


Research statement

My research is evidence-based, empirical, and data-driven as well as of a quantitative nature. It is evidence-based for two reasons. Firstly, I believe that the educational sector on all levels ought to make evidence-based decisions and policies. Those decisions should make conscientious, explicit, and judicious use of current best evidence; this, in turn, means that research pertaining to this sector should follow the same philosophy. More often than not, however, this is, sadly, not the case. Secondly, research in applied linguistics and language teaching needs to integrate individual pedagogical experiences from the field with the best available external evidence from systematic research. Both parts are necessary for expertise to emerge, but none of them I would deem sufficient on their own.

My research is empirical and data-driven. For me, research starts with appreciating the work others have done, relating to their models, theories, findings, and desiderata. Then I try to develop consecutive questions and hypotheses, and finally test them with mostly quasi-experimental designs by a range of real-life observations and elicited data. These data would be submitted to a rigorous and transparent analysis, mostly through quantitative statistics. This approach reflects, on the one hand, my personal suspicion towards myself, my individual beliefs, as well as phenomena as perceived in my experience. I am convinced that such a natural scepticism towards one's own narrow view is an excellent foundation of scientific interests. On the other hand, this enables me to question dogmatic doctrines of the day.

My research is of a quantitative nature. This is owed to the simple fact that this was the realm of data analysis to which I was first and most profoundly introduced. Despite this bias, I appreciate mixed approaches, where qualitative and quantitative data complement and enrich each other. For quantitative statistical analyses, I have been using the software , a freely available programming language and environment for statistical computing & graphics (<https://www.r-project.org/>). When doing inferential statistics, I have mainly been using ANOVAs, OLSs, logistic and mixed regression modelling, exploratory principal component and factor analyses, brute-force classification models, as well as algorithms from Signal Detection Theory.

Taken together, my research is meant to bridge the gap between theory and practical application. While my teaching is supposed to be research-based, my research should be relevant for the application in the field.

Past projects

- Irregular verb morphology in young and advanced EFL / GFL learners
- Vocabulary acquisition in CLIL
- VARIATE 2|3: The potential of variation theory for EFL teaching at secondary and tertiary levels, 2016-2021
- DISCET-3: Diagnostic screening tools for English teachers at tertiary level, 2016-2022

Current Projects

- FLAME: Foreign Language Aptitude & Motivation in English at Primary Schools 2020-2024
- DIGIT:TIME: Digital Technologies, Innovations and Media in English Language Teaching, 2020-2024
- ProGram: Professional grammaring. From rule application to linguistic understanding, 2020-2024