

Spring 2003

Prof. Jane Zuengler

EN 711: Research Methods in Applied Linguistics

MW 9:30-10:45
6108 H. C. White

Office: 6103 H.C.White
263-3808
zuengler@facstaff.wisc.edu
office hrs: MW 2:30-3:30 (or by
appt)

Description of the course:

The goal of this course is to introduce you to the research process in applied linguistics. Emphasis will be on helping you understand and critically evaluate language learning/language use research in such journals as *The Modern Language Journal*, *TESOL Quarterly*, and others. You will have an opportunity to read and evaluate some published research in an area of your interest, as well as undertake your own research.

Requirements:

- 50% Homework assignments (about 8-10 over the course of the semester). They will concern emphases in our reading about research. Some will be graded, some not. Often, they will serve as a focus for our discussions of research.
- 20% A critical review of a research article in an area of your interest. About 4-6 pp.long; due later in the semester.
- 30% Research project. With the class's help, you will plan and undertake some empirical research (collaboratively or individually) on a topic of your choice. You will write up your research in a paper (estimated length = 15 pp.) and turn it in at the end of the semester. Additionally, you will give 3 research presentations during the semester.

Required but not graded: With one or two others, lead a critical discussion of the research which we will be reading.

Required reading: (texts available at the University Bookstore):

Brown, J. D. (1988). *Understanding Research In Second Language Learning*. Cambridge: Cambridge University Press.

Glesne, C. (1999). *Becoming Qualitative Researchers: An Introduction*. 2nd ed. NY: Longman.

Cont'd

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Required reading, cont'd

Porte, G. K. (2002). *Appraising Research in Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Research*.
Amsterdam: John Benjamins.

Xeroxed packet. Available at ASM StudentPrint, B-114 Memorial Union (9:30-6:30)

Calendar:

Week 1 Introduction/Overview

1/22

Rdg: Seliger & Shohamy (Chaps 1 & 2, in packet); Brown, Chapt 1

Week 2 Presentations of Your Research Interests

1/27; 1/29

Week 3 Quantitative Research

2/3; 2/5

Rdg: Brown, Chaps 2 & 3;
Seliger & Shohamy (ethical considerations; packet);
<http://www.ls.wisc.edu/research> or
<http://www.education.wisc.edu/research> (re: human subjects
guidelines)

Week 4 Quantitative Research, cont'd

2/10; 2/12

Rdg: Brown, Chaps 4, 5, 6;
Porte, Chapt 1 + worked sample appraisal (pp.153-156)

Week 5 Quantitative Research, cont'd

2/17; 2/19

Rdg: Brown, Chaps 7 & 8
Porte, worked sample appraisals lii (pp. 158-162); liii (pp.
164-169); liv (pp. 173-176)

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Week 6 Quantitative Research, cont'd

2/24; 2/26

Rdg: Brown, Chaps 9 & 10;
Porte, Chapt 2; worked sample appraisals Ili (pp. 179-185);
Ilii/iii (pp. 191-201)

Week 7 Quantitative Research, cont'd

3/3; 3/5

Rdg: Brown, Chaps 11, 12, 13;
Porte, Chapt 3; worked sample appraisal III (pp. 205-215)

Discussion W 3/5 led by:

Week 8 Quantitative Research, cont'd

3/10; 3/12

Rdg: Porte, Chapt 4; worked sample appraisal IV (pp. 219-226)
Bardovi-Harlig and Doernyi (packet)
Hsiao and Oxford (packet)

Discussion W 3/12 led by:

----- SEMESTER BREAK -----

Week 9 Presentations of your Research Process

3/26 (note: research assignment in lieu of class session 3/24)

**Week 10 Cont'd: Presentations of your Research
Process; Qualitative Research**

3/31; 4/2

Rdg: Glesne, Chaps 1, 2, 3

Week 11 Qualitative Research, cont'd

4/7; 4/9

Rdg: Davis; Faltis; Farah; Garcez; Heap; Martin-Jones; May;
Norton; Watson-Gegeo (all in packet);
Capps (packet)

Discussion W 4/9 led by:

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Week 12 Qualitative Research, cont'd

4/14; 4/16

Rdg: Glesne, Chaps 4, 5, 6;
Harklau (packet); McCafferty (packet)

Discussion W 4/16 led by:

Week 13 Qualitative Research, cont'd

4/21; 4/23

Rdg: Glesne, Chaps 7, 8, 9, 10;
Tai (packet); Atkinson and Ramanathan (packet)

Discussion W 4/23 led by:

Week 14 Presentations of your Research Projects

4/28; 4/30

Week 15 Presentations of your Research Projects, cont'd

5/5; 5/7

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J. Zuengler

Contents of Packet

(listed in the order of reading)

Seliger, H. W., & Shohamy, E. (1989). What is research? A paradigm for second language research. Chapters 1 and 2 in *Second Language Research Methods*, 1-41. Oxford, UK: Oxford University Press.

Seliger, H. W., & Shohamy, E. (1989). Ethical considerations I collecting research data. Excerpt from *Second Language Research Methods*, 195-197. Oxford, UK: Oxford University Press.

Bardovi-Harlig, K., & Doernyi, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233-262.

Hsiao, T-Y., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(iii), 368-383.

Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly*, 29(3), 427-454.

Faltis, C. (1997). Case study methods in researching language and education. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 145-152. Dordrecht/Boston/London: Kluwer Academic Publishers.

Contents of Packet, cont'd

- Farah, I. (1997). Ethnography of communication. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 125-133. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Garcez, P. M. (1997). Microethnography. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 187-196. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Heap, J. (1997). Conversation analysis methods in researching language and education. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 217-225. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Martin-Jones, S. (1997). Bilingual classroom discourse: Changing research approaches and diversification of research sites. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 249-258. Dordrecht/Boston/London: Kluwer Academic Publishers.
- May, S. A. (1997). Critical discourse research. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 197-206. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Norton, B. (1997). Critical discourse research. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 207-216. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Watson-Gegeo, K. A. (1997). Classroom ethnography. In *Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education*, N. H. Hornberger & D. Corson (Eds.), 135-144. Dordrecht/Boston/London: Kluwer Academic Publishers.
- Capps, L. (1996). Socializing anxiety through narrative: A case study. *Issues in Applied Linguistics*, 7(1), 7-18.
- Harklau, L. (2000). From the "good kids" to the "worst": Representations of English language learners across educational settings. *TESOL Quarterly*, 34(1), 35-68.
- McCafferty, S. G. (2002). Gesture and creating zones of proximal development for second language learning. *The Modern Language Journal*, 86(ii), 192-203.
- Tai, E. (1996). Passing as a native in social interaction: Taiwanese in a changing Japanese society. *Research on Language and Social Interaction*, 29(2), 97-124.
- Atkinson, D., & Ramanathan, V. (1995). Cultures of writing: An ethnographic comparison of L1 and L2 university writing/language programs. *TESOL Quarterly*, 29(3), 539-568.