ITDMA3-22 Research Design and Research Methodologies

Faculty of Information Technology

ITDMA3-22 – Research Design and Research Methodologies

Assignment

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Submission date	28/06/2024
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Assignment submitted in partial fulfilment of the requirements for ITDMA3

Contents

Research topic: English as a linguistic tool for better understanding in tertiary.

1.1 Introduction

Language is the mediating key in learning and communication, by norm English it is, known as a signifier of both, race and class in addition the use of English enhances learning styles as well as delivering concepts (Álvarez & Hernández, 2021), principles and values being taught by the facilitators within tertiary institutions.

Facilitators often prefer the use of English to effectively communicate and conduct lectures, with in varsity institution mean while educated lectures use language to help students, to come up with research projects, improve learners wrighting styles towards upcoming literature reviews.

The use of English as a teaching and learning language in tertiary institutions sets a milestone of shearing knowledge by means of illustrating and explaining prescribed concepts linked to reverent methodologies.

When it comes to communication people set a judging overview, in such a way that English is seen as being

- A classifier of race
- A separator amongst candidates
- Incorrect use of English can signify a polarizing effect.

hence according to previous research findings (Wafa & Khalaf, 2022) he assets that we need English as a language to effectively communicate and think in all aspects of learning.

1.2 Background of study

The research driven idea was drawn out by a careful observation of learners amongst their peers in various classroom seatings of learning, what sparked the research mission was to feather find out all hidden mysteries, and problems that learning in the language of English can cause (Kager, et al., 2024).

The set investigation was conducted in a distanced observation, to minimize awareness during assessments, among the assessed it was both students and lectures.

The recorded session and investigation happened, while list a variety of classes where in session to feather see and pinpoint if all students understood what was said during classroom lectures.

The background of this study plans to add a submission to the already published research findings which form a relation to what is to be said. The study was formulated to analyze the pathways of communication in classrooms alongside the use of words. The study plans to prove that words have effects of concern in personal and social interactions.

1.3 Problem statement

1)

Tertiary students seem to find it difficult to use English coordinating conjunctions as well as Subordinating conjunctions with in there spoken English sentences and written formative assessments.it was quite alarming that a range of students could not effectively make use of the words such as **"us"** and **"them "**as well as **explain** the difference between the two, this drew a clear line that students cannot communicate effectively in English(Zaheer & Rahman, 2024).

2)

During observation a relative few students could not make use of **objectification** the application **personification** making it easy to commit acts of **gender-based violence** and disputes (Zhang, 2024). It was quite a disappointment to see and hear about cases which were recently been recorded by the university counseling team, the was a recent case which was filed, regarding a young a lady in the faculty of humanity's how addressed her ex-boyfriend in a class siting as a **" dog"** this saying provoked the **# tag "Man are dog"** protest giving rise to **gender base violence in tertiary institutions**.

3)

Students could not properly reason with English resulting to **appeal to force**, appeal to force is an act whereby people choose to use force instead of reason for an illustration "a lecture promising to deduct marks if cameras are not turn on during online meetings "students where often ranged with an alternative option of not attending class.

4)

Amongst the conducted and observed classes "**Overgeneralization"** was used to explain concepts and methods, it was feather found that students used distorted ways of thinking when explaining during group discussions creating, **conclusions** which are broad for **justification**.

In illustration a mere "student said in a math class "All X is Y" "the statement been quoted used overgeneralization and with careful assessment it could not be right. The statement mentioned by the student used too much generalization and was incorrect (Izzatullakhon, 2024).

Impact

The incorrect use of language in classrooms have possibilities to create consequences.

Communication consequences could result in harm and make individuals feel angry, respond in an incorrect manner and even create anxiety, during communication it

often depends on how strong they are felt from the recipient side words can also **incite** actions of violence as well as **de-escalate conflicts** (Pütz & Hassan, 2024).

According to the department of education in south Africa a study was conducted and concluded with the following statistic recordings, relating to gender-based violence and improper use of language in varsity institutions. 30% of conflicts where related to lectures and students ,35% where related to Male and female students ,35% was related to lectures and management.

1.4 Research Questions

The following questions where set to be presented to students to form awareness, of the proper use of English in classrooms.

The following drafted questions are of a **"qualitative"** manner. The questions are created to form a judgement on the level of awareness amongst students and lectures questions asked are open for reasoning. The following questions are to be asked (Anon., 2020).

- What is the difference between **us** on the contrary compared **them?**
- What age groups are mostly affected by improper use of English?
- Where do most conflicts arise in institutions of learning?
- When is the right time to apply correct syntaxes of English?
- When is it appropriate to communicate in English?
- Who are the victims of such conflicts of gender base violence?
- Who's on the receiving end of objectification gender wise?
- Why do student appeal to force rather than communication?
- Why can't a person think without the use of language?

1.5 Research objectives

Goals and objectives

The goal of this investigation is to find all the present hidden Mistry's created by communication in classroom seatings relating to communication between students and lectures and among students.

Objectives

1. Promote proper communication and writing styles in students' assignments and literature reviews.
2. Students affected by incorrect use of English will be included, when conducting extra English classes to improve the current standard of learning in a form of mentored support regardless of their age.
3. Success of this investigation will be measured by reduction of communication conflicts in varsity and promoting equality for all.
4. Results obtained from research questions will sum up to a conclusion which will be presented in the upcoming seminars based on gender base violence in varsities.
5. Promote university to have policies in place to implement English as the first language of learning because language has a set of implications on how

social goods are to be distributed (Xinbei & Din, 2024) the mentioned social goods are anything of value that people tend to see as a source of power ,**worth** and or **status** this includes **access** to **higher education** and **jobs** to make ends meet.

6. Prove to undergraduates that every conference seating needs Educated people to wright articles to create **political prospectives** and **judge** how language is spoken out and used, a candidate with the ability to make good use of English, are described as a carrier of power.
7. Create debate sessions rather than protests regarding gender base violence. Debates relating to actual problems at varsity institutions are **dichotomies** which are helpful.

2 Literature review

The intentional purpose of this written literature review is to analyze the existing research regarding the use of English as a linguistic tool for better understanding in varsity institutions

The written review will cover more raised facts such as inequality of language in varsity, the use of English as an international Phenomenon as well as English as the only prescribed **monolingual language** of teaching for students.by identifying potential gaps in the drafted literature puts forth a higher Insights that need feather research.

Inequalities of language use in university

- The use of language in schooling institutions is different from native home languages spoken at home. This often causes a hinder as students try to adjust to academic performance and create comparisons creating a lag in conjunctive thinking.

Information Access

- Cultural differences amongst students and lectures create a language barrier which creates a limiting effect to gaining important information, Lectures sometimes struggle to find an appropriate words in English to explain, in illustration the word cheers translate to the same meaning in both Sesotho and English.

The use of English as an **international phenomenon**

English has been selected as the international recognized language on a global scale. It's often selected as a language medium for **diplomacy** as well as **international relation** when writing articles. It is used as a tool for basic interactions between multiple countries and platforms of learning e.g. "google scholar" (da Costa & Rose, 2024).

English as a **monolingual** language.

The use of English language has only been selected as the alternate monolingual language in teaching, and the is no other alternative languages of teaching in higher education seatings mainly in tertiary, due to skills been limited, its often difficult to find multilingual lectures to facilitate modules, this creates a problem for **"Late-Deafened"** student forcing them to not participate in tertiary institutions of learning. In perspective there are primary schools and secondary schools present for the disabled but **few** to **none**, institutions present for higher learning in universities (Chu & Joseph, 2024).

Interventions to form improvements

1. Forms of interventions have been created to balance inequalities of language use in classrooms learning institutions have incorporated chat bots to communicate with students where language might be lacking in the curriculum, summarized content on learning management systems is written in simple English language.
2. Access to information is readily available to students, varsity institutions offer facilities such as libraries and accessible Wi-Fi hot spots for students to connect to. This type of internet connection contributes greatly to minimize the digital divide, hot spots promote better communication in facilities of learning such as universities.
3. By means of setting standards and grading student according to there NQF level of study it sets a graded level to address students according to international standards of learning such as "National Qualification Framework". When students are invited for conferences, they could specify which level of qualification is required and language specifics will be listed.
4. Policies are in place, setting English as the preferred language of speaking and lecturing but interventions are required to include those with disability to be offered an opportunity in learning.

Gaps in literature

With adequate research findings about the use of English as a linguistic tool in tertiary institutions it was evidently been found that the disabled **"learning candidates"** are excluded from the benefit use, of English as a linguistic tool in varsity institutions. To begin with the seems to be, no form of inclusion in **"communication planning"** skills formed a division for lecturing in other essential needed languages such as **"sign language"** in addition "**translation services"** are not present for the **"Late-Deafened"** students giving rise to more analysis and research (Rikala , et al., 2024)**.**

3 Research methodology

3.1 Introduction

 The drafted Methodology forms a systematic approach which will be implemented during investigation of the use of English as a tool for better understanding in varsity institutions and to promote an inclusive environment for all regardless of age, race and disability description. The drafted research uses qualitative methods to collect relevant information the use of this method is to collect information and from insights

of understanding of people being interviewed, the research team of the study allow personal opinions of questions been asked and highlight the yet unseen areas of concern relating to the raised study needing interventions. This section of study adds details to the research being designed such as sampling methods as well as data collection techniques used to fulfil raised research questions (Mohaghegh & Furlan , 2020).

3.3 Research methodology

The written study will use qualitative methodology the use of language to collect data this method avoids the use of numbers for understanding concepts as well as opinions, the qualitative data will be collected in the form of semi-structured technique whereby an   interview will be created with relevant stake holders included as panel members, the questions to be asked will be, in sequential ordered.

 The categorization of these questions are **"open ended"**, the interview minutes will be timed and recorded on paper for feather processing, and data analysis later on (Zollinger, 2024).

3.4 Reasoning

The is a set of distinct differences between qualitative and quantitative as well as mixed questions for reasoning purposes all reasoning methodologies are used in different fields of research. Each type of reasoning has its own distinct strengths and weaknesses even differences.

The bellow table describes the difference between the reasoning methods.it shows the different types of data collection and different applications in conducting research.

Qualitative reasoning methods stood out as the ideal selection because it was easy to conduct, and it saved time The specific methodology has proven success in research in particular the field of humanities and social science contributing to the following fields of study: Education, Sociology and health science.

By using qualitative methods for research an output of understanding is obtained in relation to how "people" in focus experience the world. without any warry qualitative research is regarded as being highly flexible known to retain meaning and deeper levels of data interpretations. Qualitative methodology acts as an instrument of observation and interpretation, it acts as a filtering lens regarding personal views (Dehalwar & Sharma, 2024).

by considering the tried outcomes its, considered not an effective choice to choose quantitative methods for reasoning, numbers do no not show detailed description of the problem, they only show measurements in the form of quantity. mixed method types of reasoning are rejected for use, the study does not aim to form a comparison between qualitative reasoning and quantitative reasoning.

Type of research Questions	Difference & purpose	Focus	Data collection methods	Application
Qualitative reasoning	• Qualitative reasoning only uses language to capture data which relates to reasoning. • The purpose of qualitative reasoning aims to collect in-depth detailed information	• Qualitative reasoning focuses on human behavior including the reasons be hide the behavior.	• Makes use of interviews to collect data and distanced observations. • Data is collected in non-numerical form in such a way that textual inputs are accepted.	• Market research • Social science • Analysis of policy's
Quantitative reasoning	Quantitative reasoning focuses on quantities of data. And relation of the use of numbers it's a form of reasoning related to the study of numeric data.	Focuses on quantity relationships.	• Makes use of surveys to create experiments • Makes use of statistics to analyze data. • Uses numbers to form different hypothesis to generalize results	• Used to compare numeric data • Used to analyze statistics Used to identify patterns of occurrence.

Mixed questions reasoning	Mixed questions combines both qualitative and quantitative and focuses on both, at the same time while doing research.	• Makes use of qualitative and quantitative approach in one single study. • Takes numbers and written forms of language to make inputs	Makes use of a combination of qualitative and quantitative methods to collect comprehensive understanding	Used when multiple perspectives are required in research. Used when a comparison is required Used as abridge for both qualitative and quantitative to draw robust conclusions

3.5 Research design

The research design of listed study takes on using a qualitative approach to better understand the use of English as a tool for better understanding in varsity institutions and to promote an inclusive environment for all regardless of age, race and disability description. Qualitative research methods meet the needs for exploring available problems and to be mentioned issues by individuals. The research design includes relevant data collection methods, types of sampling strategies and forms of data analysis that will be applied for research questions and listed objectives.

The results expected from the research will be obtained from semi structured interviews, carrying open ended questions.

3.6 Paradigm

The research methodology employs a qualitative approach which is linked to critical theory. The paradigm in selection aims to critique and make changes in society, creating adjustments in power structures addressing forms of inequalities and acts of social injustice. The paradigm is ideal and relevant with regards to investigating the research topic in scope, the paradigm section details the research design (Frisby, 2024).

By making use of critical theory social inequalities and systematic injustice will be delved. The Collection of qualitative data will be flexible to obtain with in observations and interviews.it will promote a from of social change by means of recoding supportive documents of injustice, happening in university classroom seatings. Critical theory will challenge existing research paradigms it will also create

theoretical innovation, by means of creating new concepts to address complex issues of academic society.

3.7 Population

The population of prescribed study consists of university students consisting of 10 000 students and lectures how use English as a medium of learning and teaching in university institutions. The focused study includes the disabled mainly the **"Late Deafened"** of any kind of race and age. The population selected provide comprehensive entail to make better the inclusive use of English in university for all participating candidates in lecturing facilities.

Description of population

Students

Criteria -all qualifying students in university enrolled in field of study, students could be of any age race and gender.

Rationale-Students form a grater population in university they are actors who create functionality of the entire university system beginning with funds till academics and capturing of marks it is crucial for student to understand the curriculum learning language in university seating.

Lectures

Criteria-the criteria of lectures include all qualified working members of the university employed to facilitate a particular module of study for students.

Rationale-lectures form a linkage between university and students they offer their skills and knowledge to students in a form of a career.

Management

Criteria -Assigned management workers in the faculty of learning they oversee all problems and implement policies in the faculty.

Rational- Management workers are also workers, but they are assigned with a different task only to manage and for see smooth running of the organisation.

Population justification

Research question relevance

- The population selected share one or more relations with the university actors selected relate on way or the other to research questions raised.

Perspectives

- Allowing multiple actors to respond to questions gives multiple views to the problem every subgroup in focus gives a different perspective of reasoning to the problem.

Characteristics

Students -students of any race, gender and including those with disabilities.

Lectures -Experienced lectures with minimum experience of 2-4 years of experience in the field education lecturing university students.

Management-staff members how have a form of connection and influence with regards to regulations and policies for the university. This included any form of staff who has a relation ship with the university to raise academic awareness student supervisors are included.

3.8 Sampling method

The sampling method of the written study scales a sample of representative population involved in the study of English as linguistic tool for better understanding in university taking in to account 10 000 students in local university in Gauteng. Qualitative research is being used in this study. population of 10 000 students will return in-depth insight of described problem.

The sampling amount of students

Purposive sampling

The use of purposive sampling is selected it's a form of judging, it functions by means selecting participants randomly. it's a sampling style to select participants, by looking at characteristics which align with research objectives.it also selects participant based on weight of research.

Procedure

Plan the meeting session-formulate a plan to gather participants who meets requirements of sampling criteria.

Pled for referrals-if a candidate or few people are reached ask a referral to schedule a meeting book an appointment.

Conduct follows ups -form follow ups to invite people to participate.

3.9 Sample size

Sampling size of 15 to 30 students is required actual sampling size hence we could calculate the theoretical number required.

Bellow formula is used to get theoretical sampling size

$$n = \frac{N \times Z^2 \times p \times (1-p)}{e^2 \times (N-1) + Z^2 \times p \times (1-p)}$$

n / required size for sampling = students and lectures. = 384 theoretical value of sampling size

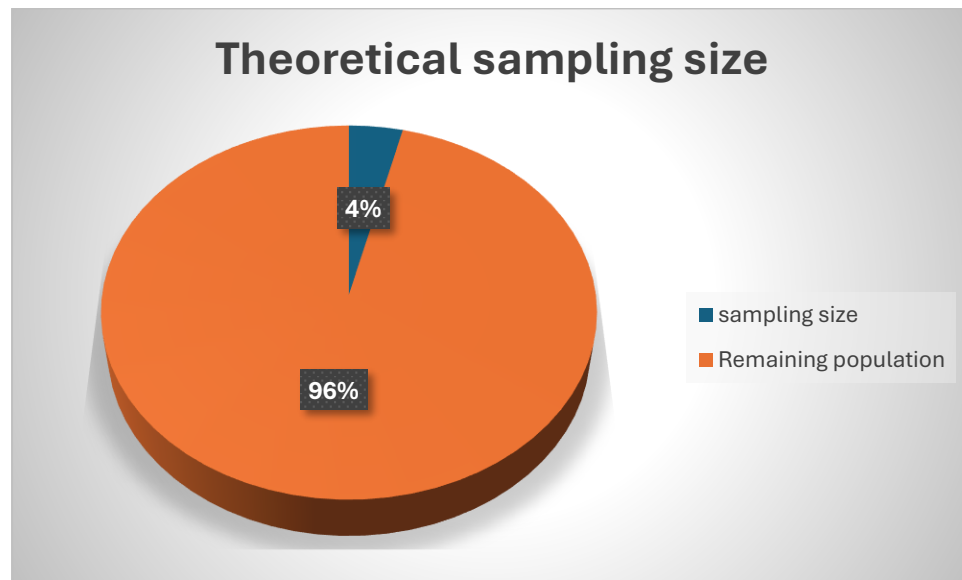Z / confidence value Z=1.96 accounting to 94% of listed population

N / points to the actual population of 10 000 students and lectures

P /   p=0.5 is the population estimate

e/ e= (0.05) Error factor

theoretical sampling chart

384 students and lectures are required for theoretical sampling

The approximate size of population will be sufficient for research findings when creating qualitative research sample size is determined by taking account of quality of data the sampling size in this selected study is planned to provide adequate representation of viewpoints with regards to research topic in scope the following sampling size are required for the research.

Students-An average 15 to 30 students how have attended class in the previous transpired weeks.

Lectures- an average of 5- 10 Lectures how facilitate in English as the only monolingual language of teaching.

Management -acquire 1-3 members how are part of the management team and capable to create awareness in perspective field of study.

Ethical considerations during interviews

Maintain confidentiality- maintain confidentiality of information obtained.

Voluntary supply of information-let interviewed candidate to answer voluntary.

Issue a form of consent -form awareness that information will be kept private.

3.10 Data collection

Collection of data for this study is created in such a way to capture inclusive qualitative information which will serve as data the aimed goal is to gain entailed data about people's insights including their set opinions and experiences with learning in English as a linguistic tool for better understanding. Areas of gaining information access include focus groups and semi- structured interviews (Laiti, et al., 2022).

Data collection with Semi structured interviews

Researchers in semi structured interviews acquire freedom to freely explore a variety of participants and their experiences mean while keeping and following the structure of research.

Procedure

- Formulate an interview guide.
- Create a guideline of open-ended questions aimed to extract answers of comparison.
- Incorporate methods to select participants.
- Interviews should be Privert and confidential.
- Schedule time allocation to the interview.
- Document the interview in the form of minutes.

Data collection with Focus groups

With focus groups knowledge is profound deeper levels of understanding are shared alongside experiences participants produce varied viewpoint which forms interactive discussions with respondents the communication happening is of importance in creating new ideas and raised perspectives.

Procedure

- Select a venue of observation.
- Set the scene for the observation.
- Conduct the required observation.
- Record the minutes of the observation for record keeping and data analysis.

Distanced observations

Observation uses sight to analyse activities happening on the scene, data is collected only on what happened and what's happening when the topic in scope English a linguistic tool for better understanding in tertiary institutions has been tested in a lecturing room the data collection does not cause any form of destruction.

Procedure

- Find a place of observation.
- Find relevant scene with actors.
- Conduct observations.
- Record observation minutes.

Question type

For qualitative research study open ended questions align well with the study due to the following listed points.

Open ended question description

Open ended questions are designed to gain comprehensive responses from participants questions been asked to leave an open room for elaboration on how they feelings participants share their feelings and thoughts. The advantages of open-ended questions allow participants to offer detailed answers.

Motivation for using open ended questions

- Better form of insights
- Respondents gain a variety of detailed insight while participants share detailed story's and provide information openly in their own level of understanding deeper understanding of perspectives are obtained regarding the topic in scope.
- Flexibility in response
- Expression -participants feel relaxed and in a comfortable state during communication engagement. The responses are authentic and unique.
- Rapport building -Open ended questions create an environment of conversation between the researcher and participant in interview room.

- Relationship to critical theory-Critical theory which relates to power dynamics, social justice and inequalities requires the open-ended questions. Spoken words enable participants to express how they feel
- Source of empowerment -open ended questions offer participants a voice that aligns with critical theory along side its goals to feather empower marginalized groups and create perspective.

Conclusion

The study looked at the social inequalities and exclusions present in facilitating by making use of English as a language of teaching in tertiary institutions amongst the challenges involved where disabled students face difficulty in getting access to education.

The data that was collected was structured in semi -structured interviews, focus groups and observations to document required analysis.

The use of critical theory for qualitative research shows important detailed insights in the field of education the literature review revels the value of English as the preferred medium of learning and understanding and it has profound outcomes in in education. By selecting critical theory, we are basically exploring different types of social cultures and dimensions of politics English language use has essence of power a form of identity and communication exchange.

Interview created brought insightful information that contextualised understanding mainly on how students in university and teachers experienced the use of English in institutions of learning. The interview was using qualitative methods to produce, and capture required data.

The greatest gap which was identified was in literature concerning the disabled students and shortage of skills amongst lectures to facilitate in sign language. The reliance off the use of technology equipment in classrooms caused a digital divide feather complicating issues of concern.

How ever so feather research is required to address this gap causing additional problems the use of English as a selection monolingual language is inclusive for student with disabilities particularly regarding the use of digital devices and e-learning.

By rising the points, we create a form of resilience for stake holders of management to deploy policy's making sure that all students succeed in society.

Summary of findings

Dynamics of social culture and politics

- English pose to change social and cultural identities of students
- The language of English is seen as a tool used for social of inequality.

Outcomes in earning

Learning the language and being proficient in it sets students to have excellent academic career.

Barriers

- Barriers are for ever present hence students with disabilities suffer the most.
- The digital divide amongst students contributes to limitation regarding information access.

Gaps

- The is a significant gap between learning and disabilities technology often worsen the situation in focus.
- The gap identified and required inclusive intervention of research. More regulations are required to make better the standard of learning for the disabled.

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