GURT Invited Symposium: “The longitudinal study of advanced foreign language capacities: Theoretical and methodological issues”

It’s about time: The longitudinal study of advanced second language and literacy capacities

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1. Preliminary thoughts:
   - Centrality of time and timing in SLA research
   - Lack of explicit discussions about longitudinal research issues
   - Substantive and methodological explorations needed

2. What are unique benefits of doing longitudinal research of L2 learning, if any?


3. What makes an L2 study “longitudinal”?
   - Sheer length of study → Time scales, turning points
   - Multi-wave data collection → How many waves, how comparable?
   - Focus on capturing change over time → Is it by design (cf. ethnographies)
   - Focus on establishing antecedent and consequent relations → e.g., Bardovi-Harlig’s (1994) mapping of emergence of past perfect and instruction; Klapper & Rees’s (2003) identification of the role of study abroad in the learning outcomes achieved by a 4-year curriculum

   Phelps, Furstenberg, & Colby (2002)

4. Typology of L2 longitudinal research:
   - Descriptive-quantitative studies, e.g.: Myles and colleagues (1998, 1999)
   - Programmatic studies, e.g.: Klapper & Rees (2003)
   - Instruction studies (e.g., Ishida, 2004)
   - Qualitative studies, e.g.: Harklau (2000), Angelelli (2004)