

# **TESOL RESEARCH AGENDA, AUGUST 2004**

Prepared by the Second TESOL Research Agenda Task Force

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TESOL welcomes your comments on the research agenda. Send a message to [research@tesol.org](mailto:research@tesol.org).

## **A. RATIONALE AND STRUCTURE**

The field of TESOL has many unanswered questions. For example, is there an optimal age to begin learning English as a foreign language (EFL)? How does the native language (including literacy) affect the acquisition of a second language (L2)? TESOL professionals are currently researching hundreds of diverse questions such as these. As a leading professional organization for English language teachers, learners, and researchers, TESOL is often called upon to identify research priorities for professionals in the field and for other organizations. By examining subfields and foregrounding areas that require additional research, the Research Agenda Task Force (RATF) hopes to provide assistance with the field's collective research efforts, efforts that extend beyond sponsoring research symposia and other presentations at TESOL conferences. TESOL requires an accessible and flexible research agenda that can be readily consulted, regularly revised, and made easily available to multiple audiences, from graduate students and advisers searching for thesis and dissertation topics to corporations seeking to fund high-priority research and governmental agencies considering major policy decisions. The research agenda presented in this document is aimed at addressing those needs.

This second RATF was constituted to help TESOL professionals and other interested parties organize and coordinate inquiry in the field, and to promote a broader awareness of what constitutes research in TESOL. We trust that this report will also assist the TESOL association to encourage more equitable learning opportunities and more effective use of human resources, and to

empower language learners and teachers to become decision makers in selecting appropriate norms, learning procedures, and accountability standards for their particular contexts and purposes.

The TESOL task force who revised this document built on the broad, methodologically and topically pluralistic foundation established by the first task force (see TESOL Research Agenda, June 2000, [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=236&DID=262](http://www.tesol.org/s_tesol/sec_document.asp?CID=236&DID=262)). Like the earlier document, this report will assist the profession in several ways. First, it will inform TESOL professionals about priority areas for research. Second, it will help funding applicants and agencies decide what research to pursue and support. Finally, through an ongoing revision mechanism (explained below in Section F), each agenda will be a collaboratively developed research report that provides an important archival record of trends in the field.

The sections that follow discuss our assumptions about research, research methodology, research ethics, issues concerning the research and policy interface, and the necessity for this agenda to remain flexible so that it can address changing research priorities. The agenda also provides a map of the field of TESOL based on the research landscape as perceived by the current RATF members. We expect that this document will stimulate discussion, provide direction for future research, and foster greater interest in research. As a result, all TESOL professionals will benefit.

## **B. THE ROLE OF RESEARCH IN TESOL**

Research refers to a spirited inquiry and systematic investigation that contributes to the knowledge base of a field--knowledge that provides a principled basis for making decisions about policies, plans, and actions. Research has the potential to help members of the TESOL profession improve the conditions, processes, and outcomes of language teaching, learning, and assessment. It also can help the profession address urgent social and political needs around the world, improve the materials used in language teaching and in mainstream education with minority learners, as well as clarify debates and debunk myths regarding L2 issues. We believe that seeking knowledge, designing good studies, distributing useful

findings, and improving policies and practices based on up-to-date research are vital to our profession.

Research in a field as diverse and multifaceted as TESOL necessitates epistemological flexibility and inclusiveness. There are many valid approaches to research: quantitative and qualitative, descriptive and critical, large scale and small scale, cross sectional and longitudinal, observational and experimental, research conducted by university researchers and by teachers in their own classrooms. Knowledge also comes into existence through nontraditional means or means that are just becoming known as *research*, as new paradigms, questions, and problems emerge. Many types of research can contribute to knowledge in TESOL if the research is conceptually and methodologically sound and the results are accessible to others.

Two types of research design are presently underrepresented in TESOL studies: sustained longitudinal research and comparative international research. We urge that more such studies be undertaken. For example, it is important for our field to investigate language and literacy development and academic achievement within a specific regional or national context over a number of years or aspects of teacher development over an extended period of time. It is also important to look at English language education from a global perspective and examine different but perhaps complementary ways of achieving the same goals and to interrogate our own assumptions and prejudices, to ask why problems in one context are not occurring in another. In a similar vein, we encourage researchers to provide as much contextual information as possible about their research (e.g., pertinent information about settings and programs as well as demographic information, such as participants' first languages, gender, and ages as well as their learning histories). This rich detail may better enable others to understand research results and can also proffer critical information for all who read these results and intend to replicate or apply this research to their own settings.

### **C. ETHICS**

Research in TESOL must be not only systematic and principled, embracing a variety of approaches, but it must also strive to be ethical. In many fields within

humanities, social sciences, education, and even the business community, issues of ethical conduct have come to the fore in recent years. Many educational organizations and institutions have created ethical guidelines, and institutional research officers typically review proposed studies involving human subjects. These guidelines ensure that research participants are treated fairly and are not harmed by research.

We refer readers to guidelines at their own institutions or, at a minimum, to the guidelines printed at the back of the *TESOL Quarterly* (under General Submission Guidelines) and on TESOL's Web site ([http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=476&DID=1014](http://www.tesol.org/s_tesol/sec_document.asp?CID=476&DID=1014)) about how to proceed ethically and in the best spirit of TESOL research. These guidelines make certain that research participants are informed about the purpose, nature, procedures, duration, and possible consequences of the study (including the possibility that the project will be published); that participation is voluntary; that the identities of participants will remain confidential (and how that will be ensured); that any anticipated risks, harm, or discomfort associated with participating in the project, as well as anticipated benefits, are fully explained; that individuals who may have difficulty providing written consent on their own behalf (because of age, language barriers, or other constraints) have appropriate representatives provide consent for (or with) them; and that participants can easily understand the information provided to them. Additional guidelines related to using students' written artifacts can be found in any *TESOL Quarterly* issue and on TESOL's Web site.

In addition to supporting participants' rights, we support TESOL researchers' needs and obligations to conduct worthwhile research. An ideal balance must therefore be struck between the needs of educational systems, researchers' needs, and research participants' rights. Only through such a balance can participants feel safe and the quest for knowledge continue.

#### **D. THE INTERFACES BETWEEN RESEARCH AND POLICY**

TESOL research can inform policy makers at local, regional, national, and international levels. Among the many relevant research topics in TESOL is the

ongoing debate concerning the *time-to-proficiency* issue: How long does it take a school student to reach functional language proficiency in a particular target language in a particular educational and social context? Another critical issue is the choice of principles that teachers use to inform their language teaching, whether this choice is conceptualized as *method* or *postmethod*. For example, many countries have embraced communicative and task-based approaches to language teaching, but how translatable are these approaches across culturally and linguistically diverse contexts? A third area of inquiry might focus on English language teachers, for example, the complementary roles *native-* and *nonnative-* English-speaking teachers play in English language teaching.

Policy makers have a genuine need for accurate and timely information, particularly in a rapidly changing world. The TESOL research agenda can help inform policy makers and others about key questions in the field that still need to be answered and thus help prioritize future research. Policy makers, however, also need quick access to summaries of existing research knowledge to help them make decisions. Policy makers and the field at large would therefore benefit from having databases available that summarize key findings in different areas of the field, ideally located on the Internet so that they could be readily updated as new research results emerge. The TESOL association could assist the profession to coordinate, create, and maintain such databases.

We encourage researchers and policy makers to reflect on how their beliefs about the nature of language, language learning, and language teaching relate to policy decisions, to discover what research has to say about these beliefs, and to consider how the TESOL organization can encourage a critical examination of these beliefs. In addition, we support broadening the ongoing efforts to distribute such research results to wider audiences, beyond the current circle of TESOL professionals.

## **E. PRIORITIES FOR RESEARCH ON ENGLISH LANGUAGE LEARNING**

English language learning by speakers of other languages thrives in a remarkably wide variety of contexts. To cite just a few instances, language learners may be

child immigrants destined to grow up in monolingual English environments, young polyglot professionals adding credentials to a résumé, or individuals who use an increasingly indigenized variety of English in formerly colonized nations. Their learning may occur as part of face-to-face classroom instruction, through continuous environmental exposure, across technologically mediated encounters, or through any combination thereof. Many now argue that English language learning and teaching are inevitable forces of individual and social change, irrespective of the pedagogical contexts.

Given the scope and impact of English language learning and teaching, establishing a research agenda in the field of English language education is inescapably based on social values. For the purposes of organizing research priorities, this agenda approaches English language learning from three perspectives: as a process of individual change, as a system operating within human society, and as a sociopolitical and/or socioeconomic force. Any instance of language learning may be viewed from any or all three of these perspectives. To cite just one example, child immigrants' literacy development depends to some extent on the language and teaching about language they are exposed to in a particular school setting. But, in this situation, choices have been made by teachers, local and regional administrators, and possibly national policy makers about the curriculum, accountability procedures, class size, and how to group students. The children's ability and willingness to take advantage of the educational setting varies in relation to their learning styles, aptitudes, language learning history, and general motivation. From a sociopolitical perspective, changes in a child's competence may impact the composition of an area's workforce, the intergenerational bonds within a family and cultural group, and the community norms about the acceptability of different varieties of English.

Quality research operates within clearly defined parameters, and these parameters serve to focus attention on the particular, laying bare the perspective on language learning taken by a given study. Nevertheless, even so-called pure research can contribute to broader, global goals. Thus, this agenda can serve to point out how individual research questions and projects may be interconnected through their contributions to broader perspectives.

**1. Priority issues for research that approaches English language learning as a system that requires planning, coordination of human and material resources, and continuous assessment on either a macro- or microlevel:**

**a) Standards Used to Inform Instruction and Assessment**

Many educational contexts worldwide currently use standards-based teaching and assessment. Often the standards are developed through a consultative process that draws on practitioners' intuitive expertise, public perceptions of desirable outcome levels, and standards written for other contexts. Frequently, however, because of pressures to meet a political mandate, little empirical research is conducted on whether the standards are appropriate for particular contexts or on selecting representative benchmarks. More research is needed at local levels that addresses whether (a) particular standards actually represent developmental patterns associated with changes in competence and (b) the teachers and administrators who must implement the standards share an understanding of their meaning.

**References**

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Davison, C., Macpherson, S., Leung, C., McKay, P., Bliesener, U., Gottlieb, M., et al. (2004, March–April). *Researching the impact of standards-based systems on English language teaching, learning, and assessment: International perspectives K–adult*. C. Davison (Chair). Research Interest Section academic session conducted at the 38th Annual TESOL Convention and Exhibit, Long Beach, CA. Available from <http://www2.tesol.org/communities/rsis/Academic%20Session%202004.htm>

## **b) The Impact of Teacher Cognition on Language Learning**

Recent research has sought to improve teacher education programs by investigating variations in the teachers' knowledge base and in their cognitive styles. Understanding how teachers learn and how they develop the conceptual basis for their practice is essential to maximizing the opportunity to learn and promoting systems that use human resources most efficiently. More research is needed, however, to evaluate the correlations among differences in teacher cognition, differences in learning contexts, and actual student development. Also important is studying the relationships between teachers and researchers, how teachers engage with and in TESOL research, how they perceive it, including its relevance to their teaching, and which factors promote or hinder productive relationships between researchers and practitioners.

### **References**

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- Ellis, R. (2004). Editorial. *Language Teaching Research*, 8, 1–4.
- Freeman, D., & Johnson, K. E. (2004). Readers react . . . Common misconceptions about the quiet revolution. *TESOL Quarterly*, 38, 119–127.
- Muchisky, D., & Yates, R. (2004). The authors respond . . . Defending the discipline, field, and profession. *TESOL Quarterly*, 38, 134–140.

## **c) Using Technology to Facilitate Instruction**

It is now commonly accepted that technical literacy is both a means and an end for language learning. Computers provide learners with linguistic input as well as opportunities for language practice in ways that change their competence; at the



same time, greater access globally to technologically mediated communication provides many learners with real and immediate motivation. Incorporating technology into a system of language learning, however, requires a significant commitment. More research is needed that can serve as a guide for how, when, and to what degree technology should be incorporated into given contexts.

### **References**

Hubbard, P. (2003). A survey of unanswered questions in CALL. *Computer Assisted Language Learning*, 16, 141–154.

Lam, Y. (2000). Technophilia vs. technophobia: A preliminary look at why second-language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 390–420.

TESOL International Research Foundation. (2004). *Call for research proposals, 2004–2005*. Available from <http://www.tifonline.org>

### **d) Impact of Assessment on Teachers and Learners**

In educational contexts, tests are often considered to indicate student achievement and, by association, teacher performance; they may also be pilloried as unreflective and inevitably false attempts to quantify human performance. As a result, considerable research has addressed how to construct tests--or at least large-scale tests--and what sorts of inferences can be drawn from them. Recently, however, researchers have begun addressing the societal impact of assessment efforts both as gatekeepers for economic opportunity and as driving forces behind curricula. More research is needed on the impact of assessment on learners and teachers and, in particular, the impact of the design and implementation of tests--both large scale and classroom--on individual learning and teaching patterns.

### **References**

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McNamara, T. (Ed.). (2001). Re-thinking alternative assessment [Special issue]. *Language Testing*, 18(4).

**2. Priority issues for research that views English language learning as a process of individual change--built on cognition, the linguistic environment, exposure conditions, goals for the future, and perceptions of self-agency:**

**a) Multivariate Approaches to Researching Second Language Development**

Much of the quantitative research into L2 development has focused on validating the importance of factors such as age at first exposure, the ability to identify patterns in linguistic input, knowledge of other languages, or the nature of discourse when a learner typically encounters a particular structural unit. A focus on single factors, however, often covers up more significant underlying variables as well as fuels popular but unfounded beliefs aimed at simplifying language learning (e.g., “Adults can’t learn as well as children,” or “Teachers have to know their students’ first language,” or “The best way to learn an L2 is to go live in an L2-speaking country for a year”). Although single factor research has contributed to our knowledge base, more inquiry is needed that analyzes changes in linguistic development from a multivariate perspective, that is, research that models individuals not as speakers of a particular language or age or even aptitude but as all three simultaneously.

## References

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- Meyer, I. (2004). *Age, accent, and experience in SLA*. Clevedon, England: Multilingual Matters.
- Reynolds, D. (2001). Language in the balance: Lexical repetition as a function of topic, cultural background, and writing development. *Language Learning, 51*, 437–476.

## **b) Using Technology to Study the Relationship Between the Mental Mechanisms for Processing and for Storing Language**

One of the perennial debates related to competence has been the relative influence of innate mental structures vis-à-vis exposure conditions, sometimes framed as *nature versus nurture*. The data for this debate has primarily consisted of information about what learners appear to know at particular points in their development followed by speculation about whether or not it could have been learned. Recent technological innovations (e.g., corpus linguistics), however, have enabled researchers to examine large amounts of the language that learners actually process--both receptively and productively. More study is needed that exploits these technological possibilities to investigate how learners store and retrieve words, phrases, and utterances in English; how operating in a multilingual environment affects cognition; and how practice affects developing and maintaining competence.

## References

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Meara, P. (2002). The rediscovery of vocabulary. *Second Language Research*, 18, 393–407.

Schmitt, N. (Ed.). (2004). *Formulaic sequences*. Amsterdam: John Benjamins.

### **c) Relation Between Social Context and Internal Cognitive Changes**

Large-scale comparison studies often present the learner contexts as dichotomous variables, for example, native/nonnative, ESL/EFL, instructed/natural learner, child/adult, immigrant/international. Recent research often based on case studies or detailed analyses of individual conversations, however, has increasingly emphasized the complex interaction between learners and their environments, with the social context providing linguistic input, opportunities for practice and feedback, and relevant goals for individual progress. This relationship suggests the need for more complex models of language learning contexts, models that can capture the hybridity of most learning environments but that can also be used in large-scale comparisons.

### **References**

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Collentine, J., & Freed, B. (Eds.). (2004). Learning and context and its effects on second language acquisition [Special issue]. *Studies in Second Language Acquisition*, 26(2).

Han, Z. (2004). To be a native speaker means not to be a native speaker. *Second Language Research*, 20, 166–187.

**3. Priority issues for research on English language learning as a sociopolitical activity related to economic development, empowerment and disempowerment of social groups, changes in family structure, loss of heritage languages, globalization, and educational access:**

### **a) Promoting the Ownership of Language**

The modern history of English language learning by speakers of other languages has its roots in British and U.S. colonialism. Language learning situations worldwide replicate the inherent socioeconomic imbalance among peoples and nations. Much current research documents this imbalance, which is reflected in valuing the idealized *native speaker* over indigenous norms, importing *foreign* teaching methodologies, and acquiescing to *international* tests of language ability. Neither the need nor the desire of people around the world to learn English will diminish in the foreseeable future, however. Research is therefore needed that documents language-planning policies as well as approaches to teacher education and teaching that describe localized uses of English.

### **References**

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- Halliday, M. A. K. (2003). Written language, standard language, global language. *World Englishes*, 22, 405–418.
- Hasan, R. (2003). Globalization, literacy and ideology. *World Englishes*, 22, 433–448.
- Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, 22, 539–550.
- Leki, I. (2003). Toward a more critical orientation toward ELT in Southeast Asia: Comment 3. *World Englishes*, 22, 563–564.
- McKay, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13, 1–22.

Tsui, A. B. M. (Ed.). (2002). Maintaining and setting standards and language variation in the Asian Pacific region [Special issue]. *Journal of Asian Pacific Communication, 12*(1).

### **b) Cost-Benefit Analysis of English Language Learning**

Because international communication occurs predominantly in English, English language learning is often assumed to benefit all individuals. This assumption needs to be validated, however, through both macro- and microanalyses of the costs and benefits associated with English language learning, especially considering the enormous variety in learning contexts. Research is needed that addresses the value of learning English for both individuals and national economies in a world where resources are limited.

### **References**

Bruthiaux, P. (2002). Hold your courses: Language education, language choice, and economic development. *TESOL Quarterly, 36*, 275–296.

Markee, N. (2002). Language in development: Questions of theory, questions of practice. *TESOL Quarterly, 36*, 265–274.

### **c) The Significance of Varietal Differences on Educational and Socioeconomic Development**

In studying the variability of English, researchers have heretofore paid much attention to documenting patterns of variation and their potential sources such as language contact, differing societal configurations, and differing functional needs. Recognizing this variability of language is essential for establishing its local ownership. What is less clear, however, is how variability actually affects performance on gatekeeping assessment instruments, economic and social development, and access to global communication networks. More research is needed that addresses the relationship between linguistic variation and opportunities for educational and socioeconomic accomplishment.

## References

Davies, A., Hamp-Lyons, L., & Kemp, C. (2003). Whose norms? International proficiency tests in English. *World Englishes*, 22, 571–584.

## F. A FLEXIBLE MODEL

Any inquiry is, by nature, contextualized and dynamic. Topics of relative importance today may be less important years from now, as new knowledge emerges and as world and educational settings change. Similarly, topics popular in the past may later reappear as their focus again attracts interest and debate; therefore, any research agenda must reflect the changeable nature of its discipline and, consequently, of research priorities. In a field such as TESOL, which involves language professionals from every nation, flexibility and responsiveness to changing world conditions is particularly important. A research agenda must therefore be open, be inclusive, and represent the best interests of the field at large.

Thus, this RATF recommends the following:

1. Every 3 to 4 years, beginning when the TESOL board of directors approves this research agenda, a new Research Agenda Task Force (RATF) will be constituted to review the TESOL Research Agenda for possible updates and revisions. The new RATF will be named by the TESOL president, with input from the board of directors, and will consist of several members of the TESOL association, including appointed interest section and affiliate leaders. Each new RATF should also include one member from the previous task force to facilitate continuity and provide a long-term perspective.
2. From March to August of the year preceding the third year since its last revision (i.e., 2004, 2007, and so on), the new RATF will review the agenda and recommend changes to the TESOL board of directors at the board's October meeting that year. The board will then either vote to approve the changes at that October meeting or return the revised agenda to the RATF for

further deliberation, allowing for a later vote. This schedule should allow the board enough time to approve the agenda before the next annual convention.

3. No model of change is suggested or implied: Components of the agenda may be replaced, relocated, or omitted. Amendments may be added. Cross-references to other documents, agencies, or entities may be added. Hypertextual revision may be included. TESOL may choose, at a later point, to discontinue this agenda entirely.
4. TESOL will maintain and make available to its membership, for historical record, all versions of the agenda and make all versions available for public review. Change to this agenda is not meant to supersede any previous version but, rather, to provide a more current map of the discipline, one that charts both past and current needs.
5. If possible, and appropriate, the board may sponsor a slot on the convention program every third year to acquaint convention attendees with the changes.

## **G. REFERENCES, RESOURCES, AND WEBSITES**

Compiled May 2004 by Dudley W. Reynolds. TESOL welcomes additions and updates to the list. Send a message to [research@tesol.org](mailto:research@tesol.org).

### **1. Clearinghouses**

National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs

<http://www.ncela.gwu.edu/>

### **2. Journals**

*Applied Linguistics*



Publisher: Oxford University Press

<http://www.oup.co.uk/jnls/list/applij/>

*Assessing Writing*

Publisher: Elsevier

<http://www.sciencedirect.com/science/journal/10752935>

*Asian Journal of English Language Teaching*

Publisher: Chinese University Press

<http://www.cuhk.edu.hk/ajelt/>

*Australian Review of Applied Linguistics*

Publisher: Applied Linguistics Association of Australia

<http://www.arts.usyd.edu.au/departs/langcent/alaa/aral.htm>

*Bulletin suisse de linguistique appliquée*

Publisher: Swiss Association of Applied Linguistics

[http://www.unine.ch/linguistique/la/ASLA\\_VALS/frame\\_asla.html](http://www.unine.ch/linguistique/la/ASLA_VALS/frame_asla.html)

*CALICO Journal*

Publisher: The Computer Assisted Language Instruction Consortium

<http://calico.org/calicopubs.html>

*CALL EJ Online*

Publisher: Center for Language Teaching and Research, University of Queensland

<http://www.clec.ritsumei.ac.jp/english/callejonline/>

*Canadian Journal of Applied Linguistics*

Publisher: Canadian Association of Applied Linguistics

<http://www.aclacaal.org/revue.html>

*Critical Inquiry in Language Studies*

Publisher: Lawrence Erlbaum

<http://www.leaonline.com/loi/cils>

*Computer Assisted Language Learning: An International Journal*

Publisher: Swets & Zeitlinger

<http://www.szp.swets.nl/szp/journals/ca.htm>

*Current Issues in Language Planning*

Publisher: Multilingual Matters

[http://www.multilingual-matters.com/multi/journals/journals\\_cilp.asp](http://www.multilingual-matters.com/multi/journals/journals_cilp.asp)

*English for Specific Purposes*

Publisher: Elsevier

<http://www.elsevier.com/locate/esp>

*English Teaching Forum*

Publisher: U.S. Department of State, Office of English Language Programs

<http://exchanges.state.gov/forum/index.htm>

*English Today*

Publisher: Cambridge University Press

<http://www.journals.cambridge.org>

*English World-Wide*

Publisher: John Benjamins

[http://www.benjamins.nl/cgi-bin/t\\_seriesview.cgi?series=eww](http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=eww)

*ELT Journal*

Publisher: Oxford University Press

<http://www3.oup.co.uk/eltj/>

*Functions of Language*

Publisher: John Benjamins

[http://www.benjamins.com/cgi-bin/t\\_seriesview.cgi?series=FOL](http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=FOL)

*Hong Kong Journal of Applied Linguistics*

Publisher: The English Centre, University of Hong Kong

<http://ec.hku.hk/hkjal/>

*Indian Journal of Applied Linguistics*

Publisher: Bahri Publications

<http://bahripublications.org/Currentijoalframeset.htm>

*International Journal of Applied Linguistics*

Publisher: Blackwell

<http://www.blackwellpublishing.com/journal.asp?ref=0802-6106&site=1>

*International Review of Applied Linguistics in Language Teaching (IRAL)*

Publisher: DeGruyter

[http://www.degruyter.de/rs/384\\_392\\_ENU\\_h.htm](http://www.degruyter.de/rs/384_392_ENU_h.htm)

*Internet TESL Journal*

<http://iteslj.org>

*Issues in Applied Linguistics*

Publisher: University of California, Los Angeles

<http://www.humnet.ucla.edu/humnet/teslal/ial/>

*ITL Review of Applied Linguistics*

Publisher: Katholieke Universiteit Leuven, Department of Linguistics

<http://wwwling3.arts.kuleuven.ac.be/itl/>

*JALT Journal*

Publisher: Japan Association for Language Teaching

<http://jalt.org/jj/>

*Journal for Language Teaching*

Publisher: South African Association of Language Teachers (SAALT)

<http://www.language.techpta.ac.za/saalt/journal.htm#>

*Journal of Asian Pacific Communication*

Publisher: John Benjamins

[http://www.benjamins.nl/cgi-bin/t\\_seriesview.cgi?series=JAPC](http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=JAPC)

*Journal of English for Academic Purposes*

Publisher: Elsevier

[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/622440/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/622440/description#description)

*Journal of Language for International Business*

Publisher: Thunderbird University

[http://www.t-bird.edu/faculty\\_research/publications/journals/jolib/](http://www.t-bird.edu/faculty_research/publications/journals/jolib/)

*Journal of Language, Identity, and Education*

Publisher: Lawrence Erlbaum

<http://www.leaonline.com/loi/jlie>

*Journal of Latinos and Education*

Publisher: Lawrence Erlbaum

<http://www.leaonline.com/loi/jle>

*Journal of Multilingual and Multicultural Development*

Publisher: Multilingual Matters

[http://www.multilingual-matters.com/multi/journals/journals\\_jmmd.asp](http://www.multilingual-matters.com/multi/journals/journals_jmmd.asp)

*Journal of Second Language Writing*

Publisher: Elsevier

<http://www.jslw.org>

*Korea TESOL Journal*

Publisher: Korea TESOL

<http://www.kotesol.org/pubs/>

*Language*

Publisher: Linguistic Society of America

<http://www.lsadc.org/language>

*Language Acquisition*

Publisher: Lawrence Erlbaum

<http://www.leaonline.com/loi/la>

*Language and Education*

Publisher: Multilingual Matters

<http://www.portlandpress.com/pcs/journals/journal.cfm?product=LE>

*Language and Intercultural Communication*

Publisher: Multilingual Matters

[http://www.multilingual-matters.com/multi/journals/journals\\_laic.asp](http://www.multilingual-matters.com/multi/journals/journals_laic.asp)

*Language Assessment Quarterly*

Publisher: Lawrence Erlbaum

<http://www.leaonline.com/loi/laq>

*Language Awareness*

Publisher: Multilingual Matters

[http://www.multilingual-matters.com/multi/journals/journals\\_la.asp](http://www.multilingual-matters.com/multi/journals/journals_la.asp)

*Language, Culture, and Curriculum*

Publisher: Multilingual Matters

<http://www.portlandpress.com/pcs/journals/journal.cfm?product=LCC>

*Language Learning*

Publisher: Blackwell

<http://www.blackwellpublishers.co.uk/journal.asp?ref=0023-8333&site=1>

*Language Learning & Technology*

Publisher: National Foreign Language Resource Center, University of Hawai'i at Manoa

<http://llt.msu.edu>

*Language Learning Journal*

Publisher: Association for Language Learning

[http://www.all-languages.org.uk/publications\\_journals.asp](http://www.all-languages.org.uk/publications_journals.asp)



*Language Policy*

Publisher: Kluwer

<http://www.kluweronline.com/issn/1568-4555>

*Language Problems and Language Planning*

Publisher: John Benjamins

[http://www.benjamins.nl/cgi-bin/t\\_seriesview.cgi?series=LPLP](http://www.benjamins.nl/cgi-bin/t_seriesview.cgi?series=LPLP)

*Language Teaching*

Publisher: Cambridge University Press

[www.journals.cambridge.org](http://www.journals.cambridge.org)

*Language Teaching Research*

Publisher: Edward Arnold

<http://www.arnoldpublishers.com/journals/pages/lan%5Ftea/13621688.htm>

*Language Testing*

Publisher: Edward Arnold

[http://www.arnoldpublishers.co.uk/journals/pages/lan\\_tes/02655322.htm](http://www.arnoldpublishers.co.uk/journals/pages/lan_tes/02655322.htm)

*Modern Language Journal*

Publisher: Blackwell

<http://www.blackwellpublishing.com/mlj>

*Multilingua*

Publisher: DeGruyter

<http://www.degruyter.de/journals/multilin/index.html>

*Prospect: An Australian Journal of TESOL*

Publisher: Macquarie University

<http://www.nceltr.mq.edu.au/prospect/prospect.htm>

*Reading in a Foreign Language*

Publisher: National Foreign Language Resource Center, University of Hawai'i at  
Manoa

<http://nflrc.hawaii.edu/rfl/>

*The Reading Matrix: An International Online Journal*

<http://www.readingmatrix.com/journal.html>

*ReCALL*

Publisher: Cambridge University Press

<http://www.hull.ac.uk/cti/eurocall/recall/recall.htm>

*RELC: A Journal of Language Teaching and Research in Southeast Asia*

Publisher: SEAMEO and Continuum

<http://www.continuumjournals.com/rele>

*Second Language Research*

Publisher: Edward Arnold

[http://www.arnoldpublishers.com/journals/pages/sec\\_lan/02676583.htm](http://www.arnoldpublishers.com/journals/pages/sec_lan/02676583.htm)

*Southern African Linguistics and Applied Language Studies*

Publisher: International Network for the Availability of Scientific Publications (INASP) / National Information Services Corporation (NISC)

<http://www.inasp.info/ajol/journals/salas/>

*Studies in Second Language Acquisition*

Publisher: Cambridge University Press

<http://www.indiana.edu/~ssla>

*System*

Publisher: Elsevier

[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/335/description#description](http://www.elsevier.com/wps/find/journaldescription.cws_home/335/description#description)

*TESL Canada Journal*

Publisher: TESL Canada

<http://www.tesl.ca>

*TESL-EJ*

Publisher: University of California, Berkeley

<http://cwp60.berkeley.edu:16080/TESL-EJ/>

*TESL Reporter*

Publisher: Brigham Young University, Hawai'i

<http://www.byuh.edu/academics/lang/teslr.htm>

*World Englishes*

Publisher: Blackwell

<http://www.blackwellpublishing.com/weng>

### **3. Research Centers**

Center for Applied Linguistics (United States)

<http://www.cal.org/>

CILT, National Centre for Languages (England)

<http://www.cilt.org.uk/>

Language Resource Centers (funded by U.S. Department of Education)

- Center for Advanced Research on Language Acquisition (University of Minnesota) -- <http://www.carla.umn.edu/>
- Center for Advanced Language Proficiency Education and Research (The Pennsylvania State University) -- <http://calper.la.psu.edu/>
- Center for Applied Second Language Studies (University of Oregon) -- <http://casls.uoregon.edu/home.php>
- Center for Language Education and Research (Michigan State University) -- <http://clear.msu.edu/>
- Center for Languages of the Central Asian Region (Indiana University) -- <http://www.indiana.edu/~celcar/>
- Language Acquisition Resource Center (San Diego State University) -- <http://larcnet.sdsu.edu/>
- National African Language Resource Center (University of Wisconsin at Madison) -- <http://african.lss.wisc.edu/nalrc/>
- National Capital Language Resource Center (Georgetown University, Center for Applied Linguistics, George Washington University) -- <http://www.nclrc.org/>
- National East Asian Languages Resource Center (The Ohio State University) -- <http://nealrc.osu.edu/firstpage.htm>

- National Foreign Language Resource Center (University of Hawai'i at Manoa) -- <http://www.nflrc.hawaii.edu/>
- National K–12 Foreign Language Resource Center (Iowa State University) -- <http://www.educ.iastate.edu/nflrc/>
- National Middle East Language Resource Center (Brigham Young University) -- <http://nmelrc.byu.edu/>
- Center for Slavic, Eurasian, and East European Studies (Duke University, University of North Carolina at Chapel Hill) -- <http://www.duke.edu/web/CSEEEES/index.html>
- South Asia Language Resource Center (University of Chicago) -- <http://salrc.uchicago.edu/>

Language Testing Research Centre (Australia)

<http://www.ltrc.unimelb.edu.au/>

Modern Language Centre, Ontario Institute for Studies in Education / University of Toronto (Canada)

<http://www.oise.utoronto.ca/MLC/>

National Center for ESL Literacy Education (United States)

<http://www.cal.org/ncl/>

National Centre for English Language Teaching and Research (Australia)

<http://www.nceltr.mq.edu.au/>

SEAMEO Regional Language Centre (Singapore)

<http://www.relc.org.sg/>

#### **4. Useful Sites**

IATEFL—Research Special Interest Group Research Links page

<http://www.btinternet.com/~simon.borg/ReSIG/links.htm>

Language Teacher Cognition

<http://www.education.leeds.ac.uk/~edu-sbo/>

Linguistic List—Eastern Michigan University / Wayne State University

<http://linguistlist.org/>

Research in Modern Languages in the UK

<http://www.languagesresearch.ac.uk/>