

Research Methodology in TESOL

Under construction

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Groups and timetable info:



Readings & Other materials:

- > [Dörnyei](#) – Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- > [Mackey & Gass](#) – Mackey, A. & Gass, S. M. (2012). *Research methods in second language acquisition: A practical guide*. Wiley-Blackwell.
- > [Research paper assessment criteria](#)
- > [Checklist for questionnaires](#) | [Checklist for interview guides](#)
- > [Sample consent form](#) (HUN) | [Sample consent form](#) (EN)
- > [Key concepts for the test](#)
- > [Sample paper](#) | [Sample interview guide](#) | [Sample observation sheet](#)

Useful links:

- > Dictionaries: [Cambridge](#) | [Oxford](#) | [Longman](#) | [Ozdic](#) (collocations) | [Thesaurus](#) (synonyms)
- > [Google Scholar](#) | [Academia](#) | [ResearchGate](#) (Sci-Hub, Library Genesis, Z-Library)
- > [APA Guide](#)
- > [Connected Papers](#) | [Audemic](#)

Scores spreadsheet

Schedule:

Please note that the Google Docs application sometimes does not display changes. If this is the case, use a desktop computer to access the most recent form of the schedule.

No.	Date	Topic & Agenda	Readings & Homework for the next lesson
1.	11 Feb	<i>Organising the course</i> What is research? Research paradigms Research paradigms	Dörnyei, Chapters 2.1 & 2.3 → Reading support questions in Teams Progress report for the next class: research aims
2.	18 Feb	Qualitative approaches > progress report: research aims Research questions quality criteria	Dörnyei, Chapter 2.2 → Reading support questions in Teams Progress report for the next class: research questions
3.	25 Feb	Quantitative approaches > progress report: research questions QUAN-QUAL handout Research Question handout	Mackey & Gass, Chapters 10 & 6 → Reading support questions in Teams Progress report for the next class: finalised research questions
4.	04 March	Qualitative data analysis and case studies > progress report: finalised research questions QUAL handout Coding Quality control Ethical considerations	Mackey & Gass, Chapter 5 → Reading support questions in Teams Csizér & Fekete (see in Teams) → Read the “Developing the questionnaire” section and please do Tasks 4 & 5, bring your solutions to the next lesson Progress report for the next class: consent forms
5.	11 March	Questionnaire studies and basic statistical procedures > progress report: consent forms > sampling	Progress report for the next class: instruments Prepare for the basic concepts test.
6.	18 March	On academic presentations + AI use TEST - basic concepts > progress report: instruments	Progress report for the next class: instruments
7.	25 March	Structuring a research paper > progress report: instruments	Progress report for the next class: finalised instruments
8.	01 Apr	More on how to write a literature review + APA use > progress report: finalised instruments	Start collecting data if your instrument has been approved for data collection. Read the APA basics from *here* → from “General format” to “Books” at least.
9.	08 Apr	More on results > progress report: data collection	Make sure you have collected the data necessary for your paper by the end of the spring break, and start data analysis.

Spring break 🌸

10.	29 Apr	More on conclusions and implications > progress report: data analysis	Continue data analysis and start working on your paper. Bring your questions to the lesson.
11.	06 May	Paper writing workshop	Bring your questions to the lesson.
12.	13 May	Paper writing workshop	The deadline for submitting your research paper is 19 May at midnight.
13.	21 May 14:00	Optional: Presenting your papers	

(Please note that the course schedule can be subject to change depending on how each research project progresses.)

Course aims:

- > The aims of this course are to get the students acquainted with the foundations of conducting research in the field of English language pedagogy and to offer them a chance to try their hands at designing and doing research while continuously being coached.
- > At the beginning of the course, the different research paradigms will be discussed while learners choose their own research topics. Week by week, students offer a short progress report on their research project, while they learn more about how to conduct quality research.
- > At the end of the course, students prepare for presenting and writing up their own findings as well as learn about peer reviewing others’ works.

Requirements:

- > **Not more than three classes missed.**
Missing more than three classes will automatically result in rejecting the signature for the whole course. (Only students with a registered signature can receive a grade at the end of the course. Therefore, if your signature is rejected, you automatically fail the course. (See [TVSz 33.](#) § Section 5)
- > **Active participation in class.**
You will be expected to participate actively in class discussions and show a familiarity with the topics and concepts of the readings.
- > **Reading assignments. AI-0**
You will have four reading assignments at the beginning of the course. To help you organise the main concepts of the readings, you will have to answer a few questions after reading the chapters. When answering the questions, try to provide answers based on your understanding and only copy specific terminology. Each of your reading assignments will be worth 5 points, these will be awarded based on the quality of your work (not the length!). Missed assignments count as 0 points.
The deadline for submitting your answers is midnight before the following class.
- > **Homework assignments. AI-1**
Occasionally, you may have to complete short tasks related to the readings. Find the links to the reading support questions in the schedule above.
- > **Conducting research and submitting progress reports. AI-2**
Throughout the semester, you will have to submit seven progress reports in Teams. Each progress report has to be sent by the deadline seen in Teams or indicated in the syllabus. As the emphasis in this course will be on the process of conducting research and not on the end product, each phase will be worth the following points:
 - (1) research aims → 5 points
 - (2) & (3) research questions (original and finalised) → 10 points
 - (4) consent form → 5 points
 - (5) & (6) & (7) research instrument (original and finalised) → 15 pointsAs the research questions and the research instrument are the more complex phases of research, you may score 10 points and 15 points, respectively, based on the quality of these, but only the final product is evaluated for points. When you submit your progress reports, you will receive guidance on how to improve them, and in the case of the research questions and research instruments, the first versions will not be assessed for points.
Deadlines for the progress report can only be missed twice for whatever reason; missing the deadline from the 3rd time onward will result in a 10-point deduction from your overall score each time.
- > **Taking a quick test on the basic concepts of research methods in TESOL.**
Only students showcasing acceptable knowledge (min. 60%) on the basic concepts will be allowed to present their project. You may score a maximum of 20 points in the test. The basic concepts test canNOT be missed. Make sure you are present on that occasion (check the schedule for dates), or if something serious prevents you from doing so, contact me ASAP.
- > **Turning in a (mini) research paper on the research conducted.**
You will have to turn in a research paper by the end of the course with the following requirements:
 - ca. 0.5-page *Introduction*, 1-page *Review of Literature*, 1-page *Research Design*, 1-page *Results and Discussion*, 1-page *Conclusions and Implications*, *References* (APA 7th style);
 - the paper should be ca. 5 pages long (Times New Roman 12 p, 1.5 spaced, justified)
 - the paper should follow the APA guidelines for student papers in every other aspect not specified here;
 - figures, tables, and the *References* section do not count as part of the manuscript.Only students handing in their research paper will receive a final grade for the course if the research paper meets the minimum requirements. Email your essays to me before the deadline (see the deadline and my contact information above).
Students failing to submit their research paper by the deadline can get a two-day extension the resulting in receiving only half of the points they would have originally received. (Late assignments will be marked using the same criteria, with the only difference that their overall score will be halved.) Please only consider this option if (for various reasons) it is utterly impossible for you to meet the deadline.
Students failing to meet the extended deadline will fail the course.
You may get a maximum of 25 points for your research paper; see the criteria above.
[AI-1](#) - for writing the paper
[AI-2](#) - for gathering materials, searching for papers, etc.
- > **(Optional) Delivering a 20-minute research presentation. AI-3**
For an extra 20 points, you can decide to participate in a mini-conference at the end of the semester. To be able to secure these additional 20 points, (1) you need to put together an excellent quality academic presentation on your research including an introduction, a review of the relevant literature, the research design, the results and the implications, (2) be present during your all of your peers’ presentations, (3) and show active engagement by asking questions.
This opportunity is there so that you can share your results with your peers (possibly the other lecturers present), and try your hand at participating in a mini-academic conference.

A disclaimer on plagiarism and the use of AI

- > **Please note that committing any form of plagiarism will result in failing the whole course.**
- > Examples of plagiarism include (but are not limited to!) copying from sources without citing them, rephrasing from sources and not citing them, turning in someone else’s work and claiming it to be your own, submitting an AI-generated text without acknowledging the use of AI, etc. You may read about more examples of plagiarism [*here*](#). To avoid misunderstandings, make sure that the metadata of the file you submit clearly reflects that you worked on the assignment.
- > Various AI software can be used to support the research process, but please note that fact-checking is crucial and that responsible AI use includes a critical evaluation of the output. While AI use for research purposes will be discussed during classes and even encouraged in some cases, the text of any kind of assignment has to be produced solely by the students.
- > To be able to responsibly use AI for research purposes, the following guidelines are to be used for this course:
 - o AI-0 - AI cannot be used for that assignment at all
 - o AI-1 - AI can be used for checking language use
 - o AI-2 - AI can be used to aid the research process, e.g., to brainstorm ideas, to create the visuals for the presentation, or to help reformulate interview questions, but AI software cannot be used to generate a full text, or part of a text
 - o AI-3 - AI can be used for text generation and creating new content based on, e.g., the paper written previouslyEach assignment has a code from the list above, which indicates the level of AI use acceptable for that particular assignment. Please make sure to adhere to this AI policy during the course; failing to do so and using a higher level of AI for the assignment in question will result in failing the whole course. Please acknowledge in a sentence at the end of each assignment what you used AI for.

Assessment:

- > Assessment will be based on the reading assignments (max. 20 points), the progress reports (max. 35 points), the basic concept test (max. 20 points) and the research paper (max. 25 points).
- > By the end of the semester, you will have collected a maximum of 100 points, and your final mark will be computed from the sum of your points in the following way:

0–59 points	1
60–69 points	2
70–79 points	3
80–89 points	4
90–100 points	5