**PIE Research Priorities 2017-2018**

The Program in Intensive English (PIE) encourages faculty and graduate student research on topics related to second language learning and teaching. Although any approved research project is welcome, for this academic year, the PIE faculty have prioritized six content topics for student research, which are presented below along with guiding questions. If you would like to tackle research questions of most interest to the PIE faculty, please read the list below and determine which questions interest you too. Then, propose your project by submitting a research application.

**1. Critical thinking.** How is critical thinking taught in essay writing? For instance, how are students taught to formulate arguments and claims that are concrete, imaginative, and/or well developed? Is this teaching effective? In reading, are students able to formulate questions about author bias, credibility of sources? How is critical thinking in CBI (i.e., Content-based instruction) projects affected by instruction? Do we see similar types of critical thinking across classes within a level? Do we see development of critical thinking across PIE levels 3, 4, 5, and 6? Is critical thinking related to proficiency or is it an individual difference?

**2. Curriculum.** Are PIE matriculated students confident/successful in their university classes? How are they different from non-native, non-PIE international students or native English speaking students? Did the English for Specific Purposes (ESP) course in PIE make an impact on subsequent class performance in engineering or business? What do the students think about their own development and progress? What do their professors think?

Do the summaries written by students in PIE Levels 3-6 adequately reflect the expectations expressed in the SLOs (i.e., student learning outcomes) for each level?

Do students who have different subscore profiles on the placement test (e.g., high speaking and listening scores, but low reading and writing scores) have differential performance in their classes? Do the students think their test scores adequately reflected their abilities in listening, reading, speaking, and writing? Do the teachers?

**3. Plagiarism and writing.**  What are students’ perceptions of plagiarism? Can students recognize plagiarism? Are students’ perceptions related to the writing instruction they received in their native languages/cultures?

**4. Pragmatics and writing.** How are intentions conveyed in e-mails? What choices does the writer make? How does proficiency constrain choices? What effects do those choices have on the reader? Is the writer aware of the need to minimize the imposition of the request? How does the writer try? Does instruction make a difference?

**5. Pronunciation and listening.** How do the intonation and prosody of the speaker convey meaning to the listener? Does first language or proficiency level systematically affect listeners?

**6. Strategies and vocabulary.** What study strategies are taught and which do students use? What strategies do students use to develop depth and breadth of vocabulary? Do students need instruction on dictionary use? What types of technology do students like to use? Are teachers aware of students’ technology preferences?

**To conduct research in PIE, follow these steps.**

Step1: Develop your idea. Graduate students are encouraged to speak with your advisors and faculty to develop your topics. If you are not a PIE teacher, contact [Jessica.Sargent@nau.edu](mailto:Jessica.Sargent@nau.edu) to arrange to visit a PIE class so that you will better understand the English level of the students.

Step 2: Prepare your materials, including a draft of your instruments and a timeline (in one document), a draft PIE Script (Script on next page), and a draft IRB form if needed (log in to IRBnet, go to Forms and Templates, and scroll down to open Word version of IRB Application form: Project Narrative for Application.

Step 3: Submit the PIE application <https://nau.edu/cal/pie/pie-research-application/> uploading required materials. Request that your faculty sponsor send an email indicating support of the research project to the PIE Research Coordinator, Dr. Jamieson (Joan.Jamieson@nau.edu).

Step 4: Wait for PIE approval of your application (about 1 week).

Step 5: Submit IRB; you will need to upload the approval e-mail to IRB. IRB requires that you include the date your faculty advisor completed IRB training and his/her CV. Allow at least 2 weeks for IRB review.

Step 6: While waiting for IRB approval, arrange a meeting with the Assistant Director of Assessment, Jacqueline Church; send an email to [Jacqueline.Church@nau.edu](mailto:Jacqueline.Church@nau.edu) with 5 possible days and times to facilitate scheduling. After you meet with Jacqueline, plan on at least 2 weeks before you can begin your project.

Step 7: Once all the above steps are completed and IRB approval is received, begin your study!

Step 8: Upon completion of your research project, you must submit a brief, 5-8 page report to PIE through Dr. Jamieson. Include a title, name and affiliation of principal investigator(s), and a 150-200 word abstract. Use the following headings: background, research questions, methods, results, relevance to PIE and second language learning, references, and appendix with your instrument(s). Include a running header with page numbers. Follow APA format, use 12 point Times New Roman font, 1 inch margins, and double space your Word document. (For examples, see <http://nau.edu/CAL/PIE/2015-2016-Research/>.) Failure to submit a report will preclude further research in the PIE.

**Do you need IRB permission?**

If you are collecting data from PIE students and if you will ever give a research presentation or write an article on your project, then YES, you do need IRB permission. If you are only doing a project for your class and will never report on this project, then NO, you do not need IRB permission. De-identified student essays or speech files are considered “archived data” and you do not need IRB permission. However, the researcher is responsible for having another person with authorized access to the records remove all identifying information from the data before releasing it.

**IRB at NAU**

A. Carefully read the [NAU website on the use of human research subject protection](https://nau.edu/Research/Compliance/Human-Research/Welcome/) (<https://tinyurl.com/y7lwcyx6>). Help is available in the [training](https://nau.edu/research/compliance/human-research/training/) (https://tinyurl.com/yconf47q) and [guidance](https://nau.edu/Research/Compliance/Human-Subjects/Guidelines/) (https://tinyurl.com/yc25s9da) sections. There are 2 different computer programs you will use: CITI and IRBNET.

B. If you have not already done so, [sign-up for a CITI account](https://www.citiprogram.org/) (https://www.citiprogram.org) and complete CITI Human Subjects Training for Social & Behavioral Sciences.

C. If you have not already done so, [sign-up for an IRBNET account](https://irbnet.org/release/index.html) (https://irbnet.org).

D. [Link](https://nau.edu/uploadedFiles/Administrative/Research/Compliance/Human_Research/_Forms/Linking%20CV%20and%20CITI.pdf) your CITI account to IRBNET (https://tinyurl.com/ybfdpckf).

E. You may want to read [Tips for Submission](https://nau.edu/Research/Compliance/Human-Research/Tips-for-Submission/) (https://tinyurl.com/y9vrqfel).

**Human Subject Verbal Informed Consent Script**

Researchers, please note: This document is intended to serve as a guide for your presentation before PIE students. Type in the appropriate information, and delete what is not needed. Make sure to simplify the language so that the PIE students will understand you. This script must be filled out and submitted with your PIE application as well as your IRB application. [Delete this paragraph for your submissions.]

**INTRODUCTION**

Hello! Thank you for letting me come to your class. Can you understand me OK? Am I talking too fast?

I am PI Name, a faculty member, graduate student, etc., in the enter department name at Northern Arizona University.

I am conducting a research study for the purpose of brief explanation of purpose of study.

I will ask you to describe study procedures. This will take you participant total time requirement. If you will be collecting video recordings or audio recordings as part of your research or if you will be collecting test scores or grades, please state so. Specify how these video/audio clips or scores/grades will be presented in the research.

Your participation is appreciated, but it is voluntary. *Voluntary* means that this is optional. You may choose not to participate, or you may change your mind and decide to stop participating at any time without any penalty. To make a good decision, please ask me any questions that you have about this project.

Any information about you will be confidential. *Confidential* means that it is kept secret. State that students’ names will never be used. Explain how the research data will be password protected/locked in a secure location.

The benefits of this research are Enter direct, personal benefits of participating in the research. Enter specific educational benefits to the field of applied linguistics and to society.

The risks involved in this research are not greater that those risks involved in everyday life / or researcher will tell you about specific risks here..

**CONSENT**

Next, I will ask you to participate in this study. Any verbal consent to participate in this study that you give today will show you understand this study and will participate. **Remember though, your participation is voluntary and you may stop at any time without penalty.** If you have any questions later, you may contact PIE Assistant Director, Jacqueline Church.

Do you have any questions about this study you would like to ask me now?

Do you wish to participate in this study? [Ask for a yes/no, nod of head, or raised hands. Use teacher’s help and class roster to note who agrees and who does not.]

**Human Subject Written Informed Consent Script**

Researchers, please note: If you are collecting any information that is protected by FERPA regulations, you must receive written agreement from each student. Create this additional page that must be submitted with your application, and later printed out for each participant to sign; a copy of this agreement with your signature must be given to the teacher of all participants so that it can be distributed in class. Remember to simplify language so that students will understand it. [Delete this paragraph for participant form or delete this page if it is not needed for your application.]

Research title: Type the title of your project here

Principle investigator(s): Type your name(s) here

*If audio recordings are being used (otherwise, delete):* Do you agree to allow recordings of your voice [such as speech files from tests] to be used in this research?

*If video recordings are being used (otherwise, delete):* Do you agree to allow video recordings of you to be used in this research?

*If participant records are being used (otherwise, delete):* Do you agree to allow your grades, test scores, native language, gender, or specify other to be used in this research?

Participant printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Researcher printed name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Researcher signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you have any questions about this project, contact:

Jacqueline Church, PIE Assistant Director of Assessment, (928) 523-0595

If you have any questions about your participant rights, contact:

NAU Human Research Protection Program Office: (928) 523-9551

Have the research title and the name of the principle investigator ready.