



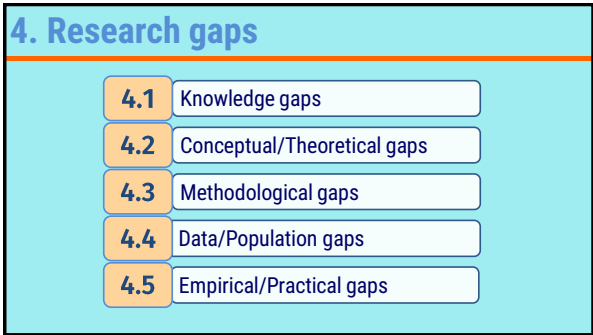
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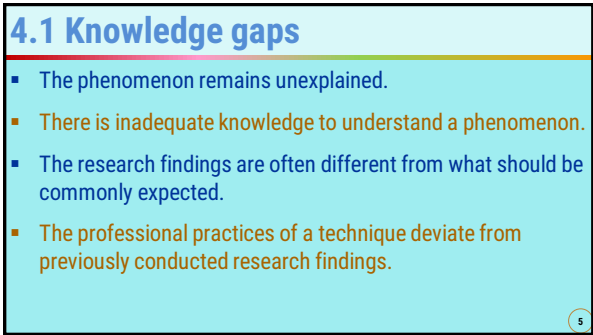
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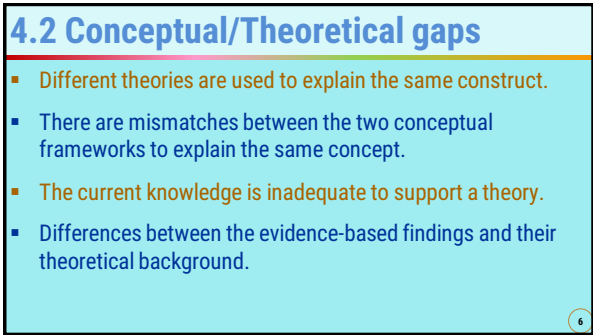
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### 4.3 Methodological gaps

- The research methods employed in prior research to investigate a particular phenomenon is not adequate.
- It is necessary to refine the methods employed in prior research or develop a new one.
- The data collected from prior research is not reliable.
- The data is not accurately interpreted due to the analysis method.

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### 4.4 Data/Population gaps

- Conclusions made from the data generated from a few groups of population only.
- A population which is not adequately investigated in the prior research
- New measures to collect data on a particular construct need to be developed.
- The data collected in previous research is distorted.

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### 4.5 Empirical/Practical gaps

- Limited application of a teaching technique or limited employment of a learning strategy.
- Limited evidence-based effectiveness of a method.
- Limited understandings of the barriers when implementing a teaching or learning practice.
- Inconsistent findings generated from the same teaching or learning practice.

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## 4. Research gaps

### Discussion

Look at the gaps presented in Handout 2 and identify the type of research gaps likely included. Are these gaps valid for further research?

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# 5 Methodology

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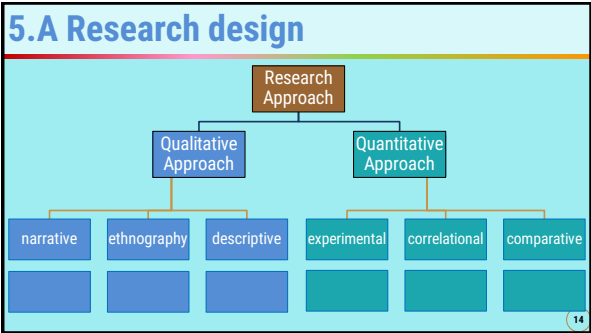
### Methodology

- 5.1 Research design
- 5.2 Research concepts
- 5.3 Instruments

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# 5.A Research design

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- ### 5A.1 Qualitative research designs
- |                         |                   |
|-------------------------|-------------------|
| 1 Case study            | 6 Ethnography     |
| 2 Narrative             | 7 Grounded theory |
| 3 Retrospective studies | 8 Biography       |
| 4 Descriptive           | 9 Phenomenology   |
| 5 Longitudinal studies  | 0 Story-telling   |

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- ### 5A.2 Quantitative research designs
- |                                     |
|-------------------------------------|
| 1 Descriptive                       |
| 2 Correlational                     |
| 3 Causal Comparative                |
| 4 Experimental / Quasi-Experimental |
| 5 Single subject                    |

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## 5.A Research design

**Discussion**

Look at the research description presented in the Handout 5A and identify the type of research design. What argument can be developed to make the conclusion invalid?

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# 5.B Research concepts

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5.B Research concepts

5.1

Popular concepts

5.2

Popular theories

5.3

Big names

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5B.1 Popular concepts

1

Learning strategies

2

Agency

3

Cooperative learning

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Learning motivation

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Peer feedback

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Learning engagement

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Language exposure

8

Synchronous learning

9

Automatic assessment

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Task interactions

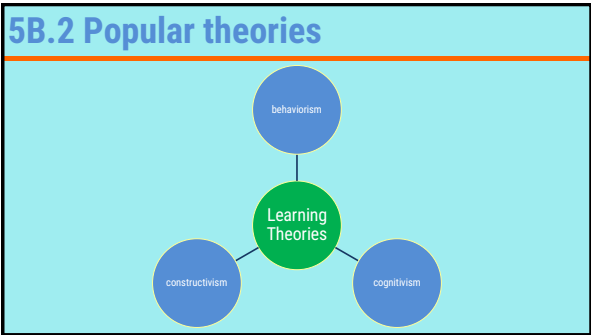
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5B.1 Popular concepts

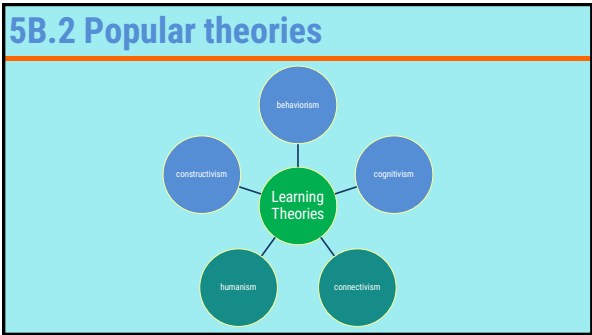
Discussion

Look at the description presented in Handout 5B and identify the key concept that each one refers to. How is it relevant to your EFL students or EFL teachers?

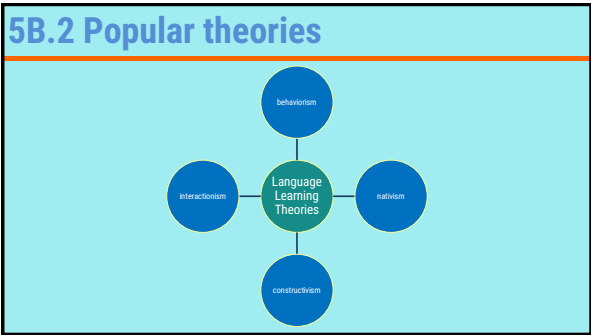
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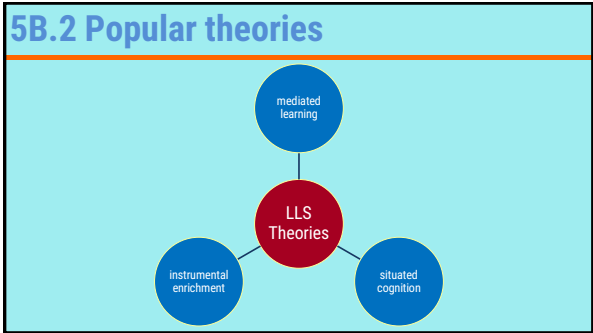
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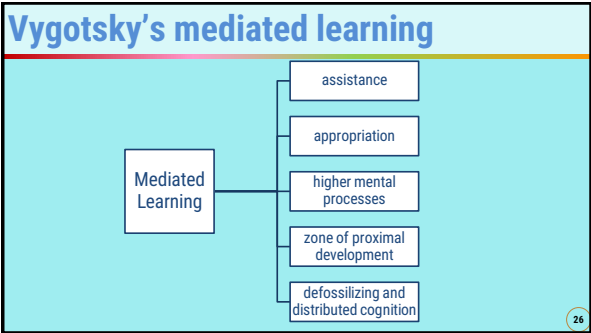
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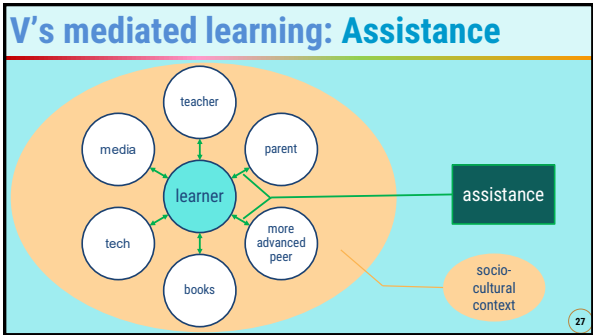
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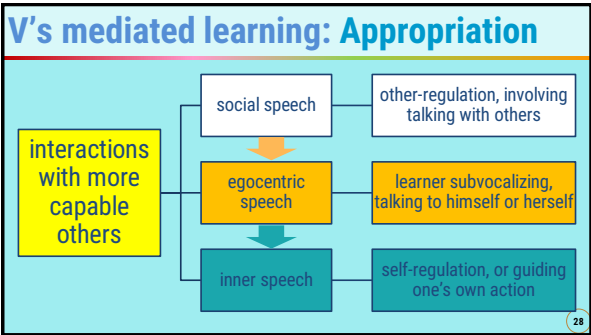
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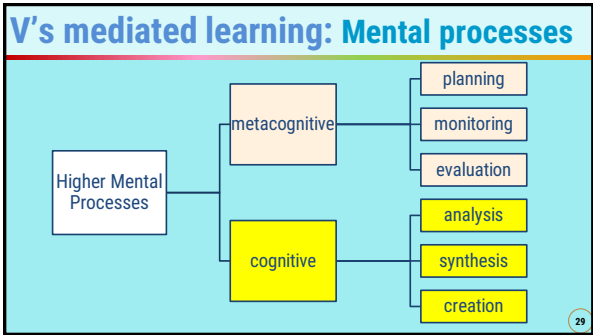
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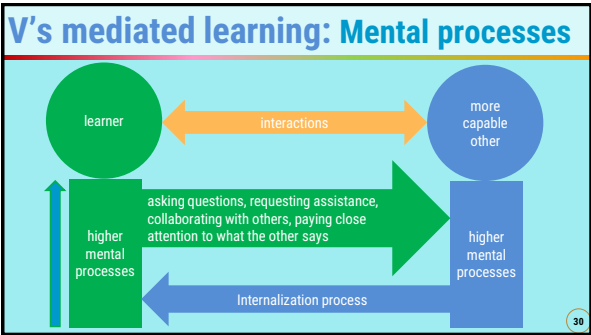
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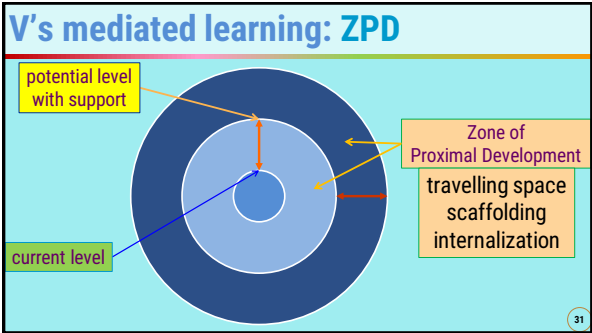
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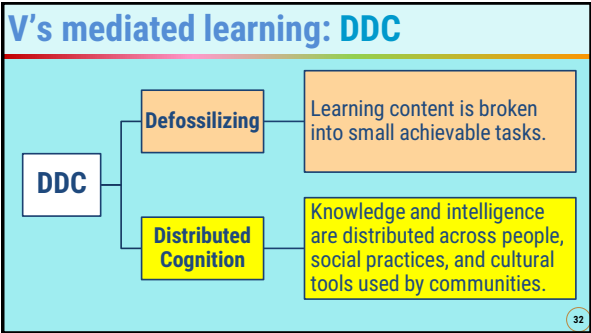
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### Vygotsky's mediated learning

**Discussion**

Learners are supposed to work with more capable others in their ZPD to improve their learning. This means that learners will learn better in a mixed-level class. To what extent do you agree with this idea?

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### Vygotsky's mediated learning

**Discussion**

Knowledge is constructed through interactions with the others. What would you do to promote these interactions among your students? Design an activity to effectively promote interactions for learning purposes.

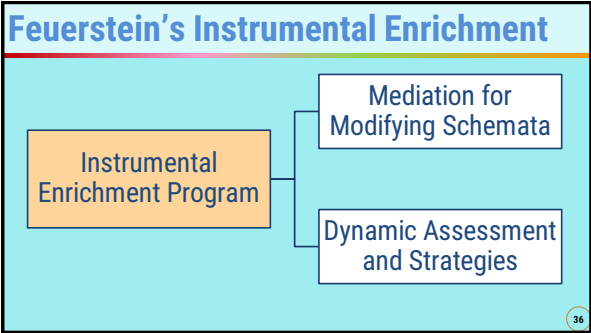
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### Vygotsky's mediated learning

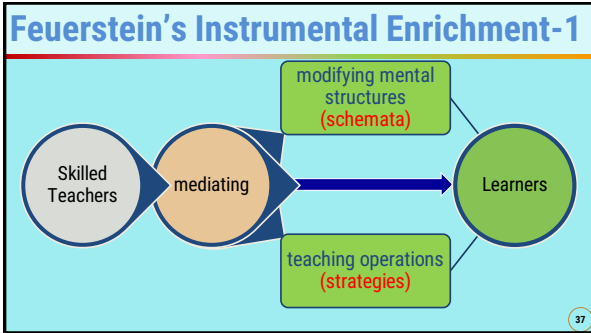
**Discussion**

Language knowledge and skills are distributed among the members of a classroom communities. How can you identify the right partners for your students to work with?

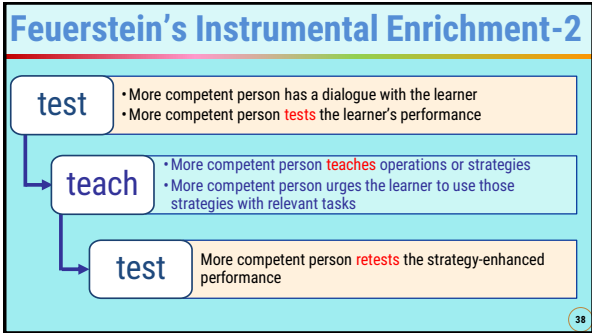
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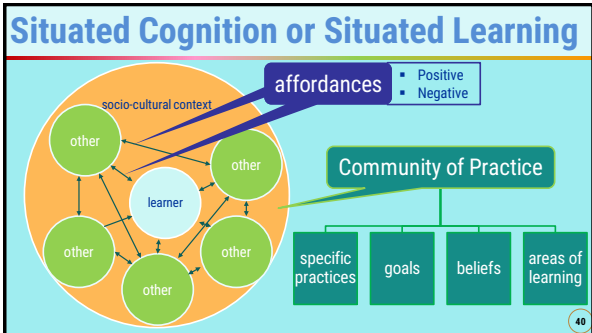
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### Feuerstein's Instrumental Enrichment

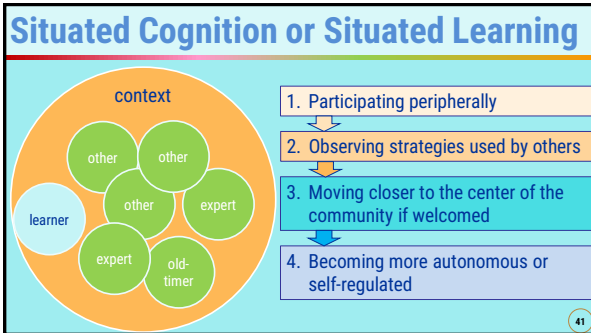
#### Discussion

The objective of the lesson is to get students to give directions. Design a task in which the model of **test-teach-test** is used for the promotion of a strategy at least.

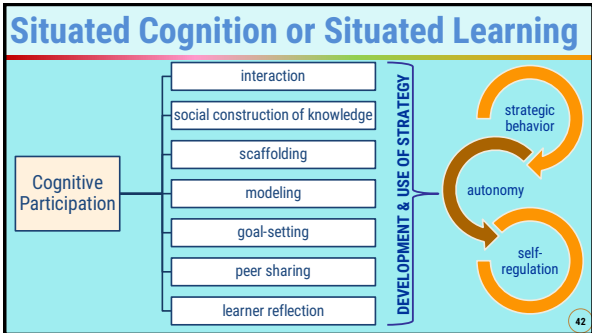
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### Situated Cognition/Situated Learning

#### Discussion

The participation pattern of a learner in a community of practice is suggested to consist of four steps. As an ESL teacher, which step is more challenging for you to promote? Use your teaching context to justify your answers.

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### Situated Cognition/Situated Learning

#### Discussion

What would you do if you would like to engage the old-timers or more capable members to interact with the new members in a learning community? How would you facilitate your learners' development of learning strategies?

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### 5.3 Popular names

Jean Piaget	Lev Vygotsky	Benjamin Bloom
David Kolb	Robert Mills Gagné	Burrhus Frederic Skinner

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### 5.3 Popular names

Rebecca Oxford	Zoltán Dörnyei	Phil Benson
Rod Ellis	Stephen D. Krashen	Andy Gao

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### 5.3 Popular names

#### Discussion

What are the names of big scholars relevant to your research interest? Have you ever contacted them? What is their most recent research about?

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## 5.C Research instruments

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1	Observation	6	Structured interview
2	Diary / Journal	7	Semi-structured interview
3	Guided questionnaire	8	Individual interview
4	Free questionnaire	9	Group interview
5	Test	0	Focus group interview

```

graph TD
    objectives --> research_questions[research questions]
    research_questions --> population
    population --> sampling
    sampling --> survey_type[survey type]
    survey_type --> content_for_focus[content for focus]
    content_for_focus --> instrument_pilot[instrument pilot & revision]
    instrument_pilot --> interviewer_training[interviewer training]
    interviewer_training --> data_collection
    data_collection --> reminder_sending[reminder sending]
    reminder_sending --> data_analysis
    data_analysis --> result_reporting
    result_reporting --> instrument_design[instrument design & format]
    instrument_design --> instrumentation_metrics[instrumentation & metrics]
    instrumentation_metrics --> objectives
  
```

objectives

research questions

population

sampling

instrumentation & metrics

info to address focus

content for focus

survey type

instrument design & format

means of data collection

instrument pilot & revision

interviewer training

result reporting

data analysis

reminder sending

data collection

- Covering research questions comprehensively
- Using appropriate scales of measurement
- Keeping the survey simple and short
- Using whole short sentences
- Avoiding overloading the respondents with thinking, recalling, reading, and responding
- Ensuring that the questions apply to all respondents

- Considering the order of the questions
  - Questions are not independent of each other
  - The answer to one question may affect the answer to another in the respondent's mind
  - The first question may be used as a standard against which participants compare the later questions

- Arranging the order and organization of the survey in a way that is easy for the respondent to understand
- Grouping together questions that cover similar topics with subheadings
- Starting the survey with questions that respondents will find meaningful and interesting, and will be able to answer

- Asking all branching questions before asking follow-up questions if branching questions are used
- Ensuring that the wording is comprehensible to the respondent
- Judging how the respondent will regard and feel about the questions
- Keeping sensitive questions until later in the survey

Page 9

5.1 Quantitative questionnaire design

- Avoiding putting the important questions at the end of the survey
- Considering respondents' willingness to answer the questions correctly and honestly
- Justifying if the respondents will actually know the answers

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5.1 Quantitative questionnaire design

- Considering what the question is asking for (facts, attitudes, perceptions, opinions, behaviors, events) and how to make these clear to the respondent
- Using concrete, specific and precise terms to facilitate exact understandings
- Considering the suitability of question types (dichotomous, multiple choice, rating scales, ranking scales, open number, non-numerical answers)

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5.1 Quantitative questionnaire design

- Avoiding double-barreled questions, long and complex questions, technical language, negatively worded items, ambiguous questions, leading questions, questions which may cause embarrassment
- Considering the medium of survey administration (email, f2f interview, website, telephone)
- Considering the presence of interviewer.

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5.1 Quantitative research instruments

Discussion

Look at the questionnaire items in Handout 4 and put them into groups. Suggest the concept investigated in each group of items, identify problematic items, and revise them.

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5.2 Qualitative research instruments

- 1 Establish units of analysis of the data (how different are they)
- 2 Create a domain analysis
- 3 Establish relationships and linkages between the domains
- 4 Make speculative inferences
- 5 Summarize
- 6 Seek negative and discrepant cases
- 7 Generate theory

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5.2 Qualitative instrument challenges

1. Whose definition of the situation
2. Reactivity
3. Halo effect
4. Implicit conservatism
5. Focusing on the familiar (fighting familiarity)

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5.2 Qualitative instrument challenges

6. Open-endedness and diversity

7. Neglect of wider social contexts & constraints

8. Generalizability

9. Writing up multiple realities

10. Ownership of the data

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THANKYOU

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