


## *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 quasi-experimental designs by a range of real-life observations and 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 I was first and most professionally introduced to. Despite this bias, I really appreciate mixed approaches, where qualitative and quantitative data complement and enrich each other. For quantitative statistical analyses, I have been using a software called , (R-Core-Team, Vienna, 2014), a freely available language and environment for statistical computing and graphics (<http://www.R-project.org>). When doing inferential statistics, I have mainly been using ANOVAs, OLS and logistic regression, generalised linear mixed models, exploratory principal component and factor analyses as well as classification models.

Taken together, my research, as well as my teaching, 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. *Action research* would be one way of systematically doing exactly this.

### *Past projects*

- (a) Irregular verb morphology in advanced EFL learners
- (b) Irregular verb morphology in advanced GFL learners
- (c) Irregular verb morphology in young EFL learners
- (d) Vocabulary acquisition in CLIL
- (e) Screening tools for teaching gifted pupils

### *Current Projects*

- (a) The potential of variation theory for EFL teaching at secondary and tertiary levels
- (b) *DISCET-3*: Diagnostic screening tools for English teachers at tertiary level