Course description

The course offers students a broad introduction to research methods in applied linguistics, and aims to develop their understanding of collecting and analysing different types of data. The course consists of seminars in which different teachers of the department will present aspects of research connected to their expertise. The seminars present hands-on approaches that aim to foster students' understanding and experience of how a variety of research methods can be applied to different research questions and contexts.

Intended learning outcomes

At the end of the course, students are expected to be able to:

- Demonstrate the ability to adapt and motivate relevant research methods to respond to different research questions within applied linguistics;
- Account for and reflect on collecting, analysing and presenting research data;
- Plan a research project that is supported through previous research, research methodology, and their own research questions.

Grading

The course adopts the 7-grade SU scale (A–E, Fx, F).

To receive a <u>final grade</u>, students must have completed all the examination assignments [not done all examination assignments=no grade].

To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see "Examination" below).

The grade for the in-course assignments will be established by the teachers involved in each of the research methods blocks. The grade for the final assignment will be established by one of the course teachers with the course coordinator acting as a moderator.

Attended seminars (minimum. 6 out of 8 seminars)
NB: Absences can be made up by alternative assignments <u>by contacting the teacher of the missed seminar</u>. Please note that this is not possible if the student has missed more than 20% of the scheduled teaching.

Course activities

The course consists of the following activities:
- Seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned reading and do any accompanying tasks. Students should be prepared to discuss the reading and tasks at the seminar;
- Graded assignments will be set after each research method block;
- Students are expected to complete all the tasks assigned by the teacher.

Examination
Students are required to complete the following:
- Written in-course assignments
- Final written assignment

1. Three assignments (30%)
   The research assignments may vary from reflections on methodology theory to analyses of data, possibly requiring the use of data-analysis software. These assignments require students to demonstrate their reading and understanding of the course material and their ability to apply what they have learned during the seminars. There will be three in-course assignments: one per each research method block: 1) quantitative methods; 2) qualitative methods; and 3) mixed-methods. The teachers responsible for each of these blocks will evaluate them (see schedule below). The assignments will be 500 words each. Missed assignments must be submitted by the final assignment deadline.

2. Final examination (70%)
   Students' achievement of the learning outcomes will be assessed through the examination of a final research report in which the student demonstrates his/her overall understanding and application of issues around research design and selected research methods (see below).

   The final examination is a research report of 2000 – 2500 words. This report includes a specific research aim or question and in accordance with this aim develops a comprehensive research design. The report critically discusses the selected methodological approach and methods that best address the research aim. In detail the report includes:

   1. A short introduction to the research topic to situate the research project;

   2. A specific research question that logically follows from the introduction;

   3. A discussion of the research design with methodology and/or method. This section should be the main part of the report. It requires a critical engagement with relevant literature on methodological approaches and methods and a clear reasoning as to why the approach and the method(s) will be the best to answer the research question. It should discuss advantages and disadvantages of the selected methods and suggest how the disadvantages can be addressed to minimise negative effects for the research. Finally, the report should include a reflection on the influence of the researcher on the results.

Course format
The course takes place in the form of eight 2-hour long seminars taught by different teachers (see above for assignments and examination). The course promotes active learning. This means that students read and prepare task before each seminar and discuss their insights and advance their learning in class. Seminars are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the course. During the course, there will be one peer-review session dedicated to giving each other feedback on progress and learning development.

Required reading

All texts are available at SU library as e-books, chapters in e-books, or articles in databases. Download the chapters and articles in good time to make sure can access the reading.

Handbook:

Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.) (2018). *The Palgrave handbook of applied linguistics research methodology*. London: Palgrave Macmillan.

- Ch. 1: Applied linguistics research: Current issues, methods, and trends (A. Phakiti, P. De Costa, L. Plonsky & S. Starfield).
- Ch. 3: Quantitative methodology (L. K. Fryer, J. Larson-Hall & J. Stewart).
- Ch. 4: Qualitative methodology (S. Lew, A. H. Yang & L. Harklau).
- Ch. 5: Mixed methodology (A. Mackey & L. Bryfonski).
- Ch. 11: Interviews and focus groups (M. T. Prior).

Chapters:

Brown, J. D. (2004). Ch 19: Research methods for applied linguistics: Scope, characteristics, and standards. In A. Davies & C. Elder. (Eds.), *The handbook of applied linguistics* (pp. 476–500). Malden, MA: John Wiley.

Eddington, D. (2015). Ch. 2: Descriptive and inferential statistics. In *Statistics for linguists: A step-by-step guide for novices* (pp. 7–25). Newcastle upon Tyne: Cambridge Scholars Publisher.

Flick, U. (2018). Ch. 1: Why triangulation and mixed methods in qualitative research? In *Doing triangulation and mixed methods* (pp. 1–8). London: Sage.

Larson-Hall, J. (2015). Ch. 5: Choosing a statistical test. In *A guide to doing statistics in second language research using SPSS and R* (2nd ed.) (pp. 171–187). New York: Routledge.

Lowie, W., & Seton, B. (2012). Ch. 1: Types of research. In *Essential statistics for applied linguistics* (pp. 3–16). London: Palgrave Macmillan.

Machin, D., & Mayr, A (2012). Ch. 4: Representing people: Language and identity. In *How to do critical discourse analysis: A multimodal introduction* (pp. 77–103). London: Sage.

Mackey, A., & Gass, S. M. (2016). Ch. 5: Research variables, validity, and reliability. In *Second language research: Methodology and design* (2nd ed., pp. 150–187). New York: Routledge. (the 2015 Mackey e-book available at the SU library is the same as the 2016 Mackey & Gass print version)

Mackey, A., & Gass, S. M. (2016). Ch. 6: Designing a quantitative study. In *Second language research: Methodology and design* (2nd ed., pp. 188–214). New York: Routledge. (the 2015 Mackey e-book available at the SU library is the same as the 2016 Mackey & Gass print version)

Saldaña, J. (2014). Ch 28: Coding and analysis strategies. In P. Leavy (Ed.), *The Oxford handbook of qualitative research* (pp. 581–605). Oxford: Oxford University Press.

Articles:

Caballero, N., & Celaya, M. L. (2019). Code-switching by primary school bilingual EFL learners: A study on the effect of proficiency and modality of interaction. *International Journal of Bilingual Education and Bilingualism*, 1–13. https://doi.org/10.1080/13670050.2019.1671309

Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, *21*(4), 465–479. https://doi.org/10.1080/13670050.2016.1189509

Talmy, S. (2011). The interview as collaborative achievement: Interaction, identity, and ideology in a speech event. *Applied Linguistics, 32*(1), 25–42. https://doi.org/10.1093/applin/amq027

Tytus, A.E. (2018). Rising to the bilingual challenge: Self-reported experiences of managing life with two languages. *International Journal of Bilingual Education and Bilingualism, 21*(2), 207–221. https://doi.org/ 10.1080/13670050.2016.1153598

Schedule

Seminar	Preparation to do <u>before</u> the seminar	Content	Assignment, Due 17:00 hours
1 23/1	Reading: • Handbook, Ch. 1 • Brown (2004) Pre-class task (see Athena)	**Kathrin Kaufhold** Introduction: Research approaches and research design	
2 30/1	Reading: • Handbook, Chs. 4 & 11 • Talmy (2011) Pre-class task (see Athena)	**Kathrin Kaufhold** Qualitative research design: Interviews, focus groups, and case studies	
3 6/2	Reading: • Saldaña (2014) • Machin & Mayr (2012) Pre-class task (see Athena)	**Kathrin Kaufhold** Qualitative data analysis: Content analysis and critical discourse analysis	**Qualitative methods assignment (KK).** Due: 12/2
4 13/2	Reading: • Lowie & Seton (2012) • Mackey & Gass (2016), Ch. 5: excluding "Time to do" and "More to do…" • Eddington (2015): excluding sections 2.4, 2.6.5, 2.9, 2.10 Pre-class task (see Athena)	**Špela Mežek** Quantitative research: Types of research, variables and data; validity and reliability; descriptive statistics	
5 20/2	Reading: • Mackey & Gass (2016), Ch. 6: excluding "Time to do" and "More to do…" • Larson-Hall (2015): excluding section 5.12 • Handbook, Ch. 3 Pre-class task (see Athena)	**Špela Mežek** Quantitative design and data analysis: Study design and choosing a statistical test	**Quantitative methods assignment (ŠM).** Due: 26/2
6 27/2	Reading: See reading instructions and task for the following articles on Athena: • Caballero & Celaya (2019 • Cahyani, de Courcy & Barnett (2018) • Tytus (2018)	**Špela Mežek & Kathrin Kaufhold** Contrasting quantitative and qualitative approaches: Questionnaires and spoken interaction	
7 6/3	Reading: • Handbook, Ch. 5 • Flick (2018) Pre-class task (see Athena)	**Kathrin Kaufhold** Mixed-methods research and triangulation	**Mixed-methods assignment (KK).** Due: 14/3
8 13/3	Peer review and feedback session	**Kathrin Kaufhold**	Submit your **draft on Athena** by 8 March

Final report due on 20 March, 23:59 hours, on Athena Assignments
Resit: 24 April, 23:59 hours *Please submit Word document files*

Grading criteria:

Final examination

A. Excellent.	The student shows excellent ability to: • Adapt and motivate relevant research methods to respond to different research questions within applied linguistics; • Account for and reflect on collecting, analysing and presenting research data; • Plan a research project that is supported through previous research, research methodology, and their own research questions.
B. Very good.	The student shows very good ability to: • Adapt and motivate relevant research methods to respond to different research questions within applied linguistics; • Account for and reflect on collecting, analysing and presenting research data; • Plan a research project that is supported through previous research, research methodology, and their own research questions.
C. Good.	The student shows good ability to: • Adapt and motivate relevant research methods to respond to different research questions within applied linguistics; • Account for and reflect on collecting, analysing and presenting research data; • Plan a research project that is supported through previous research, research methodology, and their own research questions.
D. Satisfactory.	The student shows satisfactory ability to: • Adapt and motivate relevant research methods to respond to different research questions within applied linguistics; • Account for and reflect on collecting, analysing and presenting research data; • Plan a research project that is supported through previous research, research methodology, and their own research questions.
E. Adequate.	The student shows adequate ability to: • Adapt and motivate relevant research methods to respond to different research questions within applied linguistics; • Account for and reflect on collecting, analysing and presenting research data; • Plan a research project that is supported through previous research, research methodology, and their own research questions.
Fx. Fail (inadequate).	The student's work does not demonstrate the achievement of the learning outcomes of the course. Some additional work is required to achieve a passing grade.
F. Fail.	The student's work does not demonstrate the achievement of the learning outcomes of the course. Much more work is required to achieve a passing grade.