



RESEARCH METHODS

IN ENGLISH LANGUAGE TEACHING



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FOREWORD

RESEARCH METHODS IN ENGLISH LANGUAGE TEACHING

Research methodology in English Language Teaching is a compulsory course acquired by students to accomplish their studies at university. This book introduces research methods, population and subject selection, research instruments, data collection, and analysis, guiding the students to comprehend what and how to do their research project. It also provides systematic procedures to report valid and reliable results.

Based on the observation, students of the English Education Department at Universitas Borneo Tarakan are discouraged in their studies due to insufficient enthusiasm, inadequate reading sources, and incomprehensible reading analysis. Consequently, they require overtime to complete their study journey. Students must read the proper research method books to answer their research questions to accelerate their study. This reference is expected to offer autonomous learning, develop effective and efficient knowledge, and accommodate students' needs and learning styles. Moreover, it supports lecturers in creating student activities in the classroom.

This book can stimulate lecturers to improve their writing ability and intellectuality. Besides, it enables them to accelerate their academic performance and contribute to raising the institution's accreditation level as the lecturers' writing experience strengthens their teaching, community service, and research. This activity also promises to facilitate a sustainable collaboration with other colleagues and scholars concerning English Language Teaching research methods.

Tarakan, 13 November 2023



Prof. Dr. Adri Patton, M. Si
Rector
Universitas Borneo Tarakan

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COURSE DESCRIPTION

RESEARCH METHODS IN ENGLISH LANGUAGE TEACHING

Course Description

The objective of this course is to provide students with both academic and practical training in research methodology. Students gain familiarity with the procedures used in educational research in general and English Language Teaching (ELT) research in particular in this course. It examines two areas of English Language Teaching (ELT) research: theory-oriented, like ELT-related concerns, and practice-oriented, such mixed-methods, quantitative, and qualitative research.

Course Learning Achievement

The students are expected to be able to comprehend educational research procedures in general and English Language Teaching (ELT) research in particular.

Sub-Subjects of Learning Subjects

1. Students will be able to analyze the concepts of educational research.

Sub-competences:

- a. List and briefly describe the major steps involved in conducting a research study.
- b. Describe the differences between quantitative and qualitative research.
- c. Briefly define and state the major characteristics of these research approaches: action, descriptive, correlational, causal-comparative, experimental, narrative, and ethnographic.
- d. For each research approach in Objective 3, briefly describe two appropriate research studies.

- e. Given a published article, identify and state the problem or topic chosen to study, the procedures employed to conduct the study, the method of analyzing collected data, and the major conclusion of the study.
2. Students will be able to select and define a research topics.

Sub-competences:

- a. Make a list of at least three educational topics on which you would be interested in conducting a research study.
 - b. Select one of the topics and identify 10 to 15 complete references (source works) that directly relate to the selected problem. The references should include a variety of source types (e.g., books, articles, Internet reports, etc.).
 - c. Distinguish between quantitative and qualitative methods of starting a research study.
 - d. Formulate a testable or descriptive hypothesis for research problem.
3. Students will be able to prepare and evaluate a research plan.

Sub-competences:

- a. Describe the use of a research plan when conducting educational research.
 - b. Briefly describe three general considerations involved in conducting and reporting educational research.
 - c. Describe two major pieces of legislation affecting educational research.
 - d. Briefly describe each of the components of a quantitative research plan.
 - e. Briefly describe each of the components of a qualitative research plan.
 - f. Briefly describe two major ways in which a research plan can be evaluated.
4. Students will be able to select a sample.

Sub-competences:

- a. Identify and describe four random sampling techniques.

- b. Select a random sample using a table of random numbers.
 - c. Identify three variables that can be stratified.
 - d. Select stratified samples, cluster samples, and systematic samples.
 - e. Identify and describe three nonrandom sampling techniques.
 - f. Identify and briefly describe two major sources of sample bias.
 - g. Describe quantitative and qualitative sampling strategies.
5. Students will be able to select and measure research instruments.

Sub-competences:

- a. State the links or relationships among a construct, a variable, and an operationalized variable.
 - b. Describe different types of variables: nominal, ordinal, interval, and ratio; categorical and quantitative; dependent and independent.
 - c. Explain various testing terms: standardized test, assessment, measurement, selection, supply, performance assessment, raw score, norm- and criterion-referenced scoring.
 - d. Describe the purposes of various types of tests: achievement, aptitude, attitude, interest, value, personality, projective, non-projective, and self-report.
 - e. Describe various scales used to collect data for cognitive and affective variables.
 - f. Describe the purposes of and ways to determine content, criterion-related, construct, and consequential validity.
 - g. Define or describe standard error of measurement.
 - h. State a strategy for test selection.
 - i. Identify and briefly describe three sources of test information.
6. Students will be able to explain a descriptive research.

Sub-competences:

- a. Briefly state the purpose of descriptive research.
- b. List the major steps involved in designing and conducting a descriptive research study.

- c. Briefly describe the main types of self-report research.
 - d. List and briefly describe the steps involved in conducting a questionnaire study.
 - e. Identify and briefly describe four major differences between an interview study and a questionnaire study.
7. Students will be able to explain a correlational research.

Sub-competences:

- a. Briefly state the purpose of correlational research.
 - b. List and briefly describe the major steps involved in basic correlational research.
 - c. Describe the size and direction of values associated with the correlation coefficient.
 - d. Describe how the size of a correlation coefficient affects its interpretation with respect to (1) statistical significance, (2) its use in prediction, and (3) its use as an index of validity and reliability.
 - e. State two major purposes of relationship studies.
 - f. Identify and briefly describe the steps involved in conducting a relationship study.
 - g. Briefly describe four different types of correlation and the nature of the variables they are used to correlate.
 - h. Identify and briefly describe two factors that may contribute to an inaccurate estimate of relationship.
 - i. Briefly define or describe predictor variables and criterion variables.
 - j. State purposes of prediction studies.
 - k. State the major difference between data collection procedures in a prediction study and a relationship study.
8. Students will be able to explain a causal-comparative research.

Sub-competences:

- a. Briefly state the purpose of causal-comparative research.
- b. State the major differences between causal-comparative and correlational research.

- c. State one major way in which causal-comparative and experimental research are the same and one major way in which they are different.
 - d. Diagram and describe the basic causal-comparative design.
 - e. Identify and describe three types of control procedures that can be used in causal-comparative study.
 - f. Explain why the results of causal-comparative studies must be interpreted very cautiously.
9. Students will be able to explain an experimental research.

Sub-competences:

- a. Briefly state the purpose of experimental research.
 - b. List the basic steps involved in conducting an experiment.
 - c. Explain the purpose of control.
 - d. Briefly define or describe internal validity and external validity.
 - e. Identify and briefly describe eight major threats to the internal validity of an experiment.
 - f. Identify and briefly describe six major threats to the external validity of an experiment.
 - g. Briefly discuss the purpose of experimental design.
 - h. Identify and briefly describe five ways to control extraneous variables.
 - i. For each of the pre-experimental, true experimental, and quasi-experimental group designs; (1) draw a diagram, (2) list the steps involved in its application, and (3) identify major problems of validity.
 - j. Briefly define and describe the purpose of a factorial design.
10. Students will be able to explain a narrative research.

Sub-competences:

- a. Briefly state the definition and purpose of narrative research.
- b. Describe the narrative research process.
- c. Describe the different types of narrative research.
- d. Describe the key characteristics of narrative research designs.

- e. Describe narrative research techniques.

11. Students will be able to explain an ethnographic research.

Sub-competences:

- a. Briefly define and state the purpose of ethnographic research.
- b. Describe the ethnographic research process.
- c. Identify and describe the different types of ethnographic research.
- d. Describe the key characteristics of ethnographic designs.
- e. Describe ethnographic research techniques.

12. Students will be able to explain a case study research.

Sub-competences:

- a. Briefly state the definition and purpose of case study research.
- b. Describe the case study research design
- c. Explain how sample is selected in case study
- d. Briefly describe how multiple case study is conducted and analyzed

13. Students will be able to explain research and development.

Sub-competences:

- a. Define R&D.
- b. Distinguish between R&D designs.
- c. Describe strategies for data collection techniques in R&D.
- d. Describe strategies for conducting R&D data analysis.

14. Students will be able to explain an action research.

Sub-competences:

- a. State a definition of action research.
- b. Describe the purposes of action research.
- c. Describe the processes of action research.

- d. Identify the four basic steps in conducting action research.
- e. Describe the key characteristics of action research.

Identify common data collection sources and strategies used to carry out action research in schools.

CHAPTER 1

INTRODUCTION TO EDUCATIONAL RESEARCH

This chapter focuses on:

- List and briefly describe the major steps involved in conducting a research study.
- Describe the differences between quantitative and qualitative research.
- Briefly define and state the major characteristics of these research approaches: action, descriptive, correlational, causal-comparative, experimental, narrative, and ethnographic.
- For each research approach in Objective 3, briefly describe two appropriate research studies.
- Given a published article, identify and state the problem or topic chosen to study, the procedures employed to conduct the study, the method of analyzing collected data, and the major conclusion of the study.

A. Conducting Research Study

Research is a unique and methodical examination which carried out to expand knowledge and understanding of the unknown and to establish facts and principles. It entails the invention of concepts, the production of fresh information that produces fresh and enhanced insights, and the development of novel substances, apparatuses, products, and procedures. It should be capable of generating information that is sufficiently pertinent to add to, synthesize, or integrate prior knowledge.

It is possible that the word "research" came from the old French verb "recherchier," which meant "to search again." It implies that the preceding search was not thorough and complete, necessitating another search. In actuality, the term "research" refers to a scientific process of obtaining previously untapped knowledge with the goals of establishing facts, resolving issues, and making decisions. Through systematic and orderly data gathering, organization, and

analysis, research is a scientific strategy to addressing a research issue, resolving a research problem, or producing new knowledge that may be applied to decision-making.

Research is deemed scientific if it is founded on empirical and quantifiable evidence that is subject to predetermined principles of reasoning, consists of methodical observations, measurements, and experiments, relies on the use of scientific methods and the fostering of curiosity, offers scientific knowledge and theories for the explanation of nature, enables practical applications, and ensures adequate analysis of data using strict statistical techniques.

B. Comparing Quantitative and Qualitative Research

In general, quantitative research tests hypotheses to understand the causal or correlational link between variables, whereas qualitative research uses interviews and observation to understand a phenomenon in its real-world setting. Both research approaches have merit, albeit some study topics are more suited to one than the other. The researchers will be able to conduct an informed critique and analysis of any articles they read, however, because they will be aware of the various benefits, drawbacks, and influencing factors for each approach if they are aware of the distinctions between qualitative and quantitative research.