

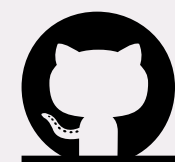
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# Applied Linguistics

LG 451/456 — Semester 2, 2021 (Jan-May 2022)

CLASS 15: MIXED METHOD RESEARCH IN APPLIED LINGUISTICS

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# Outline: Week 15

- Mixed-methods research in applied linguistics
  - What is mixed-methods research?
  - What is mixed-methods research for?
- Study synopsis 2
- Project: 3rd installment
- Looking ahead: Week 16

# Mixed-methods research

This part is adapted from John Creswell's mixed-methods research presentation at the University of Pretoria on October 21, 2008

# Setting the scene

How would you combine these two types of data?

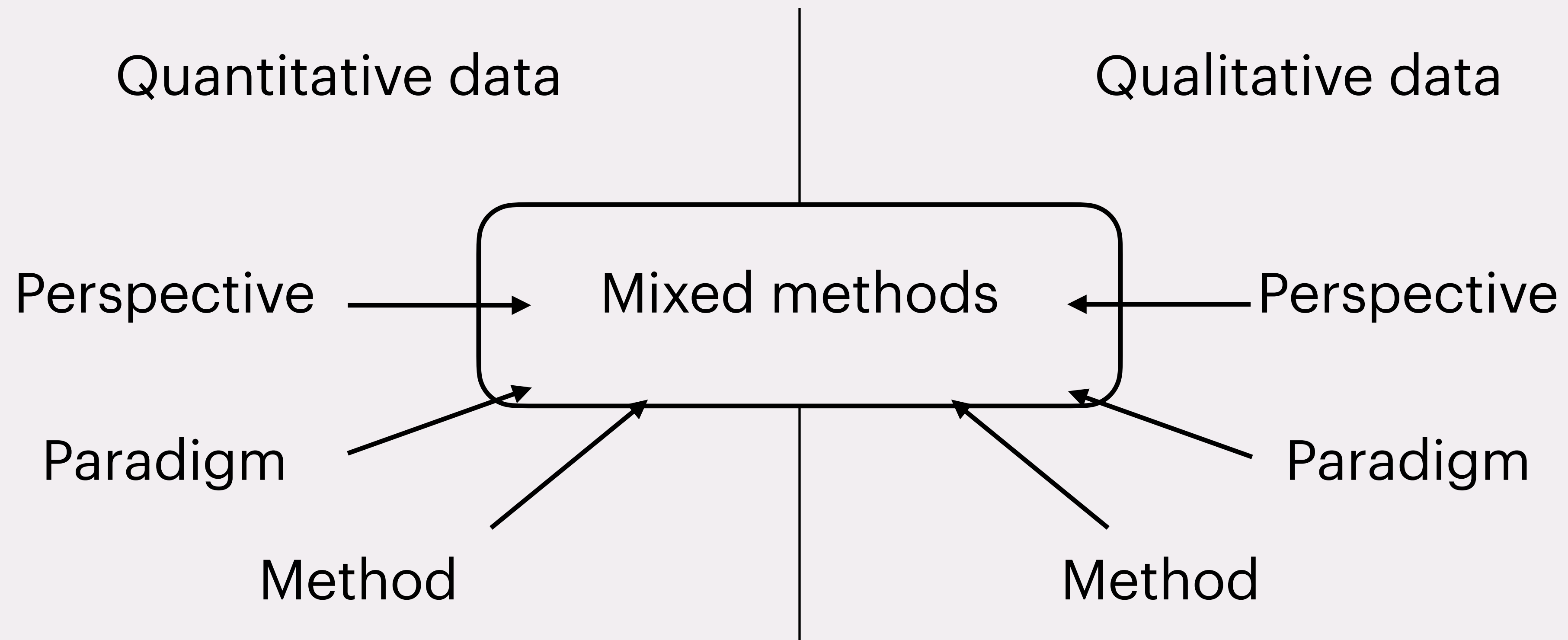
Qualitative (text) data

I dunno if this is true but I just wanted to make sure no one gets hurt, you know.. But then this guy came along and told me all I knew was shit.....

Quantitative (number) data

2 3 4 2 5 2 3 1 1 2 3 4 2 3 3 2 1  
1 1 5 3 4 1 2 3 1 4 4 5 5 4 1 2 1  
4 3 3 5 1 4 2 3 1 5 5 2 2 1 5 3 5  
1 3 1 5 3 2 2 5 1 3 2 4 4 3 1 2 4  
2 2 4 1 5 5 4 2 1 5

# Framework for viewing perspectives on MM



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# A mixed-methods researcher

- Collects both quantitative and qualitative data
- “Mixes” them at the same time (concurrently) or one after the other (sequentially)
- Emphasizes both equally or unequally

# A definition of MM research

Mixed methods research is both a method and methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry.

What?

Why?

The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone.

# Quantitative and qualitative data

Below are some examples of language data. Can you think of other?

Qualitative (text) data

(open-ended)

Interviews  
Observations  
Documents  
Audio-visual materials

Quantitative (number) data

(close-ended)

Instruments  
Behavioral checklists  
Records



# Data analysis

Qualitative and quantitative data are analyzed differently:

## Qualitative (text) data

Use text,

- for coding
- for theme development
- for relating themes

## Quantitative (number) data

Use statistical analysis,

- for description
- for comparing groups
- for relating variables

# Typical situation where MM is used

- To compare results from quantitative and qualitative research
- To use qualitative research to help explain quantitative findings
- To explore using qualitative research and then to generalize findings to a large population using quantitative research
- To develop an instrument because none are available or useful
- To augment an experiment with qualitative data

# What is the reason for using MM?

- **Insufficient:** either quant. or quali. approach may be insufficient by itself
- **Multiple angles:** quant. & quali. approaches provide different “pictures”
- **More-evidence-the-better:** combined quant. and quali. provides more evidence
- **Community of practice:** MM may be “the” approach within a community
- **Eager-to-learn:** it is the latest methodology
- **“Its intuitive”:** MM mirrors “real life”

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# Designing a MM study

- Preliminary considerations
- Posing a general question
- Listing types of data and analysis
- Making explicit your worldview
- Identifying your research design
- Drawing a figure of your design
- Writing a purpose statement
- Writing research questions
- Completing a research plan

# Study synopsis 2

# Raciolinguistic ideology in online job ads

- Are bilingualism always positive? Do people who can speak 2+ languages always reap financial benefit?
- Is there anything else lurking behind this “language as commodity” perspective?



 @linguisticpulse

## Questions:

How about English-Thai bilingualism? Japanese-Thai bilingualism?  
Burmese-Thai bilingualism? Cambodian-Thai bilingualism?

Do you think we value these types of bilingualism similarly?

# Theoretical frameworks

- Language as commodity perspective
  - Bi-/multi-lingualism is asset
- Raciolinguistic ideologies
  - Systems of beliefs associating racialized speakers with linguistic forms
  - Certain groups of people speak “bad” (inferior, non-standard) language
- Spanish in the US
  - World language: international trade, etc.
  - Local language: communication tool with Spanish-speaking people in US

# Research questions

- Two key questions:
  - Differences between jobs with Spanish-English bilingualism requirement and those without in terms of advertised pay?
  - Differences between Spanish-as-world-language jobs and Spanish-as-local-language jobs in terms of pay?



# Method

- Mixed method study of job ads from a site collected 6 times over 2 months
- Quantitative:
  - matched jobs that required Spanish and those that didn't (while controlling for education, sector, state) → a total of 567 job ads
  - conducted a regression analysis
- Qualitative:
  - analyzed text of jobs ads with Spanish lg. requirement
  - divided job ads into 3 groups based on advertised pay

# Main findings

- Approx. 3% of the job ads mentioned Spanish as a qualification
  - About 2% of ads with education requirement → graduate degrees
- Advertised pay for jobs with Spanish requirement → ~ \$3,000 less
- Spanish-as-world-language jobs
  - high-prestige professional/executive positions → high-paying jobs
  - mentioned “fluent”;
- Spanish-as-local-language jobs
  - front-line services or manual labor → lower wages

# Author's conclusion

- Spanish-English bilingualism ≠ financial advantage in the US
- Raciolinguistic ideologies must be taken into account
  - What type(s) of jobs? What is language used for? Who do these jobs target?
  - Spanish-as-local-language jobs → lower wage & the Latinx population
  - (False) ideology that Latinx people speak “bad” Spanish

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**Your conclusion...**

# Project: 3rd installment

# Installment III: Interim draft (15%)

- Introduction:
  - My grading: **complete, thorough literature review**
    - Why do we need this study? Why do we need X approach/analysis on Y?
    - What are the RQs (or research objectives)?
- Method:
  - My grading: **complete, thorough discussion of tools, data, analyses**
  - Report everything, as if your study was completed (e.g., how many texts, how many words, when were data collected, what analyses were done?)

# Installment III: Interim draft (15%)

- Results:
  - My expectation: **30-40% of data collected; 1/4-1/2 of analysis done**
  - Report everything you have up to this point with graphs, charts, tables, excerpts, conversations, etc.
  - Once you have all data, these will help you write your final draft faster
- Discussion:
  - Present your interpretation and/or discuss major findings (it's okay if not everything is fully refined)

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# Next week...

- Topic: Translation and interpreting
  - 5th reading facilitation
- Reading:
  - Wei Chapter 13
- Assignment:
  - Installment III