

Research Statement

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Introduction

My research agenda falls into two broad areas of TESOL: first, (a) Instructed Second Language Acquisition (*substantive*), and second, (b) TESOL Research Methods (*methodological*). My publication record within and beyond these domains is strong, consisting of 18 journal articles and book chapters that have been published, accepted, or finalized for submission. In this summary, I first briefly outline my past and current program of research. Then, I will describe two of my future research plans (please see my CV for other ongoing projects) each highlighting a novel line of second language (L2) research. In both sections, I will be referring to relevant projects, publications, and research activities.

Past and current program of research

Methodological

All methodologically driven L2 research I conduct follows what I term as the *four-component* approach. Specifically, I aim to describe a common L2 methodological problem in plain language (component 1). Next, I provide a well-grounded solution to the problem (component 2). Then, I apply my solution to actual L2 research studies from the literature (component 3). Finally, I offer a range of [freely accessible tools](#) to enable and expand the practical use of the solution provided (component 4).

My methodological research addresses topics ranging from novel methods of L2 research synthesis (e.g., Bayesian meta-analysis) and replication research planning to experimental design, instrumentation, and complex L2 data analysis. My efforts in these areas have been central to a budding '*methodological reform*' movement currently taking place in the field. For example, I spearheaded two major projects that empirically examined the potential of Bayesian methods using data from published L2 research. These studies were first of their kind in Applied Linguistics and were recently published in [Language Learning](#) and [Modern Language Journal](#), respectively.

As another example, I have also been developing a comprehensive set of methods for L2 research planning, a work to appear in [Studies in Second Language Acquisition](#). My goal in this area has been to allow L2 researchers to determine the number of participants required for their intended research studies to achieve a reasonable level of generalization to real-world language learning contexts. Devised to be practical, these methods are highly flexible and adapt themselves based on such realistic factors as time and budget available to the researchers as well as the prior L2 research findings.

In sum, these and other methodologically oriented projects have led to articles in journals such as *Language Learning*, *Modern Language Journal*, [Second Language Research](#), as well as handbooks such as the [handbook of applied linguistics research methodology](#) edited by Phakiti, De Costa, Plonsky, & Starfield.

Substantive

In addition to my methodologically driven research, my interest in the theoretical and the practical aspects of instructed second language acquisition has led me to conducting research in areas such as written corrective feedback (WCF), and L2 pragmatics development (LPD).

Within the domain of corrective feedback, I have been particularly interested in casting light on aspects of WCF that have received scant research attention. For example, I carried out a research project to investigate how teaching experience could affect the type, amount, and precision of the written corrective feedback provided to language learners. Primary among its outcomes, this research showed that experienced teachers whose written feedback was

selective and tailored to learners' current state of writing competence were often also precise in their written feedback. Moreover, these teachers mostly favored alternative feedback (e.g., self-correction, meta-linguistic feedback) over comprehensive and direct forms of written feedback. Overall, the findings resulted in a range of pedagogical recommendations for both language teachers (pre- and in-service) as well as teacher trainers.

In the area of WCF, I also sought to study the triangle of teachers', and students' beliefs about effective written corrective feedback practices, and teachers' actual feedback practices in the classroom. Triangulating data from questionnaires, interviews, and written correction tasks, I was able to discover a number of mismatches between teachers' and learners' beliefs about the manner and the quality of the written feedback on the one hand, as well as between teachers' beliefs and their actual written feedback practices on the other hand. These mismatches have critical implications for L2 writing classrooms. Importantly, such a gap in perceptions about the manner and the quality of the written feedback can not only negatively affect learners' ability to apply the feedback to their current writing (i.e., revision), but it can also impair carrying over any learning to new pieces of writing (i.e., implicit knowledge).

Within the realm of L2 pragmatics, my goal has been to come up with an [integrative model](#) that brings together several contrasting theories on L2 pragmatic development (e.g., how pragmatic and grammar competencies relate to one another). This is important because pragmatic competence is central to what is known as *communicative language ability*. Thus, such a model could inform a variety of pedagogical practices required for the correct implementation of modern approaches to language teaching (e.g., task-based language teaching) as well as designing communicative language tests.

Future research plans

Methodological

Meta-analysis has been a popular method to synthesize a body of L2 research in any given domain. However, if the number of primary studies selected for a meta-analysis is not sufficiently high, the meta-analytic conclusions are called into question. In my future *four-component* (see above) work, I will be interested in filling in the gaps in the literature using the Bayesian methodology. Specifically, using a Bayesian framework, one can make up for the limited number of primary studies, use an epistemologically correct meta-analytic model, and still arrive at a reasonable result without jeopardizing the validity of the conclusions drawn.

Substantive

Moving forward, I plan to invest in conducting advanced meta-analytic studies in the area of instructed L2 writing acquisition. This line of interest is pedagogically important because several decades of research in this area has led to a body of substantial, and at times inconsistent findings and recommendations. This inconsistency is partly due to the myriad differences (e.g., context, treatment, learner population) among individual studies conducted in isolation. With the goal of informing pedagogical practices in the area of L2 writing instruction, I intend to use advanced methodologies to provide a nuanced picture of how and under what conditions L2 writing instruction can enhance writing development. I am happy to report that I have taken some [initial steps](#) to design the required tools for this purpose, and intend to expand these capabilities for my future research in the area of instructed L2 writing acquisition.

Conclusion

In closing, my research agenda is clearly defined and demonstrates both high productivity and impact in Applied Linguistics research. I would very much welcome the opportunity to continue my work in these areas both independently as well as in collaboration with faculty and students at California State University, San Bernardino.