

Tikrit University

Collage of Education for Humanities

English Department



Applied Linguistics

Higher Studies- M.A.

Research Methods For Applied Linguistics: Part 1

Prof. Istabraq Tariq Al-Azzawi (Ph.D.)

2025-2024

19.1 The Scope of Applied Linguistics Research

- Many books on applied linguistics research fail to define :**Lack of Definition**
.due to a narrow focus possibly "research"
- :**Types of Research Focused**
 - ‘Brown ‘1978 ‘Anshen ‘.g.e) **statistical research** Some works concentrate on
.(1988
 - :in **methodologies** Others explore
 - (1998 ‘Freeman)Language teacher research
 - (1991 ‘Bailey &Allwright ‘1988 ‘van Lier)Language classroom research
 - (1999 ‘Burns ‘1998 ‘Wallace)Action research
 - (2001 ‘Brown)Survey research
 - (2000 ‘Jenner)Text and discourse analysis
 - (1991 ‘Dahl &Kasper)Pragmatics
- Recent collections focus on specific types like :**Emergence of Specific Collections**
‘Nunan &Bailey) **qualitative research** and (1997 ‘Nunan &Griffiee) **teacher research**
.(1997
- oriented books survey various -Some research :**General Exploration of Research**
‘Shohamy &Seliger)research **quantitative .qualitative vs** exploring ‘types of research
.(1989
- :**Comprehensive Approaches**
 - **‘study-case ‘correlational** :covers multiple research methods (1992) **Johnson**
.multimethod/and multisite ‘experimental ‘ethnographic ‘survey
 - **classroom ‘ethnography ‘experimental methods** discusses (1992) **Nunan**
(1998) **McDonough & McDonough** ◦ **.and program evaluation ‘observation**
.and interviews ‘diary studies ‘observation udingincl ‘address various methods
 - **‘introspection ‘case studies** include chapters on (2002) **Rodgers & Brown**
experimental-quasi ‘correlational ‘descriptive statistics ‘classroom observation
and program evaluation ‘research

19.1.1 Defining applied linguistics research

(Teachers of English to Speakers of Other Languages)**TESOL** a survey of ‘(1992) **Brown** In
idealistic from ‘Answers varied widely .members worldwide asked them to define research
‘.g.e) **cynical** to very (*r the truth”thorough study” and “The search fo ‘Careful”* ‘.g.e)

Something that profs at universities...do because they don't teach and need to publish" and
Approaches to defining research fell generally into four categories. (*"suoivbo eht gnirongl"*)

1. Investigates a specific topic or problem through document :**Types of Research**
and data gathering 'experimentation 'literature reading 'empirical studies 'searches
2. Focuses on improving language education and intercultural :**Topics of Research**
and retain information 'internalize 'g how students process and understand 'communication
'for communication
3. especially 'Aims to provide information that helps practitioners :**Purpose of Research**
'improve their practices and enhance the delivery of services to students 'teachers
4. 'proving theories 'Involves working towards truth :**in the Research Process Steps**
'and sharing results with colleagues 'gathering and analyzing data 'testing hypotheses

Finding a single definition for applied linguistics research that is both general and
delpicnirp yna" suggested defining research as **Donald Freeman** *is challenging* gfulmeanin
This chapter .scitsiugnil deilppa ni sepyt suoirav rof hguone daorb si hcihw "inquiry
The *"scitsiugnil deilppa ni yriuqni delpicnirp dna citametsys yna"* expands the definition to
'precise 'methodical 'to emphasize that research must be orderly term systematic is added
'While this broad definition allows flexibility for various research types .organized-and well
the similarities and differences it can also lead to confusion without a clear understanding of
'among them

19.1.2 Options in applied linguistics research

'secondary research :two types research into categorized the author '(1988) **Brown** In
Primary .derived from original data 'primary research and 'work 'derived from others
which further included 'case studies and statistical research into subdivided was research
'the author expanded this view 'Over a decade .surveys and experimental research
re detailed mo 'primary dichotomy remained relevant/recognizing that while the secondary
'library research and literature reviews encompassed **Secondary research** .categories emerged
Qualitative .and statistical research 'survey 'qualitative included **primary research** while
survey research while 'iquesgathering techn-research involved various traditions and data
'descriptive studies consisted of **Statistical research** .interviews and questionnaires included
Despite .and experimental research 'experimental studies-quasi 'exploratory research

Applied linguistics research can be described from many different perspectives including at least

1. the contextual factors involved in applied linguistics research
2. research design Van Lier's parameters of educational
3. and data analysis procedures 'data types 'Grotjahn's data collection methods
4. Other sets of research characteristics
5. quant continuum–The qual

19.2.1 Contextual factors in applied Linguistics research

that factors summarized a number of contextual (16–14 .pp '2002) **Rodgers and Brown** 'institutional 'professional 'national 'international influence applied linguistics research at :levels and personal 'local

1. International and national organizations and :**International and national contexts**
Since they .governmental bodies support a fair amount of applied linguistics research their political priorities tend to influence who will do such research 'control the money .and how
2. 'The types of research that are popular at any given time vary :**Professional contexts**
interest in one type of research may increase at the expense of 'for a few years Even research can have its .then interest may be rekindled for that latter type 'another .trends and fads
3. Institutional contexts can refer to everything from entire :**tutional contextsInsti**
Factors can influence the type and .school districts to individual language programs institutional 'availability of resources 'the size of the institution :quality of research and personalities of the various 'past experiences 'licies and prioritiespo .administrators and teachers involved
4. Local contexts refer to the specific circumstances in which the :**Local contexts**
mportant to the success Factors in the local context may be i .research will take place 'social context 'time context 'physical context :or failure of a research study .and psychological context 'pedagogical context
5. Individual researchers have certain preconceptions about the :**Personal contexts**
Such preconceptions and .uistics that ought to be researchedaspects of applied ling 'motivations 'personalities 'preferences arise from individual differences in abilities .etc 'training 'priorities

She .examined a wider variety of contextual factors involved in research (1992) **Johnson** 'purposes and goals 'political and sociocultural contexts-socio :five factors started with

these Some details of .and institutional setting ‘support and funding ‘impetus/initiators **Johnson** though ‘discussed (2002) **Rodgers** and **Brown** categories are similar to what She also presented the characteristics of the research .provided considerably more detail :h processof the researc **output** as the uses of the three categories process and provided .and use of results ‘diffusion ‘audience

19.2.2 Van Lier’s parameters of educational Research design

from ‘degree of intervention) **intervention axis** Research design can be described using an from highly selective to ‘focus) **axis selectivity** and a (intervention-intervention to non design experimental formal research may involve a ‘**intervention axis** On the .(nonselective informal classroom observations or (intervention study)with treatment and control groups ‘.g.e) *highly selective* research can be ‘**ctivity axissele** On the .(intervention study-non) all language behaviors in a ‘.g.e) *selective-non* or (specific language use by a defined group .(student population

:identified by van Lier are **four territories** The

1. .restricted participants and content focus Planned experiment with :**Controlling**
2. .with highly restricted data focus ‘Minimal intervention :**Measuring**
3. .Researcher intervenes by asking participants about their thoughts :**Doing/Asking**
4. .Observation with minimal intervention and selectivity :**Watching**

19.2.3 Grotjahn's data collection methods, Data types, and data analysis procedures

□ :Research Classification

- :Research can be classified by
 - :**Data Collection Methods**
 - experimental-Non .Experimental vs .Qualitative vs :**Data Types** Quantitative
 - Statistical :**Data Analysis Procedures** Interpretive .vs

□ :Research Types

- :Grotjahn categorizes research as
 - Mixed ◦ Pure
 - -Analytical ◦ Interpretive-Exploratory
 - Nomological

□ :Combinations

- and data ◦data types ◦data collection methods) three factors All combinations of the .types **mixed** and **pure** are represented in (analysis

□ :Examples of Combinations

- :Challenging combinations
 - Interpretive-Qualitative-Experimental
 - Statistical-Qualitative-Exploratory ◦
- Some applied linguistics studies exemplify these combinations with qualitative interpretations in experimental studies and statistical support in exploratory qualitative .studies

19.2.4 Other sets of research characteristics

intervention and selectivity are all ◦contextual factors ◦e.i)The topics discussed above ◦but unfortunately ◦interesting and useful ways of characterizing applied linguistics research se sets of categories would suggest such research is far more complicated than any of the **theory** ◦ **time orientation** :because it also includes at least the following additional concerns .**researcher perspective** and ◦**description variable** ◦**generation**

19.2.4.1 Time orientation

or the amount of time ◦*time orientation* is according to Another way to classify research or **sectional-cross** studies are sometimes classified as either .invested in gathering data **longi**

tudi sectional-Cross often with a ◦are those conducted over a short period of time :
◦ **nal studies**

.1

a study might gather language ◦For instance **relatively large number of participants** and personal ◦(using a questionnaire)motivation data ◦(using a test)proficiency data shot -students in a one 300from (on the same questionnaire)information data .ctional studycrossse

◦

1. **variable definition research** the researcher attempts to begin with no preconceived notions of what the important variables in the study will be. As the study progresses, the researcher discovers and describes variables. As the study progresses, the researcher defines the variables.

2. **variable operationalization research** the researcher clearly outlines the variables of interest from the outset and gradually defines them.

and moderator, independent, dependent, particularly the interest from the outset, how each one was that is, operationalized and explains how each one was (variables). For instance, the variable Japanese language proficiency might be operationalized as scores on a particular Japanese proficiency test.