



Course Specification

(Bachelor)

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: February 11, 2026

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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:

Language Research Methods (ENG4359-3) is an advanced course designed to provide students with a comprehensive understanding of research methodologies in the field of language studies. It introduces key theoretical and practical dimensions of conducting systematic research, guiding students through the essential concepts, terminology, and stages of the research process with an emphasis on academic rigor and precision. Throughout the course, students will critically engage with existing linguistic and language-related research to develop analytical and evaluative skills. They will also gain hands-on experience in designing research projects, from formulating research questions to drafting preliminary research proposals. In addition, the course highlights the practical application of research methods, including the effective use of academic databases, the synthesis of information from multiple sources, and the selection of suitable research designs, data collection tools, and sampling techniques. By the end of the course, students will be well-prepared to conduct independent, methodologically sound research within the discipline of language studies.

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 Language Research Methods (ENG4359-3) aims to:

1. Provide students with a solid foundation in research methodology as applied to the study of language and linguistics.
2. Foster the ability to think critically and analytically about existing research, enabling students to assess the quality and relevance of published studies.
3. Cultivate skills in formulating and developing research ideas, guiding students to design coherent and feasible language research projects.
4. Enhance students' competence in practical research techniques, including literature review, data collection, and methodological selection.



5. Encourage independent and ethical research practice, preparing students to conduct scholarly investigations with intellectual rigor and academic integrity.

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
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	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	Explain key concepts, types, and processes of research in linguistics and applied language studies.	K2, K5	- Interactive lecture - Discussion - textbook readings	Midterm Exam
1.2	Identify and describe essential components of research design, including sampling, variables, validity, and reliability.	K2, K5	- Guided analysis of sample studies - group tasks	Final Exam
1.3	Discuss ethical considerations and the role of research methodology in advancing language-related inquiry	K5	- Case studies - reflective discussion	Group Discussion
2.0	Skills			
2.1	Formulate clear research problems, questions, and objectives relevant to linguistic and applied linguistic contexts.	S1, S2	- Workshop on topic formulation - group brainstorming	Group Discussion
2.2	Conduct effective literature reviews using scholarly databases and synthesize information from multiple academic sources.	S1, S5	- Library session - guided search using databases	Research Proposal Part 1: Introduction and Literature Review
2.3	Select and apply appropriate qualitative, quantitative, or mixed-method research designs to investigate	S2, S4	- Tutorials on method selection - group design tasks	Research Proposal Part 2: Methodology and Analysis





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	language-related phenomena.			
2.4	Prepare and present a well-structured research proposal demonstrating methodological soundness and academic writing conventions.	S2, S3, S5	- Proposal drafting workshop - peer feedback	Research Proposal Part 2: Methodology and Analysis
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical integrity and academic honesty in all stages of the research process.	V1	Classroom Discussion Tasks	Survey or Research Proposal Part 1: Introduction and Literature Review
3.2	Collaborate responsibly and respectfully in research discussions and peer evaluations.	V2	- Peer review - group activities	Survey or Group Discussion
3.3	Show commitment to lifelong learning and professional growth in the field of language research.	V3	Reflection journal guided mentoring	- Survey or Research Proposal Part 1: Introduction and Literature Review - Research Proposal Part 2: Methodology and Analysis

C. Course Content

No	List of Topics	Contact Hours
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1.	Introduction to Research: • Definitions of research • Importance and the purpose of the research • Different Types of research • What does a research report look like? • Ethical practices	Second Language Research: Methodology and Design/ Chap 1: 1.1 <i>Research methods</i> (pp. 1-3) Research Methods in Education (pp. 156-161): <i>Importance and the purpose of the research.</i> Second Language Research: Methodology and Design/ Chap 1: 1.2. <i>Different types of research</i> (pp. 3-6) Chap 1: Ethical practices (7-15) Chap 2. 2.1 <i>What does research look like?</i> (pp. 42-59)	6
2.	Identifying and Defining a Research Problem: • Selecting a research topic relevant to linguistics and applied linguistics • Formulating a research problem • The formulation of research objectives • Identifying research questions	Research in Applied Linguistics/ Chap. 2 <i>(How to locate research</i> (pp. 21-36)) Research Methodology: a step-by-step guide for beginners/ Chap. 8: 4 <i>Formulating a research problem</i> (pp. 76-91) <i>The formulation of research objectives</i> (pp. 91-99) Second Language Research: Methodology and Design/ Chap. 2: 2.2 <i>Identifying research questions</i> (pp. 60- 64).	6
3.	Reviewing the Literature: • How to review the literature • Searching for the existing literature • Reviewing the selected literature • Writing about the literature reviewed	Research Methodology: A Step-by-Step Guide for Beginners/ Chap. 8: 3 <i>Reviewing the literature</i> (pp. 54-75)	6
4.	Research Design and Methodology: • Overview of research designs: experimental, correlational, longitudinal, cross-sectional studies, and case study • Sampling techniques and participant selection • Variable types and operationalization	Research Methods in Education/ part 2 (Chaps. 11, 12) & part 3 (Chaps. 15, 17, 19, 20) Second Language Research: Methodology and Design/ Chap. 5: 5.3 <i>Variable Types</i> (pp. 202-208) and 5.4 <i>Operationalization</i> (p. 209)	6





5.	Research Design and Methodology: Data Collection Methods: - Quantitative methods: surveys, tests - Qualitative methods: interviews, observations, focus groups - Mixed methods approaches	Research Methods in Education/ (Chaps.: 24, 25, 26, 27)	6
6.	Data Analysis Techniques: - Introduction to quantitative data analysis: descriptive and inferential statistics - Introduction to qualitative data analysis: coding and content analysis	Research Methods in Education/ part 5 (Chaps. 32, 33, 34, 38)	6
7.	Validity and Reliability in research: - Validity - Reliability	Second Language Research: Methodology and Design/ Chap. 5: 5.5 <i>Validity</i> (pp. 210-233) and 5.6 <i>Reliability</i> (pp. 233-236)	3
8.	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.)	Dawson, C. (2007). A practical guide to research methods: A user-friendly manual for mastering research techniques and projects (3rd Ed.). Oxford Ltd. (Chap. 6 (pp. 58- 66) An Introduction to Second Language Research Methods Design and Data Analysis /References (pp. 264-267)	6
Total			45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Research Proposal Part 1: Introduction and Literature Review	4	10%
2.	Research Proposal Part 2: Methodology and Analysis	10	10%
3.	Midterm Exam	8	30%



No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
4.	Group Discussion	Throughout the semester	10%
5.	Final Exam	16	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	<i>Required Textbooks (aligned with Section C: Course Content):</i> Mackey, A., & Gass, S. M. (2022). Second language research: Methodology and design (3rd Ed.). Routledge. (Chapters: 1, 2 & 5. Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th Ed.). Sage. (Chapter 8) Check, J., & Schutt, R. K. (2011). Research methods in education. Sage publications. (Chapters: 10, 11, 24, 25, 26, 27, 32, 33, 34, & 38) Griffiee, 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) Dawson, C. (2007). A practical guide to research methods: A user-friendly manual for mastering research techniques and projects (3rd Ed.). Oxford Ltd. (Chapter 6)
	Dornyei, Zoltan (2007) <i>Research Methods in Applied Linguistics</i>, 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
	https://www.youtube.com/watch?v=oUiKwFNzKDM

	https://www.youtube.com/watch?v=fFyaJl9T74g
	https://files.bucknell.edu/Documents/ISR/topic.pdf
	https://sdl.edu.sa/SDLPortal/ar/A-ZDataBases.aspx
Other Learning Materials	https://www.mybib.com/tools/apa-citation-generator

2. Required Facilities and equipment

Items	Resources
Facilities	Smart classrooms equipped with multimedia projection and internet access; language and computer laboratories for hands-on database and data analysis training.
Technology equipment	Desktop computers or laptops with data analysis software (e.g., SPSS, Excel), internet connectivity, and access to online academic databases (e.g., JSTOR, ERIC, Google Scholar).
Other equipment	Audio-visual aids for presentations, printers/scanners for research documentation, and digital storage devices for data management.
Additional resources	Access to university digital library and research databases; online learning platform (e.g., Blackboard) for submitting assignments and engaging in research forums; reference management tools (e.g., Mendeley, Zotero).

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 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.

G. Specification Approval





COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

