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RESEARCH ON ENGLISH LANGUAGE TEACHING



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Tahta Media Group

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PREFACE

In the dynamic and ever-evolving field of English Language Teaching (ELT), research plays a vital role in shaping our understanding of language acquisition, informing teaching practices, and driving innovation. As educators, it is our responsibility to stay abreast of the latest research findings and to actively engage in the research process ourselves. By doing so, we can ensure that our teaching is grounded in evidence and that we are providing our students with the most effective and meaningful learning experiences possible.

This book, "Research on English Language Teaching: A Comprehensive Guide for Educators," is designed to empower ELT professionals with the knowledge and skills necessary to navigate the complex world of research. Whether you are a student, teacher, or researcher, this book will provide you with a solid foundation in research methods and a deeper appreciation for the critical role research plays in our field.

Throughout the pages of this book, we will explore the various types of research in ELT, including quantitative, qualitative, mixed methods, and action research. We will delve into the characteristics, designs, sampling methods, data collection instruments, and data analysis techniques associated with each approach. By understanding the strengths and limitations of each research method, you will be better equipped to select the most appropriate approach for your own research questions and contexts.

A significant portion of this book is dedicated to action research, a powerful tool for professional development and improvement in ELT. Through action research, teachers can systematically investigate their own classroom practices, identify areas for improvement, and implement changes based on evidence. By engaging in the action research cycle, educators can take ownership of their professional growth and make a tangible impact on the lives of their students.

Throughout this book, you will find practical guidance, real-world examples, and opportunities for reflection and application. We believe that research should not be confined to the ivory tower of academia, but rather should be accessible and relevant to all ELT professionals. By bridging the

gap between theory and practice, we hope to inspire and empower you to engage in research that matters.

As you embark on this journey of research in ELT, remember that you are not alone. You are part of a global community of educators and researchers who are committed to advancing our field and making a difference in the lives of language learners. By sharing your own research findings and insights, you can contribute to the collective knowledge base and help shape the future of ELT.

We hope that this book will serve as a valuable resource and guide as you navigate the exciting and rewarding world of research in English Language Teaching. May it inspire you to ask questions, seek answers, and make a positive impact on the lives of your students and colleagues.

Tondano, Mei 2024
Authors

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COURSE DESCRIPTION AND OBJECTIVES

Course Description:

This course emphasizes the importance of research in ELT and its role in shaping teaching practices. Participants will then delve into the research process, gaining an overview of the key stages involved in conducting research. Subsequent modules will focus on each research approach, providing comprehensive insights and practical guidance. By the end of the course, participants will have a solid foundation in research methods and a deeper appreciation for the vital role research plays in advancing the field of ELT.

**Chapter 1
Introduction
to Research in
English Language
Teaching**

By the end of this chapter, students will be able to:

1. Understand the importance and role of research in English language teaching (ELT)
2. Identify the main types of research in ELT
3. Describe the research process in ELT
4. Recognize the challenges and complexities of conducting research in ELT
5. Appreciate the benefits and implications of research for ELT practice

**Chapter 2
Research Methods
in English Language
Teaching**

By the end of this chapter, students will be able to:

1. Distinguish between quantitative, qualitative, and mixed methods research approaches
2. Understand the characteristics, strengths, and limitations of each research method
3. Identify the key considerations in selecting an appropriate research method for a given study
4. Recognize the importance of research design in ensuring the validity and reliability of findings

Chapter 3 Quantitative Research in English Language Teaching	By the end of this chapter, students will be able to: 1. Understand the characteristics and purposes of quantitative research in ELT 2. Identify different types of quantitative research designs and their applications 3. Describe the processes of sampling, data collection, and data analysis in quantitative research 4. Interpret and evaluate the results of quantitative research studies in ELT
Chapter 4 Qualitative Research in English Language Teaching	By the end of this chapter, students will be able to: 1. Understand the characteristics and purposes of qualitative research in ELT 2. Identify different types of qualitative research designs and their applications 3. Describe the processes of sampling, data collection, and data analysis in qualitative research 4. Interpret and evaluate the results of qualitative research studies in ELT 5. Recognize the role of researcher reflexivity in qualitative research
Chapter 5 Mixed Methods Research in English Language Teaching	By the end of this chapter, students will be able to: 1. Understand the rationale and purposes of mixed methods research in ELT 2. Identify different mixed methods research designs and their applications 3. Describe the processes of data collection, integration, and analysis in mixed methods research 4. Evaluate the strengths and challenges of conducting mixed methods research in ELT

Chapter 6 Action Research in English Language Teaching	By the end of this chapter, students will be able to: 1. Understand the principles and purposes of action research in ELT 2. Describe the key stages of the action research cycle 3. Identify strategies for developing research questions and planning action research projects 4. Evaluate the potential benefits and challenges of conducting action research in ELT contexts
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CHAPTER 1

INTRODUCTION TO RESEARCH IN ENGLISH LANGUAGE TEACHING

LEARNING OBJECTIVES:

By the end of this chapter, students will be able to:

1. Understand the importance and role of research in English language teaching (ELT)
2. Identify the main types of research in ELT
3. Describe the research process in ELT
4. Recognize the challenges and complexities of conducting research in ELT
5. Appreciate the benefits and implications of research for ELT practice

INTRODUCTION

English language teaching (ELT) is a field that is always changing and developing. To give learners the best possible language learning experiences, ELT professionals need to stay up-to-date with the latest ideas and findings in teaching methods, course design, and language learning theories. One of the best ways to do this is by doing research.

Research in ELT is important because it helps us understand how people learn languages and what teaching methods work best. By carefully studying different parts of ELT, researchers can learn valuable things about how students develop language skills, which teaching strategies are most effective, and how to create the best environments for language learning. These findings can then be used to create teaching practices that are based on evidence and that improve the overall quality of language education.

For language teachers, doing research is also a great way to grow professionally. When teachers take part in research, they can gain a deeper understanding of ELT, think about their own teaching practices, and learn new skills and knowledge. This ongoing process of asking questions and reflecting

on their work is essential for creating a culture of constant improvement in ELT.

Furthermore, research in ELT adds to the overall knowledge in the field of applied linguistics. As researchers study different aspects of language learning and teaching, they come up with new theories, models, and frameworks that can be used in various contexts and settings. This growing body of knowledge helps push the field forward and provides a basis for future research and innovation.

In our globalized world, there is a higher demand than ever for effective English language education. English has become the common language for international communication, and being proficient in English is often seen as essential for success in academics, work, and personal life. Because of this, there is a pressing need for high-quality ELT practices that are based on research.

However, doing research in ELT is not always easy. Learning and teaching languages are complex processes that are affected by many different factors, such as individual learner characteristics, sociocultural contexts, and institutional limitations. Researching these processes requires a deep understanding of research methods and a willingness to deal with the complexities and uncertainties that come with language education.

Despite these challenges, the advantages of doing research in ELT far outweigh the difficulties. By engaging in well-planned and thorough research, ELT professionals can help develop language education practices that are more effective, fair, and inclusive. They can also help bridge the gap between research and practice, making sure that the latest findings and insights are turned into concrete, practical strategies for the classroom.

In the coming chapters, we will take a closer look at the different aspects of research in ELT. We will discuss various research methods and designs, explore strategies for collecting and analyzing data, and think about the ethical issues involved in doing research in educational settings. Throughout this journey, we will emphasize the importance of critical thinking, reflection, and a commitment to evidence-based practice.

By the time you finish this textbook, you will have a thorough understanding of the role of research in ELT and the skills and knowledge needed to conduct your own research projects. You will be prepared to

critically evaluate existing research, identify areas that need further study, and contribute to the ongoing progress of the field.

As we begin this exploration of research in ELT, it's crucial to keep in mind that our ultimate goal is to improve the lives of language learners and to create a system of language education that is more inclusive, fair, and effective. With this goal in mind, let us approach the study of research in ELT with curiosity, dedication, and a commitment to making a positive difference in the world.

THE IMPORTANCE OF RESEARCH IN ELT

Research plays a crucial role in the field of English language teaching (ELT), as it provides the foundation for evidence-based practices, informs pedagogical decisions, and drives innovation in language education. In an increasingly globalized world, where English has become the primary language of international communication, the demand for effective and efficient language teaching methods has never been greater. As such, the importance of research in ELT cannot be overstated.

Fundamentally, the goal of ELT research is to comprehend the intricate relationships between language learning, teaching, and acquisition. Through methodical exploration of many facets of language acquisition, scholars seek to pinpoint optimal approaches, create novel approaches, and enhance educational results for heterogeneous student cohorts. The advancement of ELT and the maintenance of language education's responsiveness to the changing demands of learners and society at large depend on this process of inquiry and discovery.

One of the primary ways in which research contributes to ELT is by informing teaching practices and curriculum design. As Borg (2010) notes, "research can provide teachers with a more informed understanding of their work and can help them to make more principled decisions about their practice" (p. 410). By engaging with research findings, language educators can gain valuable insights into effective teaching strategies, materials development, and assessment practices. This knowledge can then be applied in the classroom to enhance the quality of language instruction and support student learning.

For instance, the development of communicative language teaching (CLT) approaches, which emphasize the value of meaningful engagement and real language use in the classroom, has been greatly impacted by research on second language acquisition (SLA) (Richards & Rodgers, 2001). Similar to this, studies on task-based language teaching (TBLT) have emphasized the advantages of utilizing realistic, goal-oriented tasks to advance language acquisition and enhance students' communicative proficiency (Ellis, 2003). ELT practitioners can give their students more interesting and productive learning experiences by utilizing these research-based strategies.

In addition to informing teaching practices, research in ELT also plays a vital role in shaping language education policies and initiatives. As Kumaravadivelu (2006) argues, "the primary function of language education policy is to provide a set of guidelines that can lead to the formulation of language education programs and practices that are sensitive to local needs, wants, and situations" (p. 22). By conducting research on language learning needs, sociocultural contexts, and educational outcomes, researchers can provide policymakers with the evidence needed to make informed decisions about language education planning and implementation.

Moreover, research in ELT contributes to the ongoing professional development of language educators. By engaging in research activities, such as action research or classroom-based inquiry, teachers can develop a deeper understanding of their own practice, reflect on their experiences, and identify areas for improvement (Burns, 2010). This process of critical reflection and self-evaluation is essential for fostering a culture of continuous learning and growth among ELT professionals.

Research also plays a crucial role in driving innovation in language education. As new technologies emerge and learner needs evolve, researchers are at the forefront of exploring how these developments can be harnessed to enhance language learning experiences. For instance, research on computer-assisted language learning (CALL) has investigated the potential of digital tools and platforms for supporting language acquisition, providing learners with personalized feedback, and facilitating collaborative learning (Chapelle, 2003). By staying abreast of these research developments, ELT professionals can incorporate innovative approaches and technologies into their teaching practice, thus better preparing learners for the demands of the 21st century.

In conclusion, research in ELT is essential for advancing the field, informing teaching practices, shaping language education policies, supporting professional development, and driving innovation. By engaging with research findings and conducting their own inquiries, language educators can enhance the quality of their teaching, improve learning outcomes for their students, and contribute to the ongoing evolution of language education. As the demand for effective English language instruction continues to grow, the importance of research in ELT will only become more pronounced, underlining the need for a strong commitment to evidence-based practice and continuous professional development among language educators.

THE ROLE OF RESEARCH IN INFORMING TEACHING PRACTICE

Research plays a vital role in shaping and improving teaching practices in the field of English language teaching (ELT). By studying different aspects of language learning and teaching, researchers can find valuable information that can help teachers make better decisions in the classroom. This information can be used to create teaching methods and materials that are more effective and engaging for students.

One important way that research informs teaching practice is by helping us understand how people learn languages. For example, studies on second language acquisition (SLA) have shown that learners need plenty of opportunities to use the language in meaningful ways to develop their skills (Ellis, 2005). This finding has led to the development of teaching approaches like communicative language teaching (CLT) and task-based language teaching (TBLT), which focus on creating authentic, real-world language experiences for students (Richards & Rodgers, 2001).

Another area where research has had a big impact on teaching practice is in the use of technology. As Chapelle (2003) notes, "the use of technology in language teaching and learning has been a major focus of research in applied linguistics for the past two decades" (p. 1). Studies on computer-assisted language learning (CALL) have explored how digital tools and resources can be used to support language learning, provide personalized feedback, and encourage collaboration among students. By staying up-to-date with this

research, teachers can incorporate technology into their lessons in ways that enhance student learning and engagement.

Research can also help teachers understand the specific needs and challenges of different groups of learners. For instance, studies on teaching English for academic purposes (EAP) have highlighted the importance of developing students' academic language skills, such as reading and writing in academic genres (Hyland, 2006). This research has informed the development of specialized EAP courses and materials that target the unique language demands of academic settings.

Similarly, research on teaching young learners has provided insights into the developmental characteristics and learning styles of children, as well as effective strategies for teaching them a second language (Cameron, 2001). By drawing on this research, teachers can create age-appropriate lessons and activities that keep young learners engaged and motivated.

In addition to informing specific teaching practices, research also plays a crucial role in supporting teachers' professional development. As Borg (2010) argues, "engagement with research can enhance teachers' understanding of their work, their problem-solving skills, and their capacity to make informed decisions about their practice" (p. 409). By reading and discussing research findings, attending conferences and workshops, and participating in research projects, teachers can deepen their knowledge of language learning and teaching, reflect on their own practices, and identify areas for growth and improvement.

Moreover, when teachers engage in their own classroom-based research, also known as action research, they can investigate specific issues or challenges in their own teaching contexts and find practical solutions (Burns, 2010). This process of systematic inquiry and reflection can help teachers become more aware of their students' needs, try out new approaches, and evaluate the effectiveness of their teaching practices. By conducting action research, teachers can not only improve their own teaching but also contribute to the wider knowledge base in ELT.

In conclusion, research plays a vital role in informing and improving teaching practices in ELT. By providing insights into language learning processes, effective teaching strategies, and the needs of different learner populations, research helps teachers make more informed decisions in the

classroom. Moreover, by engaging with research and conducting their own inquiries, teachers can continue to develop their professional knowledge and skills, ultimately leading to better learning outcomes for their students. As the field of ELT continues to evolve, it is essential for teachers to stay connected to research and use it to guide their practice.

TYPES OF RESEARCH IN ELT

Researchers and educators employ a variety of research methods in the field of English language teaching (ELT) to examine different facets of language acquisition and instruction. Every research design has advantages and disadvantages of its own, and it can yield a variety of data that can be used to enhance ELT procedures. The four primary categories of ELT research that will be discussed in this section are action research, mixed methods research, qualitative research, and quantitative research.

One area of study that focuses on gathering and evaluating numerical data is quantitative research. Quantitative research in ELT sometimes entails analyzing data from large student cohorts and applying statistical techniques to identify trends or correlations (Mackey & Gass, 2005). For instance, by comparing test results from students before and after employing each teaching strategy, a quantitative study could assess how effective two distinct approaches are. Testing theories, drawing broad conclusions about language learning, and examining trends across time are all facilitated by quantitative research.

However, quantitative research also has some limitations. Because it relies on numerical data, it may not capture the full complexity of language learning experiences or the individual differences among learners. Additionally, the results of quantitative studies may not always apply to different contexts or populations (Brown, 2004).

The goal of qualitative research, on the other hand, is to comprehend the meanings, experiences, and viewpoints of people or groups. Qualitative research in ELT frequently entails classroom interaction analysis, material examination, student and teacher observation and interviewing, and more (Richards, 2003). A qualitative study might, for instance, investigate how teachers modify their teaching methods to fit various cultural situations or how students feel about utilizing technology to learn languages.

Qualitative research is useful for gaining in-depth insights into language learning processes, understanding the factors that influence learning outcomes, and exploring the lived experiences of learners and teachers. However, qualitative research also has some limitations. Because it often involves small samples and context-specific data, the findings may not be generalizable to other settings. Additionally, qualitative research can be time-consuming and may require specialized skills in data collection and analysis (Dörnyei, 2007).

Research that uses both quantitative and qualitative methodologies to examine a research problem is known as mixed methods research. By combining the best features of both methodologies, mixed methods research in ELT can offer a more thorough understanding of language learning (Creswell & Plano Clark, 2011). For instance, in a mixed methods study, students' language competency might be measured quantitatively using a survey, and their learning motives and tactics could then be investigated through interviews that take place thereafter.

Mixed methods research is useful for triangulating findings, providing a more complete picture of language learning, and addressing complex research questions. However, mixed methods research also has some challenges, such as the need for researchers to have skills in both quantitative and qualitative methods, and the potential for conflicting findings from different data sources (Dörnyei, 2007).

Action research is a kind of research that practitioners carry out to enhance their own work. Action research in ELT frequently entails teachers recognizing a problem or issue in their classroom, gathering information about it, putting a change or intervention into place, and then assessing the outcome (Burns, 2010). For instance, a teacher may carry out an action research study to investigate the effects of implementing cooperative learning activities on students' involvement and participation in the classroom.

Action research is helpful in addressing particular issues in teaching practice, giving instructors the confidence to take charge of their professional growth, and producing knowledge specific to a certain environment that can guide instructional decisions. Action research does, however, have certain drawbacks, including the possibility of researcher bias and the challenge of extrapolating results outside of the immediate context (Borg, 2010).

In conclusion, there are several types of research in ELT that can provide valuable insights into language learning and teaching. Quantitative research is useful for studying large groups and identifying general patterns, while qualitative research is useful for exploring individual experiences and perspectives. Mixed methods research can provide a more comprehensive understanding by combining both approaches, while action research can help teachers improve their own practice. By understanding the strengths and limitations of each type of research, ELT professionals can make informed decisions about which approaches to use in their own work and how to interpret and apply research findings in their teaching practice.

THE RESEARCH PROCESS: AN OVERVIEW

In order to thoroughly investigate language learning and teaching, researchers in the field of English language teaching (ELT) employ a methodical approach to their investigation. There are several general stages that most research projects follow, while the exact procedures may differ based on the type of research and the research question. An overview of the ELT research process will be given in this section, covering the steps of defining a research problem, evaluating relevant literature, planning the study, gathering and evaluating data, reporting findings, and sharing them.

Finding a research problem or question is the first stage in the research process. This entails identifying a gap or problem that needs to be fixed in the way that language learning and instruction are currently understood (Mackey & Gass, 2005). For instance, a researcher may want to look into this subject more after noticing that there isn't much research on the topic of using mobile devices to enhance vocabulary learning. Selecting a precise and well-defined research issue is crucial as it directs the remaining stages of the investigation and guarantees the study's feasibility and significance.

Examining the body of prior research on the subject is the next step after formulating a research question. This entails looking up and reviewing earlier research on the topic as well as theories and conversations (Hart, 2018). Understanding what is previously known about the subject, identifying important concepts and factors, and placing the current study within the larger framework of ELT research are the goals of the literature review. Researchers

can improve their research question, create hypotheses, and choose the best methodology for their study by reviewing the literature.

Researchers must plan their investigation after examining the literature. This include choosing the sample or participants, the data collection strategies (such as surveys, interviews, and observations), the data analysis methodologies, and the research methodology (such as mixed, quantitative, and qualitative methods) (Brown, 2004). The research topic, the knowledge gleaned from the literature analysis, and pragmatic factors like scheduling, funding, and participant accessibility should all inform the study design. In addition, ethical considerations must be made, and participants' informed consent and necessary authorization must be obtained.

The next stage of the research process is to collect data. This involves implementing the data collection methods and procedures outlined in the study design (Dörnyei, 2007). For example, if the study involves a survey, researchers need to distribute the survey to participants, ensure that they understand the instructions, and collect the completed responses. If the study involves interviews, researchers need to schedule and conduct the interviews, record the conversations, and transcribe the data. Throughout the data collection process, researchers need to be attentive to data quality and ensure that the data is accurate, complete, and properly stored.

After the data is gathered, researchers must examine it. The type of data and the study issue will determine the particular data analysis methodology (Creswell & Plano Clark, 2011). For instance, statistical methods like regression analysis, inferential statistics, and descriptive statistics can be used to assess quantitative data. Techniques like discourse analysis, grounded theory, and theme analysis can be used to study qualitative data. Finding patterns, connections, and insights that support the research question and provide insight into the phenomenon of language learning and instruction under study are the objectives of data analysis.

The final stage of the research process is to report and disseminate the findings. This involves writing up the results of the study in a clear and concise manner, interpreting the findings in relation to the research question and the literature, and discussing the implications and limitations of the study (Paltridge & Starfield, 2020). Researchers may also present their findings at conferences, publish their work in academic journals or books, or share their

insights with language teaching practitioners through workshops or online resources. Disseminating research findings is important because it allows other researchers and educators to learn from and build on the study, and it can inform language teaching policies and practices.

To sum up, a methodical and iterative approach to studying language learning and teaching is used in the ELT research process. Researchers can add to the growing body of knowledge in the subject and enhance language teaching methods by formulating a research topic, evaluating the literature, planning the study, gathering and analyzing data, and reporting and distributing findings. Even while conducting research can be difficult and time-consuming, it is crucial to expanding our knowledge of how languages are taught and acquired and, eventually, to enhance the experiences and results of language learners everywhere.

EVALUATION

1. Why is research important in the field of English language teaching (ELT)? Provide at least three reasons.
2. How can research findings inform and improve teaching practices in ELT? Give two specific examples.
3. Briefly describe the four main types of research in ELT and explain the key differences between them.
4. What are the strengths and limitations of quantitative research in ELT? Provide one example of each.
5. In what ways can qualitative research contribute to our understanding of language learning and teaching? Provide two examples.
6. How can mixed methods research help to address the limitations of quantitative and qualitative research in ELT?
7. What is the purpose of action research in ELT, and how can it benefit language teachers and learners?
8. Describe the five main stages of the research process in ELT and explain why each stage is important.
9. Why is it important for researchers to conduct a literature review before designing their study? Provide two reasons.

10. How can researchers disseminate their findings, and why is it important to share research results with the wider ELT community? Provide three examples of dissemination channels.

Case Study 1:

A group of ELT researchers is interested in investigating the effectiveness of using mobile applications for vocabulary learning among high school students. They plan to conduct a study comparing the vocabulary gains of students who use a mobile app with those who use traditional paper-based materials.

- a) What type of research would be most appropriate for this study? Justify your answer.
- b) Describe the key steps the researchers should follow in the research process to ensure a well-designed and executed study.

Case Study 2:

An English language teacher has noticed that her students struggle with pronunciation and wants to find ways to help them improve. She decides to conduct an action research project in her classroom.

- a) What are the potential benefits of conducting action research for this teacher and her students?
- b) Outline a possible action research plan that the teacher could follow, including the stages of identifying the problem, collecting and analyzing data, and implementing and evaluating a solution.

SUMMARY

Chapter 1 has given a thorough introduction to the significance and purpose of research in English language teaching (ELT). The chapter started by talking about how important research is in ELT, highlighting its crucial role in shaping teaching practices, designing curricula, and encouraging innovation in language education. Research in ELT helps us understand the complex processes involved in learning and teaching languages, identify best practices, and improve learning outcomes for diverse groups of learners.

The chapter then explored the various ways in which research findings can inform and enhance teaching practices in ELT. By engaging with research,

language educators can gain valuable insights into effective teaching strategies, materials development, and assessment practices. Research-based approaches, such as communicative language teaching (CLT) and task-based language teaching (TBLT), have been developed through the findings of studies on second language acquisition and have greatly influenced the field of ELT.

Subsequently, the chapter presented the four primary categories of ELT research: action research, mixed methods research, qualitative research, and quantitative research. The main goal of quantitative research is to gather and examine numerical data; statistical analysis and high sample sizes are frequently used. Comparatively, qualitative research uses techniques like observations, interviews, and document analysis to try and comprehend the meanings, experiences, and viewpoints of people or groups. Research employing mixed methods integrates quantitative and qualitative methodologies to offer a comprehensive picture of language instruction and acquisition. Action research is a cycle of planning, acting, observing, and reflecting that practitioners carry out to enhance their own teaching approaches.

The next section of the text gave a summary of the ELT research process, highlighting the important phases of study execution. The first step in the process is to formulate a research topic or problem that will serve as the study's main focus. After that, researchers examine the body of prior research to gain a better understanding of the field and to place their study in the larger context of ELT research. The design of the study, which includes participant selection, proper research methods, and data collection and analysis strategies, is the following step. Depending on the type of data and study issue, researchers then gather and evaluate the data using a variety of approaches. Lastly, in order to add to the expanding body of knowledge in the area and to influence language teaching policies and practices, researchers disseminate and discuss their findings through a variety of venues, including conferences, academic publications, and workshops.

In conclusion, Chapter 1 has emphasized the vital role of research in advancing the field of ELT and improving language teaching and learning practices. By understanding the different types of research, the research process, and the potential implications of research findings, language

educators and researchers can contribute to the ongoing development of the field and ultimately enhance the experiences and outcomes of language learners worldwide. As the field of ELT continues to evolve, it is essential for educators and researchers to stay engaged with research and to use it to inform their practices and decision-making processes.

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"Research on English Language Teaching " is an in-depth exploration of the critical role research plays in the field of English Language Teaching (ELT). The book is designed to equip students, educators, and researchers with the knowledge and skills necessary to understand, conduct, and apply research in ELT.

The book begins by highlighting the importance of research in ELT and its role in informing teaching practices. It then introduces readers to the various types of research in ELT, including quantitative, qualitative, mixed methods, and action research. The research process is also outlined, providing an overview of the key stages involved in conducting research.

Mixed methods research is presented as a powerful approach that combines quantitative and qualitative methods to provide a more comprehensive understanding of ELT phenomena. The book discusses the purposes and rationales for using mixed methods, the various design strategies, and the challenges and opportunities associated with integrating quantitative and qualitative data.

A significant portion of the book is dedicated to action research, which is a key approach to professional development and improvement in ELT. The action research cycle is explained in detail, guiding readers through the process of identifying problems, developing research questions, planning and implementing research, and evaluating and reflecting on the outcomes.

By the end of the book, readers will have a solid foundation in research methods and a deeper appreciation for the vital role research plays in advancing the field of ELT. They will be equipped with the tools and knowledge needed to engage in their own research projects and to use research to inform and improve their teaching practice.



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