APPL701

Designing and Conducting Language-related Research

S1 Day 2015

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Unit convener and lecturer
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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 https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

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

Assignments	Weight	Due Date/time
Area of interest (Essay)	25%	**Sunday March 22** at 23:55 Sydney Time
Annotated bibliography	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
Assignment 1	25%	22/03/2015
Assignment 2	30%	19/04/2015
Assignment 3	40%	12/06/2015
Active participation	5%	Semester wide

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

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 3. Explain various processes and procedures that are integral to language-related research

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.

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

Kumar, R. (2014)(4th 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	Overview of the unit Conceptualising research: What is research & why we do it? Research process Primary vs. Secondary research	Mehdi Riazi	Dornyei (2007) Chapter 1	Check Part II of Paltridge & Phakiti (2010) for examples of areas of interest Kumar (2014). The Research Process: A Quick Glance	Identify your area of interest to be discussed in class & online Introduce yourself and your area of interest in "Forum"

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 22nd 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"
Mid-term Break (April 03-19) Assignment 2 is due on Sunday April 19th 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 Riazi	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 Riazi	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 Riazi	Dornyei (2007) Chapter 7	Riazi & Candlin (2014) Teddlie & 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 Riazi	Dornyei (2007) Chapter 14	--	--
12 26/05/15	Research as argument Writing academically (Writer/ researcher's voice)	Mehdi Riazi	Dornyei (2007) Chapers 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/ 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 • 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 12th 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

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/

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 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 - 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

Date	Description
23/02/2015	Assessment at a glance was edited to fit individual assessment tasks.