Table of contents

Contributors ix
Preface xi

Section I. Introduction

CHAPTER 1
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

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

CHAPTER 7

A meta-synthesis of qualitative research on effective teaching practices for English Language Learners

Kip Téllez and Hersh C. Waxman

CHAPTER 8

Research synthesis and historiography: The case of assessment of second language proficiency

Margaret Thomas

Section III. Commentaries

Introduction to Section III

CHAPTER 9

Meta-analysis, human cognition, and language learning

Nick C. Ellis

CHAPTER 10

Some reflections on the development of (meta-analytic) synthesis in second language research

Craig Chaudron

Author index

Subject index