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| **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**: Faculty of Languages and Translation |
| **Institution**: King Khalid University |
| **Version**: 4 |
| **Last Revision Date:** **1 August 2023** |

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# **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   * Traditional classroom * E-learning | - | - |
| 4 | Distance learning | - | - |

**3. CONTACT HOURS**

|  |  |  |
| --- | --- | --- |
| **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** | **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 realm of assessments. | Assessed via the Final Exam. |
| **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 and papers, adhering to relevant citation styles and ethical norms. | S5 | Provide workshops that focus on the construction of well-structured research proposals and papers. Special emphasis can be placed on adherence to academic writing norms, citation styles, and ethical considerations. | Evaluated through Assignments, 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 mechanisms and considering the broader implications of research findings in the ELT context. | V4 | Conclude with an introspective seminar that encourages students to develop reflective research practices. Discuss mechanisms for feedback incorporation and the broader social and educational implications of research findings. | Assessed across all evaluation methods, with particular focus during the Final Exam. |

# **C. COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | **Introduction to Research in ELT:**   * Defining Research: Its Purpose, Importance, and Relevance in ELT. * Crafting a Research Plan: Identifying Research Questions, Hypotheses, and Variables. | **4.5** |
|  | **Exploring Main Research Designs:**   * 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:**   * 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:**   * Qualitative Research Data (3 hours): Thematic Analysis, Coding, and Interpretation in ELT Research. * 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. | **9** |
| **5.** | **Documentation and Referencing in ELT Research:**   * 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:**   * Essential Components: Introduction, Literature Review, Methodology, and Expected Outcomes. * Peer Review and Feedback Mechanisms. | **4.5** |
| **7.** | **Structuring an ELT Research Paper:**   * Organizing Findings, Discussions, and Conclusions. * Crafting Abstracts, Introductions, and Concluding Remarks. | **3** |
| **8.** | **Course Revision and Reflection:**   * 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** |
| --- | --- | --- | --- |
|  | Assignments, presentations, discussions | Continuous assessment | 25% |
|  | Midterm Test | 6/7 | 25% |
|  | Final exam | 11-13 | 50% |

# **E. LEARNING RESOURCES AND FACILITIES**

**1. REFERENCES AND LEARNING RESOURCES**

|  |  |
| --- | --- |
| **Required Textbooks** | Griffee, D. T. (2018). *An Introduction to Second Language Research Methods* (2nd edition), Berkeley and Kyoto: TESL-EJ Publications  Perry, F. L., Jr. (2011). *Research in Applied Linguistics-Becoming a Discerning Consumer* (2nd ed.), New York and London: Routledge. |
| **Essential References** | Alison Wray – Kate Trott, Aileen Bloomer (1998) *Projects in Linguistics: A Practical Guide to Researching Language*, London: Arnold.  Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*, Oxford: Oxford University Press.  Paltridge, B. (2015). *Research Methods in Applied Linguistics*, London and New York: Bloomsbury Academic.  Riazi, A. M. (2016). *The Routledge Encyclopedia of Research Methods in Applied Linguistics*, New York and London: Routledge.  Seliger, H. Shohamy, E (1989) *Second Language Research Methods*. Oxford: OUP. |
| **Electronic Materials** | 1. **UW Libraries Research Guide for Linguistics**    * A comprehensive guide for linguistic research, including various methods and approaches.    * [Website](https://guides.lib.uw.edu/research/linguistics/researchmethods) 2. **OER Commons**    * Open educational resources, including materials on research methods in ELT.    * [Website](https://www.oercommons.org/) 3. **JSTOR Free Articles on ELT Research Methods**    * Open-access articles discussing different pedagogical approaches to teaching research methods.    * [Website](https://www.jstor.org/) |
| **Other Learning Materials** | 1. **R Software**    * Open-source tools for both qualitative and quantitative research, with many online tutorials for educational research.    * [R](https://www.r-project.org/) 2. **OpenRefine**    * Open-source software for cleaning up and transforming data for research.    * [Website](https://openrefine.org/) 3. **Open Science Framework**    * A platform that provides free and open-source project management support for researchers.    * [Website](https://osf.io/) 4. **Open Textbook Library**    * Access to free textbooks on a variety of subjects including research methods.    * [Website](https://open.umn.edu/opentextbooks) 5. **Creative Commons Research Articles**    * Articles on ELT research methods that are freely accessible and can be shared with students.    * [Website](https://creativecommons.org/) 6. **Qualtrics Survey Software**    * While advanced features are paid, the basic free version offers enough functionality for research.    * [Website](https://www.qualtrics.com/) 7. **Data Repositories like Zenodo or Figshare**    * These can be used to show students how data is stored, cited, and used in ELT research.    * [Zenodo](https://zenodo.org/)    * [Figshare](https://figshare.com/) |

**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 |
| 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** | Pending |
| **Reference No.** | Pending |
| **Date** | Pending |