Course Specification
— (Postgraduate Programs)

Course Title: Research Methods and Training

Course Code: 6527 ENG-4

Program: Master of Arts in Applied Linguistics

Department: English Department

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: September 28, 2024

Table of Contents

A. General information about the course:

1. Course Identification:

1. Credit hours: (4)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: Level 2/Year 1

4. Course General Description:

The Research Methods and Trainingcourse aims to provide students with a thorough understanding of the theoretical foundations of research in the field of Applied Linguistics. It covers essential concepts, methodologies, and tools necessary for conducting scientific research. The course includes fundamental principles and techniques of scientific inquiry, guiding students through critical stages such as research planning, data collection, analysis, evaluation, and report writing. Moreover, students will develop skills in writing research papers in English, with an emphasis on utilizing research and referencing tools, as well as bibliographic methods for scholarly articles. The course highlights the importance of sourcing information, teaching students how to locate, read, and critically evaluate existing research literature. Field trips to the department library and regional central libraries will expose students to library catalogs and available resources while introducing them to electronic databases. They will also explore prominent digital libraries, including the Saudi Digital Library (SDL), the Universal Digital Library (UDL), and Project Gutenberg. Throughout the course, students will apply the latest version of APA style in their written work.

5. Pre-requirements for this course (if any):

N/A

6. Pre-requirements for this course (if any):

N/A

7. Course Main Objective(s):

This course aims to introduce students to fundamental concepts and theories related to research, with a focus on both local and global issues in applied linguistics. The course objectives are as follows:

• Introduce students to a wide range of research methods, fostering the ability to critically select and apply appropriate methodologies to various areas within applied linguistics.

• Enable students to strategically design, plan, and execute applied linguistics research projects of diverse scopes and complexities.

• Instill a commitment to maintaining academic integrity, professionalism, and ethical standards throughout the research process.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	45 15	75% 25%
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	30
2.	**Laboratory/Studio**	
3.	**Field**	
4.	**Tutorial**	15
5.	**Others (specify) Application activity**	15
	Total	60

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: After successfully completing the course, learners will be able to:			
1.1	Demonstrate a thorough understanding of the principles related to research in applied linguistics	K1	• Lectures • Classroom • Group work and collaborative learning	• Weekly research assignments • Final exam
1.2	Gain an in-depth understanding of diverse research methodologies in	K2	• Lectures • Interactive discussions	• Weekly research assignments

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	applied linguistics, comprehending their theoretical foundations, principles, and appropriate applications within various research contexts		• Group activities	• Midterm exam
1.3	Develop a comprehensive understanding of the processes and stages involved in conducting applied linguistics research, including research design, data collection, analysis, and interpretation	K3	• Lectures and presentations • Analysis of existing research papers	• Weekly research assignments • Midterm and final exams • Research proposals •
2.0	Skills: After successfully completing the course, learners will be able to:			
2.1	Apply theoretical insights from applied linguistics to assess research methodologies and select suitable research topics.	S1	• Lectures • Practical sessions on topic selection and research design exercises • Group discussions	• Midterm and final exams
2.2	Critically evaluate existing research literature, identifying relevant sources, reading comprehensively, and synthesizing information for applied linguistics research.	S3	• Lectures • Practical sessions on topic selection and research design exercises	• Weekly research assignments • Final exam • Research proposals
2.3	Develop a comprehensive research proposal that demonstrates a deep understanding of research methodologies, critically engages with current	S4	• Lectures • Guided proposal development • Group discussions	• Research proposal submission

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	literature, and effectively outlines a clear and well-justified research plan			
2.4	Present their research proposals verbally and engage in a discussion regarding the different tools utilized within the methodology.	S4	• Lectures • Use of technology	• Weekly research assignments • Research proposal submission
3.0	Values, autonomy, and responsibility: After successfully completing the course, learners will be able to:			
3.1	Demonstrate ethical principles in the preparation of research assignments and proposals.	V1	• Lectures • Classroom Group discussions • Analysis of ethical dilemmas	• Weekly research assignments
3.2	Participate in research initiatives both within the college and in the broader community.	V2	• Lectures • Group projects and collaboration • Online platforms and resources	• Weekly research assignments
3.3	Participate in research workshops both inside and outside the college.	V3	• Lectures • Webinars and online workshops	• • Weekly research assignments

C. Course Content:

No	List of Topics	Contact Hours
1.	Introduction: Approaches and methods in Applied Linguistics research	9

2.	Ethics and applied linguistics research	6
3.	Research designs	9
4.	Quantitative data collection Qualitative data collection Mixed methods research: purpose and design	9
5.	Quantitative data analysis Qualitative data analysis Data analysis in mixed methods research	9
6.	Writing a research proposal	6
7.	Documentation and referencing	6
8.	Revision	6
Total		**60**

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Weekly research assignments**	**Continuous assessment**	**20 %**
2.	**Midterm Exam**	**8**	**30 %**
3.	**Research Proposal**	**13**	**20 %**
...	**Final exam**	**15**	**30 %**

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	1. Indhiarti, T. R., & Sudarwati, E. (2021). *An introduction to research methods in applied linguistics: A practical guide*. Universitas Brawijaya Press. 2. McNamara, T., & Plonsky, L. (2020). *The Routledge handbook of research methods in applied linguistics*. Routledge. 3. Paltridge, B., & Phakiti, A. (Eds.). (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury Publishing.
Supportive References	Riazi, A. M. (2016). *The Routledge encyclopedia of research methods in applied linguistics*. Routledge. Perry, F. L., Jr. (2011). *Research in Applied Linguistics-Becoming a Discerning Consumer* (2nd ed.), New York and London: Routledge. McKinley, J., & Rose, H. (2016). *Doing Research in Applied Linguistics*. Routledge.

	Dornyei, Zoltan (2007) *Research Methods in Applied Linguistics*, Oxford: OUP.
Electronic Materials	https://www.bloomsbury.com/au/research-methods-in-applied-linguistics-9781472524560/ http://guides.lib.uw.edu/research/linguistics/research https://doi. org/10.4324/9781315389608.
Other Learning Materials	

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Classrooms equipped with audio-visual aids to facilitate lectures and presentations. • Library facilities • Computer laboratories • Language laboratories • E-learning and virtual classrooms
Technology equipment (Projector, smart board, software)	• Projector for displaying presentations, video analyses, and case studies. • Smart Board for engaging students in collaborative analysis. • Authorship Attribution Tools for identifying and analyzing authorship in disputed texts (e.g., JStylo).
Other equipment (Depending on the nature of the specialty)	Conference rooms

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty

Assessment Areas/Issues	Assessor	Assessment Methods
		feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	English Department Council
REFERENCE NO.	1/5/46
DATE	October 14, 2024