

Contents

Preface xi

1	An introduction to research methods and traditions	1
	Research traditions in applied linguistics	1
	The status of knowledge	10
	Some key concepts in research	12
	Action research	17
	Conclusion	20
	Questions and tasks	21
	Further reading	23
2	The experimental method	24
	The context of experimentation	24
	The logic of statistical inference	28
	Additional statistical tools	37
	Types of experiments	40
	The psychometric study: an example	41
	Conclusion	47
	Questions and tasks	48
	Further reading	51
3	Ethnography	52
	Principles of ethnographic research	53
	The reliability and validity of ethnography	58
	The importance of context in ethnographic inquiry	64
	Contrasting psychometry and ethnography	68
	Conclusion	71
	Questions and tasks	71
	Further reading	73
4	Case study	74
	Defining case studies	74
	Reliability and validity of case study research	79
	Single case research	81

Contents

	The case study: an example	83
	Conclusion	88
	Questions and tasks	89
	Further reading	90
5	Classroom observation and research	91
	Methods of classroom observation and research	91
	A review of research	102
	Classroom research: sample studies	105
	Conclusion	109
	Questions and tasks	110
	Further reading	114
6	Introspective methods	115
	Some early introspective methods	116
	Diary studies	118
	Retrospection	124
	A sample study using introspection	129
	Conclusion	132
	Questions and tasks	132
	Further reading	135
7	Elicitation techniques	136
	Production tasks	136
	Surveys	140
	Questionnaires	143
	Interviews	149
	A sample study	153
	Conclusion	156
	Questions and tasks	157
	Further reading	158
8	Interaction analysis	159
	Comparing discourse analysis, interaction analysis, and conversation analysis	159
	Child-adult interaction	162
	Adult-adult interaction: interpersonal encounters	168
	Adult-adult interaction: transactional encounters	170
	Interaction analysis in a cross-cultural context	174
	Conclusion	177
	Questions and tasks	178
	Further reading	183

9	Program evaluation	184
	Defining evaluation	184
	The relationship between assessment and evaluation	185
	The importance of process data in program evaluation	189
	Points of focus for program evaluation	190
	Evaluation and research	193
	Elements in the design of an evaluation study	196
	Doing evaluation: a case study	201
	Conclusion	208
	Questions and tasks	209
	Further reading	210
10	Doing research	211
	Developing a research question	211
	The literature review	216
	Implementing the research project	218
	Presenting the research	220
	Conclusion	226
	Questions and tasks	227
	Further reading	228
	Glossary of key terms in research	229
	References	234
	Index	245

Index

- action research, 17-19, 229
- Adelman, C., 74-75, 77
- Airasian, P., 196
- Akst, G., 192
- Alderson, J. C., 190, 210
- Allen, P., 97, 114
- Allwright, D., 19, 23, 93, 103, 109, 114
- anagram tasks, 118-119
- analysis of covariance (ANCOVA), 45, 229
- analysis of variance (ANOVA), 35-37, 229
- Anderson, A., 43
- Angelis, P., 192
- applied linguistics, 229
- Arens, K., 93
- Asher, J., 162, 163, 187
- Aslanian, Y., 126
- assessment, 185-189
- Aston, G., 161
- Atkinson, J. M., 169, 170, 183
- Au, K. H.-P., 72-73
- Bachman, I., 188
- Bailey, K., 103, 109, 120-121, 135
- Bailey, N., 137, 139-140
- Barlow, D. H., 83
- Bartlett, L., 75, 198-199
- Bateson, P., 53
- Bell, J., 144, 151, 152
- Bellack, A. S., 53
- Bennett-Kastor, T., 183
- Beretta, A., 15, 62, 186-188, 190, 210
- Biklen, S. K., 220-221
- bilingual syntax measure, 137
- Bogdan, R. C., 220-221
- bottom-up processing, 43
- bounded system, 75, 76
- Briggs, C., 144, 150, 158
- Brindley, G., 144
- Brislin, R. W., 144
- Brown, G., 160
- Brown, J. D., 8, 9, 10, 17, 49, 51, 57, 185, 199
- Brown, R., 78
- Brumfit, C., 114
- Buhler, K., 116
- Bull, P., 183
- Burt, M., 137
- Burton, J., 171-173
- Campbell, D., 26
- Canale, M., 84, 87
- Candlin, C., 171-173
- Carrasco, R. L., 73
- case study: advantages of, 78;
 - definitions of, 74-75, 76-77, 229;
 - reliability of, 80; sample study, 83-88; typology of, 77, 78; validity of, 80-81
- central tendency, 229
- Chalmers, A., 13, 22, 23
- Chalmot, A. U., 124
- child language, 162-168
- chi-square, 38-39, 229
- CIPP evaluation model, 193, 194-195
- Clark, J. L., 92
- classroom discourse, 104-105
- classroom observation and research:
 - goals of, 93; methods of, 91-98, 99, 102; review of, 102-105;
 - sample studies, 105-109
- Cleghorn, A., 73
- Cohen, A., 153-156
- Cohen, L., 18, 40, 50, 77, 140-143, 151, 152, 158
- Coleman, H., 171-173, 190

Index

- COLT (Communicative Orientation to Language Teaching) scheme, 97–99, 106, 107–108
- comparability, 69–70
- construct validity, *see* validity, construct
- constructs, 15, 16–17, 46–47, 108–109, 186, 229
- contextual research, 64–68
- conversation analysis, 159–161, 168–170
- Cook, G., 183
- Cook, T., 3, 4
- correlation, 38–39, 229
- Dallas, S., 217
- Davidson, J., 170
- Davies, A., 187, 210
- deductivism, 12–13, 229
- Denny, T., 77
- dependent variable, *see* variables, dependent
- developing research questions, 211–216
- diary studies, 118, 120–124, 229
- Dingwall, S., 220
- Disadvantaged Schools Writing Project, 201–208
- discourse analysis, 3, 159–162
- dispersion, 229–230
- distribution, 230
- Dobson, C. B., 76
- Dowsett, G., 149, 150
- Duff, P., 76, 79
- Dulay, H., 137
- Edelsky, C., 166
- Eisenstein, M., 139–140
- elicitation, 136–156, 230; sample study, 153–156
- Ellis, R., 52–53, 93, 104–105, 110, 139
- Ericsson, K. A., 116–118, 119, 124, 132
- ethnographic techniques, 230
- ethnography, 3, 52, 73, 230; characteristics of, 56; compared with experimental research, 52, 68–70; reliability of, 58–62; 'strong' versus 'weak' view of, 55; validity of, 62–64
- evaluation, *see* program evaluation
- experiment, 230
- experimental research, 3, 9, 91–92; compared with ethnography, 52, 68–70; context of, 24–28; sample study, 41–47; types of, 40–41
- external reliability, *see* reliability, external
- factor analysis, 230
- Faerch, C., 129, 135
- falsificationism, 13–14, 81
- Feldmann, U., 126–137
- Ferguson, C., 180
- first language acquisition, 78, 162–168
- Fletcher, P., 163, 183
- Flores, F., 12
- Fowler, F., 142
- Fraser, B., 155
- Freed, B., 210
- Freeman, D., 55–56
- frequency distribution, 30
- frequency table, 230
- Frolich, M., 97, 114
- Frota, S., 121–123, 132–134
- Garfinkel, H., 168
- Garman, M., 183
- Genesse, F., 73
- genre analysis, 203–206
- Geoffrey, W., 55
- Gillard, G., 75
- Glaser, B. B., 57
- Goetz, J., 57, 59–60, 62, 63, 68–69, 70, 73
- Goodson, I., 58
- Green, J. I., 96
- Gregg, K., 57
- Griffin, P., 138
- Gronlund, N., 184–185
- Grotjahn, R., 4, 5, 6, 135
- grounded theory, 57, 230
- Guba, E. G., 81, 148–149
- Haastrup, K., 129–131, 132
- Halliday, M. A. K., 78, 98
- Hargreaves, P., 188–189, 197
- Harker, J. O., 96

- Hasan, R., 98
 Hatch, E., 51, 84, 158, 162, 163, 183, 213
 Heath, S. B., 52, 64-68, 73
 Hecht, M., 192
 Heritage, J., 169, 170, 183
 Hersen, M., 53, 83
 holistic research, 57-58
 Hudson, T., 185, 186, 197
 hypothesis, 230

 independent variable, *see* variables, independent
 inductivism, 12-13, 230
 inferential statistics, *see* statistics, inferential
 Ingram, D., 149
 interaction analysis, 3, 98, 100-102, 230; compared with discourse and conversation analysis, 159-162
 intercultural communication, 174-177
 interpersonal language, 168-170
 interpretive research, 231
 interval scale, 25
 internal reliability, *see* reliability, internal
 internal validity, *see* validity, internal
 Interview Test of English as a Second Language (ITESL), 137-139
 interviews, 149-153, 231
 introspection: definition of, 108-109, 231; sample study, 129-131

 Jaeger, R. M., 74
 Jenkins, D., 74-75
 Johnson, R. K., 210
 Johnson, M., 13, 14, 136, 149, 150
 Jordan, C., 72-73
 Jung, K., 116

 Kasper, G., 129, 135
 Kazdin, A. E., 83
 Kemmis, S., 17, 18, 74-75
 knowledge, status of, 10-12
 Krashen, S., 137, 163, 180
 Kusudo, J., 7

 Labov, W., 63, 65, 160
 Larsen-Freeman, D., 76
 Lazaraton, A., 51, 213
 LeCompte, M., 57, 59-60, 62, 63, 68-69, 70, 73
 Lemke, J. L., 98-102
 Levinson, S., 161
 Lincoln, Y. S., 81, 148-149
 listening comprehension, 42-46
 literature review, 216-218, 231
 Lomax, P., 23
 Lonner, W. J., 144
 Long, M. H., 57, 76, 96, 189
 Lynch, T., 43

 Madden, C., 137, 139-140
 Manion, L., 18, 40, 50, 77, 140-143, 151, 152, 158
 Martin, P., 53
 McCarthy, M., 183
 McLaughlin, B., 13, 14
 McTaggart, R., 17, 18
 mean ($\bar{X}$), 27, 28, 231
 Medawar, P., 211
 median, 231
 Meisel, J., 76
 Merriam, S. B., 77, 90, 217
 Merritt, M., 171
 method comparison research, 92-93
 Mitchell, R., 114, 190
 mode, 231
 Morgan, M., 93

 naturalistic-ecological hypothesis, 53-54, 231
 Nisbett, R., 124
 nominal scale, 25
 normal distribution, 30
 Nunan, D., 23, 38, 95, 103, 110, 114, 128, 136, 139, 185, 190, 228

 observation schemes, 96-98
 Ochsner, R., 120
 Olshtain, E., 153-156
 O'Malley, J. M., 124
 ordinal scale, 25
 Oxford, R., 124

- Palmer, A., 190
- Pennsylvania Project, 92, 93
- Perkins, R., 192
- Pienemann, M., 13, 14
- Platt, J., 76
- Popper, K., 13
- population, 25, 231
- pre-experiment, 27, 41
- production tasks, 136–140
- program evaluation assessment and,
 - 185–189; definition of, 184–185, 231; elements in design of, 196–201; fairness of, 186–189; key questions, 190–193; process data and, 189–190; research and, 193; sample study, 201–208
- protocol, 231
- psychometric research, 3, 231
- qualitative data, 231
- qualitative data analysis, 145–149
- qualitative-phenomenological
 - hypothesis, 53, 231
- qualitative research, 3, 4
- quantitative data, 231
- quantitative research, 3, 4, 8–9
- quasi-experiment, 27, 41
- questionnaires, 143–148, 231
- range, 231
- ratio scale, 25
- randomisation, 26–27
- Reich, P., 183
- Reichardt, C., 3, 4
- reliability, 58–62, 80, 231–232;
 - external, 14, 17; internal, 14, 17
- research: characteristics, 8, 10;
 - definitions, 2–3, 232; paradigms, 4–5, 6; parameters, 5, 7–8; primary versus secondary, 8; traditions, 1–10
- research project: areas and topics, 212;
 - development of question for, 211–216; implementation of, 218–220; guide, 227; journal, 213; outline, 216; presentation of, 220, 224–225; problems and solutions, 222–223
- retrospection, 115–116, 124–129, 130–131
- Richards, J. C., 42, 47, 70, 76, 109, 186
- Rist, R., 20
- Rivers, W., 124
- Robson, C., 51
- Roger, D., 183
- role play, 154–155
- Rost, M., 43
- Rowntree, D., 51
- sample, 27, 232
- Sato, C., 79
- Schegloff, E. A., 169
- Schmidt, R., 79, 83–88, 90, 121–123, 132–134, 135
- Schramm, W., 76
- Schumann, J., 79, 84
- second language acquisition, 14, 79, 138, 232
- Seliger, H. W., 215, 228
- Shaughnessy, J. J., 76
- Shaw, P., 224–226
- Shohamy, E., 215, 228
- Shuy, R., 171
- Simon, H. A., 116–118, 119, 124, 132
- single case research, 81–83, 84, 232
- Slimani, A., 128
- Smith, L., 55, 75
- Snow, C., 180
- sociocultural competence, 153–156
- Spada, N., 4, 41, 97, 105–108, 113, 114, 189
- Spradley, C., 151, 152
- Stake, R., 75, 80
- Stanley, J., 26
- standard deviation (SD), 28–29, 232
- standard error (SE), 32–33, 232
- statistics, 232; inferential, 28–37; 230, 232
- Stemmer, B., 126–127
- Stenhouse, L., 77, 78, 91
- stimulated recall, 94–96, 232
- story telling, 77
- Strauss, A. L., 57, 148
- Strong, M., 90
- Stufflebeam, D., 193, 194–195

- surveys, 8, 140–142, 232
 Swaffar, J., 93
- tape-recording, 152–153
 teacher decision making, 124, 125
 test items, 137–139
 ‘thick’ explanation, 57–58
 think-aloud, 117–118, 130–131, 232
 Thorndike, R. M., 144
 top-down processing, 43
 Torre, R., 187
 transactional language, 170–174
 translatability, 69–70
t-test, 35, 232
 Turner, S. M., 53
- Ulichny, P., 54
- validity, 62–64, 80–81, 232; construct,
 15, 80; external, 15, 16–17, 80–81;
 internal, 12, 16–17, 80–81
 van Lier, L., 5, 7, 23, 27, 55, 103, 114,
 150–151, 157, 163, 180
- variables, 25, 232–233; independent, 25;
 dependent, 25
 variance, 28–29, 233
- Walker, R., 58, 91, 152, 219–220, 228
 Walshe, J., 201–208
 Watson-Gegeo, K., 54
 Weber, H., 76
 Wells, G., 163–166, 167, 183
 Willing, K., 124, 174–177
 Wiersma, W., 16, 215, 217–218, 228
 Wilson, S., 53
 Wilson, T., 124
 Winograd, T., 12
 Wolcott, H., 75
 Woods, D., 94, 95
 workplace interaction, 174–177
- Yin, R., 76, 80, 90
 Yule, G., 160
- Zechmeister, E. G., 76