|  |
| --- |
| **Course Title**: Language Research Methods |
| **Course Code**: **ENG4359-3** |
| **Program**: Bachelor of Arts in English |
| **Department**: **Department of English** |
| **College**: College of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 2 |
| **Last Revision Date**: **30 August 2025** |

**Table of Contents**

[**A. General information about the course:** 3](#_Toc183008979)

[**B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods** 5](#_Toc183008980)

[**C. Course Content** 9](#_Toc183008981)

[**D. Students Assessment Activities** 10](#_Toc183008982)

[**E. Learning Resources and Facilities** 12](#_Toc183008983)

[**F. Assessment of Course Quality** 14](#_Toc183008984)

[**G. Specification Approval** 14](#_Toc183008985)

# **A. General information about the course:**

**1. Course Identification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Credit hours: (3) | | | | | | |
|  | | | | | | |
| 2. Course type | | | | | | |
| A. | University | College | Department | | Track | Others |
| B. | Required | | | Elective | | |
| 3. Level/year at which this course is offered: (Semester 7 – Year 4) | | | | | | |
| 4. Course General Description: | | | | | | |
| ENG4359-3 Language Research Methods is a meticulously designed course that equips students with the fundamental understanding of research methodology within the domain of language studies. Students will learn to define essential technical terms and concepts and clearly describe the vital stages of conducting research, focusing on precision and rigor. The course offers a multifaceted view of research, from evaluating existing language-related research papers to mastering the art of writing preliminary research proposals. Furthermore, the course emphasizes the practical application of research methods, such as the efficient integration of knowledge from different sources, using databases to search for relevant materials, and selecting appropriate research designs and samples. | | | | | | |
| 5. Pre-requirements for this course (if any): | | | | | | |
| ENG2341-3 Introduction to Theoretical Linguistics | | | | | | |
| 6. Co-requisites for this course (if any): | | | | | | |
| N/A | | | | | | |
| 7. Course Main Objective(s): | | | | | | |
| The main objectives of ENG4359-3 Language Research Methods are to instill a robust understanding of the theoretical and practical aspects of research methodology in the context of language studies. Students will be guided to appreciate the subtleties of research design and execution, developing their ability to evaluate research papers critically and to compose coherent research proposals. Emphasizing skills such as integration, synthesis, and efficient online material searching, the course aims to cultivate a systematic approach to research that empowers students to select and implement suitable research designs, and to understand the intricacies of sample selection. By intertwining theoretical knowledge with practical skills, this course endeavors to prepare students to undertake language-related research with confidence, integrity, and scholarly excellence. | | | | | | |

**2. Teaching mode** (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| 1 | Traditional classroom | 45 | 100% |
| 2 | E-learning | - | - |
| 3 | Hybrid   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

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

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
|  | **Lectures** | 45 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **Others (specify)** | - |
| **Total** | | 45 |

# **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** | | | |
| 1.1 | Define the important technical terms and concepts related to research methodology | K1 | Organize a jigsaw activity where students work in small groups, each responsible for a set of technical terms. Each group would become "experts" on their terms, then regroup to teach their peers, ensuring all terms are covered. | Midterm Exam (30 Marks) |
| 1.2 | Describe clearly and accurately the essential stages of conducting research | K2 | Facilitate a teacher-led seminar discussing the stages of research. Follow up with a task where students work in pairs to create a flowchart or timeline of the stages using course materials for reference. | Final Exam (40 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Evaluate a language-related research paper for overall quality, cohesion, coherence, and persuasiveness | S1 | Distribute sample research papers to students. Guide them in using a provided evaluation rubric, discussing criteria such as quality, cohesion, etc. Follow up with a class discussion or group presentations on their evaluations. | Group Discussion (10 Marks) |
| 2.2 | Write a preliminary language-related research proposal | S3 | Hold workshop sessions where students brainstorm research topics, refine their ideas through peer feedback, and use guided templates to draft preliminary proposals. | Research Proposal Part 1: Introduction and Literature Review (10 Marks) |
| 2.3 | Integrate and synthesize knowledge from different sources efficiently | S2 | Assign a mini literature review task. Students need to gather information on a given topic from various sources and create a synthesized summary. Provide feedback on integration and synthesis techniques. | Research Proposal Part 2: Methodology and Analysis (10 Marks) |
| 2.4 | Use databases efficiently to search for relevant online material | S6 | Organize a practical database tutorial session, demonstrating the effective use of search filters and keyword techniques. Students then practice by finding articles related to their research interests. | Research Proposal Part 2: Methodology and Analysis (10 Marks) |
| 2.5 | Analyze various research methodologies to select the most appropriate research design and sampling techniques, considering the specific context, goals, and ethical implications of the research | S4 | Organize case study sessions. Provide students with different research scenarios, and task them to determine the best methodologies, designs, and sampling techniques for each. Conclude with discussions around their choices, focusing on context, goals, and ethics. | Group Discussion (10 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Select relevant community problems as language research topics and critically reflect on them | V1 | Classroom Discussion Tasks | Survey or Research Proposal Part 1: Introduction and Literature Review (10 Marks) |
| 3.2 | Demonstrate professional teamwork skills while doing research tasks in groups or pairs | V2 | Group Discussion Tasks | Survey or Group Discussion (10 Marks) |
| 3.3 | Consider ethical issues in research | V3 | Group Discussion Tasks | Survey or Research Proposal Part 1: Introduction and Literature Review (10 Marks) and Research Proposal Part 2: Methodology and Analysis (10 Marks) |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Introduction to Research:**   * Definition and importance of research * Types of research: qualitative, quantitative, and mixed methods * Overview of the research report * Ethical considerations in research: Ethical approval and informed consent in research | **6** |
|  | **Identifying and Defining a Research Problem:**   * Selecting a research topic relevant to linguistics and applied linguistics * Formulating a research problem * Formulating research objectives * Formulating research questions and hypotheses | **6** |
|  | **Literature Review:**   * Summarizing and synthesizing previous studies * Identifying gaps in the literature * Writing a literature review section * Using academic databases and sources | **6** |
|  | **Research Design and Methodology:**   * Overview of research designs: experimental, correlational, longitudinal, cross-sectional studies, and case study * Sampling techniques and participant selection * Variables and operational definitions | **6** |
|  | **Data Collection Methods:**   * Quantitative methods: surveys, tests * Qualitative methods: interviews, observations, focus groups * Mixed methods approaches | **6** |
|  | **Data Analysis Techniques:**   * Introduction to quantitative data analysis: descriptive and inferential statistics * Introduction to qualitative data analysis: coding and content analysis | **6** |
|  | **Validity, Reliability, and Ethical Issues:**   * Ensuring validity and reliability in research instruments * Addressing bias and limitations in research | **3** |
|  | **Writing a Research Proposal:**   * Components of a research proposal: introduction, literature review, methodology, expected outcomes * Writing clear research objectives and questions * Planning timelines and resources * Formatting and referencing styles (APA, MLA, etc.) | **6** |
| **Total** | | 45 |

# **D. Students Assessment Activities**

| **No** | **Assessment Activities \*** | **Assessment timing**  **(in week no)** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
|  | **Research Proposal Part 1: Introduction and Literature Review**  Mapped to **Learning Outcomes 2.2, 3.1, and 3.3**, this evaluation requires students to write the first part of a research proposal, encompassing the introduction, research questions, research problem, literature review, and hypothesis. The rigorous nature of this assessment demands careful consideration of research aims, alignment with existing literature, and formulation of a testable hypothesis. | Mentioned in the new Course Syllabus | 10% |
|  | **Research Proposal Part 2: Methodology and Analysis**  Mapped to **Learning Outcomes 2.3, 2.4, and 3.3**, this evaluation requires students to complete the methodology section of their research proposal. This includes detailing the research design, participants, instruments, data collection, findings, analysis, discussion, conclusion, and references. Emphasis will be placed on the systematic application of research methods and efficient use of online materials and databases. | Mentioned in the new Course Syllabus | 10% |
|  | **Midterm Exam**  **While aligned with a specific CLO for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLO to evaluate the practical application and synthesis of research methods concepts.**  While the Midterm Exam includes some questions specifically aimed at assessing **Learning Outcome** **1.1**, the exam is summative in nature. Its purpose is to evaluate students' overall competence and understanding of all the course material covered up to this juncture, as determined by the course teaching team. | Mentioned in the new Course Syllabus | 30% |
| **4.** | **Group Discussion**  Mapped to **Learning Outcomes 2.1, 2.5, and 3.2**, this group discussion focuses on conducting periodic checkups on research proposals (parts 1 and 2). | Mentioned in the new Course Syllabus | 10% |
| **5.** | **Final Exam**  **Although aligned with a certain CLO for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLO to assess the integration and implementation of research methods across various scenarios.**  While the Final Exam incorporates questions specifically designed to evaluate **Learning Outcome 1.2** among others, its overarching purpose is to serve as a summative, comprehensive assessment. The exam aims to evaluate students' overall competence and understanding of the entirety of the course material, spanning from the beginning of the term to its conclusion, in alignment with the guidelines established by the course teaching team. | Mentioned in the new Course Syllabus | 40% |

# **E. Learning Resources and Facilities**

**1. References and Learning Resources**

|  |  |
| --- | --- |
| **Required Textbooks** | *Selected Chapters:*  **Mackey, A., & Gass, S. M. (2018). *Second language research: Methodology and design*. Routledge. (Chapters: 1 & 4).**  **Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners.* (Chapter 4)**  **Check, J., & Schutt, R. K. (2011). *Research methods in education*. Sage publications. (Chapters: 10, 11, 24, 25, 26, 27, 32, 33, 34, & 38)**  **Griffee, D. T. (2012). *An introduction to second language research methods.* TESL-EJ Publications, 246-275. (pp. 264-267)**  **Perry Jr, F. L. (2011). *Research in applied linguistics: Becoming a discerning consumer*. Routledge. (Chapter 2)** |
| **Essential References** | Dornyei, Zoltan (2007*) Research Methods in Applied Linguistics*,  Oxford: OUP.  <https://drasah.com/Archiving/website/2627202307015265.pdf>  <https://libraries.indiana.edu/sites/default/files/Develop_a_Research_Question.pdf>  <https://apastyle.apa.org/style-grammar-guidelines/references/examples> |
| **Electronic Materials** | <https://www.youtube.com/watch?v=oUiKwFNzKDM>  <https://www.youtube.com/watch?v=fFyaJl9T74g>  <https://files.bucknell.edu/Documents/ISR/topic.pdf> |
| **Other Learning Materials** | <https://sdl.edu.sa/SDLPortal/ar/A-ZDataBases.aspx>  <https://www.mybib.com/tools/apa-citation-generator> |

**2. Required Facilities and equipment**

| **Items** | **Resources** |
| --- | --- |
| **FACILITIES** | • STANDARD CLASSROOM (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

|  |  |
| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |