APPL902

Research Methods in Language Study

S1 Day 2014

Linguistics

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MCommDis or MTransInter or
MTransInterMAppLing or MTransInterMIntRel or MAuslEngInt or PGDipAuslEngInt or
MConfInt or MAdvTrans or PGCertResPrep(Hus) or MTransInterPed

Corequisites

Co-badged status
Internal/External

Unit description
This unit focuses on general principles of research and the use of research methods in language studies. It covers the whole process of research from choosing a topic, searching the related literature on the topic, and formulating research questions, to collecting and analysing data and writing up research reports. The exploration of quantitative, qualitative, and mixed-method research methodologies develops students' research literacy to understand research reports and to design research projects. Research ethics and writing research proposals are two other topics that are discussed in this unit.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Identifying a research topic or area of interest

Understanding published research related to language studies

Identifying a research topic or area of interest

Stating a problem within the area of interest and explain its significance

Critically reviewing & evaluating literature (published papers) related to the topic of your research

Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment Tasks

Name	Weighting	Due
Essay	25%	March 25th
Annotated Bibliography	30%	April 25th
Research Proposal	35%	June 14th
Active Participation	10%	Ongoing

Essay

Due: **March 25th**
Weighting: **25%**

This assignment is an expository essay in which you describe

and explain your area of interest, its significance and why you have chosen the area (how it relates to you?). You may discuss the significance of the chosen area theoretically and practically by citing related literature, and support your selection of the topic by showing how it is important to you personally, professionally and contextually (where you work or what you'll be doing). The essay should follow the conventional essay structure: an introduction, body and a conclusion. The introduction may end with your thesis statement (the reasons why you've chosen the topic). The body can include paragraphs in which you describe and discuss every one of the reasons you stated in the thesis statement. Finally, the conclusion section may highlight your main arguments about the significance of your topic. You may also discuss methodological issues related to your topic in the conclusion. Provide a list of references according to APA style.

On successful completion you will be able to:

- Identifying a research topic or area of interest

Annotated Bibliography

Due: **April 25th**

Weighting: **30%**

An annotated bibliography is a list of sources and annotations (summary and evaluation) on a selected topic arranged in alphabetical order. Each annotation will have two parts. The first part is the bibliographic information of the source which should strictly follow APA style. The second part of each annotation includes a concise summary of the content and methodology of the study and evaluation of its value or relevance to the theme of the AB (your chosen topic or area of interest). Given your annotated bibliography will be used to write the literature review for your third assignment (research proposal), it is worth preparing it as carefully as possible. Roughly, the summary and the evaluation of each stud should have a 50:50 proportion.

On successful completion you will be able to:

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Critically reviewing & evaluating literature (published papers) related to the topic of your research

Research Proposal

Due: **June 14th**

Weighting: **35%**

Assignment 3 is **a proposal for a research project** and is based on Assignments 1 and 2 with some additional sections. Use assignments 1 and 2 and the comments and feedback you received to prepare your proposal.

Outline of assignment 3

1. **Introduction**: Introduce your topic (area) and its importance (theoretically and practically). You can use Assignment 1 to prepare this section, however, you may need to re-word and summarise it to fit it to the scope of this assignment. Then identify the research problem or the gap in the topic to be investigated. You can use the conclusions section of your Assignment 2 to write this part.

2. **Literature review**: Contextualise your problem and your research questions by reviewing the related literature and indicating the significance of your problem [use your annotations from Assignment 2 to write this part]. At the end of the literature say how the proposed study will contribute to the current body of the knowledge on the topic as you included in your AB.

3. **Purpose and research questions**: State the general purpose of the proposed study, and formulate 3-5 specific research questions and/or research hypotheses to be investigated.

4. **Methods**: Provide details of how the study will be conducted. These will include:

· Research design and method (The design of your study and the specific research methods you will use to investigate the research problem and answer research questions)

· Operationalization of key concepts/constructs & identification of variables

· Participants (choice, selection, numbers, features)

· Instruments of data collection (append examples if appropriate)

· Procedures for data collection and analysis

· How ethical issues relevant to your study will be handled?

· Issues related to the reliability and validity of the instruments

· Limitations of the study

5. Probable contribution of your proposed study to the field

A reference list must be provided at the end of the proposal in alphabetical order and according to APA writing style. There should be a one-to-one correspondence between the works cited in the body of your proposal and the ones in your reference list.

On successful completion you will be able to:

- Identifying a research topic or area of interest
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- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your research
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Active Participation

Due: **Ongoing**
Weighting: **10%**

Both internal (on-campus) and external (distance) students should take part in teaching and learning activities throughout the semester. These will include face-to-face in class, and online discussion. Use "Forum" facility in iLearn and post your comments and discuss different topics related to the unit.

You are encouraged to post a brief report of the papers you find and read on each of the unit topics. Groups may be formed of those who share similar areas of interest to further discuss their topics and exchange resources.

Also, use the "Glossary" part to define and describe research concepts and terms. This will help you to consolidate your understanding of these terms and will give others a chance to read and understand those concepts.

On successful completion you will be able to:
- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your research
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Delivery and Resources

This unit is offered both on campus through face-to-face lectures, and online through iLearn. Both internal (on-campus) and external (distance) students will have access to iLearn to discuss topics in Forum and submit their assignments.

Resources

Students will have access to a variety of resources for this unit. They will have access to online library to retreive articles and they will have access to iLearn for teaching and learning activities.

<u>**Textbook**</u>:

We use the following two texts in this unit. The first one is "required" (you must have a copy), and the second one is "optional" (you may or may not have a copy) for further reading.

Dornyei, Z. (2007) *Research methods in applied linguistics.* Oxford: Oxford University Press. (Required)

Paltridge, B., & Phakiti, A. (eds.)(2010). *Continuum companion to research methods in applied linguistics.* London: Continuum International Publishing Group. (Optional)

These two textbooks should be able to provide you with the knowledge and skills necessary to understand and to conduct research projects in applied linguistics. You might refer to the related chapters in the books as we proceed on different topics in the unit outline. Use table of contents and index of the two books to find particular concepts and topics related to each week's topic.

Dornyei's book is, however, more of focus for the unit readings since it addresses quantitative and qualitative as well as mixed methods research issues. In addition to these two texts, you are encouraged to refer to the following recommended books and journal articles if you want to use research more professionally.

<u>Recommended other texts</u>:

The following titles are very useful if you are going to enhance your understanding of research and develop more skills in conducting professional research projects.

Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to*

statistics and research design. Cambridge: Cambridge University Press.

Brown, J.D., & Rodgres, T. (2002). *Doing second language research.*Oxford: Oxford University Press.

Burns, A. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners.* New York: Routledge.

Hatch, E. & Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics*. Newbury House.

Litosseliti, L. (ed.) (2010). *Research methods in linguistics.*London: Continuum International Publishing Group.

Publication Manual of the American Psychological Association (6th edition). (2010). Washington DC: American Psychological Association.

Rasinger, S.M. (2013)(2nd ed.). Quantitative research in linguistics: An introduction. London: Bloomsbury.

Richards, K. (2003). *Qualitative Inquiry in TESOL*. London: Palgrave Macmillan.

Recommended articles:

Brown, J.D. (1991). Statistics as a foreign language. Parts 1 & 2. *TESOL Quarterly, 25 & 26*.

Cumming, A. (Ed.)(1994). Alternatives in TESOL research: Descriptive, interpretive, and ideological orientations. *TESOL Quarterly, 28,* 673-705.

Davis, K.A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly, 29,*427-453.

Davidson. F. (1993). Some comments on the social impact of research in TESOL. *TESOL Quarterly*. 27, 1. 160-162.

Dufon, M. (1993). Ethics in TESOL research. *TESOL Quarterly*. 27, 1: 157-160.

Lazaraton, A. (1995). Qualitative research in applied linguistics: A progress report. *TESOL Quarterly, 29,* 455-472.

Randolph, J.J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research, & Evaualtion,14*(13), 1-13.

Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching, 42*(2), 147-180.

Rieschild, V.R. (2003). Origami in a Hurricane: Current Challenges to Linguistic Research. *Australian Journal of Linguistics*, 23, 1: 71-98.

Teddlie, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in Schools, 13*(1), 12-28.

Thomas, M. (2009). Review article: Ethical issues in the study of second language acquisition: resources

for researchers. *Second Language Acquisition, 25*, 493-511.

Young, K.A. (2005). Direct from the source: the value of 'think-aloud' data in understanding learning. *Journal of Educational Enquiry, 6*(1), 19-33.

Unit Schedule

Part/ Week	Topic	Task
Part I: 1, 2,3, 4	Introductory concepts: Conceptualising research and research process Searching databases & Reviewing literature Overview of research methodologies Longitudinal vs. cross-sectional research	Identify your areas of interest; share and discuss your areas and topics with other class members (face-to-face or online); do a hands-on search of databases Read identified materials and get to know three research methodologies and the distinction between longitudinal and cross-sectional studies Familiarize yourself with APA writing style
Part II: 5 & 6	Quantitative research methods: Surveys & correlational studies Experimental designs	Read required and recommended readings Read sample studies for each week and post brief reflections in "Forum"
7, 8	Qualitative methods: Classroom research Action research Case study & ethnography	Read required and recommended readings Read sample studies for each week and post brief reflections in "Forum"

| Part III: 9, 10, 11 | Quantitative & qualitative data analysis

Mixed-methods research

Choosing appropriate research methods | Familiarize yourself with SPSS software

Familiarize yourself with NVivo software

Read sample mixed-methods study and post brief reflections in "Forum"

Think about your methodology and the methods for data collection & analysis for your third assignment (research proposal) |
| Part IV: 12 & 13 | Other aspects of research:

Academic writing & writing academically

Ethical issues in research | Read related materials on academic writing

Think about ethical issues as relate to your third assignment (research proposal) |

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your

research

- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Essay
- Annotated Bibliography
- Research Proposal
- Active Participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your research
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Essay
- Annotated Bibliography
- Research Proposal
- Active Participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Annotated Bibliography
- Research Proposal
- Active Participation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your research
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Essay
- Annotated Bibliography
- Research Proposal
- Active Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Research Proposal
- Active Participation

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Identifying a research topic or area of interest
- Understanding published research related to language studies
- Identifying a research topic or area of interest
- Stating a problem within the area of interest and explain its significance
- Critically reviewing & evaluating literature (published papers) related to the topic of your research
- Proposing a study with appropriate methodology for the specific research questions with an understanding of the strengths and weaknesses of alternative methods

Assessment tasks

- Annotated Bibliography
- Research Proposal
- Active Participation