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Collage of Education for Humanities  
English Department



Applied Linguistics  
Higher Studies- M.A.

Research Methods For Applied Linguistics: Part 2

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2025-2024

#### **19.2.4.4 Researcher perspective**

**.etic** or **emic** is sometimes described as either *researcher's perspective* The

1. Researchers make every effort to understand the point of **:emic perspective** participants and to examine how the interpretations drawn from the view of the getting the ) those views through practices such as member checking relate to research (participants' reactions to the interpretations drawn from the research

2. Researchers take an outsider's view during the data gathering :etic perspective  
to be as objective as possible often attempting 'process

### 19.2.5 The qual–quant continuum

For some applied linguistics the key distinction among the different types of research is that in the Department of Second Language .research qualitative and quantitative between the research courses begin with an introductory course 'Studies at the University of Hawai'i Then the .that introduces the basic concepts of qualitative and quantitative research methods one series for those interested in qualitative :rses in one of two strandsstudents can take cou .research and another for those who want to learn about quantitative research methods

#### 19.2.5.2 General problems with the qualitative versus quantitative dichotomy

:Such a qualitative versus quantitative approach also has a number of general problems

1. Dichotomizing qualitative versus quantitative research leaves out altogether secondary .research types like literature reviews
2. case ) *techniques* very distinct qualitative research It treats as monolithic at least seven interactional analysis 'discourse analysis research 'introspection research 'study research .(and questionnaires 'interviews 'classroom observation research 'research
3. that come from a *traditions* It represents as monolithic at least ten qualitative research .variety of other fields like anthropology and theology
4. It presents as monolithic at least six very different quantitative research techniques .(and experimental 'quasiexperimental 'exploratory 'descriptive 'airesquestionn 'interviews)
5. is both 'including interviews and questionnaires 'It ignores the way survey research .qualitative and quantitative
6. tative researchIt ignores the ways researchers often combine qualitative and quanti .techniques
7. *research* and (and statistical 'survey 'interpretive) *research methods* It confuses .like those listed in the second and fourth points above) *techniques*

### 19.3 Standards for Sound Applied Linguistics Research

characterizing applied quant continuum is useful for–The qual understanding serves as a basis for also It .linguistics research discussion The .standards used to judge the soundness of research This .excluding secondary research focuses on primary research experimental end of the -section begins with the quantitative .continuum

#### 19.3.1 The quantitative-experimental end of the continuum

experimental end of the continuum -Researchers at the quantitative These are .and generalizability validity replicability value reliability the standards used by quantitative researchers to judge the soundness .of their research

Reliability in quantitative research requires ○ **Reliability 19.3.1.1**

researchers to demonstrate the reliability of both the .instruments and the study results

○ involves the consistency of results Reliability of instruments measuring instrument when or test questionnaire from a .repeated

○ Reliability of study results refers to the likelihood that results would reappear if the study were replicated under the .same conditions

but reliability can be Absolute reliability is not expected and validation piloting maximized through careful design .of measures

- help in 20R-Statistical tools like Cronbach alpha and K values help estimate result -while p ‘analyzing consistency .ency in replicationconsist

The standard of replicability in quantitative ○ **Replicability 19.3.1.2**

research requires researchers to provide enough .information to allow exact replication of the study

- :thorough descriptions of Replicability can be improved by .in the study and how they were selected The participants The .The instruments used and their reliability and validity and result ‘scoring or coding ‘procedures for data collection .analysis

The standard of validity in quantitative research ○ **Validity 19.3.1.3**

.external validity both internal and includes

- refers to the degree to which study results Internal validity .can be accurately interpreted as intended
- study concerns the applicability of the s External validity .results to the real world
- ‘History :Potential threats to internal validity include ‘regression Statistical ‘Instrumentation ‘Testing ‘Maturation -Selection ‘Experimental mortality ‘Selection bias .maturation interaction
- Reactive :include validity Potential threats to external Interaction of selection biases and the ‘effects of testing ‘experimental arrangements Reactive effects of ‘treatment .Multiple treatment interference
- Internal and external validity can be improved by .addressing these threats in research planning and execution

The standard of generalizability in ○ **Generalizability 19.3.1.4**

quantitative research requires researchers to show how study results can be applied to a larger population or similar groups

○ and internal control 'A study may have strong design validity but lack external validity

○ Generalizability relates to external validity and to how representative the sample is of the target population

○ Generalizability can be improved by addressing threats to using a representative sample external validity and

### **19.3.2 The qualitative exploratory end of the continuum**

exploratory end of the continuum value -Researchers at the qualitative These and transferability 'credibility 'confirmability 'dependability are the standards used by qualitative researchers to judge the research soundness of their

Dependability in qualitative research ○ **Dependability 19.3.2.1**

conditions related shifting requires researchers to account for to the people and things being studied

○ made in the study design as it progresses Modifications help researchers and readers gain a clearer understanding of the context

○ Dependability is roughly analogous to reliability in quantitative research

○ Techniques to improve dependability include stepwise and inquiry audits 'overlapping methods 'ionsreplicat

### Confirmability in qualitative research ○ **Confirmability 19.3.2.2**

requires researchers to fully reveal or make available the  
.data underlying their interpretations

- to examine the The intention is to allow other researchers  
or modify the original 'reject 'data and confirm

Confirmability can be improved by using ○ .interpretations  
.audit trails

### Credibility in qualitative research requires ○ **Credibility 19.3.2.3**

researchers to maximize the accuracy of their definitions and  
'characterizations of the subjects under investigation  
judgments of those 'particularly based on participants  
.interpretations

.ous to internal validity in quantitative studiesCredibility is analog

- Member :include Techniques to enhance credibility  
'Peer debriefing 'analysis Negative case 'checking  
'Prolonged engagement 'Persistent observations  
'Triangulation 'Referential analysis

### Transferability in qualitative research ○ **Transferability 19.3.2.4**

requires researchers to thoroughly describe the research  
.conditions and 'context 'design

- This enables readers to determine if the interpretations are  
○ .with contexts they are familiar applicable to other

Transferability is analogous to generalizability in  
.quantitative studies

Transferability can be enhanced by using thick  
.description

### 19.3.4 Ethical considerations

Ethical issues in social sciences research have been discussed such as with guidelines provided by various organizations as extensively identifies (1988) Kimmel as the American Psychological Association including several ethical problems in social sciences research in Ethical research problems and conflicting values complexity of (1997 as adapted from Brown) responsibilities fall into three categories

- Avoid any form of abuse towards :Participant Issues including obtaining informed consent in participants Avoid abusing colleagues by collecting data .writing Reward .from their students without permission and cooperation by providing feedback to participants Guard against modifying data or .colleagues Select .interpretations to support personal views appropriate research methods and techniques for the .research project
  - Clearly explain the research :Concerns for the Audience  
ize the report using Organ .for reader understanding traditional sections and conventions for ease of -avoiding over Interpret results carefully .following .interpretation or unjustified generalization
- Researchers have two :Overriding ethical responsibilities to continue learning as - ethical responsibilities and to design researchers to better serve the field .effective research that fits well into the relevant contexts