

Course Specification

(Postgraduate Programs)

Course Title: *Research Methods in English Language Teaching*

Course Code: *6508TEFL-3*

Program: *Master of Arts in Teaching English as a Foreign Language*

Department: *Department of English*

College: *College of Languages and Translation*

Institution: *King Khalid University*

Version: *5*

Last Revision Date: *October 30, 2024*



Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:	5
C. Course Content:	8
D. Students Assessment Activities:	9
E. Learning Resources and Facilities:	9
F. Assessment of Course Quality:	11
G. Specification Approval Data:.....	12



A. GENERAL INFORMATION ABOUT THE COURSE

1. COURSE IDENTIFICATION

1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course Type

- A. University College Department Track
- B. Required Elective

3. Level/year at which this course is offered: (Semester 5/Year 2)

4. Course General Description

The "Research Methods in English Language Teaching" course provides an exhaustive exploration into the theory and application of research methodologies within the realm of Teaching English as a Foreign Language (TEFL). The course aims to equip students with a comprehensive understanding of the various research designs, data collection methods, and analytical techniques pertinent to the field. In addition to offering training in designing bespoke research toolkits, the course also involves rigorous practice in data analysis, both qualitative and quantitative. Students will engage in the critical evaluation of research literature and develop well-structured research proposals and papers. Academic integrity and ethical considerations are foregrounded throughout the course, ensuring that students uphold the highest standards of scholarly practice.

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

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The key objectives of this course are to:

- Enable students to articulate the theoretical underpinnings of research methods in TEFL, emphasizing the significance and relevance of scholarly inquiry in the field.



- Equip students with the ability to select appropriate research designs, formulate compelling research questions and hypotheses, and deploy suitable data collection methods tailored for ELT contexts.
- Develop proficiency in administering and analyzing data through diverse instruments, ranging from questionnaires and interviews to classroom observations, while adhering to ethical norms.
- Foster skills in the rigorous analysis of both qualitative and quantitative data, utilizing techniques such as thematic coding and statistical hypothesis testing.
- Cultivate academic integrity and ethical awareness across all stages of the research process, from inception to dissemination.

By accomplishing these objectives, the course aims to produce scholars who are methodologically rigorous, ethically responsible, and critically reflective, with a focus on enhancing the quality and impact of research in the field of English Language Teaching.

2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	-	-
4	Distance learning	-	-

3. CONTACT HOURS

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	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			
1.1	Define and describe the purpose, importance, and relevance of research in the English Language Teaching (ELT) context, as well as the various research designs employed in the field.	K2	Begin by laying the foundational understanding of the role of research in ELT. A conceptual scaffold can be achieved through a synthesized review of seminal literature, exploring the varying research designs common to the field.	Assessed mainly through the Midterm Test, with reinforcement in the Final Exam.
1.2	Recall the main methods of data collection, their respective applications in ELT research, and the ethical considerations involved.	K2	Delve into the myriad methods for data collection used in ELT research. Through the examination of anonymized real-world scenarios, students will gain insights into the appropriate utilization of these methods and the ethical nuances that accompany them.	Evaluated through Assignments, Presentations, and Discussions, as well as the Midterm Test.
1.3	Summarize methods for analyzing both qualitative and quantitative data in ELT research, including thematic and statistical analyses.	K3	Implement a bifocal approach to explore data analysis methods. On one hand, thematic content from qualitative studies can be discussed, while on the other, introductory exposure to statistical methods commonly used in quantitative research can be provided. Use hypothetical data sets to elucidate the techniques without crossing into the	Assessed via the Final Exam.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
			realm of assessments.	
2.0	Skills			
2.1	Craft comprehensive research plans, including the formulation of research questions, hypotheses, and selection of appropriate research designs and data collection methods in ELT settings.	S5	Instruct students on the finer points of crafting a comprehensive research plan. By dissecting exemplar research questions and hypotheses, they will learn the nuances of selecting fitting research designs and data collection methods.	Evaluated through Assignments, Presentations, and Discussions, with an emphasis on formulating research questions and hypotheses.
2.2	Demonstrate competency in administering, recording, and analyzing data through various instruments such as questionnaires, interviews, and classroom observations.	S5	Offer guided sessions where students can simulate the process of administering, recording, and analyzing data, using theoretical instruments like questionnaires and classroom observations.	Assessed through Assignments and the Final Exam.
2.3	Execute rigorous data analysis techniques, including thematic coding for qualitative data and statistical hypothesis testing for experimental research in ELT.	S5	Conduct seminars where students can execute data analysis techniques in a controlled environment. For example, thematic coding can be performed on textual snippets, and basic statistical hypothesis testing can be demonstrated using hypothetical data.	Assessed through the Final Exam and Assignments.
2.4	Develop and present well-structured research proposals	S5	Provide workshops that focus on the construction of well-structured research proposals	Evaluated through Assignments,



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	and papers, adhering to relevant citation styles and ethical norms.		and papers. Special emphasis can be placed on adherence to academic writing norms, citation styles, and ethical considerations.	Presentations, and Discussions.
2.5	Critically evaluate ELT research papers, with an emphasis on their methodology, findings, and the validity of their conclusions.	S5	Arrange critical review sessions wherein students can appraise anonymized research papers, focusing specifically on their methodology, findings, and the validity of their conclusions.	Assessed primarily through the Final Exam, with Assignments serving as practice.
3.0	Values, Autonomy, and Responsibility			
3.1	Uphold academic integrity and ethical standards in all phases of ELT research, from data collection to documentation.	V1	Foster a culture of academic integrity by devoting a full session to the discussion of ethical considerations throughout the research process, from the formulation of questions to the publication stage.	Continuously assessed through all activities, with a strong focus on adherence to ethical norms.
3.2	Engage in collaborative research efforts, demonstrating effective communication and teamwork skills while maintaining autonomy in individual contributions.	V3	Organize interactive team-based activities that allow students to simulate collaborative research efforts. Each activity should focus on fostering effective communication and teamwork, while enabling students to maintain their individual autonomy.	Assessed through Assignments, Presentations, and Discussions, where teamwork skills are observed.
3.3	Cultivate a reflective research practice, incorporating feedback	V4	Conclude with an introspective seminar that encourages students to develop reflective research	Assessed across all evaluation methods, with



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	mechanisms and considering the broader implications of research findings in the ELT context.		practices. Discuss mechanisms for feedback incorporation and the broader social and educational implications of research findings.	particular focus during the Final Exam.

C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	Introduction to Research in ELT: <ul style="list-style-type: none"> Defining Research: Its Purpose, Importance, and Relevance in ELT. Crafting a Research Plan: Identifying Research Questions, Hypotheses, and Variables. 	4.5
2.	Exploring Main Research Designs: <ul style="list-style-type: none"> Survey Research (2 hours): Principles, Techniques, and Best Practices in ELT Contexts. Experimental Research (2 hours): Designing Controlled Studies and Ensuring Validity. Case Study Research (2 hours): In-depth Analysis, Techniques, and its Application in ELT. Action Research (2 hours): The Role of the Practitioner-Researcher, Steps, and Benefits in ELT. 	9
3.	Diving Deep into Data Collection Methods: <ul style="list-style-type: none"> Introduction to Data Collection Instruments (2 hours): Overview of Tools, Selection Criteria, and Ethical Considerations. Questionnaires (2 hours): Design, Administration, and Analysis in the ELT Context. Interviews (2 hours): Structured, Semi-Structured, Unstructured Approaches and Their Applications in ELT. Observation (1 hour): Techniques, Recording, and Analysis in Classroom Settings. Diaries and Journals (1 hour): Eliciting Reflective Responses and Analyzing Subjective Data. 	9
4.	Methods of Data Analysis: <ul style="list-style-type: none"> Qualitative Research Data (3 hours): Thematic Analysis, Coding, and Interpretation in ELT Research. 	9



	<ul style="list-style-type: none"> Descriptive Research Data (2 hours): Statistical Measures, Visualization, and Interpretation. Experimental Research Data (3 hours): Hypothesis Testing, ANOVA, t-tests, and Drawing Conclusions in ELT Experiments. 	
5.	Documentation and Referencing in ELT Research: <ul style="list-style-type: none"> The Importance of Citing and Ethical Considerations. Overview of Major Citation Styles and their Application: APA, MLA, Chicago. 	3
6.	Crafting a Research Proposal in ELT: <ul style="list-style-type: none"> Essential Components: Introduction, Literature Review, Methodology, and Expected Outcomes. Peer Review and Feedback Mechanisms. 	4.5
7.	Structuring an ELT Research Paper: <ul style="list-style-type: none"> Organizing Findings, Discussions, and Conclusions. Crafting Abstracts, Introductions, and Concluding Remarks. 	3
8.	Course Revision and Reflection: <ul style="list-style-type: none"> Revisiting Major Themes and Topics. Encouraging Reflective Practice and Forward Paths in ELT Research. 	3
Total		45

D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Assignments, presentations, discussions	Continuous assessment	25%
2.	Midterm Test	6/7	25%
3.	Final exam	11-13	50%

E. LEARNING RESOURCES AND FACILITIES

1. REFERENCES AND LEARNING RESOURCES

Required Textbooks

Griffiee, D. T. (2018). *An Introduction to Second Language Research Methods* (2nd edition), Berkeley and Kyoto: TESL-EJ



	<p>Publications</p> <p>Perry, F. L., Jr. (2011). <i>Research in Applied Linguistics-Becoming a Discerning Consumer</i> (2nd ed.), New York and London: Routledge.</p>
<p>Essential References</p>	<p>Alison Wray – Kate Trott, Aileen Bloomer (1998) <i>Projects in Linguistics: A Practical Guide to Researching Language</i>, London: Arnold.</p> <p>Dörnyei, Z. (2007). <i>Research Methods in Applied Linguistics</i>, Oxford: Oxford University Press.</p> <p>Paltridge, B. (2015). <i>Research Methods in Applied Linguistics</i>, London and New York: Bloomsbury Academic.</p> <p>Riazi, A. M. (2016). <i>The Routledge Encyclopedia of Research Methods in Applied Linguistics</i>, New York and London: Routledge.</p> <p>Seliger, H. Shohamy, E (1989) <i>Second Language Research Methods</i>. Oxford: OUP.</p>
<p>Electronic Materials</p>	<ol style="list-style-type: none"> 1. UW Libraries Research Guide for Linguistics <ul style="list-style-type: none"> • A comprehensive guide for linguistic research, including various methods and approaches. • Website 2. OER Commons <ul style="list-style-type: none"> • Open educational resources, including materials on research methods in ELT. • Website 3. JSTOR Free Articles on ELT Research Methods <ul style="list-style-type: none"> • Open-access articles discussing different pedagogical approaches to teaching research methods. • Website
<p>Other Learning Materials</p>	<ol style="list-style-type: none"> 1. R Software <ul style="list-style-type: none"> • Open-source tools for both qualitative and quantitative research, with many online tutorials for educational research. • R 2. OpenRefine <ul style="list-style-type: none"> • Open-source software for cleaning up and transforming data for research. • Website 3. Open Science Framework <ul style="list-style-type: none"> • A platform that provides free and open-source project management support for researchers. • Website 4. Open Textbook Library <ul style="list-style-type: none"> • Access to free textbooks on a variety of subjects including





	<p>research methods.</p> <ul style="list-style-type: none"> • Website <p>5. Creative Commons Research Articles</p> <ul style="list-style-type: none"> • Articles on ELT research methods that are freely accessible and can be shared with students. • Website <p>6. Qualtrics Survey Software</p> <ul style="list-style-type: none"> • While advanced features are paid, the basic free version offers enough functionality for research. • Website <p>7. Data Repositories like Zenodo or Figshare</p> <ul style="list-style-type: none"> • These can be used to show students how data is stored, cited, and used in ELT research. • Zenodo • Figshare
--	--

2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

G. SPECIFICATION APPROVAL DATA

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	4-27/3/46
DATE	SEPTEMBER 30, 2024

