| **RESEARCH ARTICLE**

Ethics in Conducting Research in Second Language Acquisition

Rhoan Lyka S. Bergonia[1] ✉ **Destiny R. Baricante[2]** and **Ramil G. Ilustre[3]**
[1]*Marcelo H. Del Pilar National High School, Philippines*
[2]*Saint John School, Philippines*
[3]*Bulacan State University, City of Malolos, Bulacan, Philippines*
Corresponding Author: Rhoan Lyka S. Bergonia, **E-mail**: rhoan.lyka@gmail.com

| **ABSTRACT**

This scoping review studies the proper ethics in conducting research in second language acquisition. This scoping review mainly directs to synthesizing relevant studies and literature on proper ethics when conducting research. Ethics, in most common ways, define norms for conduct that distinguish between acceptable and unacceptable behavior. Hence, this scoping review gathered and scrutinized recent and relevant papers from various databases. The collected papers consist of qualitative and quantitative studies. Many researchers agree that ethics in research is crucial in every study. Hence, this paper analyzes recent and relevant papers about ethics in conducting research. A byproduct of these studies can lead to a better understanding of promoting proper ethics in conducting research.

| **KEYWORDS**

Ethics in Research, Language Acquisition, English as a Second Language

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1. Introduction

As the scope of language education research expands to embrace a diverse range of topics, its ethical standards are based on a variety of life experiences, social activities, and connections. In terms of intricacy and urgency, things are getting more complicated. Ethics is a moral philosophy. This disciplined is concerned with what is morally good and bad and morally right and wrong. In conducting research, it is vital to follow the proper procedure and principles to govern every researcher throughout their work. Barnard and Yi Wang (2021) stated that with an increase worldwide in the number of graduate students pursuing research in second language education in different locations with different human subjects, the researcher must be reminded of the important aspect of ethics when conducting research. Researchers are supposed to behave ethically - "a matter of moral sensitivity to the public interest". "Ethical conduct should respect the rights of others" (Cavan, 1977) — in other words, ethical behavior should respect the rights of others. Ensure that participants in research studies are treated equally and fairly.

Furthermore, ethics are extremely important in research and are seen as a critical component. A researcher must make sure that his or her goal is to deliver original knowledge and truth and prevent any inaccuracies.

2. Literature Review

Despite how extensive most of the research on the subject of ESL is, little is published about the nature of ESL research itself; especially, less is written about the ethical issues that ESL research raises.

2.1 Consent, Confidentiality, and Anonymity

Voluntary informed consent, followed by confidentiality and anonymity, is undoubtedly at the heart of research ethics. While collecting, analyzing, and reporting data, confidentiality and anonymity are ethical procedures aimed at preserving the privacy of human subjects. The term "confidentiality" refers to the separation or modification of any personally identifiable information submitted by participants from the data. Anonymity, on the other hand, refers to data collection without getting any personally

identifiable information. In most cases, anonymity is used in quantitative research, whereas confidentiality is used in qualitative investigations. The researcher collects information from participants in both circumstances, and this information becomes the data to be evaluated. People's actions and experiences, rather than an exposé about individuals, are of tremendous interest to social scientists.

All research conducted with human participants has a responsibility to keep the information about their subjects confidential (TCPS 2, 2014). One role of the researcher is to implement safeguards in protecting the confidentiality of their participants throughout all stages of the research cycle. One of the researcher's responsibilities is to ensure that the anonymity of their participants is protected at all phases of the study process. The stages of the research cycle are recruitment, the initial collection of information/data, use of and analysis of the information/data collected, dissemination of the findings, storage and retention of information, and disposal of records or devices on which information is stored. These stages will vary based on the nature of the research.

2.2 Raising Ethical Questions
When conducting research in instructed second language acquisition, one must identify the most appropriate questions to raise in a survey or questionnaire. Some of these questions have been researched, while others have not, but all require additional consideration because the answers reflect different viewpoints and a constantly evolving body of information. To satisfy the diverse needs, a fair and consensus-building decision-making process is essential from the viewpoints of the family, the service provider, and the students served.

When faced with an ethical question about ESL students, it's critical to consider the relevant evidence and clinical knowledge, as well as the participants' views, values, and beliefs, and to assess this information in light of the ASHA Code of Ethics (ASHA, 2005). To deal with ethical difficulties, a systematic strategy based in part on Chabon and Morris's organizational framework might be used. A variety of questions for researchers to be considered before making a choice are included in the framework.

- What is the ethical question?
- What do we know?
- What do we need to know?
- Who are the people involved?
- What are the possible actions?
- What evidence, legal and ethical guidance, and/or personal, social, and professional insights support/contradict this action?

2.3 ESRC Framework for research ethics
In order to facilitate creative and high-quality research, the Economic and Social Research Council (ESRC) expects that the research it funds will be carried out in accordance with the highest ethical standards. The Framework for Research Ethics (FRE) was established to provide validation of research ethics. Ethical norms that reflect evolving scientific goals must be adhered to by the community and stakeholders, as well as policy changes.

ESRC anticipates that six essential ethical research concepts will be addressed in research (ESRC, 2015). (1) Participants in research should participate willingly, without fear of coercion or excessive pressure. Influence should be acknowledged and suitably preserved, as should their rights, dignity, and (where feasible) autonomy. (2) Research should be valuable and offer benefits that outweigh any risks or negative consequences. Researchers should strive to maximize the research's utility while reducing the risk of damage to participants and researchers. (3) Research personnel and volunteers should be informed about the study's aim, procedures, and planned uses, as well as the implications of their involvement. (4) Anonymity desires of individual study participants and groups should be taken into account. Participants' confidentiality needs were followed, as were the requirements of the participants. Information and personal data must be treated with care. (5) Research should be planned, evaluated, and carried out to ensure that established criteria of integrity are met, as well as quality and transparency. (6) Research should be transparent about its independence, and any conflicts of interest or partiality should be disclosed.

2.4 Responsible Conduct of Research Education
RCR (responsible conduct of research) education was originally acknowledged in a study by the Institute of Medicine in 1989, and it has since expanded into a strand of research ethics for all fields that include human subjects (Steneck, 2007). It is frequently regarded as synonymous with the list of subjects suggested by the National Institutes of Health (NIH) for researchers sponsored by NIH training or career development awards, although the extent of that criterion has changed over time.

Current NIH guidelines list nine RCR topics:	**Depending on research domains and experience, additional topics of as much or more importance to RCR might include:**	
Conflict of interest	Conflicts of conscience	Difficult conversations
Human and animal subjects	Sabotage	Big data
Mentoring	Use of statistics	Embryonic stem cells
Collaboration	Image manipulation	Dual use technology
Peer review	Reproducibility	Weapons research
Data management	Censorship	Managing a research group
Research misconduct	Scientists as activists	Managing bud
Authorship and publication	Deception	
Scientists and society		

RCR is what we have the legal right to do, but it also considers the larger picture of social responsibility and focuses on doing the right thing. After years of research, many are accountable for the ethics of one's research. To guarantee that the greater L2 education world can accept the results produced by applied linguists, research must be performed and published ethically. Because of this, RCR instruction is frequently required and emphasized. Concerns about research misconduct are one of the main causes, but perhaps even more important is the aim to promote excellent research procedures. In either scenario, giving RCR education is not only beneficial to research but also consistent with a responsibility to the society that science serves.

3. Methodology
A scoping review's methodology includes the steps of (1) establishing the research topic, (2) locating relevant studies, (3) study selection, (4) data charting, and (5) compiling, summarizing, and reporting the findings (Arksey & O'Malley, 2005). To discover appropriate sources, the following keywords were utilized: research ethics, language acquisition research, RCR, and English as a second language. Google Scholar, Scientific researches, Academia, and Research Gate, were used to find sources for the analysis. The search was mostly focused on dissertations, peer-reviewed publications, and relevant research regarding grammar acquisition in second language learning. Google Scholar was also utilized to select sources for relevance, focusing on frequently referenced sources, peer-reviewed research, and collaborative research. Inclusion criteria were set to identify the literature that would be included in this systematic review. There were ten publications in all, all of which focused on research ethics and the significance of following ethical guidelines in research.

4. Results and Discussion
For a variety of reasons, research ethics are critical. They foster research goals such as knowledge expansion. They believe in ideals like mutual respect and fairness, which are essential for collaborative work. Because scientific research relies on collaboration between researchers and groups, this is critical. Through research education, there is a need to apply knowledge of RCR. The effectiveness of RCR depends on the desired outcome.

In terms of the outcome of increased knowledge and/or skills, evidence is nominal. Although statistically significant increases (e.g., in ethical decision-making) have been recorded, the degree of the impact of teaching RCR on knowledge and skills is often minimal, missing, or negative. In decreased RCR disputes or misunderstandings, there is no proof, but it is reasonable to believe that increasing awareness of topics will reduce the likelihood of disagreements and misunderstandings in conducting future research. There is also no evidence, although data access is limited due to what information goes public as a result of reduced research misconduct. Even if additional data were available, there is little chance of a meaningful influence because the classroom looks to be less essential than the research setting. In terms of individual impact, the evidence is promising with consideration of different impacts due to one's experience. Individually, there are positive attitudes, but there is no evidence that the development of a culture of integrity is reliant on the extent to which trainees continue talk outside of the classroom (Kalichman and colleagues, unpublished observations).

5. Conclusion
The increased number of lecturers and teachers who are conducting their own research practices reveals a reassuring picture, as it offers promise for qualitative and educational research. Learners and instructors must be involved in research that has a direct influence on learning and teaching methods. However, for action research to be memorable, engaging, and meaningful, it must be built on a foundation of respect, honesty, the interests of instructors and students, and a continual awareness of ethical concerns surrounding agents' actions and decisions. While there are various contributions to the literature on ethical concerns in action research, we feel that this study has added to the understanding of ethical difficulties arising from power and voice.

Conflicts of Interest: The authors declare no conflict of interest.

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