Qualitative Research Methods 研究方法-質性研究(11220KHCT500103)

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Course location: 推廣大樓 9212

Office and office hours: 推廣大樓 9605, Monday 14-16PM

Credits: Monday, 8-11:00AM, 3 credits

Course Description and objectives:

This course is designed to provide a basic overview of qualitative research in language teaching, so you will be familiar with the purpose, design, and procedure of research. You will be able to

1. describe different types of qualitative research.
2. practice different data collection methods.
3. propose the conceptual framework on your research topic.
4. analyze your collected data.
5. write your research proposal or project.
6. gain the familiarity with the ethical issues covered in language research.

* Conditionally open; please specify how generative AI will be used in course output.
AI can be used only for proofreading and outlining drafts in this course.

Course requirements:

The instructor expects all requirements to be fulfilled. No late assignments will be accepted for credit. This course is a three-credit hour course. The course will consist of the following: an interaction of lectures, hands-on activities, discussions, and presentations.

Attendance, Participation and in-class tasks

Your attendance, collaboration, and participation are expected at all times. Effective participation means being prepared for class, having completed readings, and engaging in class discussions/activities. You will be required to complete in-class tasks.

Quizzes (10%):

Quizzes will be given in the first five minutes of each class. No made-up quizzes will be provided.

Case Study Design (10%)

Narrative Inquiry Design (10%)

Content Analysis Design (10%)

Discourse Analysis Design (10%)

Interview protocol and transcript (10%)

Observation fieldnotes (10%)

Document (10%)

Oral Presentations on the Method Section (10%)

Oral Presentations on the Data Collection and Analysis (10%)

Discussion Notes for the Guest Speaker (10%)

Course schedule:

Week	Dates	Topics
1	2/19	course introduction
2	2/26	overview on qualitative research and its types
3	3/4	case study
4	3/11	narrative inquiry
5	3/18	content analysis
6	3/25	discourse analysis
7	4/1	guest speaker
8	4/8	oral presentation on method section
9	4/15	data collection: interview
10	4/22	data collection: observations
11	4/29	data collection: documents
12	5/6	conceptual framework, reliability, validity
13	5/13	data analysis, results, discussion
14	5/20	research ethics
15	5/27	writing up
16	6/3	oral presentation on data collection

Recommended Textbooks

Creswell, J. W. (2015). *30 essential skills for the qualitative researcher*. Sage Publications.

Gee, J. P. (2014). *How to do discourse analysis*. Routledge.

Glesne, G. (2011). *Becoming qualitative researchers: An introduction*. Pearson.

Griffee, D. T. (2012). *An introduction to second language research methods: Design and data*. TESL-EJ Publications.

Masson, J. (2002). *Qualitative researching*. London: Sage.

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector field guide*. Family Health International.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Routledge.

Jennifer, M. (2002). *Qualitative researching*. Sage.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Paltridge, B. (2012). *Discourse analysis: An introduction*. Bloomsbury Publishing.

Richards, L., & Morse, J. M. (2012). *Readme first for a user's guide to qualitative methods*. Sage.

Webster, L., & Mertova, P. (2007). *Narrative in research. Using narrative inquiry as a research method*. Routledge.

Yin, R. K. (2009). *Case study research: Design and methods*. Sage.

Suggested Course Readings

Case Study

Ali, M. M. (2022). Datafication, Teachers' Dispositions and English Language Teaching in Bangladesh: A Bourdieuian Analysis. *TESOL Quarterly*.

Britton, E. R., & Austin, T. Y. (2022). Critical and dominant language Learner ideologies: A case study of two Chinese writers' experiences with a critical language writing pedagogy. *TESOL Quarterly*, *56*(2), 629-655.

Cahnmann-Taylor, M., Coda, J., & Jiang, L. (2022). Queer is as queer does: Queer L2 pedagogy in teacher education. *TESOL Quarterly*, *56*(1), 130-153.

Holliday, A. (2004). Issues of validity in progressive paradigms of qualitative research. *TESOL Quarterly*, *38*(4), 731-734.

Lam, W. S. E., & Christiansen, M. S. (2022). Transnational Mexican youth negotiating languages, identities, and cultures online: A chronotopic lens. *TESOL Quarterly, 56*(3), 907-933.

Shin, J., & Rubio, J. W. (2022). Becoming a critical ESL teacher: The intersection of historicity, identity, and pedagogy. *TESOL Quarterly, 57*(1), 191-212.

Xu, H. (2012). Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China. *TESOL Quarterly*, *46*(3), 568-578.

Narrative Inquiry

Afreen, A. (2023). Translator Identity and the Development of Multilingual Resources for Language Learning. *TESOL Quarterly*, *57*(1), 90-114.

Barkhuizen, G. (2011). Narrative knowledging in TESOL. *TESOL quarterly*, *45*(3), 391-414.

Bell, J. (2002). Narrative inquiry: More than just telling stories. *TESOL Quarterly, 36*(2), 207-213.

Bell, J. S. (2011). Reporting and publishing narrative inquiry in TESOL: Challenges and rewards. *TESOL Quarterly*, *45*(3), 575-584.

Chen, J. C. (2020). Restorying a "newbie" teacher's 3d virtual teaching trajectory, resilience, and professional development through action research: A narrative case study. *TESOL Quarterly*, *54*(2), 375-403.

Dikilitaş, K., & Bahrami, V. (2022). Teacher identity (re) construction in collaborative bilingual education: the emergence of dyadic identity. *TESOL Quarterly, 57*(4), 987-1012.

Goodman, B., & Tastanbek, S. (2021). Making the shift from a codeswitching to a translanguaging lens in English language teacher education. *TESOL Quarterly*, *55*(1), 29-53.

Lindahl, K., & Yazan, B. (2019). An identity-oriented lens to TESOL teachers' lives: Introducing the special issue. *TESOL Journal*, *10*(4), 1-5.

Macalister, J. (2023). Context, communities, and conflict: Novice language teachers in Malaysia. *TESOL Quarterly*, *57*(1), 64-89.

Peercy, M. M., Sharkey, J., Baecher, L., Motha, S., & Varghese, M. (2019). Exploring TESOL teacher educators as learners and reflective scholars: A shared narrative inquiry. *TESOL Journal, 10*(4), e482.

Content Analysis

Bakken, J., & Brevik, L. M. (2022). Challenging the notion of CLIL elitism: A study of secondary school students' motivation for choosing CLIL in Norway. *TESOL Quarterly, 57*(4), 1091-1114.

Hashemnezhad, H. (2015). Qualitative content analysis research: A review article. *Journal of ELT and Applied Linguistics, 3*(1), 53-62.

Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, *15*(9), 1277-1288.

Mayring, P. (2000). Qualitative content analysis. *Forum: Qualitative Social Research*, 1(2). Retrieved from

http://www.qualitativeresearch.net/index.php/fqs/article/view/1089/2385

Noori, M. (2022). "The Road Not Taken" in Language Testing: Sociocultural Implications of Test and Teaching Contents. *TESOL Quarterly*, *56*(4), 1486-1503.

O'Dowd, R., Sauro, S., & Spector-Cohen, E. (2020). The role of pedagogical mentoring in virtual exchange. *TESOL Quarterly*, *54*(1), 146-172.

Sándorová, Z. (2014). Content analysis as a research method in investigating the cultural components in foreign language textbooks. *Journal of Language and Cultural Education*, *2*(1), 95-128.

Discourse Analysis

Hammond, K. (2006). More than a game: A critical discourse analysis of a racial inequality exercise in Japan. *TESOL Quarterly*, 40(3), 545-571.

Zuengler, J. (2011). Many lessons from a school: What classroom discourse analysis reveals. *Language Teaching, 44*(1), 55-64.

Interviews

Brooks, M. D. (2022). What does it mean? EL-identified adolescents' interpretations of testing and course placement. *TESOL Quarterly, 56*(4), 1218-1241.

Dikilitaş, K., & Bahrami, V. (2023). Teacher identity (re) construction in collaborative bilingual education: the emergence of dyadic identity. *TESOL Quarterly, 57*(4), 987-1012.

Garib, A. (2023). "Actually, it's real work": EFL teachers' perceptions of technology-assisted project-Based language learning in Lebanon, Libya, and Syria. *TESOL Quarterly, 57*(4), 1434-1462.

Huang, H. T. D. (2023). Examining the effect of digital storytelling on English speaking proficiency, willingness to communicate, and group cohesion. *TESOL Quarterly, 57*(1), 242-269.

Observation

Ali, M. M. (2023). Datafication, teachers' dispositions and English language teaching in Bangladesh: A Bourdieuian analysis. *TESOL Quarterly, 57*(4), 1282-1308.

Duff, P. A., & Bachman, L. (2004). Research guidelines in TESOL: Alternative perspectives: Linking observations to interpretations and uses in TESOL research. *TESOL Quarterly*, *38*(4), 723-728.

Tigert, J. M., Peercy, M. M., Fredricks, D., & Kidwell, T. (2022). Humanizing classroom management as a core practice for teachers of multilingual students. *TESOL Quarterly*, *56*(4), 1087-1111.

Yuan, R., & Yang, M. (2022). Unpacking language teacher educators' expertise: A complexity theory perspective. *TESOL Quarterly*, *56*(2), 656-687.

Documents

Brooks, M. D. (2022). What does it mean? EL-identified adolescents' interpretations of testing and course placement. *TESOL Quarterly, 56*(4), 1218-1241.

Pontier, R. W., & Deroo, M. R. (2023). TESOL teachers' writing to support developing understandings of translanguaging theory and praxis in neoliberal times. *TESOL Quarterly*, 57(1), 115-139.

Conceptual Framework

Maxwell, J. A. (2005). Conceptual framework: What do you think is going on. *Qualitative Research Design: An Interactive Approach*, *41*, 33-63.

McGaghie, W.C., Bordage, G., & Shea, J. A. (2001). Problem statement, conceptual framework, and research question. *Academic Medicine, 76*(9), 923-924. Retrieved from https://journals.lww.com/academicmedicine/Fulltext/2001/09000/Problem_Statement,_Conceptual_Framework,_and.21.aspx

Rocco, T. S., & Plakhotnik, M. S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, *8*(1), 120-130.

Ethical Issues

Lee, E. (2011). Ethical issues in addressing inequity in/through ESL research. *TESL Canada Journal*, *28*, 31.

Shohamy, E. (1997). Testing methods, testing consequences: Are they ethical? Are they fair?. *Language testing*, *14*(3), 340-349.

Shohamy, E. (2004). Reflections on research guidelines, categories, and responsibility. *TESOL Quarterly*, *38*(4), 728-731.