

# TESOL Research Methods (Fall 2017)

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**Office Hours:** Mondays/Wednesdays: 5:15 pm-6:15 pm, 9 pm-9:30 pm. (Other times available by appointment).

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**Course Description:** The purpose of this course is to provide an introduction to the research principles and common methodologies used in applied linguistics and education research. In exploring fundamental research concepts and techniques, the course offers students opportunities to develop the knowledge and skills to locate, interpret, critique, and design research.

**Course Objectives:** At the end of this course, students will be able to:

- 1) Discuss the major assumptions and principles underlying qualitative and quantitative research
- 2) Locate and evaluate research
- 3) Collect and analyze various types of data
- 4) Design a research project

**Required Texts:**

Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston, MA: Heinle.

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: Sage Publications.

Date	Week	Focus	Homework Due
September 5	1	Course Introduction	
September 12	2	Nunan & Bailey (2009)- Chapter 1: Introducing classroom research;  Chapter 2: Getting started on research	Reader Response
September 19	3	Nunan & Bailey (2009)- Chapter 3: Key concepts in planning;  Chapter 4: The experimental method	Reader Response
September 26	4	Nunan & Bailey (2009)- Chapter 5: Surveys  Creswell (2003)- Chapter 1. A framework for design	Reader Response  Research critique (Surveys) 1:
October 3	5	Nunan & Bailey (2009)- Chapter 6: Case study research  Creswell (2003)- Chapter 4: The introduction	Reader Response  Research critique (Case Study) 2:
October 10	6	Nunan & Bailey (2009)- Chapter 7: Ethnography  Creswell (2003)- Chapter 2: The literature review	Reader Response  Research critique (Ethnography) 3:

October 17	7	Nunan & Bailey (2009)- Chapter 8: Action research  Creswell (2003)- Chapter 5: The purpose statement	Reader Response  Research critique (Action Research) 4:  Research critique (Action Research) 5:
October 24	8	Nunan & Bailey (2009) - Chapter 9: Classroom observation  Creswell (2003)- Chapter 7: The use of theory	Research critique (Classroom Observation) 6:
October 31	9	Midterm Exam	
November 7	10	Nunan & Bailey (2009) - Chapter 10: Introspective methods of data collection;  Chapter 11: Elicitation procedures	Reader Response  Research critique (Introspective recall/interviews) 7:
November 14	11	Nunan & Bailey (2009) - Chapter 12: Analyzing classroom interaction  Interaction study (to be emailed)	Reader Response  Research critique (Classroom interaction/discourse) 8:
November 21	12	Nunan & Bailey (2009) - Chapter 13: Quantitative data analysis  Creswell (2003)- Chapter 9: Quantitative methods	Reader Response  Research critique (experimental/t-tests) 9:
November 28	13	Nunan & Bailey (2009) - Chapter 14: Qualitative data analysis  Creswell (2003)- Chapter 10: Qualitative methods	Reader Response  Research critique (questionnaires) 10:
December 5	14	Nunan & Bailey (2009) - Chapter 15: Putting it all together	Reader Response  Research critique (mixed methods) 11:
December 12	15	Research presentations	

**Reader Response (15%)**- Reader Response assignments are due nearly every week. For these weeks, you will read and review, at minimum, two articles. The reader response for each article includes four components:

*Stating 3-4 questions before reading the article.* Questions can be a combination of curiosities based upon your own experiences and questions arising after reading the abstract or introduction of the article. Write the 3-4 questions, and for each question write a sentence describing why you have this question. Approximately 1 paragraph.

*Answering your questions.* Describe how the article provided, or did not provide, information to answer your questions. Support each answer with evidence (e.g., quotes, numbers) from the reading. Properly cite the support using APA. Approximately 1 paragraph per question/answer.

*Noting other interesting findings.* What other facts or ideas did you find from the reading? Write these and state why are interesting/important. Approximately 1 paragraph.

*Asking clarification questions.* What ideas confused you, and with what part of the idea are you confused? What terms were difficult? Write 2-3 clarification questions. Approximately 1 paragraph.

Responses for each article will be between 1.5 and 2 pages in length (1.5 spacing, and 2.54cm margins) and are due at the beginning of class. Note that late assignments are not accepted.

**Research Critique (15%)**-This assignment requires you to locate an article employing a particular methodology that we discussed in class and critique it. Critiques will be presented, shared, and discussed with the class.

To complete the assignment, you will first need to find an article in the L2 literature that is directly related to the assigned focus (e.g., find a case study article when case study is the topic of the critique). Second, based upon the chapters for that particular week, identify four to five main characteristics of that research type. Then, during the 15 minute presentation: a) give a very brief 2-3 minute overview of the article; b) present your 4-5 characteristics; c) state why, based on the book and other readings, you selected these characteristics, and then d) explain how the article met or did not meet these characteristics. Be sure to give examples from the article to illustrate your points.

**Midterm Exam (25%)**- The midterm exam for this course consists of a research plan and theoretical reflection. Guidelines for this assignment will be distributed.

**Final Exam (30%)**- The final exam is a continuation of the midterm and in addition to written reports, will include oral presentations. Guidelines for this assignment will be distributed.

**Attendance/Participation (15%)**- The class is delivered in a student-centered, seminar-style manner. Therefore, you are expected to read and come to class ready to discuss the material. As such, missing class will result in a lower course grade. If a student misses more than **2** classes, the student shall not receive a final grade greater than B+.