

- Name of Course:** Qualitative and Classroom Research Methods (M.Ed.)
(שיטות מחקר איכותניות (תואר שני)
- Name of Teacher:** Dr. Valerie S. Jakar
- Number of Hours:** Two hours weekly for one semester
- Type of Course:** Interactive lecture and community of learning workshop (first year, compulsory)
- Course Description:** This course introduces students to a range of opportunities to research language learning and language teaching with special attention to the English language classroom. A focus on qualitative research methods which can be employed by teachers will enable participants to explore language learning situations, and conduct, collaboratively, investigations of language classroom-related issues. The course includes an online module.
- Course Outline:** The following topics will be addressed:
1. Research types: purpose and practice; systems of observation; Practitioner Research ("Teacher as Researcher") – modes of research and modes of documentation, including Narrative, Poetry, Discussion, Journals; Ethnographic Studies; Triangulation; Action Research
 2. Data collection, and analysis of data – some approaches
Survey of currently available tools for linguistic, diagnostic or ethnographic analysis
 3. Investigation of text in the classroom and in other educational environments: Conversations, Dialogues,

Notices, Textbooks, Multimedia, and other interactions

4. Interaction analysis and language use: what the researchers do and what they find
5. Features of Classroom Language and Interaction including:
 - 5.1 Correction in the classroom
 - 5.2 Feedback
 - 5.3 Questions and questioning
 - 5.4 The English language class in the computer room
 - 5.5 Print-rich environments - what do they achieve?
 - 5.6 CALL-Computer assisted language learning
5. 6. Ways of writing, ways of documenting:
 - 6.1 Tools for producing research documents
 - 6.2 Creative writing for school-use
 - 6.3 Modes of Display
 - 6.4 Documenting the linguistic landscape

Method of Teaching: Lectures and discussions (including online discussion).
Focus groups for sharing data and analysis

Course Requirements:

1. Active attendance and participation
2. Ongoing input in collaborative sessions
3. Production of a small scale research project, conducted and documented
4. Oral presentation of report on the small research project
5. Developemnt of individual annotated bibliography

Assessment:

40% Ongoing participation and collaborative study

40% Final report (written) and presentation (oral) according to rubrics

10% English Mastery

10% Annotated Bibliography

References (* = required reading)

- Allwright, D., & Bailey, K. (1991). *Focus on the language classroom: An introduction to classroom research*. Cambridge: Cambridge University Press.
- Allwright, D. (2003). Exploratory practice: Rethinking practitioner research in language teaching. *Language Teaching Research*, 7(2), 113-141.
- * Baker, C. (2008). Survey methods in researching language and education. In K. King & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 10, pp. 55-68). New York, NY: Springer.
- * Cazden, C. (2001). *The language of teaching and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Cochran Smith, M., & Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.
- Creese, A. (2008). Linguistic ethnography. In K. King & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 10, pp. 229-242). New York, NY: Springer.
- de Almeida Soares, D. (2008). Understanding class blogs as a tool for language development. *Language Teaching Research*, 12, 517.
- Denzin N. K., & Lincoln Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). London: Sage Publications.
- Diane, J. T. (1998). The Bridge: From research to practice: Research on error correction and implications for classroom teaching. *ACIE Newsletter*, 1(3), pp. 12-14.
- Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Mackey, A. & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- O'Keeffe, A., & Farr, F. (2003). Using language corpora in language teacher

education: Pedagogic, linguistic and cultural insights. *TESOL Quarterly*, 37(3), 389-418.

- * Pinter, A. (2006). *Teaching young language learners*. Oxford: Oxford University Press.
- Thornbury, S. (1996). Teachers research teacher talk. *ELT Journal*, 50(4), 279-287.
- Toohey, K. (2008). Ethnography and language education. In K. King & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 10, pp. 177-188). New York, NY: Springer.
- * van Lier, L. (1984). Analysing interaction in second language classrooms. *ELT Journal*, 38(3), 160-169. Retrieved from <http://eltj.oxfordjournals.org/content/38/3/160.full.pdf>
- Warriner, D. (2008). Discourse analysis in educational research. In K. King & N. Hornberger (Eds.), *Encyclopedia of language and education* (2nd ed., Vol. 10, pp. 203-216). New York, NY: Springer.
- Yang, C. C. R. (2010). Teacher questions in second language classrooms: An investigation of three case studies. *Asian EFL Journal*, 12(1), 181-201.

Additional readings will be accessed from current journals (online and hard copy), conference papers, and new publications.