



ECDE7018: INTRODUCTION TO RESEARCH METHODS IN EDUCATION

Session 1

DISCUSSION:

INVESTIGATING SHORT TERM MEMORY

Research suggests that Short Term Memory (STM) cannot hold very much information.

You have decided to design and carry out a piece of research to see whether the capacity of STM differs between two groups: university students and older people.

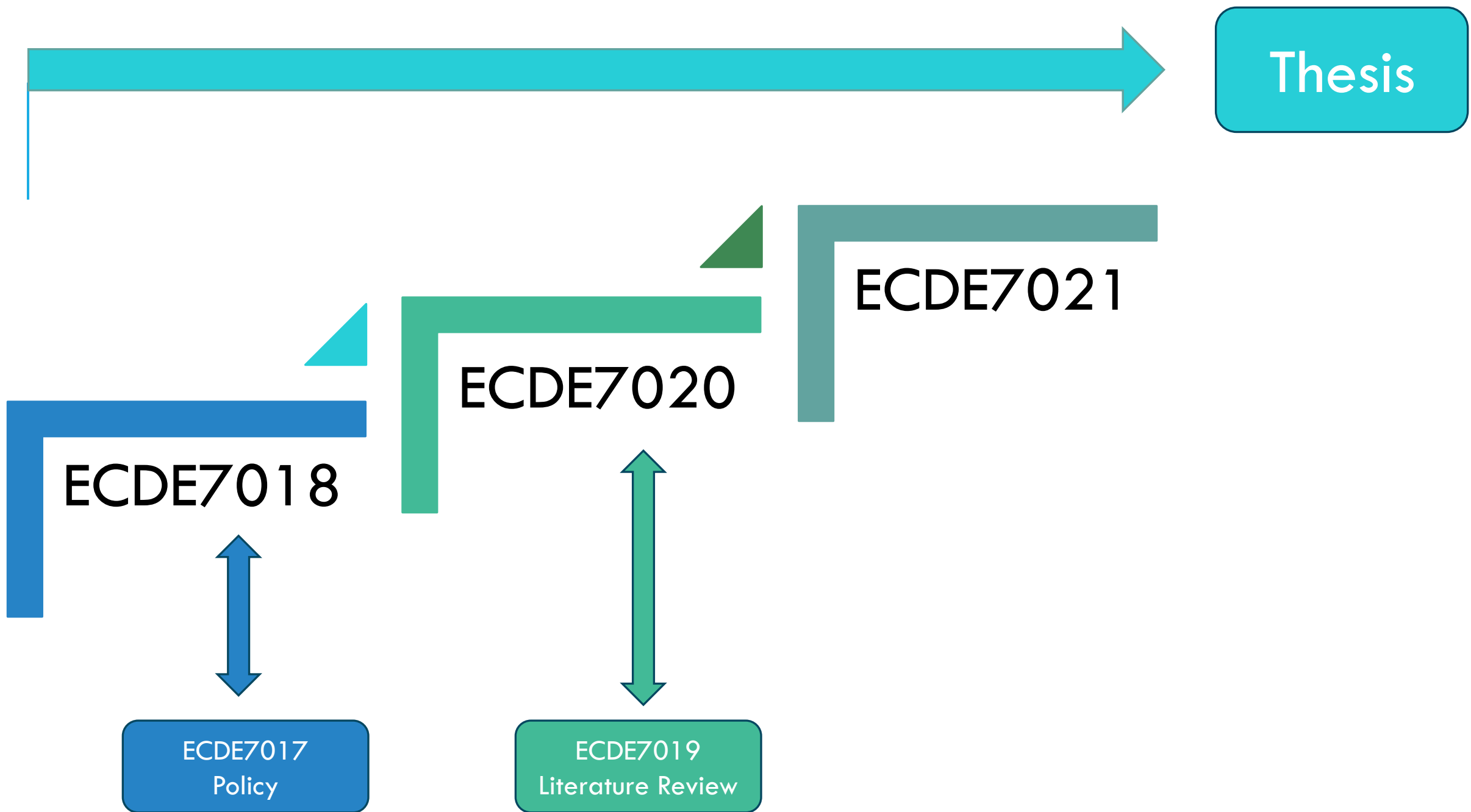
How might you go about doing this?

What are the elements that you will need to consider?

DID YOU THINK ABOUT...?

- * your approach?
- * the participants?
- * consent?
- * ethical considerations?
- * the data? – how you will analyse it
- * the results? – what you will do with them

ECDE7018:
INTRODUCTION TO
RESEARCH METHODS IN
EDUCATION



ECDE7018: LEARNING OUTCOMES

Upon the successful completion of this module, students should be able to demonstrate the ability to:

- **Critically evaluate** data collection techniques and different models of educational research in order to undertake their individual studies in formal, informal and non-formal contexts;
- Demonstrate and articulate a critical understanding of key methodological concepts in education research and apply this to formal, informal and non-formal contexts;
- **Critically reflect upon** the ethical nature of undertaking research in practice in formal, informal and non-formal contexts;
- **Critically evaluate** the appropriateness of applying quantitative and qualitative data collection tools to formal, informal and non-formal educational contexts.

MODULE HANDBOOK



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

MODULE HANDBOOK

ECDE7018: Introduction to Research
Methods in Education

Doctorate in Education (EdD)

LEVEL 7

Faculty of Education, Community and Culture

2026-27

MODULE MOODLE PAGE 1

The screenshot shows the Moodle interface for the course 'Introduction to Research Methods in Education (ECDE7018)'. The top navigation bar includes the University of Wales Trinity Saint David logo, a dashboard link, and links to 'My modules', 'Moodle archives', and 'Useful links'. On the right, there are notification icons, a 'CM' dropdown, and an 'Edit mode' toggle. A red 'Course Manager' button is visible on the right side of the page. The course title is displayed in a large, bold font on a dark blue background. Below the title, a navigation menu includes 'Course', 'Settings', 'Participants', 'Grades', 'Reports', and 'More'. The main content area features a 'Welcome to ECDE7018!' heading, followed by a welcome message and three paragraphs of text describing the module's focus on research-based learning, its design, and its lead, Dr. Catherine Morgan.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Dashboard My modules Moodle archives Useful links

CM Edit mode

Course Manager Open block drawer

Introduction to Research Methods in Education (ECDE7018)

Course Settings Participants Grades Reports More

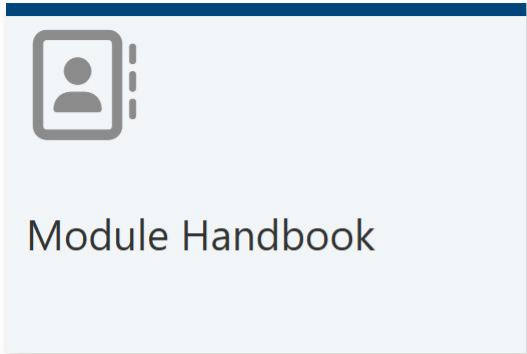
Welcome to ECDE7018!

Welcome to module ECDE7018: Introduction to Research Methods in Education.

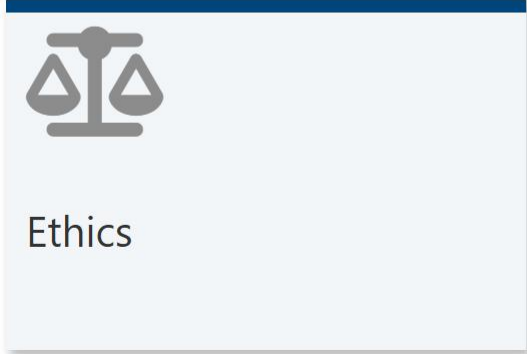
This first research-based module of the EdD programme focuses on a broad but detailed introduction to applied research within the wide field of education; including relevant theoretical paradigms and traditions, the practical issues of design and the implications for ethical approval prior to the implementation of specific research projects.

The module has been designed to engage participants in developing a critical understanding of research design within the field of education.

The module lead is Dr. Catherine Morgan.



Ethics



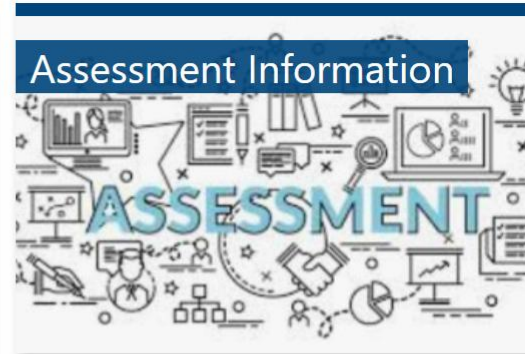
Ethics



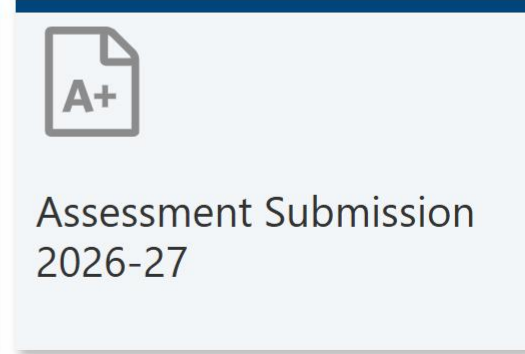
Resources for Research



Resources for Research



Assessment Submission 2026-27



Assessment Submission 2026-27

ECDE7018: ASSESSMENT COMPONENT 1

Assessment Component 1 – 25%

Written Assignment: 1875-word *equivalent*

Submission: **11/11/26**

Prepare a detailed research proposal based on a topic of your choice. Discuss the existing literature within the field of study and demonstrate the gap in the literature that you intend your study to fill. Within your research proposal, you should create a suitable number of research questions that would be answerable through a specific approach (qualitative/ quantitative/ mixed methods) to data collection.

ECDE7018: ASSESSMENT COMPONENT 2

Written Assignment: 3750 words

Submission: **04/01/27**

Return: 01/02/27

With reference to relevant literature, identify an area of research you may want to explore.

Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on one or more of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations.

ECDE7018: ASSESSMENT COMPONENT 3

Assessment Component 3 – 25%

Written Assignment: 1875-word equivalent

Submission: **04/01/27**

Return: 01/02/27

Consider the ethical implications of your identified research question, critically reflecting upon the ethical issues surrounding the research process.

Using the UWTSD Ethics form, outline the responses you would provide to address the research question(s) discussed in Component 2.

You will need to complete the following sections:

- SECTION A: About You
- SECTION L: Types of Personal Data
- SECTION M: Participant Information and Consent
- SECTION Q: Risk Assessment

ASSESSMENT INFORMATION



APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Student ID number:		
Programme:	Professional Doctorate in Education (EdD)		
Module:	Introduction to Research Methods in Education		
Module code:	ECDE7018	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Dr Catherine Morgan	Internal Verifier:	Dr Jingjing Ruan
Assignment Title:	Research proposal	Word count (or equivalent):	1875-word equivalent
Submission deadline:	11/11/26	Return date of provisional marks & written feedback:	09/12/26
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of understanding of knowledge, and a critical awareness of current problems and/or in an academic discipline or area of professional practice; a comprehensive understanding of scholarship; originality in the application of knowledge, together with a practical understanding used to create and interpret knowledge in the discipline; conceptual understanding of advanced scholarship in the discipline to evaluate methodologies and develop critical thinking; will be able to deal with complex issues both systematically and creatively, make sound conclusions clearly to specialist and non-specialist audiences. They will demonstrate autonomy in planning and implementing tasks at a professional or equivalent level; develop new skills to a high level. They have the qualities and transferable skills necessary for responsibility; decision-making in complex and unpredictable situations/professional continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY
Category	0-29%	30-44%	45-49%	
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with a range of relevant and credible sources. Referencing conventions used consistently and accurately.
Knowledge and understanding	Major gaps in knowledge and understanding.	Gaps in knowledge, with some understanding.	Limited knowledge and understanding.	Knowledge and understanding of the subject.

Assessment Information

Assessment Component 1 DOCX

Assessment Component 2 DOCX

Assessment Component 3 DOCX

Assessed Assignment Structure DOCX

ASSESSMENT INFORMATION

Introduction to Research Meth

[Course](#)[Settings](#)[Participants](#)[Grades](#)[Reports](#)

Assessment Information



Assessment Component 1 DOCX



Assessment Component 2 DOCX



Assessment Component 3 DOCX



Suggested Assignment Structure DOCX

Assessment Component 1: 25%
Written Assignment: 1875-word *equivalent*

Prepare a detailed research proposal based on a topic of your choice. Discuss the existing literature within the field of study and demonstrate the gap in the literature that you intend your study to fill. Within your research proposal, you should create a suitable number of research questions that would be answerable through a specific approach (qualitative/ quantitative/ mixed methods) to data collection.

Section	Suggested content	Approximate word count
Proposed Title		20-30
Background & Context	In this section you will need to: - Place the research topic in its historical, cultural and social context. - Explain why the research is significant and important. e.g. What is your research about? Why have you chosen this topic? Why is it important (to you/to others)? What does the published literature say about your topic? Do authors agree or disagree? Are there studies available that are similar to the study that you are proposing?	500
Aims and Objectives	In this section, you will need to: - Explain what you want to achieve through the research; - Outline the aims and objectives of the research. Is there a gap in the literature that you intend to fill?	250 – 500
Proposed methodology	In this section, you will need to explain how you will achieve your aims and objectives: - Describe the method(s) you will use to carry out your research; - Discuss your proposed sampling strategy/ies.	500
Introductory bibliography	You should list a minimum of 10 titles that are relevant to your research. You should include all works cited in this form. The list should be alphabetical using the Harvard referencing system.	

Assessment Component 2 – 50%
Written Assignment: 3750 words

With reference to relevant literature, identify an area of research you may want to explore. Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on one or more of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations.

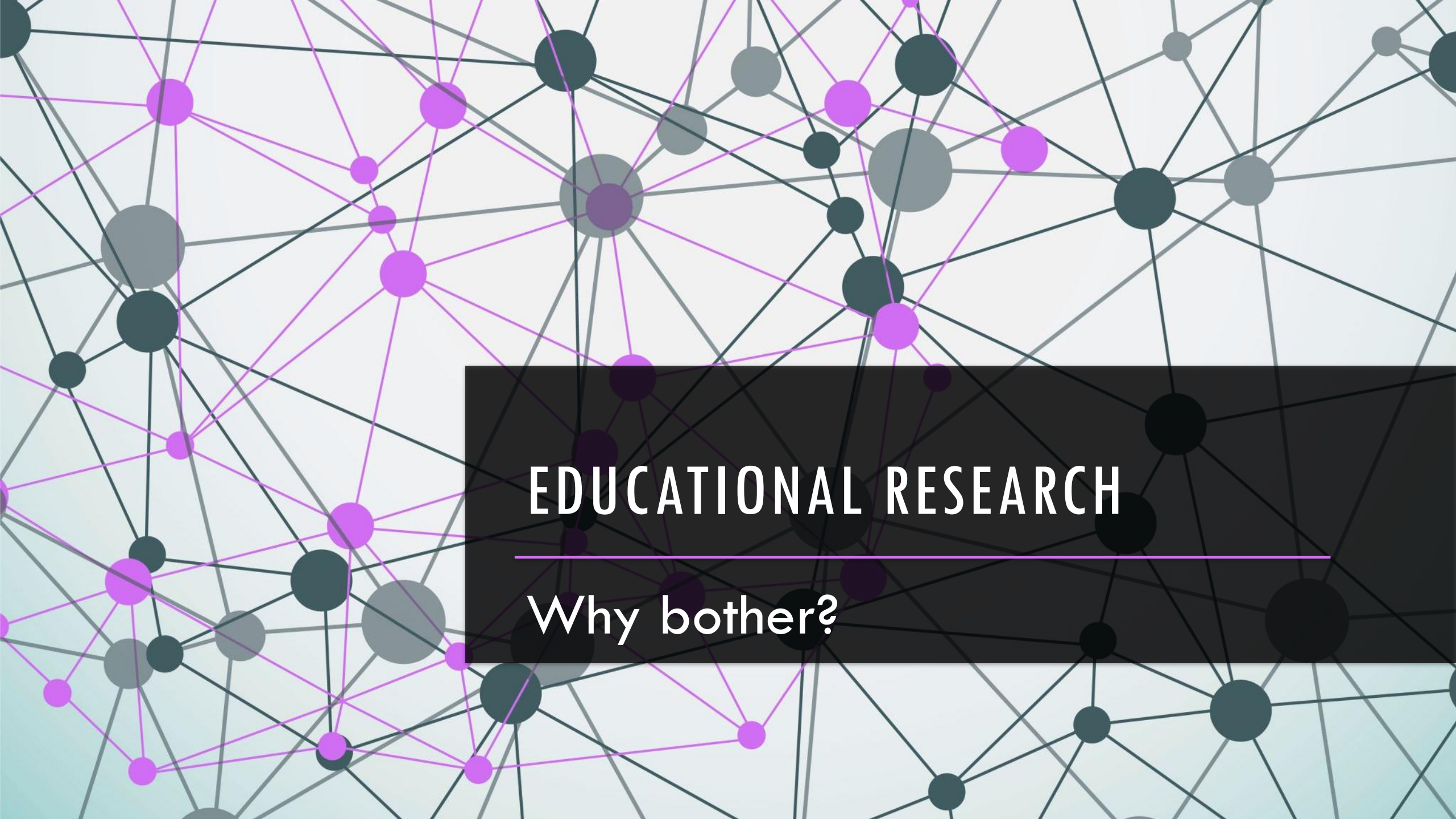
Section	Suggested content	Suggested word count
Introduction	Briefly introduce your topic and the research question that you have chosen to focus on in this part of the assignment. What is the aim of your study?	200
Chosen method	What is/are your chosen method(s)? - Quantitative - Qualitative - Mixed-methods approach	1000
Sampling	What is/are your sampling method(s)?	600
Ethics	What are the ethical considerations that relate to your study?	500
Research tool(s)	What is/are the research tool(s) that you have selected?	1000
Data analysis method(s)	Which method(s) of data analysis have you chosen?	400
Conclusion	Summarise your intentions.	50

Assessment Component 3 – 25%
Written Assignment: 1875-word equivalent

Consider the ethical implications of your identified research question, critically reflecting upon the ethical issues surrounding the research process. Using the UWTSO Ethics form, outline the responses you would provide to address the research question(s) discussed in Component 2.

You will need to complete the following sections:

- A - About You
- L - Types of Personal Data
- M: Participant Information and Consent
- Q: Risk Assessment



EDUCATIONAL RESEARCH

Why bother?

RESEARCH — YOUR FIRST THOUGHTS?





WHAT IS RESEARCH?

With a partner, write a short definition.

WHAT IS RESEARCH?

Research is work that involves studying something and trying to discover facts about it.
Collins Dictionary

the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
Oxford Dictionaries

a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding
Cambridge Dictionary

investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
Merriam-Webster Dictionary

WHAT IS RESEARCH?

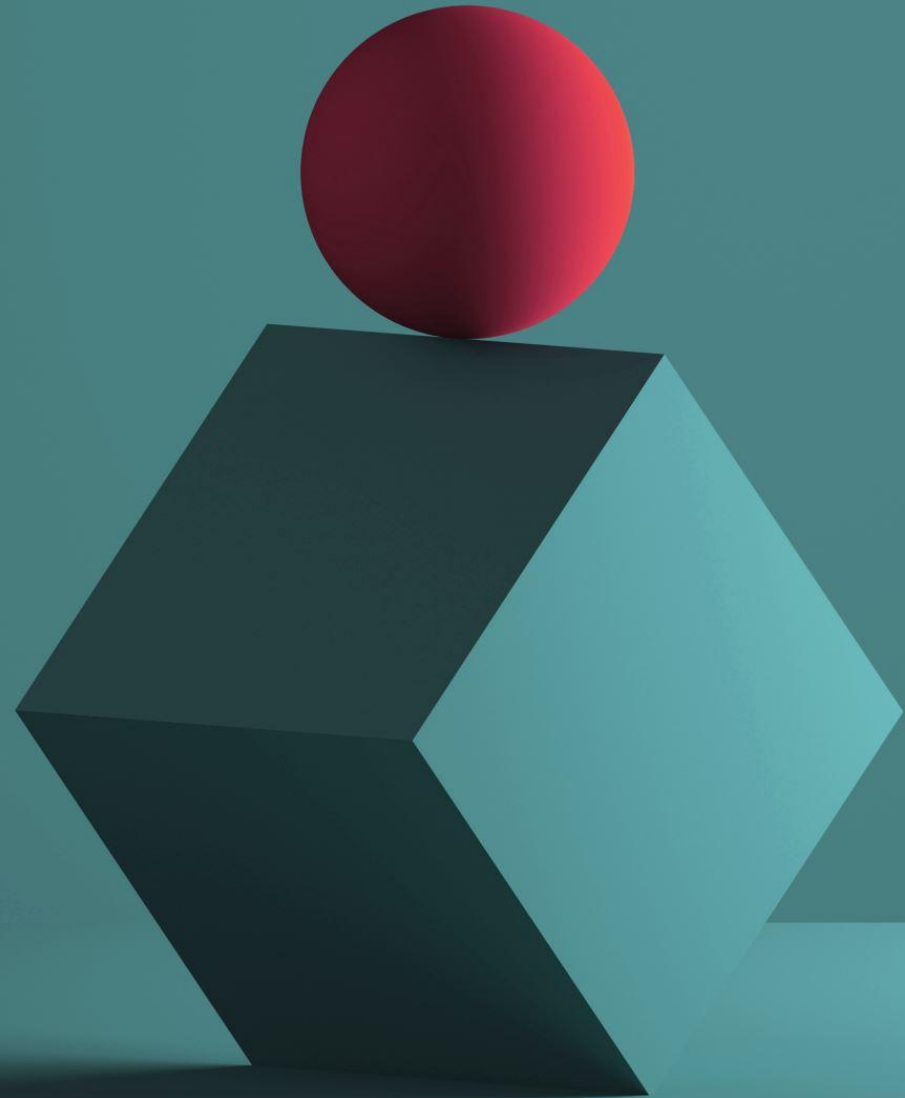
Research is work that involves studying something and trying to **discover** facts about it.
Collins Dictionary

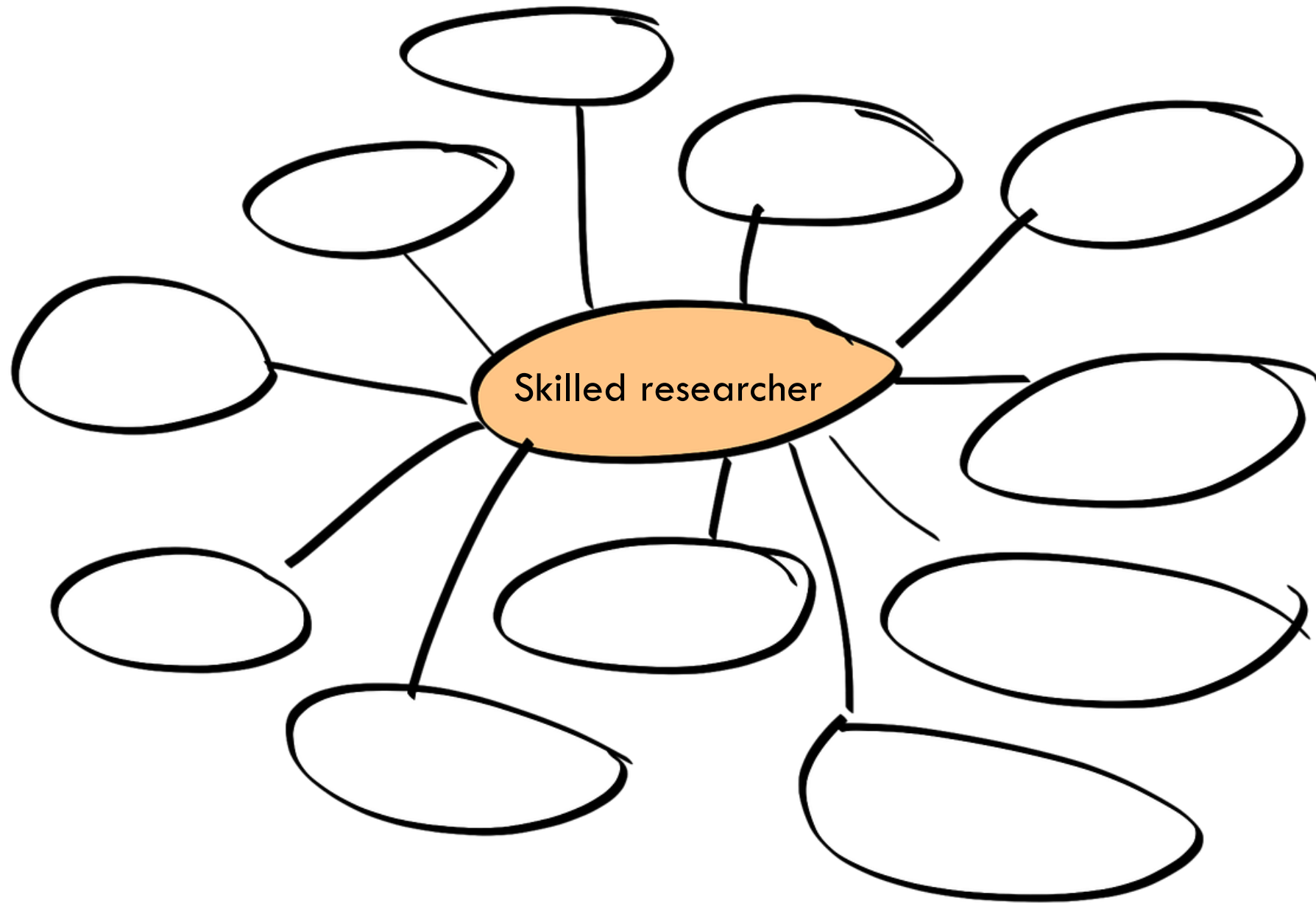
the **systematic** investigation into and study of materials and sources in order to **establish** facts and reach new **conclusions**.
Oxford Dictionaries

a **detailed study** of a subject, especially in order to **discover** (new) information or reach a (new) **understanding**
Cambridge Dictionary

investigation or experimentation aimed at the **discovery** and **interpretation** of facts, revision of accepted theories or laws in the light of new facts, or practical application of such new or revised theories or laws
Merriam-Webster Dictionary

WHAT ARE THE FEATURES OF A SKILLED RESEARCHER?







WHY DO WE
RESEARCH?

Make a list!



WHY DO WE RESEARCH?

Improve our own
practice

Add to knowledge
- subject /
pedagogical

Fill 'gaps' in
knowledge

Replicate
knowledge

Add voices of
individuals to
knowledge



THE RESEARCH PROCESS

THE RESEARCH PROCESS

Step-by-step or a cycle of activity?

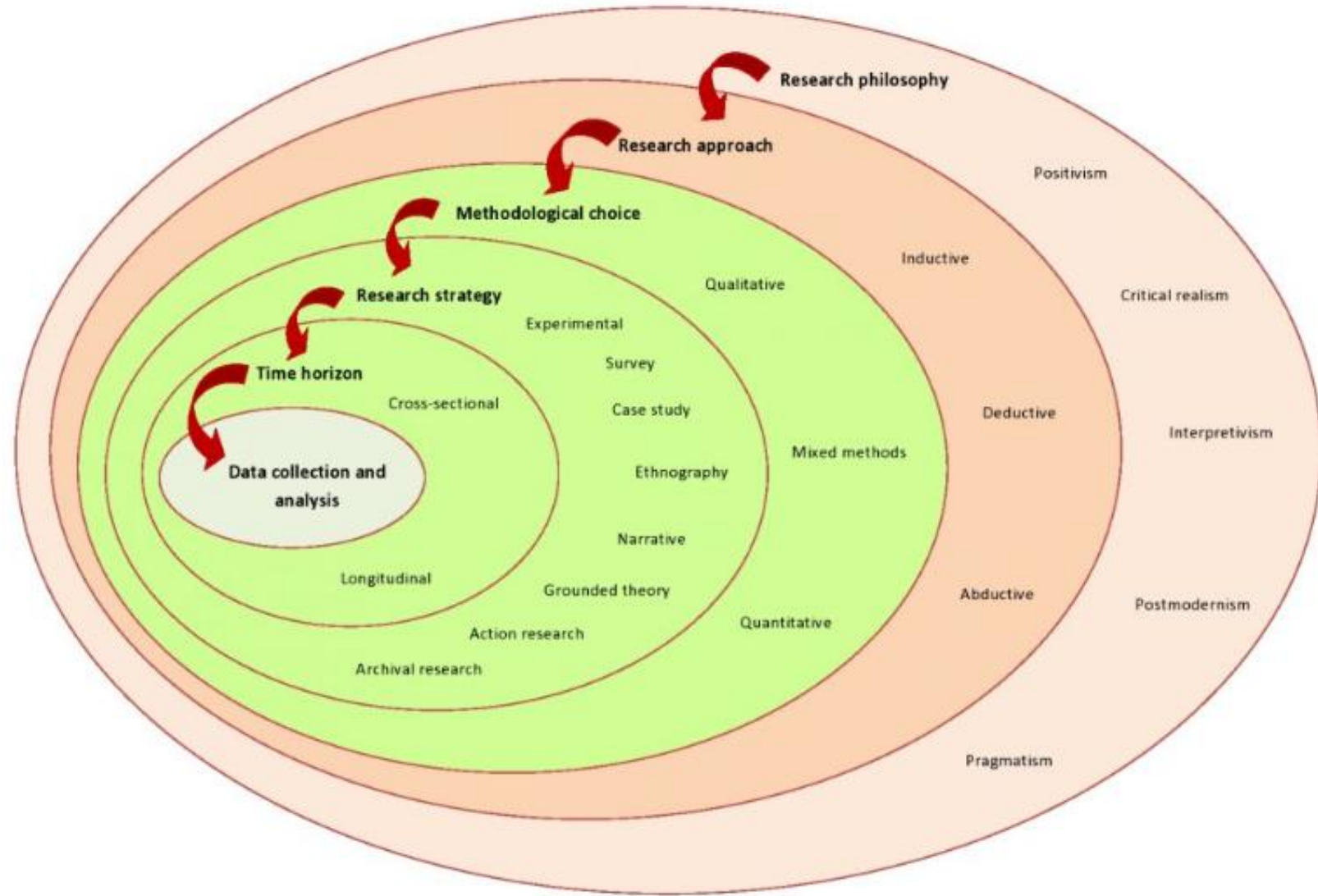


THE RESEARCH ONION

Start from the outside and peel each layer away until you reach the core.

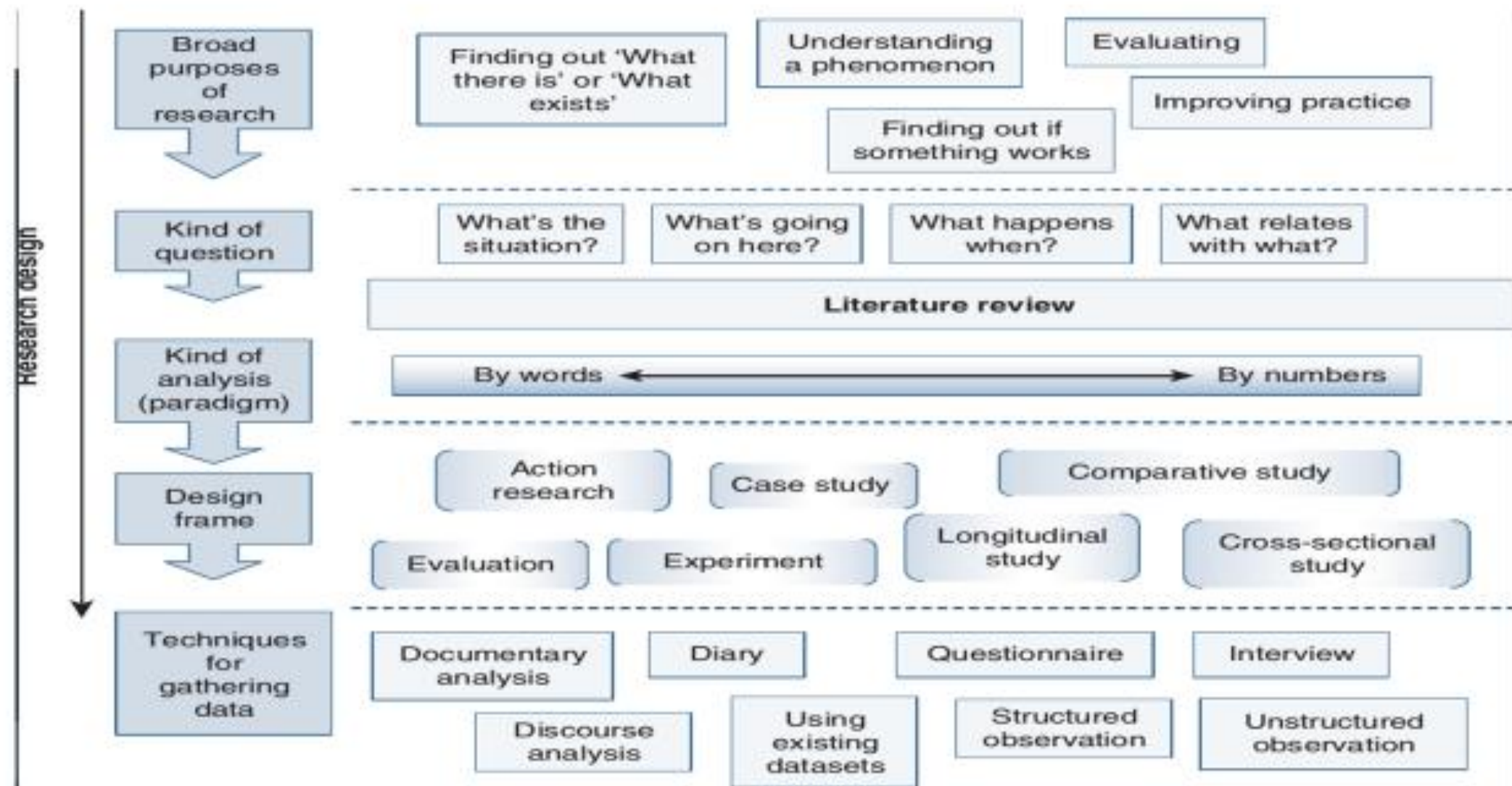
These layers are broken up into six main areas:

- research philosophy;
- research approach;
- research methodology choices;
- research strategy;
- time horizons;
- data collection techniques and analysis.

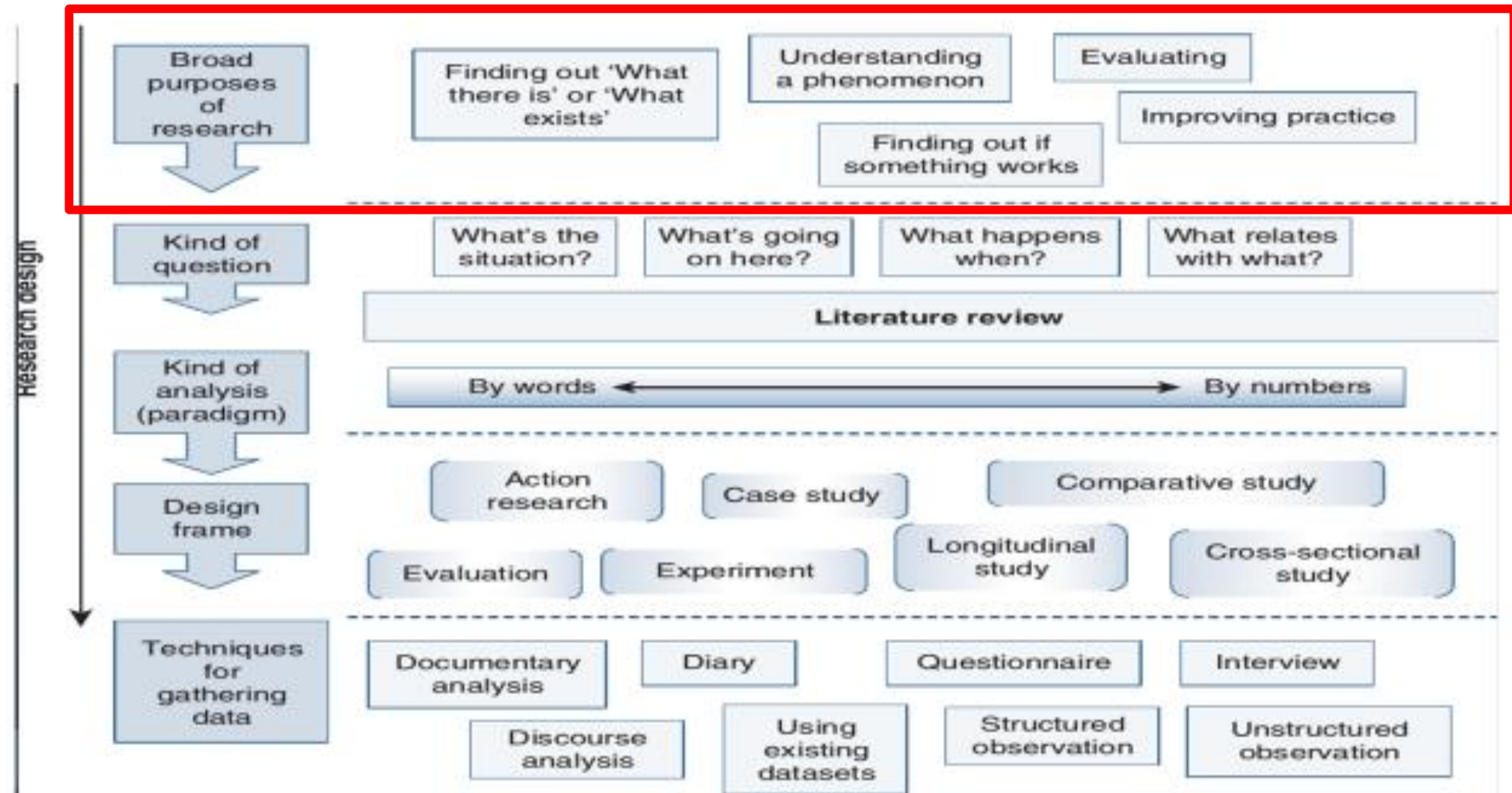


(Saunders et al., 2007)

The process of research design:

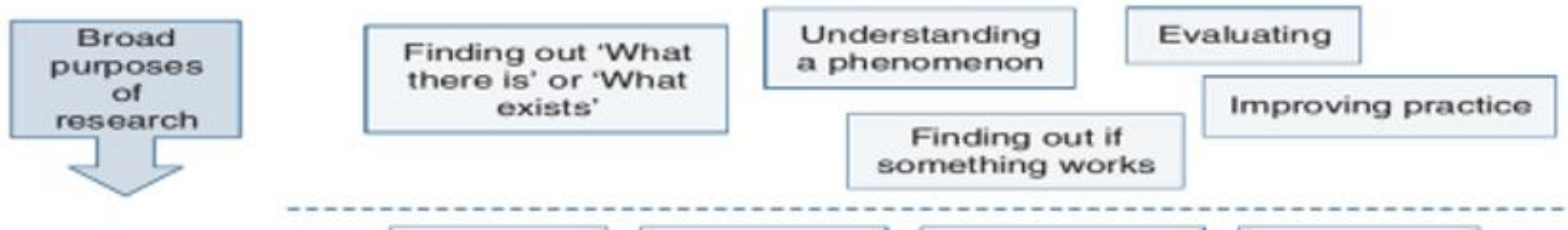


The process of research design:



Conceptualisation Contextualisation

1. CONCEPTUALISATION



Step One: What is the topic?

The first step of any project is to determine what you want to study.

Step Two: What is my problem? Why should anyone care about my problem?

You must then establish the problem your project hopes to solve, including filling in a gap or extending the literature in a new and exciting direction.



STEP 1

TASK: CREATE A MINDMAP...

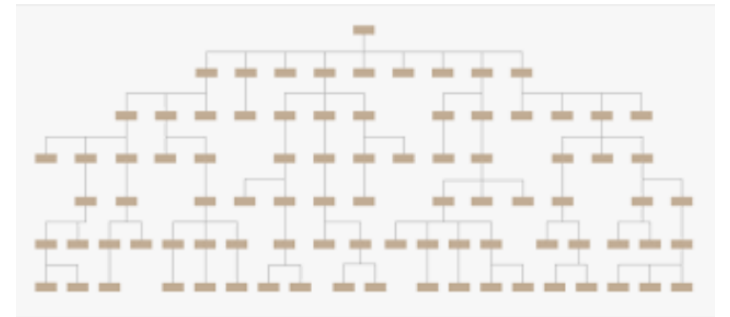
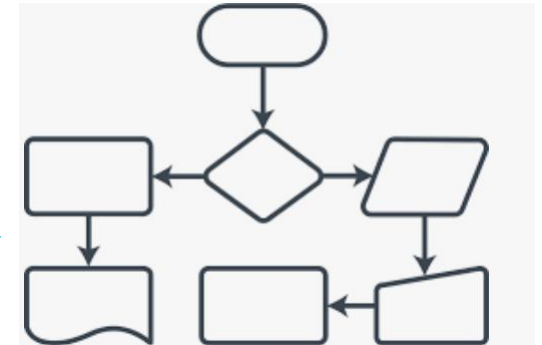
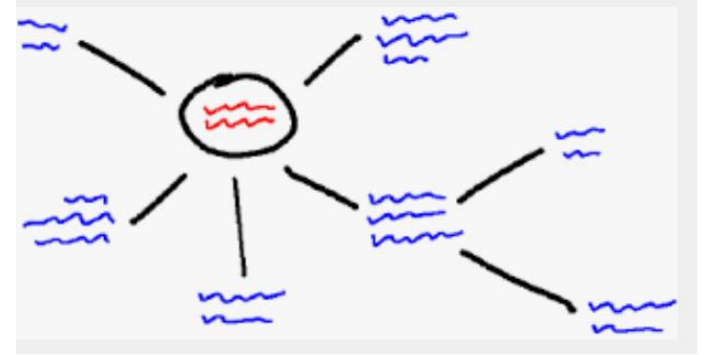
A visual representation of key themes, concepts, ideas, organizations, people, units or theories.

This could be:

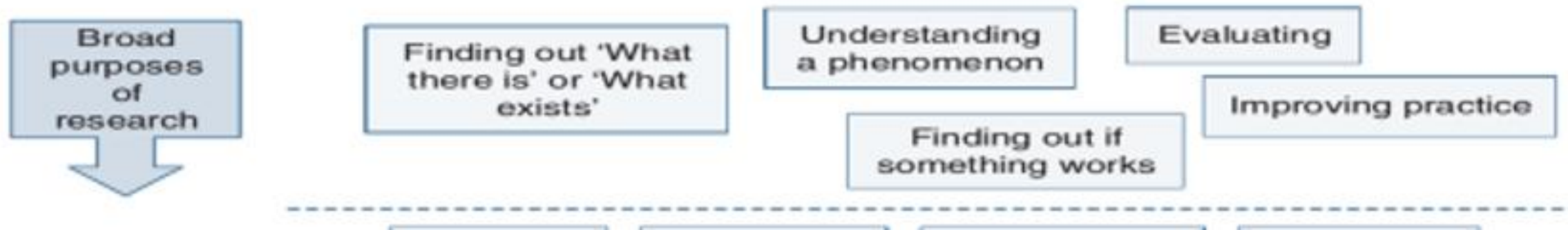
- shown as a spider diagram, built around one theme;
- shown as a flow chart;
- shown as 'tree' diagram (Miles and Huberman, 1994)

You could:

- use lines to show connections.
- use different shapes to symbolize different components (e.g., using squares for organizations; circles for people).



1. CONCEPTUALISATION



Step One: What is the topic?

The first step of any project is to determine what you want to study.

Step Two: What is my problem? Why should anyone care about my problem?

You must then establish the problem your project hopes to solve, including filling in a gap or extending the literature in a new and exciting direction.

A 'PROBLEM STATEMENT'

A problem statement is a short, evidence-based explanation of the specific issue or knowledge gap a study will address.

It identifies:

- what is wrong or unknown;
- who or what is affected;
- where the problem occurs;
- why it matters;
- how the proposed research will investigate it (without prematurely claiming a solution).

Problem Statement



A 'PROBLEM STATEMENT'

It may appear as:

- One or two focused sentences in a short research paper;
- A paragraph in an introduction;
- Several connected paragraphs in a proposal;
- A separate “Statement of the Problem” section in a thesis.

The terms **problem statement** and **statement of the problem** are generally used interchangeably.

A 'PROBLEM STATEMENT'

A problem statement is not merely a topic label. For example:

Topic: Student engagement in online courses.

Problem: Researchers and educators lack a clear evidence base regarding the types of teacher interaction that promote sustained engagement among first-year students in fully asynchronous learning environments.

The second version identifies what is insufficiently understood, the affected population, and the relevant context.

WHY IS A PROBLEM STATEMENT IMPORTANT?

It:

- focuses the study;
- justifies the research;
- guides the research question;
- informs the research design;
- establishes significance;
- creates alignment.

STEP 2

WHAT IS MY RESEARCH PROBLEM?

A research problem could be:

- a statement about an area of concern;
- a condition to be improved;
- a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice;

that points to the need for meaningful understanding and deliberate investigation.

“You do not have to begin with a ‘problem’. All you need is a general idea that something might be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.”

Kemmis & McTaggart (1988)

STEP 2

WHAT IS MY RESEARCH PROBLEM?

Additionally, you could explain your intention.

Are you hoping:

- to contribute to the academic or professional literature?
- to evaluate a policy or programme?
- to contribute to social reform?

What does your intended audience already know or want to know? (Booth et al., 2008)

STEP 2

WHAT IS MY RESEARCH PROBLEM?

Table 2.6 What is my intention?

Possible audience(s)	Possible research problem formation	Possible contributions
• Academics • Professionals	Are interested in building ... • Theoretical frameworks • Concepts • Empirical data • Evaluation	That contributes to ... • Scholarly or professional literature • Programme evaluation • Policy reform • Social reform • Providing new factual information • Solving a practical problem
• Professionals • Policy makers • Group under study • Community group	Are interested in building ... • Concepts • Empirical data • Evaluation	That contributes to ... • Policy reform • Social reform • Providing new factual information • Solving a practical problem
• General public • Popular media	Are interested in building ... • Concepts • Empirical data • Evaluation	That contributes to ... • Policy reform • Social reform • Providing new factual information • Solving practical problems • Popular discourse (e.g., entertainment)

STEP 2

WHAT IS MY RESEARCH PROBLEM?

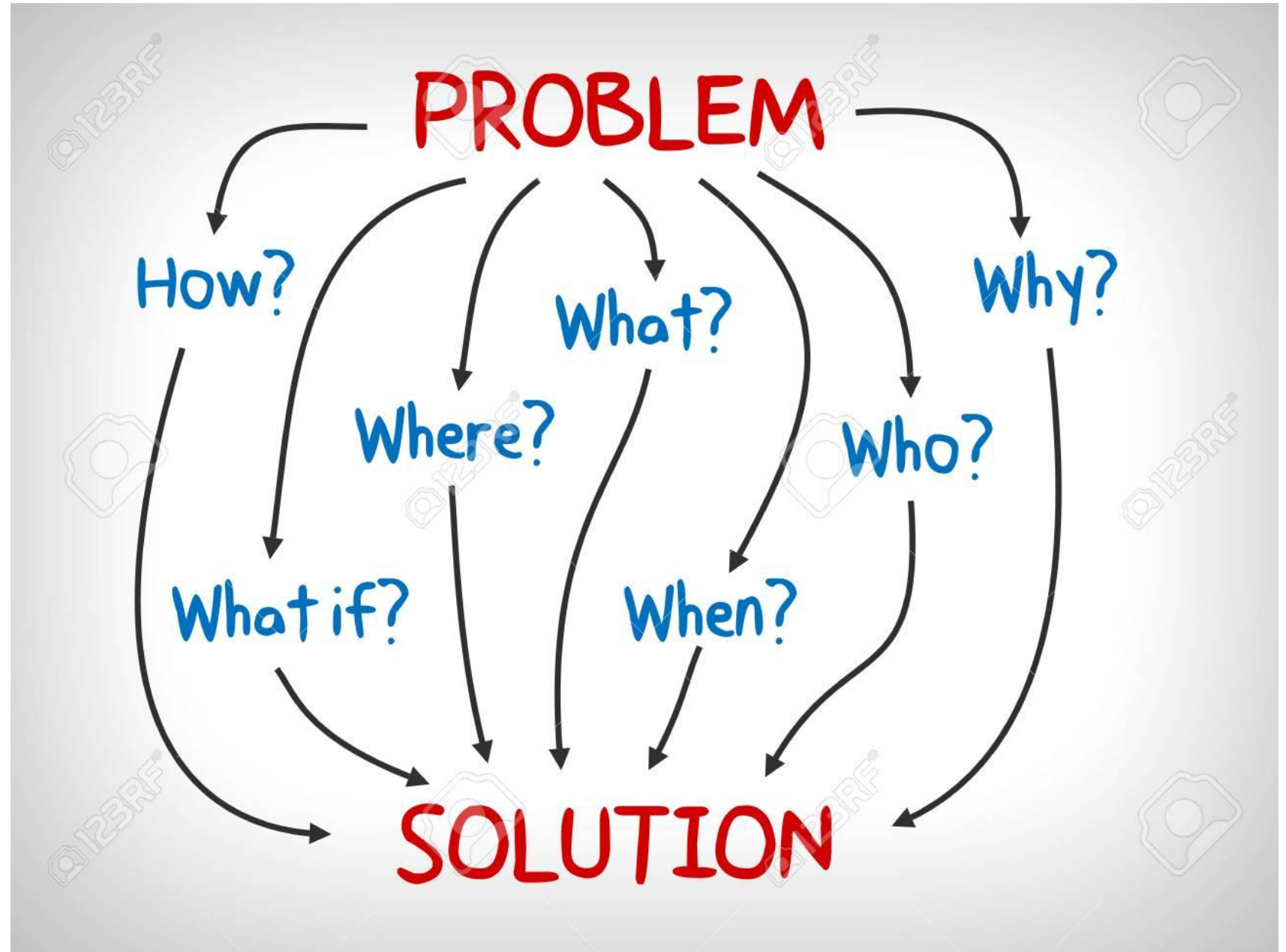
Your purpose statement forces you to articulate:

‘why you want to do the study and what you intend to accomplish’ (Locke *et al.*, 2000).

If previous research sufficiently addresses the questions or issues you are interested in, why do we need another study?

Your goal is to find a gap that your research project can fill.

WHAT IS MY
RESEARCH
PROBLEM?



PROBLEM STATEMENT FORMULA

Research has established that [summary of established knowledge]. **However, it remains unclear** [specific unresolved issue], **particularly among or within** [population, context]. **Existing studies are limited by** [empirical, theoretical, methodological, contextual limitation]. **This gap restricts** [understanding, prediction, theory, practice, decision-making]. **The proposed study will therefore examine** [focused phenomenon, relationship].

BRIEF PROBLEM STATEMENT FORMULA:

The purpose of this research is to [assess, understand, evaluate, improve, etc.] **the** [topic, effect, result] **for** [students, teachers, other] **at/in** [place].



LINKED TO THIS...

WHAT TYPE OF RESEARCH WILL IT BE?

Exploratory - Investigates an area or issue where little previous work has been carried out. In an organisational setting, it may be used to discover whether or not a problem exists.

- Example: investigation of students' perceptions of IT services.

Descriptive - Aims to gather information on relationships, patterns and links between variables.

- Example: research on the link between students' study skills and course drop-out rates.

Explanatory - Investigates why relationships, patterns and links occur.

- Example: how study skills support can improve student retention.

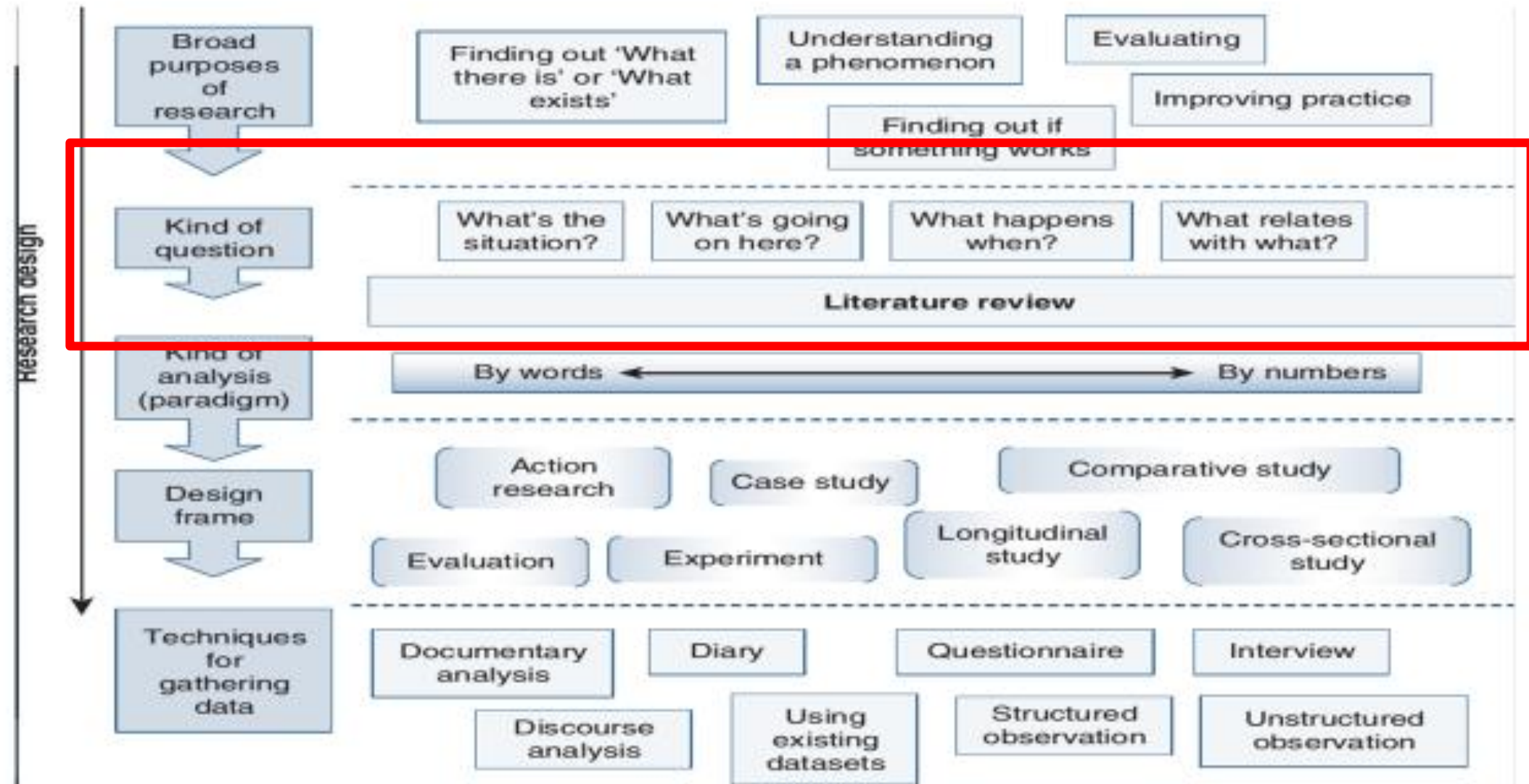
Evaluative - Evaluates the impact of something; e.g. a new policy, event, law, treatment regime or system.

- Example: an evaluation of the impact of the Olympic Games on host nations.

Predictive - Develops a model to predict the likely course of events given particular variables or circumstances.

- Example: to predict customers' buying behaviour in retail.

The process of research design:



2. CONTEXTUALISATION



Placing the research within the context of similar research by others.

You will need to complete a detailed **literature search**.

This will then help you to decide on your research question(s) next week.



SEARCHING THE LITERATURE

ECDE7018: ASSESSMENT COMPONENT 1

Section	Suggested content	Approximate word count
Proposed Title		20-30
Background & Context	In this section you will need to: • Place the research topic in its historical, cultural and social context. • Explain why the research is significant and important. e.g. What is your research about? Why have you chosen this topic? Why is it important (to you/to others)? What does the published literature say about your topic? Do authors agree or disagree? Are there studies available that are <u>similar to</u> the study that you are proposing?	300
Aims and Objectives	In this section, you will need to: • Explain what you want to achieve through the	250 – 500

ECDE7018: ASSESSMENT COMPONENT 2

With reference to relevant literature, identify an area of research you may want to explore. Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on one or more of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations.

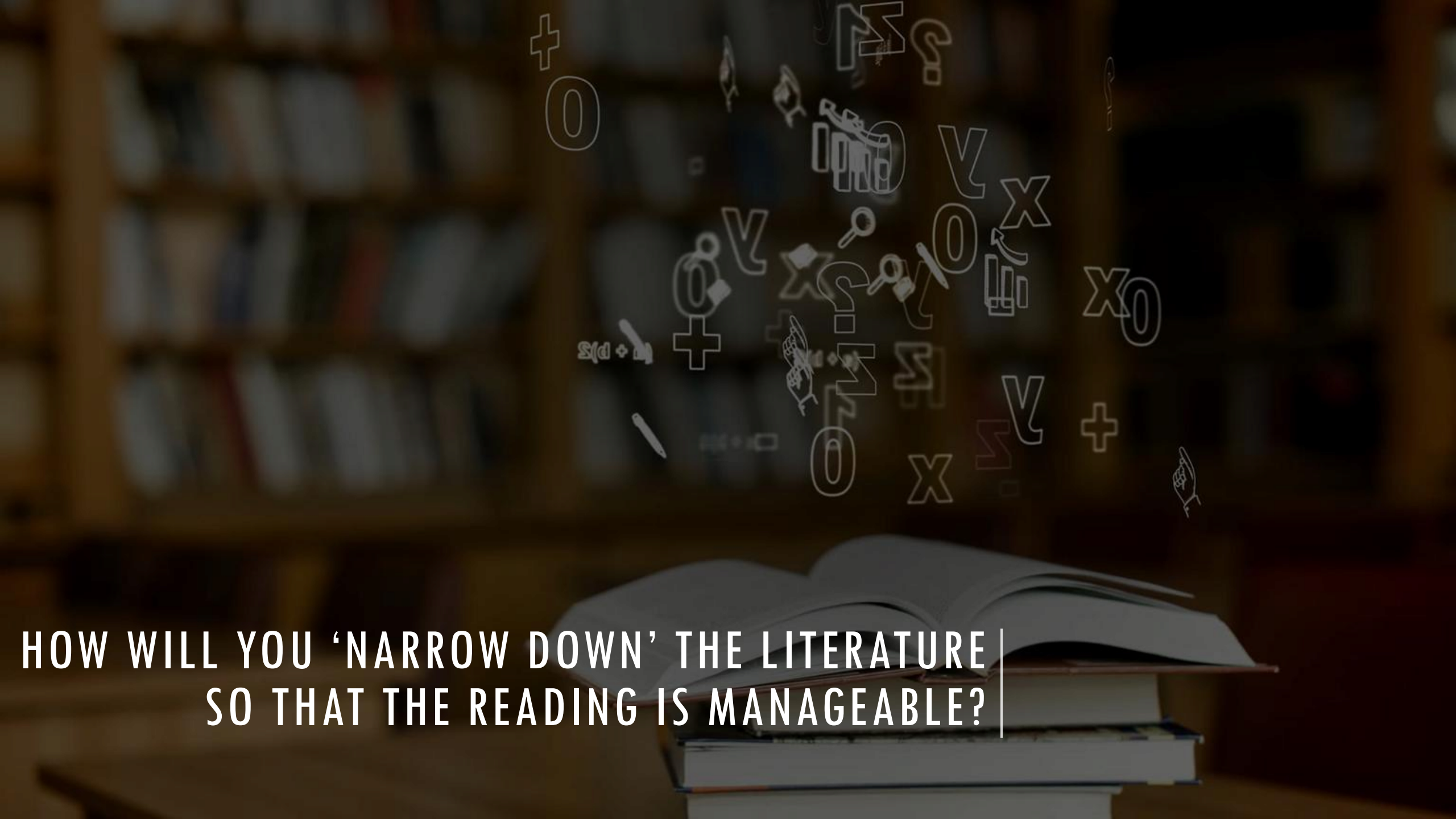
Section	Suggested content	Suggested word count
Introduction	Briefly introduce your topic and the research question that you have chosen to focus on in this part of the assignment. What is the aim of your study?	200
Chosen method	What is/are your chosen method(s)? • Quantitative • Qualitative • Mixed-methods approach	1000
Sampling	What is/are your sampling method(s)?	600
Ethics	What are the ethical considerations that relate to your study?	500
Research tool(s)	What is/are the research tool(s) that you have selected?	1000
Data analysis method(s)	Which method(s) of data analysis have you chosen?	400
Conclusion	Summarise your intentions.	50

TASK (1):

- Think about an area/topic/theme that interests you;
- Undertake a search of the literature using the UWTSD library system and/or Google Scholar and/or JSTOR. Use keywords and phrases.

Find out:

- (a) **How much literature exists about your topic? How many sources are available?;**
- (b) Is it the work of a small number of authors or do several authors write about the topic?;
- (c) Is the work based on international studies or is it limited to one/a few countries?
- (d) Has the literature been written in English, another language, or a mixture?



HOW WILL YOU 'NARROW DOWN' THE LITERATURE
SO THAT THE READING IS MANAGEABLE?

SEARCH 'SECOND LANGUAGE ACQUISITION'

second language acquisition

ArticlesAbout 4,860,000 results (0.12 sec)

Any time

Since 2026

Since 2025

Since 2022

Custom range...

Sort by relevance

Sort by date

Any type

Review articles

☐ include patents

☒ include citations

 Create alert

Second language acquisition
[R Ellis](#) - The United States: Oxford, 1997 - [degruyterbrill.com](#)
... In section 3, we outline the components of a constructionist model of **language** learning. Section 4 briefly discusses the observable differences between first and **second language** ...
[☆ Save](#) [🔗 Cite](#) [Cited by 36508](#) [Related articles](#) [All 16 versions](#) [🔗](#)

[PDF] Second language acquisition
[S Krashen](#) - **Second language** learning, 1981 - [academia.edu](#)
This book is concerned with what has been called the "Monitor Theory" of adult **second language acquisition**. Monitor Theory hypothesizes that adults have two independent systems for ...
[☆ Save](#) [🔗 Cite](#) [Cited by 958](#) [Related articles](#) [All 14 versions](#) [🔗](#)

[BOOK] The handbook of second language acquisition
[CJ Doughty](#), [MH Long](#) - 2008 - [books.google.com](#)
The Handbook of **Second Language Acquisition** presents an integrated discussion of key, and sometimes controversial, issues in **second language acquisition** research. Discusses the ...
[☆ Save](#) [🔗 Cite](#) [Cited by 1567](#) [Related articles](#) [All 6 versions](#) [🔗](#)

[BOOK] Second language acquisition: An introductory course
[SM Gass](#), [J Behney](#), [L Plonsky](#) - 2020 - [api.taylorfrancis.com](#)
... By this term, we mean the **acquisition** of a **second language** both in a classroom ... **second language acquisition** (not capitalized) can also refer to the process of learning another **language**...
[☆ Save](#) [🔗 Cite](#) [Cited by 10233](#) [Related articles](#) [All 15 versions](#) [🔗](#)

SINCE 2025



Articles

About 43,800 results (0.14 sec)

Any time

Since 2020

Since 2025

Since 2022

Custom range...

[PDF] **Second language** learni
language acquisition at univ

MA Mankash, [ST Ahmed](#), [N Shabbir](#)...

... of technology-driven **second langu**
about technology's role in university-le

☆ Save [Cite](#) Cited by 29 [Rela](#)

SINCE 2026

Articles

About 39,400 results (0

Any time

Since 2026

Since 2025

[BOOK] **Handbook c**

W Ritchie, [T Bhatia](#) - 20

... of **second language**

NARROW DOWN YOUR SEARCH...

Click here:



Articles

Case law

Profiles

 My profile

 My library

 Alerts

 Metrics

Then click here:

 Advanced search

 Settings

NARROW DOWN YOUR SEARCH...

The image shows a Google Scholar search interface. The search bar at the top contains the text "second language acquisition". Below the search bar, it indicates "About 11,700 results (0.03 sec)". The left sidebar contains navigation links: Articles, Case law, Profiles, My profile, My library, Alerts, Metrics, Advanced search, and Settings. The main search results area displays several articles. The first article is "[HTML] Linguistic alignment in second language acquisition: A methodological review" by YJ Kim and M Michel, published in System, 2023, Elsevier. The second article is "[PDF] The contribution of second language acquisition" by Y Zhang, published in Heliyon, 2023. The third article is "[BOOK] Second Language" by SE Pfenninger and J Festman. An "Advanced search" dialog box is open in the foreground, allowing for more specific search criteria. The dialog box has a search bar with "second language acquisition" entered. It includes sections for "Find articles" with options for "all of the words", "exact phrase", "at least one of the words", and "without the words". It also has options for "where my words occur" (anywhere in the article or in the title) and filters for "Return articles authored by", "Return articles published in", and "Return articles dated between".

Google Scholar

second language acquisition

About 11,700 results (0.03 sec)

[HTML] Linguistic alignment in second language acquisition: A methodological review
YJ Kim, M Michel - System, 2023 - Elsevier
... Given that our main interest is in the role of alignment in second language processing, where alignment is a key factor in the process of learning a second language, we focus on the role of alignment in the process of learning a second language. This paper reviews the role of alignment in the process of learning a second language, and discusses the role of alignment in the process of learning a second language. This paper reviews the role of alignment in the process of learning a second language, and discusses the role of alignment in the process of learning a second language. This paper reviews the role of alignment in the process of learning a second language, and discusses the role of alignment in the process of learning a second language.

[PDF] The contribution of second language acquisition
Y Zhang - Heliyon, 2023 - cell.com
... Despite the scarce adoption of second language acquisition to mainstream second language acquisition, the role of second language acquisition in the process of learning a second language is still a topic of interest. This paper reviews the role of second language acquisition in the process of learning a second language, and discusses the role of second language acquisition in the process of learning a second language. This paper reviews the role of second language acquisition in the process of learning a second language, and discusses the role of second language acquisition in the process of learning a second language.

[BOOK] Second Language
SE Pfenninger, J Festman, D
... As we go through life, our
... researchers in second language acquisition are still a topic of interest. This paper reviews the role of second language acquisition in the process of learning a second language, and discusses the role of second language acquisition in the process of learning a second language. This paper reviews the role of second language acquisition in the process of learning a second language, and discusses the role of second language acquisition in the process of learning a second language.

Current Approaches in
Guide
A Mackey, SM Gass - 2023 -
... Another example of this trend of academic journals devoting space to showcasing and revisiting research methods in our field include Studies in Second Language Acquisition, which ...

Viewing Second Language Acquisition from the Philosophical Perspective of Mindfulness

Advanced search

Find articles

with all of the words second language acquisition

with the exact phrase

with at least one of the words

without the words

where my words occur

anywhere in the article

in the title of the article

Return articles authored by

e.g., "PJ Hayes" or McCarthy

Return articles published in

e.g., J Biol Chem or Nature

Return articles dated between

2023 —

e.g., 1996

TASK (2):

- Think about an area/topic/theme that interests you;
- Undertake a search of the literature using the UWTSD library system and/or Google Scholar: <https://scholar.google.com> and/or JSTOR. Use keywords and phrases.

Find out:

- (a) How much literature exists about your topic? How many sources are available?;
- (b) **Is it the work of a small number of authors or do several authors write about the topic?;**
- (c) **Is the work based on international studies or is it limited to one/a few countries?**
- (d) **Has the literature been written in English, another language, or a mixture?**

FOLLOW UP TASKS

1:

Choose any five of the articles from the selection that you have found. **Read the abstract (only).**

For each article, ask yourself:

- What question or problem is the author addressing?
- How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
- What are the results and conclusions of the study?

After you have followed this process for the five publications, consider:

- Does each publication relate to the others?
- Does it confirm, add to, or challenge established knowledge?

Then, consider how you will narrow down the options that

Follow-up task

Task 1:

Choose any five of the articles from the selection that you have found. Read the abstract (only).

For each article, ask yourself:

- What question or problem is the author addressing?
- How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
- What are the results and conclusions of the study?

After you have followed this process for the five publications, consider:

FOLLOW UP TASKS: 2

Choose two journal articles that relate to your developing area of research interest. Read each article more than once.

Use Higgins' '6As of the usefulness of research' questions to make a judgement about the quality and trustworthiness of the articles.

<https://my.chartered.college/research-hub/introduction-to-research-judging-the-quality-and-trustworthiness-of-research-evidence/>

Compare and contrast the content of the two articles:

What do they have in common? What is similar?

What differences are there between them?

Write a paragraph OR bullet points about how the research discussed in the articles applies to your own research interest. Bring your work to our next session and be prepared to discuss it.



ALSO IN THE MODULE HANDBOOK: SUGGESTED READING / WATCHING

Week 1:

Suggested reading

Denscombe, M. (2010) Ground rules for social research guidelines for good practice.

Pages 31-32: Critically reviewing the literature;

Pages 32-33: Completing the literature review;

Pages 33-36: The literature search.

Bell, J. (2017) Doing your research project: A guide for first-time researchers. Chapters 6 & 7.

Week 2:

What is mixed methods research?

Dr. John Creswell

www.youtube.com/watch?v=1OaNiTIpyX8

Bell, J. (2017) Doing your research project: A guide for first-time researchers.

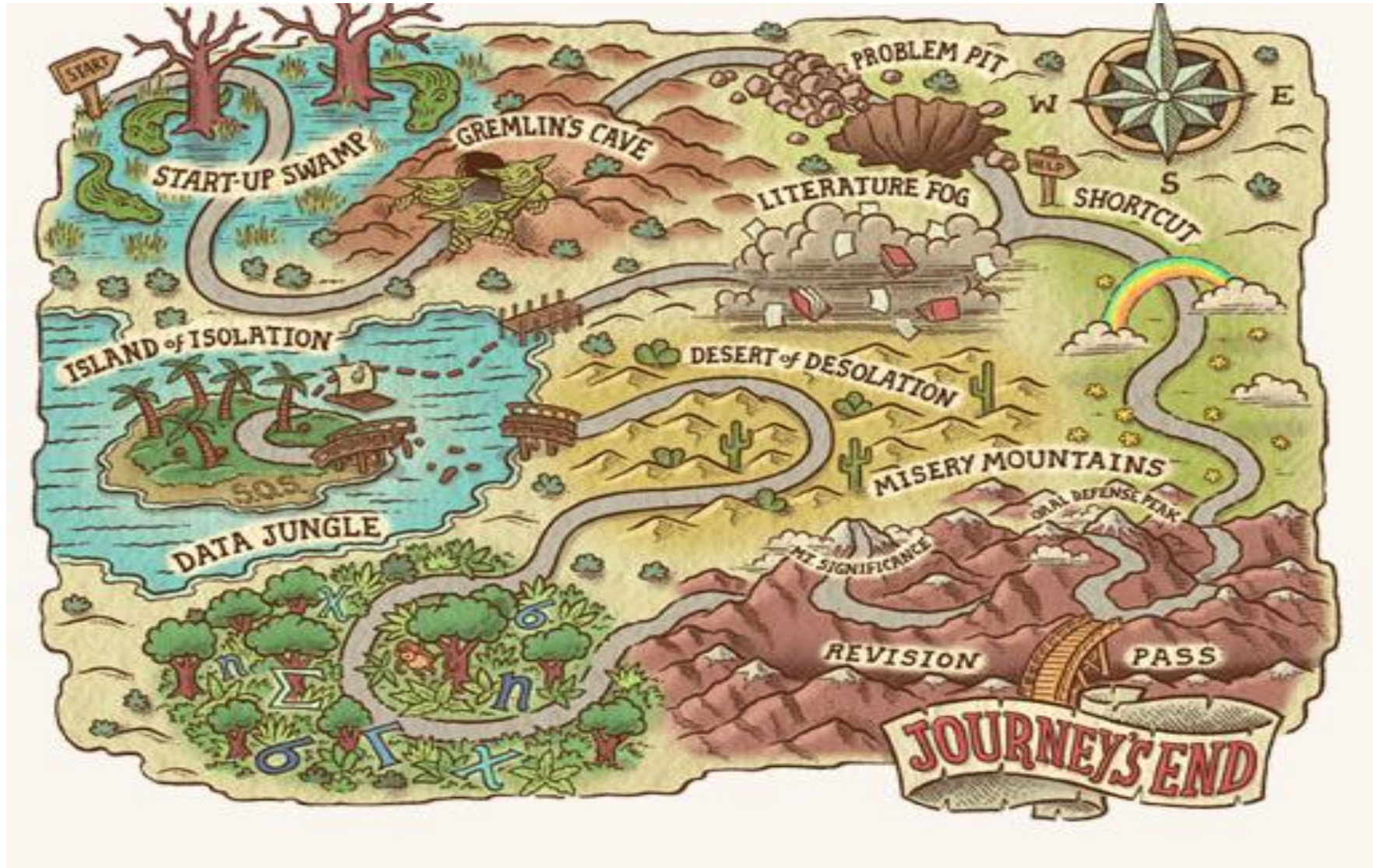
Chapter 2: Approaches to research:

- Styles of research
- Advantages and disadvantages of quantitative and qualitative research methods

Cohen, L., Manion, L. & Morrison, K. (2011) Research Methods in Education, 7th ed.; Routledge.

Pages 21-26: 1.13 Mixed methods research: a new paradigm

THE RESEARCH JOURNEY



Source: [Academic Coaching and Writing](#)



ANY QUESTIONS?