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Department of TESOL
Research Methodology
Policy - Spring 2026

Overview: This three-hour-per-week course centers on providing instruction and practice in the area of research methodology. Conceived as a workshop style course, this class endeavors to help the students move through the different stages of research while introducing both theories and practice related to each of those stages. In this way the course focusses on the immediate use of ideas and concepts related to conducting and writing up research. In short, it is practical and product-focused. Participants are exposed to basic ideas about research in general as well as in the field of Applied Linguistics in particular and will be asked to make immediate use of those ideas as they develop and work through a very specific research project that will hopefully blossom into their own thesis or a similar project. The class is intended for students who are working, in some way, on their theses or a specific research project and the work that is done in this class is intended to help people successfully complete that thesis or project.

Objectives: This objective of this class is to give the students an opportunity to better understand the different stages in the research process, stylistic aspects of writing research papers and the specific areas and types of research that are common in the field of Applied Linguistics. Students will work through the process of conducting research and writing a research paper. Thus, by the end of the course, students will not only be familiar with aspects of research but will also have worked on a research project that will help hopefully be developed into a complete thesis or research report/paper.

Texts and Materials

- Creswell, J. (2013). *Research design: Qualitative, quantitative and mixed methods approaches* (4th Edition). Thousand Oaks: Sage.
- Nunan, D. and Bailey, K. (2008). *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle ELT.

Both of these books are available in the class Snowboard page.

Methodology

Language Policy: Following the tenets of international educational situations, students are expected to produce all course work in English. This means all assignments, writing, and discussion must be in English. Languages can and should be used appropriately as a means of enhancing and integrating understanding of the course materials, not as a way of avoiding English or ostracizing others. Students are expected to follow international standards on language use and sensitivity.

Classroom: This is conceived as a workshop or project-based type of class. That means that students will be sharing what they are doing and how they are progressing in each class session. In this way all the members of the class are familiar with and invested in the research of their classmates. We can all learn from each other and also help each other. To do this, however, students need to come to class well prepared. This means doing the readings and also the assignments for each week. How the class sessions are able to run is directly dependent on the students and their level of preparation. Please bear this in mind. The better prepared you are for the class sessions the more we can do and the more you can learn and in this class, progress with your research project.

Snowboard: As with all classes, Snowboard will be used as the main organizational tool for this class. Students will need to go there for the reading assignments, watch the videos, as well as to post up their own work and the check the feedback on their work. It is through Snowboard that we will all be able to

formally share information throughout the course.

Attendance: Students are expected to attend all scheduled class sessions and to be fully prepared when they do so. Failure to attend 2 or more class sessions, or to come to class less than fully prepared as evidenced by one's lack of effective participation, will result in a significantly lower grade. If students know that they are going to be absent in advance they are requested to contact the instructor in advance.

Assignments: In addition to the regular reading assignments, which are essential for effective participation in the class, there will also be videos posted related to the reading and students are expected to watch those videos. In addition to prepare for the class meetings, written assignments of various kinds will be given each week. All written assignments, unless specifically stipulated, must be loaded up into Snowboard where they can be checked and feedback can be given. Students also need to be ready to share these assignments and their work in general with the others in the class. In this class we share everything.

Midterm Project: The midterm project is due on April 28th (Week 9). The midterm is basically a more polished version of the write ups students have been doing as weekly assignments. These write ups are to be integrated for a specific purpose (as designed by the student) and put together in the format of a single, more formal academic paper following APA format.

Final Project: The final project will be a continuation of the midterm project. It is to be a complete version of a research paper, again using what we have been doing in class, but fully complete with all the necessary parts of a research paper. It is due on June 20th.

Grades: Final grades will be based on performance in the following categories.

Class Participation	30%
Assignments	30%
Midterm Project	10%
Final Project	30%

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