Synthesizing Research on Language Learning and Teaching

Edited by John M. Norris Lourdes Ortega University of Hawaiʿi at Mānoa

John Benjamins Publishing Company Amsterdam/Philadelphia

Table of contents

Contributors Preface	IX XI
The value and practice of research synthesis for language learning and teaching John M. Norris and Lourdes Ortega	3
Section II. Research syntheses Introduction to Section II CHAPTER 2	
Principles, parameters, and SLA: A retrospective meta-analytic investigation into adult L2 learners' access to Universal Grammar Thomas H. Dinsmore	53
CHAPTER 3	
Investigating the empirical link between task-based interaction and acquisition: A meta-analysis Casey M. Keck, Gina Iberri-Shea, Nicole Tracy-Ventura, and Safary Wa-Mbaleka	91
CHAPTER 4	
The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research Jane Russell and Nina Spada	133

CHAPTER 5	
Effects of L2 instruction on interlanguage pragmatic development: A meta-analysis Eun Hee Jeon and Tadayoshi Kaya	165
CHAPTER 6	
The effects of Explicit Reading Strategy Training on L2 reading comprehension: A meta-analysis Alan Taylor, John R. Stevens, and J. William Asher	213
CHAPTER 7	
A meta-synthesis of qualitative research on effective teaching practices for English Language Learners <i>Kip Téllez and Hersh C. Waxman</i>	245
CHAPTER 8	
Research synthesis and historiography: The case of assessment of second language proficiency Margaret Thomas	279
Section III. Commentaries	
Introduction to Section III	
CHAPTER 9 Meta-analysis, human cognition, and language learning Nick C. Ellis	301
CHAPTER 10	
Some reflections on the development of (meta-analytic) synthesis in second language research <i>Craig Chaudron</i>	323
Author index	341
Subject index	347