Title and Code of Course:
ERPB-TNA 9411 / MAD 3411 Qualitative research design

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Credit Point Value: **6**	Number of Lessons per Week: **2 (1x2)**	Type of Course: **Seminar** ☒ **Lecture** ☐	Method of Evaluation: **Oral Examination** ☐ **In-Class Presentation** ☐ **Other** ☒

Course Description:

"How should we conduct a focus group interview? What questions should we ask and avoid? How many participants are enough for interview studies? What are the best classroom observation techniques? What is job shadowing? How do we code and analyse interview transcripts? What are case studies? How should we write about our field work in a thesis or journal article?" These are some of the questions in this course.

The aim of the course is to acquaint students with the methods used in applied linguistic research based on the analysis of qualitative data. Students will get acquainted with the theoretical background, processes and terminology of qualitative research. They will be familiar with the different qualitative data collection methods, data analysis and evaluation used in applied linguistics research studies. Emphasis will be placed on the critical analysis of primary and secondary sources, on theoretical and empirical academic publications. Students will learn how to plan their independent, small-scale research project.

The students will be familiar with the theoretical background of qualitative data collection, the most relevant scientific publications, and be able to describe some of the key applied linguistic research studies which employed qualitative data collection methods. The students will be able to confidently use databases to find relevant literature; recognize whether an applied linguistic topic can be investigated using qualitative methods or not. The students will be able to formulate research questions that can be qualitatively examined; be able to critically analyze the research plans of others and be able to create a feasible research plan individually. They will conduct research, from data collection to the evaluation of the results. They will also be able to present their own or others' research results clearly for various audiences, orally and in writing.

Requirements:
- analyses of academic research
- an individual / group project plan

Bibliography:

Selected research articles

Barkhuisen, G., Benson, P., & Chik, A. (2014). Narrative inquiry in language teaching and learning research. Routledge.

Corbin, J. & Strauss, A. (2015). Basics of qualitative research. (4th ed.) Sage.

Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. Sage.

Denzin, N. K., & Lincoln, Y. S. (2011). The Sage handbook of qualitative research (4th ed.). Sage.

Kvale, S. (2007). Doing interviews. Sage.

Mackey, A. & Gass, S. M. (2005). Second language research. Methodology and design. Lawrence Erlbaum Associates.

Merriam, S. B. & Tisdell, E. J. (2016). Qualitative research: a guide to design and implementation. (4th ed.) Jossey-Bass.

Patton, M. Q. (2015). Qualitative research and evaluation methods (4th ed.). Sage.

Phakiti, A., de Costa, P., Plonsky, L. & Starfield, S. (eds.) (2018). The Palgrave handbook of applied linguistics research methodology. Palgrave Macmillan.