Stockholm University

Research Methods in Applied Linguistics – ENRA75 (7.5 HECs)

Advanced-level course.

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Course description

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

Intended learning outcomes

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

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

Grading

The course adopts the 7-grade SU scale (A–E, Fx, F).
To receive a final grade, students must have completed all obligatory elements and the examination assignments [not fulfilled the obligatory elements or not done all examination assignments=no grade].
To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see "Examination" below).

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

Attended seminars (minimum. 6 out of 8 seminars)
NB: Absences can be made up by alternative assignments by contacting the teacher of the missed seminar. Please note that this is not possible if the student has missed more than 25% of the scheduled teaching.

Course activities

The course consists of the following activities:

- Seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Before each seminar, students are expected to finish the assigned reading and do any accompanying tasks. Students should be prepared to discuss the reading and tasks at the seminar;
- Graded assignments will be set after each research method block;

- Students are expected to complete all the tasks assigned by the teacher.

Examination

Students are required to complete the following:

- Four written assignments

  The research assignments may vary from reflections on methodology theory to analyses of data, possibly requiring the use of data-analysis software. These assignments require students to demonstrate their reading and understanding of the course material and their ability to apply what they have learned during the seminars. There will be four in-course assignments: one per research method block:

1. qualitative methods: 700 words (A-F, 15%);
2. quantitative methods: 700 words (A-F, 15%);
3. mixed-methods: 1,000 words (A-F, 30%);
4. comparative task: 1,500 words (A-F, 40%).

   Detailed instructions will be provided for each assignment in due time. The first three assignments will be evaluated by the teacher responsible for the respective block (see schedule below). Missed assignments must be submitted by the final assignment deadline.

Course format

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

Required reading

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

Handbook:

Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.) (2018). *The Palgrave handbook of applied linguistics research methodology*. Palgrave Macmillan. https://doi.org/10.1057/978-1-137-59900-1

- Ch. 1: Applied linguistics research: Current issues, methods, and trends (A. Phakiti, P. De Costa, L. Plonsky & S. Starfield).
- Ch. 3: Quantitative methodology (L. K. Fryer, J. Larson-Hall & J. Stewart).
- Ch. 4: Qualitative methodology (S. Lew, A. H. Yang & L. Harklau).
- Ch. 5: Mixed methodology (A. Mackey & L. Bryfonski).
- Ch. 8: Ethical applied linguistics research. (S. Sterling, S & P. De Costa)
- Ch. 11: Interviews and focus groups (M. T. Prior).

Chapters:

Brown, J. D. (2004). Ch 19: Research methods for applied linguistics: Scope, characteristics, and standards. In A. Davies & C. Elder. (Eds.), *The handbook of applied linguistics* (pp. 476–500). John Wiley.
Eddington, D. (2015). Ch. 2: Descriptive and inferential statistics. In *Statistics for linguists: A step-by-step guide for novices* (pp. 7–25). Cambridge Scholars Publisher.
European Commission. (2024). *Living guidelines on the responsible use of generative AI in research*. ERA Forum Stakeholders' document. https://research-and-innovation.ec.europa.eu/document/download/2b6cf7e5-36ac-41cb-aab5-0d32050143dc_en?filename=ec_rtd_ai-guidelines.pdf (**pp. 3-7**)
Flick, U. (2018). Ch. 1: Why triangulation and mixed methods in qualitative research? In *Doing triangulation and mixed methods* (pp. 1–8). Sage.
Larson-Hall, J. (2015). Ch. 5: Choosing a statistical test. In *A guide to doing statistics in second language research using SPSS and R* (2nd ed.) (pp. 171–187). Routledge.
Lowie, W., & Seton, B. (2012). Ch. 1: Types of research. In *Essential statistics for applied linguistics* (pp. 3–16). Palgrave Macmillan.
Machin, D., & Mayr, A (2012). Ch. 4: Representing people: Language and identity. In *How to do critical discourse analysis: A multimodal introduction* (pp. 77–103). Sage.
Mackey, A., & Gass, S. M. (2016). Ch. 5: Research variables, validity, and reliability. In *Second language research: Methodology and design* (2nd ed., pp. 150–187). Routledge. (the 2015 Mackey e-book available at the SU library is the same as the 2016 Mackey & Gass print version)
Mackey, A., & Gass, S. M. (2016). Ch. 6: Designing a quantitative study. In *Second language research: Methodology and design* (2nd ed., pp. 188–214). Routledge. (the 2015 Mackey e-book available at the SU library is the same as the 2016 Mackey & Gass print version)
Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig & W. Stainton Rogers (Eds.), *The SAGE handbook of qualitative research in psychology*, 2nd edition. (pp. 17-37; chapter 2). Sage.

Articles:

Caballero, N., & Celaya, M. L. (2019). Code-switching by primary school bilingual EFL learners: A study on the effect of proficiency and modality of interaction. *International Journal of Bilingual Education and Bilingualism*, 1–13. https://doi.org/10.1080/13670050.2019.1671309
Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, *21*(4), 465–479. https://doi.org/10.1080/13670050.2016.1189509
Curry, N., Baker, P., & Brookes, G. (2024). Generative AI for corpus approaches to discourse studies: A critical evaluation of ChatGPT. *Applied Corpus Linguistics*, *4*(1), 100082. https://doi.org/10.1016/j.acorp.2023.100082.
Talmy, S. (2011). The interview as collaborative achievement: Interaction, identity, and ideology in a speech event. *Applied Linguistics*, *32*(1), 25–42. https://doi.org/10.1093/applin/amq027
Tytus, A.E. (2018). Rising to the bilingual challenge: Self-reported experiences of managing life with two languages. *International Journal of Bilingual Education and Bilingualism*, *21*(2), 207–221. https://doi.org/ 10.1080/13670050.2016.1153598

Schedule

Seminar	Preparation to do before the seminar	Content	Assignment,
1 20/1	Reading: • Handbook, Ch. 1 • Brown (2004) Pre-class task (see Athena)	**Kathrin Kaufhold** Introduction: Research approaches and research design	

2 27/1	Reading: • Handbook, Chs. 4 & 11 • Talmy (2011) Pre-class task (see Athena)	**Kathrin Kaufhold** Qualitative research design: Interviews, focus groups, and case studies	
3 3/2	Reading: • Terry et al. (2017) • Machin & Mayr (2012) Pre-class task (see Athena)	**Kathrin Kaufhold** Qualitative data analysis: Content analysis and critical discourse analysis	**Qualitative methods assignment (KK).** Due: 2/2
4 10/2	Reading: • Lowie & Seton (2012) • Mackey & Gass (2016), Ch. 5: excluding "Time to do" and "More to do…" • Eddington (2015): excluding sections 2.4, 2.6.5, 2.9, 2.10 Pre-class task (see Athena)	**Špela Mežek** Quantitative research: Types of research, variables and data; validity and reliability; descriptive statistics	
5 24/2	Reading: • Mackey & Gass (2016), Ch. 6: excluding "Time to do" and "More to do…" • Larson-Hall (2015): excluding section 5.12 • Handbook, Ch. 3 Pre-class task (see Athena)	**Špela Mežek** Quantitative design and data analysis: Study design and choosing a statistical test	**Quantitative methods assignment (ŠM).** Due: 28/2
6 3/3	Reading: • Handbook, Ch. 5 • Flick (2018) • Pre-class task (see Athena)	**Kathrin Kaufhold** Mixed-methods research and triangulation	**Mixed-methods assignment (KK).** Due: 9/3
7 10/3	Reading: See reading instructions and task for the following articles on Athena: • Caballero & Celaya (2019) • Cahyani, de Courcy & Barnett (2018) • Tytus (2018)	**Špela Mežek & Kathrin Kaufhold** Contrasting quantitative and qualitative approaches: Questionnaires and spoken interaction	
8 17/3	Reading: • Curry et al. (2024) • Handbook, Ch. 8 • European Commission guidelines (pp. 3-7)	**Kathrin Kaufhold** Ethics and AI in research Concluding discussion	**Comparative task assignment** Due: final assignment deadline
Final assignment deadline 23 March, 23:59 hours, on Athena Assignments **Resit all assignments: 27 April, 23:59 hours** ***Please submit Word document files***			

Grading criteria:

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