

## Exploring Research Methods in Language Learning-teaching Studies

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### ABSTRACT

Research methods offer authentic ways to elicit useful data based on which informed decisions can be made. With respect to their design and data collection or analysis, research methods are traditionally divided into qualitative and quantitative types, each with its strengths and weaknesses. In response to new theories and technological developments, new methods have evolved as extensions of qualitative or quantitative methods or as combinations of the two with promising features. This article presents an overview of the common methods used in language learning-teaching research.

### PHILOSOPHY OF RESEARCH

Research means a systematic way of determining a problem and then collecting and analyzing relevant data to solve the problem. Research methods are approaches that have stood the test of time in helping researchers obtain valid and reliable outcomes and helping policy makers make informed decisions. Research in the area of language learning has focused on diverse topics, such as language assessment, form/meaning-focused instruction, learners' affective and cognitive differences, extracurricular activities, technology and flipped classroom, team teaching, and work abroad among many others. Language learning uses a wide range of research methods which originated from different paradigms to study related topics. Any research method is founded upon particular ontological and epistemological underpinnings. Ontology is the nature of reality which may be viewed objectively or subjectively. Epistemology is the researcher's philosophy of research. The common epistemological paradigms include, *Positivism* (experimental testing), *Post-positivism* (context-bound experimental testing), *Realism* (credible data based on observable phenomena), *Interpretivism* (reality based on subjective meanings, social phenomena and situational reality), and *Pragmatism* (inte-

grating observable phenomena and/or subjective meanings to interpret the data). Any methodological choice indicates the translation of a researcher's ontological and epistemological views into methodological frameworks of data collection and analysis. Researchers with more positivistic inclinations tend to favor quantitative methods; those with constructivist epistemologies are in favor of qualitative methods; and finally those with pragmatic beliefs support mixed methods (Riazi & Candlin, 2014). Researchers may take three different positions regarding the distinction between qualitative and quantitative methods; for Purists, the two approaches are mutually exclusive; for Situationists, both methodologies have merits if applied appropriately depending on the research context; and for Pragmatists, integrating the qualitative and quantitative methods is useful for initiating, confirming, and/or elaborating the results elicited via other methods (Dörnyei, 2007).

### QUALITATIVE RESEARCH METHODS

Qualitative methods to research provide close analysis of a single case generating valuable insights. They are exploratory, offering effective ways in exploring new areas. The

# Research Methods In Language Learning

**Jill Jegerski, Bill VanPatten**



## **Research Methods In Language Learning:**

*Research Methods in Language Learning* David Nunan, 1992-06-26 An introduction to research methods intended to help readers understand and evaluate research in language learning this book presents a balanced accessible view of a range of methods including formal experiments introspective methods including diaries logs journals and stimulated recall interaction and transcript analysis case studies It emphasises the value to language teachers of reading published research as well as initiating their own research After completing the tasks and exercises in each chapter readers should acquire sufficient skills and knowledge to formulate research questions collect relevant data analyse and interpret it and report the results to others

*Research Methods in Language Teaching and Learning* Kenan Dikilitas, Kate Mastruserio Reynolds, 2022-01-13 A practical guide to the methodologies used in language teaching and learning research providing expert advice and real life examples from leading TESOL researchers *Research Methods in Language Teaching and Learning* provides practical guidance on the primary research methods used in second language teaching learning and education Designed to support researchers and students in language education and learning this highly accessible book covers a wide range of research methodologies in the context of actual practice to help readers fully understand the process of conducting research Organized into three parts the book covers qualitative studies quantitative studies and systematic reviews Contributions by an international team of distinguished researchers and practitioners explain and demonstrate narrative inquiry discourse analysis ethnography heuristic inquiry mixed methods experimental and quasi experimental studies and more Each chapter presents an overview of a method of research an in depth description of the research framework or data analysis process and a meta analysis of choices made and challenges encountered Offering invaluable insights and hands on research knowledge to students and early career practitioners alike this book Focuses on the research methods techniques tools and practical aspects of performing research Provides firsthand narratives and case studies to explain the decisions researchers make Compares the relative strengths and weaknesses of different research methods Includes real world examples for each research method and framework to highlight the context of the study Includes extensive references further reading suggestions and end of chapter review questions Part of the Guides to Research Methods in Language and Linguistics series **Research Methods in Language Teaching and Learning** is essential reading for students educators and researchers in all related fields including TESOL second language acquisition English language teaching and applied linguistics

**Research Methods in Second Language Acquisition** Alison Mackey, Susan M. Gass, 2011-10-18 *Research Methods in Second Language Acquisition* With its cornucopia of information both thorough and practical this book is a must for our methodology shelves Its study questions and project suggestions will be a boon for many research methods courses Robert M DeKeyser University of Maryland This guide to collecting coding and analyzing second language acquisition data will be an essential reference for novice and experienced researchers alike Peter Robinson Aoyama Gakuin University Comprehensive and

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maximizing research impact beyond academia Written by leading experts on each topic this book is an essential resource for ISLA SLA and research methods scholars *Experimental Methods in Language Acquisition Research* Elma Blom, Sharon Unsworth, 2010-10-26 *Experimental Methods in Language Acquisition Research* provides students and researchers interested in language acquisition with comprehensible and practical information on the most frequently used methods in language acquisition research It includes contributions on first and child adult second language learners language impaired children and on the acquisition of both spoken and signed language Part I discusses specific experimental methods explaining the rationale behind each one and providing an overview of potential participants the procedure and data analysis as well as advantages and disadvantages and dos and don'ts Part II focuses on comparisons across groups addressing the theoretical applied and methodological issues involved in such comparative work This book will not only be of use to advanced undergraduate and postgraduate students but also to any scholars wishing to learn more about a particular research method It is suitable as a textbook in postgraduate programs in the fields of linguistics education and psychology Research Methods for English Language Teachers Jo McDonough, Steven McDonough, 2014-05-12 This book offers a lively introduction to the research methods and techniques available to English language teachers who wish to investigate aspects of their own practice It covers qualitative and quantitative methodology and includes sections on observation introspection diary studies experiments interviews questionnaires numerical techniques and case study research Each method is illustrated with examples in language teaching contexts and techniques of data collection and analysis are introduced The authors focus particularly on research in the classroom on tests materials the effects of innovations and they discuss methods appropriate to research in various collaborative modes as well as by individuals A key feature of the book is an introduction to the debate surrounding different approaches to research with an evaluation of traditional research in relation to the paradigms associated with reflective practice and action research The book is ideal for teachers on initial training and post experience courses students on degree programmes in applied linguistics and TEFL and of course practising teachers with an interest in research methods in language teaching Second Language Research Methods Herbert W. Seliger, Elana Goldberg Shohamy, Elana Shohamy, 1989 Based on a set of four research parameters this book discusses the development of research questions and hypotheses naturalistic and experimental research data collection and validation of research instruments Each chapter includes examples and activities **Research Methods for Language Teaching** Netta Avineri, 2017-03-03 This book provides readers with a range of approaches and tools for thinking deeply about conducting research in their own language classrooms The book's accessible style and content encourage language teachers to become part of a community focused on inquiry equipping them with relevant terminology and concepts for their own teaching and research inquiry data collection data analysis bringing it all together The reader is exposed to various research methods and examples accompanied by pros and cons and rationales for each This enables them to select which research approaches resonate most

and are relevant to their own teaching The book is designed to empower language teachers to engage in ongoing research thus democratizing who might be considered a researcher It includes a range of activities and reflections that can be adapted for both pre and in service language teachers in diverse language classrooms

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