APPL701
Designing and Conducting Language-related Research
S1 Day 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
Changes since First Published 15

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 appointments

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
Acquiring advanced research knowledge and developing research skills is integral to and a core element in master of research program. In this unit students will be exposed to main research methodologies including quantitative, qualitative, and mixed-methods; they will also be involved with research activities through learning and assessment tasks. By completing this unit, it is anticipated that students master critical concepts in research and be able to apply different research methods by preparing research proposals on topics of their interest.

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/

Learning Outcomes

1. Identify areas of interest and express appropriate research questions
2. Demonstrate a coherent knowledge of the principles and concepts of research
3. Explain various processes and procedures that are integral to language-related research
4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
5. Synthesise relevant literature in selected area and communicate the outcomes
6. Apply ethical issues in research
7. Demonstrate the ability to collect and analyse data
8. Apply advanced skills in research proposal writing

**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>Area of interest (Essay)</td>
<td>25%</td>
<td>Sunday March 22 at 23:55 Sydney Time</td>
</tr>
<tr>
<td>Annotated bibliography</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>Active participation</td>
<td>5%</td>
<td>Semester wide</td>
</tr>
</tbody>
</table>
Assignment 1
Due: 22/03/2015
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.

All assignments for APPL902 should follow American Psychological Association (APA) writing style manual (use LibGuide from MU library page for information on APA style).

http://libguides.mq.edu.au/content.php?pid=78683&sid=1438141

This Assessment Task relates to the following Learning Outcomes:

• 1. Identify areas of interest and express appropriate research questions

Assignment 2
Due: 19/04/2015
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 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.

This Assessment Task relates to the following Learning Outcomes:

• 1. Identify areas of interest and express appropriate research questions
• 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
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 APPL902 Unit Outline.

This Assessment Task relates to the following Learning Outcomes:

• 2. Demonstrate a coherent knowledge of the principles and concepts of research
• 3. Explain various processes and procedures that are integral to language-related research
• 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
• 5. Synthesise relevant literature in selected area and communicate the outcomes
• 6. Apply ethical issues in research
• 7. Demonstrate the ability to collect and analyse data
• 8. Apply advanced skills in research proposal writing

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:
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.


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

<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>

http://unitguides.mq.edu.au/unit_offerings/49574/unit_guide/print
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Title</th>
<th>Instructor</th>
<th>Resource</th>
<th>Reading</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24/02/15</td>
<td>Overview of the unit</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007) Chapter 1</td>
<td>Check Part II of Paltridge &amp; Phakiti (2010) for examples of areas of interest</td>
<td>Identify your area of interest to be discussed in class &amp; online</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary vs. Secondary research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>03/03/15</td>
<td>Knowing about and searching databases</td>
<td>Mehdi Riazi</td>
<td>Overview of research databases in “Files” folder in iLearn</td>
<td>Kumar (2014). Reviewing the Literature Randolph (2009)</td>
<td>[Internal students may bring their Laptop to do some hands-on research activities in class]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literature review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10/03/15</td>
<td>Overview of three research paradigms: quantitative, qualitative, and mixed-methods</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007) Chapter 2 &amp; 3</td>
<td>Riazi &amp; Candlin (2014)</td>
<td>Group presentations: Each group to present three features of each research paradigm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality criteria: Issues of reliability &amp; validity</td>
<td></td>
<td></td>
<td></td>
<td>Internal students (ISs) present in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>External students (ESs) present in “Forum”</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Author</td>
<td>Reference</td>
<td>Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Longitudinal vs. cross-sectional research</td>
<td>Mehdi Riazi</td>
<td>Dornyei (2007) Chapter 4</td>
<td>Assignment 1 is due on Sunday March 22nd at 23:55 Sydney time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISs: Discuss in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ESs: Post brief reflections in “Forum”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISs: Discuss in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ESs: Post brief reflections in “Forum”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-term Break (April 03-19) Assignment 2 is due on Sunday April 19th at 23:55 Sydney Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISs: Discuss in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ESs: Post brief reflections in “Forum”</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Author(s)</td>
<td>Readings</td>
<td>ISs:</td>
<td>ESs:</td>
</tr>
<tr>
<td>------</td>
<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>Read sample case study and ethnography research in “Files” folder in iLearn</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISs:</td>
<td>Discuss in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Familiarize yourself with SPSS &amp; NVivo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Read sample mixed-methods study in “Files” folder in iLearn</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ISs:</td>
<td>Discuss in class</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</td>
<td>Dornyei (2007) Chapter 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Research as argument

**Writing academically (Writer/researcher’s voice)**

**Mehdi Riazi (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:

- [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:**

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

### Ethical issues in research*

**Mehdi Riazi (2007)**  
Chapter 3 Section 3.2

**Handout:**
Ethical issues in human sciences

**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/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:


Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Enquiry Service**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://mq.edu.au/ask.mq.edu.au)

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://mq.edu.au/disability) who can provide appropriate help with any issues that arise during their studies.

**IT 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. Explain various processes and procedures that are integral to language-related research
- 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
- 5. Synthesise relevant literature in selected area and communicate the outcomes
- 6. Apply ethical issues in research
- 8. Apply advanced skills in research proposal writing

Assessment tasks

- Assignment 1
- 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 areas of interest and express appropriate research questions
- 2. Demonstrate a coherent knowledge of the principles and concepts of research
- 3. Explain various processes and procedures that are integral to language-related research
- 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
- 5. Synthesise relevant literature in selected area and communicate the outcomes
• 6. Apply ethical issues in research
• 8. Apply advanced skills in research proposal writing

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. Demonstrate a coherent knowledge of the principles and concepts of research
• 3. Explain various processes and procedures that are integral to language-related research
• 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
• 5. Synthesise relevant literature in selected area and communicate the outcomes
• 6. Apply ethical issues in research
• 7. Demonstrate the ability to collect and analyse data
• 8. Apply advanced skills in research proposal writing

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. Synthesise relevant literature in selected area and communicate the outcomes
• 6. Apply ethical issues in research
• 7. Demonstrate the ability to collect and analyse data
• 8. Apply advanced skills in research proposal writing

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. Identify areas of interest and express appropriate research questions
• 4. Conduct advanced searching of different databases and critically evaluate the relevance of the sources
• 5. Synthesise relevant literature in selected area and communicate the outcomes
• 6. Apply ethical issues in research
• 8. Apply advanced skills in research proposal writing

Assessment tasks

• Assignment 1
• 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 outcomes

- 6. Apply ethical issues in research
- 8. Apply advanced skills in research proposal writing

Assessment task

- Assignment 3

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24/02/2015</td>
<td>Assessment at a glance was edited to fit individual assessment tasks.</td>
</tr>
</tbody>
</table>