

De Montfort University
(Centre for Intercultural Research in Communication and Learning)


Funding body: British Council English Language Teaching Research Awards

Summary: This project, for the first time, investigated young bilingual dyslexia learners in Singapore about their perceptions of learning in eight aspects: reading, writing, speaking, science, maths, English, mother tongue and concepts of dyslexia, by using metaphor analysis. PowerPoint presentation of some findings: www.das.org.sg/images/stories/Amalina/MetaphorPresentations2011/1.keynote_cortazzijin.pdf


Descriptor(s): Writing, Speaking, Reading, Listening, Learner cognition, ESOL/EAL, English language, Classroom interaction

Country of research: Singapore
Learners’ background: Singapore
Institutional level: primary

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


Funding body: The British Council

Summary: Drawing upon the views of almost 3,000 teachers in over 100 countries, the project explored the use of the learners’ own language in ELT/TESOL. It provides a broad summary of current own-language practices and activities, and identifies types of own-language practices and activities associated with different contexts and learners. See: Hall, G and Cook, G (2012) ‘Own-language use in ELT: exploring global practices and attitudes’. British Council ELT Research Papers. London: British Council.

URL: http://englishagenda.britishcouncil.org/sites/ec/files/C448%20Own%20Language%20use%20in%20ELT_A4_FINAL_WEB%20ONLY.pdf

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

Country of research: various
Institutional level: various
Lancaster University
(Linguistics and English Language)

Brunfaut, T and Revesz, A

Funding body: Pearson

Summary: This study explored the effect of a number of variables on L2 listening difficulty, in relation to L2 proficiency. More specifically, the relationships between text characteristics of task input, knowledge of response options, L2 proficiency, working memory capacity and task difficulty in L2 listening assessment was investigated. By the means of introspective methods, the thought processes of participants during listening task performance were also tapped into.


Descriptor(s): Listening, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

Brunfaut, T and Harding, L
(Sep 2011–Aug 2013) ‘Linking the GEPT Listening Test to the Common European Framework of Reference’.

Funding body: The Language Training and Testing Center (Taiwan)

Summary: This project concerns a linking study in which the listening tests of the General English Proficiency Test (GEPT) are related to the Common European Framework of Reference (CEFR). The study also involves an innovative research design marked by twin panels operating synchronously, and the evaluation of the suitability of different standard-setting methods for the GEPT context.


Descriptor(s): Methodology, Listening, Assessment

Country of research: various

Learners’ background: various

Institutional level: tertiary

Brunfaut, T and Harding, L

Funding body: Ministere de l’Education Nationale et de la Formation Professionnelle (Luxembourg)

Summary: This project involves the training of a team of English language teachers in language test design and evaluation, and the development of a CEFR A2-level test for use in secondary schools in Luxembourg.


Descriptor(s): Assessment
Country of research: Luxembourg
Learners’ background: Luxembourg
Institutional level: secondary


**Funding body:** Trinity College London

**Descriptor(s):** Speaking, Assessment

Country of research: various
Learners’ background: various
Institutional level: various


**Funding body:** The Economic and Social Research Council (ESRC)
**URL:** [www.esrc.ac.uk/my-esrc/grants/RES-062-23-2946/read](http://www.esrc.ac.uk/my-esrc/grants/RES-062-23-2946/read)

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


**Funding body:** European Union Lifelong Learning Programme
**Summary:** The English Digital Kitchen is part of LanCook, a larger collaborative EU Lifelong Learning project, which is developing task-based learning materials for five different languages and uses the fun and interactive activity of cooking. As the name suggests, the English Digital Kitchen is home to the English language-based materials. Based in Newcastle University, we are developing recipes and task-based learning materials for learners to use in cooking dishes linked to English-speaking cultures and countries.

**URL:** [http://europeandigitalkitchen.com](http://europeandigitalkitchen.com)

**Descriptor(s):** Management/Innovation, Learning technologies, English language, Curriculum/syllabus, Classroom interaction, Assessment

Country of research: United Kingdom
Learners’ background: various
Institutional level: various

**Seedhouse, P** (Jul 2012–Jul 2013) ‘Speaking Features that Distinguish IELTS Speaking Test Proficiency Levels’.

**Funding body:** British Council IELTS Research Programme
**URL:** [www.ncl.ac.uk/linguistics/research/project/4395](http://www.ncl.ac.uk/linguistics/research/project/4395)

**Descriptor(s):** Assessment

Country of research: various
Learners’ background: various
Institutional level: various
The Open University
(Faculty of Education and Language Studies)


**Funding body:** British Council

**Summary:** There is only limited evidence showing a relationship between the English language and development. This ethnographic survey conducted in two rural communities in Bangladesh investigates the needs and aspirations of the local community in order to better understand how English language education could contribute to development.

**URL:** [http://englishagenda.britishcouncil.org/sites/ec/files/B497%20ELTRP%20Report%20Erling_FINAL.pdf](http://englishagenda.britishcouncil.org/sites/ec/files/B497%20ELTRP%20Report%20Erling_FINAL.pdf)

**Descriptor(s):** English language

**Country of research:** Bangladesh

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Oxford Brookes International


**Funding body:** Life Long Learning Programme (European Commission) and KA2 Languages: Networks

**URL:** [www.seerc.org/index.php?option=com_entities&view=project&layout=details&id=33](http://www.seerc.org/index.php?option=com_entities&view=project&layout=details&id=33)

**Descriptor(s):** Writing, Cultural issues, ESP, Assessment

**Country of research:** United Kingdom

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University of Bath
(Department of Education)


**Funding body:** Leverhulme International Network

**URL:** [www.englishineurope.postgrad.shef.ac.uk](http://www.englishineurope.postgrad.shef.ac.uk)

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**Funding body:** The Higher Education Academy  
**Summary:** The present interdisciplinary multiple case study aims to investigate postgraduate students’ and tutors’ knowledge, perceptions and beliefs about feedback provision across three different departments. It consists of three cases (two tutors and three students in each one) and uses individual and focus group interviews as primary methods. The outcomes are expected to impact on research and assessment practices in HEIs.  
**URL:** [www.heacademy.ac.uk/project/8294](http://www.heacademy.ac.uk/project/8294)  
**Descriptor(s):** Teacher cognition, Assessment  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** tertiary

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**University of Bedfordshire (Centre for Research in English Language Learning and Assessment)**  
**Funding body:** British Council – Vietnam  
**Summary:** This project, funded by the British Council, worked with three tertiary institutions in Vietnam to research and develop their English language staff proficiency, as well as their syllabi and assessment procedures.  
**Research tools** included an extensive online survey of institutional needs and views, an online test of staff language proficiency and on-site visits. The outcome was a set of detailed reports and recommendations with a view to developing institutional ELT capacity.  
**URL:** [www.beds.ac.uk/crella/projects/bc-vietnam](http://www.beds.ac.uk/crella/projects/bc-vietnam)  
**Descriptor(s):** English language, Curriculum/syllabus, Assessment  
**Country of research:** Vietnam  
**Learners’ background:** Vietnam  
**Institutional level:** tertiary

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**Funding body:** University of Cambridge, ESOL Examinations  
**Summary:** This project investigated the cognitive processes employed by participants on a computer-based CAE reading test, with a view to assessing the cognitive validity of the reading test items. It employed screen recording and eye-tracking technology. The central question was to what extent the test items elicited the range and level of cognitive processes expected of an advanced reading test, which seeks to emulate real-world academic reading processes.  
**URL:** [www.cambridgeenglish.org/images/22669-rv-research-notes-47.pdf](http://www.cambridgeenglish.org/images/22669-rv-research-notes-47.pdf)  
**Descriptor(s):** Reading, Assessment

**Funding body:** Cambridge ESOL

**Summary:** This project, funded by Cambridge English Language Assessment, analysed a large dataset of expository writing texts from the Cambridge FCE, CAE and CPE examinations in terms of their metadiscourse features. It made use of a bespoke online tool (www.textinspector.com/discourse), in combination with detailed discourse analysis, to identify patterns in metadiscourse use across the three proficiency levels. Results showed interesting patterns of use, which were evaluated in the light of previous research on metadiscourse.

**URL:** www.beds.ac.uk/crella/projects/metadiscourse

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

**Country of research:** United Kingdom

**Learners’ background:** various

**Institutional level:** adult

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Bax, S (Jan 2012–Apr 2012) ‘Researching Internationalisation and English Across the Curriculum (EAC) at a Taiwanese University’.

**Funding body:** British Council

**Taipei, Taiwan**

**Summary:** This project, funded by the British Council, researched the English language needs of a major university in Taiwan in terms of its proposed move to greater internationalisation. Research tools included a major online staff survey, online and IELTS testing and an in-depth research visit to Taiwan. The outcome was a major research report and follow-up visit, leading to significant progress towards greater internationalisation on the campus and elsewhere in the university’s provision.

**URL:** www.beds.ac.uk/crella/projects/taiwanese-university-for-internationalisation

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

**Country of research:** Taiwan

**Learners’ background:** Taiwan

**Institutional level:** tertiary

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**Funding body:** British Council

**Summary:** This project used innovative eye-tracking technology, together with questionnaires and interviews, to investigate test-takers’ cognitive processing as they completed on-screen IELTS (International English Language Testing System) reading test items. Findings demonstrated significant differences between successful and unsuccessful test-takers on a number of dimensions, including their ability to read expeditiously and their focus on particular aspects of the test items. The findings should be of value to examination boards, and also to teachers and learners.

**URL:** www.beds.ac.uk/crella/projects/ielts-reading-through-eye-tracking

Funding body: The Government of the Republic of Singapore

Summary: This project, funded by the Singapore Ministry of Education, researched and developed the assessment literacies of Singaporean teachers of English, and worked to develop a major new online portal for language testing.

URL: www.beds.ac.uk/crella/projects/singapore

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Funding body: Cambridge ESOL

Summary: The study examined whether performance in the listening paper of the CAE paper measures the ability to comprehend real-world academic lectures. It compared the recorded material used in CAE with the type of discourse structure found in an academic lecture. It then used retrospective verbal reports to compare the behaviour of CAE candidates under test conditions with their behaviour under conditions closer to those of an actual lecture.


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Funding body: NCS Pearson

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**Summary**: Relating the Versant English Placement test to the Common European Framework of Reference for Languages.


**Descriptor(s)**: Assessment

**Country of research**: various

**Learners’ background**: various

**Institutional level**: various


**Funding body**: University of Central Lancashire

**Summary**: Consulting for the University of Central Lancashire Examination Boards on improvements to their suite of EFL tests.

**URL**: www.beds.ac.uk/crella/projects/uclan

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


**Funding body**: Cambridge ESOL

**Summary**: Developing Can-do statements for the English Profile for the C1 and C2 levels of the Common European Framework and integrating these with the CEFR.

**URL**: www.beds.ac.uk/crella/projects/english-functional-profile

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

**Country of research**: various

**Learners’ background**: various

**Institutional level**: various


**Funding body**: TEMPUS/European Union

**Summary**: National initiative funded through the EU TEMPUS scheme to promote assessment literacy among Russian school teachers of English. Involves setting up teacher training courses and professional development centres across the Russian regions.

**URL**: http://proset-tempus.net/

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

**Country of research**: Russia

**Learners’ background**: Russia

**Institutional level**: various


**Funding body**: British Council, Tokyo

**Summary**: Contributing to the development of the CEFR-J framework, extending the Common European Framework of Reference for use in Japanese education.

**URL**: www.tufs.ac.jp/ts/personal/tonolab/cefr-j/english/index-e.html

**Descriptor(s)**: English language, Curriculum/syllabus, Assessment
Country of research: Japan
Learners’ background: Japan
Institutional level: various

Funding body: Trinity College London Limited
Summary: This research project examined examiner interventions during an interactive oral test, comparing them across examiners, across phases of the test and across candidates graded as high- and low-performing. The interventions were analysed using syntactic and lexical measures, with a view to establishing how consistent they were in the listening demands imposed upon candidates. Candidate responses were also examined and conclusions were drawn on how reliably listening featured in the attribution of grades.
Descriptor(s): Speaking, Listening, Assessment

Country of research: various
Learners’ background: various
Institutional level: secondary

Funding body: EIKEN Foundation of Japan
Summary: This report describes a study undertaken to validate the rating scales for the writing component of the Grade 1 and Grade Pre-1 EIKEN tests. It provides an overview of the methodology employed in the study, the data derived from the main data collection procedures and the principal findings in relation to the validation of the scales.
URL: www.beds.ac.uk/crella/projects/eiken-foundation-of-japan

Country of research: Japan
Learners’ background: Japan
Institutional level: tertiary

Funding body: The Language Training and Testing Center (LTTC)

Summary: This study examines the writing component of the GEPT Advanced Writing component in terms of a) context validity and b) cognitive validity, by comparing the GEPT Advanced Level Writing Task 1 against real-life writing tasks assigned to undergraduates on Business programmes in a UK university.

URL: www.beds.ac.uk/crella/projects/gept-advanced-writing-task

Descriptor(s): Writing, English language, Assessment

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary


Funding body: The Language Training and Testing Center (LTTC)

Summary: This study investigated the criterion-related validity of the Reading and Writing components of the Advanced Level GEPT test. Cross-test comparability evidence was investigated by analysing the relationships between the GEPT scores and IELTS bands, and the predictive power of the GEPT scores was investigated in terms of test-takers’ real-life academic performance on different writing tasks in their degree course work and examinations.

URL: www.beds.ac.uk/crella/projects/gept

Descriptor(s): Writing, Reading, Assessment

Country of research: United Kingdom

Learners’ background: China

Institutional level: tertiary

University of Bristol (Graduate School of Education)


Funding body: Social Sciences and Humanities Research Council of Canada

Summary: The overall goal of this research initiative is to provide Canadian university instructors and students with a pedagogically oriented, cost-effective instrument for assessing second language speaking. The specific objectives are (a) to conduct a critical analysis of a recently developed scale that assesses second language comprehensibility (an important aspect of speaking ability) and (b) to refine this scale based on the results of a validation study.

URL: www.bristol.ac.uk/education/people/project/1727
Descriptor(s): Speaking, Pronunciation, Listening, ESOL/EAL, English language, Assessment

Country of research: Canada

Learners’ background: various

Institutional level: tertiary


Funding body: European Commission

Summary: The overall goal of the study is to examine how communicative efficiency is mediated by listener perceptual and attitudinal variables, particularly in settings where the stakes for achieving successful oral communication are high. Ultimately, identifying the factors that are most important for achieving effective cross-cultural communication will elucidate ways of reducing communication barriers and fostering the social integration of newcomers into society.

URL: www.bristol.ac.uk/education/people/project/1547

Descriptor(s): Speaking, Pronunciation, Listening, ESOL/EAL, English language, Assessment

Country of research: United Kingdom

Learners’ background: various

Institutional level: tertiary

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Funding body: British Council

Summary: The goal of the funded project is to identify the linguistic factors that most efficiently distinguish between adjacent levels of the IELTS pronunciation scale. The results will elucidate the linguistic factors that underlie ‘comprehensible’ speech at different levels of pronunciation ability.

URL: www.bristol.ac.uk/education/people/project/1767

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University College Plymouth
St Mark & St John (Centre for International Language Teacher Education)


Funding body: INSPIRE, British Council

Summary: Curriculum Renewal in University English (CRUE) is a collaborative research project to identify direction and strategy for developing English teaching in Rajshahi University, Bangladesh, through investigations.
carried out by staff of EDRU, in collaboration with staff of the Centre for International Language Teacher Education, UCP Marjon.

URL: www.britishcouncil.org/bangladesh-higher-education-inspire-rashahi-university.htm

Descriptor(s): Teacher education, Management/Innovation, Curriculum/syllabus, Assessment

Country of research: Bangladesh
Learners’ background: Bangladesh
Institutional level: tertiary

University of Leeds (School of Education)


Summary: The Harehills ESOL Needs Neighbourhood Audit project aimed to enhance understanding of the need for ESOL provision in Leeds, and the barriers faced by adult migrants in gaining access to such provision. The research was carried out through surveys and interviews with adult learners of English for Speakers of Other Languages (ESOL), their teachers and other stakeholders. It also involved demographic survey work and ethnographic observation.

URL: www.education.leeds.ac.uk/research/projects/henna-project

Descriptor(s): ESOL/EAL, English language, Curriculum/syllabus

Country of research: United Kingdom
Learners’ background: various
Institutional level: adult

Simpson, J, Badger, R, Bhattacharya, A and Shah, S (Sep 2012–Sep 2013) ‘Mobile Technologies for Language Learning in Rural India (Mobigam)’. Funding body: British Academy

Summary: Mobigam is a new research initiative, the first phase of which ran from September 2012 to July 2013, and is funded by the British Academy. The project studies the use of mobile technologies for language learning in the state of Gujarat, India.

URL: www.education.leeds.ac.uk/research/projects/mobigam-language-on-the-move-in-india

Descriptor(s): Learning technologies, English language

Country of research: India
Learners’ background: India
Institutional level: various

University of Northumbria (Department of Humanities, Faculty of Arts, Design and Social Sciences)


Summary: The project explores the use of the learners’ own language in English...
language (ELT/TESOL) classrooms around the world. It provides a broad summary of current own-language practices and activities around the world, which may serve as a source of classroom ideas and techniques for teachers and teacher trainers/educators. Additionally, the survey identifies the type of own-language practices and activities associated with different contexts and learners.

**URL:** www.northumbria.ac.uk/sd/academic/sass/about/humanities/linguistics/linguisticsstaff/g_hall/ownlanguageuseproject/?view=Standard

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

**Country of research:** various

**Learners’ background:** various

**Institutional level:** various

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**University of Oxford (Department of Education)**

**Murphy, VA and Kyriacou, M** (Sep 2011–Jul 2013) ‘Profiling Writing Challenges in Children with English as an Additional Language (EAL)’.

**Funding body:** Nuffield Foundation

**URL:** www.education.ox.ac.uk/research/applied-linguistics/research/profiling-writing-challenges/

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**University of Oxford (Department of Education)**

**Murphy, VA and Kyriacou, M** (Sep 2011–Jul 2013) ‘Profiling Writing Challenges in Children with English as an Additional Language (EAL)’.

**Funding body:** Nuffield Foundation

**URL:** www.education.ox.ac.uk/research/applied-linguistics/research/profiling-writing-challenges/

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**University of Southampton (Modern Languages, Faculty of Humanities)**


**Funding body:** British Council ELTRPA

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**Summary:** This research project is a study conducted in Thailand into the development of an online course in intercultural awareness and communication from a Global Englishes perspective. The findings of this study demonstrate generally positive responses both to the course contents and the online delivery. Both e-learning and the cultural dimension of ELT have grown in prominence.


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

**Country of research:** Thailand

**Learners’ background:** Thailand

**Institutional level:** tertiary

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**University of Ulster (School of Education)**

**Skinner, B and Hou, H** (Nov 2011–Aug 2012) ‘The Assessment of Non-native-speaking Trainee English Language Teachers’ Practice: Hungarian Host Teachers and University Supervisors’ Orientation to the Performance’.

**Funding body:** British Council, English Language Teaching Research Partnerships

**Summary:** The assessment of non-native-speaking trainee English language teachers’ practice: Hungarian host teachers and University supervisors’ orientation to the performance.

**URL:** www.socsci.ulster.ac.uk/irss/Theassessmentofnon-nativespeakingEnglishlanguagetraineeteacherspractice.html
University of Warwick (Centre for Applied Linguistics)


Funding body: Australian Learning and Teaching Council (now OLC)

Summary: A cross-institutional investigation into the development and effectiveness of post-entry English language assessment and language development strategies in the university sector. Objectives: (1) map existing strategies/activities at national level; (b) identify and model existing good practice; (c) develop measurable and transferable criteria for evaluating the success of English language development strategies used across the sector; and (d) produce and disseminate resources to inform the implementation of post-entry language assessment and strategies to develop English language proficiency.


Country of research: Hungary
Learners’ background: Hungary
Institutional level: secondary


Funding body: Arts and Humanities Research Council (AHRC)

Summary: This project aimed to generate interest in historical research into language teaching in the UK and to contribute to the establishment of a network of researchers via two workshops (December 2012 in Nottingham and June 2013 at Warwick) and an international conference in July 2014

URL: www.historyofmfl.weebly.com/index.html

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary


Funding body: The British Council

Summary: The survey project that led to production of the British Council’s (2011) Directory of UK ELT Research 2009–10 and addition of 2009–10 data to the online searchable database. Project procedures are described in the Introduction to the 2011 publication.

URL: www.teachingenglish.org.uk/elt-research

Country of research: United Kingdom
Learners’ background: various
Institutional level: tertiary

**Funding body:** The British Council  
**Summary:** This project involved systematically increasing the stock of knowledge relating to the overall history of British Council involvement with ELT, 1934–2009, by means of: review of sources in the Warwick ELT Archive and other collections; recording, transcription and analysis of interviews with selected informants; and continued updating of the UK-funded ELT Projects database. The project also contributed to development of the British Council’s Milestones in ELT (www.teachingenglish.org.uk/milestones) initiative.

**URL:** www2.warwick.ac.uk/fac/soc/al/research/collect/elt_archive/research_projects/britishcouncil

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**Funding body:** The Higher Education Academy  
**URL:** www.englishlinguafranca.com

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York St John University  
(Languages and Linguistics)

Wardman, C (Sep 2010–Sep 2011) ‘Pulling the Threads Together: Current Theories and Current Practice Affecting UK Primary School Children who have English as an Additional Language’.

**Funding body:** British Council English Language Teaching Research Partnership  
**Summary:** This year-long funded project between the British Council and Clare Wardman at the University of York investigated a range of themes important to teachers of EAL pupils in primary schools across northern England. It culminated in the publication of this report: http://englishagenda.britishcouncil.org/sites/ec/files/B387%20ELTRP%20Report%20-%20Wardman_v6.pdf

**Descriptor(s):** Teacher cognition, Cultural issues, Management/Innovation, ESOL/EAL, English language, Classroom interaction  
**Country of research:** United Kingdom  
**Learners’ background:** various  
**Institutional level:** primary

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Contributing institutions
Contributing institutions

The following 60 institutions have contributed entries to the 2011–12 Directory. All names of departments, etc., URLs and contact email addresses are as supplied by the institutions in question. Their accuracy has been verified at the time of publication of this book/PDF form of the Directory, but there can be no guarantee that all details will remain correct, even in the short term. There can be no guarantee, either, that a particular researcher will continue to be affiliated with the institution named at the foot of each of his/her entries in the Directory. However, an online search for name of researcher plus name of institution can often reveal direct and correct contact details when needed.

Aston University (School of Languages and Social Sciences)
www.aston.ac.uk/lss
Contact: gartons@aston.ac.uk

Cardiff University (School of English, Communication and Philosophy)
www.cardiff.ac.uk/encap/
Contact: encap@cardiff.ac.uk

Birkbeck College, University of London (Department of Applied Linguistics and Communication)
www.bbk.ac.uk/linguistics
Contact: linguistics@bbk.ac.uk

Coventry University (Department of English and Languages)
www.coventry.ac.uk/elphe
Contact: ELTresearch.bes@coventry.ac.uk

Cambridge English Language Assessment – University of Cambridge
www.cambridgeenglish.org/research-and-validation/
Contact: validation@cambridgeenglish.org

De Montfort University (Centre for Intercultural Research in Communication and Learning)
Contact: jin@dmu.ac.uk

Canterbury Christ Church University (Department of English and Language Studies)
www.canterbury.ac.uk/arts-humanities/english-language-studies/
Contact: language.studies@canterbury.ac.uk
<table>
<thead>
<tr>
<th>Institution</th>
<th>Website</th>
<th>Contact Email</th>
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<tr>
<td>Goldsmiths, University of London (Centre for Language, Culture and Learning)</td>
<td><a href="http://www.gold.ac.uk/clcl/">www.gold.ac.uk/clcl/</a></td>
<td><a href="mailto:j.turner@gold.ac.uk">j.turner@gold.ac.uk</a></td>
</tr>
<tr>
<td>Heriot-Watt University (School of Management and Languages)</td>
<td><a href="http://www.sml.hw.ac.uk/">www.sml.hw.ac.uk/</a></td>
<td><a href="mailto:enquiries@sml.hw.ac.uk">enquiries@sml.hw.ac.uk</a></td>
</tr>
<tr>
<td>Institute of Education, London (Department of Culture, Communication and Media)</td>
<td><a href="http://www.ioe.ac.uk/research/departments/56588.html">www.ioe.ac.uk/research/departments/56588.html</a></td>
<td><a href="mailto:FCL.Enquiries@ioe.ac.uk">FCL.Enquiries@ioe.ac.uk</a></td>
</tr>
<tr>
<td>King’s College London (Department of Education and Professional Studies)</td>
<td><a href="http://www.kcl.ac.uk/sspp/departments/education/index.aspx">www.kcl.ac.uk/sspp/departments/education/index.aspx</a></td>
<td><a href="mailto:deps@kcl.ac.uk">deps@kcl.ac.uk</a></td>
</tr>
<tr>
<td>Lancaster University (Linguistics and English Language)</td>
<td><a href="http://www.ling.lancs.ac.uk/">www.ling.lancs.ac.uk/</a></td>
<td><a href="mailto:linguistics@lancaster.ac.uk">linguistics@lancaster.ac.uk</a></td>
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<tr>
<td>London Metropolitan University (Faculty of Social Sciences and Humanities)</td>
<td><a href="http://www.londonmet.ac.uk/faculties/faculty-of-social-sciences-and-humanities/">www.londonmet.ac.uk/faculties/faculty-of-social-sciences-and-humanities/</a></td>
<td><a href="mailto:socialscience@londonmet.ac.uk">socialscience@londonmet.ac.uk</a></td>
</tr>
<tr>
<td>London South Bank University (Student Services/Skills for Learning)</td>
<td><a href="http://www.lsbu.ac.uk/clsd/skills/">www.lsbu.ac.uk/clsd/skills/</a></td>
<td><a href="mailto:boylec@lsbu.ac.uk">boylec@lsbu.ac.uk</a></td>
</tr>
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<td>Middlesex University (Learner Development Unit)</td>
<td><a href="http://unihub.mdx.ac.uk/study/ldu/index.aspx">http://unihub.mdx.ac.uk/study/ldu/index.aspx</a></td>
<td><a href="mailto:ldu@mdx.ac.uk">ldu@mdx.ac.uk</a></td>
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<tr>
<td>Newcastle University (School of Education, Communication and Language Sciences)</td>
<td><a href="http://www.ncl.ac.uk/ecls">www.ncl.ac.uk/ecls</a></td>
<td><a href="mailto:ecls@ncl.ac.uk">ecls@ncl.ac.uk</a></td>
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<tr>
<td>Newcastle University (School of English Literature, Language and Linguistics)</td>
<td><a href="http://www.ncl.ac.uk/elll/">www.ncl.ac.uk/elll/</a></td>
<td><a href="mailto:english@ncl.ac.uk">english@ncl.ac.uk</a></td>
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<tr>
<td>The Open University (Faculty of Education and Language Studies)</td>
<td><a href="http://www.open.ac.uk/education-and-languages/index.php">www.open.ac.uk/education-and-languages/index.php</a></td>
<td><a href="mailto:philip.seargeant@open.ac.uk">philip.seargeant@open.ac.uk</a></td>
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<tr>
<td>Oxford Brookes International</td>
<td><a href="http://www.brookes.ac.uk/international/">www.brookes.ac.uk/international/</a></td>
<td><a href="mailto:international@brookes.ac.uk">international@brookes.ac.uk</a></td>
</tr>
</tbody>
</table>
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www.swan.ac.uk/english/englishlanguageandtefl/
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University of Bath (Department of Education)
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University of Bedfordshire (Centre for Research in English Language Learning and Assessment)
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University of Birmingham (English for International Students Unit)
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www.birmingham.ac.uk/schools/edacs/departments/english/index.aspx
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www.bristol.ac.uk/english-language/
Contact: celfs-enquiries@bristol.ac.uk

University of Bristol (Graduate School of Education)
www.bristol.ac.uk/education/
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University of Central Lancashire (School of Language, Literature and International Studies)
www.uclan.ac.uk/schools/languages_literature_international_studies/index.php
Contact: SchoolofLLIS@uclan.ac.uk
University College Plymouth
St Mark & St John (Centre for International Language Teacher Education)
http://www.marjon.ac.uk/courses/international/internationalprofile/internationalpracticeandprinciples/
Contact: cilte@marjon.ac.uk

University of Edinburgh (English Language Teaching Centre)
www.ed.ac.uk/schools-departments/english-language-teaching
Contact: eltcinfo@ed.ac.uk

University of Essex (Department of Language and Linguistics)
www.essex.ac.uk/linguistics/
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University of Exeter (School of Education and Lifelong Learning)
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University of Liverpool
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Contact: educationenquiries@nottingham.ac.uk
University of Nottingham (School of English)
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University of Oxford (Department of Education)
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University of Oxford (Language Centre)
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Contact: admin@lang.ox.ac.uk

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www.port.ac.uk/departments/academic/slals/
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University of Reading (Department of English Language and Applied Linguistics)
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University of Reading (Institute of Education)
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Contact: ioe@reading.ac.uk

University of Reading (International Study and Language Centre)
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Contact: islc@reading.ac.uk

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Contact: hulss-enquiries@salford.ac.uk

University of Sheffield (School of Education)
www.shef.ac.uk/education
Contact: edu-enquiries@sheffield.ac.uk

University of Sheffield (School of English Literature, Language and Linguistics)
www.shef.ac.uk/english/
Contact: english@sheffield.ac.uk

University of Southampton (Modern Languages, Faculty of Humanities)
www.soton.ac.uk/ml/
Contact: sofh@southampton.ac.uk

University of Stirling (School of Education)
www.ioe.stir.ac.uk/centres/celt/index.php
Contact: EducationAdmin@stir.ac.uk
University of Sussex (Sussex Centre for Language Studies)
www.sussex.ac.uk/languages/
Contact: efl@sussex.ac.uk

University of Ulster (School of Education)
www.socsci.ulster.ac.uk/education/
Contact: socsci@ulster.ac.uk

University of Warwick (Centre for Applied Linguistics)
www.warwick.ac.uk/al
Contact: appling@warwick.ac.uk

Waltham Forest College (ESOL Department)
www.waltham.ac.uk/courses/english-for-speakers-of-other-languages-esol.html
Contact: tom.lloyd@waltham.ac.uk

York St John University (Languages and Linguistics)
Contact: linglang@yorksj.ac.uk
This is the third Directory of UK ELT Research to be compiled for the British Council by a team led by Dr Richard Smith at the University of Warwick. The book contains a total of 721 entries for 2011–12, from 60 different UK institutions, organisations or university departments. The contents are also fully searchable on the British Council’s TeachingEnglish website: www.teachingenglish.org.uk/elt-research.

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http://esol.britishcouncil.org
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