



# APPL902

## Research Methods in Language Study

S1 Day 2015

*Dept of Linguistics*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit convener and lecturer

Mehdi Riazi

[mehdi.riazi@mq.edu.au](mailto:mehdi.riazi@mq.edu.au)

Contact via email

C5A 575

With appointments

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

4

Prerequisites

Admission to MAppLing or PGDipAppLing or MTransInterMAppLing or MAppLingTESOL or MTransIntStudies or MAdvConfInt or MTransInterMAppLingTESOL

Corequisites

Co-badged status

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:

1. Identifying a research topic or area of interest
2. Critically reviewing & evaluating literature (published papers) related to the topic of

your research

3. Describing the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
4. Synthesising and writing up a literature review with the goal of showing gaps
5. Formulating and refining research questions and/or stating relevant hypotheses
6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

## General Assessment Information

### Assessment at a Glance

Assignments	Weight	Due Date/time
Annotated bibliography	25%	Sunday March 22 at 23:55 Sydney Time
Review paper (Literature review)	30%	Sunday April 19 at 23:55 Sydney Time
Research Proposal on a gap you identified in Assignment 2	40%	Friday June 12 at 23:55 Sydney Time
Active participation (classroom and online discussion and presentations)	5%	Semester wide

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assignment 1</u></a>	25%	22/03/2015
<a href="#"><u>Assignment 2</u></a>	30%	19/04/2015
<a href="#"><u>Assignment 3</u></a>	40%	12/06/2015
<a href="#"><u>Active participation</u></a>	5%	Semester wide

### Assignment 1

Due: **22/03/2015**

Weighting: **25%**

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 three 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. Third part of the annotation is a critical evaluation of the study and its relevance to the theme of the AB (your chosen topic or area of interest). Given your annotated bibliography will be used as the basis for writing your second assignment, the review paper (literature review), it is worth preparing it as carefully as possible. Roughly, the summary and the evaluation of each stud should have a 60:40 proportion.

On successful completion you will be able to:

- 1. Identifying a research topic or area of interest
- 2. Critically reviewing & evaluating literature (published papers) related to the topic of your research

## Assignment 2

Due: **19/04/2015**

Weighting: **30%**

This assignment requires you to change your AB (Assignment 1) into a review paper. Use your AB (the introduction, the annotations and reflections, and the conclusion) and write an essay to discuss and highlight the major themes related to your chosen topic. The AB should provide you with enough content to write the review paper, however, you may want to do further search in the databases and add more content if necessary to enhance your review paper. Attend to the comments you received on your AB to improve your second assignment. The structure of the review paper will follow an introduction, body and conclusion.

On successful completion you will be able to:

- 1. Identifying a research topic or area of interest
- 2. Critically reviewing & evaluating literature (published papers) related to the topic of your research
- 4. Synthesising and writing up a literature review with the goal of showing gaps

## Assignment 3

Due: **12/06/2015**

Weighting: **40%**

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. See more details in the Unit Guide.

On successful completion you will be able to:

- 1. Identifying a research topic or area of interest
- 3. Describing the basic underlying principles of research paradigms (quantitative,

qualitative, and mixed-methods) and research methods

- 5. Formulating and refining research questions and/or stating relevant hypotheses
- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

## Active participation

Due: **Semester wide**

Weighting: **5%**

Both internal (on-campus) and external (distance) students should take part in learning and teaching activities throughout the semester. For internal students, these will include attending lectures (for internal students), presentations, and participation in face-to-face in-class, and possibly online discussion.

For external students, active participation will include group presentation in Week 3, and at least 3 other postings related to review of quantitative, qualitative, and mixed-methods research. You are encouraged to post a brief report of the papers identified for reading on any of these research paradigms. This excludes your responses to other students' postings and the initial introduction of yourself and your topics. Also, use the "Glossary" part to define (briefly) and describe research concepts and terms. This will help you to consolidate your understanding of key terms and will give others a chance to read and understand those concepts. There is also a Wiki where you can post more lengthy definitions as well as useful sources you come across. Glossary and Wiki contributions are not included in the active participation but will enhance your learning.

On successful completion you will be able to:

- 3. Describing the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods

## Delivery and Resources

### Teaching and Learning Strategies

The learning and teaching strategies used in this Unit are individual study, in-class face to face lectures and in-class and online discussions through Forum.

The unit convenor will be monitoring the online discussions. If you have any general questions, concerns, and comments these may be posted on the Forum facility. However, should you have any personal issues (e.g. requests for extensions etc.) then these should be addressed directly to the unit convenor at [mehdi.riazi@mq.edu.au](mailto:mehdi.riazi@mq.edu.au)

Online discussion provides students (especially distance/external students) the opportunity to interact and exchange ideas with other classmates to consolidate their understanding of theoretical concepts. Both internal and external students are therefore urged to take part in online discussion of different topics.

## Resources

We use the following texts in this unit. The first one is “required” (you must have a copy), and the other ones are “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)

Kumar, R. (2014)(4<sup>th</sup> ed.). *Research methodology: A step-by-step guide for beginners*. Thousand Oaks, CA: Sage. (Optional)

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

These texts 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 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 texts, the following books and journal articles provide further insights about research methods.

You can find details for other recommended texts and articles in the Unit Guide.

## Unit Schedule

Week	Topic	Lecturer	Required reading(s)	Recommended readings	Tasks & Assignments
1 24/ 02/15	<p>Overview of the unit</p> <p>Conceptualising research: What is research &amp; why we do it?</p> <p>Research process</p> <p>Primary vs. Secondary research</p>	Mehdi Riazi	Dornyei (2007) Chapter 1	<p>Check Part II of Paltridge &amp; Phakiti (2010) for examples of areas of interest</p> <p>Kumar (2014). The Research Process: A Quick Glance</p>	<p>Identify your area of interest to be discussed in class &amp; online</p> <p>Introduce yourself and your area of interest in “Forum”</p>

**Unit guide** APPL902 Research Methods in Language Study

2 03/ 03/15	Knowing about and searching databases  Literature review	Mehdi Riazi	Overview of research databases in "Files" folder in iLearn	Kumar (2014). Reviewing the Literature  Randolph (2009)	[Internal students may bring their Laptop to do some hands-on research activities in class]
3 10/ 03/15	Overview of three research paradigms: quantitative, qualitative, and mixed-methods  Quality criteria: Issues of reliability & validity	Mehdi Riazi	Dornyei (2007) Chapter 2 & 3	Riazi & Candlin (2014)	Group presentations: Each group to present on three features of each research paradigm  Internal students (ISs) present in class  External students (ESs) present in "Forum"
4 17/ 03/15	Longitudinal vs. cross-sectional research	Mehdi Riazi	Dornyei (2007) Chapter 4	--	Assignment 1 is due on Sunday March 22 <sup>nd</sup> at 23:55 Sydney time
5 24/ 03/15	Surveys and correlational studies	Mehdi Riazi	Dornyei (2007) Related parts in Chapters 5 & 9	Paltridge & Phakiti (2010) Chapter 3	Read sample survey study in "Files" folder in iLearn  ISs: Discuss in class  ESs: Post brief reflections in "Forum"
6 31/ 03/15	Experimental studies	Mehdi Riazi	Dornyei (2007) Related parts in Chapter 5 & 9	Paltridge & Phakiti (2010) Chapter 2	Read sample experimental study in "Files" folder in iLearn  ISs: Discuss in class  ESs: Post brief reflections in "Forum"
<b>Mid-term Break (April 03-19)</b> Assignment 2 is due on Sunday April 19 <sup>th</sup> at 23:55 Sydney Time					
7 21/ 04/15	Classroom-based research	Mehdi Riazi	Dornyei (2007) Chapter 8	Paltridge & Phakiti (2010) Chapters 7 & 19	Read sample classroom & action research in "Files" folder in iLearn  ISs: Discuss in class  ESs: Post brief reflections in "Forum"

8 28/ 04/15	Case study and ethnographic research	Mehdi Riaz	Dornyei (2007) Chapter 6	Paltridge & Phakiti (2010) Chapters 5 & 6  Richards (2009)	Read sample case study and ethnography research in "Files" folder in iLearn  ISs: Discuss in class  ESs: Post brief reflections in "Forum"
9 05/ 05/15	Quantitative & qualitative data analysis	Mehdi Riaz	Dornyei (2007) Chapters 9 & 10	Paltridge & Phakiti (2010) Chapters 4 & 8  Brown (1991)	Familiarize yourself with SPSS & NVivo
10 12/ 05/15	Mixed-methods research	Mehdi Riaz	Dornyei (2007) Chapter 7	Riaz & Candlin (2014)  Teddle & Tashakkori (2006)	Read sample mixed-methods study in "Files" folder in iLearn  ISs: Discuss in class  ESs: Post brief reflections in "Forum"
11 19/ 05/15	Summing up: How to choose the appropriate research method	Mehdi Riaz	Dornyei (2007) Chapter 14	--	--
12 26/ 05/15	Research as argument  Writing academically (Writer/ researcher's voice)	Mehdi Riaz	Dornyei (2007) Chapters 12 & 13  Handouts:  1.Features of academic writing  2.Relating to sources and expressing your own voice  3.Organising your argument	The following two "Online Writing Labs" are also very useful:  <a href="http://www.roanestate.edu/owl/">http://www.roanestate.edu/owl/</a>  <a href="https://owl.english.purdue.edu/">https://owl.english.purdue.edu/</a>  Kumar (2014). STEP VIII: Writing a research report	Go to: <a href="http://www.ling.mq.edu.au/support/policies_plagiarism.htm">http://www.ling.mq.edu.au/support/policies_plagiarism.htm</a>  • Make yourself familiar with all the information contained on this link • •



13 02/ 06/15	Ethical issues in research*	Mehdi Riazi	Dornyei (2007) Chapter 3 Section 3.2  Handout:  Ethical issues in human sciences	Thomas (2009)  Rieschild (2003)	Assignment 3 due on Friday June 12 <sup>th</sup> at 23:55 Sydney Time
--------------------	-----------------------------	----------------	---	---------------------------------------	---

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## 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](http://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](http://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 - 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

- 3. Describing the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesising and writing up a literature review with the goal of showing gaps
- 5. Formulating and refining research questions and/or stating relevant hypotheses
- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

### Assessment tasks

- Assignment 2
- Assignment 3

## 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

- 1. Identifying a research topic or area of interest
- 2. Critically reviewing & evaluating literature (published papers) related to the topic of your research
- 3. Describing the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesising and writing up a literature review with the goal of showing gaps
- 5. Formulating and refining research questions and/or stating relevant hypotheses
- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

## 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

- 2. Critically reviewing & evaluating literature (published papers) related to the topic of your research
- 3. Describing the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesising and writing up a literature review with the goal of showing gaps
- 5. Formulating and refining research questions and/or stating relevant hypotheses

- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

## Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

## 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

- 5. Formulating and refining research questions and/or stating relevant hypotheses
- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

### Assessment task

- Assignment 3

## 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

- 1. Identifying a research topic or area of interest
- 4. Synthesising and writing up a literature review with the goal of showing gaps
- 5. Formulating and refining research questions and/or stating relevant hypotheses
- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

## Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

## 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 outcome

- 6. Proposing a research project with appropriate methodology for studying the specific research questions with an understanding of the strengths and weaknesses of alternative methods and analysis of ethical issues

### Assessment task

- Assignment 3