

Developing Learners' Communicative Competence, a Comparative Study Khouloud Nebbou/ Exeter University, United Kingdom

Abstract:

This paper unpicks some of the conceptual and philosophical assumptions made in two research articles published and how these affect the nature of the research reported. The first article is *Teacher Cognition of Pronunciation Teaching: Teachers Concerns and Issues* by Graeme Couper and the second is *"I Prefer Not to Text": Developing Japanese Learners' Communicative Competence with Authentic Materials* by Alex Gilmore. After a summary of both articles, the paper goes on to discuss four important areas of concern: i) The paradigmatic nature of both research papers; ii) The relationship between theory and practice; iii) Ethics; iv) Socio-political contexts. The paper concludes with a discussion session to examine what has been learned from the comparison and discussion of the two articles.

Key words: Teaching pronunciation, Communicative competence, Research philosophy, Ethics

الملخص

تلخص هذه الورقة بعض الافتراضات المفاهيمية والفلسفية من مقالين مختلفين و كيف تؤثر هذه القواعد على طبيعة البحث العلمي. المقال الأول بعنوان: إدراك المعلم لتدريس النطق: مخاوف وقضايا المعلمين للباحث غرايم كوبر. المقال الثاني "أنا أفضل عدم الكتابة": تطوير كفاءة التواصل لدى الطلبة اليابانيين من طرف أليكس جيلمور وبعد موجز لكلتا البحثين، تناقش الورقة أربعة مجالات هامة-1: الطبيعة النموذجية لكل من ورقات البحث؛-2 العلاقة بين النظرية والممارسة (الأخلاقيات)؛ 3 والسياقات الاجتماعية والسياسية. تختتم الورقة بدورة مناقشة لبحث ماتم استخلاصه من المقارنة والمناقشة بين المقالين.

1. The Paradigmatic Nature of Both Research Papers

According to Creswell and Clark (2011), it is essential that any endeavour to conduct research is preceded by the development of an awareness of the philosophical assumptions that surround the nature of existence (ontological assumptions) and the nature of knowledge (epistemological assumptions). It is also suggested that for it to be a good practitioner it is important to include, as part of the research paper, the research paradigm and epistemological and ontological considerations in an explicit manner. The purpose for such an inclusion being that one's view of reality does have an impact on their thoughts about knowledge; and one's views of knowledge will, in turn, influence decisions about methodology (Kuhn, 1996). The research undertaken by Couper's study takes a phenomenological approach to its exploration, through semi-structured interviews of the research question: How do English language teachers in New Zealand perceive pronunciation teaching? Based on what may be referred to as emergent or grounded theory (Starfield, 2010). According to Keele (2010) phenomenology is an approach to exploring people's everyday life experiences using bracketing of preconceived values and ideas and intuitive knowledge. Phenomenological researchers investigate subjective phenomena. They try to capture the life world as it is lived, the "now" of human experiences (Keele, 2010). According to Baker (2014), although research has made

advances in understanding how instruction can improve pronunciation learning outcomes, there have been only a few investigations into how these advances are reflected in the knowledge base of teachers and in classroom practice. Couper (2016) research works to understand more this problem with the aim of informing both pronunciation teachers and language teachers in general and prompt them to reflect on their practice. He used this approach to describe life experiences and give them meaning. Phenomenology is one of the three key traditions of the interpretive paradigm. The humanistic approach enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve. According to Interpretivists, individuals are intricate and complex and different people experience and understand the same 'objective reality' in very different ways and have their own, often very different, reasons for acting in the world. The purpose of this type of research is to be illuminative. Couper (2016) study is an example of research which is interpretive in its approach. The researcher makes a clear insight into a group of teachers in analysing their knowledge and the perceptions they had built up through their experiences.

The focus here was not on any particular group of students but rather on teachers' views, which have been influenced by experiences with many different types of students. In Couper's research, although the purpose of the research is not to confirm a hypothesis, there was a question to be answered; how do English language teachers in New Zealand perceive pronunciation teaching? This does pose some important questions about the methods applied being consistent with the philosophical stance employed which will be discussed in the next section.

Every paradigm is based upon its own ontological and epistemological assumptions. Since all assumptions are conjecture, the philosophical underpinnings of each paradigm can never be empirically proven or disproven. Different approaches inherently contain differing ontological and epistemological views; therefore, they have differing assumptions about reality and knowledge which underpin their particular research approach (Scotland, 2012).

Researchers working with the interpretive philosophy hold the belief that knowledge is socially constructed through different types of interaction (Richie & Lewis, 2003). Interpretive epistemology consists of interactions that take place in natural contexts and real-world settings where social agents can impact one another. Hence, knowledge is subjective, value-laden, and inevitably shaped by the perspectives of the researcher and the participants. Knowledge and meaningful reality are constructed in and out of an interaction between humans and their world and are developed and transmitted in a social context. Therefore, the social world can only be understood from the standpoint of individuals who are participating

in it. Whereas ontology means the world does not exist independently of the knower (Grix, 2004). Researchers participate in the reality of what they are researching, which, in turn, is individually negotiated through social construction and subjective interpretation. Thus, the reality is constructed through the interaction between language and aspects of an independent world.

Couper's research uses this interpretative approach as it aims to explore the diverse perspectives of the people who are directly involved in the situation, and whose opinions play a crucial role in understanding the situation. It is informed by the value-laden perspective of the target respondents, and hence warrants the need for an interpretative philosophy. The researcher holds the belief that we still do not know enough about language teacher cognition and how it can be fostered which was a reality and that there was a need to explore the situation using academic research that can provide useful insights into addressing this serious issue. Furthermore, the research included the perceptions and opinions of teachers who were experiencing the situation and whose experiences were a direct result of their social interactions.

Within the interpretive view, researchers usually approach people with the aim of finding out about them; they go to the participants to collect the rich and in-depth data that may become the basis for theorising (Denzin, 1989). Couper's study used a semi-structured interview as qualitative method approach. Qualitative methods are typically characterised by their flexibility; they allow greater spontaneity and adaptation of the interaction between the researchers and their study participants. Here participants have the opportunity to respond more elaborately and in greater detail than is typically the case with quantitative methods. The need for obtaining in-depth and holistic information from the situation is aggravated when the focus of the research is to understand human social interaction or human psychology.

Since Couper aimed to obtain information about teachers' personal experiences of pronunciation teaching, data for the study was collected by semi-structured interviews, which fits well with the purpose of this research. One advantage of this method is that it allows researchers to 'explore, probe, and ask questions that will elucidate and illuminate that particular subject' (Patton, 2003). Couper's (2016) study places the task of exploring and understanding both deep situational and contextual factors involved in the pronunciation teaching context. Thus, it was appropriate that this qualitative method strategy was employed for this research so that a comprehensive overview of the situation can be obtained. Participant observation is often used to collect data within the phenomenological approach. This involves a combination of observing participants in a natural real-life setting and

interaction of the researcher with the participant in this setting. Couper (2016) also used classroom observation, the details of which are not reported in this article.

The philosophical approach to Gilmore (2011) research, on the other hand, is more easily defined and the methods applied are also consistent with the assumptions made. This research seeks to explore the potential of authentic materials to develop Japanese learners' communicative competence in English. Gilmore (2011) work is a quasi-experimental study. When investigating the effects of authentic materials on learners, a quasi-experimental approach would seem valuable because the researcher might expect to see quantifiable differences between an experimental group receiving authentic input and a control group receiving standard, textbook input. A far more helpful solution to quasi-experimental design would, therefore, seem to be 'mixed methods' approach, which seeks to measure as much as possible, from as many perspectives as possible. The use of mixed methods approach has inevitably led to a better understanding of the situation than could have been achieved. Quantitative data on the participants was collected pre and post course with a batch of eight different tests, while qualitative data was collected using a variety of techniques: learner diaries, interviews, and transcripts of classroom interaction. By taking a pragmatic approach and incorporating both quantitative and qualitative techniques into the investigation. Gil more aimed that the study would more effectively illustrate the complex and multi- faceted nature of language learning in the classroom Gilmore (2011). Triangulation combining quantitative and qualitative approaches; in this investigation inevitably reveals more about language learning than either approach could do singularly and certainly enhanced the validity of the study. In Gilmore study, the pragmatic approach was adopted, and methods were selected on the basis of their potential to throw light onto different aspects of language learning, rather than their theoretical affiliations.

Pragmatism is firmly in the empiricist and experiential camp of philosophy. It is arguing against the metaphysical presumptions of rationalism and focusing on how humans adapt to their environment through incorporating new experiences during their practice, itself a starting point and terminus for knowledge base (Hammersley, 1989). Gilmore followed this approach because at the beginning, he was unsure about the appropriate philosophy for the research, the research question does not suggest clearly that either a positivist or interpretive philosophy should be adopted in his research. Therefore, the uses of both qualitative and quantitative methods to resolve a real- life world challenge were adopted. Creswell and Plano Clark (2011) added that the use of qualitative and quantitative would provide a better understanding of the research problem than the use of either one method alone in a study which is the indispensable premise of mixed method design. This is argued to be one if not;

the most of the central premise of the pragmatic philosophical reasoning in today's research (Tashakkori&Teddlie, 2003).

In Gilmore research, it is hypothesised that the richer input provided by authentic materials; combined with appropriate awareness-raising and practice activities; would allow a wider range of discourse features to be noticed by the learners and lead to the enhanced development of their overall communicative competence. The study applies two interventions which would increase tacit knowledge and then measures the extent to which this affects performance using quantitative data analysis. Gilmore (2011) then uses the findings to confirm the predicted views about the use of the authentic materials. The investigation was carried out entirely in genuine classroom contexts. Nunan (1991) estimated that this was the case in only 30% of studies he analysed which means that the results in Gilmore research have higher external validity and other readers are more easily able to generalise the findings to their own pedagogical contexts. The qualitative results from this study are not mentioned in this paper.

2. The Relationship Between Theory and Practice

Educational practice is an umbrella term that has been defined in various ways by different scholars. However, most definitions agree that this is the use of educational resources to improve the quality of education through institutional policies. Pring (2000) describes educational practice being made up of a large range of complicated transactions that are dependent on the values and beliefs of those involved in the practice. Theory, however, refers to a particular kind of explanation. Leedy and Ormrod (2005) state: "A theory is an organised body of concepts and principles intended to explain a particular phenomenon" (p.4). Theories provide predictions and explanations as well as guidelines for actions and behaviour. But if a theory is said to be general, how can it effectively be applied to practice especially with the nature of the educational practice for being so complicated. An unfortunate gap between academics and practitioners, however, has led to a perception of theory as belonging to an "ivory tower" and not relevant to practice. This is perhaps why a theory is said to be tentative, open to criticism even if a positivist approach is taken (Pring, 2000). But by articulating underlying assumptions and choices and by making theory explicit and subject to discussion and by situating one's research within some theoretical framework one might be protected towards criticism. Which is the case in Gilmore (2011) research paper, the results of this study strongly suggest that the authentic materials used with the experimental group were better able to develop a range of communicative competencies in the learners than the two EFL textbooks used with the control group. This, therefore, validates the theoretical

assumptions upon which the experimental syllabus was based and provides strong support for a change in the way that classroom language learning is conceptualised and implemented.

Couper's (2016) research, on the other hand; aims at informing both pronunciation teachers and language teachers in general and prompts them to reflect on their practice to increase understanding of what teachers need from teacher educators, materials and curriculum, and researchers. Couper's paper illustrates the gap often seen between theory and practice by giving an account to the application of the theory (Carr&Kemmis, 1986). Couper's (2016) research is reflective of practice and could, therefore, be more accessible to practitioners.

It is somehow difficult to acknowledge that there is a clear distinction between the activity of producing knowledge and that of improving practice. The study undertaken by Gilmore (2011) can be described as one which is attempting to produce knowledge because the researcher here is trying to improve practice as part of producing knowledge. In this research, the teacher is the researcher. The same teacher was used for both experimental and control groups so as to avoid introducing further uncontrolled variables into the investigation. It could be argued that there are certain issues including Prejudice, self- interest, and familiarity which may impact upon a teacher's research and affect the researcher's objectivity and the researcher/teacher's greater investment in the experimental materials was a threat to the validity of the results, but every effort was taken to ensure that both groups in the trial were taught with equal commitment and enthusiasm.

In contrast to Gilmore (2011), Couper (2016) is an example of a practitioner who draws upon theory in his practice. The study is producing knowledge by applying the theory into his practice. The researcher outlines his own position as a co-participant in this research in which the participants were all teaching adults at the time of the research, and most had experience across all proficiency levels. This may have added to that the research objectivity was not compromised whilst ensuring that participants were still able to impact the research undertaken.

In general, the nature of education indicates the relationship between theory and practice is vital and both research papers demonstrate how practitioners are being involved in research.

3. Ethics

Within the discipline of education, researchers draw on a wide variety of approaches and methods largely because of the wild range of theoretical traditions and methodological assumptions that underpin their work. As Iphofen (2011) notes in relation to social science

more generally, this variety has implications for ethical decisions. Most importantly, there are significant variations in ethical principle across space and place. Ethical research codes are especially strong in the England-speaking world, including the USA, Canada, the UK, and New Zealand. Couper's research was conducted in New Zealand. It is not clear within the limits of Couper's paper of how the researcher has dealt with the arising ethical issues. In many parts of the world, it is common practice not to reveal the identity of research participants in reports and other forms of disseminations, primarily to protect them. However, research with indigenous communities has shown how such approaches are not universally accepted. Ball (2005) argued that it is important researchers do not assume that their participants would prefer to remain anonymous; in many cases, participants prefer to be named and credited for their participation.

This is illustrated well in Wood and Kidman's (2013) account of research in New Zealand. The responsibility for protecting participants lay with the community itself, rather than the researchers or the university from which they came. Couper's (2016) gave all the teachers the opportunity to choose to participate in the study and have credit for their involvement. The researcher acknowledged his participants with their given names and he gave a full description of their experience and qualifications. This could be a key gap related to Couper's research paper.

The location of the research also has relevance for researcher's safety. The ethical guidelines produced by the Social Research Association (2003) argue that social researchers have a moral obligation to protect themselves and any other participants from whom they are responsible for a risk of harm. In much Education research, the location of the study is determined by the underpinning research questions. The case in Couper's research was in the participants' actual classrooms. Despite the fact that the researcher did not provide a clear image of where the interviews took place, but through the thick description of the interviews section it was obvious that the researcher chooses the natural environment as a safe area to follow his study and to protect his participants from any harm.

Ethical considerations also impinge on the choice of research approach and methods to be used. As mentioned earlier, Couper's (2016) research follow an interpretive approach using a semi-structured interview as data collection methods. There are often significant differences between qualitative and quantitative methods because of associated differences in relation to research subjects. There are certainly some important ethical issues that are related to particular qualitative methods. For example, a fully informed consent is needed to secure in most qualitative works (Brooks, TeRiele, & Maguire, 2014). However, because of the flexible

nature of such methods, the outcomes of research are often harder to identify in advance when using qualitative approaches. Therefore, it is difficult to inform participants in any detail about that to which they may be consenting (Thorne, 1980) and the researcher themselves may not know the direction the research will take. Some qualitative researchers believe that the concept of informed consent is somehow unworkable and should be replaced by “ethics of care” in which emphasis is placed on care and responsibility for participants within the context of specific research relationships (Brooks, et al., 2014). In Couper’s (2016) article nothing was mentioned about the consent form, what was clear is that the researcher had contacted institutions and asked them to forward an invitation to participate in the research to their teachers. Where the persons in charge showed an interest, he presented the project to them and they arranged for him to explain it to teachers on their premises. However, this does not mean that those engaging in quantitative methods are immune from the need to consider ethical issues and their trust relationship with society and with their participants (Iphofen, 2011). As quantitative studies require researchers to obtain permission, protect anonymity, avoid disruption of sites, and communicate the purpose of the study accurately, qualitative studies also require researchers to communicate the purpose(s) of the study accurately, avoid deceptive practices, respect the study population, respond to potential power concerns, and confidentiality. All of these are also ethical issues for mixed- methods design (Creswell, 2012). While adopting mixed methods approaches, experimental methods often involve close contact with research participants. Gilmore (2011) is a quasi-experimental study report on a 10-month classroom-based longitudinal investigation and all were all participants taught by one teacher; the researcher. Gilmore (2011) gave all students the opportunity to choose to experience the intervention which was applied. Although by giving all students access to authentic materials and offering all participants the opportunity to attend the scheduled classes the researcher was risking damaging the experimental design and still sought to minimise the “detriment arising from participant research” (BERA, 2004, p.8) by ensuring students were given a choice. Besides, nothing was mentioned about ensuring anonymity of the participants.

Confidentiality is commonly seen as one of the key ethical tools for protecting participants in research for example through secure storage of data and avoiding disclosing comments from one participant to another. Although the archiving of the research data occurs at the end of the project, a decision about how this will be done frequently constitutes an important part of initial research design (Brooks, et al., 2014). Unfortunately, this is another ethical dilemma that attends to Gilmore paper where no clear image about the data storage of the research findings was declared.

One of the main problems when dealing with quantitative research findings is that depending on the way the analysis is conducted, the findings can be quite differently represented and differently interpreted. Gelman (2011, p.53) states that:” As a statistician, I think the key point is to recognise that different analyses can give a different perspective of a data set.” Gilmore’s research used one-way between two- groups analysis of covariance (ANCOVA) to compare the effectiveness of the two different interventions designed to develop students’ communicative competence. Using only one sort of analysis might affect the reliability of findings. However, it is sometimes believed that through using large samples, and developing complex statistical analyses, that these approaches allow the researcher to make broader claims about the veracity and power of their finding. Sixty-two second year university students were assigned to participants in Gilmore research; this could be a key power that would influence the ethical data analysis in this study. Besides, the use of both quantitative qualitative (mixed methods) approaches in the investigation provided a more comprehensive picture of what happened in the investigation and enhanced the findings.

In general, it is assumed that both papers have taken careful consideration regarding research quality in order to ensure that the research is conducted rigorously and according to the research protocol.

4. Socio-Political Contexts

Education research differs from some other types of social research by its close relationship with policy and practice. A considerable proportion of education research conducted worldwide is sponsored by different funding bodies (Brooks, et al., 2014). This can impose certain constraints on the research freedom and retain control over its orientation (Troyna& Carrington, 1989). It is not clear within the limits of both papers analysed in this essay whether the research was sponsored or not. Gilmore (2011) research took place at the University of Tokyo, Japan. The researcher did not note the impact of considerable pressure being put into educational institutions. It is assumed that the investigation benefited from the fact that relatively few constraints were imposed on the researcher/teacher by the educational institutions involved in the study. In recent years, there has been a rising interest in the development of learners’ communicative competence. In this context, learners are subjected to engage in constant research that is a pursuit of constructing themselves as foreign language learners. The social condition of the modernity pushes young learners to build their communicative skills to be part of this technological era. This could be a result of the socio-political context where research is often influenced by the surrounding.

Couper (2016) study was conducted in New Zealand. There have been some changes occurring in the last decade in New Zealand research statue. Recently, all the light is on teaching and learning particularly that related to professional development, assessment, and pedagogy. Researchers aim their work to be useful to practitioners. The Ministry of Education is currently chairing an advisory board with representatives drawn from the education sector aiming at establishing a Teaching and Learning Research Initiative. This initiative can improve practice in the schools and deepen the researchers' knowledge base of the relations of teaching to learning. The impact of the socio-political context in which Teaching and Learning Research Initiative operate is reflected in Couper's paper. Couper (2016) notes the impact of considerable facts on both teachers and educational researchers on maintaining high academic standards in all educational sectors. Another interesting point, In the New Zealand context, English language teaching is provided by a number of different types of institutions. This growth of institutions and diversification of both teachers and students impact the conclusion drawn by Couper from this study.

Discussion

Couper (2016) and Gilmore (2011) research had distinctly different approaches and purposes. Pragmatist and the interpretive approaches have two different views, and each has a specific purpose in providing a distinct means of producing unique knowledge. As discussed earlier, the methods applied in Couper 's study reflect the epistemological stance of the researcher which is a key strength in this study. Couper's Awareness of his philosophical assumptions increases the research quality. it was argued by Smith and Heshusius, (1986) that by not addressing epistemology in research the researcher has made a clear distinction between method as a technique and as a logic of justification and therefore the study may lack the comparability which is not the case in Couper study. The researcher has taken a more care in the design and the implementation of the study to ensure that the concerns and issues facing a group of English language teachers in New Zealand could have been compared with the previous cohort, Couper (2016) states: "It adds to and reinforces the picture emerging from studies in other countries that have come to comparable conclusions" (p.20). One could argue that the purpose of Couper's (2016) article is to act as a guide for those that would like to implement the theory studied which due to the interpretive nature of the research would require reflection on experience.

In contrast, Gilmore (2011) have been able to give evidence for the effect of applying the interventions, lack of a reflection from those who applied this in practice may have led to an oversimplification of findings. But the possible scientific conclusions help to give

definitive answers and may enable developments in policy and practice to be made, although this can be problematic. The purpose of Gilmore 's (2011) article is to acts to report the development of knowledge which would not require reflection on experience. Besides, the qualitative data for the investigation give an insight how participants reflect on their experiences.

In light of the discussion regarding the theoretical and philosophical stances of research presented in this paper, I believe that the value of educational research, whether it adopts an interpretive or pragmatist stance, lies with the quality of the research undertaken and the efforts made to communicate the research results effectively and each of the two discussed papers will have had their own impact on educational theory and practice. Connecting to ethical issues, one could argue that conducting any types of research ethically is important in itself. Both papers fail somehow in mentioning the ethical process and how it was followed but there were certain aspects that indicate the ethical considerations in each research. However, I hold the belief that any researcher has to be flexible, reflexive, and sensitive to ethical issues that might arise because things change, and unforeseen events can throw up unexpected questions. In general, ethical matters are typically interlacing into the sets of related decisions that need to be considered regarding the participants, the research place, data collection, method of analysis, and the type of methods used (Rachel et al., 2014).

What has been learned from the comparison and discussion of the two articles lies in the nature of the research itself. In fact, I would say that what constitutes research depends on the researchers themselves. Education researchers are always learning, finding out things, analysing data, adapting their behaviours according to information received, looking to improve and work for new demands. Besides, the researcher has to be aware of various aspects that might influence the nature of the research in general and the surrounding measures in particular. Another interesting point is that the goals of the research differ from one philosophy to another and the researcher early understands the different approaches and associated methods might prevent any problem. Interestingly, and as an aside to the main lessons learnt from the comparison, the research process and particularly the procedures associated with the varieties of both quantitative and qualitative methods which stimulated researchers to question their own underlying assumptions and provoked a significant amount of internal self-questioning and review.

References

- Ball, J. (2005). *Restorative research partnership in indigenous communities*. In A. Farrell (ed), *Ethical research with children*. Maidenhead: Open University Press.
- Brooks, R., Te Riele, K., & Maguire, M. (2014). *Ethics and education research*. Sage.
- Beaumont, R. (2009). *Research Methods & Experimental Design*. Retrieved March, 4, 2014.
- Carr, W., & Kemmis, S. (1986). *Becoming critical. Education, knowledge and action research*. London: Falmer.
- Cohen, L., Manion, L., & Morrison, K. (1994). *Educational research methodology*. Athens: Metaixmio.

- Couper, G. (2016). Teacher Cognition of Pronunciation Teaching: Teachers' Concerns and Issues. *TESOL Quarterly*.
- Creswell, J. W., & Clark, V. L. P. (2011). *Designing and conducting mixed research methods* (2nd ed.). London: Sage.
- Creswell, J. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). London: SAGE Publication.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage.
- Denzin, N. K. (1989). *Interpretive interactionism*. Newbury Park, CA, Sage.
- Gilmore, A. (2011). "I Prefer Not Text": Developing Japanese Learners' Communicative Competence with Authentic Materials. *Language Learning*, 61(3), 786-819.
- Grix, J. (2004). *The foundations of research*. London: Palgrave Macmillan.
- Gelman, A. (2011). Ethics and statistics: open data and open methods. *Chance*, 21(4):51-53.
- Available at: www.stat.columbia.edu/~gelman/research/published/ChanceEthics1.pds.
- Hammersley, M. (1989). Pragmatism. *The Dilemma of Qualitative Method: Herbert Blumer and the Chicago Tradition*, 44-65.
- Iphofen, R. (2011). *Ethical decision-making in social research: A practical guide* (new ed.). Basingstoke: Palgrave Macmillan.
- Judy B. Gilbert. (2008). *Teaching Pronunciation Using the Prosody Pyramid*. Cambridge University Press: United States of America
- Kuhn, T. S. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago: The University of Chicago Press. (Original work published in 1962).
- Keele, R. (2010). *Nursing research and evidence-based practice*. Jones & Bartlett Learning.
- Nunan, D. (1991). *Language teaching methodology* (Vol. 192). New York: prentice hall
- Patton, M. Q. (2003). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Pring, R. (2000). The 'false dualism' of educational research. *Journal of Philosophy of Education*, 34(2), 247-260.
- Ritchie, J., & Lewis, J. (Eds.). (2003). *Qualitative research practice: A guide for social science students and researchers* (1st ed.). SAGE Publications.
- Starfield, S. (2010). *Ethnographies*. In B. Paltridge & A. Phakiti (Eds.), *Continuum companion to research methods in applied linguistics*. London, England: Continuum.

- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9.
- Sturman, A. (1997). *Social Justice in Education*. Camberwell Victoria: ACER Press.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioral research*. London: SAGE Publication.
- Thorne, B. (1980). You still taking notes? Fieldwork and problems of informed consent, *Social problems*, 27(3):284-97.
- Troyna, B., & Carrington, B. (1989). *Whose side are we in? Ethical dilemmas in the study of 'race' and 'education'*. In R.G. Burgees (ed.). *The ethics of Educational research*. Lewes: Falmer Press.
- Wood, B., & Kidman, J. (2013). *Negotiating the ethical borders of visual research with young people*. In K. teRiele and R. Brooks (eds), *Negotiating ethical challenges in youth research*. New York: Routledge.
- Yin, R.K. (1994). The Case Study Crisis: Some Answers', *Administrative Science. Quarterly*, 26(1): 58-65.
- Yin, R. K. (2009). *Case study research: Design and methods (4th ed.)*. Thousand Oaks, CA: Sage.
- Educational Theory available at: <http://www.bmj.com/content/326/7382/213>
- Educational Theory available at:
<https://www.bing.com/search?q=educational+practice+definition&qsn=&form=QBRE&sp=-&pq=educational+practice+definition&sc=2-31&sk=&cvid=62BA8D34E3984876B9A2A739BD7F91B1>
- Social Research Association. (2003). Ethical guidelines. Available at:
http://the.sra.org.uk/sra_sources/research-ethics/ethics-guidlines/