APPL902
Research Methods in Language Study
S1 Day 2016
Dept of Linguistics

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General Information

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Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or MTransInterMAppling or MAppLingTESOL or MTransIntStudies or MAdvConfInt or MTransInterMAppLingTESOL

Corequisites
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://students.mq.edu.au/important-dates

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

General Assessment Information
Assessment at a Glance

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Due Date/time</th>
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<tbody>
<tr>
<td>Annotated bibliography - 2200 words</td>
<td>25%</td>
<td>Friday March 25 at 23:55 Sydney Time</td>
</tr>
<tr>
<td>Review paper (Literature review) - 2500 words (excluding reference list)</td>
<td>30%</td>
<td>Sunday April 24 at 23:55 Sydney Time</td>
</tr>
<tr>
<td>Research Proposal on a gap you identified in Assignment 2 - 2200 words (excluding reference list)</td>
<td>40%</td>
<td>Friday June 10 at 23:55 Sydney Time</td>
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### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
<td>25/03/2016</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>30%</td>
<td>24/04/2016</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>40%</td>
<td>10/06/2016</td>
</tr>
<tr>
<td>Active participation</td>
<td>5%</td>
<td>March - June 2016</td>
</tr>
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**Assignment 1**
**Due:** 25/03/2016  
**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 presents a concise summary of the aims, methods, findings and conclusions of the study. The 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). Because your annotated bibliography will be used as the basis for writing your second assignment, the review paper, it is worth preparing it as carefully as possible. As a guide, approximately 60% of the annotation for each study would be devoted to the summary, while the other 40% would be devoted to the critical evaluation.

This Assessment Task relates to the following 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

**Assignment 2**
**Due:** 24/04/2016  
**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.

This Assessment Task relates to the following 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
• 4. Synthesising and writing up a literature review with the goal of showing gaps

Assignment 3
Due: 10/06/2016
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.

This Assessment Task relates to the following Learning Outcomes:
• 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: March - June 2016
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 discussion.

For external students, active participation will include the online presentation in Week 3, and at least three other initial postings during the semester in response to the topics. This excludes your responses to other students’ postings and the initial introduction of yourself and your topics.

This Assessment Task relates to the following Learning Outcomes:
• 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 peter.roger@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 encouraged 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 can 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, the primary focus for the unit readings.

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

**Unit Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Resource</th>
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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


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://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

- 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
- 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. 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
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- 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
- 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. 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

https://unitguides.mq.edu.au/unit_offers/56227/unit_guide/print