# David Nunan Research Methods In Language Learning

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this fresh, straightforward introduction to teaching English to speakers of other languages he presents teaching techniques and procedures along with the underlying theory and principles. Complex theories and research studies are explained in a clear and comprehensible, yet non-trivial, manner without trivializing them. Practical examples of how to develop teaching materials and tasks from sound principles provide rich illustrations of theoretical constructs. The content is presented through a lively variety of different textual genres including classroom vignettes showing language teaching in action, question and answer sessions, and opportunities to 'eavesdrop' on small group discussions among teachers and teachers in preparation. Readers get involved through engaging, interactive pedagogical features and opportunities for reflection and personal application. Each chapter follows the same format so that readers know what to expect as they work through the text. Key terms are defined in a Glossary at the end of the book. David Nunan's own reflections and commentaries throughout enrich the direct, up-close style of the text.

At the forefront of research on English language teacher education and professional development, this volume presents new empirical research situated in different contexts around the world, including Canada, Denmark, Israel, Japan, Korea, Qatar, Sudan, and the U.S. It is framed by the volume editors' insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan. The chapter studies are organized around three themes: teacher identity in ESL/EFL teacher education and professional development programs, second language teacher education programs for diverse contexts, and professional development for diverse contexts. All chapters focus on the applied nature of the research and include a section on implications. To provide balance and a range of views, the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field. This is the third volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

Research Methods in Language LearningCambridge University Press

This carefully crafted collection provides a snapshot of the evolution of David Nunan'stheoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

This volume presents case studies of language learning beyond the classroom. The studies draw on a wide range of contexts, from North and South America to Europe and the Asia-Pacific region. Each provides principled links between theory, research and practice. While out-of-class learning will not replace the classroom, ultimately all successful learners take control of their own learning. This book shows how teachers can help learners bridge the gap between formal instruction and autonomous language learning. Although English is the primary focus of most chapters, there are studies on a range of other languages including Spanish and Japanese.

This book integrates recent research and practice in language teaching into a framework for analysing learning tasks.

Materials Development in Language Teaching aims to help readers apply current theoretical principles and research findings to the practical realities of developing and exploiting classroom materials. The authors also suggest new ideas and directions in materials development, which readers can pursue for themselves. This book is accessible to readers with little previous experience in the field, and is essential reading for all those involved in developing materials for language teaching. In the second edition of this highly popular title, each chapter has been comprehensively revised and updated to take into account both recent research and the significant technological developments since the first edition was published in 1998. Two new chapters have been added to assess the potential of electronic media for materials development. These chapters include an overview of the technologies available, as well as individual case studies and activities.

This book is for anyone interested in experimenting with alternative ways of organising teaching and learning.

This book, written by leading practitioners, brings together a comprehensive overview of TESOL.

This single-volume guide equips students of sociolinguistics with a full set of methodological tools including data collection and analysis techniques, explained in clear and accessible terms by leading experts. It features project suggestions, troubleshooting tips, and data assessment across diverse languages. Explores an array of anthropological and scientific methods that cover the full spectrum of contemporary sociolinguistics, from the study of style and discourse analysis to the study of phonetics Details the types of data available, and explains collection methods ranging from sociolinguistic interviews to linguistic landscapes Provides comprehensive coverage of data analysis, subdivided into segments on linguistic and socio-cultural techniques, and linked to numerous languages Includes useful summaries, seasoned advice and troubleshooting tips, ideas for research projects, and a full directory of supplementary reading

It has long been argued that 'an age of biography is upon us'; certainly the life-story now has a well-recognised role as a key resource in social research. This book is the first to offer a comprehensive and practical guide to carrying out.

Second Language Teaching and Learning is a practical guide to the methodology of task-based language instruction. Replete with illustrative scenarios and topics for discussion and writing, this professional title provides the pedagogical overview that ESL/EFL teachers need to teach with Atlas, Go For It!, Listen In, and Expressions!

Based on a set of four research parameters, this book discusses the development of research questions and hypotheses, naturalistic and experimental research, data collection, and validation of research instruments. Each chapter includes examples and activities.

Exploring Second Language Classroom Research is a comprehensive introductory manual for beginning and advanced researchers. Authored by two leading experts in the field, the text explores research traditions and processes. The text is illustrated with a variety of qualitative and quantitative data and includes tasks for reflection and application.

"Working as a marketing researcher remains an intellectually stimulating, creative and rewarding career. Marketing research is a huge and growing industry at the forefront of innovation in many sectors of the economy. However, few industries can have been presented with as many challenges and opportunities as those faced by marketing research due to the growing amounts of data generated by modern technology. Founded upon the enormously successful US edition, and building upon the previous five European editions, the sixth edition of this book seeks to maintain its position as the leading marketing research text, focused on the key challenges facing marketing research in a European context. As with previous editions, this aims to be comprehensive, authoritative and applied. As a result, the book covers all the

topics in previous editions while including updates that reflect the changes and challenges that have impacted the marketing research sector since the fifth edition was published. This includes the ever shifting impact of new technologies, the growth of 'insight' and the shifting role of research ethics, for example, through considering the impact of GDPR. This edition has been significantly updated, with new content, updated cases studies and a major focus on the issues and methods generated by new technologies"--

This introduction to research methods is intended to help readers understand and evaluate research in language learning. The book is highly accessible and does not assume specialist or technical knowledge. It presents a balanced view of a range of methods including: - formal experiments - introspective methods (including diaries, logs, journals, and stimulated recall) - interaction and transcript analysis - case studies The book emphasises the professional and practical value to language teachers of reading published research, as well as initiating their own research. After completing the tasks and exercises in each chapter readers should have acquired sufficient skills and knowledge to formulate research questions, collect relevant data relating to the questions, analyse and interpret the data, and report the results to others. Research Methods in Language Learning will be of great interest to students of applied linguistics and to educational researchers, to classroom teachers and teachers in

Accompanying CD-ROM contains ... "[t]he data sets that are used to illustrae statistical procedures in Chapters 16 and 17"--Page xvii.

While Designing Tasks underpins this new title, the material has been thoroughly updated and includes four new chapters.

This state-of-the-art exploration of language, culture, and identity is orchestrated through prominent scholars' and teachers' narratives, each weaving together three elements: a personal account based on one or more memorable or critical incidents that occurred in the course of learning or using a second or foreign language; an interpretation of the incidents highlighting their impact in terms of culture, identity, and language; the connections between the experiences and observations of the author and existing literature on language, culture and identity. What makes this book stand out is the way in which authors meld traditional 'academic' approaches to inquiry with their own personalized voices. This opens a window on different ways of viewing and doing research in Applied Linguistics and TESOL. What gives the book its power is the compelling nature of the narratives themselves. Telling stories is a fundamental way of representing and making sense of the human condition. These stories unpack, in an accessible but rigorous fashion, complex socio-cultural constructs of culture, identity, the self and other, and reflexivity, and offer a way into these constructs for teachers, teachers in preparation and neophyte researchers. Contributors from around the world give the book broad and international appeal.

Aimed at students of applied linguistics and TEFL on research training courses and practising language teachers, this work provides specific advice and support to those wishing to learn how to approach the critical anaysis of a research paper.

This comprehensive anthology provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. Containing a broad collection of articles published primarily in the last decade, it illustrates the complexity underlying many of the practical planning and instructional activities involved in teaching English. These activities include teaching English at elementary, secondary, and tertiary levels, teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning. Organized into 16 sections, the book contains 41 articles by well-known teacher trainers and researchers. Also included are two sets of discussion questions--a pre-reading background set and a post-reading reflection set. The anthology serves as an important resource for researchers, M.A. TESOL students, and teachers wishing to design a basic course in methodology.

Specifically targeted towards the needs of a second language research audience, Second Language Research: Methodology and Design addresses basic issues related to research design, providing step-by-step instructions for how to carry out studies. This up-to-date text includes chapters that cover identifying research problems and questions; selecting elicitation measures; dealing with ethical issues related to data gathering; validity and reliability in research; research in second and foreign language classroom contexts; data description and coding; and data analysis. Also included is a chapter on the much needed and rarely addressed topic of writing up SLA research, giving concrete suggestions about preparing for publication. Principles of both qualitative and quantitative research are discussed in the context of design issues. Throughout the book, examples from applied linguistics, second language acquisition, and TESOL are provided. Helpful discussion and data-based skill-building exercises at the end of each chapter promote better understanding of the principles discussed. A glossary outlines the key terms in second language research. Second Language Research: Methodology and Design is an ideal textbook for introductory and advanced classes in second language research methods, as well as classes in related areas, for example, TESOL research methods.

This volume is a collection of nine original papers exploring dimensions of individual difference in language learning from narrative and biographical perspectives. This volume is a collection of nine original papers exploring dimensions of individual difference in language learning from narrative and biographical perspectives. Topics covered include motivation, emotion, age, learning strategies and beliefs, identity and the influence of classroom, distance and self-instructional settings. The authors use a variety of research methods to investigate learners' experiences of these aspects of the learning process. Among the countries represented in the research are Australia, Bahrain, China, Japan, Taiwan, Thailand, New Zealand, Peru, the United Kingdom and the United States. The studies will be of interest to teachers, teachers-in-preparation, teacher educators and researchers.

Go For It! uses dynamic language-building tasks to interest students in communicating in English while exploring their personal connections to such popular topics as entertainment, sports, and friends.

Using a task-based approach, Expressions' integrated four-skills syllabus provides learners with abundant opportunities for communicative and meaningful language practice.

'... A beautifully written, articulate and compelling argument for a sociocultural perspective on second language teacher education . . . Essential reading for all who wish to understand this perspective.' – David Nunan, University of Hong Kong '...Significant and timely. Johnson

is masterful at writing in an engaging, transparent prose about complex concepts. It's a rare scholar who can write prose like this. Throughout my reading I wanted to engage in dialogue with her – this is a sure sign of a great book." – Diane Tedick, University of Minnesota, USA This book presents a comprehensive overview of the epistemological underpinnings of a sociocultural perspective on human learning and addresses in detail what this perspective has to offer the field of second language teacher education. Captured through five changing points of view, it argues that a sociocultural perspective on human learning changes the way we think about how teachers learn to teach, how teachers think about language, how teachers teach second languages, the broader social, cultural, and historical macro-structures that are ever present and ever changing in the second language teaching profession, and what constitutes second language teacher professional development. Overall, it clearly and accessibly makes the case that a sociocultural perspective on human learning reorients how the field understands and supports the professional development of second language teachers.

An introduction to research methods intended to help readers understand and evaluate research in language learning, this book presents a balanced, accessible view of a range of methods including:" formal experiments" introspective methods (including diaries, logs, journals, and stimulated recall" interaction and transcript analysis" case studiesIt emphasises the value to language teachers of reading published research, as well as initiating their own research. After completing the tasks and exercises in each chapter, readers should acquire sufficient skills and knowledge to formulate research questions, collect relevant data, analyse and interpret it, and report the results to others. Demonstrates the principles involved in planning and designing an effective syllabus. This book examines important concepts, such as needs analysis, goal-setting, and content specification, and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work.

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. The chapters, all completely new for Volume 2, are organized in eight thematic sections: Social Contexts in Research on Second Language Teaching and Learning Second Language Research Methods Second Language Research and Applied Linguistics Research in Second Language Processes and Development Methods and Instruction in Second Language Teaching Second Language Assessment Ideology, Identity, Culture, and Critical Pedagogy in Second Language Teaching and Learning Language Planning and Policy. Changes in Volume 2: captures new and ongoing developments, research, and trends in the field surveys prominent areas of research that were not covered in Volume 1 includes new authors from Asia, Australia, Europe, and North America to broaden the Handbook's international scope. Volume 2 is an essential resource for researchers, faculty, teachers, and students in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

Second language acquisition (SLA) and language testing (LT) research have largely been viewed as distinct areas of inquiry in applied linguistics. This book provides a fresh look at areas of common interest to both SLA and LT research, and ways in which research in these two areas of applied linguistics can be fruitfully integrated.

This engaging volume on English as an Additional Language (EAL), argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include: Critical and postmethod pedagogies Translingualism Digital literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary, secondary, and tertiary contexts across borders, Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

Based on the belief that teachers ultimately are responsible for their own professional development, this book explores the concept of reflective teaching and provides practical advice on how to examine critically one's own teaching practices.

More and more, ESL/EFL teachers are required by their employers to obtain a Master's degree in TESOL. Thousands of ESL/EFL teachers are acquiring professional skills and knowledge through online and distance education instructional models. Filling a growing need and making an important contribution, this book is a forerunner in addressing some of the issues and problems for online distance learning and instructional delivery in TESOL and applied linguistics departments in universities around the world. Carefully addressing the complexity of the field, this volume includes primary research and case studies of programs where a variety of online distance models are used. Structured in a logical sequence, the readable and accessible content represents the collected expertise of leading language teacher educators. Each chapter brings the reader a better understanding and ability to apply knowledge about online distance TESOL education.

Research Methods in Language Learning helps readers understand and critique research.

This reader provides both theoretical perspectives and practical tools for analysing and understanding how ELT classroom curricula can be analysed, developed and evaluated. The commissioned and classic texts place curriculum change in a philosophical framework and also explore the political and institutional considerations. A series of case studies are provided to highlight both the role of the teacher in curriculum innovation and various processes of planning and implementation. The final section deals with evaluating curriculum and syllabus change.

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