Academia.edu, 41–42
acquisition link to task-based language learning, 21
acquisition of locative prepositions, 176–177
action research, 135–137, 144–147
administration of surveys and questionnaires, 97–98, 98f, 100–101
alternative uses task, 65
ambiguity and eye-tracking, 152
American Sign Language (ASL), 166–167
analyzing data, 1
anonymity of participants, 189
anxiety
cognitive creativity and, 67, 69
data collection on, 173–174
foreign language classroom, 31
in language studies, 159–160
aptitude differences, 55–57
aptitude-treatment interaction (ATI) studies, 12
articulatory strategies in lip recordings, 162–163
associative memory, 57
attention and working memory, 61
auditory perceptual acuity (phonemic discrimination), 57
auditory priming, 168
awareness in second-language acquisition, 110
backward citation searches, 39
behavioral questions, 89
bilingualism and fMRI studies, 158, 160–161
biodata (biographical data) collection, 85, 100, 190f, 191–192
blog entries, 79–80
boredom in research, 43
brain activation and fMRI studies, 158
brain imaging, 150
Center for Open Science, 48
Center for the Advanced Study of Language (CASL), 56
central tendency measures, 173–174
citation indices, 38–39
cited reference search, 39
clarification requests, 12, 15, 35
classroom research. See also instructional settings
action research, 135–137, 144–147
data coding in, 125–126, 125–127
diary research, 141–142
experimental classroom research, 141–143
foreign language classroom anxiety, 31
informed consent, 148–149
instructional settings, 133–137
introspections in, 137–138
journal entries, 79–80, 140–142
‘naturalistic’ classroom discourse, 143–147
observation in, 133–137
practical and logistical considerations, 147–148
recording methods, 147–148
for replication studies, 52–53
uptake sheets, 138–139, 138–139
closed-ended questions, 97–102, 99t, 102
coding data. See data coding
coding sheets, 50, 121, 125–126, 125–127
Cognition Hypothesis, 2–3, 81, 180
Cognitive Ability for Novelty in Acquisition of Language as Applied to Foreign Language Testing (CANAL-FT), 57, 70
cognitive creativity, 4, 64–70, 67f, 67t
Index

cognitive differences in aptitude, 55–57

cognitive-interactionist paradigm, 1, 3

cognitive neuroscience, 150, 152–153

cognitive processes and introspective data, 71

cognitive underpinnings of task-based language learning, 22

Cohen’s d calculation, 112

Cohen’s kappa calculation, 184–186, 185f

collaborative task, 81, 144, 168, 183

common pitfalls

access and research responsibilities, 198–200

in data analysis, 204–205

in designing studies, 195–201

introduction to, 195

language barriers, 198–201

legalese and participant consent, 201

logistical surprises, 201–202

pilot testing omission, 195–197, 198f

segmentation and coding of data, 204–205

summary of, 205

technology failures, 203–204

wrong methods/methodology, 202–203

communication task types, 2, 43, 133

communicative speech and language anxiety, 159–160

complementarity in data collection, 102

complexity, accuracy, fluency (CAF), 3

computer assisted language learning (CALL), 170, 188

computer-delivered structured task (CASTs), 81

computer-mediated communication (CMC), 2, 60, 117

construct validity, 187

content and language integrated learning (CLIL), 134

content validity, 187

contextual constraints, 152

contextualized language practices, 31–32

corrective feedback

action research, 135–137, 144–147

aptitude differences, 55–57

blog entries, 79–80

classroom observation in, 133–137

cognitive creativity, 64–70, 67f, 67t

different approaches to, 28–32, 30–31r

discourse completion task, 80–81

effectiveness of, 14–15

hypotheses and predictions, 43–44

hypotheses and research questions in, 33–35, 45–47

immediate recalls, 75–77, 76f

individual differences, 54–55

interviews in, 77–79, 78f, 87–89

introduction to, 1–4, 132

introspections in, 71–72, 72f

IRIS database, 44, 49–50

journal entries, 79–80, 140–142

in language learning and teaching, 18

materials and data in, 44

meta-analysis on, 14–18, 113–117, 114–115r

modality of, 19

nonverbal behavior, 137

objectivity and, 135–137

open research in, 18–19

operationalizations of, 16–17

oral and written research on, 16

overview of, 12–18, 13–14r

replication studies in research, 47–49, 49f, 50–53

research synthesis and, 47–49, 49f, 50–53

roles in second language instruction, 113–117, 114–115r

scope of, 4–5

stimulated recall, 72–74

study abroad and, 32–33

summary of, 25–26

survey and questionnaire use in, 84–85

think-aloud protocols, 74–75

type and linguistic foci of, 15–16

uptake sheets, 138–139r, 138–139

working memory and, 45–47, 57–64

written corrective feedback, 16, 36

corrective feedback, oral, 16, 106, 143–144, 163

counting span tasks, 63

Coursera website, 42
creation of surveys and questionnaires, 97–98, 98f, 99t
creativity, cognitive, 4, 64–70, 67f, 67t
credibility of surveys and questionnaires, 100
criterion-related validity, 187
Cronbach’s alpha measure, 186
data analysis pitfalls, 204–205
data coding
in classroom research, 125–126r, 125–127
Cohen’s kappa calculation, 184–186, 185f
common pitfalls, 204–205
construct validity, 187
content validity, 187
criterion-related validity, 187
description of, 172–174, 172–173r
examples of, 176
external validity, 188–189
face validity, 187
inter-rater reliability, 184
interational features in, 178
internal validity, 188
introduction to, 1
mechanics of, 182–183
metalinguistic feedback in, 179
mixed-methods research and, 181–182
predictive validity, 187
process of, 174–175, 175f
qualitative and/or interpretive data, 181–182
recasts in, 176–178
reliability in, 183–184
reliable instruments in, 186
role-play speaking assessment, 178
task complexity of, 179–180
transcription of, 170–172, 171r
types of validity in, 187–188
WEIRD participants, 189–191
data collection, See also surveys and questionnaires
attitudes toward, 89–90
biographical data, 85, 100, 190f, 191–192
introduction to, 1, 78, 170
outliers in, 192–193
pre-test/post-test data, 133
qualitative data, 5, 181–182
quantitative data, 112
questionnaires, 83–84
triangulation in, 102–103, 146, 183–193
video recording and, 162–163
demographic information in surveys and questionnaires, 100
descriptive research methods, 5, 29
development in data collection, 102
diary research, 141–142
dichotomous variable, 172–173
discourse completion tasks (DCTs), 80–81
double-barreled questions, 100
drift in research, 43
E-Prime software, 165–168
Education Resources Information Center (ERIC), 123
effect size calculations, 14–15, 22, 112–113, 116, 121, 123, 126–130
electroencephalography (EEG), 150, 154–159, 155–156f, 163, 170
elicitation techniques, 165
elicited imitation tasks (EIT), 187–188
elicited oral imitation task (EOIT), 177
English-as-a-foreign language (EFL) writing, 36, 81, 140, 177–178, 182–183, 192
English-as-a-second language (ESL) learners, 33–34, 44
acquisition of locative prepositions, 176–177
action research by teachers, 145–146
college-aged, 144
course grades, 64–70, 67f, 67t
in Jordan, 191–192
nonverbal behavior and corrective feedback, 137
“noticing the gap” constraints, 75–76
Spanish speakers, 192
teacher perspectives on task difficulty, 74–75
enjoyment during study, 31–32
Index

ethical review board, 100, 136
evaluations of task-based language teaching, 25
event-related potentials (ERPs), 154–159, 155–156
exclusion material, 120–124
exhaustion in research, 43
expansion in data collection, 103
experimental classroom research, 141–143
explicit feedback, 61–62, 64, 116, 133
external validity, 188–189
eye-tracking, 74, 150–154, 153f, 163
face-to-face (FTF) context, 59, 117
face validity, 187
Facebook research, 41
feasibility of studies, 42–43
feedback. See also corrective feedback explicit feedback, 61–62, 64, 116, 133
implicit feedback, 57, 61–62, 64, 116, 133
interactional feedback category, 174
metalinguistic feedback, 12, 179
file drawer problem, 122
first language, 33, 111, 158–159, 182, 191–192
fixed-effect models (FE), 116
focus on form, 2–3, 81
focus on grammar (FOG), 141–143
focus on grammar + intonation (FOG + I), 141–143
foreign language classroom anxiety (FLCA), 31
foreign language enjoyment (FLE), 31
forest plot, 128, 128–129
functional magnetic resonance imaging (fMRI), 150, 157–161, 157f, 161f, 163, 170
funnel plot, 119–128, 129
future research, xv–xvi, 7, 36, 38, 42, 75, 111, 119, 131, 165
gaps in the literature, 38–39
generalizability, 12, 50, 52, 175, 188–189
Google, 38–39, 107
Google Scholar, 41–42, 107, 123
grammar research

complexity across grades, 79
correcting errors, 12
PSTM tests and, 59
reaction time tracking, 164
research on, 9
group assignments in quasi-experimental research, 142–143
heterogeneity of language learners, 130
High-Level Language Aptitude Battery (Hi-LAB), 57–62, 58f
human subjects committees, 197
hypotheses and predictions defined, 43–44
Interaction Hypothesis, 7–8
research questions in, 33–35, 45–47
Schmidt’s Noticing Hypothesis, 41
working memory capacity, 45–47
imaging
brain imaging, 150
functional magnetic resonance imaging, 150, 157–161, 157f, 161f, 163, 170
ultrasound imaging, 150, 162f, 162–163
immediate recalls, 75–77, 76f
implicit feedback, 57, 61–62, 64, 116, 133
inclusion criteria, 120–124
independent variables, 116
informal conversation groups, 11
informed consent, 100, 148–149, 200
inhibitory control in working memory, 59
initiation in data collection, 103
input, 1–10, 84–85, 111
input hypothesis, 6
institutional review boards (IRBs), 148–149, 197–198
instructed second language acquisition (ISLA), 23
instructional settings. See also classroom research
action research, 135–137
classroom observations, 134–135
group assignments, 142–143
introduction to, 114, 132
introspections in, 137–138
journals in, 140–142
instructional settings. (cont.)
observation in, 133–137
overview of, 132–133
stimulated recall, 139–140
Instruments for Research into Second Languages (IRIS), 44, 49–50, 85–87, 86–87f, 105
intensive English program (IEP), 192
inter-rater reliability, 127, 183–185
interaction approach
action research, 135–137, 144–147
aptitude differences, 55–57
blog entries, 79–80
classroom observation in, 133–137
cognitive creativity, 64–70, 67f, 67l
different approaches to, 28–32, 30–31f
discourse completion task, 80–81
hypotheses and predictions, 43–44
hypotheses and research questions in, 33–35, 45–47
immediate recalls, 75–77, 76f
individual differences, 54–55
interviews in, 77–79, 78f, 87–89
introduction to, 1–4, 7–8, 132
IRIS database, 44, 49–50
journal entries, 79–80, 140–142
in L2 learning, 34–35
literature on, 8–10
materials and data in, 44
objectivity and, 135–137
open research areas, 11–12
overview of, 6f, 6–11
peer-to-peer interactions, 10–11
replication studies in research, 47–49, 49f, 50–53
scope of, 4–5
scoping review, 111
summary of, 25–26
survey and questionnaire use in, 84–85
think-aloud protocols, 74–75
uptake sheets, 138–139, 138–139
working memory and, 45–47, 57–64
Interaction Hypothesis, 7–8
interaction-learning relationship, 2
interactional features in data coding, 178
interactional feedback category, 174
internal validity, 188
interprete data coding, 181–182
interprete research, 28–29, 134
interval scales, 174
interviews
instruments held in IRIS, 85–87, 86–87f
in interaction, feedback, and task research, 77–79, 78f, 87–89
introspective data and, 77–79, 78f
problematizing data, 88
semi-structured interviews, 181–182
surveys and questionnaires, 85–90
introspective methods
advantages and disadvantages, 77
blog entries, 79–80
corrective feedback, 71–72, 72f
discourse completion task, 80–81
immediate recalls, 75–77, 76f
interviews and, 77–79, 78f
introduction to, 71
journal entries, 79–80, 140–142
stimulated recall, 74, 137–140
task-based research, 71–72, 72f
teacher perspectives on L2 task difficulty, 74–75
think-aloud protocols, 74–75
IRBs. See institutional review boards
IRIS database. See Instruments for Research into Second Languages
journal research, 79–80, 140–142
L2 instruction. See second-language acquisition
laboratory research, 132–133, 164
language analytic ability (LAA), 61
language anxiety, 159–160
Language Aptitude Battery, 55
language barrier pitfalls, 198–201
Language Learning and Testing Foundation, Inc., 55
language proficiency (LP), 187–188
learner responses as language awareness, 73–74
learner roles in task-based language teaching, 25
Index

learner uptake, 134
learning outcomes, 2–4, 25, 60, 81, 117, 133
legalese and participant consent, 201
lexical constraints, 152, 166–167
Likert scale, 84, 90–91, 100
linguistic ability and cognitive creativity, 64–70, 67f, 67r
linguistic burden in surveys and questionnaires, 94–95
linguistic development, 3, 43, 54, 177
Linguistics and Language Behavior Abstracts (LLBA), 38, 123
literature search, 121–124
LLAMA Aptitude Tests, 62, 70
locative prepositions, acquisition of, 176–177
logistical surprises in studies, 201–202
logistics of classroom research, 147–148
long-delayed posttests, 116
long-term memory retrieval, 57
longitudinal study, 11, 37, 93

ManyLabs 2 report, 48
Massive Open Online Courses (MOOC), 42
mean/means analysis, 23, 50–51, 127, 192
measures of central tendency, 173–174
median/median analysis, 79
memory
associative memory, 57
decay problems, 77
long-term memory retrieval, 57
short-term memory, 67–68
working memory, 45–47, 57–70, 67f, 67r, 155–157
working memory capacity, 45, 59, 61–62, 82, 89
meta-analysis
advantages of, 77
analyzing and interpreting findings, 127–130, 128–129f, 129f
coding data, 125–127, 125–126r
common errors, 108
defined, 112
design of, 106
disadvantages of, 77
inclusion and exclusion material, 120–124

literature search, 122–124
methodology of, 4
oral corrective feedback, 113–117, 114–115r
problems with, 130–131
reasons for, 106–108, 108f, 112–113
research domain and, 121–122
research synthesis, defined, 108–110
scoping review, 110–111
in second-language learning, 14–18, 21–22, 60–61
steps to, 120–121
summary of, 119–120, 119–120r
task-based language teaching, 117–119
meta-meta-analysis, 107–108, 114, 124
metalinguistic feedback, 12, 179
mode/mode analysis, 119
moderator variables, 116
Modern Language Aptitude Test (MLAT), 55–57, 70
Modern Language Aptitude Test-Elementary (MLAT-E), 55
modification of output for corrective feedback, 19
monologic narrative task, 69
morphosyntactic development, 142
mother tongue, 191
motivation, 12, 56, 73, 83–84, 138
multiple recasts (MR), 177–178
naturalistic data, 31, 143–147
negotiated input/output, 1–8
negotiation for meaning, 9, 12, 24, 32, 80, 111, 117, 152, 174
neurocognition of adult second language learning, 158–159
neurolinguistics techniques
electroencephalography, 150, 154–159, 155–156f, 163, 170
eye tracking, 74, 150–154, 153f, 163
functional magnetic resonance imaging, 150, 157–161, 157f, 161f, 163, 170
introduction to, 150–151
pupillometry, 154
<table>
<thead>
<tr>
<th>Neuroscience</th>
<th>Pre-test/post-test data, 133</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal data</td>
<td>Pre-test studies, 2, 11, 69, 133, 155</td>
</tr>
<tr>
<td>Non-teacher/non-peer interlocutors</td>
<td>Predictions. See hypotheses and predictions</td>
</tr>
<tr>
<td>Non-traditional learners</td>
<td>Predictive validity, 187</td>
</tr>
<tr>
<td>Nonverbal behavior</td>
<td>Priming experiments, 167–169</td>
</tr>
<tr>
<td>“Noticing the gap” constraints, 75–76</td>
<td>Problematizing interview data, 88</td>
</tr>
<tr>
<td>Null hypothesis significance testing (NHST), 113</td>
<td>Processing speed, 57</td>
</tr>
<tr>
<td>Objective in observation/observers, 135–137</td>
<td>Production development, 3</td>
</tr>
<tr>
<td>Observation scheme, 71</td>
<td>Production measures, 150–151</td>
</tr>
<tr>
<td>Observer’s paradox, 135</td>
<td>Prompted production, 150–151</td>
</tr>
<tr>
<td>One-way task, 60</td>
<td>Prompted response, 164</td>
</tr>
<tr>
<td>Online research questions, 41–42</td>
<td>ProQuest Dissertations, 123</td>
</tr>
<tr>
<td>Open-ended questions, 97–102, 99r, 99, 102</td>
<td>Psycholinguistic techniques</td>
</tr>
<tr>
<td>Operation span tasks, 62–63</td>
<td>Introduction to, 46, 164</td>
</tr>
<tr>
<td>Oral-communication tasks, 22</td>
<td>Overview of, 164–169</td>
</tr>
<tr>
<td>Oral corrective feedback, 16, 106, 143–144, 163</td>
<td>Priming experiments, 167–169</td>
</tr>
<tr>
<td>Oral-interaction tasks, 65</td>
<td>Reaction time, 164–165, 169</td>
</tr>
<tr>
<td>Ordinal scale, 173</td>
<td>Word association, 166–167, 169</td>
</tr>
<tr>
<td>Original interaction hypothesis, 1</td>
<td>PsychoPy software, 165–168</td>
</tr>
<tr>
<td>Outliers in data collection, 192–193</td>
<td>PsychINFO database, 123</td>
</tr>
<tr>
<td>Output, 1–8, 111</td>
<td>Publication bias, 61, 108, 119–128</td>
</tr>
<tr>
<td>Output hypothesis, 6</td>
<td>Pupilometry, 154</td>
</tr>
<tr>
<td>Oxford Placement Test (OPT), 187–188</td>
<td>Qualitative data, 5, 181–182</td>
</tr>
<tr>
<td>Participant fatigue in surveys and questionnaires, 95</td>
<td>Qualitative research methods, 28, 33, 92, 172, 181–182</td>
</tr>
<tr>
<td>Peer-to-peer interactions, 10–11</td>
<td>Qualtrics software, 96</td>
</tr>
<tr>
<td>Personal context in research questions, 39–41</td>
<td>Quantification of data, 28, 130</td>
</tr>
<tr>
<td>Phonological Short-Term Memory (PSTM) tests, 59</td>
<td>Quantitative data, 112</td>
</tr>
<tr>
<td>Pilot testing, 195–197, 198f</td>
<td>Quantitative research methods, 28, 33–34, 92, 172</td>
</tr>
<tr>
<td>Pitfalls in research. See common pitfalls</td>
<td>Quasi-experimental research, 132, 142–143</td>
</tr>
<tr>
<td>Positionality/positioning concepts, 77</td>
<td>Questionnaires, defined, 83–84. See also surveys and questionnaires</td>
</tr>
<tr>
<td>Post-test studies, 2, 11, 37, 40, 69, 133, 155</td>
<td>Questions, closed-ended, 97–102, 99r, 102</td>
</tr>
<tr>
<td>Practitioner research, 144</td>
<td>Questions, open-ended, 97–102, 99r, 99, 102</td>
</tr>
<tr>
<td>Pragmatic production, 36</td>
<td>Random assignment of learners, 132</td>
</tr>
<tr>
<td>Pragmatic-related episodes (PREs), 81</td>
<td>Random-effects models (RE), 116</td>
</tr>
<tr>
<td>Reflexivity concept, 77</td>
<td>Reaction time, 164–165, 169</td>
</tr>
<tr>
<td>Reflective learning journal, 141–142</td>
<td>Real-life research questions, 27–28</td>
</tr>
<tr>
<td>Reflectivity concept, 77</td>
<td>Recasts, 12, 176–178</td>
</tr>
<tr>
<td>Reflectivity differences, 18–19</td>
<td>Receptivity differences, 18–19</td>
</tr>
<tr>
<td>Reflectivity concept, 77</td>
<td>Receptive learning journal, 141–142</td>
</tr>
<tr>
<td>Reflectivity concept, 77</td>
<td>Reflexivity concept, 77</td>
</tr>
<tr>
<td>Page Range</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>183–184</td>
<td>reliability in data coding</td>
</tr>
<tr>
<td>186</td>
<td>instruments in data coding</td>
</tr>
<tr>
<td>127, 183–185</td>
<td>inter-rater reliability</td>
</tr>
<tr>
<td>186</td>
<td>Split-Half reliability measure</td>
</tr>
<tr>
<td>47–49, 49f, 50–53</td>
<td>replication studies in research</td>
</tr>
<tr>
<td>127</td>
<td>research responsibility pitfalls</td>
</tr>
<tr>
<td>106, 108–110, 112, 124, 130</td>
<td>research synthesis</td>
</tr>
<tr>
<td>41–42</td>
<td>Schmidt’s Noticing Hypothesis</td>
</tr>
<tr>
<td>104</td>
<td>role-play speaking assessment</td>
</tr>
<tr>
<td>109–111</td>
<td>scoping review</td>
</tr>
<tr>
<td>4–11</td>
<td>second-language acquisition (SLA) awareness in, 110</td>
</tr>
<tr>
<td>27</td>
<td>designing studies in, 27</td>
</tr>
<tr>
<td>28–32, 30–31</td>
<td>different approaches to, 28–32, 30–31</td>
</tr>
<tr>
<td>31</td>
<td>foreign language classroom anxiety, 31</td>
</tr>
<tr>
<td>1–4</td>
<td>introduction to, 1–4</td>
</tr>
<tr>
<td>27–28</td>
<td>real-life research questions, 27–28</td>
</tr>
<tr>
<td>47–49, 49f, 50–53</td>
<td>replication studies in, 47–49, 49f, 50–53</td>
</tr>
<tr>
<td>4–5</td>
<td>scope of, 4–5</td>
</tr>
<tr>
<td>5</td>
<td>theoretical background, 5</td>
</tr>
<tr>
<td>45–47</td>
<td>working memory capacity, 45–47</td>
</tr>
<tr>
<td>82</td>
<td>second language listening, 82</td>
</tr>
<tr>
<td>186</td>
<td>Second Language Test of Shame and Guilt Affect (L2-TOSGA) questionnaire, 186</td>
</tr>
<tr>
<td>19, 33, 80</td>
<td>self-correction</td>
</tr>
<tr>
<td>72</td>
<td>self-observational data</td>
</tr>
<tr>
<td>166</td>
<td>semantic networks</td>
</tr>
<tr>
<td>181–182</td>
<td>semi-structured interviews</td>
</tr>
<tr>
<td>18–19</td>
<td>sensitivity differences, 18–19</td>
</tr>
<tr>
<td>63</td>
<td>sentence span tasks, 63</td>
</tr>
<tr>
<td>103</td>
<td>sequential design, 103</td>
</tr>
<tr>
<td>116</td>
<td>short-delayed posttests, 116</td>
</tr>
<tr>
<td>67–68</td>
<td>short-term memory, 67–68</td>
</tr>
</tbody>
</table>
single recasts (SR), 177–178
social media research questions, 41–42
sociocultural theorists, 3
socioeconomic contexts for corrective feedback, 19
Spearman Rank correlation coefficients, 185
Split-Half reliability measure, 186
statistics/statistical analysis, 31, 43, 119
stimulated recall, 74, 137–140, 176
stress, 31, 109, 133, 165
structural priming, 168
study abroad (SA)
corrective feedback and, 32–33
interactions, 11
pragmatic development during, 35–36
researchers in, 31
subjectivity in research, 135
surveys and questionnaires
administration of, 97–98, 98f, 100–101
attitudes toward, 89–90
benefits of, 91–94, 92f, 93–94f
caveats with, 94–97, 95f, 96f
creation of, 97–98, 98f
defined, 83–84
interviews, 85–90
introduction to, 83
mixed-methods research, 96–97, 101–105, 104f
use in interaction, feedback, and task research, 84–85
writing questions, 90–91, 91f
synchronous computer-mediated communication (SCMC), 72
syntactic priming, 167–168
syntagmatic relationship, 166
synthetic research, 106
target-language group, 3
task-based language learning
action research, 135–137, 144–147
aptitude differences, 55–57
blog entries, 79–80
classroom observation in, 133–137
cognitive creativity, 64–70, 67f, 67r
different approaches to, 28–32, 30–31f
discourse completion task, 80–81
hypotheses and predictions, 43–44
hypotheses and research questions in, 33–35, 45–47
immediate recalls, 75–77, 76f
individual differences, 54–55
interviews in, 77–79, 78f, 87–89
introduction to, 132
introspections in, 71–72, 72f
IRIS database, 44, 49–50
journal entries, 79–80, 140–142
materials and data in, 44
objectivity and, 135–137
replication studies in research, 47–49, 49f, 50–53
stimulated recall, 72–74
survey and questionnaire use in, 84–85
text characteristics of, 84–85
think-aloud protocols, 74–75
uptake sheets, 138–139f, 138–139
working memory and, 45–47, 57–64
task-based language teaching (TBLT)
acquisition link to, 21
in classroom research, 141–143
cognitive underpinnings, 22
feedback on, 26, 83, 91
interaction in, 132
introduction to, 1–4
meta-analysis of, 21–22, 117f, 117
methodology of, 119
open research in, 25
overview of, 20f, 22–24
pedagogy of, 23
research in, 119–120
scope of, 4–5
summary of, 25–26
task-based pragmatics instruction in EFL classroom contexts, 81
task complexity (TC), 179–180, 187–188
tasks
acquisition link to task-based language learning, 21
alternative uses task, 65
collaborative, 144, 168
collaborative task, 81, 144, 183
communication task types, 2, 43, 133
counting span tasks, 63
in data coding, 179–180
elicited imitation tasks, 187–188
elicited oral imitation task, 177
oral-communication tasks, 22
oral-interaction tasks, 65
paperclip task, 65–68, 66f
sequence span tasks, 63
timed grammaticality judgment task, 177
untimed grammaticality judgment task, 177
writing questions, 90–91, 91f
written corrective feedback, 16, 36
Yes or No data, 172

turn, 178
Twitter research, 41–42, 123

Ultimate Attainment in Second Language Acquisition: A Case Study, 37
ultrasound imaging, 150, 162f, 162–163
understudied targets of corrective feedback, 18–19
untimed grammaticality judgment task (UGJT), 177
uptake sheets, 138–139r, 138–139
utterance, 97, 140, 164, 167, 179, 186, 204
validity
construct validity, 187
content validity, 187
criterion-related validity, 187
external validity, 188–189
face validity, 187
internal validity, 188
predictive validity, 187
types in data coding, 187–188
video recording data, 162–163

Web of Science, 39
WEIRD (Western, Educated, Industrialized, Rich, Democratic) participants, 189–191
word association, 166–167, 169
Wordpress, 41
working memory (WM), 45–47, 57–70, 67f, 67r, 155–157
working memory capacity (WMC), 45, 59, 61–62, 82, 89
writing questions, 90–91, 91f
written corrective feedback, 16, 36