



# APPL902

## Research Methods in Language Study

S1 Day 2019

*Dept of Linguistics*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Unit Schedule</u></a>	8
<a href="#"><u>Policies and Procedures</u></a>	10
<a href="#"><u>Graduate Capabilities</u></a>	12
<a href="#"><u>Changes from Previous Offering</u></a>	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

Mehdi Riazi

[mehdi.riazi@mq.edu.au](mailto:mehdi.riazi@mq.edu.au)

Lecturer, marker

Dorit Herskovits

[dorit.herskovits@mq.edu.au](mailto:dorit.herskovits@mq.edu.au)

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

4

Prerequisites

Admission to MAppLing or MAppLingTESOL or MTransInter or MConflnt or MTransInterMAppLingTESOL or MAdvTransInterStud or MAccComm

Corequisites

Co-badged status

APPL902 External and APPL701 Internal

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://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

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

1. Identify a research topic or area of interest
2. Critically review and evaluate literature (published articles) related to the topic of your research
3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
4. Know the research methods related to each research paradigm and approach
5. Synthesise and write up a literature review
6. Formulate and refine research questions and/or state relevant hypotheses
7. Design, implement and report the results of a small-scale study

## General Assessment Information

Assignment	Description	Weight	Due Date/time
1	Annotated bibliography (2200 words)	20%	<b>Sunday March 24th</b> at 23:55 Sydney Time
2	Literature Review (2000 words excluding references)	20%	<b>Sunday April 21st</b> at 23:55 Sydney Time
3	Research Report for a small-scale study (2200 words excluding references and any appendix)	35%	<b>Sunday June 9th</b> at 23:55 Sydney Time
4	Active participation (Completion of exercises and learning activities in the interactive text)	25%	All through the Semester

### **Note:** How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via [ASK.mq.edu.au](https://ask.mq.edu.au) and provide suitable supporting documentation

### Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by

completing the Special Consideration request at [ask.mq.edu.au](http://ask.mq.edu.au) and providing the requisite supporting documentation.

- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Annotated Bibliography (AB)</a>	20%	No	24/03/19
<a href="#">Review paper</a>	20%	No	21/04/19
<a href="#">Research Report</a>	35%	No	09/06/19
<a href="#">Active participation</a>	25%	No	09/06/19

### Annotated Bibliography (AB)

Due: **24/03/19**

Weighting: **20%**

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 stud should have a 70% to 30% proportion.

For further information, see the detailed assignment instructions on iLearn.

On successful completion you will be able to:

1. Identify a research topic or area of interest
2. Critically review and evaluate literature (published articles) related to the topic of your research
5. Synthesise and write up a literature review

## Review paper

Due: **21/04/19**

Weighting: **20%**

Assignment 2 is a “literature review” task and requires you to transform your annotated bibliography (Assignment 1) into a coherent literature review. You can refer to “Writing a literature review” section in Chapter 3 of the interactive text to learn about how to prepare and write your literature review. If you have prepared your AB well, you already have the content for your literature review though you can update your AB and add any other resources you might find useful. You need to transform your AB into a coherent and focused review with an appropriate structure. This assignment is a mediatory assignment that links your first assignment to the third assignment. As such, the literature review should provide a context and background for the primary research you’ll be doing for the third assignment.

For further information, see the detailed assignment instructions on iLearn.

On successful completion you will be able to:

- 1. Identify a research topic or area of interest
- 2. Critically review and evaluate literature (published articles) related to the topic of your research
- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
- 4. Know the research methods related to each research paradigm and approach
- 5. Synthesise and write up a literature review
- 6. Formulate and refine research questions and/or state relevant hypotheses
- 7. Design, implement and report the results of a small-scale study

## Research Report

Due: **09/06/19**

Weighting: **35%**

Assignment 3 is a **research report of a small-scale study** you’ll complete. Follow the structure of Introduction (including selective Literature Review), Methods, Results, Discussion and Conclusion (IMRDC) (See Chapter 3 of your Interactive Text). Since you have already submitted a literature review (Assignment 2), only a selective part of it (significant sources and arguments) should be included in the Introduction.

For further information, see the detailed assignment instructions on iLearn.

On successful completion you will be able to:

- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)

- 4. Know the research methods related to each research paradigm and approach
- 6. Formulate and refine research questions and/or state relevant hypotheses
- 7. Design, implement and report the results of a small-scale study

## Active participation

Due: **09/06/19**

Weighting: **25%**

Both internal (on-campus) and external (distance) students should take part in the learning and teaching activities throughout the semester. The active participation mark will include successful completion of the exercises and learning activities incorporated in the interactive text, which will account for 20% of the active participation. Each chapter has some in-built exercises to be completed by you. There are an overall of 102 questions in the 13 chapters of the book that should be answered. Also, there are 113 points allocated to the learning activities in the interactive text. Successful completion of these 215 items (102 questions + 113 discussion items) will account for 20% of active participation. The expectation is that students complete the exercises and learning activities gradually (on a weekly basis) as they read each chapter of the interactive text. The other 5% of active participation will include active participation in face-to-face (for internal students) and online (for external students) discussions.

On successful completion you will be able to:

- 1. Identify a research topic or area of interest
- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
- 4. Know the research methods related to each research paradigm and approach

## Delivery and Resources

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](mailto: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.

### 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, & Evaluation*, 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/ 02/17	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/ 03/17	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/ 03/17	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"



**Unit guide** APPL902 Research Methods in Language Study

4 20/ 03/17	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)	<b>Assignment 1 is due on Sunday March 26<sup>th</sup> at 23:55 Sydney time</b>  Complete "Learning Activity" of Chapter 4
5 27/ 03/17	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 03/ 04/17	Conducting Quantitative Research: Experimental designs	Mehdi Riazi	Riazi (2018) Chapter 6	Paltridge & Phakiti (2015) Chapter 6	Complete "Learning Activity" of Chapter 6
7 10/ 04/17	Collecting and Analysing Quantitative Data	Mehdi Riazi	Riazi (2018) Chapter 7	--	Complete "Learning Activity" of Chapter 7
<b>Mid-term Break (16-29 April) Assignment 2 is due on Sunday April 23<sup>rd</sup> at 23:55 Sydney Time</b>					
8 01/ 05/17	Conducting Qualitative Research: Case study and ethnography	Mehdi Riazi	Riazi (2018) Chapter 8	Paltridge & Phakiti (2015) Chapters 7 & 8  Richards (2009)	Complete "Learning Activity" of Chapter 8
9 08/ 05/17	Conducting Qualitative Research: Discourse analysis and narrative inquiry	Mehdi Riazi	Riazi (2018) Chapter 9	Paltridge & Phakiti (2015) Chapters 10 & 12	Complete "Learning Activity" of Chapter 9
10 15/ 05/17	Analysing Qualitative Data	Mehdi Riazi	Riazi (2018) Chapter 10		Complete "Learning Activity" of Chapter 10

11 22/ 05/17	Mixed-methods research-Part 1	Mehdi Riazi	Riazi (2018)  Chapter 11	Riazi (2017)  Riazi & Candlin (2014)  Teddlie & Tashakkori (2006)	Complete "Learning Activity" of Chapter 11
12 29/ 05/17	Mixed-methods research-Part 2	Mehdi Riazi	Riazi (2018)  Chapter 12	Riazi (2017)  Riazi & Candlin (2014)  Teddlie & Tashakkori (2006)	Complete "Learning Activity" of Chapter 12
13 05/ 06/17	Ethical issues in research*	Mehdi Riazi	Riazi (2018)  Chapter 13	Thomas (2009)  Rieschild (2003)	<b>Assignment 3 due on Sunday June 25<sup>th</sup> at 23:55 Sydney Time</b>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](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 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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
- 4. Know the research methods related to each research paradigm and approach
- 7. Design, implement and report the results of a small-scale study

#### Assessment tasks

- Review paper
- Research Report
- 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 and evaluate literature (published articles) related to the topic of your research
- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
- 4. Know the research methods related to each research paradigm and approach
- 5. Synthesise and write up a literature review
- 6. Formulate and refine research questions and/or state relevant hypotheses
- 7. Design, implement and report the results of a small-scale study

#### Assessment tasks

- Annotated Bibliography (AB)

- Review paper
- Research Report

## 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 and evaluate literature (published articles) related to the topic of your research
- 4. Know the research methods related to each research paradigm and approach
- 5. Synthesise and write up a literature review
- 6. Formulate and refine research questions and/or state relevant hypotheses
- 7. Design, implement and report the results of a small-scale study

### Assessment tasks

- Annotated Bibliography (AB)
- Review paper
- Research Report

## 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 outcome

- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)

### Assessment tasks

- Review paper
- Research Report

## 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 a research topic or area of interest
- 4. Know the research methods related to each research paradigm and approach
- 6. Formulate and refine research questions and/or state relevant hypotheses

### Assessment tasks

- Annotated Bibliography (AB)
- Review paper
- Research Report
- 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

- 2. Critically review and evaluate literature (published articles) related to the topic of your research
- 3. Describe the basic underlying principles of three research approaches (quantitative, qualitative, and mixed-methods)
- 4. Know the research methods related to each research paradigm and approach
- 7. Design, implement and report the results of a small-scale study

### Assessment tasks

- Research Report
- Active participation

## Changes from Previous Offering

From Semester 1 2018, we are using an interactive text for this unit.