

Instructor: Peter De Costa
Classroom: A304 Wells Hall; Monday 4:10-7:00pm
Office Hours: Monday 2:00-4:00pm, and by appointment

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Course Description and Objectives:

This course introduces students to theories, principles and methods underlying qualitative research and how they may be applied to investigate second language learning and teaching. Upon successful completion of this course, you will:

- develop skills in planning and implementing original qualitative research, including the development of data collection instruments and procedures
- experience collecting and analyzing data obtained through a variety of research procedures
- fine-tune your research reporting skills, in both the oral and written modes
- enhance your confidence in your own ability to write professional proposals and research reports.

Required Texts:

Saldaña, J. (2011). *Fundamentals of qualitative research*. Oxford: Oxford University Press.

Recommended Software:

NVivo qualitative data analysis software; QSR International Pty Ltd. Version 10, 2012.

Requirements and Grading:

Your course grade will be based on the completion of the following assignments:

- Leading a discussion of two class readings (10%)
 - Proposal (10%)
 - Four short assignments + Four D2L Forum Posts (40%)
 - Final manuscript (40%)
- A. Leading a discussion of an article (10%)
- Each student will lead a discussion of two class readings. Discussion leaders will lead a 30-minute class discussion that will critique the selected reading and discuss its methodology in relation to the other readings for that week. To assist your peers in preparing for the discussion, post a list of discussion questions on the class website two days before the session.
- B. Proposal (10%)
- To prepare you for the final manuscript, which will be due in Week 14, you will submit a proposal for your research project by the start of Week 4. I will provide you with feedback. You will need to incorporate my feedback into your project and will have to get approval before beginning your project.
- C. Four short assignments + D2L Forum Posts (40%)
- To enable you to practice some of the qualitative research techniques discussed in class, you will conduct fieldwork over the course of the semester. Specifically, you will be expected to conduct an

observation and write fieldnotes, conduct, transcribe and analyse an interview, and code data using NVivo. analyze it. There will be four short assignments in total.

- To ensure that you keep up with the readings and to foster intellectual dialogue on topics discussed in class, each of you will post reflections on readings that would have influenced your thinking. In total, **four posts** will be made by you. The posts will be staggered across the semester.
- D. Final manuscript (40%)
- You will have to review a wide range of literature, both in terms of research methodology and in terms of the topic under investigation. The study needs to be clearly situated within the research methodologies discussed in class. Other key considerations: articulate the research question(s) and operationally define key terms; select data collection and analysis procedures that are appropriate for the research question(s) that guide your study; support all assertions and carefully interpret and document your findings; identify the shortcomings of your study; spell out suggestions for further research and discuss (where relevant) implications of the findings for language teaching. Finally, be prepared to conduct a 10-minute oral presentation of your project in Week 13.

Grading scale for all assignments:

A	4.0	Student met all requirements and performed exceptionally.
A-	3.5	Student met all requirements and performed very well.
B	3.0	Student met most requirements and performed adequately.
B-	2.5	Student met some requirements and performed at a less than satisfactory level.
C	2.0	Student did not meet requirements and performed at an unsatisfactory level.
C-	1.5	Student did not meet requirements for the course and performed poorly.

Class Website and Email:

- Students are responsible for checking our D2L class website every week for messages about class from either your classmates or me. I will be posting course information about assignments, due dates, follow up to class discussions, course log questions etc. – **you are responsible for checking the course website so you can keep updated with this information.**
- I will also regularly post other resources on qualitative research on the website. Anyone else who would like to do so should go ahead and post any material related to qualitative research. You should also feel free to initiate a discussion about any methodology-related topic when we cover it in class and everyone should feel free entering into these discussions.
- I am readily available on email so if you have a question or concern you would like answered outside of office hours, feel free to email me.

Late Policy:

- All work is due on the specified due date. Late work will be accepted without penalty only under extraordinary circumstances. In any other case, late work will receive one grade lower. In ALL cases, please see me ahead of time if your work will be late.

Academic integrity:

- Please keep in mind the guidelines for academic integrity outlined in the Second Language Studies Ph.D. Program Handbook (<http://sls.msu.edu/files/4414/3803/2389/SLSHandbook2015-07-27.pdf>) and the MSU Guidelines for Integrity in Research and Creative Activities (<http://grad.msu.edu/publications/docs/integrityresearch.pdf>).

Expectations:

- Class activities will vary. What happens in each class will depend on a combination of the nature of the material we will cover during that class period and what the needs are of the class at that time.
- The readings need to be read before the class where we will discuss the subject matter. When everyone is reading, this makes for a more involved and richer class experience and allows you to come prepared to add to discussions and identify areas you have questions about.
- This is a **heavy reading and application course** which requires you to merge theory with practice. Some class sessions will have less reading than others, some more. My recommendation, particularly for the heavier reading days, and for those times in the semester that get a little crazy with work, is to form reading groups where you share the reading.
- This is a graduate seminar, which means that in most cases we will not be going over the readings in class but will use them in our discussions. If you have particular questions or reactions to the readings, please come to class with these. You can also use our course website and/or email to address questions.

Course Readings

- Androutsopoulos, J. (2014). Computer-mediated communication and linguistic landscapes. In J. Holmes & K. Hazen (Eds.), *Research methods in sociolinguistics: A practical guide* (pp. 74-90). Malden, MA: Wiley Blackwell.
- Baralt, M. (2012). Coding qualitative data. In A. Mackey & S.M. Gass (Eds.), *Research methods in second language acquisition* (pp. 222-244). Malden, MA: Wiley-Blackwell.
- Barkhuizen, G. (2014). Research timeline: Narrative research in language teaching and learning. *Language Teaching*, 47(4), 450-466.
- Chapelle, C.A. & Duff, P. (Eds.) (2003). Some guidelines for conducting quantitative and qualitative research in TESOL. *TESOL Quarterly*, 37, 172-178.
- Davis, K.A. (2013). Ethnographic approaches to second language acquisition research. In C.A. Chapelle (Ed.), *The encyclopedia of applied linguistics*, 1-8. DOI: 10.1002/9781405198431.wbeal0399
- De Costa, P.I. (2015). Ethics in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource* (pp. 245-257). London: Bloomsbury.

- De Costa, P.I., Tigchelaar, M., & Cui, Y. (under review). Reflexivity, emotions and transnational habitus: The case of a 'poor' cosmopolitan Chinese international student. Manuscript submitted to *AILA Review*.
- De Costa, P.I., Valmori, L., & Choi, I. (in press). Qualitative research methods. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition*. New York: Routledge.
- Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference. An ethnography of communication in the high school mainstream. *Applied Linguistics*, 23, 289-322.
- Duff, P. A. (2012). How to carry out case study research. In A. Mackey & S.M. Gass (Eds.), *Research methods in second language acquisition* (pp. 95-116). Malden, MA: Wiley-Blackwell.
- Duff, P. A. (2014). Case study research on language learning and use. *Annual Review of Applied Linguistics*, 34, 233-255.
- Friedman, D. (2012). How to collect and analyze qualitative data. In A. Mackey & S.M. Gass (Eds.), *Research methods in second language acquisition* (pp. 180-200). Malden, MA: Wiley-Blackwell.
- Grant, T., & Macleod, T. (2016). Assuming identities online: Experimental linguistics applied to the policing of online paedophile activity. *Applied Linguistics*, 37(1), 50-70.
- Gries, S.T. (2009). What is corpus linguistics? *Language and Linguistics Compass*, 3(5)1225-1241.
- Hennik, M.M. (2014). *Focus group discussions: Understanding qualitative research*. Oxford: Oxford University Press. [Chapter 1]
- Hulsjtin, J. et al. (2014). Bridging the gap: Cognitive and social approaches to research in second language learning and teaching. *Studies in Second Language Acquisition*, 36, 361-421.
- Juffs, A., & Friedline, B.E. (2014). Sociocultural influences on the use of a web-based tool for learning English vocabulary. *System*, 42, 48-59.
- Kulavaz-Onal, D. (2015). Using netnography to explore the culture of online language teaching communities. *Calico Journal*, 32(3), 426-448.

- Mahboob, A., Paltridge, B., Phakiti, A., Wagner, E., Starfield, S., Burns, A., Jones, R.H., & De Costa, P. I. (2016). TESOL Quarterly research guidelines. *TESOL Quarterly*, 50(1), 42-65.
- Paltridge, B., & Phakiti, A. (2015). Approaches and methods in applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource* (pp. 5-25). London: Bloomsbury.
- Park, J.H., & De Costa, P.I. (2015). Reframing graduate student writing strategies from an activity theory perspective. *Language and Sociocultural Theory*, 2(1), 25-50.
- Riazi, A, M. (2016). Innovative mixed-methods research: Moving beyond design technicalities to epistemological and methodological realizations. *Applied Linguistics*, 37(1), 33-29.
- Richards, K. (2003a). Observation. In K. Richards, *Qualitative inquiry in TESOL* (pp. 104-169). New York, NY: Palgrave MacMillan.
- Richards, K. (2003b). Interviewing. In K. Richards, *Qualitative inquiry in TESOL* (pp. 47-101). New York, NY: Palgrave MacMillan.
- Richards, K. (2003c). Collecting and analyzing spoken interaction. In K. Richards, *Qualitative inquiry in TESOL* (pp. 172-227). New York, NY: Palgrave MacMillan.
- Satar, H.M. (2015). Sustaining multimodal language learner interactions online. *Calico Journal*, 32(3), 480-507.
- Seedhouse, P., & Knight, D. (2016). Applying digital sensor technology: A problem-solving approach. *Applied Linguistics*, 37(1), 7-32.
- Thompson, A.S., & Vásquez, C. (2015). Exploring motivational profiles through language learning narratives. *The Modern Language Journal*, 99, 158-174.
- Vásquez, C. (2011). Analyzing digital texts as literacy artifacts. In P. Albers, T. Halbrook & A.S. Flint (Eds.), *New methods of literacy research* (pp. 238-249). New York: Routledge.
- Yuldashev, A., Fernandez, J., & Thorne, S.L. (2013). Second language learners' contiguous and discontiguous multi-word unit use over time. *Modern Language Journal*, 97(S1), 31-45.
- Zappa-Holman, S., & Duff, P.A. (2015). Academic English socialization through individual networks of practice. *TESOL Quarterly*, 49, 339-368.
- Zuengler, J. & Miller, E. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, 40, 35-58.

Course Outline (Fall 2016)

Week/ Date	Topics	Required Readings	Work Due
1 (8/31)	Introduction/ Alternative Approaches to SLA	Phakiti & Paltridge (2015); Zuengler & Miller (2006); Saldaña (2011) [Ch.1]	
2 (9/12)	Mixed Methods Research (MMR)	Hulstijn et al. (2014); De Costa, Valmori & Choi (in press); Riazi (2016)	Group work: selection of a published study that uses MMR
3 (9/19)	Designing a Qualitative Study/ Analyzing and Collecting Data	De Costa (2015); Friedman (2012); Saldaña (2011) [Ch.2]	D2L Forum Post 1
4 (9/26)	Observation	Richards (2003a); <i>Androutsopoulos (2014)</i> ; <i>Grant & Macleod (2016)</i>	Proposal Due/ Presentation 1 <i>Androutsopoulos (2014)</i> ; <i>Presentation 2(Grant & Macleod)</i>
5 (10/3)	Interviews/Focus Groups	Richards (2003b); <i>Zappa-Hollman & Duff (2015)</i> ; <i>Hennik (2014)</i>	Short Assignment 1 Due (Observation)/Presentation 3 <i>(Zappa-Hollman & Duff)</i> ; <i>Presentation 4 (Hennik)</i>
6 (10/10)	Interaction Analysis	Richards (2003c); <i>Satar (2015)</i> ; <i>Seedhouse & Knight (2016)</i>	D2L Forum Post 2 + IRB due/Presentation 5 (Satar); <i>Presentation 6 (Seedhouse & Knight)</i>
7 (10/17)	Coding Qualitative Data/ NVivo Workshop	Baralt (2012); <i>Juffs & Friedline (2014)</i> ; Workshop facilitator: Shinhye Lee	Short Assignment 2 Due (Transcribed Interview)/ <i>Presentation 7 (Juffs & Friedline)</i>
8 (10/24)	A Survey of Qualitative Data Methodologies/Digital Humanities	Chapelle & Duff (2003); Mahboob et al. (2016) Saldaña (2011) [Ch.4 and 6] Guest speaker: Kristen Mapes	Short Assignment 3 Due (Coding of Focus Group Data)
9 ¹ (10/31)	Corpus tools/ Corpus Workshop	<i>Gries (2009)</i> ; <i>Yuldashev et al. (2013)</i> Workshop facilitator: Hyung-Jo Yoon	D2L Forum Post 3 Due; Presentation 8 (Gries, 2009); <i>Presentation 9 (Yuldashev et al.)</i>
10 (11/7)	Case Study	Duff (2012); Duff (2014); <i>Park & De Costa (2015)</i>	Short Assignment 4 Due (Analysis of Interview Interaction) <i>Presentation 10 (Park & De Costa)</i>
11 (11/14)	Ethnography	Davis (2012); <i>Duff (2002)</i> ; <i>Kulavuz-Onal (2015)</i>	<i>Presentation 11 (Duff)</i> ; <i>Presentation 12 (Kulavuz-Onal)</i>
12 (11/21)	Narrative Inquiry	Barkhuizen (2014); <i>De Costa, Tigchelaar & Cui (under review)</i> ; <i>Thompson & Vásquez (2015)</i>	D2L Forum Post 4 Due; Presentation 13 (De Costa, Tigchelaar & Cui); <i>Presentation 14 (Thompson & Vásquez)</i>
13 (11/28)	Writing a Qualitative Study/In-class writing workshop	Saldaña (2011) [Ch.5]	Continue to work on your final manuscript
14 (12/5)	Presentation of Final Projects		The final manuscript is due by noon 12/5.

¹ I will meet with you individually this week to get a project update from you. Our meeting will also give you an opportunity to ask questions about your project that will be due at our last class meeting on 12/5.