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The methodology of introspection, and especially of stimulated recall, is gaining increasing popularity in second language research. This book provides a "how-to" guide for researchers considering using this technique, contextualized within a history of the procedure and a discussion of its strengths and weaknesses. Topics covered in depth include:

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Stimulated Recall Methodology in Applied Linguistics and L2 Research provides researchers and students in second language acquisition and applied linguistics with the only how-to guide on using stimulated recalls in their research practice. This new edition expands on the scope of the previous edition, walking readers step-by-step through a range of studies in applied linguistics in order to demonstrate the history of stimulated recalls and their efficacy as a data collection tool.

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Stimulated recall methodology in second language research . Gass, Susan M. and Mackey, Alison (2000) Stimulated recall methodology in second language research. Lawrence Erlbaum Associates, Mahwah, NJ. ISBN 9780805832235 Full text not available from this repository. ...

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The book is another in Erlbaum's series on Second Language Acquisition Research, several of which have been reviewed previously in TESL-EJ. Stimulated Recall Methodology in Second Language Research consists of five chapters, three appendices, and a wide selection of resources (in addition to references at the back of the book). The three appendices present helpful samples from both data collection and analysis processes.

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Stimulated Recall Courses - XpCourse

The use of video stimulated recall methodology in teacher training – The exploration of aims, goals and methodological characteristics of VSR methodology through systematic literature review, International Journal of Educational Research, 10.1016/j.ijer.2019.02.015, 95, (60-75), (2019).

STIMULATED RECALL: A METHOD FOR RESEARCH ON TEACHING ...

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(PDF) Ryan, J., & Gass, S. (2012). Stimulated recall.
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Stimulated Recall Methodology in Second Language Research ...

This study examines the effect of experience and uses stimulated recall to attempt to understand the interactional patterns of two groups of NSs (with greater and lesser experience) interacting with second language (L2) learners outside of the classroom context.

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