



DATA COLLECTION AND ANALYSIS IN APPLIED LINGUISTICS

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The content of presentation

- Data collection and analysis for undergraduate students
e.g. A case of my supervisee student (Zakiyah, 2020)
- Data collection and analysis for an international published work
e.g. A case of our book chapter publication (Wahyudi & Chusna, 2019)
with Routledge.

Data collection and analysis for undergraduate students

[Data collection stage]

- The alignment of data with topic and RQ(s)
- The types of data:
 - ◇ the Internet based data e.g. you tube,
 - ◇ social media, curriculum document(s),
 - ◇ transcribed interviews or
 - ◇ the combination among these data
- Pay attention to context(s) of how the data emerge especially for the interview generated data e.g. multimodality
- Pay attention to the historical context(s) of the data e.g. documents

[Data analysis stage]

- The alignment between the topic, RQs with the theoretical/analytical framework(s) and the collected data.
- The data need to be analyzed with patience and care (back and forth) addressing the issues being investigated in the RQ(s).
- Data analysis need to follow a theoretical/analytical framework(s) consistently. If a particular part the analytical framework is not followed entirely, it is possible but it needs to be explicitly stated with substantive justification(s).
- Data analysis need to be written critically and dialogically *in relation to the existing previous studies* e.g. Zakiyah (2020)

Con...

[Data collection stage]

- Ethical issues e.g. consent form(s)

[Data analysis stage]:

- Use the theoretical/analytical framework critically e.g. what works and what does /do not work due to the shifting contexts
- Highlight clearly the original contribution of the research to the field

Data collection and analysis for an international published work (Wahyudi & Chusna, 2019)

- Topic: Learning from a teacher's classroom discourses to re-modify the ELF framework(s) in the ASEAN context
- We aim to re-modify the existing ELF framework(s) of Kirkpatrick (2014) and Kobayasi (2017)
- ◇ Native speaker is not the only linguistic target
- ◇ the native speaker culture is not the only cultural target
- ◇ locally trained multilingual teachers are more appropriate to teach ELT than teachers lacking teacher training and empathy with English learners etc
- Video recorded classroom observation
- Consent forms granted from the Head of School, a teacher, and parents
- Teacher Profile: 28 year old Javanese Muslim teacher with Bachelor in English language education
- Students: Javanese, Madurese and Arabic descendants

Con...

- By incorporating Foucault's power relations (Gallagher, 2008) and technique of power (Gore, 1995) in the framework(s)
- A classroom research collected from an Islamic Private Elementary School in East Java, Indonesia.
- School based (KTSP) curriculum
- Students' behavior was reported in the mid term and final evaluation
- Topic: drinks
- Teacher divided the students into male and female groups and made the class as a game competition between the groups.
- The female group won the game

Findings and discussion

- Inner Circle English (ICE) remained hegemonic
 - ◇ The past exposure of the imported English language curricula
 - ◇ The need to be a credible English teacher
 - ◇ British and American English have become *disciplinary power* in the field
- There was a disconnected discourse of ELF in the teacher's professional knowledge
 - The dynamics of power relations emerged in the classroom especially when the male group was not satisfied with the result of the game
 - We have proven that it is possible to integrate Foucault's concept of power relations to the existing ELF frameworks

(See: Wahyudi & Chusna, 2019)

References

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- Kirkpatrick, A. (2014). Teaching English in Asia in non-Anglo cultural context: principles of the 'Lingua Franca Approach. In R. Marlina & R. Giri (Eds). *The pedagogy of English as an International language* (pp: 23-34). New York: Springer.
- Kobayashi, Y. (2017). ASEAN English teachers as a model for International English learners in the Outer Circle Asia. *Journal of Multilingual and Multicultural Development*, 32(3), 235-248.
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- Thank You