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## How to Use Combined Approach Simultaneously in English Language Teaching

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**Abstract.** The trend in the research to combine two different methods originated from quantitative and qualitative approaches grows in a various field of study. Nevertheless, researchers are not aware that mixing methods is not as easy as we imagine and the unpredictable result emerging in the research findings can occur. This writing is aimed at clarifying how we can combine the different methods in terms of methodological paradigm and rules so that we know the strengths and weaknesses of it. For the practical purposes, the mixed method research will be applied in the English Language Teaching (ELT).

**Keywords.** English Language Teaching, Mixed Methods

### I. Introduction

Can we conduct a research using the different methods at the same time within one study? More specifically can the mix methods be employed simultaneously on a research due to the certain considerations and expectation that the research findings will better than we use the single method either quantitative or qualitative one? The answer is not easy. In order to obtain the answer, several considerations relating to the philosophical, theoretical and practical levels need to be made to clarify those problems. In some cases, using the combined method research does not guarantee that the result will be better than when we use a single method research as we commonly use it. On the other hands, if we can conduct the mixed method research correctly and conveniently, then we can invent research findings that will not be able to be invented when we use a single method one.

According to Creswell (2018) as a matter of fact not all the research problems are used as a reason to the employment of the combined method study is feasible. In a certain situation the qualitative research is ,sometimes, more convenient because it is aimed at exploring a problem that need to focus on the process why a certain event can occur in a certain time and place which at the same time differ from the other context; for example why a certain group of people can learn English faster and better compared to other people outside the group under study which are slow to learn English.

In line to that, at another chance, the study based quantitative approach may, in some cases, be better due to the research goals in which the researcher want to divulge the underlying causes that form the connection among the variables under the study in a certain relationship

model. Above all, when the mixed method is going to be used, we need to consider the type of the subjects that are going to be studied and the research problems produced from the ongoing study must be the important consideration as well.

While Julia Brannen (2016) states that doing research is driven by the logic of inquiry. From the logic of inquiry, the question arises: is the research conducted inductively in search of its findings? or on the contrary, research is carried out deductively in search of its findings? Although in reality many researchers conduct research using deductive and inductive logic at the same time. Accordingly if the logic of the investigation requires a combined method, then the method needs to be sorted, for example, carried out simultaneously or sequentially. In making the sequence of using the method, the following considerations are needed: whether a certain method will be placed as the beginning of the investigation, for example to help produce a representative sample that will be used for further studies using other methods; whether certain methods will be used as a precursor only as the researcher conducts qualitative interviews that are used to initiate the emergence of problems that will be used in the survey; whether different methods, in this case quantitative and qualitative ones, will be used simultaneously to study the same or different phenomena; whether if the researcher uses qualitative methods will use the logic of inquiry that uses statistics. The next consideration is how a researcher treats the data, i.e. whether a particular data set will be treated as secondary or complementary data based on time constraints or data sources in relation to its collection or at the stage of analysis.

Due to that considerations, it is suggested that to mix methods only can be done at the level of the methodological areas. Creswell (2018) gives example, namely data collection that is carried out simultaneously in research using combined methods has characteristics have the following characteristics: a) data collection is carried out at the same time; b) can be implemented where each data collector is independent of one another; c) performed at the same or different levels; d) given the same or different priority; e) the purpose of collecting data simultaneously, including: to combine findings from two different types of data, to validate another form of data with other data, to transform data and use it as a comparison material, for example, qualitative data is converted into quantitative data and used as a comparison for quantitative data obtained in the collection of quantitative data and to be analyzed based on different types of questions.

Based on the above discussion, the present writer decides to conduct a research entitled “How to Use Quantitative and Qualitative Approach Simultaneously in the Research in English Language Teaching”.

## **II. Theoretical basis**

What are mixed methods? “Mixed method research is defined as a research in which the researcher gathers and analyzes data, integrates the research findings, and infers it employing both qualitative and quantitative approaches or methods in a single study“ (Creswell & Clark, 2018). Another understanding of the mixed method is to employ multi – methods in a single study. (Vivek, R & Nanthagopan, Y., 2021). Mungai, N.W (2022) in his study entitled “Designing Ph D Proposal in Mixed Method Research” saying that the use of the mixed method research can surpass the weaknesses of the research results which use a single method, namely either a quantitative or qualitative research respectively. Furthermore the combined methods originating from the quantitative and qualitative researches are aimed at better results assumed that they cannot be gained from the single method (Hamed, T, 2022). Mixed method which is a combination of two different approaches enables us to enhance the advantages and to

minimize the weaknesses of the research which is conducted using single study method. (Wambugu, L & Njoroge, N, 2022).

Why do people want to combine the methods? According to Bryman (2014) in his research findings, they use it for the following reasons: 1. Triangulation: using more than one methods as a cross check expecting the same findings. 2. Offset: employing more than one methods used as balancing; for example using questionnaire and depth interview simultaneously. 3. Completeness: employing more than one methods used as completion in order to obtain more comprehensive findings. 4. Process: employing more than one methods used as a process of the research meaning that process is more important than findings. 5. Different research questions: employing more than one methods used because the researcher has several research questions that needs both quantitative and qualitative data to answer those ones. 6. Explanation: employing more than one methods used as explanation meaning that the use of one method cannot divulge finding yet, then the other method can compensate in. 7. Unexpected results: employing more than one methods in order to anticipate the unpredicted findings that are not the same as the expectation. 8. Instrument development: employing more than one methods in order to develop the new collecting data instruments, for example the result of interview can used as the questions in questionnaire. 9. Sampling: employing more than one methods used as a technique to draw a sample; for example respondents are drawn from random sampling and informants are selected using judgment method. 10. Credibility: employing more than one methods to enhance the researcher's credibility as seen he or she master both methods. 11. Context: employing more than one methods due to necessary context attached to place and time where the study is conducted. 12. Illustration: employing more than one methods used as illustration; for example the quantitative findings is illustrated using the result of the interview. 13. Utility: employing more than one methods in order to practise the researchers' expertise. 14. Confirm and discover: employing more than one methods in order to confirm the findings compared when one method is merely used. 15. Diversity of views: employing more than one methods in order to dissect the diversity of the views. 16. Enhancement: employing more than one methods in order to enhance the findings to become better.

When we want to conduct a study by using the mixed method correctly; accordingly we first must know what things underlying the quantitative and qualitative methods respectively concerning with the following basic concepts that are assumed to be the striking features of those two distinguished approaches, namely 1) some concepts constructing the respective approach, 2) theories underlying each approach; 3) the specific goals of the study, 4) the designs of each approach that guides the study to be used, 5) data representation, 6) the way the respondents and informants are selected, 7) methods that are going to be applied in the ongoing research, 8) researchers' position within the study, 9) and the procedures in which data will be treated.

**Some concepts constructing the respective approach:** Researches conducted quantitatively study the assumed relating variable models in order to gain the correct findings. In order to achieve such gain, the researcher must consider validity and reliability of the instruments that are going to be used in collecting data because the generalizability of the research findings depend on them. One of the striking features in the quantitative research is that the study should follow the research's problem formulation in which the hypothesis is constructed. Above all the numeric data processed statistically are the critical means to interpret the data that have been collected to become informative findings.

On the other hand, researches that are conducted qualitatively concentrates fully how to obtain what is represented out of the phenomena, how to find causes affecting a certain event, how to define certain existing occurrence, how the events occur within a specific context. Moreover, the qualitative research more focuses on the process rather than the research results. Due to that requirement, the research design is more loose and it does not stick to it as it is during the study goes on.

**Theories underlying each approach:** Researches based on the quantitative approach rely on philosophy that concerns with functional, reality, positive, behavior, and empirical matters. That is why, the central points of the quantitative research are on empirical, concrete and real matters to be proved as the facts. While, researches using a qualitative approach rely on the matters relating to symbol existing among events which are then inferred within certain cultural and values background in order to generate the meaning of the findings.

**The specific goals of the study:** Researches done quantitatively are aimed at proving correctly a theory empirically, constructing facts into meaningful information, divulging whether one variable relating to other variables within the model under the study, illustrating statistically, interpreting its meaning and in some cases forecasting. On the contrary, researches conducting qualitatively are aimed at defining concepts and constructs which is finally they become a theory.

**The designs of each approach that guides the study to be used:** Researches done quantitatively prioritize standard and official research design that sticks to the formal rules accounted for the ongoing process of the study during the researcher conducts it on site. In the study based on the quantitative method the design is used to guide the implementation of the research concerned. That is why the ongoing research will run successfully partly it relies on it. On the other hand, the study done qualitatively employs design as a subsidiary means for the one who is conducting the research; that is why, such is usually made into a general and flexible research design that can become different during the study that is being conducted on site and it adjusts to the real condition and situation faced by the researcher. Accordingly, the research will be successfully done because it more relies on the person who is doing the research not the design itself.

**Data representation:** Numeric data are the primary data needed and obtained during the study which is done quantitatively. On the contrary, qualitative study relies on data which are in the form of other than numeric ones, such as phenomena seen on site, events portrayed by the researcher, notes made during the ongoing study, photos taken from the participants, and documents originated from the object of the study.

**The way the respondents and informants are selected:** To select the persons used as respondents, the quantitative research relies on statistical rules in the forms certain formula for a certain study which is specifically known as randomized techniques. On the contrary, the qualitative study does not rely on the quantity of the persons used as informants in the study but it more focuses on the quality of the informants that becomes the sources of the information needed by the researcher.

**Methods that are going to be applied in the ongoing research:** Researches done quantitatively usually employ survey, and in some cases using experimental research design. In order to obtain the data, questionnaires are commonly used in the study. Beside that, systematic observation and numeric secondary data are commonly used as well. While researches done qualitatively commonly employ participation of the researcher during the ongoing study directly and conducting interview towards the informants in order to gather the information needed.

**Researchers' position within the study:** In the research conducted quantitatively, there is a distance between the researcher and the respondents. The respondents are treated as objects of the study in order to obtain the objectivity of the data that are going to be gained from them. While in the qualitative study, the informants are treated as the partner by the researcher; that is why, there is no subject and object of the study within the qualitative research. This occurs within the study which needs a longer relationship between the researcher and the informants due to the depth of information needed.

The procedures in which data will be treated: Within the quantitative study, data is analyzed deductively. This is done using the assistance of statistics. Moreover, the numeric data can be broken down into separate parts and each of them can be analyzed individually. While the qualitative data is analyzed inductively in order to construct defined terms, and conceptual ones into theory.

From those explanations, it seems that there is no way to mix those two contradictory approaches. Those who belong to the methodological purists keep the difference firmly. They use only one approach. Nevertheless, many people try to find the meeting point to combine those two approaches. The writer suggests that the mixing should undergo separation of the philosophical, theoretical and practical matters.

In one hand, the philosophical common ground of the quantitative approach says that reality is single, concrete, observable and can be fragmented; on the other hand, the philosophical common ground of the qualitative approach says that reality is double, whole, and is the result of the definition and construction. We will find difficulties to incorporate these two opposite views since the starting points are already different.

At the theoretical level, the quantitative approach is underlied by positivism, empiricism, behaviorism, rationalism, and functionalism. The main thread of these theories is how to obtain the truth of knowledge empirically using human senses and to trace back from outward. The qualitative approach is attributed to theory such as idealism, phenomenology, symbolic interaction, and naturalism. The main point of these theories is that essence of meaning or truth can be found in human interaction; accordingly, the meaning sticks to the particular human culture and is not free value. Therefore, tracing back the truth, researchers should do it from inward. At the theoretical level, we also have problems to incorporate those two approaches, because those theories have been inspired by different philosophical common grounds.

In line to that the following matters are strengths of research using a combined approach include: 1) The use of words, pictures, and narration can be used to enrich the explanation of the meaning of the numbers. 2) Numbers can be used to improve the accuracy of the use of words, pictures and narratives. 3) Accommodate the strengths of quantitative and qualitative research. 4) Researchers can create and test "grounded theory". 5) Several research questions can be given its solution due not to not be limited by single method. 6) Researchers can have benefits the advantages of subsidiary methods in order to surpass weaknesses when single method is employed. 7) Researchers will be able to find out better proof to make conclusions obtained through convergence and collaboration of findings. 8) Researchers can add insight and understanding that might have been missed if only using a single method. 9) By using the combined method, the generalizability of the results can be improved. 10) Qualitative and quantitative approaches used together will result in the fuller knowledge needed to inform theory and practice.

Beside that there are weaknesses of research using a combined approach, including: 1) If there is only one researcher, then the person concerned will find it difficult because he has to

do research using two different methods, especially if joint research is carried out simultaneously. 2) Researchers must learn different methods and approaches and understand how to properly combine the two different methods. 3) Adherents of the one-method school recommend that a researcher should always use only one approach, quantitative or qualitative. 4) Research costs will be more expensive. 5) The time used will be longer. 6) Certain details will still have to be worked out by the research methodologist; for example problems involving paradigms in combining methods, how to properly analyze quantitative data qualitatively or vice versa, and how to interpret conflicting results.

### **III. Methodology**

The method used in this study is based on Bryman's (2014) proposed models: First, a research done qualitatively used to support a research employed quantitatively. Second, the model is reversed to become a research done quantitative used to support a research done qualitatively. Third, both approaches are given equal weight. Fourth, the model is cross – checking of one study by another on, which is called as triangulation. Further more the meta-analysis is also applied in this method. Meta-analysis was used to review the same literature, where in each study it described the error criteria (Umi Narimawati et al, 2020). Another definition of meta-analysis is research with a quantitative approach in which numbers and statistical analysis results from previous research are used to extract as much information as possible from the data obtained in order to obtain the same objectives as the research being conducted. The main requirement for using meta-analysis is the study of the results of the same research (Glass, 1981).

### **IV. Results and discussion**

#### **4.1 Results**

Concerning with the English Language Teaching problems; the following are the findings of the research.

#### **The First Model: A research that is done qualitatively used to support a research done quantitatively**

In this first model the sequence of the research activities is conducted with the following step: The research starts first using a technique of focus group discussion (FGD). The goals of employing FGD first is to collect and record the result of interview originating from the informants. The interaction between the researcher and the informants will be effective all informants used as the sources of information give clear and deep responses. In order to carry out the FGD at least there must be five participants to be interviewed. The result of the FGD then will be used to identify problems which finally it can be generated to become research questions that will answered using the quantitative research. To put into a practice this can be conducted when we teach speaking in the class room. Most of the students cannot speak English fluently, then several students are invited by the teacher to be interviewed in order to find out what problems that hinder the inability of speaking in English. From the result of the interview it is revealed that most of the students need a speaker model in English classroom. Starting from that point, the quantitative research can conducted using the following topic: "The effectivity of English speaker model to enhance the students' ability in speaking English". The quantitative research which is going to be carry out is to conduct a survey.

**The Second Model: A research that is done quantitatively used to support a research done qualitatively**

How research that is done quantitatively used to support a research done qualitatively can be done as follows: survey that has been conducted in reading reveals that the mastery of new vocabulary only about 60% and most of the students have only obtain the grade as much as 75 in reading class. Originating from that information, we can conduct a qualitative study with the following problem formulation: a) What kind of English textbooks that can enhance the mastery of vocabulary improvement among the students in a reading class? b) What obstacles encountered by the students during the reading class ?

**Third Model: Both research done quantitatively and qualitatively are treated using the same weight**

In this third model, two types of researches are conducted at the same time and are given the same weight. Survey will be used for the quantitative research and participatory research will be done for the qualitative one. In survey, the data collection is questionnaire, the sampling is drawn randomly, and the descriptive statistic will be used to analyze the quantitative data. In participatory research, the depth interview will be used to collect the information.

In this third scenario, the different designs can be combined during the process of data collection. In this third model, we will apply in it in a speaking class with following problem formulation: 1) How is the speaking proficiency among the students?, b) Can they pronounce the English words accurately? For the quantitative research, we can employ survey with the following steps: a) select students as respondents drawn using a simple random sampling technique, b) the students are asked to fill in the questionnaire, and c) the descriptive statistic is carried out to analyze the collected data, for example the finding shows that 85% of the respondents can speak English fluently. In order to answer the second question, the depth interview technique can be used. During the interview occurs, the researcher must be able to dig out from the teachers selected as informants whether the students can use and pronounce the new words correctly.

**Fourth model: One type of the research used to cross check another one**

In this model, one type of research is used to crosscheck another one, which is called as triangulation. First, the research carried out quantitatively is used to cross check the research findings qualitatively. This scenario can be reversed. From the quantitative research result, it is revealed that the majority of the students in writing class is under average. In order to cross check this finding, the researcher should crosscheck the findings by conducting a research using a qualitative method. This model can be reversed (Brown, 2022).

## **4.2 Discussion**

Combining the two different approaches is possible as it has been done in the research about how to teach English by Riazi A. & Candin, C. (2014) stating that there is an opportunity to use the combined methods in ELT. The mixed method is also suitable in the area of ELT as it is shown in the study that has been conducted by Akay, C (2017) where he studied about how students are motivated as well as demotivated in an effort of mastering English language resulting in fulfilling the gap between those two contradictory condition. Another study using the mixed method conducted by Vu, N. & Do, T. (2021) about the change into more advanced of the most important matters in English language acquisition among the Vietnamese English

Learners. ELT study can be done using the mixed method is also conducted by Zhang, L.Z & Chang, X. (2021) in their study on effect of corrective feedback towards EAP students' linguistic performance. In the study of predictability of IELTS among the Chinese students, Ma, H. & Chong, S.W (2022) also employs the mixed method.

Besides those opportunities, the present writer shows that there will be something which are not expected occurring in the research validity, such as: First, it is difficult to combine the research findings originated from different methods. Moreover the data resulted from the different methods can produce the variety of information which finally can create disintegration. This condition can be inferred that using, the combined methods can decrease the unity of the findings.

In line to that, it is difficult to analyze the data originating from various method by only using a single analysis procedure. From the point of view of statistics, this can be false. That is why, if we have various data, then we need more than one tool to analyze those data. This will result in inconsistency of the findings and misleading. Thus, the solution is that one type of the data must be subsidiary data for the other one. Second, so far it is still difficult to unite data taken from the researches done quantitatively and the qualitatively yet. Third, it can be expected that research designs which are not the same will result in findings which are not the same. Though it depends on the capability of the researcher, the more capable the researcher, the better the result is; nevertheless as a matter of fact, there is a potential error to occur during the process of the study that can result in contradictive findings. Fourth, the combined research method is not always better than one method. To use multi method, we should be able to fulfil the capability of mastering those different method using in the research. Fifth, in order to be able to use the mixed methods, it is necessary for the researcher to have an expertise of both quantitative and qualitative research.

That is why the present writer suggest the following matters in order to reducing error when the mixed method researches are used: First, make it clear the aims of each technique used by the researcher, such as the use of the questionnaire in data collection the use of interview on obtaining the information from the resourced persons. Second, it is necessary to determine the type of the data that we need in our research whether it is primary or secondary quantitative data or qualitative data. Third, use theory as a guide line in finding the expected data. In the quantitative data, it is can be checked using the significance level and its confidence interval. Fourth, it is better to follow the formal guideline of conducting the research in accordance with the provisions of the methodology. Fourth, obey the rules of each research design, for example, do not select respondents originated drawn randomly to be become resourced persons to be interviewed. Fifth, there must be consistency between the types of data, measurement, and the instruments applied within the study with what we want to gain from the research. Sixth, it is better to differentiate the types of data that we have collected during the study using different method, for example numeric data are taken from the questionnaire while conversation records are originated from an interview. Seventh, it is not convenient when try quantify the qualitative data into the forms of the quantitative data presentation, such as charts. Eight, we should not feel satisfied with the research results when we already collect the qualitative data and quantitative one with the aim of complementing each other. What makes us to be careful is how to treat them in accordance with each rule. When we deviate from the provisions, the research findings can be misleading.

## V. Conclusion and recommendation

### 5.1 Conclusion

From the above discussion, the present writer makes the following conclusions: First, there are basic differences between researches using quantitative approach and qualitative one relating to what is called the philosophical aspects that underlie those two distinguished approaches, theoretical perspectives that are used to guide those researches and methods as well as techniques employed to those researches. Second, combining those different approaches can only be done at the applied level in terms of collection of the data though it will be prone with potential error which can deviate the research findings as not as expected by the researcher. Third, even though we can create certain ways in order to reduce the mistake, the research findings can sometimes be misleading. Fifth, Finally, the combined research methods can, in some cases, be applied in English Language Teaching and Learning; nevertheless, we must use it accurately in terms of the subject that are going to be studied.

### 5.2 Recommendation

The present writer gives the following recommendations: First, use only one single method if we can solve the problem by using one approach only. Second, one may use the combined method as far as both methods are well understood and the research contexts require to do it.

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