APPL701

Designing and Conducting Language-related Research

S1 Day 2018

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status
APPL902

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:

Identify areas of interest and express appropriate research question

Demonstrate a coherent knowledge of the principles and concepts of research

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

Conduct advanced searching of different databases and critically evaluate the relevance of the sources

Apply advanced skills in research proposal writing

Demonstrate the ability to collect and analyse data

Address ethical issues in research

Assessment Tasks

Name	Weighting	Hurdle	Due
Searching Literature	25%	No	25/03/18
Research Proposal	30%	No	22/04/2018
Replication Study	40%	No	24/06/2018
Active Participation	5%	No	24/06/18

Searching Literature

Due: **25/03/18**
Weighting: **25%**

Searching Literature

Due: 25/03/2018

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 should 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 (what problem was investigated using which methods and with what results?). The third part of the annotation should include your reflection (a critical evaluation of the study) and its relevance to the theme of the AB (your chosen topic or area of interest). Roughly, the summary and the evaluation of each study should have a 70% to 30% proportion.

On successful completion you will be able to:

- Identify areas of interest and express appropriate research question

- Demonstrate a coherent knowledge of the principles and concepts of research

- Conduct advanced searching of different databases and critically evaluate the relevance

of the sources

Research Proposal

Due: **22/04/2018**
Weighting: **30%**

Research Proposal

Due: 22/04/2018

Weighting: 30%

Assignment 2 is a proposal for a small-scale replication project. Choose the article you suggested for replication in assignment 1 and write your proposal for a small-scale replication study. You may reduce the scope of the replication in terms of research questions, data collection instruments, sample, data collection and analysis procedures, etc. to cope with the time constraints you have.

On successful completion you will be able to:
- Demonstrate a coherent knowledge of the principles and concepts of research
- Explain various processes and procedures that are integral to language-related research
- Apply advanced skills in research proposal writing
- Address ethical issues in research

Replication Study

Due: **24/06/2018**
Weighting: **40%**

Replication Study

Due: 24/06/2018

Weighting: 40%

Assignment 3 is a research report of the small-scale replication project you completed. Follow the structure of the original article you chose for replication. However, each section should be much shorter to meet the word limit of the assignment. You may import some of the sections from Assignment 2, but adjust them to fit the scope of the third assignment.

On successful completion you will be able to:
- Demonstrate a coherent knowledge of the principles and concepts of research
- Explain various processes and procedures that are integral to language-related research
- Demonstrate the ability to collect and analyse data
- Address ethical issues in research

Active Participation

Due: **24/06/18**
Weighting: **5%**

Active Participation

Due: All through the semester

Weighting: 5%

Students should take part in learning and teaching activities throughout the semester and contribute to the discussions. Participation in online discussion is optional (although you are most welcome do so).

On successful completion you will be able to:

- Identify areas of interest and express appropriate research question
- Explain various processes and procedures that are integral to language-related research

Delivery and Resources

DELIVERY AND RESOURCES

3a. Teaching and Learning Strategies

The learning and teaching strategies used in this Unit include individual study, in-class face to face lectures and in-class and online discussion Forums. Face-to-face weekly lectures include two-hour lecture and one-hour tutorial.

The unit convenor will be monitoring the online discussion. If you have any general questions, concerns, and comments these may be posted on the Forum in iLearn. 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 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 urged to take part in online discussion as relate to weekly topics.

3b. Required and Optional Texts and/or Materials

Required Textbook:

The following text is the "required" text for this unit.

Riazi, M. (2018). *Research methods in language studies: An interactive text.* Top Hat.

The following books are "optional" and good to consult.

Riazi. A.M. (2016). *The Routledge Encyclopedia of Research Methods in Applied Linguistics*. London: Routledge.

Paltridge, B., & Phakiti, A. (eds.)(2015). *Research methods in applied linguistics.* NY: Bloomsbury Publications.

Riazi, A.M. (2017). *Mixed methods research in language teaching and learning*. London: Equinox.

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 above books as we proceed to 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.

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.

Riazi, A.M., & Candlin, C.N. (2014). Mixed-methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching, 47*, 135-173.

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

Week	Topic	Lecturer	Required reading(s)	Recommended readings	Tasks & Assignments
1 27/02/18	Introduction to Research Methods: Overview of the unit and assignments Primary vs. Secondary research	Mehdi Riazi	Riazi (2018) Chapter 1	Check Part II of Paltridge & Phakiti (2015) for examples of areas of interest	Identify your area of interest (topic) to be discussed in class & online Introduce yourself and your area of interest in iLearn "Forum"
2 06/03/18	Conducting Secondary Research: Knowing about and searching databases	Mehdi Riazi	Riazi (2018) Chapter 2	--	[Internal students may bring their Laptop to do some hands-on research activities in class External students to do this activity in their leisure time]
3 13/03/18	Writing Academically: Writing up research	Mehdi Riazi	Riazi (2018) Chapter 2		Presentation of research topics Internal students (ISs) present in class External students (ESs) present in "Forum"
4 20/03/18	Conducting Primary Research: Overview of three research paradigms: quantitative, qualitative, and mixed-methods research	Mehdi Riazi	Riazi (2018) Chapter 4	Paltridge & Phakiti (2015) Chapters 2 & 3 Brown (1991)	**Assignment 1 is due on Sunday March 25th at 23:55 Sydney time** Complete "Learning Activity" of Chapter 4
5 27/03/18	Conducting Quantitative Research: Surveys and correlational studies	Mehdi Riazi	Riazi (2018) Chapter 5	Paltridge & Phakiti (2015) Chapter 5	Complete "Learning Activity" of Chapter 5

6	Conducting Quantitative Research:	Mehdi	Riazi	Paltridge & Phakiti (2015)	Complete "Learning Activity" of
03/04/18	Experimental designs	Riazi	(2018) Chapter 6	Chapter 6	Chapter 6

7	Collecting and Analysing	Mehdi	Riazi	--	Complete "Learning Activity" of
10/04/18	Quantitative Data	Riazi	(2018) Chapter 7		Chapter 7

Mid-term Break (14 April-29 May) Assignment 2 is due on Sunday April 22nd at 23:55 Sydney Time

8	Conducting Qualitative Research:	Mehdi	Riazi	Paltridge & Phakiti (2015)	Complete "Learning Activity" of
01/05/18	Case study and ethnography	Riazi	(2018) Chapter 8	Chapters 7 & 8 Richards (2009)	Chapter 8

9	Conducting Qualitative Research:	Mehdi	Riazi	Paltridge & Phakiti (2015)	Complete "Learning Activity" of
08/05/18	Discourse analysis and narrative inquiry	Riazi	(2018) Chapter 9	Chapters 10 & 12	Chapter 9

10	Analysing Qualitative Data	Mehdi	Riazi		Complete "Learning Activity" of
15/05/18		Riazi	(2018) Chapter 10		Chapter 10

11	Mixed-methods research-Part 1	Mehdi	Riazi	Riazi (2017) Riazi & Candlin (2014) Teddlie & Tashakkori (2006)	Complete "Learning Activity" of
22/05/18		Riazi	(2018) Chapter 11		Chapter 11

12	Mixed-methods research-Part 2	Mehdi	Riazi	Riazi (2017) Riazi & Candlin (2014) Teddlie & Tashakkori (2006)	Complete "Learning Activity" of
29/05/18		Riazi	(2018) Chapter 12		Chapter 12

13 05/06/18	Ethical issues in research*	Mehdi Riazi	Riazi (2018) Chapter 13	Thomas (2009) Rieschild (2003)	**Assignment 3 due on Sunday June 24th at 23:55 Sydney Time**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources 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

- Explain various processes and procedures that are integral to language-related research
- Conduct advanced searching of different databases and critically evaluate the relevance of the sources
- Apply advanced skills in research proposal writing

• Demonstrate the ability to collect and analyse data

Assessment tasks

• Searching Literature

• Research Proposal

• Replication Study

• 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

• Identify areas of interest and express appropriate research question

• Demonstrate a coherent knowledge of the principles and concepts of research

• Conduct advanced searching of different databases and critically evaluate the relevance of the sources

Assessment tasks

• Searching Literature

• Research Proposal

• Replication Study

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

• Demonstrate a coherent knowledge of the principles and concepts of research

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

• Conduct advanced searching of different databases and critically evaluate the relevance of the sources

• Apply advanced skills in research proposal writing

• Demonstrate the ability to collect and analyse data

Assessment tasks

• Searching Literature

• Research Proposal

• Replication Study

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

• Identify areas of interest and express appropriate research question

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

• Apply advanced skills in research proposal writing

• Demonstrate the ability to collect and analyse data

Assessment tasks

• Research Proposal

• Replication Study

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

• Identify areas of interest and express appropriate research question

• Demonstrate a coherent knowledge of the principles and concepts of research

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

• Conduct advanced searching of different databases and critically evaluate the relevance of the sources

• Apply advanced skills in research proposal writing

Assessment tasks

- Searching Literature
- Research Proposal
- Replication Study
- 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

- Explain various processes and procedures that are integral to language-related research
- Address ethical issues in research

Assessment tasks

- Searching Literature
- Research Proposal
- Replication Study