APPL902
Research Methods in Language Study
S1 External 2015
Dept of Linguistics

Contents

General Information 2
Learning Outcomes 2
General Assessment Information 3
Assessment Tasks 3
Delivery and Resources 6
Unit Schedule 6
Policies and Procedures 10
Graduate Capabilities 12

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
Contact via email
C5A 575
With appointment

Margaret Wood
margaret.wood@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MTransInterMAppLing or MAppLingTESOL or MTransIntStudies or MADvConflnt 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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

**Learning Outcomes**

1. Identify a research topic or area of interest
2. Critically review & evaluate literature (published papers) related to the topic of your research
3. Describe the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
4. Synthesise and write up a literature review with the goal of showing gaps
5. Formulate and refine research questions and/or state relevant hypotheses
6. Propose a study 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

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
<td>22/03/2015</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>30%</td>
<td>19/04/2015</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>12/06/2015</td>
</tr>
<tr>
<td>Name</td>
<td>Weighting</td>
<td>Due</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Active Participation</td>
<td>5%</td>
<td>Semester wide</td>
</tr>
</tbody>
</table>

**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 study should have a 60:40 proportion.

More details in the Unit Guide.

This Assessment Task relates to the following Learning Outcomes:

- 1. Identify a research topic or area of interest
- 2. Critically review & evaluate 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 as elaborated below.

Further details in the Unit Guide.

This Assessment Task relates to the following Learning Outcomes:

- 1. Identify a research topic or area of interest
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.

Details of how to prepare Assignment 3 can be found in the Unit Guide.

This Assessment Task relates to the following Learning Outcomes:
- 1. Identify a research topic or area of interest
- 5. Formulate and refine research questions and/or state relevant hypotheses
- 6. Propose a study 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.
This Assessment Task relates to the following Learning Outcomes:

1. Identify a research topic or area of interest
2. Critically review & evaluate literature (published papers) related to the topic of your research
3. Describe 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

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.


Other recommended texts and articles can be found in the Unit Guide.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Required reading(s)</th>
<th>Recommended readings</th>
<th>Tasks &amp; Assignments</th>
</tr>
</thead>
</table>

Unit guide APPL902 Research Methods in Language Study
<table>
<thead>
<tr>
<th>1</th>
<th>24/02/15</th>
<th>Overview of the unit</th>
<th>Mehdi Riazi</th>
<th>Check Part II of Paltridge &amp; Phakiti (2010) for examples of areas of interest</th>
<th>Identify your area of interest to be discussed in class &amp; online</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>03/03/15</th>
<th>Knowing about and searching databases</th>
<th>Mehdi Riazi</th>
<th>Overview of research databases in “Files” folder in iLearn</th>
<th>[Internal students may bring their Laptop to do some hands-on research activities in class]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Literature review</td>
<td></td>
<td>Kumar (2014). Reviewing the Literature Randolph (2009)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>10/03/15</th>
<th>Overview of three research paradigms: quantitative, qualitative, and mixed-methods Quality criteria: Issues of reliability &amp; validity</th>
<th>Mehdi Riazi</th>
<th>Riazi &amp; Candlin (2014)</th>
<th>Group presentations: Each group to present three features of each research paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dornyei (2007) Chapter 2 &amp; 3</td>
<td></td>
<td>Internal students (ISs) present in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External students (ESs) present in “Forum”</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Author(s)</td>
<td>Chapter(s)</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>17/03/15</td>
<td>Longitudinal vs. cross-sectional research</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007)</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>24/03/15</td>
<td>Surveys and correlational studies</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007)</td>
<td>Related parts in Chapters 5 &amp; 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>31/03/15</td>
<td>Experimental studies</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007)</td>
<td>Related parts in Chapter 5 &amp; 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Author(s)</td>
<td>Readings</td>
<td>ISs: Discuss in class</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>19/05/15</td>
<td>Summing up: How to choose the appropriate research method</td>
<td>Mehdi Riazi Dornyei (2007) Chapter 14</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
### Research as Argument

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Handouts</th>
<th>Web Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 &amp; 13</td>
<td>Writing academically (Writer/researcher’s voice)</td>
<td>Mehdi Riazi</td>
<td>Features of academic writing</td>
<td><a href="http://www.roanestate.edu/owl/">http://www.roanestate.edu/owl/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Relating to sources and expressing your own voice</td>
<td><a href="https://owl.english.purdue.edu/">https://owl.english.purdue.edu/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organising your argument</td>
<td></td>
</tr>
</tbody>
</table>

The following two “Online Writing Labs” are also very useful:

- [http://www.roanestate.edu/owl/](http://www.roanestate.edu/owl/)
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)

Kumar (2014). STEP VIII: Writing a research report

Go to: [http://www.ling.mq.edu.au/support/policies_plagiarism.htm](http://www.ling.mq.edu.au/support/policies_plagiarism.htm)

- Make yourself familiar with all the information contained on this link

### Ethical Issues

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Handout</th>
<th>Web Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Ethical issues in human sciences</td>
<td>Mehdi Riazi</td>
<td>Ethical issues in human sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thomas (2009)

Rieschild (2003)

Assignment 3 due on Friday June 12th at 23:55 Sydney Time

---

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs). Students should be aware of the following policies in particular with regard to Learning and Teaching:


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/

**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.

**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 Enquiry Service**

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

**Equity 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.

**IT Help**

For help with University computer systems and technology, visit  http://informatics.mq.edu.au/help/.
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. Describe the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 5. Formulate and refine research questions and/or state relevant hypotheses
- 6. Propose a study 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
- Active Participation

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. Identify a research topic or area of interest
- 2. Critically review & evaluate literature (published papers) related to the topic of your research
- 3. Describe the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesise and write up a literature review with the goal of showing gaps
- 5. Formulate and refine research questions and/or state relevant hypotheses

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.
6. Propose a study 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
- 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**

- 1. Identify a research topic or area of interest
- 2. Critically review & evaluate literature (published papers) related to the topic of your research
- 3. Describe the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesise and write up a literature review with the goal of showing gaps
- 5. Formulate and refine research questions and/or state relevant hypotheses
- 6. Propose a study 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
- 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**

- 5. Formulate and refine research questions and/or state relevant hypotheses
- 6. Propose a study 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 - 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**

- 3. Describe the basic underlying principles of research paradigms (quantitative, qualitative, and mixed-methods) and research methods
- 4. Synthesise and write up a literature review with the goal of showing gaps
- 6. Propose a study 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
- 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 outcome**

- 6. Propose a study 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