

Research Methods in Applied Linguistics

Zoltán Dörnyei

OXFORD

Contents

Preface - 9 Acknowledgements – 11 Key issues in research methology -13PART ONE Introduction: what is research and how does this book approach it? - 15 1.1 The good researcher – 16 1.2 My approach to research methology – 18 1.3 The content of this book -181.4 Further reading – 21 Qualitative, quantitative, and mixed methods research – 24 2.1 The qualitative–quantitative distinction – 25 2.2 Quantitative research – 30 2.3 Qualitative research – 35 2.4 Mixed methods research – 42 2.5 My own paradigmatic stance – 47 Quality criteria, research ethics, and other research issues – 48 3.1 Quality criteria for research – 48 3.2 Research ethics – 63 3.3 Research questions and hypotheses – 72 3.4 Other essentials for launching a study: pilot study, research log, and data management - 75 Longitudinal versus cross-sectional research – 78 4.1 Definition and purpose of longitudinal research – 79 4.2 Longitudinal research in applied linguistics – 80 4.3 Main types of longitudinal designs - 81 4.4 Longitudinal qualitative research – 86 4.5 Longitudinal mixed designs – 88 4.6 Choosing a design: longitudinal or cross-sectional? – 88 4.7 Quantitative longitudinal data analysis – 90

PART TWO Data collection - 93

- 5 Quantitative data collection 95
 - 5.1 Sampling in quantitative research 95
 - 5.2 Questionnaire surveys 101
 - 5.3 Experimental and quasi-experimental studies 115
 - 5.4 Collecting quantitative data via the Internet 121
- 6 Qualitative data collection 124
 - 6.1 Qualitative data 124
 - 6.2 Sampling in qualitative research 125
 - 6.3 Ethnography 129
 - 6.4 Interviews 134
 - 6.5 Focus group interviews 144
 - 6.6 Introspective methods 147
 - 6.7 Case studies 151
 - 6.8 Diary studies 156
 - 6.9 Research journals 159
- 7 Mixed methods research: purpose and design 163
 - 7.1 The purpose of mixed methods research 164
 - 7.2 The compatibility of different research paradigms 166
 - 7.3 Main types of mixed methods designs 168
 - 7.4 Why don't people mix methods more? 173
- 8 Classroom research 176
 - 8.1 Origins and main types of classroom research 177
 - 8.2 Classroom observation 178
 - 8.3 Mixed methods classroom research 186
 - 8.4 Difficulties and challenges in classroom research 187
 - 8.5 Action research 191

PART THREE Data analysis - 195

- 9 Quantitative data analysis 197
 - 9.1 Computerized data analysis and SPSS 197
 - 9.2 Preparing the data for analysis 198
 - 9.3 Data reduction and reliability analysis 206
 - 9.4 Key statistical concepts 207
 - 9.5 Descriptive statistics 213
 - 9.6 Comparing two groups: t-tests 215
 - 9.7 Comparing more than two groups: analysis of variance (ANOVA) 218
 - 9.8 Correlation 223
 - 9.9 Non-parametric tests 227
 - 9.10 Advanced statistical procedures 230

```
Qualitative data analysis – 242
              10.1 Main principles of qualitative data analysis - 243
             10.2 Qualitative content analysis – 245
             10.3 Grounded theory - 257
             10.4 Computer-aided qualitative data analysis (CAQDAS) - 262
             Data analysis in mixed methods research - 268
             11.1 Data transformation - 269
             11.2 Extreme case analysis – 272
             11.3 Typology/category development – 272
             11.4 Multiple level analysis - 273
             11.5 Computer-aided mixed methods data analysis - 273
PART FOUR
             Reporting research results - 275
        12 Writing a quantitative report - 277
             12.1 Two functions of academic writing – 278
             12.2 Style manuals – 279
             12.3 The structure of the quantitative research report - 280
             12.4 Reader-friendly data presentation methods - 287
             Writing qualitative and mixed methods reports - 290
        13
             13.1 Writing a qualitative report - 290
             13.2 Writing a mixed methods report - 300
             Summing up - 305
PART FIVE
             How to choose the appropriate research method - 307
        14
             14.1 General recommendation I:
                  adopt a pragmatic approach - 307
             14.2 Research content considerations - 308
             14.3 Audience considerations - 309
             14.4 Practical considerations - 309
             14.5 Personal considerations – 310
             14.6 General recommendation II:
                  consider mixing methodologies - 313
             14.7 Final words - 313
             Afterword - 315
             Bibliography - 317
             Index - 329
```