

Research Seminar 4 spring 2022

Language Pedagogy PhD Programme - Holló Dorottya

In the course we will be using the following platforms:

The classes will be held in Zoom at least in the first three weeks. Join Zoom Meeting at

<https://us02web.zoom.us/j/82184943563?pwd=THJ5eVhld2kxcncyZnRMUnRUVGxKUT09>

Meeting ID: 821 8494 3563 Passcode: 023863

Please have your camera turned on as much of the time as possible and arrange for a photo of you in the settings of Zoom to appear when you have to switch off the camera to ensure better connection.

Handouts and a few other tasks have to be uploaded into the **Google Drive** of the course at:

<https://drive.google.com/drive/folders/1Z5QD9-Cec2Ykluoaw34OE-yxQ8N8OSqE?usp=sharing>

The aims of the seminar are to provide research support to the participants, more particularly:

- To aid the participants in finalising their research proposal (if necessary) and preparing for the complex examination
- To provide further training and practice in research thinking, the application of research design, and the critical analysis of research studies
- To give students the opportunity to conduct, present and write up research, in preparation for the dissertation proper and with view to publishing
- To provide the opportunity to deal with the practicalities of research

Modules:

1., Identifying research aims, methods and expected problems of a research project

Participants will design a pilot study, which is to help them to try out research approaches and methods they intend to use later for their doctoral research project. Issues that are likely to arise are: Focusing the research topic, establishing research questions, choosing and coordinating methods, developing a database, finding appropriate literature, etc.

2., Reading literature on research approaches and methods

Research methods and the various stages of research will be discussed on the basis of the readings. Most of the readings will be selected based on the participants' research interest.

3., Conducting and analyzing a pilot study or an element of the dissertation research

The participants will conduct a study and report on difficulties. Group discussions will try to solve these or suggest modifications to the plan.

Procedures:

In the course of the seminar, participants will be designing and conducting a (small-scale pilot) research project to see a project unfold. Participants will be working alone on their projects but everyone will also serve as a consultant to somebody else in the group to provide a less involved peer's views on the projects. Readings during the course will mostly depend on the participants' research interests and needs. Participants will be required to give an account of their ongoing research work and readings concerning research methods. The focus of the research to be carried out is to experience the practicalities of research and to find solutions to emerging problems in the process. It is advised that course participants plan and conduct research that can serve as a pilot or final study for their dissertation research. In order to deal with the practicalities of the project, it is important to focus on applying appropriate research methods in a careful and well justified manner.

The schedule of the term will emerge as the participants' research unfolds.

Intended schedule

Class 1	Feb 10	Course introduction, needs analysis, identifying research areas and planning the term's work - Task sheet 1 to be found at: http://hollod.web.elte.hu/RS4.htm Please think about the questions here and then enter your answers (just words or phrases) into the "Needs and Wishes" document in our Google Drive. If someone has already put your answer there, put a + afterwards to indicate that this relates to someone else, too.
Class 2	17	Considerations on research methods (Pollard: Opportunities and Difficulties of a Teacher-Ethnographer: A Personal Account) Discussing data collection (Delamont, Atkinson, Pary: Supervising the PhD) Both are available at: http://hollod.web.elte.hu/RS4.htm Practicalities of research work (Holló, Németh: Ten years on) Available at: http://langped.elte.hu/WoPaLParticles/W3Hollo_Nemeth.pdf - Task sheet 2 to be found at: http://hollod.web.elte.hu/RS4.htm
Class 3	24	Interviews
Class 4	Mar 3	Interviews / Group and Focus group interviews
Class 5	10	Group and Focus group interviews
Class 6	17	<u>Pilot projects</u> Please talk about: What you did, why and how; what challenges you had to face and how you solved/will solve these. And also about how your partner's views helped you.
Class 7	24	<u>Pilot projects</u> Please talk about: What you did, why and how; what challenges you had to face and how you

		solved/will solve these. And also about how your partner's views helped you.
Class 8	31	Coding
Class 9	Apr 8	Coding
	14	Spring break
Class 10	21	Observation
Class 11	28	Materials/Document /Test, essay, Task descriptions etc., analysis
Class 12	May 5	Questionnaires
Class 13	12	Closing the term

Assessment:

Getting a seminar mark for the term's work is subject to having an accepted research proposal. Lacking this, no credit can be awarded. The mark for the seminar will reflect the quality of the research proposal and the research work during the term.

Initial readings:

Delamont, S, Atkinson, P & Parry, O (1999). *Supervising the PhD A Guide to success*. The Society for Research into Higher Education & Open University Press. (Chapter 5) to be found at: <http://hollo.web.elte.hu/RS4.htm>
Holló, D., Németh, N. (2009) Ten years on – applying the lessons of a research project in thinking about the practicalities of research design. *WoPaLP* 3. available at: http://langped.elte.hu/WoPaLParticles/W3Hollo_Nemeth.pdf
Pollard, A (1985). Opportunities and difficulties of a teacher-ethnographer: A personal account. In: R.G. Burgess (Ed.) *Field Methods in the Study of Education*. London: The Falmer Press. to be found at: <http://hollo.web.elte.hu/RS4.htm>

Further readings will depend on the participants' research work.

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Please observe the anti-discrimination statement of the Department of English Language Pedagogy:

The staff of the Department of English Language Pedagogy are fully committed both to promoting freedom of expression and to respecting the rights and dignity of all people regardless of their ethnic or socio-cultural background, gender, religion, beliefs or sexual orientation. As we consider diversity beneficial, and respectful communication essential, we expect the same commitment from our students in their discourse and behaviour.