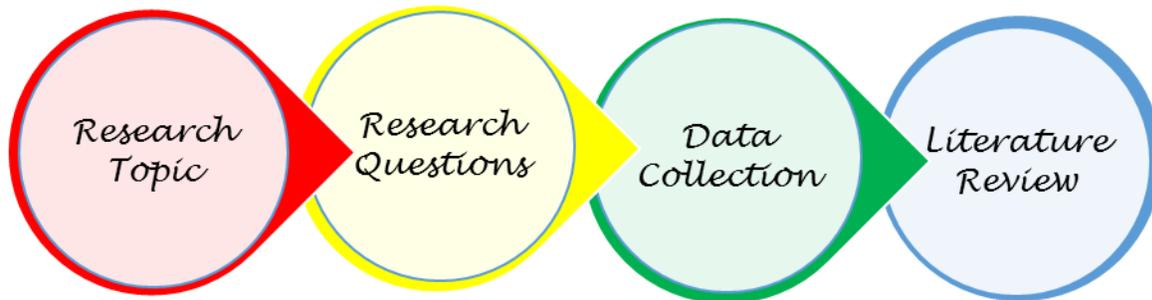


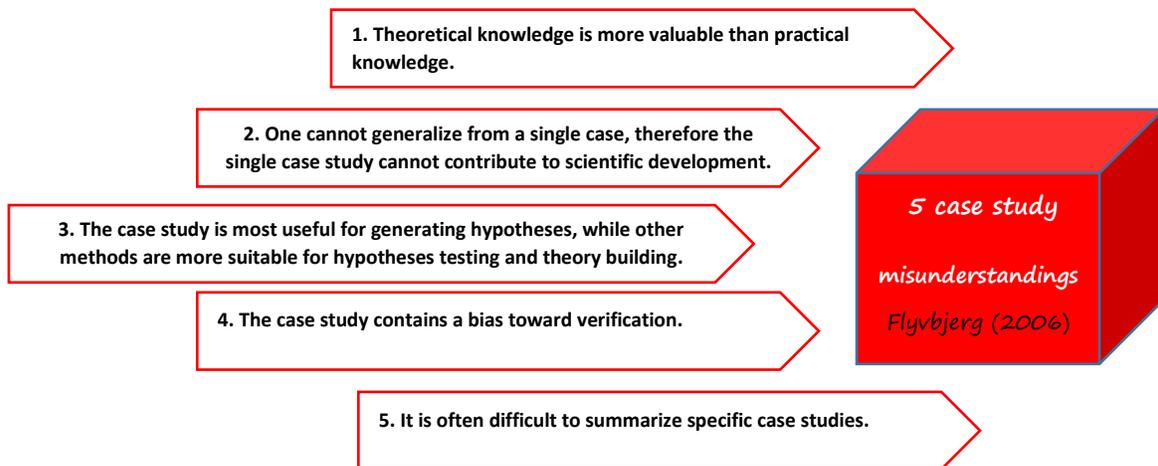
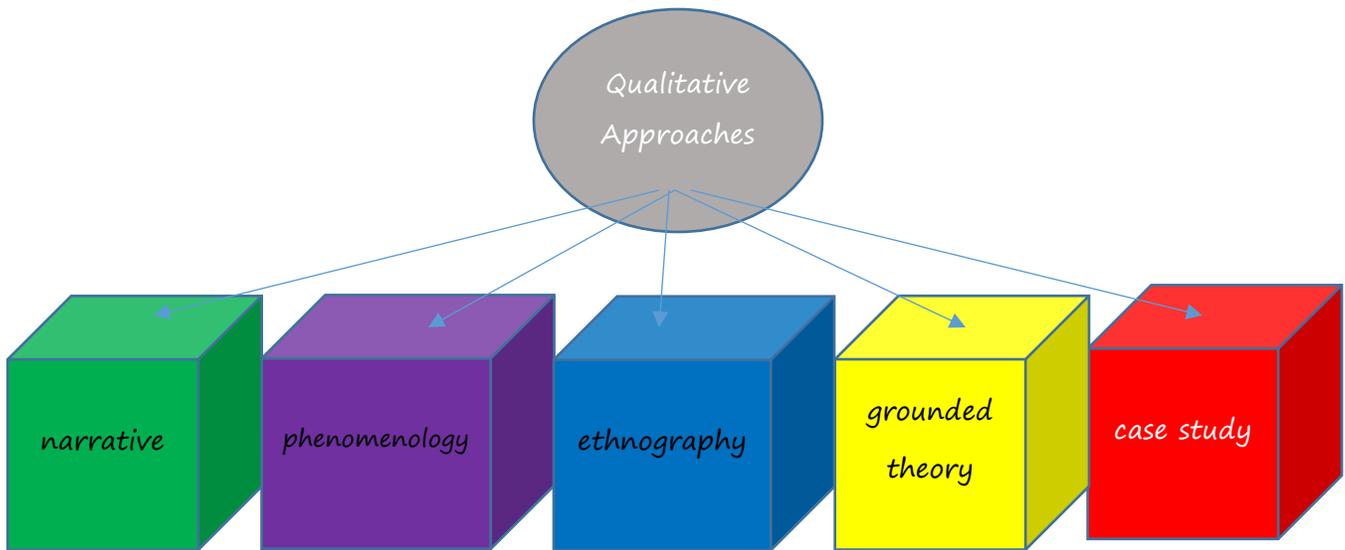
Research Journal Entry #2



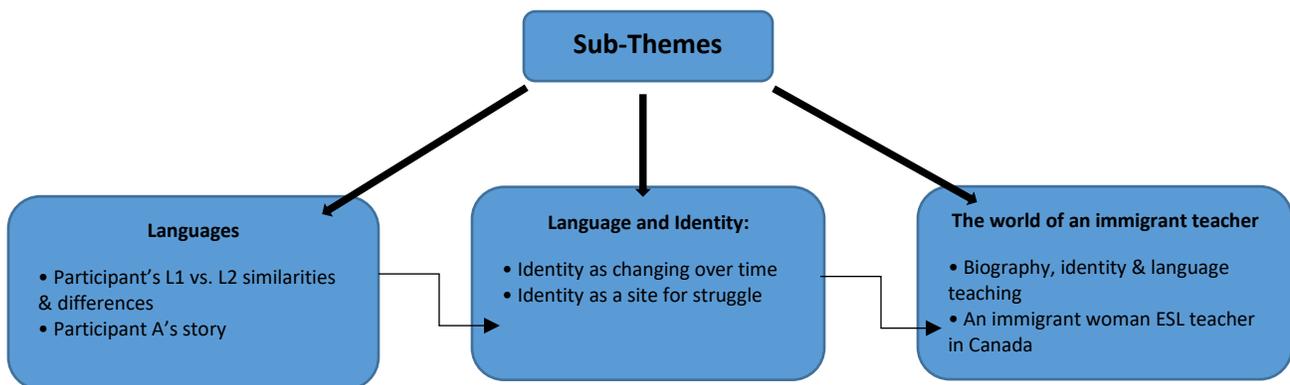
I am experiencing what Creswell (2014) calls an *emergent design*, that is, “the initial plan for research cannot be tightly prescribed, and some or all phases of the process may change or shift after the researcher [...] begins to collect data” (p. 235). Given the fact that I couldn’t find other non-native ESL teachers willing to take part in my project, I had to adapt my research topic to suit one participant only. In turn, this calls for a change in terms of type of research, hence my new approach is a case study, which is actually one of the five qualitative approaches recommended by Creswell (2014). I will be telling one story instead of three (as I had initially planned), but this new approach has its own benefits. The case study bibliography recommended by Dr. Lambert comes in handy, since I need to familiarize myself with this new format. On the one hand, it is unfortunate that I cannot learn about the chosen topic from more participants and incorporate more voices into my research paper. On the other hand, I look forward to learning about case studies and what they entail.



⚠ Case studies are a design of inquiry in which the researcher develops an in-depth analysis of a case, [...] or one individual [...]. Researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995; Yin, 2009, 2012; Creswell, 2014, p. 42). ⚠



As you can see below, due to the fact that my research is going to be the case study of one participant, the sub-themes have been adapted.



While I am glad that I found a solution to my participant problem, I am aware of the fact that changing to a completely new research method, finding case study related articles, and reading them will take away from the time that should be devoted to preparing my Literature Review, which is an unfortunate setback. ⚠️ Encouragement Note to Self: “The research road is not tough—but walking it well can be difficult” (Parsons et al., 2013, p. 67). ⚠️ Right now, it feels like I am walking on a tight rope, while at the same time juggling different aspects of my research project that are buzzing like busy bees.

Data Collection

Today, October 14, 2016, I conducted my first interview. It was such a great experience to be able to share stories and views with another non-native ESL teacher. The interview lasted a bit longer than one hour, and apart from the recorded portion that I will be soon transcribing, my participant and I had a nice chat off the record. I am only now starting to see the advantages of involving participants in the research. On the other hand, as I think back on how I conducted the interview, if I were to be bluntly honest, I'd say ...

In discussing the researcher's role and data collection, Creswell (2014) mentions “an imbalance of power between the inquirers and the participants” (p. 237). As I have recently met the participant of my research project, I decided to open up (which



... research is tougher than I thought!

I did via e-mail) before asking her to share personal experiences and thoughts; the idea being to establish a common ground. I briefly touched on the Whys of my research, my background and teaching experience, as well as my current frame of mind. This goes hand in hand with how I present myself to my students: before asking them to let me know them better, I let them into my world. It's a two-way street, whether it's teacher-students, or researcher-participants.

Below I have copy-pasted the main interview strategies from my previous journal entry. As I was re-reading them, I realized that there were some differences in the way I conducted the interview and what makes for a by-the-book interview. First, I could not just sit and listen, I HAD to talk and react to what the participant was saying. I did follow up with my own comments on what the participant was saying, mostly agreeing with her. How is one supposed to have a dialogue with someone and NOT agree or disagree with them? Without this, to me, it sounds like the researcher is interrogating the participant rather than conducting an interview with him/her. Furthermore, isn't the researcher supposed to make the participant feel at ease in order to prompt them to share experiences and opinions? How is that possible without interacting, reacting, laughing, connecting on a closer, more personal level? If I were to do the interview again, I would ask fewer questions so that I would get more in-depth answers. I really enjoyed talking with my participant; I wish I could conduct more than one interview!

⚠ Note to Self: "Every person's favorite topic is himself/herself" (Parsons et al., 2013, p. 55). ⚠



There are some aspects of the research that I really enjoy, such as reading books and articles, reacting to what I read and jotting down my comments, writing these journal entries, to name a few. However, all this seems to postpone the act of writing the actual Literature Review. This is my biggest problem right now; I need to make completing the literature review my priority. How realistic is my data collection plan? How much time do I put into writing my journal entries (which I wholeheartedly enjoy) and how much into actually conducting the research and writing my paper?

⚠ Note to Self: These are more than rhetorical questions. ⚠

⚠ Note to Self: Go back to Wendy Belcher's (2009) *Writing your Journal Article in 12 Weeks*. ⚠

Somehow, I tend to end up Binge Writing! Belcher (2009) points out that writing daily (not in big chunks!) works. I am a night owl who does most of the work at night, especially during the weekend. How can I better manage my time? Belcher (2009) argues that "writing every day keeps the article in the forefront, so that you think about it" (p. 21) all the time. I do think about my paper, it's that there are too many ideas swarming through my head, not to mention the articles and books scattered through my office room, which is a bit overwhelming.

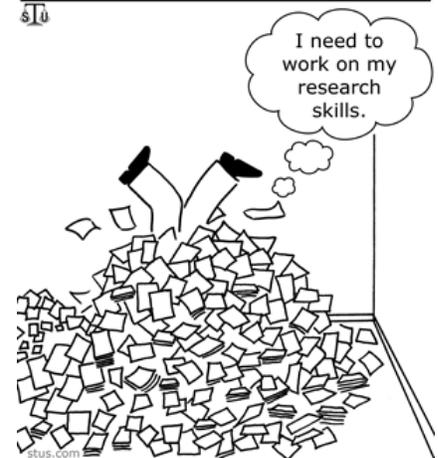
⚠️ Note to Self: Make writing a habit. ⚠️

⚠️ Note to Self: Daily writing equals small, but satisfying successes. ⚠️

⚠️ Note to Self: Ask the studio members how they are dealing with this issue. ⚠️



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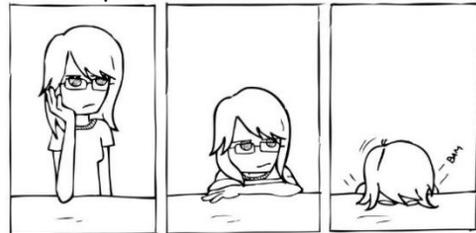


Literature Review

A *bit initio!* Honestly, I feel rather swamped at the moment. Having had to change the method that I am approaching my study from, I need to familiarize myself with what a case study involves, hence I need to find new articles and read them. Having gathered more articles on the three main topics that my research deals with (i.e., language, identity, and non-native ESL teachers), I have to be more critical as well as realistic and admit that there is not enough time to read them all; not to mention that the reading I have done so far brought to my attention at least a few books whose focus is on non-native ESL teachers (e.g., Paikeday's (1985) *The native speaker is dead*; Medgyes's (1994) *The non-native teacher*, and Braine's (1999) *Non-native educators in English language teaching*). Having had to make changes to my research topic, as well as to the research questions, I need to re-think my entire approach.

⚠️ Note to Self: Stop looking for more articles. ⚠️

⚠️ Note to Self: You CANNOT read everything. ⚠️



I have re-watched Candace Schaefer's (2014) YouTube tutorial on How to Write a Literature Review, and this time I took notes. Below are a few tips to help speed up the writing process.

Put the Literature Review Together

- What do scholars say about your topic?
- What are ongoing debates within your topic?
- What ideas do you agree with? Why?
- What ideas do you disagree with? Why?
- What HASN'T been said about your topic?

Start with a General Statement

- **In addition**, X (1990) postulates that ...
- V, Y, Z (1992), **however**, link ... to ...

Integrate What Others Say

- What do experts in the field say about X?

The result of X's study contradicted the findings of Y.

- What are commonplace opinions?

Most experts believe that ...

- What do others imply or assume?

Some Title X opponents assume that ...

- What are both sides of the argument?

Although proponents of ... believe that ..., opponents state that ...

Connect Ideas

- **Pointing words:** *This debate/argument ...*
- **Transitions:** *In contrast to ..., In addition to ..., Other authors claim that ...*
- **Conjunctive adverbs**

Place your Research in the Debate

- What do I say about subject J?
- How do I agree with what Scholar D says about subject C?
- How do I agree with Scholar B about subject J but with a difference?
- How do I disagree with Scholar K?
- How do I concede a point without giving up an argument?
- How do I impart the importance of my argument?

One of the many things I have learned from my instructor is *To Stay Calm* (e.g., the online IRISS application was one of the toughest parts of my research adventure thus far). ⚠️ **Note to Self:** Do NOT listen to “inner negative voices that whisper their fears [...] whenever think[ing] about writing” (Belcher, 2009, p. 3) ⚠️ Having said that, I hope that I haven’t fallen into the other extreme of *dolce far niente*. I am trying to take things in my stride and find my rhythm, while keeping an open mind to unexpected turns in the progress of my research. I am learning to solve one problem at a time, walking slowly, and devoting the time and patience necessary to document my research journey (Parsons et al., 2013, p. 67).

“First and foremost,
get writing!”

(Samuel Eliot Morison,
1953, 293, quoted by
Belcher, 2009, p. 5)

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See you
next time!

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