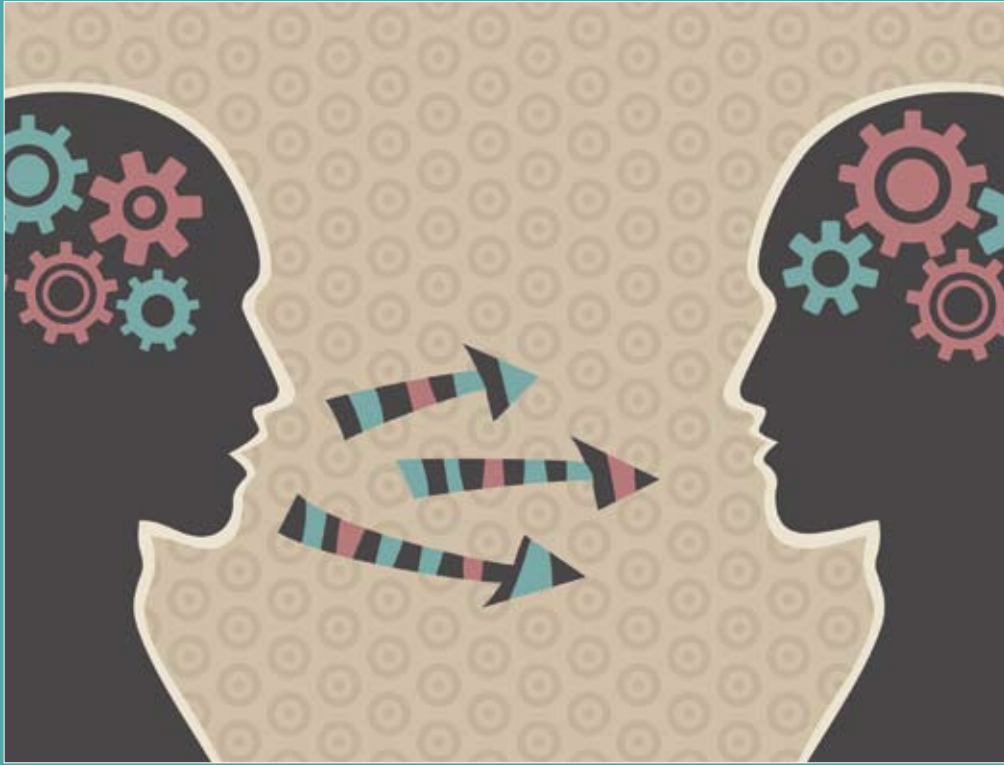


ROUTLEDGE



# Second Language Acquisition

New Titles and Key Backlist 2010

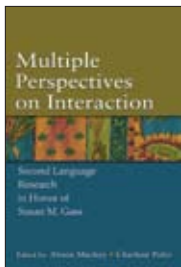
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## Second Language Acquisition Research Series

Series Editors: **Susan M. Gass**, Michigan State University, USA and **Alison Mackey**, Georgetown University, USA

This series focuses on issues bearing directly on theory construction and/or research methods in the study of second language acquisition. The series comprises both authored and edited volumes, which are intended for use by scholars and students, both in courses on research methodology and in individual research.

A special emphasis of the series is reflected in a set of brief monographs dealing with specific data collection methods or instruments. Each of these monographs addresses the kinds of research questions for which the method/instrument is best suited and extended description of its use, and problems associated with its use.

**NEW**

### A Guide to Doing Statistics in Second Language Research Using SPSS

Jenifer Larson-Hall, University of North Texas, USA



**"This is the statistics book I have been waiting a long time for—one that not only explains which tests to run in particular circumstances, but also shows exactly how to do this in SPSS with detailed, step-by-step instructions and clear and copious illustrations. At another level, it is a book about how to use quantitative evidence to answer questions and test hypotheses related to second language acquisition. It is well-suited not only as a reference manual, but also as a textbook, since it allows students to develop further their own ability to apply key principles and techniques of quantitative analysis."** – Scott Jarvis, Ohio University, USA

This valuable book shows second language researchers how to use the statistical program SPSS to conduct statistical tests frequently done in SLA research. Using data sets from real SLA studies, *A Guide to Doing Statistics in Second Language Research Using SPSS* shows newcomers to both statistics and SPSS how to generate descriptive statistics, how to choose a statistical test, and how to conduct and interpret a variety of basic statistical tests. The author covers the statistical tests that are

most commonly used in second language research, including chi-square, t-tests, correlation, multiple regression, ANOVA and non-parametric analogs to these tests. The text is abundantly illustrated with graphs and tables depicting actual data sets, and exercises throughout the book help readers understand concepts (such as the difference between independent and dependent variables) and work out statistical analyses. Answers to all exercises are provided on the book's companion website, along with sample data sets and other supplementary material.

September 2009: 7 x 10: 464pp  
 Hb: 978-0-8058-6185-3: **\$120.00**  
 Pb: 978-0-8058-6186-0: **\$59.95**  
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*Second Language Acquisition Research Series (continued)***Using Priming Methods in Second Language Research**

Kim McDonough, Northern Arizona University, USA  
and Pavel Trofimovich, Concordia University, Canada



**"This book is an indispensable resource for graduate students and researchers interested in using experimental priming methods in second language research. The text not only provides an accessible introduction to psycholinguistic studies using priming, but also gives the reader the necessary tools to design and implement a priming study, as well as analyze the data and report the**

**results. This book is a perfect combination of theory and application; I look forward to teaching with it."**

— Gretchen Sunderman, Florida State University, USA

*Using Priming Methods in Second Language Research* is an accessible introduction to the use of auditory, semantic, and syntactic priming methods for second language (L2) processing and acquisition research. It provides a guide for the use, design, and implementation of priming tasks and an overview of how to analyze and report priming research. Key principles about auditory, semantic, and syntactic priming are introduced, and issues for L2 researchers to consider when designing priming studies are pointed out. Empirical studies that have adopted priming methods are highlighted to illustrate the application of experimental techniques from psychology to L2 processing and acquisition research. Each chapter concludes with follow-up questions and activities that provide additional reinforcement of the chapter content, while the final chapter includes data sets that can be used to practice the statistical tests commonly used with priming data.

2008: 6 x 9: 240pp

Hb: 978-0-415-99983-0: **\$120.00**

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**NEW****The Think-Aloud Controversy in Second Language Research**

Melissa A. Bowles, University of Illinois at Urbana-Champaign, USA



*The Think-Aloud Controversy in Second Language Research* aims to provide some answers to questions about the validity and use of think-alouds, verbal reports completed by the language learner during the performance of a task. It offers both an overview of how think-alouds have been used in language research, and presents a meta-analysis of findings from studies involving verbal tasks and think-alouds. The book begins with the

theoretical background and empirical research into the validity of think-alouds, then offers guidance regarding the practical issues of data collection and analysis, and concludes with discussions of implications and future research directions. With its focus on a much discussed data elicitation method in language research, this timely work is relevant to students and researchers from all theoretical perspectives who collect first or second language data. It serves as a valuable guide for any language researcher who is considering using think-alouds.

March 2010: 6 x 9: 192pp

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eBook: 978-0-203-85633-8

*Second Language Acquisition Research Series (continued)***NEW**

2ND EDITION

**Questionnaires in Second Language Research**

Construction, Administration, and Processing

Zoltán Dörnyei with Tatsuya Taguchi, both at University of Nottingham, UK



**"This is an outstanding 'how to' resource book for L2 researchers and their students. It will be useful to all who use questionnaires, whether regularly or only on occasion. It is written in an exceptionally clear and accessible style. This second edition contains welcome new material—a step-by-step examination of a case study, detailed discussion of how to handle translation, and information on Internet-based questionnaires. Altogether, very highly recommended!"** – Norman Segalowitz, Concordia University, Canada

Despite the widespread use of questionnaires in applied linguistics, there does not seem to be sufficient awareness in the profession of the theory of questionnaire design and processing. It is all too common to see studies start out with exciting research questions, but then become spoiled by the use of poorly designed questionnaires.

*Questionnaires in Second Language Research* addresses this problem by describing systematically how to construct, administer, and process questionnaires to obtain valid and reliable results. For the second edition, a new chapter has been added (Chapter 5) that provides a detailed, illustrative analysis of how an actual scientific research instrument was developed following the theoretical guidelines. The book also contains useful information on translating questionnaire items and collecting survey data on the Internet, as well as a selected list of published L2 questionnaires.

With concrete examples and easy-to-use tools, this accessible guide will help second language researchers increase the efficacy of their questionnaires and avoid possible pitfalls.

**Selected Contents:** Introduction 1. Questionnaires in Second Language Research 1.1 What are "Questionnaires" and What do they Measure? 1.2 Why use Questionnaires and Why Not? 1.3 Questionnaires in Quantitative and Qualitative Research 2. Constructing the Questionnaire 2.1 General Features 2.2 The Main Parts of a Questionnaire 2.3 Appropriate Sampling of the Questionnaire Content and the Significance of "Multi-item Scales" 2.4 "Closed-Ended" Questionnaire Items 2.5 Open-Ended Questions 2.6 How to Write Good Items 2.7 Grouping and Sequencing Items 2.8 Translating the Questionnaire 2.9 Computer Programs for Constructing Questionnaires 2.10 Piloting the Questionnaire and Conducting Item Analysis 3. Administering the Questionnaire 3.1 Selecting the Sample 3.2 Main Types of Questionnaire Administration 3.3 Strategies to Increase the Quality and Quantity of Participant Response 3.4 Questionnaire Administration, Confidentiality, and other Ethical Issues 4. Questionnaire Data 4.1 Coding Questionnaire Data 4.2 Inputting the Data 4.3 Processing Closed Questions 4.4 Content Analysis of Open-Ended Questions 4.5 Computer Programs for Processing Questionnaire Data 4.6 Summarizing and Reporting questionnaire data 4.7 Complementing Questionnaire Data with other Information 5. Illustration: Developing a Motivation Questionnaire 5.1 Construction of the Initial Questionnaire 5.2 Translating and Initial Piloting 5.3 Final Piloting and Item Analysis 5.4 The Final Version of the Japanese Questionnaire and Post Hoc Item Analysis 5.5 Adapting the Questionnaire for use in China and Iran. Conclusion and Checklist. References. Appendix A: Combined List of the Items Included in the Questionnaires Discussed in Chapter 5. Appendix B: The Final Version of the Questionnaires Used in Japan, China and Iran. Appendix C: Selected List of Published L2 Questionnaires

November 2009: 6 x 9: 200pp

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### Data Elicitation for Second and Foreign Language Research

Susan M. Gass, Michigan State University, USA and  
Alison Mackey, Georgetown University, USA



This timely reference guide is specifically directed toward the needs of second language researchers, who can expect to gain a clearer understanding of which techniques may be most appropriate and fruitful in given research domains. *Data Elicitation for Second and Foreign Language Research* is a perfect companion to the same author team's bestselling *Second Language Research: Methodology and Design*.

It is an indispensable text for graduate or advanced-level undergraduate students who are beginning research projects in the fields of applied linguistics, second language acquisition, and TESOL as well as a comprehensive reference for more seasoned researchers.

2007: 6 x 9: 224pp  
Hb: 978-0-8058-6034-4: **\$120.00**  
Pb: 978-0-8058-6035-1: **\$34.95**  
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### Case Study Research in Applied Linguistics

Patricia A. Duff, University of British Columbia, Canada



"...This volume is a welcome addition to the AL research community, and both beginning and seasoned AL researchers will find it useful." – *Modern Language Journal*, 2009

This volume provides an overview of case study methodology and examples of published case studies in applied linguistics, without attempting to be a comprehensive survey of the innumerable case studies that exist. The case studies

presented here involve teachers and learners of English and various other languages in North America and other parts of the world. Advice is also given about how to conduct and publish case studies.

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Edited by Juana Liceras, University of Ottawa, Canada,  
Helmut Zobl, Carleton University, Canada and  
Helen Goodluck, University of York, UK



Using Chomsky's minimalist program as a framework, this volume explores the role of formal (or functional) features in current descriptions and accounts of language acquisition. In engaging, up-to-date articles, distinguished experts examine the role of features in current versions of generative grammar and in learnability theory as it relates to native, non-native, and impaired acquisition.

**List of Contributors:** Joyce Bruhn de Garavito, Elena Gavrusova, Roger Hawkins, Celia Jakubowicz, Heejeong Ko, Donna Lardiere, Ingrid Leung, Tania Lonin, Maria Mastropavlou, Ana T. Perez-Leroux, Christer Platzack, Philippe Prevost, Andrew Radford, Leslie Roulet, Lisa Travis, Ianthi Maria Tsimpli, Kenneth Wexler, Lydia White

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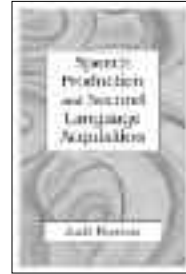
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instruction. Its comprehensive range and tutorial-style chapters make this *Handbook* a valuable resource for students and researchers alike.

**List of Contributors:** Michel Achard, Joan Bybee, Teresa Cadierno, Devin Casenhiser, Kenny R. Coventry, Nick C. Ellis, Adele E. Goldberg, Stefan Th. Gries, Maria Guijarro-Fuentes, Marianne Gullberg, Richard Hudson, Ronald W. Langacker, Elena Lieven, Brian MacWhinney, Terence Odlin, William O'Grady, Peter Robinson, Leonard Talmy, John R. Taylor, Michael Tomasello, Andrea Tyler

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**BESTSELLER**

3RD EDITION

## Second Language Acquisition

An Introductory Course

Susan M. Gass, Michigan State University, USA and Larry Selinker, New York University, USA



**"A tour de force. The authors have taken the best text available for an introductory course in second language acquisition (SLA) and made it even stronger .... The improvements in the third edition are palpable from the very beginning of the text .... The third edition of *Second Language Acquisition: An Introductory Course* should form the basis for any introduction to SLA, at either the graduate or undergraduate level. This text would also, in my view, be an ideal point of entry for linguists or language specialists who would like to familiarize themselves with the field of SLA theory."** – Fred Eckman, *Center for the Advanced Study of Language, University of Maryland, USA*

The much anticipated revision of this bestselling textbook offers a comprehensive, state-of-the-art overview of SLA. Its accessible format is designed for use in the introductory second language acquisition course taken by undergraduate and graduate students studying second language acquisition or applied linguistics in a variety of departments. The field of SLA is now even more interdisciplinary than it was at the time of the previous edition. Changes in the textbook reflect changes in the field.

Continuing the previous editions' successful tradition of a clearly written and illustrated presentation, an emphasis on empirical findings, and the most up-to-date research, the third edition offers a new chapter, "SLA and Related Disciplines," discussing multilingualism. The book also features new sections about the relationship between L1 and L2 acquisition, language transfer, sociocultural theory, and working memory.

**Selected Contents:** 1. Introduction 2. Related Disciplines 3. Second and Foreign Language Data 4. The Role of the Native Language: An Historical Overview 5. Recent Perspectives on the Role of Previously Known Languages 6. Formal Approaches to SLA 7. Typological and Functional Approaches 8. Looking at Interlanguage Processing 9. Interlanguage in Context 10. Input, Interaction, and Output 11. Instructed Second Language Learning 12. Beyond the Domain of Language 13. The Lexicon 14. An Integrated View of Second Language Acquisition

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Edited by Alison Mackey, Georgetown University, USA and Charlene Polio, Michigan State University, USA



This collection in honor of Susan M. Gass focuses on interaction in second language acquisition from multiple perspectives. It includes contributions from many international experts in the field of SLA, who provide new insights, explanations, discussion, and suggestions for further research. The goal of this collection is to provide an enriching discussion of how the interaction research tradition is viewed in a range of different approaches to learning and teaching second languages.

**List of Contributors:** Lindsay Brooks, Martin Bygate, Zoltán Dörnyei, Nick C. Ellis, Patsy M. Lightbown, Shawn Loewen, Alison Mackey, Rhonda Oliver, Lourdes Ortega, Jenefer Philp, Charlene Polio, Virginia Samuda, D. Bryan Smith, Nina Spada, Merrill Swain, Elaine Tarone, Wen-Ta Tseng

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**Kees de Bot, Wander Lowie and Marjolijn Verspoor**

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*Second Language Acquisition*

introduces the key areas in the field, including multilingualism, the role of teaching, the mental processing of multiple languages, and patterns of growth and decline.

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"This important collection includes both empirical and theoretical chapters on longitudinal research, especially with advanced learners. The empirical studies are fascinating longitudinal explorations of advanced learners' development, not only of morphosyntax but also of sociopragmatic abilities in an impressive range of languages." – *Patsy M. Lightbown, Distinguished Professor Emerita, Concordia University, Canada*

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**NEW**

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Edited by **Kees de Bot**, Groningen University, the Netherlands and **Robert W. Schrauf**, Pennsylvania State University, USA



"An extraordinary volume on language development, this book provides researchers and practitioners with a broad range of topics by a group of international researchers. This valuable resource presents both first and second language acquisition from multiple theoretical perspectives, includes issues of sign language acquisition and bilingual language disorders, and fills the

age gap by going beyond early development." – *Maria Estela Brisk, Boston College, USA*

*Language Development Over the Lifespan* is a reference resource for those conducting research on language development and the aging process, and a supplementary textbook for courses in applied linguistics/bilingualism programs that focus on language attrition/aging and adult literacy development in second languages. It offers an integrative approach to language development that examines changes in language over a lifetime, organized by different theoretical perspectives, which are presented by well-known international scholars.

May 2009: 6 x 9: 312pp  
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**Donna Lardiere**, Georgetown University, USA

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Scott Jarvis, Ohio University, USA and  
Aneta Pavlenko, Temple University, USA

**"Overall this book is a major achievement. It comprehensively synthesizes modern work on cross-linguistic influence, bringing together an encyclopedic amount of research within a single framework, showing a range of interests and depth of focus that perhaps only these authors could jointly muster. To have the field unified in this way is important and useful."** – Vivian Cook, Newcastle University, UK

A cogent, clearly written synthesis of new and classic work on crosslinguistic influence, or language transfer, this book is intended as a text for upper-level undergraduates and graduate students, as well as a resource for instructors and scholars in applied linguistics, linguistics, and psycholinguistics.

2007: 6 x 9: 304pp  
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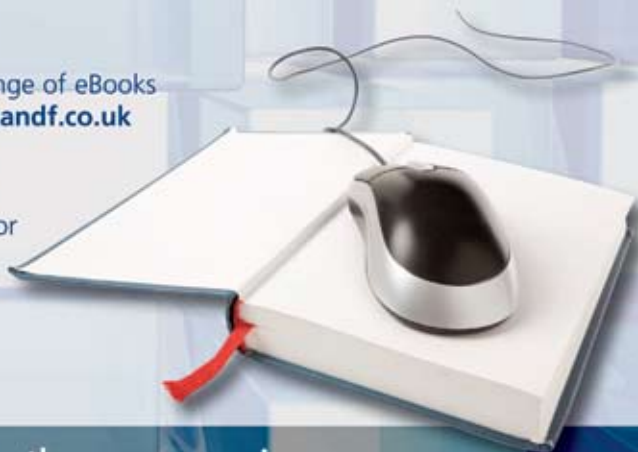


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