

Exploring Research Methods in Language Learning-teaching Studies

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ABSTRACT

Research methods offer authentic ways to elicit useful data based on which informed decisions can be made. With respect to their design and data collection or analysis, research methods are traditionally divided into qualitative and quantitative types, each with its strengths and weaknesses. In response to new theories and technological developments, new methods have evolved as extensions of qualitative or quantitative methods or as combinations of the two with promising features. This article presents an overview of the common methods used in language learning-teaching research.

PHILOSOPHY OF RESEARCH

Research means a systematic way of determining a problem and then collecting and analyzing relevant data to solve the problem. Research methods are approaches that have stood the test of time in helping researchers obtain valid and reliable outcomes and helping policy makers make informed decisions. Research in the area of language learning has focused on diverse topics, such as language assessment, form/meaning-focused instruction, learners' affective and cognitive differences, extracurricular activities, technology and flipped classroom, teams teaching, and work abroad among many others. Language learning uses a wide range of research methods which originated from different paradigms to study related topics. Any research method is founded upon particular ontological and epistemological underpinnings. Ontology is the nature of reality which may be viewed objectively or subjectively. Epistemology is the researcher's philosophy of research. The common epistemological paradigms include, *Positivism* (experimental testing), *Post-positivism* (context-bound experimental testing), *Realism* (credible data based on observable phenomena), *Interpretivism* (reality based on subjective meanings, social phenomena and situational reality), and *Pragmatism* (inte-

grating observable phenomena and/or subjective meanings to interpret the data). Any methodological choice indicates the translation of a researcher's ontological and epistemological views into methodological frameworks of data collection and analysis. Researchers with more positivistic inclinations tend to favor quantitative methods; those with constructivist epistemologies are in favor of qualitative methods; and finally those with pragmatic beliefs support mixed methods (Riazi & Candlin, 2014). Researchers may take three different positions regarding the distinction between qualitative and quantitative methods; for Purists, the two approaches are mutually exclusive; for Situationists, both methodologies have merits if applied appropriately depending on the research context; and for Pragmatists, integrating the qualitative and quantitative methods is useful for initiating, confirming, and/or elaborating the results elicited via other methods (Dörnyei, 2007).

QUALITATIVE RESEARCH METHODS

Qualitative methods to research provide close analysis of a single case generating valuable insights. They are exploratory, offering effective ways in exploring new areas. The

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