

Doctoral Courses, 2005-2008

Below are descriptions of the doctoral courses offered for the most recent doctoral cohorts at TUJ: Cohort V in Osaka, Cohort VIII in Tokyo

Fall 2005

Introduction to Research in TESOL.

This course introduces doctoral students to research in second language education in three ways: 1) by providing detailed guidance in the academic skills of reading, writing, discussing, and presenting; 2) by providing a selective overview of approaches in L2 education that can orient research projects; and 3) by providing an introductory sampling of research methods that can be applied to researchable issues in L2 education. Having finished this course, participants should be well on their way to acquiring the basic skills needed to do successful doctoral work at TUJ. Professor: Dr. Dwight Atkinson. Texts: David Nunan, *Research Methods in Language Learning* and *Publication Manual of the American Psychological Association* (5th Edition).

Introduction to Educational Statistics.

The goal of the course is to provide an intensive overview of the basic research design and statistical procedures used in second language quantitative research methodology. In the first part of the course, we will cover the calculation of descriptive statistics (e.g., mean and standard deviation); nominal, ordinal, and interval scales of measurement; and correlation among different scales of measurement. In the second part of the course, we will look at quantitative research designs and how they have been utilized in the field of second language acquisition. This will lead into a discussion of methods of checking quantitative data to make sure that the assumptions of various multivariate techniques have been met and how one common multivariate procedure, Analysis of Variance (ANOVA), is used to compare group differences. In the final part of the course, two formulations of the Rasch Model will be introduced. Participants will have opportunities to become familiar with all of these statistical techniques through course readings, through the critical analysis of published research, and by using the SPSS and QUEST statistical computer packages. Professor: Dr. David Beglar. Texts: Kirk Elifson, Richard P. Runyon, and Audrey Haber, *Fundamentals of Social Statistics*, and Samuel B. Green and Neil J. Salkind, *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data*.

Spring 2006

Introduction to Qualitative Research.

This course introduces doctoral students to the theoretical concepts and practical research tools associated with situated qualitative research traditions. Participants will learn not only where situated qualitative research comes from, historically and philosophically, and what it means, but also how to apply it in various settings. Class activities include experiential learning, lectures, group discussions, and demonstrations. Readings will be in the form of a textbook, a book-length ethnographic study, and a packet of papers to be distributed on the first day of class. Assignments include three writing assignments involving data collection and analysis. Professor: Dr. Dwight Atkinson. Texts: M. Hammersley and P. Atkinson,

Ethnography: Principles in Practice and S. B. Heath, *Ways with Words: Language, Life, and Work in Communities and Classrooms*.

Intermediate Educational Statistics.

The first major goal of this course involves a consideration of the role of theory and prior empirical findings in creating hypothesized models that can serve as the bases for original quantitative research. The second major goal is to come to a clearer understanding of the three major options to research design: qualitative, quantitative, and, particularly, mixed-methods approaches. The third goal is to review and extend our discussion of the construction of scales, which are the foundation upon which all statistical studies are built. To that end, we will review the Rasch models using dichotomous data and rating scales, and then look at partial credit and multi-faceted Rasch models. The fourth and final goal of the course is to continue to explore multivariate statistics. This will initially involve a review of the ANOVA family of models (i.e., one-way ANOVAs, repeated-measures ANOVAs) and a discussion of how this technique can be extended in numerous ways (e.g., ANCOVAs, multivariate ANOVAs, and discriminant analysis). We will then look at other important multivariate techniques, such as bivariate linear regressions, multiple linear regression, logistic regression, principle components analysis, and factor analysis. These techniques will lay the foundation for a brief introduction to structural equation modeling. Students will participate in a variety of activities, including the analyses of data sets using Rasch software and SPSS as well as statistical analyses of published studies. Professor: Dr. David Beglar. Texts: J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*; K. Elifson, R. P. Runyon, and A. Haber, *Fundamentals of Social Statistics*; and S. B. Green and N. J. Salkind, *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data*.

Summer 2006

Test and Survey Design for Doctoral Research.

This course will provide doctoral students with a working knowledge of the basic principles involved in designing and using various types of second language research instruments (primarily tests and surveys). To those ends, we will examine procedures for constructing, administering, scoring, coding, analyzing, and reporting quantitative and qualitative results for such instruments. Students will look critically at a variety of first and second language test and survey types. Specific issues which will be addressed include, but will not be restricted to, the following: 1) differences between norm-referenced and criterion-referenced tests; 2) characteristics of aptitude, proficiency, placement, diagnostic, progress, and achievement tests; 3) closed-response and open-response survey instruments; 4) theoretical and practical aspects of test and survey design; 5) strategies for writing effective test items and survey questions (including quality analysis and statistical item analysis); 7) descriptive statistics (including mean, mode, median, range, standard deviation, etc.); distributions and standardized scores (including z, T, CEEB, and IQ scores); 8) the calculation and meaning of correlation coefficients; 9) the calculation and meaning of chi-square statistics for comparing frequencies; 10) the calculation and meaning of inferential statistics for comparing means; 11) reliability of norm-referenced test scores and survey results, and the dependability of criterion-referenced scores; 12) test and survey validity and standards setting; and 13) reporting results of test or survey projects. Professor: Dr. J. D. Brown. Texts: J. D. Brown, *Testing in Language Programs: A Spreadsheet Approach* and J. D. Brown, *Using Surveys in Language Programs*.

Technology, Teaching, and Learning.

Students in many countries of the world are growing up and learning in a digital age with technologies that were not available to previous generations. The purpose of this course is to explore the possibilities of harnessing the power of these technologies in ways that are beneficial to language learners and teachers in keeping with the educational philosophy of each participant. No extensive knowledge of computers is required or assumed. Class time will be divided among classroom sessions, computer laboratory sessions, and online sessions utilizing the *Blackboard Learning System*[™] (an industry-leading, Web-based course management system). The course will provide participants with an abundance of hands-on experience and a working knowledge of the practical uses of computer technology in language instruction. Class participants will discuss the prospects and problems of the uses of computers in general and specific Internet features in support of language instruction. The focus of the course will be on the multimedia capabilities of computers and educational uses of Web technology; however, this is a doctoral seminar, and participants are also encouraged to pursue their own interests. By completing numerous assignments and writing a term project, course participants will develop a greater appreciation of the possibilities and limitations of computer technology in language teaching and learning as it exists today. Professor: Dr. Rick Heimbach.

Fall 2006

The Psychology of the Learner.

This course examines key issues and recent developments in areas of psychology that are relevant to effective language pedagogy. Though the psychology of the learner will be our major focus, the psychology of the teacher will also play an important role as we explore the co-construction of the reality of the classroom language learning experience. We will draw upon humanistic, social, cultural, and cognitive approaches to psychology, as well as the view that none of these general approaches applies well to the unique process of language learning. After looking at general characteristics of learners and teachers, we will begin to explore individual learner differences, especially the more dynamic differences that vary day to day and from course to course. In our discussions of anxiety and motivation, we will give special attention to self-concept and identity issues. Our treatment of learning strategies will be deepened by a consideration of self-regulation and learner autonomy in general. A discussion of language learning tasks will figure prominently in the latter part of the course. We will approach tasks from both psycholinguistic and sociocultural orientations, and then follow up by looking first at selected aspects of language processing, and finally at the various layers of learning context that influence information processing and learning more generally. As this is an advanced doctoral course covering a very broad area, participants are encouraged to suggest sub-topics and additional readings that will make the course most personally valuable. Course requirements include a term project on one of the topics of the course; several short written assignments in preparation for class discussions; and a short oral presentation reporting recent research or an alternative viewpoint on one of the class topics. Professor: Dr. Mark Sawyer. Texts: J. Bransford, A. L. Brown, R. R. Cocking, and the National Research Council (U.S.) Committee on Developments in the Science of Learning, *How People Learn: Brain, Mind, Experience, and School* and Marion Williams and Robert L. Burden, *Psychology for Language Teachers*.

Approaches and Issues in Qualitative Inquiry.

This course is designed to provide doctoral students with the background they need to understand a variety of qualitative traditions in applied linguistics and to begin planning their own studies that may include some or primarily qualitative aspects. It will offer: 1) an overview of some of the approaches to research within the qualitative inquiry tradition (such as case study, narrative inquiry, life history, ethnography and autoethnography, participant observation, diary studies, and naturalistic classroom research); 2) an examination of issues in this tradition (such as the nature of truth and reality, the role of the researcher, the representation of self and others, questions of trustworthiness, and writing styles and conventions); and 3) an introduction to several theoretical and interpretive frameworks that might be used in qualitative inquiry. The course will thus be divided into three main sections, with four class sessions (two weeks) devoted to each of the above areas. Each of these three areas deserves a full semester course, so our coverage will necessarily be incomplete. Participants will therefore be encouraged to continue reading and exploring approaches and issues after the term is over. The course will include critical reading of and responses to samples of various kinds of qualitative inquiry, readings about issues and theoretical perspectives, discussion, and an experiential project related to participants' interests. Professor: Dr. Christine Pearson Casanave.

Weekend Seminar:

Introduction to the Use of Rasch Analysis in Educational Research

The primary purpose of this seminar is to introduce a measurement model known as Rasch analysis, which is being increasingly used in testing and research in the social sciences, including the field of education. This seminar will be of particular benefit to participants who are involved in language assessment or other educational research. The seminar will begin with an introduction to the theory and practice of Rasch analysis and will include an explanation of the advantages of Rasch analysis over classical approaches to test and questionnaire scores. Subsequent topics will include how Rasch analysis can be applied to dichotomous data (the basic Rasch model), data in which responses can be partially correct (the partial credit Rasch model), and Likert scale questionnaire data (the Rasch rating scale model). The second day of the seminar will be largely dedicated to data analysis and the interpretation of the output from the computer program WINSTEPS (which is installed in computers at TUJ). Although the seminar presenter will provide access to data sets for analysis, participants are also encouraged to bring their own data sets in EXCEL file format. Dichotomous (right/wrong) data are most suited for beginners' analysis. Professor: Dr. Trevor Bond. Text: T. G. Bond and C. M. Fox, *Applying the Rasch Model: Fundamental Measurement in the Human Sciences*.

Spring 2007

Teaching and Researching the Four Skills.

This course will look at the four skills of listening, speaking, reading and writing. It looks at how these skills can be taught, and examines what research is needed on the teaching and learning of these skills. By the end of the course, course members: 1) should be familiar with a set of general principles guiding the teaching of the four skills, 2) should be familiar with the major teaching techniques and activities to teach these skills, and 3) should be aware of a

wide range of areas to research in relation to the four skills. Professor: Prof. I. S. Paul Nation

Individual Differences in Second Language Acquisition.

As second language learners and teachers, we are constantly reminded of the vast disparities that exist among individuals in rate of learning and ultimate attainment. Why these differences exist and what we can do about them, however, are not so readily apparent. This course surveys the state-of-the-art research on individual differences in SLA, toward a better understanding of how individual learners differ in their abilities, orientations, and strategies, and how these interact to yield different patterns of learning. Since the course will incorporate areas of pre-existing and emerging student research interest, the specifications below will thus be modifiable in accordance with participant input. The course will begin with an examination of the role of personality, temperament, and mood factors in learning in general and second language learning in particular. We will then consider language aptitude, not only in its overall effects, but also in how sub-components may interact with particular learning tasks. Depending on participant interest, later on in the course we can expand our scope to other cognitive abilities, such as general intelligence, multiple intelligences, and various types of memory that are thought to influence language learning success. We can also consider how intelligence transcends cognitive abilities, as in emotional intelligence. The following two sessions will be devoted to motivation, the factor intuitively felt by many teachers and learners to be the most important determinant of L2. It is also the area that has been most intensively studied in the last few years, and one where important breakthroughs can be made in the near future. These discussions will lead us nicely into a session on anxiety and willingness-to-communicate, two additional learner factors which inter-relate complexly with motivation. Building on our earlier understanding of the roles of personality and aptitude, we will explore learning styles and cognitive styles in session 8, and in sessions 9 and 10, we will look at language learning strategies. We will evaluate Dörnyei's call for a reconceptualization in terms of student self-regulation, and generate ideas for a renewed vigorous research program that could yield valuable new insights in the near future. Session 11 will cover three topics. It will first bring us up to date on what is known about the nature and effects of learner beliefs, including how they influence the second topic, self-esteem. Finally, creativity as a learner difference will be introduced, with an assessment of its potential as a worthwhile L2 research focus. Session 12 will be left open for participant suggestions, and Sessions 13 and 14 will be devoted to progress reports on participants' research projects. Throughout the course, promising areas for research projects will be suggested, and techniques for making such research doable will be presented. This will of course include adapting successful methodology from existing studies, and avoiding the problems of less successful previous research. Since the measurement of individual differences has always been and continues to be a major area of controversy, the course will feature hands-on experience with the measurement tools that have been most widely used in the published research. Professor: Dr. Mark Sawyer. Text: Zoltán Dörnyei, *The Psychology of the Learner: Individual Differences in Second Language Acquisition*.

Summer 2007

Advanced Issues in Second Language Research Methodology.

This course will briefly review the *basic* research design and statistical procedures used in second language research methodology. Advanced topics will then include multiway

contingency tables, advanced ANOVA, ANCOVA, MANOVA, and other multivariate designs, multiple-regression, factor analysis, discriminant function analysis, and any other procedures that the students wish to investigate. We will also examine the different types of tests and observation procedures used specifically in second language research. Participants will be afforded an opportunity to work with the SPSS Professional program which can do all of the above statistics. There will be fairly heavy reading assignments including the textbooks, as well as weekly articles to be critiqued in class, but there will be only one project, which will be the students' own research -- either in a report form (including Methods and Results sections) or in the form of a clearly outlined proposal for research. Professor: Dr. J. D. Brown. Texts: James Dean Brown, *Understanding Research in Second Language Learning* and Barbara G. Tabachnick and Linda S. Fidell, *Using Multivariate Statistics*.

Postmodernism and Qualitative Research.

Approaches to educational research and teaching are currently influenced by a cluster of theories known loosely as postmodernism. This term covers notions of how people exist in the world which reject modern emphases on rationality, progress, the free-willed individual, and "truth." This course has two main objectives: 1) to provide a substantive introduction to post-modernist approaches and associated concepts that are currently influencing the field of education; and 2) to introduce students to qualitative research in education which has been influenced by these approaches and concepts. Professor: Dr. Dwight Atkinson. Texts: Philip Smith, *Cultural Theory: An Introduction* and Madan Sarup, *An Introductory Guide to Post-structuralism and Postmodernism*.

Contexts for Curriculum.

The aims of this course are to provide a broad overview of contemporary issues in general educational curricula as well as curricula for second language education. It is hoped that accomplishing these aims will lead to a clearer understanding of the complexities of designing and implementing curricula and greater confidence and skill in undertaking such a task. The main topics to be covered include (a) the philosophical, cognitive, and social foundations of educational curricula, (b) curriculum development, design, implementation, and evaluation, and (c) current and probable future trends in the field. Participants in the course will lead small group discussions on several occasions, work throughout the semester to develop a portfolio that will describe and justify a curriculum for a specific educational institution, and write a final course paper. Professor: Dr. David Beglar. Texts: Allan C. Ornstein and Francis P. Hunkins, *Curriculum: Foundation, Principles, and Issues* and Jack C. Richards, *Curriculum Development in Language Teaching*.

Fall 2007

Dissertation Proposal Writing for Quantitative and Mixed-Methods Research.

The first major goal of this course is to familiarize participants with the requirements and organization of quantitative and mixed-methods doctoral dissertations at Temple University by closely analyzing the formal macro-organization of doctoral dissertations as well as more detailed aspects of individual dissertation chapters and sections. This will involve looking closely at (a) the introductory chapter; (b) the construction of an effective academic literature

review; (c) the organization and content of the methods chapter, with a particular emphasis on research design; (d) the reporting of statistical results; (d) strategies for discussing and interpreting those results in the discussion chapter; and (e) the conclusion chapter. The second major course goal is to assist the participants in becoming independent users of the WINSTEPS and FACETS Rasch computer programs, as the construction of linear, interval measurement must precede univariate and multivariate data analyses. The primary focus of this part of the course will be on instrument validation. To this end, we will cover issues such as determining the appropriateness and effectiveness of an instrument for a particular group of participants and the establishment of statistical unidimensionality and measurement invariance. The ultimate goal of the course is for each participant to produce a well-organized and complete dissertation proposal that can be successfully defended in the following academic year. In order to accomplish that goal, each participant should arrive at the first class session (a) having developed one or more specific research ideas and (b) having read the first three chapters of the Bond and Fox text and the first four chapters of the Krathwohl and Smith text. Professor: Dr. David Beglar. Texts: T. G. Bond and C. M. Fox, *Applying the Rasch Model: Fundamental Measurement in the Human Sciences*; D. R. Krathwohl and N. L. Smith, *How to Prepare a Dissertation Proposal: Suggestions for Students in Education and the Social and Behavioral Sciences*; and J. W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Recommended texts: A. A. M Nicol and P. M. Pexman, *Displaying Your Findings* and A. A. M. Nicol and P. M. Pexman, *Presenting Your Findings*.

Dissertation Proposal Writing for Qualitative Research Topics: Focus on Narrative Inquiry, Case Study, and the Art of Interviewing.

This course is designed to provide doctoral students with background that can be used to develop a dissertation proposal that is wholly or partly qualitative. All components of the course will be related to new or ongoing research ideas for students' dissertations. We will cover three basic elements used in much qualitative work: narrative inquiry, case study research, and interviewing. We will first discuss the basic components of all dissertation proposals. Students will then develop tentative topics that can be explored through qualitative inquiry. Next we will briefly review narrative inquiry as a complex research method that goes beyond "mere story-telling." Some kind of narrative is used in nearly all qualitative projects. We will simultaneously consider the several meanings of "case study," and consider whether students' interests suit case study approaches, and if not, what other approaches might be used. Throughout the term we will also examine the "art of interviewing," including the roles and relationships of interviewer and interviewee, techniques in conducting interviews, transcribing and formatting interview data, and ways to analyze those data. Ideally, each of the areas we will cover deserves a course on its own, so students are encouraged to continue exploring in further depth those areas that pertain to their needs and interests. For the main project in this course, students can begin or continue a research project during the entire term that will result in a dissertation proposal outline and partial draft. Note: If later your ideas change, you can change this proposal at any time. Professor: Dr. Christine Pearson Casanave. Texts: J. A. Maxwell, *Qualitative Research Design: An Interactive Approach*; S. B. Merriam, *Qualitative Research and Case Study Applications in Education*; E. Mishler, *Research Interviewing: Context and Narrative*.

Weekend Seminar:

Constructing Measures with the Many-Faceted Rasch Model (FACETS)

The purpose of this seminar is to provide an introduction to the major steps necessary for the construction of new measures. The Many-Faceted Rasch Model (FACETS) is used as the underlying measurement theory guiding the development of psychometrically sound assessments. Frequently in language testing, as well as in the social and behavioral sciences more generally, appropriate scales for representing variables of interest are not available to the researcher. This course will provide a framework based on modern measurement theory (Rasch measurement theory) for the construction and evaluation of new measures and scales. Examples will be based on the AP English Literature and Composition program (Engelhard and Myford, 2003).

Participants are encouraged to bring their own data sets for analysis and discussion in the seminar. This seminar will address a variety of key measurement concepts including invariant measurement, item response theory, dimensionality, rater behavior, linking/equating of assessments, and differential item and person functioning. Professor: Dr. George Englehard. Texts: T. G. Bond and C. M. Fox, *Applying the Rasch Model: Fundamental Measurement in the Human Sciences* (Mahwah, NJ: Lawrence Erlbaum Associates, 2007); 2) M. Wilson, *Constructing Measures: An Item Response Modeling Approach, 2nd Edition* (Mahwah, NJ: Erlbaum Associates, 2005); and 3) G. Engelhard and C. M. Myford, *Monitoring Faculty Consultant Performance in the Advanced Placement English Literature and Composition Program with a Many-faceted Rasch Model* (New York: College Entrance Examination Board, 2003).

Spring 2008

Weekend Seminar:

Structural and Longitudinal Modeling with Hierarchical and Covariance Structure Analysis

Modern empirical research on language education often employs quantitative methods involving both cross-sectional and longitudinal designs. The open seminar portion will provide an outline of three different modern data analysis approaches to language education research. The first section will provide an outline of latent variable models, which will include brief sketches of confirmatory, latent path, multi-trait-multi-method, latent growth curve, and cross-domain latent growth models. The second part will introduce the quantitative analysis of context with the use of multi-level modeling featuring examples relevant to language assessment. The final part of the open lecture will outline the uses of event history analysis with a task-based language assessment example. The for-credit portion of the seminar will focus on covariance structure analysis (structural equation modeling) using EQS software. The seminar will be “hands on” and will feature sample analyses of a range of education and language learning data sets provided by the instructor. The syllabus will aim to cover path analysis, measurement model construction, construct validation with latent variables, confirmatory factor analysis of hypothesized causal models, the multi-trait multi-method approach to convergent and discriminant validation, latent growth curves, latent growth curves with covariates, latent growth curves with sequelae, and analysis of parallel growth processes. Professor: Dr. Steven J. Ross. Text: Barbara M. Byrne, *Structural Equation Modeling with EQS: Basic Concepts, Applications, and Programming*.