الجمهـــــــوريـــــة الجـــزائريـــــة الديمقـــــراطيـــــة الشعبيـــــــة

Democratic and Popular Republic of Algeria

Ministry of Higher Education
and Scientific Research
University Hassiba
Benbouali of Chlef
Faculty of Foreign
Languages
Department of English

وزارة التعليـــم العالي والبحـــث العلمـــي
جـامعة حسـيبة بن بوعـــلي بالشـلف
كليـــة اللغـــــات الأجنبية
قســـم اللغـة الانجليزية

2024

Pedagogical Handout

RESEARCH METHODOLOGY IN ELT

Level: Mater 01: Applied Linguistics and ELT

By:

Nacera BENALI REGUIEG
MCA
n.benalireguieg@univ-chlef.dz
Department of English
Faculty of Foreign Languages
Hassiba Benbouali University of Chlef

Introduction

This course is designed for first-year master's students specializing in Applied Linguistics and ELT. Its primary objective is to provide students with comprehensive guidance on conducting research, with a specific focus on action research.

Rationale

Research methodology is essential for students' academic and professional success. It equips them with the tools needed to complete research assignments, projects, theses, and dissertations, ensuring the production of rigorous and credible work. Courses in research methodology foster critical thinking by teaching students to evaluate information and think analytically, skills that are invaluable in both academic and everyday contexts. Additionally, students develop problem-solving abilities, learning to identify research questions, design studies, and gather data to address complex issues across various professional fields. Understanding research methodology enables students to contribute new knowledge to their fields through their projects and engage deeply with diverse disciplines, enhancing their academic contributions. For those pursuing advanced degrees, research methodology prepares them for the rigors of graduate-level research and successful thesis or dissertation work. Moreover, it fosters innovative thinking and problem-solving, essential for entrepreneurship and business success, and encourages a global perspective by promoting engagement with international research and collaboration. Overall, this lesson provides students with the skills and knowledge necessary for their academic growth, professional development, and personal enrichment.

Objectives:

On completion of the course, students will be able to

- Formulate a well-defined research title
- Distinguish between quantitative and qualitative research approaches
- Select appropriate research methods
- Conduct thorough literature reviews
- Analyze research data effectively
- Develop persuasive research proposals

- Formulate a well-defined research title
- Distinguish between quantitative and qualitative research approaches
- Select appropriate research methods
- Conduct thorough literature review
- Analyze research data effectively
- Develop research proposals

Materials:

- ✓ PowerPoint presentations;
- ✓ Portfolios;
- ✓ Oral presentations;
- ✓ Assignment sheets

Methods of Instruction:

- Lectures
- Group discussions
- Research paper presentations
- Individual and group participation
- Examinations

Grading Plan:

- **Credits**: 4
- **Coefficient**: 2
- **Exam** : 100% .

Contents

Lecture 01: Planning a Research Topic

Objectives:

By the end of this lecture, students will be able to:

- Define what a dissertation is.
- Understand the main stages of dissertation writing.
- Identify the key characteristics of a good research problem.
- Learn how to outline a research project.

INTRODUCTION

Writing a master's dissertation might sound scary, but remember, you only have to write one to graduate. Many people find this process challenging, but rest assured, it's never too late to start. In fact, you should ideally begin your dissertation at least 6 months before your viva.

WHAT IS A DISSERTATION?

We'll begin by understanding what a dissertation is. It's not just another assignment; it's a unique academic task where you'll choose your research topic, plan and execute a project, and document your findings. It's a demonstration of your understanding of the field and critical thinking.

WHY WRITING A DISSERTATION?

A dissertation can serve various purposes and achieve different goals. Here are the key roles a dissertation can play:

Opens a New Area: A dissertation can develop unexplored territory by discovering a subject or research area that hasn't been extensively studied before. It can introduce new perspectives and ideas to the academic community.

Provides a Unifying Framework: It can combine existing research and theories, providing a comprehensive and cohesive framework that helps better understand a particular field or topic.

Resolves Long-Standing Questions: Dissertations often tackle questions that have puzzled researchers for a long time. A dissertation can provide answers or fresh insights into these longstanding questions by conducting thorough research and analysis.

Thoroughly Explores an Area: Dissertations involve in-depth research and analysis. They explore deeply a subject, examining it from various angles and perspectives. This comprehensive exploration contributes to a richer understanding of the topic.

Contradicts Existing Knowledge: Sometimes, dissertations challenge or contradict existing knowledge or widely accepted theories. This can lead to paradigm shifts in a field, prompting further research and debate.

Experimentally Validates Theory: In scientific and experimental fields, dissertations often involve conducting experiments to validate or refine existing theories. This empirical data can be invaluable in advancing scientific understanding.

Provides Empirical Data: Dissertations frequently involve data collection, whether through experiments, surveys, interviews, or observations. This empirical data can be used for analysis, drawing conclusions, and making recommendations.

Develops New Methodology: Some dissertations develop and introduce new research methodologies or approaches. These innovations can have a significant impact on how future research is conducted.

Develops New Tools: In fields like technology or engineering, dissertations may lead to the creation of new tools, software, or applications that can be used for practical purposes.

A good way to start your dissertation is to read some theses from the library and /or online theses.

MAIN STAGES OF CONDUCTING RESEARCH

Research can be broken down into several key stages, including choosing a topic, developing a research question, effective planning, staying organized during research, and reporting your research findings.

Choosing a Topic: Choosing the right research topic is crucial. We'll explore various strategies like talking to peers, reviewing research papers, and looking into previous students' dissertations to help you find inspiration.

Talk to Others: Engage in discussions with peers, professors, and mentors. This can help you gain insights into current research trends, emerging areas of interest, and potential gaps in existing knowledge. Collaborative brainstorming sessions can be valuable.

Review Existing Literature: Spend time in the library or online databases reviewing recent research papers in your field. Pay close attention to the titles and abstracts of these papers. Identify topics that pique your interest and seem relevant to your academic goals.

Examine Previous Dissertations: Explore dissertations completed by students in your department or related fields. These dissertations can serve as valuable sources of inspiration and may provide ideas for further research within the same domain..

Reflect on Personal Interests: Consider your own academic passions and interests. Think about topics you've encountered in your coursework that have particularly engaged you. Is there a subject you're genuinely curious about and eager to explore further?

Identify Unexplored Angles: Sometimes, you can find a unique research angle by looking at existing topics from a different perspective. Think about how you can contribute to the field by addressing a specific aspect or question that hasn't received much attention.

Be Critical and Question: Challenge yourself to think critically about the issues you've encountered in your studies. Is there something you've come across that you find puzzling or unresolved? Use your scepticism as a starting point for developing research questions.

Follow the "Why": When considering a research topic, keep asking, "Why?" This can help you dig deeper into the subject matter and identify the underlying motivations, causes, or consequences. It may lead you to a more focused and meaningful research question.

Consider Practical Implications: Think about the practical aspects of your research topic. Consider factors such as the time required, potential travel, access to necessary equipment or resources, and any associated costs. Ensure that your chosen topic is feasible, given your constraints.

Ask the Five 'Ws': Before finalising your research topic, answer the five essential questions:

What: Clearly define the scope and objectives of your research.

Why: Explain the significance and purpose of your research.

Who: Identify the participants or subjects of your study.

Where: Specify the location or setting where your research will be conducted.

When: Determine the timeline for your research activities.

DEVELOPING A RESEARCH PROBLEM/QUESTION

This step sets the stage for your entire project. We'll discuss what makes a good research problem and how to frame it effectively. Developing a research problem or question is a critical step in the research process. It serves as the guiding star for your entire study. Here's is how to develop a research problem or question, as outlined in the lecture:

Define the Issue: Start by clearly defining the issue or topic you plan to investigate. This should be a concise statement outlining your research's core subject matter. Make sure it's specific enough to provide clarity but not so narrow that it restricts your exploration.

State Your Argument or Thesis: Next, articulate your argument or thesis. This is the central idea or claim you want to prove, disprove, or explore through your research. It should be a clear and concise statement that captures the essence of your research goals. Your argument should align with the issue you've identified.

Set Limits: Establish the limits of your research. This involves defining what you will and will not investigate in your study. It's important to be explicit about the boundaries of your research to avoid scope creep and maintain focus.

Continuously Reference Your Research Problem: Your research problem serves as a constant reference point throughout your research journey. Every task, from data collection to analysis to writing, should be evaluated against your research problem. Ask yourself, "Will this task help me address my research problem?" If the answer is yes, it's likely relevant; if not, reconsider its importance.

HERE'S AN EXAMPLE TO ILLUSTRATE THIS PROCESS:

Research Problem :

Issue: The effectiveness of digital technology integration in primary school classrooms.

Argument/Thesis: To investigate the impact of integrating digital technology, such as tablets and interactive educational software, into primary school classrooms on student engagement and learning outcomes.

Limits of Research: This study will focus on primary school classrooms and the integration of digital technology as a teaching tool. It will not explore technology integration in secondary or higher education settings nor explore the broader aspects of educational technology policy.

WHAT MAKES A GOOD RESEARCH PROBLEM STATEMENT?

1. **Introduction to the Broad Area**: A good problem statement should start by introducing the broader area or context in your research. This helps the reader understand the larger field or topic you are addressing. It provides the necessary background and context for your research problem.
2. **Gradual Narrowing**: After introducing the broad area, your problem statement should gradually narrow down to the specific research question or issue you intend to investigate. It's like zooming in from the big picture to the specific point of focus. This narrowing down is crucial for making your research precise and manageable.

3. **Convincing Topic**: Your chosen research problem should be more than just a matter of simple curiosity. It must be a topic of significance and importance. In other words, it should matter to you as the researcher, your readers, and a larger community. The problem you select should motivate you to address it because it has real-world relevance or implications.
4. **Supports Multiple Perspectives**: A strong research problem is one that can be seen and approached from various angles or perspectives. It should be open to interpretation and generate different viewpoints. This aspect is essential because it encourages critical thinking and multiple approaches to solving the problem. If everyone sees the problem the same way, it might not be a complex or engaging research problem.
5. **Researchable**: A good research problem should be researchable given the available resources, time, and constraints. It should be something you can feasibly investigate. The problem formulation should be concise and clear, making it evident to everyone what you aim to address in your research. This clarity ensures that you have a well-defined focus and path for your research study.
6. **Relevance and Significance**: Your research problem should have relevance to the field of study and the community it impacts. It should address questions, issues, or challenges that matter and have implications for the subject area. Demonstrating the significance of your research problem is crucial for attracting interest and support from your academic peers and potential readers.

A 10-MINUTES TASK

Instructions:

1. **Focus Area Selection**: Quickly select a specific area of interest within applied linguistics or ELT. It could be related to language acquisition, teaching methodologies, assessment, or any aspect you find interesting.
2. **Speedy Problem Formulation**: In just 5 minutes, write a brief research problem statement. Your statement should be concise and address the following aspects:
    1. *Issue*: What is the main problem or question you want to address?

2. *Argument/Thesis*: What is the central argument or thesis you will explore in your research?
3. *Limits of Research*: What are the boundaries of your study? What aspects will you not investigate?

EFFECTIVE PLANNING OF THE RESEARCH

Effective planning is key to your success. We'll guide you on how to outline your research project, considering aspects like your topic, research question, methodology, data sources, and more. The process of developing a research proposal helps you clarify your research objectives and provides a roadmap for the entire research project. You could try outlining your project under the following headings :

Topic:	**this project will study...**
Question/problem:	to find out...
Significance:	so that more will be known about...
Primary resources:	the main data will be...
Secondary sources:	additional data comes from...
Methods:	the research will be conducted as follows
Justification:	the method is most appropriate because
Limitations:	there are some matters that this method does not address

Creating a detailed timeline for your dissertation project is essential in managing your time effectively and ensuring you can meet your submission deadline. Here's a breakdown of the steps to create a timeline:

Month	**Week 01**	**Week 02**	**Week 03**	**Week 04**
January	Write research proposal	Literature review	Complete literature review and conduct pilot study	Main data collection

February	Complete data collection	Analyse data	Analyse data	Write dissertation plan, then begin first draft
March	Complete first draft	Discuss draft with supervisor	Second draft	Second draft

BEING ORGANIZED AND METHODICAL WHILE CONDUCTING YOUR RESEARCH

Being organized and methodical while conducting your research is crucial for a successful dissertation project. Your academic supervisor can provide guidance, but it's your responsibility to manage the various stages of your research effectively. Here are some key tips to help you stay organized and get the most out of your supervisor:

Timetable Meetings:

- Initiate a discussion with your supervisor early in your project to establish a timetable of meetings. This schedule should include regular check-ins throughout your research process.
- Stick to the agreed-upon meeting dates and times. Punctuality demonstrates your commitment to the project.

Focus Each Meeting:

- Each meeting with your supervisor should have a specific focus. This could be setting research objectives, discussing your data collection methods, or reviewing draft chapters.
- Having a clear agenda for each meeting ensures that you make the most of your time together and address relevant issues.

Prepare Before Meetings:

- Before each scheduled meeting, send your supervisor materials that can form the basis of your discussion. This might include your research plan, preliminary findings, or draft sections of your dissertation.
- This pre-meeting preparation allows your supervisor to provide more targeted feedback and guidance.

Respect Your Supervisor's Time:

- Don't assume that your supervisor is available for unplanned meetings or lengthy discussions outside of scheduled appointments. Respect their time constraints.
- If you have urgent questions or need assistance, send a polite email or message to request an appointment.

Agree on Action Points:

- At the end of each supervision session, discuss and agree on specific action points for you to work on before the next meeting. These action items should align with your research goals.
- Having actionable tasks helps you stay on track and ensures that your project progresses.

Keep Records:

- Maintain a record of what was discussed, agreed upon, and assigned during each supervision session. This documentation can serve as a reference and help you track your progress.
- Consider using a digital or physical notebook to jot down notes and action items

The outline you should prepare:

- Background
- Aim
- Research problem
- Research question(s) with or without hypothesis(es)
- Research Methodology
- Population
- Data Collection Procedure
- Data Analysis Procedure

- Limitations

REPORTING THE RESEARCH

After conducting research, you'll need to report your findings. We'll provide tips on transitioning from research to writing and discuss the importance of discussing 'Further Work' in your dissertation. Here are some valuable tips to help you navigate this process effectively

Set a Research-to-Writing Deadline:

- In your research plan, establish a clear transition point when you'll stop collecting data and begin writing. Stick to this deadline unless you have a compelling reason to extend your research phase.

Take a Break and Reflect:

- After the data collection phase, take a short break from your project. This pause allows you to return to your work with fresh eyes and a more objective perspective.
- During this break, reflect on what you've achieved so far. Assess whether you have gathered enough data and insights to address your research problem adequately.

Plan Your Writing Process:

- Create a detailed plan for your writing phase, including deadlines for each section or chapter of your dissertation.
- Break down the writing process into manageable tasks, such as literature review, methodology, data analysis, discussion, and conclusion.
- Allocate sufficient time for reviewing, editing, and improving your drafts. Don't rush this crucial phase.

Consider 'Further Work':

- Acknowledge that every research project has limitations and that you may not address all possible aspects of your topic in your dissertation.
- Include a section in your dissertation where you discuss 'Further Work.' Here, you can suggest areas for future research or explore aspects that you couldn't cover in your current study.

- Demonstrating your awareness of the broader implications of your work for the academic community adds depth to your research.

Seek Feedback Throughout the Writing Process:

- Share your draft chapters or sections with your supervisor and possibly peers or colleagues for feedback as you progress. Constructive criticism can help refine your work.
- Use feedback to make necessary revisions and improvements.

Edit and Proofread Thoroughly:

- Editing and proofreading are essential final steps in the writing process. Pay close attention to grammar, style, coherence, and overall clarity.
- Consider using proofreading tools or seeking the assistance of a professional editor if available.

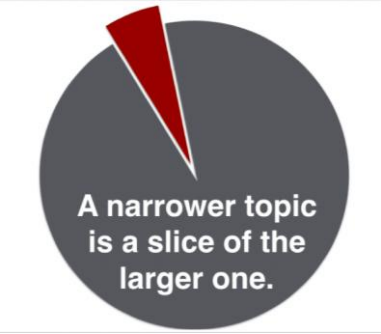
Stay Committed and Consistent:

- Maintain a disciplined writing routine, setting aside dedicated time for your dissertation each day or week.
- Stay consistent with your writing goals and deadlines to avoid last-minute rushes.

Lecture 02: Narrowing a Research Topic

Objective:

By the end of this lecture, students will be able to create informative, concise, and engaging research titles that effectively convey the essence of research projects.



INTRODUCTORY TASK

- The list of research titles is related to Applied Linguistics and English Language Teaching (ELT). Your task is to assess each title and decide whether it is well-formulated or poorly formulated.
- For each title, provide a brief justification for your assessment. Explain why you believe the title is either well-formulated or poorly formulated based on the criteria discussed in the lesson.
- Share your assessments and justifications. discuss the reasons behind your assessments and try to reach a consensus.

Titles:

1. "An Analysis of Second Language Acquisition Strategies in ESL Classrooms."

2. "Linguistic Ethnography and Its Implications for English Language Teaching."

3. "A Study on Language Learning."

4. "The Impact of Grammar Instruction on ESL Students' Writing Skills."

5. "Investigating the Use of Technology in English Language Education."

6. "Language Learning and Its Various Facets."

7. "Enhancing English Proficiency in Multilingual Environments."

8. "An Examination of the Role of Motivation in Second Language Acquisition."

9. "Teaching English to Non-Native Speakers."

FORMULATING A RESEARCH TITLE

In the world of academic research, crafting an effective title is a fundamental skill that can significantly impact the reception and understanding of your work. The research title is your research paper's calling card, the first impression readers encounter - including your professors and peers. Imagine it as the clue that guides others to the heart of your research journey. A well-structured title captures attention and succinctly conveys the essence of your study, helping readers understand what your research is about and why it matters.

Will explore the art and science of creating a compelling research title. We'll explore the critical elements that make a title stand out, examine the do's and don'ts, and understand how to use subtitles effectively. You will appreciate the importance of a strong research title and have the knowledge and skills to accurately formulate one that reflects the core of your research project.

Here are the key points and parameters to consider when crafting an effective research title:

1. Conciseness and Clarity:

- Keep your title concise and clear. Avoid unnecessary words and jargon. Aim for brevity while conveying the essence of your research.
- Ensure that the title is comprehensible to a broad audience, including those who may not be experts in your field.

EXPLANATION:

- Suppose a researcher has conducted a study on a new teaching method for enhancing English language fluency in primary school students. They could formulate their research title in two different ways:

1. "An Exploration of the Impact of Innovative Pedagogical Techniques on English Language Proficiency Among Elementary School Pupils in a Non-Native English-Speaking Country".

This title, while descriptive, is quite lengthy and includes unnecessary details. It might be challenging for a broader audience, including non-experts, to grasp the main focus of the research quickly.

2. "Improving English Fluency: A Novel Teaching Approach for Primary School Students"

In this revised title, the researcher has made the title concise by removing unnecessary details and jargon. It now clearly communicates the central theme of the research – enhancing English fluency in primary school students using a new teaching approach. This title is more accessible to a wider audience, including those who may not be experts in applied linguistics or ELT, making it easier for them to understand the research's essence.

2. Informativeness:

The title should succinctly describe the core components of your study, including:

- a) The research topic or subject.
- b) The research method or approach used.

c) The sample or participants involved

EXPLANATION:

Title: "Enhancing Pronunciation Skills in ESL Learners: A Comparative Analysis of Explicit and Implicit Teaching Methods among Intermediate-Level University Students“

The research title focuses on improving pronunciation skills in ESL learners among intermediate-level university students. It achieves this by comparing explicit and implicit teaching methods, providing clear information about the research's subject, methodology, and target participants.

3. Length:

- Aim for a title that falls within the 5 to 15 words range. This ensures that the title is neither too long nor too brief to convey the research's focus effectively.

EXPLANATION:

- Imagine a researcher has conducted a study on the use of storytelling in English language classrooms to enhance vocabulary acquisition in young learners. They need to craft a research title that strikes the right balance in terms of length:

1."The Comprehensive Examination of the Pedagogical Effectiveness of Storytelling Techniques as a Means to Facilitate Vocabulary Acquisition in English Language Classrooms for Young Learners in Elementary Education Settings“

In this case, the title is overly lengthy and complex. While it provides detailed information, it may overwhelm readers with its length and complexity, making it less reader-friendly.

2."Storytelling for Vocabulary Growth in Young English Learners

This revised title falls within the recommended 5 to 15 words range. It effectively conveys the research's focus on using storytelling to enhance vocabulary in young English learners. It's concise, clear, and easier for readers to grasp quickly.

4. **Avoid Abbreviations:**

- Refrain from using abbreviations in your title unless they are widely recognized and understood within your academic field.

EXPLANATION: Let’s take these two titles:

- "The Impact of CALL on EFL Writing Proficiency"
- "The Role of ABL in Language Acquisition"

In Title 1, "CALL" (Computer-Assisted Language Learning) is an abbreviation that is commonly known and understood in the field of ELT and applied linguistics. Its use is appropriate because it does not create confusion among the intended audience.

In title 2, "ABL" (Artificial Language Acquisition) is an abbreviation that may not be widely recognized or understood in the field. Using such an abbreviation can hinder the clarity and accessibility of the title, especially for those who are not familiar with it. It's advisable to spell out the term for better comprehension:

"The Role of Artificial Language Acquisition in Language Acquisition"

5. **Creating Interest:**

- Craft a title that generates interest and curiosity. Use words that captivate readers and stimulate their desire to learn more about your research.
- **EXPLANATION** (cont.)

- Original Title: "Effective Strategies for English Vocabulary Instruction in Primary Schools"

While this title is informative, it might not be particularly engaging. Let's transform it into a more captivating and interest-generating title:

- Revised Title: "Unlocking the Power of Words: Innovative Strategies for Transforming English Vocabulary Learning in Primary Schools"
- In the revised title:

"Unlocking the Power of Words" uses vivid language to create intrigue and curiosity. It suggests that there is something transformative and valuable to discover within the research. "Innovative Strategies for Transforming English Vocabulary Learning" conveys a sense of novelty and improvement, which can pique readers' interest.

6. **Capitalization:**

- Follow the appropriate rules of capitalization for titles. Typically, capitalize the first and last words, as well as all nouns, pronouns, verbs, adjectives, and adverbs within the title.

EXPLANATION:

- Here's an example of a research title with proper capitalization following these guidelines:
- Original Title: "the effects of multimedia presentations on vocabulary learning among english as a second language (ESL) students“
- Revised Title with Proper Capitalization: "The Effects of Multimedia Presentations on Vocabulary Learning Among English as a Second Language (ESL) Students"

7. **Use of Subtitles:**

- Subtitles can be useful for providing additional context or elaboration on the main title. They are particularly common in social science research papers.

EXPLANATION:

Consider a research paper in the field of social science and psychology:

- Main Title: "Effects of Social Media Usage on Adolescent Well-Being"

Subtitles can be used to provide further details or specify the aspects of the research:

- "Effects of Social Media Usage on Adolescent Well-Being: A Longitudinal Study of Depression and Anxiety Trends"

In this case, the subtitle specifies that the research focuses on depression and anxiety trends among adolescents, giving readers a clearer idea of the study's scope.

- "Effects of Social Media Usage on Adolescent Well-Being: A Comparative Analysis of Parental Involvement and Peer Influence"

Here, the subtitle indicates that the research explores the influence of parents and peers on adolescents' well-being in the context of social media usage.

8. **Organization and Structure:**

- The title can provide an indication of how your paper will be structured or organised, giving readers an initial sense of the paper's flow.

EXPLANATION:

- Suppose you're writing a research paper on a teaching methodology for improving speaking skills in non-native English speakers. Your paper will likely follow a typical research paper structure, including an introduction, literature review, methodology, results, discussion, and conclusion. Here's how your title can provide insight into this structure:
- Title: "Enhancing English Speaking Proficiency: A Multimodal Approach for Non-Native Learners"
- In this title:
- "Enhancing English Speaking Proficiency" indicates the paper's main focus, which is improving speaking skills in non-native English learners.
- "A Multimodal Approach" suggests that the paper will explore the methodology section, describing the teaching approach employed.

Readers can anticipate that the paper will follow this structure:

- ❖ Introduction: An initial overview of the importance of speaking skills and the purpose of the study.
- ❖ Literature Review: Background information on existing research and theories related to teaching speaking skills.
- ❖ Methodology: Detailed explanation of the multimodal approach used, including materials, activities, and procedures.

- Results: Presentation and analysis of the research findings regarding the effectiveness of the approach.
- Discussion: Interpretation of the results, comparisons with prior research, and implications for language teaching.
- Conclusion: Summary of key findings, their significance, and potential future research directions.

MY TIPS TO FORMULATE A GOOD RESEARCH TITLE

A dissertation can serve various purposes and achieve different goals. Here are the key roles a dissertation can play:
What do you do to get this delicious Algerian dish?

- Gather Ingredients
- Follow the Recipe
- Prepare the Ingredients
- Cook the Dish
- Season and Spice
- Serve

Formulating a Good Research Title is almost the same.
Gather Ingredients: Gather references
Follow the Recipe: Read them
Prepare the Ingredients: Select your research problem, purpose, question, data collection, data analy sis
Cook the Dish: Merge the ingredients to generate your title
Season and Spice: Proofread it
Serve: Serve your Research title Dish.

PRACTICE 01 : PAIR-WORK

Instructions:

In this task, you will evaluate two research titles related to applied linguistics and English Language Teaching (ELT). One of the titles is well-formulated, while

the other title is poorly formulated and needs to be reformulated to meet the criteria for an effective research title.

Research Titles:

Title 1:

"Exploring the Impact of Multilingual Education on English Language Proficiency among Primary School Students in Multicultural Classrooms“

Title 2: "Multilingual Education and English Learning**"**

Key Answer

Title 1: "Exploring the Impact of Multilingual Education on English Language Proficiency among Primary School Students in Multicultural Classrooms“

Title 1 is a well-formulated title. It meets the evaluation criteria effectively:

Clarity: The title is clear and specific, indicating that the research focuses on the impact of multilingual education on English language proficiency among a particular group of students.

Informativeness: It provides valuable information about the subject (multilingual education), the focus (English language proficiency), and the context (primary school students in multicultural classrooms) of the research.

Brevity: The title is concise and falls within the recommended word limit.

Engagement: The title engages the reader by highlighting the relevance of the research topic and the specific group being studied.

Title 2, "Multilingual Education and English Learning," is poorly formulated and needs reformulation:

Clarity: This title lacks specificity and does not clearly convey the research's subject or focus.

Informativeness: It provides minimal information about the research, making it unclear what aspect of multilingual education and English learning is being studied.

Brevity: While it is brief, its brevity comes at the cost of clarity and informativeness.

Engagement: The title is not engaging, as it does not provide enough context or specificity to capture the reader's interest.

Reformulated Title for Title 2 (Poorly Formulated):

"Enhancing English Language Proficiency through Multilingual Education Strategies"

Explanation: The reformulated title maintains brevity while addressing the clarity, informativeness, and engagement issues. It specifies the goal of enhancing English language proficiency and suggests that the research focuses on strategies within multilingual education to achieve this goal, providing a clearer and more engaging overview of the study.

PRACTICE 02: INDIVIDUAL WORK

Instructions:

In this task, you will be presented with poorly formulated research titles from the fields of applied linguistics and English Language Teaching (ELT). Your objective is to apply the criteria of an effective research title and transform these poorly formulated titles into well-formulated ones. Consider the guidelines for creating research titles provided earlier and ensure that your revised titles are clear, concise, and effectively communicate the scope and purpose of the research.

Research Titles:

1. "Investigation into the Use of Technology in Language Teaching in Schools"
2. "How People Learn a Second Language"
3. "Teaching English as a Foreign Language in a Multilingual Classroom"
4. "Research on Vocabulary Acquisition in Language Learning"
5. "A Study of Language Variation in Different Contexts"

Your Task:

1. Choose two research title from the list.
2. Reformulate the selected title to make it clear, concise, and engaging. Ensure it adheres to the criteria for effective research titles provided earlier.
3. Provide your revised research title.

PRACTICE 03: PAIR-WORK

Instructions:

With your partner:

Identify Your Research Problem:

Each partner should think of a topic or area of interest within the scope of the course or subject.

Discuss your individual topics and choose one as the basis for your joint research.

Set Your Research Purpose:

Once you've selected a topic, outline the purpose of your research. What do you aim to achieve or explore with this study? What is the main objective or goal?

Determine Your Research Question(s):

Based on your research purpose, collaboratively create a set of research question(s) that will guide your investigation. These questions should be clear, specific, and directly related to your research purpose.

Merge and Formulate a Research Title:

Merge your chosen topic, research purpose, and research question(s) into a concise and informative research title.

Ensure the title reflects your research's core focus and is engaging and relevant.

Presentation:

Each pair of partners will present their research title to the class, explaining how they arrived at it and the significance of their chosen topic

Lecture 03: Deciding upon a Methodology

Objectives:

By the end of this lecture, students will be able to:

- choose the most appropriate research methodology for your research project.
- define what a research methodology is.
- explore the various types of research methodologies and the characteristics of each type.
- discuss the advantages and disadvantages of each methodology.
- differentiate between quantitative and qualitative research.

INTRODUCTION

It is vital that you choose the appropriate research methodology for your research. Your research methodology is different from your research methods; the methods are the tools you use to gather data, such as questionnaires or interviews.

DEFINITION

Methodology: The philosophy or the general principle that will guide your research. It is the overall approach to studying your topic and includes issues you need to think about, such as the constraints, dilemmas, and ethical choices within your research.

EXPLANATION:

Methodology is like the philosophy or a set of guiding principles that steer your research. It's the big-picture approach you take when studying a particular topic. Think of it as the road map that helps you route your way through the research process.

TYPES OF METHODOLOGY

Qualitative Research

Qualitative Research is a method that explores and interprets human experiences and behaviours through non-numerical data, such as interviews and observations, to gain in-depth insights and understanding.

EXPLANATION

Qualitative research is an investigative approach investigating human experiences and behaviours by collecting and interpreting non-numeric data, like interviews and observations. Its primary aim is to uncover profound insights and understanding about the intricate aspects of human life, offering perspective beyond mere numbers and statistics.

Examples

Language Learning Strategies: Qualitative research can investigate **how** language learners employ different strategies to acquire a second language. Researchers might conduct **interviews** or **surveys** with language learners to understand their specific approaches to learning vocabulary, grammar, or pronunciation.

Classroom Observations: Qualitative studies often involve **observing** language classrooms to examine teaching methods and student **interactions**. Researchers can gain **insights** into how teachers facilitate language learning, the dynamics of student participation, and the effectiveness of different teaching strategies.

Teacher Professional Development: Qualitative research can explore the **experiences** of English language teachers undergoing professional development programs. **Interviews** and **reflective journals** might be used to understand how teachers **perceive** and implement new teaching techniques or technologies.

Language Assessment and Testing: Qualitative research can be used to **evaluate** the effectiveness of language assessment tools, such as **interviews** and **speaking tests**. Researchers can **analyse** test takers' **perceptions** and **experiences** to improve the validity and reliability of assessments.

Language Program Evaluation: Qualitative methods can **assess** the effectiveness of language programs by collecting data through **interviews**, **surveys**, or **classroom observations**. Researchers can investigate student

satisfaction, learning outcomes, and areas for improvement within language courses.

QUALITATIVE RESEARCH CHARACTERISTICS

Purpose: It's all about understanding how people see and interpret things. We're curious about their thoughts and ideas.

Reality (**Dynamic**): Here, we know what's real can change because it depends on how people see it. Reality isn't fixed; it shifts with how people perceive it.

Viewpoint (**Insider**): We focus on what people themselves think is true. It's like looking at the world from their perspective.

Focus (**Holistic**): We're not just interested in tiny pieces; we want the whole picture. We try to understand everything about a situation

Orientation(**Discovery**): We don't start with a bunch of theories. Instead, we discover ideas and theories based on the information we gather.

Data(**Subjective**): We collect information from people's thoughts and feelings in qualitative research. It's what they personally think and experience.

Instrumentation (**Human**): People are our main tool for collecting information. We talk to them, observe them, and learn from them.

Conditions (**Naturalistic**): We like to keep things natural. That means we study situations as they naturally happen, without trying to change them.

- **EXPLANATION WITH EXAMPLE**

Research Topic: Exploring How English Language Learners Perceive Language Teachers' Feedback.

1. Purpose: Understanding

In this qualitative study, researchers aim to understand how English language learners interpret and respond to feedback provided by their language teachers. They want to explore the learners' perspectives and gain insights into their thought processes regarding feedback.

2. Reality: Dynamic

The study acknowledges that learners' perceptions of feedback can change over time. It recognizes that what learners consider valuable or effective feedback may evolve as they progress in their language learning journey.

3. Viewpoint: Insider

Qualitative researchers conduct interviews with English language learners to capture their unique perspectives. They believe the learners' views on feedback are crucial and should be explored from their standpoint.

4. Focus: Holistic

Rather than just looking at specific instances of feedback, the study seeks a comprehensive understanding of how feedback fits into the broader context of language learning. It considers various aspects, including the learners' prior experiences, their language goals, and the cultural context.

5. Orientation: Discovery

Instead of starting with preconceived theories about effective feedback, the researchers gathered data from the interviews and let the learners' experiences and narratives guide the development of insights and theories about feedback.

6. Data: Subjective

The primary data source is the learners' subjective experiences and perceptions. Through interviews, researchers collect rich, qualitative data that reflect the learners' thoughts, emotions, and reactions to feedback.

7. Instrumentation: Human

In this qualitative study, the researchers themselves (human researchers) conduct the interviews, engaging in conversations with the learners to gather data. The human interaction is integral to the research process.

8. Conditions: Naturalistic

The study is conducted in natural language learning settings, such as classrooms or language learning environments, where feedback naturally occurs. Researchers aim to observe and understand how feedback operates in real-life language learning situations.

QUALITATIVE RESEARCH: ADVANTAGES

1. Produces More In-Depth, Comprehensive Information:

Think of qualitative research as a magnifying glass for understanding education. It allows us to zoom in and see all the tiny details. For example, if a teacher is trying a new teaching method, qualitative research lets us explore every aspect

of how it's working. We can talk to students, observe their reactions, and collect rich details about their learning experiences. This way, we don't just get a snapshot; we get the whole story.

Example: Imagine a teacher who wants to improve reading skills in a classroom. With qualitative research, they can have one-on-one interviews with students, asking them how they feel about reading and what helps them learn best. This gives a deep, comprehensive view of the students' reading experiences.

2. Uses Subjective Information and Participant Observation:

In education, it's not just about facts and numbers; it's about people and their experiences. Qualitative research is like having a conversation with students and teachers to understand their thoughts, feelings, and perspectives. It's about seeing education from their point of view, like looking through their eyes.

Example: Let's say a school is implementing a new technology program. Researchers can observe teachers using this technology in real classrooms through qualitative research. They can also talk to teachers and students about how this new tech is affecting their learning and teaching experiences. This way, they capture the human side of education.

3. Describes the Context and Interactions:

Education is like a big puzzle with many pieces—students, teachers, classrooms, and more. Qualitative research helps us put all these pieces together. It's not just about one piece; it's about how they all fit and work together in the real world of education. We study not only what's happening but also why and how it's happening.

Example: Suppose a school is working on reducing bullying. Qualitative research can explore the school environment, the interactions between students, and even the school culture. By talking to students and teachers, researchers can uncover the context and dynamics contributing to or preventing bullying, offering a holistic understanding.

QUALITATIVE RESEARCH: DISADVANTAGES

1: Subjectivity and Reliability

One key disadvantage is that qualitative research deals with people's thoughts and feelings, which can be subjective. This means different researchers might interpret the same information differently. It's a bit like looking at a painting; everyone sees something slightly different. Because of this, it can be tricky to make sure that the information collected is reliable, meaning it would be the same if someone else did the same study**.**

Example: Imagine two researchers are studying students' attitudes toward a new school program. One researcher might emphasise the positive aspects of the program, while another might focus on the negative. This subjectivity can make it challenging to ensure that the findings are consistent.

2: Validity

Validity is another concern. It's about ensuring that what we're measuring or studying is what we think it is. In qualitative research, it can be hard to guarantee that we're capturing the exact thing we want to study because we're diving deep into people's thoughts and feelings.

Example: Suppose we're researching student motivation. It's not always easy to know if the questions we ask reflect a student's motivation level or if other factors influence their responses.

Quantitative Research

Quantitative research is a systematic research method that involves collecting and analysing numerical data to understand, describe, and explain phenomena or answer research questions. It relies on quantifiable variables, statistical techniques, and structured data collection instruments, such as surveys and questionnaires.

EXPLANATION

Quantitative research is like using numbers to learn about things. We collect data by asking questions or doing surveys with lots of people. Then, we use math and statistics to figure out patterns and understand how things work. It's like putting puzzle pieces together, but these pieces are numbers and stats that help us answer questions and describe stuff.

- **Examples**

Language Proficiency Testing: Researchers may conduct large-scale assessments, like TOEFL or IELTS, to measure the English language proficiency of a diverse group of test takers. The data collected, such as test scores, is then statistically analysed to assess language proficiency trends among different populations.

Effectiveness of Language Teaching Methods: A study could use a structured questionnaire to collect data on students' preferences for different language teaching methods (e.g., traditional classroom instruction vs. online learning). Statistical analysis can help identify which method students perceive as more effective**.**

Vocabulary Acquisition: A study could use pre- and post-tests to measure the effectiveness of a vocabulary-building program. By analysing test scores, researchers can determine whether the program statistically impacted participants' vocabulary knowledge..

Assessment of Language Learning Apps: Researchers may conduct surveys to gather quantitative data on students' experiences with language learning apps. By analyzing the survey responses, they can identify which app features are most preferred and effective for language learning.

Corpus Linguistics: Quantitative analysis of large text corpora can help researchers identify word frequency patterns, collocations, and language usage trends, providing valuable insights into language structure and usage.

QUANTITATIVE RESEARCH CHARACTERISTICS

Numerical Data: It focuses on collecting numerical data, which are often in the form of numbers, measurements, or statistics. These data are objective and can be quantified.

Large Sample Sizes: Quantitative studies often involve large sample sizes to ensure statistical reliability and generalizability of findings to a broader population.

Statistical Analysis: Data collected in quantitative research are subjected to statistical analysis. Researchers use statistical techniques to identify patterns, relationships, and significant differences within the data.

Objective and Unbiased: Quantitative research aims for objectivity and minimal researcher bias. It relies on standardised instruments and procedures to reduce subjectivity.

Generalizability: Findings from quantitative research are often intended to be generalisable to a larger population beyond the study sample, assuming the sample is representative.

Cause and Effect: Quantitative research is well-suited for investigating cause-and-effect relationships between variables. It allows researchers to test hypotheses and draw causal conclusions.

Closed-Ended Questions: Surveys and questionnaires in quantitative research typically use closed-ended questions with predefined response options, making data analysis more structured.

Validity and Reliability: Researchers in quantitative studies emphasize the validity (accuracy) and reliability (consistency) of measurement instruments and data collection methods.

Replicability: Quantitative studies are designed to be replicable, allowing other researchers to conduct similar studies and verify findings.

- **EXPLANATION WITH EXAMPLE**

Research Topic: Research on the Impact of Peer Feedback on Writing Skills in ESL Education

Characteristic 1: Numerical Data

In this study, numerical data will be collected, such as the number of errors in students' essays before and after receiving peer feedback.

Characteristic 2: Large Sample Sizes

To ensure reliability and representativeness, a substantial number of ESL students from different proficiency levels participated in the study.

Characteristic 3: Statistical Analysis

Statistical analysis is used to compare the mean improvement in writing skills between the group that received peer feedback and the control group that did not.

Characteristic 4: Objective and Unbiased

To reduce bias, an automated tool might be employed to count errors in essays, minimising subjectivity in error identification.

Characteristic 5: Generalizability

The findings can be generalized to ESL classrooms beyond the study's participants, providing insights for teachers in various settings.

Characteristic 6: Cause and Effect

The study aims to determine whether peer feedback causes improvements in writing skills by comparing the outcomes of the two groups.

Characteristic 7: Closed-Ended Questions

Surveys may include closed-ended questions to collect data on students' perceptions of the peer feedback process and its impact.

Characteristic 8: Validity and Reliability

The assessment tool used to count errors in essays is carefully designed and tested for validity and reliability.

Characteristic 9: Replicability

Other researchers can replicate this study in different ESL contexts using a similar structured design, making it replicable.

DIFFERENCE BETWEEN QUANTITATIVE AND QUALITATIVE

1. Data Type:

Quantitative Research: Involves collecting numerical data and focuses on quantifiable variables.

Qualitative Research: Involves collecting non-numerical data, such as text, images, and observations, and deals with subjective experiences and interpretations.

2. Sample Size:

Quantitative Research: Often involves larger sample sizes to ensure statistical reliability and generalizability.

Qualitative Research: Usually involves smaller sample sizes due to the data collection and analysis depth.

3. Data Analysis:

Quantitative Research: Involves statistical analysis to identify patterns, relationships, and statistical significance.

Qualitative Research: Involves thematic analysis, content analysis, or other qualitative methods to identify themes, patterns, and insights.

4. Purpose:

Quantitative Research: Aims to test hypotheses, establish causality, and make predictions based on statistical findings.

Qualitative Research: Aims to explore, describe, and understand complex phenomena, often generating rich, context-specific insights.

5. Research Questions:

Quantitative Research: Typically framed with specific, testable hypotheses and questions that require quantifiable answers.

Qualitative Research: Often framed with open-ended research questions that explore experiences, perceptions, and meanings.

6. Data Collection Methods:

Quantitative Research: Uses structured instruments like surveys, questionnaires, and experiments.

Qualitative Research: Utilizes methods like interviews, focus groups, observations, and open-ended surveys.

7. Generalizability:

Quantitative Research: Aims for findings that can be generalized to a larger population.

Qualitative Research: Focuses on in-depth understanding within specific contexts, with less emphasis on generalizability.

8. Objectivity:

Quantitative Research: Strives for objectivity and minimizes researcher bias through standardized procedures.

Qualitative Research: Acknowledges the researcher's subjectivity and often involves the researcher as a key instrument in data collection and analysis.

DECIDING WHICH METHODOLOGY IS RIGHT

The decision between quantitative and qualitative research methodologies is not about one being inherently better than the other; rather, it depends on the research objectives and the nature of the phenomenon being studied. Both approaches have their strengths and weaknesses, and researchers should choose the one that aligns with their research questions and goals.

In deciding which methodology to use, researchers should consider their research questions, objectives, and the nature of the phenomenon under investigation. It's not about being superior to the other but selecting the most appropriate tool for the job. In some cases, combining both quantitative and qualitative methods, a mixed-methods approach can provide a more comprehensive understanding of the research topic by capitalising on the strengths of each methodology. Ultimately, the choice should be driven by what will best answer the research questions and contribute to the overall understanding of the subject matter.

Quantitative Research:

Strengths:

- Suitable for research questions that require measurement, quantification, and statistical analysis.
- Enables testing of hypotheses and establishing cause-and-effect relationships.
- Often allows for the generalizability of findings to larger populations.
- Objective and replicable, reducing researcher bias.

Weaknesses:

- Might not capture the depth and context of subjective experiences.
- Limited in exploring "why" and the underlying motivations.

Qualitative Research:

Strengths:

- Ideal for exploring complex and context-dependent phenomena.
- Provides in-depth insights into subjective experiences, perceptions, and behaviours.
- Well-suited for research questions focused on "how" and "why."

Weaknesses:

- Findings may not be generalisable to broader populations due to smaller sample sizes.
- Subjective and reliant on the researcher's interpretation.
- Time-consuming and resource-intensive, particularly in data collection and analysis.

PRACTICE

Task 01:

Instructions:

For each question, choose the most appropriate answer from the options provided. Select the letter corresponding to your choice.

What does the term "methodology"
in research refer to?

a) Research tools and instruments
b) The general principles guiding the research
c) The data analysis process
d) The research findings

Which of the following is a
characteristic of qualitative research?

a) Focus on measurable data
b) Emphasis on participant observation
c) Large-scale survey research
d) Statistical analysis of data

In qualitative research, what is the primary instrument for data collection?

a) Questionnaires
b) Structured interviews
c) Human researchers
d) Laboratory equipment

What is the primary purpose of qualitative research?

a) To produce statistical data
b) To seek a holistic understanding
c) To gather numerical information

Which of the following best describes the disadvantage of qualitative research?

a) Difficulty in establishing reliability and validity

b) Limited interaction with research participants

c) Emphasis on measurable variables

d) Quick data collection process

Quantitative research is primarily concerned with:

a) Understanding human experiences and behaviors

b) Describing natural settings

c) Measuring numerical data

d) Exploring subjective interpretations

When might a researcher choose to use both quantitative and qualitative research methods?

a) To simplify the research process

b) To focus solely on measurable data

c) When seeking a comprehensive understanding

d) To avoid ethical dilemmas

What should researchers keep in mind when deciding between quantitative and qualitative methodologies?

a) Quantitative research is always better than qualitative research.

b) Both methodologies have their strengths and weaknesses.

c) Qualitative research is quicker and more efficient.

d) Qualitative research is more reliable than quantitative research.

Task 02:

Instructions:

Determine whether each research example aligns more with qualitative (Q) or quantitative (T) methodologies.

Research Question: "How do young English language learners acquire vocabulary in a naturalistic environment?"

Study Description: "We surveyed 500 university students to measure their attitudes towards code-switching in bilingual classrooms."

Research Question: "What are the factors influencing the effectiveness of peer feedback in improving writing skills among ESL learners?"

Study Description: "We conducted a series of in-depth interviews with language teachers to explore their perceptions of the impact of technology on language instruction."

Research Question: "Is there a correlation between the frequency of vocabulary exercises in textbooks and English language learners' vocabulary retention?"

Study Description: "We analyzed standardized test scores from a large sample of ESL learners to examine the effects of a pronunciation intervention program."

Research Question: "What are the experiences of non-native English-speaking teachers in ESL classrooms in terms of language proficiency and cultural adaptation?"

Study Description: "We conducted a content analysis of textbooks used in ELT programs to identify recurring themes in cultural content."

Lecture 04: Choosing Research Tools (1): Questionnaire

Objectives:

By the end of this lecture, students will be able to:

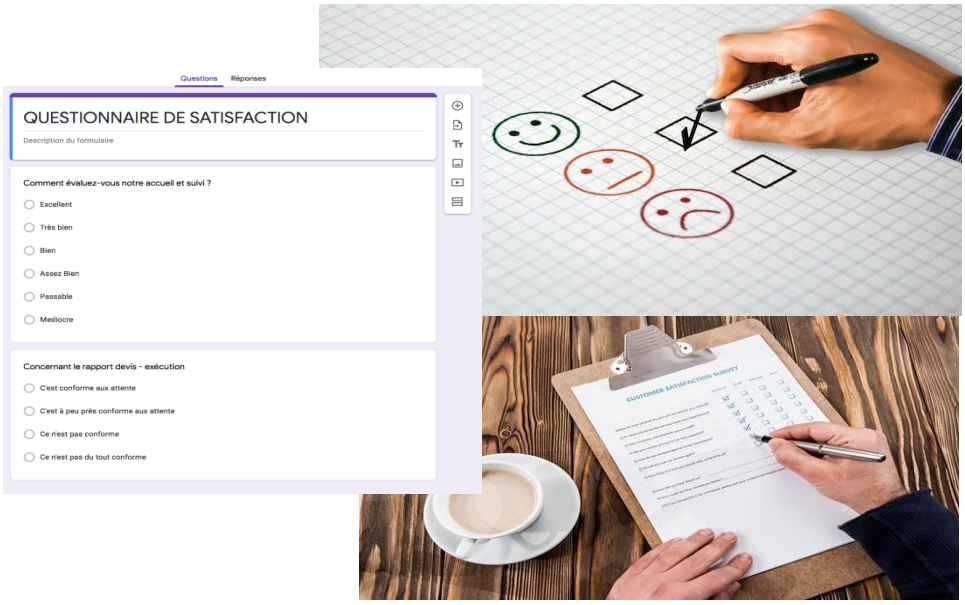
- Understand the various types and purposes of questionnaires.
- Learn how to design effective questionnaires.
- Gain insights into distributing questionnaires through different methods

INTRODUCTION

Research methods are the tools you use to collect your data. Before you decide which would be the most appropriate method for your research, you need to learn a little more about these tools. This lecture describes the methods of questionnaires

QUESTIONNAIRE

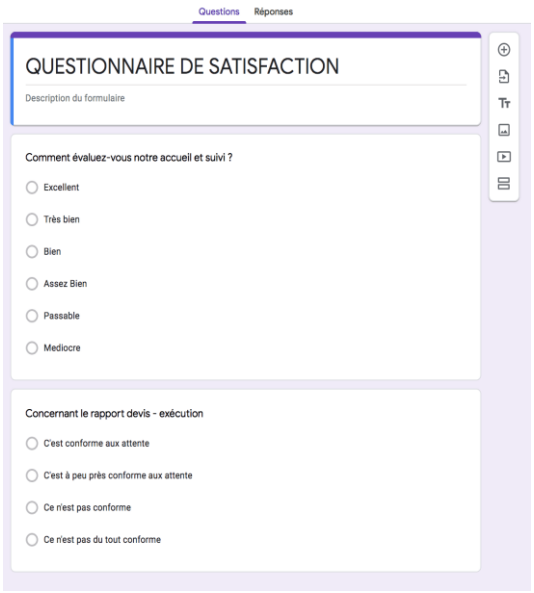
Questionnaires can be used for various purposes, the most common of which is to find out what the public thinks. Examples are market research, political polling, customer service feedback, assessments, opinion polls, and social science research (O'Leary, 2014)[1].



TYPES OF QUESTIONNAIRES:

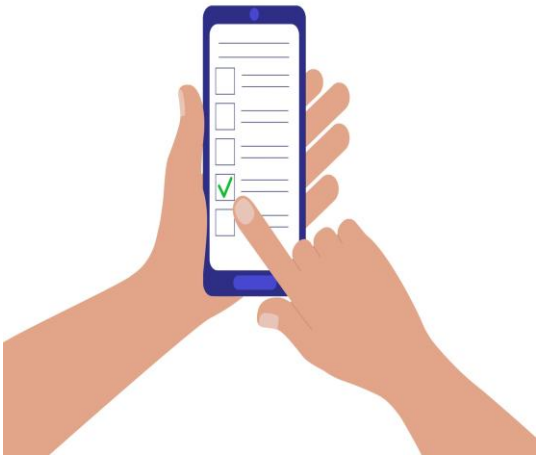
Computer questionnaire:

Respondents are requested to complete a questionnaire mailed to them. The benefits of computerised surveys include their low cost, speedy completion, and lack of pressure on respondents, who can respond when they have the time and provide more accurate responses. The biggest drawback of mail surveys, however, is that sometimes respondents choose not to respond and might ignore the survey.

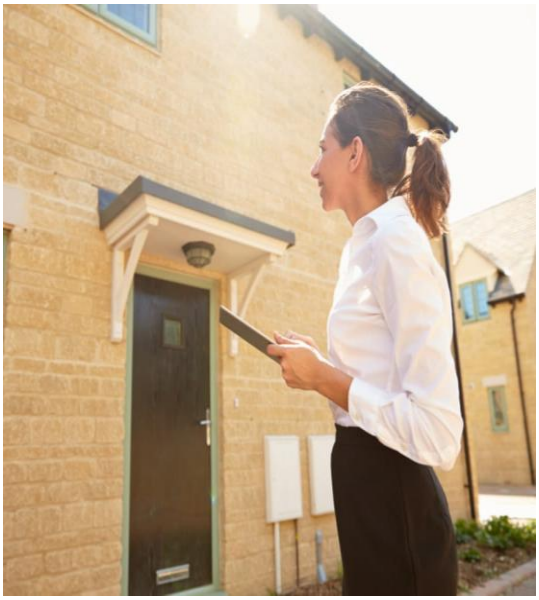


[1] O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). London: SAGE.

- **Telephone questionnaire:** To encourage them to complete the questionnaire, the researcher may decide to telephone potential responders. The telephone survey has the benefit that it can be finished in a short period of time. The primary drawback of the phone survey is that it is frequently pricey. Additionally, it might be challenging to gather a sample group to respond to a questionnaire over the phone because most people do not feel comfortable answering numerous questions in this manner.



- **In-house survey:** The researcher will visit respondents at their homes or places of employment to administer this type of questionnaire. The benefit of an internal survey is that respondents will be more attentive to the questions. However, there are a number of drawbacks to in-house surveys, including the fact that they take more time, are more expensive, and that respondents may not want the researcher in their homes or workplaces for a variety of reasons.



- **Mail Questionnaire:**

With this type of questionnaire, the researcher must mail the list of responders by mail, frequently enclosing a pre-paid envelope. Because respondents can complete mail-in questionnaires at their leisure, they have the advantage of yielding more accurate results. Mail surveys have a number of drawbacks, including the fact that they take a lot of time and money to complete and that sometimes respondents throw them in the trash.

TYPES OF QUESTIONS IN QUESTIONNAIRE

Type	Example
Open question questionnaires. Open questions differ from other questions used in questionnaires in that they may yield unexpected responses, which can increase the originality and value of the research. However, when data is gathered using a questionnaire with open-ended questions, it is challenging to interpret the findings	**Example:** Q/ State your opinion about the teaching method used by teachers of literature A/…… ……
Close question questionnaires. This type of questionnaire is used to generate statistics in quantitative research. A range of options are presented to respondents, and they must select	**Example:** Q/ Which of these teaching methods you prefer? (Circle a, b or c) Grammar Translation Audio Lingual Communicative

one. The drawback of a questionnaire with multiple-choice questions is that if there are too many options, the questionnaire becomes tedious and complex, which deters respondents from answering it.	
C. Combination of Both Many questionnaires begin with a series of closed questions, with boxes to tick or scales to rank, and then finish with a section of open questions for more detailed responses.	
Dichotomous Questions. Respondents are given the choice between two alternatives in this type of question: yes or no. The respondent finds this type of questionnaire to be the simplest to complete..	Do you believe that the death penalty is ever justif ___Yes ___No Please enter your gender: ☐ Male ☐ Female
Scaling Questions. They are also known as ranking questions and allow respondents the choice to order the possible responses on a scale using a specified range of values (for example from 1 to 10).	Please rate your experience at the library today. *Please don't select more than 1 answer(s) per row.* Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree The library was easy to find. The receptionists were helpful. The electronic catalogue was user friendly. The books I needed were available.

EXAMPLE OF A QUESTIONNAIRE

Class_____ Grade_____ Date_____ Age_____

Gender_____

(Direction: This is just a part of research about how you can learn best in an English classroom, which do no harm to anyone. Please answer carefully and objectively, help from you will be highly appreciated. Thanks.)

1. I like that teacher talk time should be

A .15-20 minutes

B. 20 minutes

C. 25-30minutes

D. 35-40 minutes

2. Now in my classroom, I think teacher talk time is

A. less

B. appropriate

C. a little more

D. much more

- 3. I like to listen to teacher's instruction
  - A. no
  - B. a little
  - C. good
  - D. best
- 4. I like the teacher to explain everything to me.
  - A. no
  - B. a little
  - C. good
  - D. best
- 5. I like to be asked and answer the questions in class.
  - A. no
  - B. a little
  - C. good
  - D. best

- 6. I like the teacher to give us some problems to work on.
    - A. no
    - B. a little
    - C. good
    - D. best
- 7. I like to answer the questions in this way:
    - A. in chorus
    - B. being named
    - C. volunteer

Thank you for your cooperation

THE CREATION OF A QUESTIONNAIRE

- **Word Your Questions Carefully:**

The wording of your questions is crucial. You should aim for clarity, precision, and neutrality. Avoid leading questions or those that make assumptions. Consider the language and phrasing to ensure respondents understand the questions in the same way.

- **Consider Response Options:**

Depending on your research objectives, you may use open-ended questions or closed questions with predefined response options. Consider how the responses will be coded and analyzed. Closed questions can include options like yes/no, agree/disagree, multiple-choice, or ranking.

(Direction: This is just a part of research about how you can learn best in an English classroom, which do no harm to anyone. Please answer carefully and objectively, help from you will be highly appreciated. Thanks.)

- **Choose the Right Scaling Techniques:**

If your questionnaire includes scaling questions (e.g., Likert scales), select an appropriate scaling technique. Common options include Likert, Guttman, and Thurstone scales. These allow respondents to provide a degree of agreement or preference.

- **Avoid Common Question Pitfalls:**

Be cautious of common pitfalls in question formulation, such as ambiguity, leading questions, confronting questions, offensiveness, unwarranted assumptions, and

questions on sensitive subjects. Review your questions to ensure they are clear, unbiased, and sensitive to respondents' concerns.

- **Sequence Questions Logically:**

Organize your questions in a logical order. Start with simple, non-threatening questions to build respondents' confidence. Complex or sensitive questions should come later in the questionnaire. Consider the flow to maintain respondents' interest.

- **Pay Attention to Question Length:**

Long and complex questionnaires can be off-putting for respondents. Keep the questionnaire concise and to the point. If your questionnaire

- **Provide Clear Instructions:**

Ensure that respondents receive clear and unambiguous instructions on how to complete the questionnaire. Provide any necessary context or background information.

- **Pilot Test Your Questionnaire:**

Before deploying the questionnaire on a larger scale, conduct a pilot test with a small group of respondents, such as colleagues or friends. This will help identify any issues, ambiguities, or confusing questions. Make necessary revisions based on their feedback.

- **Finalize the Questionnaire:**

After addressing any concerns from the pilot test, finalize the questionnaire. Ensure it's well-structured, easy to read, and ready for distribution.

- **Consider Layout and Formatting:**

Pay attention to the layout and formatting of the questionnaire. Use clear fonts and formatting to make the questionnaire visually appealing and easy to complete.

STRENGTHS

O'Leary (2014) proposes the following benefits of surveys :

- Get in touch with a lot of respondents
- represent a vaster demographic
- Permit comparisons
- create quantitative, standardized, and unbiased empirical data
- Utilize open-ended questions to produce qualitative data

- Be discreet, even anonymous.

- WEAKNESSES

  O'Leary (2014) raises several issues with questionnaires as a research instrument because they need a lot of time and money and are challenging to sample from.

Lecture 05: Choosing Research Tools (2): Interview

Objectives:

By the end of this lecture, students will be able to:

- Explore various interview types (unstructured, structured, semi-structured) and their pros and cons.
- - Learn practical steps for conducting effective interviews, including question phrasing, probing, and response recording.
- - Develop the ability to choose between interviews and questionnaires based on research goals and consider their strengths and weaknesses.

INTRODUCTION

Data collection in research involves creating suitable tools, applying proper measurement techniques, and selecting sample characteristics. Various research tools are available, each tailored to specific data types and analyses, requiring an understanding of their nature, benefits, and limitations.

BRIEF DEFINITION

A typical interview is a face-to-face dialogue between a researcher and a participant in which information is transferred to the interviewer (Cresswell, 2012).

QUALITATIVE INTERVIEWS IN RESEARCH

Qualitative research interviews involve asking open-ended questions to record participants' responses, often using audiotapes for accuracy. These interviews provide in-depth insights, explore the meaning of significant topics in participants' lives, and aim to understand what participants say. Open-ended questions are used for unbiased responses, while closed-ended questions may limit responses to specific choices.

BEFORE THE INTERVIEW

Before the interview, there are a few things you should know.

- The interviewer should be:
- be knowledgeable – well-versed in the subject.
- be structured – describe the interview process in detail.
- Be clear - ask straightforward, easy, and brief questions that are spoken clearly and clearly.
- Be gentle - tolerant, sensitive, and patient when confronted with controversial or unconventional viewpoints.
- control the direction of the interview to avoid deviating from the topic.
- test the reliability and authenticity of the information provided by the interviewee is critical.
- remember — keep in mind what the interviewee has said.
- interpret - translate the interviewee's words (Kvalve, 1996)[2].

METHODS OF INTERVIEWING

- **One-on-one:** The most time-consuming and expensive method in educational research, but the most common. One participant at a time is completed, and it's best for interviewees who aren't shy about speaking up.

- **Focus groups:** Four to six people are used in focus groups.

Telephone: It is convenient and quick, but you can only ask a limited amount of inquiries.

[2] Kvale, S. (1996) InterViews: An introduction to qualitative research interviewing. London: SAGE Publications.

E-mail: Simple to fill and allows for well-thought-out inquiries and responses. Ethical issues may need to be addressed. For instance, if the researcher obtained formal consent from respondents before conducting the interview and the confidentiality of responses**.**

TYPES OF INTERVIEWS

There are many different sorts of interviews in social research. Unstructured, semi-structured, and structured interviews are the most common.

Unstructured interviews (in-depth interviews):

The researcher aims to gain a holistic grasp of the respondents' points of view or circumstances in this interview style. Unstructured interviews are so named because the participant is free to talk about whatever is meaningful to him or her, with little supervision from the researcher. This is challenging and takes tact, diplomacy, and perseverance.

Only qualitative research can benefit from this style of interview. Unstructured interviews allow the researcher to gather a wealth of useful information, but they need competence. Before beginning the interview, the interviewer might consider recording it or alerting the participant that they will be taking notes.

Structured interviews

Structured interview is an interview with a plan. It is primarily structured around a set of predefined straight questions that require immediate responses, mainly

of the 'yes' or 'no' variety. Structured interviews can take place in person or over the phone, with the use of laptop computers in some cases. When all questions are prepared ahead of time for a structured interview, it is called a structured interview.

Semi-structured interviews

The most prevalent type of interview in qualitative social research is semi-structured interviewing. A semi-structured interview is a data-gathering technique that involves asking participants a series of open-ended questions and then probing them with follow-up questions to elicit further information about their responses and the topic of interest.

The researcher wants to know particular information that can be compared and contrasted with information gathered in other interviews in this type of interview. The researcher creates an interview schedule for this type of interview. This could be a list of particular questions or discussion topics. A semi-structured interview is one in which the interviewer does not strictly adhere to a pre-determined set of questions.

The interviewer may prepare a list of questions but does not have to ask them all or in any specific order; instead, they serve as a guide for the dialogue. In qualitative research, semi-structured interviews are a hybrid of structured and unstructured interviews in which certain questions are predefined while others are not.

EXAMPLES

Unstructured Interview Questions:

- Can you describe your experiences with language learning in a new country?
- What were the most significant challenges you faced when acquiring a new language?
- How did you adapt your language learning strategies over time?
- **Structured Interview Questions:**
- On a scale of 1 to 5, how confident are you in switching between languages during a conversation?

- Please rate the significance of code-switching in your daily interactions (1 = Not significant, 5 = Very significant).
- How often do you code-switch in professional or academic settings? (Daily, Weekly, Monthly, Rarely, Never)?
- **Semi-Structured Interview Questions:**
- What situations prompt you to switch between languages when speaking with bilingual peers?
- Can you provide specific examples of code-switching and the reasons behind it in your daily life?
- How do you perceive the impact of code-switching on your communication and identity?

WHAT IS THE DIFFERENCE BETWEEN A SEMI-STRUCTURED AND UNSTRUCTURED INTERVIEW?

Semi-structured interviews entail asking predefined questions followed by probing questions* to elicit information from respondents. Researchers conducting unstructured interviews, on the other hand, do not need to prepare questions ahead of time because they rely solely on spontaneity to guide the dialogue. While predefined questions in semi-structured interviews can help the researcher focus on the issue of interest, their absence makes it easy to stray from it.

STEPS OF CONDUCTING AN INTERVIEW

- Determine who will be interviewed.
- Choose the type of interview you'll conduct.
- Record the questions and responses during the interview.
- During the interview, jot down some quick notes.
- Find a calm, appropriate location for the interview.
- Obtain the interviewer's permission to participate in the study.
- Make a plan, but be willing to change it.
- Probes can be used to get more information.
- When the interview is over, be kind and professional.

STRENGTHS

- When individuals cannot be seen directly, interviews provide useful information.
- The interviewer has greater control over the information they obtain. They are free to choose their own queries.
- If questions are phrased correctly, they will elicit unbiased and accurate responses.

WEAKNESSES

- Because the interviewee is attempting to satisfy the interviewer, the interview responses may be dishonest.
- A lack of equipment may be an issue. Equipment can be pricey, and its use necessitates high technical expertise.
- It can take a long time, and untrained interviewers may struggle to keep the questioning focused.

Lecture 06: Choosing Research Tools (3): Observation

Objectives:

By the end of this lecture, students will be able to:

- grasp the concept of observation as a research tool, its significance in various research fields, and learn how to conduct effective observations.

INTRODUCTION

In research, data collection requires selecting suitable tools and applying proper techniques. One essential tool is observation, which involves systematically watching and recording behaviors, events, or phenomena in a structured manner. This method, used in both qualitative and quantitative research, allows researchers to gather firsthand data and gain insights into various subjects, often in their natural settings. Observations can be participant (actively involved) or non-participant (maintaining distance), providing valuable information for testing theories, generating new insights, and understanding human behavior and social interactions.

DEFINITION

Observation is a research method that involves systematically watching and recording behaviors, events, or phenomena in a structured and objective manner. Researchers use observation to gather data and gain insights into various aspects of a subject or study, often in its natural setting.

- This method can be used in qualitative and quantitative research. It allows researchers to directly witness and document what is happening, making it a valuable tool for understanding human behaviour, social interactions, or natural phenomena. Observations can be a participant (researcher is actively involved)

or non-participant (researcher remains distant), and the data collected can be used to inform hypotheses, test theories, or generate new insights.

TYPES OF OBSERVATION:

Participant Observation:

Participant observation is a research method in which researchers actively immerse themselves in the environment they are studying. They become part of the group or community they are researching, participating in the activities, and interacting with the people involved.

HOW RESEARCHERS ACTIVELY PARTICIPATE

- **Involvement:** Researchers engage with the subjects or participants in their study setting. They may take on specific roles, join in activities, or simply blend in with the group.
- **Observation:** While actively participating, researchers observe and document behaviours, interactions, and events. They may take field notes, record conversations, and use various data collection techniques.
- **Immersion:** Researchers spend significant time within the environment to gain a deep understanding of the culture, norms, and dynamics.
- **Reflexivity:** Researchers often self-reflect to recognise their biases and how their presence might influence the setting or participants.

EXAMPLES

- **Classroom Language Teaching:** Researchers can actively participate in language classrooms as students or teaching assistants in an ELT context. By observing the dynamics between teachers and students, the effectiveness of teaching methods, and the challenges faced by learners, researchers can provide valuable insights to improve language instruction.
- **Language Assessment:** Participant observation is useful in assessing language proficiency tests. Researchers can participate as test takers, observing the test environment, the test administration process, and the

reactions of test takers. This helps in identifying any issues or improvements needed in the testing procedures.

- **English Language Learning in Informal Settings:** Researchers can immerse themselves in informal language learning settings, such as language exchange groups, to understand how people learn and practice English outside of the classroom. This can provide insights into the role of social interactions in language acquisition.
- **Language Policy and Planning:** In the context of language policy research, participant observation can involve actively engaging in meetings, discussions, or decision-making processes related to language policy in educational institutions. Researchers can observe how policies are formulated and implemented and their impact on language teaching and learning.
- **Language Assessment in Multilingual Classrooms:** In regions with diverse language backgrounds, researchers can actively participate in multilingual classrooms to study language assessment practices, challenges in evaluating multilingual students, and the impact of language policies on educational outcomes.
- **Content and Language Integrated Learning (CLIL):** In CLIL programs, where content is taught through a second language, researchers can participate as students to assess the effectiveness of this approach in promoting both language and content learning.
- **Language Learning Strategies:** Researchers can actively participate in language learning strategy workshops or seminars, observing how learners are taught various strategies and how these strategies are applied in real language learning contexts.

Non-participant Observation:

- Researchers observe a situation or group without directly participating in it. Instead of immersing themselves in the environment, researchers maintain a more distant and objective perspective

HOW RESEARCHERS OBSERVE WITHOUT DIRECT INVOLVEMENT:

- **Observation from a Distance:** Researchers remain outside of the situation being studied and do not interact with the participants or subjects they are observing.
- **Objective Data Collection:** They gather data by watching and recording what occurs, often using video recording, field notes, surveys, or other observational tools.
- **Minimized Influence:** By not participating, researchers reduce the risk of influencing the behavior or dynamics of the subjects or the environment they are studying.

EXAMPLES

- **Language Assessment in ELT:** Observing language proficiency tests, such as TOEFL or IELTS, from a distance can provide valuable insights into the fairness of test administration, the behavior of test-takers, and the test's overall integrity.
- **Online Learning Environments in ELT:** With the growth of online language learning platforms, non-participant observation is valuable for studying how students interact with digital resources and online courses. Researchers can analyze user behavior, engagement, and learning outcomes.
- **Language Acquisition Research:** Non-participant observation is useful for studying language acquisition in children. Researchers can observe children in natural settings (e.g., homes, playgrounds) to understand how language develops and the role of social interactions in the process.
- **Teacher Professional Development:** Non-participant observation can be used to study teacher professional development workshops. Researchers can assess the impact of these programs on teacher skills and classroom practices.

STRENGTHS OF OBSERVATION:

- **Direct and Real-Time Data:** Observation provides firsthand, real-time data about the subject of study. This immediacy ensures that researchers capture events and behaviours as they naturally occur.

- **High External Validity:** Observations in natural settings have high external validity because they reflect real-life situations. This makes it easier to generalize findings to broader populations and contexts.
- **Rich and Detailed Data:** Observations yield rich and detailed data, including behaviours, interactions, and contextual information. This depth is particularly valuable for qualitative research and in-depth understanding.
- **Minimized Bias:** Observations can reduce bias associated with self-reporting or participant recollection. Researchers can directly witness and document behavior, which can be more objective.
- **Nonverbal Behavior:** Observation allows for the collection of nonverbal cues, which can be vital for understanding human behavior, emotions, and social dynamics.
- **Adaptable:** Observation methods can be adapted to various research settings and questions, including structured, participant, and non-participant observation.

WEAKNESSES OF OBSERVATION:

- **Researcher Bias:** Despite efforts to minimize it, researcher bias can still influence observations. Researchers may unconsciously filter or interpret what they see, affecting the objectivity of the data.
- **Reactivity:** The presence of an observer can lead to reactivity, where participants alter their behavior because they are aware of being observed. This can compromise the naturalness of the data.
- **Limited Insight into Internal Processes:** Observation is limited in its ability to access participants' thoughts, feelings, or motivations, which may require complementary methods like interviews or surveys.
- **Ethical Considerations:** Observing people without their consent, particularly in private or sensitive situations, raises ethical concerns. Informed consent and privacy considerations are essential.
- **Time-Consuming:** Observations can be time-consuming, especially in long-term or extended studies. Analyzing the collected data can also be a time-intensive process.

- **Observer Effect:** Observer characteristics and biases can influence what is observed and how it is interpreted. This observer effect can vary among different observers.

Lecture 07: How to Choose Your Participants

Objectives:

By the end of this lecture, students will be able to:

- understand the concept of sampling and its importance in research.
- identify different types of sampling methods, including probability and non-probability sampling.
- determine appropriate sampling methods for various research scenarios.
- calculate sampling intervals for given sample sizes.
- design a practical survey with a well-defined sampling method for a research project in applied linguistics or elt.

INTRODUCTION

For most projects, speaking to everyone within your research population will be difficult. Researchers overcome this problem by choosing a smaller, more manageable number of people to take part in their research. This is called sampling.

TARGET POPULATION:

- From which the sample is drawn
- To which the sample data will be generalized

WHAT IS SAMPLING?

Sampling is the process of selecting a subset of individuals or items from a larger population for research purposes, with the goal of drawing valid conclusions about the entire population.

"the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population"[3]

In quantitative research, it is believed that if this sample is chosen carefully using the correct procedure, it is then possible to generalise the results to the whole of the research population. For many qualitative researchers however, the ability to generalise their work to the whole research population is not the goal. Instead, they might seek to describe or explain what is happening within a smaller group of people. They accept that everyone is different and that if the research were to be conducted with another group of people, the results might not be the same.

WHY IS SAMPLING IMPORTANT?

- **Practicality**: It is often impractical to study an entire population due to constraints in terms of time, resources, and accessibility.
- **Efficiency**: It saves time and resources by focusing research efforts on a manageable subset of the population.

TYPES OF SAMPLING :

1- Probability Samples

All people within the research population have a chance of being selected. The researcher wishes to explain, predict, or generalize the whole research population.

▶ There are different types of probability sampling:

A. • Random Sampling
B. • Stratified Sampling.
C. • Cluster Sampling.
D. • Systematic Sampling

A. **Random Sampling**

Each member of the population has an equal chance of being selected as subject.

[3] Mujere, N. (1970a, January 1). Sampling in Research. IGI Global. https://www.igi-global.com/chapter/sampling-in-research/147769

There are many methods to proceed with simple random sampling. The most primitive and mechanical would be the lottery method. Each member of the population is assigned a unique number. Each number is placed in a bowl or a hat and mixed thoroughly. The blindfolded researcher then picks numbered tags from the hat. All the individuals bearing the numbers picked by the researcher are the subjects of the study.

Another way would be to let a computer do a random selection from your population. For populations with a small number of members, it is advisable to use the first method, but if the population has many members, a computer-aided random selection is preferred.

Example: You are conducting research on vocabulary acquisition among language learners. You assign a unique number to each student and then use a random number generator to select the sample.

▶ **Advantages of Simple Random Sampling**

The ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected.

▶ Its representativeness of the population. Theoretically, the only thing that can compromise its representativeness is luck. If the sample is not representative of the population, the random variation is called sampling error.

▶ **Disadvantages of Simple Random Sampling**

Its need of a complete list of all the members of the population. Please keep in mind that the list of the population must be complete and up-to-date. This list is usually not available for large populations. In cases as such, it is wiser to use other sampling techniques.

B- • Stratified Sampling.

It involves the division of a population into smaller groups known as strata. The strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample

- **Example**: Suppose you want to investigate the effectiveness of an ELT curriculum. You divide students into proficiency levels (e.g., beginner, intermediate, advanced) and randomly select students from each group.
- **Advantages**

It reduces selection bias. Stratifying the entire population before applying random sampling methods helps ensure a sample that accurately reflects the population being studied in terms of the criteria used for stratification.

Disadvantages

Unfortunately, stratified random sampling cannot be used in every study. The method's disadvantage is that several conditions must be met for it to be used properly. Researchers must identify every member of a population being studied and classify each of them into one, and only one, subpopulation. Finding an exhaustive and definitive list of an entire population is the first challenge. In some cases, it is downright impossible.

C. Systematic Sampling

Researchers pick individuals from the population at consistent intervals, such as selecting every 15th person from a population list. When the population is randomly ordered, this method can replicate the advantages of simple random sampling.

EXAMPLE

Evaluating the speaking skills of students: If you have a class of 60 students and want to assess 12 of them, you can use systematic sampling by selecting every 5th student after a random starting point. This method provides an efficient way to evaluate a representative sample of speaking abilities.

D• Cluster Sampling:

Cluster sampling is a method where the population is divided into clusters, a subset of clusters is randomly selected, and then all members within those chosen clusters are surveyed. It's efficient when dealing with large and geographically dispersed populations, but it can introduce some variability due to differences between clusters.

EXAMPLE

Assessing the language proficiency of students in a large school district:

You randomly select a subset of schools (clusters) and assess the language proficiency of all students within those selected schools, making it a more efficient way to evaluate the proficiency of the entire district.

2- Non-probability (also known as judgment, selective or subjective sampling,) Samples

It is s a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study.

- Description rather than generalisation is the goal.
- It is not possible to specify the possibility of one person being included in the sample.
- There are different types of non-probability sampling:
  - A. • Convenience Sampling
  - B. • Purposive Sampling

A. **Convenience Sampling**

Researchers choose participants based on their easy availability.

- **Example**: To assess the language skills of students in a local school, you select the students who are present in the classroom during your research visit.

B. **Purposive Sampling**

Researchers handpick specific participants who meet their research criteria.

- Example :You aim to study the impact of teaching styles on student motivation. You select experienced English teachers with a reputation for using different teaching methods.

SAMPLE SIZE

- The first question new researchers tend to ask is 'how many people should I speak to?' This obviously depends on the type of research. The sample size should be carefully determined to provide statistically significant results. For large scale, quantitative surveys you will need to contact many more people than you would for a small, qualitative piece of research. It tends to be a general rule in quantitative research that the larger the sample the more accurate your results. However, you have to remember that you are probably restricted by

time and money – you have to make sure that you construct a sample which will be manageable. Also, you have to account for non-response

SAMPLING ERROR:

- Imagine you're trying to find out how much time students spend on homework each night in your school. Instead of asking every student, which could be time-consuming, you decide to ask a smaller group, let's say 30 students, as a sample.
- Now, sampling error comes into play because the 30 students you ask might not perfectly represent the entire student body. For example:
- **Extraction (Choosing Students):** If you only ask students from one class or grade, you might miss out on the habits of students from other classes or grades. Your sample may not be diverse enough
- Transformation (Recording the Data): When you record the time spent on homework, there might be errors. For instance, some students might forget to mention the time they spend studying outside of homework. This can affect the accuracy of your results.
- Loading (Drawing Conclusions): If the 30 students you asked are all from the same sports team or club, they might have similar habits. This could lead to conclusions that don't apply to the entire school population.

SAMPLING DOS AND DON'TS

- Take time and effort to work out your sample correctly.
- Don't rush into your work without thinking very carefully about sampling issues
- Discuss your proposed sampling procedure and size with your tutor or other researchers.
- Be realistic about the size of sample possible on your budget and within your time scale
- Don't take on more than you can cope with.

SUMMARY

- If it is impossible to contact everyone in the research population, researchers select a number of people to contact. This is called sampling.
- There are two main types of sampling categories – probability samples and non-probability samples.
- In probability samples, all people within the research population have a specifiable chance of being selected. Only within random samples do participants have an equal chance of being selected.
- Non-probability samples are used if generalisation is not the goal.
- The size of sample will depend upon the type and purpose of the research.
- Sample sizes should take into account issues of non-response.

PRACTICE:

Task 01: Sampling Method

identify which sampling method (simple random, stratified, systematic, or cluster) would be most appropriate for each scenario.

- **Scenario**: You want to survey a university's students' satisfaction with campus facilities.
- **Scenario**: You want to study the preferences of customers in a shopping mall, and you have a list of all the shops in the mall.
- **Scenario**: You are conducting a study to assess the effectiveness of a new ESL (English as a Second Language) teaching method in a specific English language institute.
- **Scenario**: You want to study the attitudes of ESL teachers towards the integration of technology in their language classrooms.
- **Scenario**: You are researching the effectiveness of a pronunciation training program for non-native English speakers in a specific city, and you have access to a list of language schools in that city.
- **Scenario**: You want to investigate the impact
- of a particular English language teaching curriculum on the language acquisition of students in a particular age group.
- **Scenario**: You are conducting a survey on the language preferences of bilingual individuals in a multicultural community.

Task 2: Calculating Sampling Intervals

Calculate the sampling interval for the sample size.

▶ **Scenario 1:**

You have a list of 200 English language learners, and you want to select a sample of 40 for a proficiency assessment. What is the sampling interval?

▶ **Scenario 2:**

You have a list of 500 ESL (English as a Second Language) students, and you want to select a sample of 50 for a survey about their language learning preferences. What is the sampling interval?

▶ **Scenario 3:**

You have a list of 300 English teachers, and you want to select a sample of 20 for a study on teaching methods. What is the sampling interval?

Task 3: Practical Survey Design in Applied Linguistics or ELT

1. Select a specific topic within Applied Linguistics or ELT that interests you.
2. Clearly define the research questions you want to address in your survey or research project.
3. Choose an appropriate sampling method (simple random, stratified, systematic, or cluster) and explain why it suits your research.
4. Decide on the size of your sample, considering the population size.

Lecture 08: Understanding Variables in Research

Objectives:

By the end of this lecture, students will be able to:

- comprehend the concept of variables in research and differentiate between independent.

INTRODUCTION

What comes to mind when you think about research?

Have you ever encountered the term ‘variables’ before?

DEFINITION OF VARIABLES

Variables as any characteristic, number, or quantity that can vary or take on different values. Variables are fundamental components in research studies, serving as the building blocks for formulating research questions and hypotheses. i.e. In research, variables are the aspects or characteristics that researchers are interested in and want to observe or measure.

EXAMPLES:

- **Gender is a variable**; it can take two values: male or female.
- **Marital status is a variable**; it can take on values of never married, single, married, divorced, or widowed.
- **Family income is a variable**; it can take on values from zero to ‘x’ of Dinars.
- In a study examining the effect of a new teaching method on student performance, the teaching method itself could be a variable, and student scores before and after the implementation could represent different values of another variable.

TYPES OF VARIABLES

1. Independent Variables

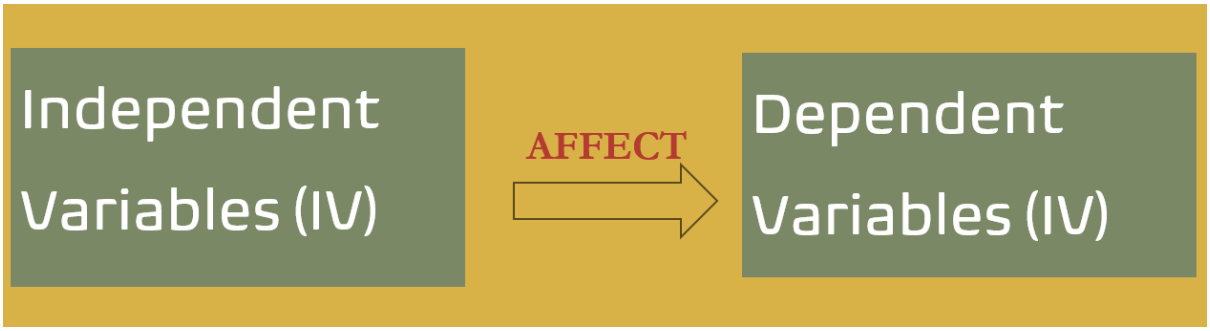
2. Dependent Variables

Independent Variables (IV)

IV is the variable that the researcher manipulates or controls. The independent variable is the cause or predictor in the study, representing the factor that researchers believe will have an effect on the dependent variable. Researchers hypothesize that changes in the independent variable will cause a change in the dependent variable. It's the factor that researchers believe has the potential to influence or predict the outcome.

Dependent Variables (DV)

The dependent variable (DV) is the variable being studied and measured. It is called "dependent" because its variation depends on the manipulation of the independent variable (IV). The dependent variable is the outcome or response that researchers observe and measure to assess the impact of changes in the independent variable.



EXAMPLES

Example 01: Feedback Types

Independent Variable: Types of feedback provided to learners (e.g., corrective feedback, praise, no feedback).

Dependent Variable: Improvement in written or spoken language accuracy.

Example 02: Classroom Environment

Independent Variable: Classroom settings (e.g., traditional classroom, flipped classroom).

Dependent Variable: Engagement levels or learning outcomes.

Example 03: Vocabulary Learning Strategies

Independent Variable: Various vocabulary learning strategies introduced to students (e.g., flashcards, context-based learning).
Dependent Variable: Vocabulary retention and usage.

Example 04: Reading Comprehension
Independent Variable: Reading strategy instruction (e.g., explicit instruction, metacognitive strategies).
Dependent Variable: Reading comprehension performance measured through comprehension tests.

Example 05: Speaking Fluency
Independent Variable: Feedback type (e.g., corrective feedback, praise).
Dependent Variable: Speaking fluency assessed through oral proficiency tests or speaking tasks.

Example 06: Writing Accuracy
Independent Variable: Use of different writing instruction methods (e.g., process writing, product writing).
Dependent Variable: Accuracy in written language, assessed through writing assignments or examinations.

- **What is the IV in these examples?**

Example 7: A researcher is interested in studying the effect of teaching methods on academic achievement in the science subject among sixth-grade students.

Example 8: Activating the role of school administration in addressing ethical deviations among high school students.

Example 9: Work pressures and their relationship with educational leadership and the orientation of control among school principals.

- **What is the DV in these examples?**

Example 10: If a researcher conducts a study to investigate the impact of reinforcement on worker productivity and distributes individuals into three different groups — the first receiving daily reinforcement during work, the second receiving guidance only once on the importance of maintaining work quality, and the third receiving no form of reinforcement.

Example 11: Activating the role of school administration in addressing ethical deviations among high school students.

PRACTICE

- **Task 01: Identify the independent and dependent variable**

Scenario: A researcher is investigating the effectiveness of two different vocabulary teaching methods on second language acquisition.

Scenario: A researcher is investigating the impact of the frequency of language exposure on the acquisition of collocations (common word combinations) in second language learners.

Scenario: A language teacher is investigating the effectiveness of technology-assisted language learning tools on vocabulary retention among high school students.

RELATIONSHIP BETWEEN VARIABLES

- The relationship between variables refers to the association or connection between two or more variables in a research study.
- Understanding the relationship between variables is critical for making informed interpretations and predictions in research. It helps researchers identify patterns, formulate hypotheses, and draw conclusions about the factors influencing the phenomena under study.
- **No Relationship (Independence):**

When changes in one variable do not correspond to changes in another, the variables are considered independent or unrelated.

- **Positive Relationship (Direct Relationship):**

When an increase in one variable is associated with an increase in another variable, it is a positive or direct relationship.

Negative Relationship (Inverse Relationship):

When an increase in one variable is associated with a decrease in another variable, it is a negative or inverse relationship.

Example 1: Relationship between Teaching Methods and Student Performance

Variables:

Independent Variable: Teaching Method (e.g., communicative language teaching, grammar-translation method).

Dependent Variable: Student Performance (measured through assessments or language proficiency tests).

Nature of Relationship:

Hypothesis: It is hypothesized that the choice of teaching method influences student performance.

Expected Outcomes: Positive if a student-centered method is used, as it encourages active language use, or negative if a more traditional method is employed.

Do the same with the examples

Example 2: Relationship between Technology Use and Vocabulary Acquisition

Example 3: Relationship between Classroom Environment and Language Anxiety

THE ROLE OF VARIABLES IN SCIENTIFIC RESEARCH:

Variables, including the independent and dependent variables in various research fields, are fundamental pillars of scientific research. Their benefits include:

- The Dependent and Independent variables serve as the primary focus and starting point for research across different specialties. It guides the formulation of research questions and hypotheses, shaping the entire research process
- The main starting point for each hypothesis in research, as it is the influencing and causing variable for the research problem.
- Dependent and Independent Variables are Key Concepts: They are key concepts and starting points relied upon by researchers in investigating previous studies and literature on the subject.

- Discussion of Literature and Previous Studies: The discussion involves reviewing the literature and previous studies in light of the research variables adopted by the researcher in their study.
- Hypothesis Testing is Based on Variable Discussion: Testing hypotheses relies on discussing the variables chosen by the researcher and their positive or negative relationships.
- Reviewing Relevant Information in Conclusions: In their conclusions, researchers review everything related to the intentional variables selected by the researcher.
- Variables are Central to Research Abstracts: Variables are the focus of information in the research abstract, where the researcher mentions these variables and their relationships.
- Scientific Studies Depend on Clear Variable Definitions: Research studies, whether master's or doctoral theses or promotion research, achieve scientific depth and form when the researcher clarifies the research variables and their relationships, demonstrating an understanding of the entire process.

Lecture 9: Data Analysis

Objectives:

By the end of this lecture, students will be able to:

- Analyze qualitative data
- Analyze quantitative data

INTRODUCTION

What comes to mind when you think about research? Have you ever encountered the term 'variables' before? In this lecture, we will explore the essential components of data analysis, focusing on both qualitative and quantitative methods. We'll explore how to analyze qualitative data through thematic, comparative, content, and discourse analyses, as well as how to handle quantitative data using descriptive, correlation, and inferential statistics. Understanding these methods will equip you to draw meaningful conclusions from your research data.

QUALITATIVE DATA ANALYSIS

1.1. Thematic Analysis

Thematic analysis is a widely used qualitative analysis method. Themes emerge from the data rather than being imposed by the researcher. We often see data collection and analysis happening simultaneously. Thematic analysis involves identifying and analyzing recurring themes or patterns in qualitative data. **Example 1 (ELT):** You’ ve interviewed ESL learners about their language learning experiences. As you analyze the transcripts, you notice recurring themes like:

- the importance of cultural immersion
- pronunciation challenges.

Thematic analysis helps us understand these significant patterns in the qualitative data

1.2. Comparative Analysis

Comparative analysis is closely connected to thematic analysis and is frequently used in ELT projects. Researchers often switch between transcripts and literature for better insights. Comparative analysis entails comparing and contrasting data from different sources, which is especially valuable when examining diverse perspectives in ELT.

Example: Imagine you're studying the effectiveness of two different language learning apps. Comparative analysis allows you to compare the user experiences and learning outcomes between the two apps, helping you identify strengths and weaknesses.

1.3. Content Analysis

Content analysis is a systematic approach to examining the content of text-based data, often used to quantify specific categories or themes.

Example (ELT): You've collected essays from ESL students on the topic of their favorite English books. Content analysis helps you categorize these books by genre, enabling you to identify trends and preferences among ESL learners.

1.4. Discourse Analysis

Discourse analysis focuses on how language is used in communication, making it relevant for understanding language use in ELT contexts.

Example (ELT):

You've recorded classroom interactions in an ESL class. Discourse analysis helps you explore how teachers and students engage in conversations, the role of non-verbal cues, and how language constructs meaning in a language learning environment.

QUANTITATIVE DATA ANALYSIS

2.1. Computing Software

In ELT research, we often use data analysis software like SPSS, which streamlines the process of handling and analyzing quantitative data.

2.2. Descriptive Statistics

Descriptive statistics allow us to summarize and present data in a meaningful way.

Example (ELT): Let's say you've collected test scores from a group of ESL learners. Descriptive statistics help you calculate the mean, median, and standard deviation, giving you a clear overview of the group's performance.

2.3. Correlation Analysis

Correlation analysis helps us understand relationships between variables in ELT research.

Example (ELT): You're investigating the relationship between the time students spend on English homework and their language proficiency improvement. Correlation analysis reveals whether a connection exists between these two variables.

2.4. Inferential Statistics

Inferential statistics help us draw conclusions about a population from a sample.

Example (ELT): Suppose you've conducted a study on the effectiveness of a new grammar teaching method. Inferential statistics assist you in determining whether the improvement observed in a sample of ESL students can be generalized to the broader ESL population.

PRACTICE

Task 01

Instructions:

Here are transcripts from interviews with ESL learners discussing their language learning experiences. Your task is to perform a thematic analysis. Identify and list the recurring themes or patterns in the data. Write a summary for each theme you discover. For example, if the theme is "Cultural Immersion," describe what participants mentioned about this aspect of language learning.

Data Set 1:

Participant 1: "I learned a lot from watching English movies and immersing myself in their culture."

Transcript Excerpt 2:

Participant 2: "Traveling and living abroad in an English-speaking country allowed me to experience a real cultural immersion."

Transcript Excerpt 3:

Participant 3: "I found that engaging with local communities and their traditions helped me understand the language better."

Data Set 2:

Participant 1: "I struggled with pronunciation, especially with certain English sounds like 'th.' It was frustrating, but I persevered."

Participant 2: "My teacher's feedback on my writing was incredibly helpful. It motivated me to keep working on improving my essays."

Participant 3: "Language exchange with a native speaker was a game-changer for me. I got personalized guidance and learned about slang and informal language use."

Task 02

Instructions:

You have collected data on user experiences and learning outcomes for two apps. In this assignment, you will compare and contrast the data from the two apps and make a recommendation regarding which app is more effective for ESL learners. Provide reasons to support your choice.

Data Set 1 :

App A - User Experiences:

- Users praised the user-friendly interface and engaging content.
- Some users found pronunciation exercises challenging but effective.
- Many users appreciated the in-app support and the ability to track their progress.

App A - Learning Outcomes:

- Users showed a 15% increase in vocabulary after one month of use.
- There was a significant improvement in grammar and listening skills.
- 90% of users reported increased confidence in speaking English.

App B - User Experiences:

- Users found the app visually appealing and easy to navigate.
- Pronunciation exercises were enjoyable, but some found them less challenging.
- Users appreciated the instant translation feature.

App B - Learning Outcomes:

- Users demonstrated a 20% increase in vocabulary over one month.
- There was a notable improvement in listening skills.
- 85% of users reported increased confidence in writing and speaking English.

Data Set 2 :

Method A - Student Performance:

- 80% of students demonstrated improved grammar skills.
- 90% of students reported satisfaction with the method.
- The average test score after using Method A was 85%.

Method A - Teacher Feedback:

- Teachers praised Method A for its structured approach and clear materials.
- Teachers noted that students were more engaged during lessons.

Method B - Student Performance:

- 85% of students demonstrated improved grammar skills.
- 85% of students reported satisfaction with the method.
- The average test score after using Method B was 88%.

Method B - Teacher Feedback:

- Teachers commended Method B for its flexibility and adaptability.
- Teachers noted that students enjoyed the interactive elements of the method**.**

Task 03 (1)

Instructions:

You have a collection of essays written by ESL students discussing their favorite English books. Your task is to conduct content analysis by categorizing the mentioned books into different genres (e.g., romance, mystery, science fiction). Calculate the frequency of each genre and create a bar chart to visually represent the findings.

Data Set (List of Mentioned Books and Genres):

Book 1: Pride and Prejudice -

Genre: Romance

Book 2: The Da Vinci Code -

Genre: Mystery

Book 3: 1984 –

Genre: Dystopian

Book 4: Harry Potter and the Sorcerer's Stone **- Genre:** Fantasy

Book 5: The Catcher in the Rye –

Genre: Coming of Age

Book 6: To Kill a Mockingbird **- Genre:** Drama

Book 7: The Hunger Games **- Genre:** Dystopian

Book 8: Sherlock Holmes –

Genre: Mystery

Book 9: Jane Eyre –

Genre: Romance

Book 10: Brave New World **- Genre:** Science Fiction

Task 03 (2)

Instructions:

You have a collection of language learning goals written by ESL students in an ELT course. Your task is to conduct content analysis by categorizing the mentioned goals into different language skills (e.g., speaking, listening, writing, reading). Calculate the frequency of each language skill and create a bar chart to represent the findings visually.

Data Set (List of Mentioned Language Learning Goals and Skills):

- **Goal 1:** Improve my spoken English **- Language Skill:** Speaking
- **Goal 2:** Enhance my listening comprehension –
- **Language Skill: Listening**
- **Goal 3:** Write essays with better structure –
- **Language Skill:** Writing
- **Goal 4:** Read English novels fluently **- Language Skill:** Reading
- **Goal 5:** Expand my vocabulary **- Language Skill:** Vocabulary
- **Goal 6:** Participate confidently in English conversations –
- **Language Skill:** Speaking
- **Goal 7:** Understand complex written texts –

- **Language Skill:** Reading
- **Goal 8:** Speak English fluently without hesitation -
- **Language Skill:** Speaking
- **Goal 9:** Improve my grammar skills **- Language Skill:** Grammar
- **Goal 10:** Comprehend spoken English in movies and TV shows -
- **Language Skill:** Listening

Task 04 (1)

Instructions:

You have a text-based conversation between an ESL teacher and two students discussing a classroom topic. Analyze the conversation using discourse analysis. Pay attention to turn-taking, language choice, and how meaning is constructed through language. Identify any patterns or interesting observations in the text.

Teacher: Good morning, class. Today, we'll discuss the impact of technology on language learning. Any thoughts to start?

Student 1: Well, I think technology can be really helpful. There are so many apps and websites for learning English.

Teacher: That's true. It provides convenience. What do you think, Student 2?

Student 2: I agree, but it can be distracting too. I find it hard to focus with so many notifications.

Teacher: A valid point. So, technology is a double-edged sword for language learners.

Student 1: Yes, and sometimes it's a challenge to find quality resources.

Teacher: Good observation. So, how can we balance the benefits and challenges of using technology for learning?

Student 2: Maybe setting clear goals and schedules could help.

Teacher: Great suggestion! Let's discuss that further.

Task 04 (2)

Instructions:

You have a text-based conversation between an ESL teacher and a student discussing English language proficiency and goals. Analyze the conversation using

discourse analysis. Pay attention to turn-taking, language choice, and how meaning is constructed through language. Identify any patterns or interesting observations in the text.

Teacher: Hi there! How is your English coming along? Have you achieved your language goals?

Student: I think I've made some progress, but I still find speaking challenging.

Teacher: Speaking can be tough. Are there specific areas where you struggle?

Student: Yes, pronunciation and fluency. I want to speak more like a native speaker.

Teacher: That's a great goal! We can work on that. How about reading and writing?

Student: I'm more comfortable with reading and writing. I read English novels regularly.

Teacher: Fantastic! That will improve your vocabulary and comprehension. Do you have any writing goals?

Student: I want to write essays more confidently, especially for academic purposes.

Teacher: That's a valuable skill. Let's plan some activities to work on these goals.

Task 05 : Quantitative Data Analysis Project

Instructions:

You have a group of ESL students, and you want to find out how many of them have achieved different levels of English proficiency. You have collected the following data:

Number of students at the Basic level: 20

Number of students at the Intermediate level: 35

Number of students at the Advanced level: 15

Total number of ESL students: 70

Your task is to calculate the percentage of students at each proficiency level and express your findings**.**

Lecture 10: Plagiarism

Objectives:

By the end of this lecture, students will be able to:

- Define plagiarism and understand its origins.
- Identify various forms of plagiarism.
- Recognize the consequences of plagiarism in academic and professional contexts.
- Differentiate between intentional and unintentional plagiarism.
- Apply strategies to avoid plagiarism.
- Use tools to detect plagiarism.
- Understand the importance of proper citation and referencing.

INTRODUCTION

Plagiarism is a critical issue in both academic and professional settings, with serious consequences for those who commit it. But what exactly is plagiarism, and why is it such a significant concern? This lecture will explore the definition of plagiarism, its origins, the different forms it can take, and the severe repercussions that can result from it. We will also discuss how to avoid plagiarism through proper citation practices and the use of detection tools. Understanding and avoiding plagiarism is essential for maintaining academic integrity and fostering a culture of honesty and respect for intellectual property.

DEFINITION

Plagiarism is taking someone else's ideas or work and presenting them as your own. Let’s learn about its consequences, types, and how to avoid it. Plagiarism involves representing someone else's words, ideas, images, sounds, or creative expressions as if they were your own.

ORIGIN

The term "plagiarism" originates from the Latin word "plagiarius," which translates to "kidnapper."

Plagiarism= Kidnapping

Plagiarism includes :

Copying

Taking someone else's words or ideas without giving proper credit.

Paraphrasing

Rewriting someone else's work without acknowledging the original author.

Self-Plagiarism

Submitting your own previous work as new without citation.

CONSEQUENCES OF PLAGIARISM

- **Academic Penalties**

From failing grades to academic probation or expulsion.

- **Professional Repercussions**

Damaged reputation, loss of job opportunities.

- **Legal Consequences**

Potential lawsuits for copyright infringement.

COMMON TYPES OF PLAGIARISM

- **Verbatim Plagiarism**

Copying exact words or phrases without attribution.

- **Patchwork Plagiarism**

Mixing copied and original content without proper citation.

- **Concept Plagiarism**

Stealing someone else's ideas or concepts without acknowledgement.

- **Global Plagiarism**

Submitting someone else's work as your own.

INTENTIONAL VS UNINTENTIONAL

Intentional

- Copying a friend's work
- Purchasing or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media "borrowing" without documentation

Unintentional

- Paraphrasing without attention to detail
- Inadequate documentation of sources
- Neglecting to incorporate your own unique voice

INTENTIONAL VS UNINTENTIONAL

Lack of Understanding: Claiming ignorance about proper citation practices or academic expectations.

Time Pressure: Arguing that time constraints forced them to copy and paste without proper attribution.

Overwhelmed by Workload: Stating that overwhelming assignments led to unintentional oversight.

Language Barriers: Citing challenges in language proficiency as a reason for improper citation or paraphrasing.

Poor Study Skills: Blaming inadequate study or research skills for unintentional plagiarism.

Misinterpretation of Rules: Claiming a misunderstanding of the rules surrounding citation and academic integrity.

Personal Issues: Attributing plagiarism to personal problems or crises affecting their ability to complete work independently.

Fear of Failure: Expressing anxiety about academic performance and resorting to plagiarism out of fear of failure.

HOW TO AVOID PLAGIARISM

- Quote and cite directly when using the original source's phrases, sentences, and paragraphs.
- Quote and cite statistics, charts, graphs, and drawings directly from the original source.
- Provide credit to the original author when paraphrasing or summarising.
- Use Plagiarism Checkers

DO I HAVE TO CITE EVERYTHING?

-Answer: YES!! Except –:

- When the fact used is common knowledge.

What makes it “common knowledge”?

- If you can find the same information in at least 3
- different sources; you don’t have to cite it.
- Eg. George Washington wore wooden dentures.
- Am I in the clear if I alter a few words?
- No, changing a few words is not enough to avoid plagiarism. Proper paraphrasing involves expressing ideas in your own words and giving credit to the original source through citation.

TOOLS TO DETECT PLAGIARISM

- **Turnitin**

Leading plagiarism detection software used by schools and universities.

- **Grammarly**

Writing tool with a plagiarism checker feature to identify similar content.

TOOLS TO DETECT PLAGIARISM

- **Turnitin**

Leading plagiarism detection software used by schools and universities.

- **Grammarly**

Writing tool with a plagiarism checker feature to identify similar content.

QUOTING VS PARAPHRASING

- **Quoting**

Quotations consist of the precise language used by an author and are directly copied from a source. It is imperative to provide proper citation for quotations.
Example:
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth, 1967, p. 263).
- According to Wordsworth (1967), romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (p. 263).

- **Paraphrasing**

Paraphrasing involves expressing someone else's words or ideas in your own language. Even though you use your own words, it's crucial to acknowledge that the ideas originated from another source and include the proper citation on your Works-Cited page. Paraphrasing goes beyond rearranging or rewording a given passage. It requires an understanding of the author's message. You must express those ideas entirely using your own words. Acknowledge the author by providing credit when you quote or paraphrase their work.

PRACTICE

Task 1: Recognizing Plagiarism
Instruction:
Answer the following questions regarding plagiarism.

1. Define plagiarism in your own words.
2. Why is plagiarism considered an ethical issue in academic and professional settings?
3. List three common forms of plagiarism.
4. How can proper citation and referencing help prevent plagiarism?
5. What are the potential consequences of plagiarism in academic and professional contexts?.

Task 2: Recognizing Plagiarism

Instructions:

Review the following examples and determine whether plagiarism has occurred. If yes, specify the type of plagiarism and suggest how it could be corrected.

1. Original Text: "The impact of climate change on polar bear populations is a critical concern for environmental scientists."

Student Version: Environmental scientists are greatly concerned about the impact of climate change on polar bear populations.

2. Original Text: A study conducted by Smith et al. (2018) found a significant correlation between sleep duration and cognitive performance.

Student Version: In a research investigation by Smith et al. (2018), a noteworthy association was identified between the duration of sleep and cognitive performance.

3. Original Text: "The Industrial Revolution had a profound impact on the socioeconomic structure of societies in the 18th and 19th centuries."

Student Version: The socioeconomic structure of societies in the 18th and 19th centuries experienced a profound transformation due to the effects of the Industrial Revolution .

Task 3: Identifying Types of Plagiarism

Instructions:

Read each scenario and identify the type of plagiarism involved. Choose the correct option for each question.

Scenario 1:

Mary found an article on the internet and copied an entire paragraph without making any changes. She included it in her research paper without providing proper citation. What type of plagiarism is this?

a. Verbatim Plagiarism

b. Patchwork Plagiarism

c. Concept Plagiarism

d. Global Plagiarism.

Scenario 2:

John was struggling to write his essay, so he copied sentences from various sources and combined them to create his own piece. He didn't properly cite the sources for individual sentences. What type of plagiarism is this?

a. Verbatim Plagiarism

b. Patchwork Plagiarism

c. Concept Plagiarism

d. Global Plagiarism

Scenario 3:

Sarah read several books on a specific topic, understood the concepts well, and then wrote about those concepts in her own words without citing the sources. What type of plagiarism is this?

a. Verbatim Plagiarism

b. Patchwork Plagiarism

c. Concept Plagiarism

d. Global Plagiarism

Scenario 4:

Mike downloaded an entire research paper from the internet and submitted it as his own work without making any changes. What type of plagiarism is this?

a. Verbatim Plagiarism

b. Patchwork Plagiarism

c. Concept Plagiarism

d. Global Plagiarism

Lecture 11: Conducting Literature Review

Objectives:

By the end of this lecture, students will be able to understand the purpose and process of conducting a literature review, effectively search for relevant sources, and critically evaluate and synthesize research literature.

INTRODUCTION

When you think about research, what comes to mind? Have you ever encountered the term 'variables' before? In today's lecture, we will explore the critical role of literature reviews in research. Understanding how to conduct a literature review is essential for building a strong foundation for your research, identifying gaps, and developing a solid theoretical framework. Let's begin by defining what a literature review is and why it is so important in the research process.

DEFINING A LITERATURE REVIEW:

"… a systematic…method for identifying, evaluating and interpreting the … work produced by researchers, scholars and practitioners."[4]

A literature review is a methodical examination of existing research and scholarly articles on a specific topic. It involves summarizing, evaluating, and analyzing the relevant literature to understand what is known and not known in the chosen research area. This critical analysis informs the development of research questions and the research design.

WHY REVIEW THE LITERATURE?

"…without it, you will not acquire an understanding of your topic, of what has already been done on it, how it has been researched, and what the key issues are."[5]

4. FINK, A., 1998. Conducting literature research reviews: from paper to the internet. Thousand Oaks, CA: Sage., p.3.

5 HART, E., 1998. Doing a literature review: releasing the social science research imagination, by E. Hart and M. Bond. London: Sage., p.1.

- **Build a Knowledge Foundation**: Literature reviews help researchers establish a strong foundation of existing knowledge in a particular research area. They provide insights into what is already known and studied in the field, offering a starting point for new research.
- **Identify Research Gaps:** By examining the literature, researchers can identify gaps, inconsistencies, or areas where further investigation is needed. This helps in formulating research questions and hypotheses that address these gaps.
- **Avoid Duplication:** A literature review helps researchers avoid duplicating previous studies. It ensures that their research is novel and contributes to the existing body of knowledge.
- **Understand Trends and Developments:** Researchers can gain a comprehensive understanding of the historical and current trends, theories, and methodologies used in their research area by reviewing the literature.
- **Develop a Theoretical Framework:** Literature reviews assist in the development of a theoretical framework for the research, providing a basis for conceptualizing the study and its variables.
- **Support Research Design:** The literature review informs the research design, guiding decisions about the methodology, data collection, and analysis methods to be used.
- **Justify Research Rationale:** It helps justify the rationale and significance of the research. Researchers can explain why their study is relevant and what contributions it can make to the field.
- **Evaluate Existing Studies:** Researchers can critically assess the quality and validity of previous research, identifying strengths and weaknesses in the methods and findings of earlier studies.
- In summary, reviewing the literature is a critical step in the research process that provides a comprehensive understanding of the existing knowledge, informs the research design, and ensures that the new research is both relevant and valuable to the academic or professional community.

TYPES OF LITERATURE REVIEWS

- **Narrative Literature Review:**

Objective: To provide an overview of existing research on a specific topic, typically used in the early stages of research to gain a broad understanding.

Methodology: Involves summarising and organising the literature in a narrative form, with flexibility in article selection. It is less structured compared to systematic reviews, focusing on summarizing relevant articles and identifying key themes.

- **Systematic Literature Review:**

  Objective: To conduct a rigorous and methodical assessment of existing research, aiming to answer specific research questions, assess study quality, and synthesize evidence to draw well-founded conclusions.

  Methodology: Follows a systematic and transparent process, including defining specific research questions, establishing inclusion and exclusion criteria, conducting an exhaustive and unbiased search for relevant articles, assessing study quality, and analyzing and synthesizing data using predetermined methods to minimize bias and subjectivity.

- **Meta-Analysis Review:**

  Objective: To quantitatively combine data from multiple studies and provide a statistical summary of findings, with the primary goal of offering precise estimates of effect sizes and testing hypotheses.

  Methodology: Starts with the systematic review process and proceeds to conduct statistical analyses on data extracted from selected studies. It involves calculating effect sizes and employing statistical techniques to assess the overall impact of a specific variable, resulting in a quantitative, data-driven synthesis of the literature.

PRACTICE

- **Discuss which type of literature review (narrative, systematic, or meta-analysis) would be most relevant in each scenario and why.**
- **SCENARIO 01:** Assessing the Effectiveness of a Language Teaching Method
- **SCENARIO 02:** Evaluating Language Assessment Tools
- **SCENARIO 03:** Investigating Language Learning Strategies
- **SCENARIO 04:** Analyzing Language Policy Impacts

- **SCENARIO 05:** Investigating Language Assessment in Multilingual Classrooms

SEARCH STRATEGIES

Effective search strategies require careful planning. It helps us find relevant sources efficiently. So, the first step is to have clear research objectives and questions in mind. Once you know what you're looking for, you're on the right track.

SELECTING KEYWORDS AND PHRASES

- Keywords and phrases are like the keys to the treasure chest of information.
- What are keywords, and why are they important?"
- Keywords are the main words or phrases related to our research topic, and they help us find relevant sources.
- How do we come up with them?
- "Assessing the Efficacy of Peer Feedback in ESL Writing Classes" **Keywords: peer feedback, ESL writing classes**.
- "The Use of Games and Gamification in Language Learning"
- **Keywords: games, gamification, language learning**

PRACTICE

What are the keywords?

- Exploring the Role of Feedback in Writing Skill Development"
- "The Influence of Age on Second Language Acquisition: A Comparative Study"
- "Effective Strategies for Teaching Pronunciation to Adult English Learners"

LIBRARY DATABASES AND SEARCH ENGINES

Google is not (usually) the answer. why:

- It provides a vast amount of information, but not all is reliable or scholarly.
- Google's algorithms prioritise popularity over scholarly relevance.
- It can be challenging to find peer-reviewed articles and academic sources.

Start with Library Resources for your Subject First. Why?

- Libraries offer specialized databases tailored to different subjects, ensuring you find quality, subject-specific sources.
- These databases often include peer-reviewed articles, books, statistics, and more.
- Libraries provide access to credible and authoritative sources that Google might not.

Think about the Range of Sources. Here's what you should consider:

- Books: For in-depth information and historical context.
- Journal Articles: For the latest research and academic discussions.

- Statistics: For data and evidence to support your claims.
- Websites: For additional information, reports, and data.
- Conference Reports: For recent findings and discussions.

To bridge the gap between Google and academic research, we have Google Scholar. It's a specialised tool for scholarly literature. Here's what it offers:

- Searches across various disciplines.
- Includes peer-reviewed papers, theses, books, abstracts, and articles.
- Sources come from academic publishers, professional societies, preprint repositories, universities, and other scholarly organizations.

EVALUATING SOURCES IN RESEARCH

Relevance to Your Topic:

- When you come across a source, the first question you should ask is, "Is it relevant to my topic?" Consider:
- Does the source address the specific aspect of your research you're investigating?
- Does it help answer your research questions or support your arguments?

Intended Audience:

- Think about who the intended audience is. This helps you assess the suitability of the source for your research:
- Is the source intended for scholars, professionals, students, or the general public?
- Does it use specialized or technical language that might be too complex or too simple for your purpose**?**

Currency of the Information:

- The currency of information is vital, especially in rapidly evolving fields. Consider:
- Is the publication date recent enough to ensure the information is still relevant?
- Are there more recent sources available on the topic?

Coverage of the Topic:

- It's crucial to evaluate how comprehensively the source covers your topic:
- Does it provide an in-depth exploration of the subject matter?

- Does it offer different perspectives or angles on the topic?

Accuracy of the Information:

- Accuracy is paramount in research. Think about:
- Is the information supported by evidence or references to credible sources?
- Are there any factual errors or inconsistencies?

Authority of the Author or Information Source:

- Who wrote the source, and what's their expertise in the field? Assess the authority:
- Is the author an expert, a recognised authority, or affiliated with a reputable institution?
- Does the source come from a respected and established publication?

Level of Objectivity of the Author:

- Understanding the author's objectivity is crucial to assess potential bias. Consider:
- Is the author impartial and presenting information objectively?
- Can you detect any signs of bias or a particular agenda?

Remember

Remember, evaluating what you read is a critical step in conducting sound research. Ensure the sources you use are not only relevant but also reliable and credible.

CREATING A HIGH-QUALITY LITERATURE REVIEW

Beyond Listing Relevant Literature:

Your literature review goes beyond a mere list. It serves as a critical essay that:

- Assesses the full spectrum of available literature.
- Provides a critical summary and analysis of the literature.

Contextualizing Your Research :

- A good literature review doesn't exist in isolation. It examines the background against which your research is set, helping your readers understand its significance.

A Significant Section of Your Dissertation:

- Your literature review forms a substantial portion of your dissertation. It's where you demonstrate your understanding of the existing scholarship and its relevance to your research.

Offering Opinions and Personal Response:

- It's not just about summarizing; it's about sharing your views and responses to the literature. Engage with the ideas and arguments presented in the works.

Relating and Comparing :

- Your literature review should relate different writings to each other. Compare and contrast their findings, methodologies, and conclusions.

Awareness of Theories and Values:

- Show an understanding of the underlying theories and values in the research. Be aware of the intellectual context in which the literature exists.

Using Particular Language :

- Your language matters. Use terms like "authors assert," "argue," "state," "conclude," "contend" to demonstrate that you've engaged critically with the literature.

GENERAL GUIDELINES FOR WRITING A LITERATURE REVIEW

1. Introduce the Research Topic:

When writing your literature review, start by introducing the major research topic that you'll be discussing. This sets the stage for your readers.

2. Identify the Problem Area:

While it's important to identify the broad problem area, avoid being too global. For instance, if your topic is a specific instructional strategy, don’t explore the entire history of education.

3. Discuss Importance in Your Field: Clearly communicate the general importance of your topic within your field. Why is it relevant, and how does it contribute to the knowledge in your discipline?

4. Avoid Covering Everything: Remember, you can't cover everything written on your topic. Instead, focus on selecting research that is most relevant to your specific research question.

5. Use Relevant Studies as Evidence :

Think of the studies in your literature review as "evidence" that supports the importance of your research question. They should reinforce the significance of your topic.

6. Cover All Relevant Variables

Ensure that your literature review covers research relevant to all the variables under study. This is crucial for providing a comprehensive understanding of your topic.

7. Explain Relationships

Priority should be given to research that explains the relationships between the variables under study. This helps to build a strong foundation for your research.

8. Plan Your Structure

Before you begin writing, plan how you'll structure your literature review. This will serve as your roadmap and help you organize your thoughts effectively.

ORGANIZING YOUR LITERATURE REVIEW

- **Topical Order**

One way to organize your literature review is through topical order. This involves grouping sources based on main topics or issues. It helps emphasize how these issues relate to the central problem. Think of it as assembling a puzzle.

Topic: "The Use of Technology in ELT"

Organize the review by key topics such as "Benefits of Technology Integration," "Challenges in Implementing Technology," and "Best Practices for Technology Use in ELT."

Chronological Order

Another approach is to use chronological order. Here, you organize the literature based on the dates the research was published. This method allows you to track the evolution of ideas and research findings over time.

Example

Topic: "Evolution of Communicative Language Teaching (CLT) in ELT"

Arrange the literature by publication dates to trace the development of CLT in ELT, starting from early pioneers like Wilkins and expanding through decades to recent trends and adaptations.

Problem-Cause-Solution Order

If you want to structure your review as a narrative, consider the problem-cause-solution order. Start with the problem, explore its causes, and end with proposed solutions. It's like telling a story.

Example

Topic: "Motivating English Language Learners in Online Classes"

Begin with the problem of low motivation, discuss the causes, which might include lack of interactivity, and then explore solutions such as incorporating gamification or interactive tools.

General-to-Specific Order

The general-to-specific order, often called the funnel approach, begins with broad-based research. Then, you gradually narrow the focus, delving into specific studies that relate to your topic. It's like zooming in with a camera.

Example

Topic: "Teaching Vocabulary in ELT"

Start with broad research on vocabulary acquisition, then progressively narrow down to specific strategies, like the use of flashcards, memory techniques, and digital vocabulary apps.

Specific-to-General Order

Conversely, you can start with specific research studies and draw conclusions from them. This approach is ideal when you want to lead your readers from specific findings to broader implications.

Example

Conversely, you can start with specific research studies and draw conclusions from them. This approach is ideal when you want to lead your readers from specific findings to broader implications

COMMON ERRORS MADE IN LITERATURE REVIEWS

- **Review Isn't Written in Author's Own Words**

- One common mistake is not expressing the literature review in your own words. Remember, a literature review should reflect your understanding and analysis of the sources. Don't just regurgitate what others have written.
- **Review Reads Like Disjointed Summaries**
- Another pitfall is creating a literature review that feels like a series of disjointed summaries. To avoid this, strive for a narrative flow that connects the sources and provides a cohesive overview of the field.
- **Review Doesn't Argue a Point**
- A literature review should do more than summarize. It should also argue a point, such as highlighting gaps in the existing research or presenting a perspective on the topic. Failing to do so can make the review less impactful.
- **Recent References Are Omitted**
- Omitting recent references can undermine the credibility of your literature review. Be sure to include up-to-date sources to ensure your review is current and relevant.

PRACTICE

- **Research Topic:** "Enhancing Speaking Skills in Young English Language Learners“.
- **Task 1**: Based on this topic, which organizational method among the ones we discussed (Topical Order, Chronological Order, Problem-Cause-Solution Order, General-to-Specific Order, Specific-to-General Order) do you think would be most suitable to structure the literature review? Justify your choice

Task 2: Literature Review Practice

- Research Topic: "The Impact of Task-Based Language Teaching on English Proficiency in Non-Native Speakers.“

Instructions:

- Source Selection: Choose 5 recent (published within the last 5 years) scholarly sources (academic articles, books, or research papers) related to the impact of Task-Based Language Teaching on English proficiency in non-native speakers.

- Read and Summarize: Carefully read each source and summarize the main findings, key arguments, and methodologies used in each. Ensure that you use your own words while summarizing.
- Organize the Literature: Decide on an appropriate organizational method (e.g., chronological, thematic, or problem-cause-solution) for your literature review and justify your choice.
- Write a Brief Literature Review: Use your summaries to create a brief literature review on the topic, starting with an introduction, followed by a logically organized main body, and concluding with a summary of key findings.
- Include Citations: Properly cite all sources used within your literature review according to APA style
- Review and Edit: Carefully review your literature review for coherence, clarity, and accurate citations. Make necessary edits.

Lecture 12: Preparing a Research Proposal in Applied Linguistics and ELT

Objectives:

By the end of this lecture, students will be able :

- To understand the components and structure of a research proposal in Applied Linguistics and English Language Teaching (ELT).
- To learn the steps involved in preparing a comprehensive research proposal.
- To practice drafting key sections of a research proposal.

INTRODUCTION

Research proposals are crucial for outlining the scope and methodology of a study. In this lesson, we'll learn the key components of a research proposal and the steps to prepare one effectively.

IMPORTANCE OF RESEARCH PROPOSALS:

- ✓ Proposals serve as the foundation upon which research projects are built, providing a clear roadmap for conducting studies effectively.
- ✓ Research proposals in Applied Linguistics and ELT are crucial for outlining research objectives and aims clearly.
- ✓ They establish the methodological framework, including research design, data collection methods, and analysis techniques.
- ✓ Research proposals justify the significance of the study by synthesizing existing research and identifying gaps.
- ✓ Ethical considerations are addressed, ensuring the welfare and rights of participants.
- ✓ Budgets and timelines are included, facilitating resource planning and project management.
- ✓ Peer review of research proposals provides valuable feedback and potential for collaboration.

COMPONENTS OF A RESEARCH PROPOSAL:

- Title: Discuss the significance of choosing a clear and concise title that reflects the research topic.
- Introduction: Emphasize the importance of providing background information, rationale, and objectives of the study.
- Literature Review: Explain the necessity of reviewing relevant literature to identify gaps, theories, and previous research findings.
- Research Questions or Hypotheses: Discuss the formulation of clear and focused research questions or hypotheses.
- Methodology: Outline the research design, data collection methods, and data analysis techniques to be employed.
- Significance and Expected Outcomes: Explain the potential contributions of the study to the field and the expected outcomes.
- Timeline and Budget: Briefly discuss the proposed timeline for completing the research and estimate the budget required.
- References: Stress the importance of citing sources accurately and adhering to a consistent referencing style.

STEPS IN PREPARING A RESEARCH PROPOSAL::

- Your proposal describes your proposed plan of work:
    - What you intend to study (scope and research questions).
    - How you intend to study your topic (methodology).
    - Why this topic needs to be studied (significance).
    - When you will complete this work (timeline).
    - Where you will conduct this work.
- Choose a Research Topic: Discuss strategies for selecting a research topic that aligns with personal interests and addresses gaps in the literature.
- Conduct a Literature Review: Guide students on how to conduct a thorough literature review to identify relevant studies and theoretical frameworks.
- Formulate Research Questions or Hypotheses: Assist students in formulating clear and researchable questions or hypotheses.
- Design the Methodology: Explain various research methodologies and assist students in selecting the most appropriate one for their study.

- Write the Proposal: Provide guidelines on effectively organising and writing each proposal section.
- Seek Feedback: Encourage students to seek feedback from peers, instructors, or mentors to improve the quality of their proposals.
- Revise and Finalize: Emphasize the importance of revising and finalizing the proposal based on feedback received.

GENERAL ADVICE

- Establish a writing schedule.
- Begin by free-writing.
- Keep a small notebook with you to write down relevant thoughts.
- Compose different parts in different computer files or on different index cards.
- Start with more “clear-cut” sections first.
- Understand that the proposal will be negotiated--be prepared to revise!
- Think of the proposal as an introduction to your thesis or dissertation.
- Remember that your proposal is not meant to limit ideas, but to help you think practically.
- •Talk to your advisor!

MORE PROPOSAL ISSUES

- **Length**

Varies by field; most are roughly 10-20 pages, but they can be much longer.

- **Style Considerations**
    - **Tone**

When conveying your attitude in your writing:

- Maintain a confident tone in your writing.
- Avoid being overly apologetic or arrogant.
    - **Coherence**
- - Smoothly transition from **old** information to **new**.
- - Keep subject and verb together.
- - Place the most important information at the end of the sentence.
- - Start with short, easily understood phrases.

- - Use common phrases to connect your ideas smoothly.
- **Visual Aids**
- Incorporate charts, graphs, diagrams, illustrations, etc., wherever possible, permissible, or practical.

READ MORE

- Cannell, C. F., & Kahn, R. L. (1968). Interviewing. In G. Lindzey, E. Aronson (Eds.), The handbook of social psychology (Vol. 2, pp. 526-595). New York: Addison-Wesley.
- Creswell, J. W. (2012). Qualitative inquiry and research design: Choosing among five approaches. Thousand Oaks, CA: Sage.
- Dawson, Catherine. (2002). Practical Research Methods : A User-friendly Guide to Mastering Research Techniques and Projects (E-Book) .
- Flick, U. (2009). An introduction to qualitative research (4 ed.). London: SAGE Publications.
- Gilgun, J. F. (1992). Hypothesis generation in social work research. Journal of Social Service Research, 15(3-4), 113-135. https://doi.org/10.1300/J079v15n03_07
- Kothari, C.R. (2004) Research Methodology: Methods and Techniques. 2nd Edition, New Age International Publishers, New Delhi
- Patton, M. Q. (1980). Qualitative evaluation methods. London: SAGE Publications.

REFERENCES

FINK, A., 1998. Conducting literature research reviews: from paper to the internet. Thousand Oaks, CA: Sage.

HART, E., 1998. Doing a literature review: releasing the social science research imagination, by E. Hart and M. Bond. London: Sage.

Kvale, S. (1996) InterViews: An introduction to qualitative research interviewing. London: SAGE Publications.

Mujere, N. (1970a, January 1). Sampling in Research. IGI Global. https://www.igi-global.com/chapter/sampling-in-research/147769

O'Leary, Z. (2014). The essential guide to doing your research project (2nd ed.). London: SAGE.