Research is formalized curiosity. It is poking and prying with a purpose.
- Zora Neale Hurston

Course Description & Objectives

In the past, additional-language teachers often blindly followed research findings or ignored them altogether. They did not question the outcome of research, nor did they care about how the data were collected or analyzed. During the past decade, however, two phenomena of major significance in additional and foreign language teaching and learning have emerged: (1) the strengthening of a research orientation to language learning and teaching, and (2) a broadening of the research enterprise to involve teachers themselves in research. Today’s language teachers are expected to read, understand and critique research reports. Furthermore they are encouraged to conduct classroom-oriented research. This course is, therefore, intended as an introduction to research methods in additional/foreign language teaching and learning. Students will:

- gain an overview of the major approaches to research in additional/foreign language teaching and learning;
- critically read additional/foreign language research;
- develop and apply basic research skills (e.g. formulating research questions, using varied research methods, analyzing data, and presenting research findings).

Attendance and participation

Participation, preparation and punctuality are highly valued components of this course as the learning process is a mutually constructed event. The degree to which students prepare for class meetings will maximize the learning that takes place. Course credit is based on: consistent and punctual attendance; active participation in discussions and activities (pair or group work); discussion postings on NYU Classes; and on-time completion of all reading and other assignments. More than two unexcused absences will lower your grade. If you are absent or late, please make arrangements with another student to get class information and materials, and visit your instructor during office hours.
NYU Classes readings, discussion, & online responses

Each week, you are expected to read assigned articles and selections posted on NYU Classes. These can be found in the “Readings” folder located under “Resources.” Weekly homework (Online Responses) related to the readings or class topics will be posted on NYU Classes (descriptions in “Forums” and “Assignments”). You are expected to post your responses as a message for the whole class to see in “Forums” under the Online Response’s topic number (Post a new thread with your response). Please also bring either a hard or electronic copy of your work to class for sharing. You may also post your ideas at any other time, or respond to others’ posts, on your own accord to continue conversations. Postings should be substantive, showing a clear understanding of course topics, raising pertinent questions, sharing new insights, and making connections to readings and real-world examples. Additional postings beyond assignments will count towards class participation credit. You are strongly encouraged to respond to each other’s postings, so that NYU Classes becomes a truly engaging and learning space.

Evaluation

Active attendance and participation 15%
Online responses 20%
Research project proposal (midterm) 20%
Research project poster session 15%
Research project 30%

Grade scale

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<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<td>90-92</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
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<table>
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<tr>
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<tr>
<td>80-83</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>70-76</td>
<td>C</td>
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<tr>
<td>Below 70</td>
<td>F</td>
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*Guidelines for all assignments will be discussed in class and posted on NYU Classes.
*All work should follow APA format. Refer to the APA website (www.apa.org) for tips.

Academic Honesty

You are expected to read and adhere to NYU’s and MMS’ policies on academic honesty. Students are expected to produce work of their own doing and credit any secondary sources used in their papers appropriately. Any use of others’ words/phrases or ideas without proper credit and documentation and claiming it as one’s own constitutes plagiarism; it is a serious offense with severe consequences. And you miss out on the learning too. The full Steinhart statement of Academic Integrity can be found at www.steinhardt.nyu.edu/policies/academic_integrity.

Students with Special Needs

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.
# Schedule of Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>Essential Questions</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28</td>
<td>Who are we? Why research in education?</td>
<td>All readings and assignments should be completed prior to the corresponding date in the schedule, unless otherwise noted.</td>
</tr>
</tbody>
</table>
| February 4 | What are different paradigms and approaches to research with emergent bilinguals?   | 1. Taylor & Medina (2013) Educational research paradigms: From positivism to multiparadigmatic  
3. **Online response #1** (My Theoretical Framework) |
| February 11| How can I use action research? How can I formulate my research questions?             | 1. Sample student proposal #1  
| February 18| How can I establish a solid research-based foundation for my study?                  | 1. Sample student proposal #2  
3. **Online response #2** (Positioning Myself) |
| February 25| How can I use NYU library resources in my research?                                  | 1. **Library Research Workshop**  
Bobst Library, room 619 (SE corner of the 6th floor)  
2. **Online response #3** (Draft of Research Questions) |
2. Chose one:  
3. **Online response #4** (Research Tool description) |
<p>| March 11-14| <strong>NYSABE (NY State Association for Bilingual Education) annual conference in downtown White Plains, NY (Metro North from Grand Central)</strong> |<br />
| March 18   |                                                                                      | <strong>No class – Spring Break</strong>                                                          |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Questions</th>
<th>Relevant Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 25</td>
<td>How will I conduct the research I have planned for?</td>
<td>1. Research project proposal due</td>
</tr>
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</table>
| April 1    | How can I find patterns, themes, and findings in my research?              | 1. Hubbard & Power (2003) Chapter 4: Pentimento: Strategies for Data Analysis  
2. Saldaña (2012) Chapter 1: An introduction to codes and coding |
| April 15   | How can I write up my research findings?                                   | 1. Sample student final research projects #1 and #2  
2. Online response #5 (Finding Patterns) |
| April 29   | What are connections between research and media?                           | 1. In class: Short film: Immersion  
2. In class: exploring online communities for research and practice |
| May 6      | How can I share my research? What are my next steps?                       | Research project poster session 
East Building, conference space TBD |
| May 17     |                                                                           | Final research project due (via email)                                             |

**Required Reading**


**Selected chapters from:**


**Educational Organizations: Publications and Annual Research Conferences**

- AERA (American Educational Research Association)
- NABE (National Association for Bilingual Education)
- NYSABE (NY State Association of Bilingual Education)
- NYCoRE (NY Collective of Radical Educators)
- Education for Liberation (Free Minds, Free People conference)
- AAAL (American Association for Applied Linguistics)
- TESOL International Association
- RISLUS (Research Institute for the Study of Language in Urban Society)
- CUNY-NYSIEB (CUNY-NY State Initiative for Emergent Bilinguals)