



ENG 697 Qualitative Methods
Fall 2014
Wednesday 1-3.40pm
HL 305

Instructor: Dr. Lucy Pickering
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Office Hours: TBA
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COURSE INFORMATION

Materials

Textbook(s) Required: Heigham, J. & Croker, R. (2009). *Qualitative Research in Applied Linguistics*. Palgrave MacMillan

Course Description

This initial-level seminar is an introduction to Qualitative Research Methods in Applied Linguistics. During the semester, we will survey a variety of qualitative research methods from different areas of Applied Linguistics. The course combines readings and critical analysis of research articles with experience in collection, analysis and reporting of data. Our discussions will be guided by the required readings in order to ensure that everyone has a similar background understanding of these issues; however, topics are not confined to those that appear in the textbook if class participants have additional areas of interest.

Student Learning Outcomes:

- (a) Demonstrate knowledge of the major Qualitative Methods covered in the course. Through class discussion and reading critiques, students are required to demonstrate an increased awareness of the major models in AL Qualitative Methods
- (b) Engage in an investigation of the processes underlying choices among methodological approaches. This is facilitated through the IGJ assignment that students conduct throughout the seminar on a weekly basis.
- (c) Demonstrate an increased knowledge of genre of research writing in AL as it relates to qualitative research. This is demonstrated using the final research writing project that all students complete.

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| COURSE ASSESSMENT & INSTRUCTION |
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Final Project (proposed individually in consultation with prof.)

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| Proposal | 5% |
| Annotated articles | 20% |
| Final Paper/Project | 25% |

Journal, Analyses & Participation

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| Peer-reviewed article discussion | 10% |
| Data Analysis | 10% |
| IG Journal | 20% |
| Participation | 10% |

Final Project:

As participants in a graduate level seminar, I recognize that each of you is engaged in different stages of your graduate school career; thus, there are a range of options for this project. In addition to the usual possibilities for a written final project such as a review paper, research proposal or research project report (see descriptions of each below), participants may wish to work on qualitative/mixed methods-based papers for publication or conference presentation, a chapter outline or a annotated bibliography that will form the basis of a dissertation chapter, or a related project. Proposals for the final project will be worked out individually in consultation with the professor.

- (A) A review paper: A student can write a review paper in which they analyze, synthesize and evaluate the research done on a specific topic related to qualitative research. A good review paper will have a specific rather than a general topic, a clear and well-supported theme, and an adequate coverage of information. It should include a minimum of 12-15 references.
- (B) A research proposal: A student can write a detailed proposal for a research project that investigates a research question designed to be tested with a qualitative or mixed methods approach. A good project proposal will have a clearly defined research question, an adequate review of the literature related to the question, detailed description of the method to be used, including such information as participants, experimental paradigms or test methods, test materials and any other instruments. The proposal should also list possible outcomes of the project and potential significance of the findings.
- (C) A research report: A student can complete a qualitative/mixed method research project that is related to one of the topics of this course and write a report on the project as a term paper. The project can be a straightforward replication of a published study, a study attempting to extend a published finding to a new participant population or a new language, or a study that examines a research

question that has not yet been explored. A good report will have a well-defined research method, a clear presentation of the results and a reasonable interpretation or explanation of the findings.

Proposal & Annotated Articles

For each paper/book chapter in your annotated bibliography, the following information should be included.

- The reference of the article: Authors(s), year of publication, title, journal name
- The purpose and the research question: What is the purpose of the project or the specific research question under investigation? Explain important concepts and definitions if necessary
- Information re. methodology: Participants, materials, design, tasks/procedures, dependent/independent variables
- Results, findings & conclusion: Results of the study, summary of findings, the author's interpretation of findings and conclusions
- Your evaluation of the study, e.g., right question? Appropriate method? Reasonable interpretation of findings? Conflicting evidence?

Article Report & Data Analysis

Students will choose a peer-reviewed article representing a qualitative/mixed method design and write a short report outlining the nature of the article. Reports should be approximately 2000 words. The data analysis will be discussed at a later point in the semester when individual student interest is more clearly defined.

Please note, for graduate classes, "A" grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. "B" grades mean a good, solid performance which fulfils the basic requirements for a particular assignment. Any work that receives a grade of "C" or lower does not the minimum requirements for solid graduate work.

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| UNIVERSITY PROCEDURES/POLICIES |
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Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

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| COURSE OUTLINE |
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(Schedule is flexible and subject to change)

Week 1 Introduction

8/27 Course Overview: Introductions

Week 2 What is qualitative research in AL?

9/3 Heigham & Croker: Chapters 1 & 2
Edge, J. & Richards, K. (1998). May I see your warrant please? Justifying outcomes in qualitative research. *Applied Linguistics* 19 (3): 334-356.

Week 3 Mixed Methods

9/10 Heigham & Croker: Chap 7
Medhi Riazi, A. & Candlin, C. (2014). Mixed-Methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching*, 47 (2): 135-173
Sample Study: Derwing, T., Munro, M., & Thomson, R. (2008). A longitudinal study of ESL learners' fluency and comprehensibility development.. *Applied Linguistics*, 29 (3): 359-380.

Week 4 Ethnography

- 9/17 Heigham & Croker: Chap 5
Watson-Gegeo. K. (1988). Ethnography in ESL: Defining the Essentials. *TESOL Quarterly* 22 (4): 575-592.
Sample Study: Canagarajah, S. (1993). Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction through ESOL. *TESOL Quarterly* 27 (4): 601-626

Week 5 Conversation Analysis, guest lecturer Julie Bouchard

- 9/24 Lazaraton, A. (2003). Evaluative Criteria for Qualitative Research in Applied Linguistics: Whose Criteria and Whose Research? *Modern Language Journal* 87: 1-12

Additional Readings TBA

PEER-REVIEWED ARTICLE DISCUSSION DUE

Week 6 Interactive Sociolinguistics/Microethnography

- 10/1 Schiffrin, D. (1996). Interactional Sociolinguistics. In McKay & Hornberger, *Sociolinguistics and Language teaching*. Pp 307-27. CUP.
Tannen, D. (2005). Interactional sociolinguistics as a resource for intercultural Pragmatics. *Intercultural Pragmatics*, 2: 205-208.
Sample Study: Pickering, L. (2001). The role of tone choice in improving ITA communication in the classroom. *TESOL Quarterly* 35: 233-255.

Week 7 Action Research & Writing a Paper (1)

- 10/8 Heigham & Croker: Chap 6
Johnstone, B. (2000). *Qualitative Methods in Sociolinguistics*. Pp.130-142.
Sample study: Sitler, H. & Tezel, Z. (1999). Two action research projects. In Richards, *Methodology in Language Teaching*. CUP

Week 8 Narrative Inquiry & Writing a Paper (2)

10/15 Dr. Pickering in Toronto; guest lecturer Frank Alexander

Heigham & Croker: Chap 3;
Sample Study: Tsui, A. Complexities of Identity formation: A narrative inquiry of an EFL Teacher. *TESOL Quarterly* 41 (4): 657-680.
Heigham & Croker: Chap 14

Week 9 Case Study

10/22 Heighman & Croker: Chap 4
Sample Study: Weigle, S. & Nelson, G. (2004). Novice Tutors and their ESL Tutees: Three Case Studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing* 13, 203-225

PROPOSAL & ANNOTATED ARTICLES DUE

Week 10 Introspective Techniques

10/29 Heighman & Croker: Chap 11
Sample study: Bailey, K. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies". In Classroom oriented research in SLA. (ed). H.W. Seliger & M. Long. Rowley, MA: 67-103.
Sample study: Gu, P. (2003). Fine Brush ad Freehand: The vocabulary-Learning art of two successful Chinese EFL learners. **TESOL Quarterly** 37 (1): 73-104

Week 11 Observation

11/5 Heighman & Croker: Chap 8
Sample study: Panova, I. & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL Classroom. **TESOL Quarterly** 36 (4): 573-595

DATA ANALYSIS DUE

Week 12 Interviews

11/12 Heighman & Croker: Chap 9
Mann, S. (2011). A critical review of qualitative interviews in applied linguistics. *Applied Linguistics*, 32 (1) 6-24.
Sample study: Canagarajah, S. (2008). Language shift and the family: Questions from the Sri Lankan Tamil Diaspora. *Journal of sociolinguistics* 12 (2): 143-176

Week 13 Questionnaires

11/19 Heighman & Croker: Chapter 10
Sample study: Borg, S. (2009). English Language teacher's conceptions of research. *Applied Linguistics* 30 (3): 358-388.

Week 14 No Class - Thanksgiving

Week 15 Project Presentations

12/3 Project Presentations

Project Due: Wednesday December 10th