

Eye tracking in second language acquisition and bilingualism: A research synthesis and methodological guide. Godfroid, A. (2020). Routledge, Abingdon, 438 pages, ISBN: 978-1-138-02467-0.

TING HU
ORCID no: 0000-0002-6342-8114

HAIMING XU
Shanghai International Studies University

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Eye tracking is gaining ground as an important online method in research on second language acquisition (SLA) for its ecological validity, versatility and ability to yield rich data with high temporal and spatial precision (Conklin & Pellicer-Sánchez, 2016). This is indicated not only by an increasing number of studies with or on eye tracking, but also by special issues on SLA research with eye tracking of *Studies in Second Language Acquisition* and *Second Language Research*. Despite its popularity, systematic accounts on SLA eye tracking research are limited. One of the first to have done so, Aline Godfroid's *Eye Tracking in Second Language Acquisition and Bilingualism: A Research Synthesis and Methodological Guide* is a timely addition to the field.

What lends this book much credibility is that Godfroid, associate professor of second language studies at Michigan State University, draws together 15 years of her first-hand research experience with eye tracking SLA studies. It is a useful complement to a previous book on the same topic by Conklin et al.(2018): *Eye-Tracking: A Guide for Applied Linguistics*

Research, as it offers not only thorough practical research guidelines, but more importantly, comprehensive research synthesis of eye tracking studies from well-known SLA journals. It would prove useful not just for researchers, but also practitioners, as findings gleaned from these studies can help them make informed decisions on development of teaching materials, curriculum, pedagogical innovations and assessment of learning outcomes.

The book falls into two parts and nine chapters. The first part, with four chapters, establishes theoretical foundation with an introduction on the “what”, “why” and “how” of eye tracking. In particular, it systematically synthesizes two major strands of SLA research with eye tracking: text-based eye tracking research and research in visual world paradigm. The second part offers thorough practical know-how for eye tracking research. In so doing, this book provides guidelines and tips on the quintessential stages of the eye tracking research cycle: development of research questions (chapter 3,4,9), research design (chapter 5,6), experiment set-up (chapter 9), selection of eye tracking measures (chapter 7), and data collection and analysis (chapter 8).

Overall, both SLA scholars and practitioners stand to benefit from it, who can gain new inspiration about research ideas and use research findings to inform their teaching practice. For instance, this book reviews eye tracking SLA studies on questions including how pedagogical techniques (e.g., input enhancement and multimodal input) affect allocation of attention and learning outcomes, to what degree explicit instruction boosts implicit instruction, how individual differences affect cognitive processes in language learning, how learners process information during intentional grammar and vocabulary learning, and how valid a test is. Findings from these inquiries will be insightful for researchers and educators, as such in-depth and comprehensive synthesis of SLA eye tracking literature allows them to get a clear landscape of this field and also zoom in on areas of their interest. Another feature that makes it valuable is its accessibility, especially to beginners, via visualization, such as figures, flow-chart, and roadmap, as well as the use of vivid analogies and sample studies to explain technical concepts.

In summary, as a systematic research synthesis and practical how-to guide dedicated to eye tracking, this book constitutes a good source of inspiration for both SLA researchers and practitioners, to formulate new research questions and answer old questions with eye tracking, and to use findings from them for innovations in L2 pedagogy, development of teaching materials and assessment. In so doing, it has indeed achieved its goal of contributing to the building of ‘disciplinary identity of eye-tracking research in SLA ’ (p. XXI).

REFERENCES

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