

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Level of the course unit	Master	Form of study	Full time	Academic year / semester	2020/2021 Autumn
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Syllabus

Course Title	Організація та методологія філологічних наукових досліджень / Research Methodology and Research Organization
Department	Philology
Programme of Studies:	035 “Humanities” 035 “Philology” (English Language and Literature)
Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/ work hours (lectures / seminars, laboratory classes / independent study)	Course Type: core course Number of ECTS credits: Lectures: 16 (Learning centered and interactive) Seminars: 30 Independent study: 104
Course coordinator Course Lecturer(s) Assistant(s) (Name, surname, Academic degree and rank, e-mail address)	Dr. Ferenc Viktória, PhD, Associate professor ferenc.viktoria@mf.org.ua
Course Prerequisites	
Course description, Course overview, Course Objectives, Content, Learning outcomes Main topics Competences to be developed:	<p>This course is designed to prepare students in language pedagogy, second language acquisition and other branches of applied linguistics to critically evaluate published research in their field and to design their own research studies. The course covers a range of theoretical, practical, and ethical issues in linguistics research, with an emphasis on language teaching and learning. It examines principles for undertaking empirical research, introduces popular quantitative and qualitative methods for conducting small-scale research in the language classroom, and provides hands-on experience with research design, instruments for data collection, quantitative and qualitative methods of data analysis, evaluation of published research, and research report writing. The ultimate scope of the course is to have students prepare the research proposal for their thesis.</p> <p>The main objectives:</p> <ul style="list-style-type: none"> - The course outlines the basic notions of the research organization and methodology; - Research principles, types of research, research paradigms, designs, methods and instruments; - Structure of the research process, basic research models and steps; - Principles of qualitative and quantitative research methods;

	<ul style="list-style-type: none"> - Literature analysis procedures; - Data collection procedures; - Data analysis procedures; - Organization of a report; <p>Learning outcomes:</p> <ul style="list-style-type: none"> - A heightened awareness of practical and ethical issues in doing second language research - An understanding of major research perspectives, important principles for research design, and commonly used research methodologies. - The ability to select an appropriate research topic, to formulate researchable questions, and to write a research proposal. - The ability to identify appropriate areas of literature for a specific language teaching/learning research topic. - The ability to design an effective structure for a literature review - The ability to write a preliminary literature review for the proposed research topic. - The ability to access and extract relevant information from secondary data sources. - A working knowledge of essential research tools for investigating topics and questions. - Skills for collecting, compiling, and analysing different types of research data. - The ability to write research proposals, papers and reports in APA style. - The ability to constructively criticize the methods of quantitative and qualitative research methods used in published studies <p>Course syllabus:</p> <ol style="list-style-type: none"> 1. Classification and Basic Concepts 2. Research Trends in Applied Linguistics 3. Research Questions and Hypotheses 4. Data Gathering: Quantitative, Qualitative and Mixed Methods 5. Data Processing and analysis 6. Sharing research results: the structure of a publication 7. Legal and ethical aspects of research 8. The relationship between research and education
<p>Grading Policy, Methods of Assessment</p>	<p>Elements of final grade:</p> <p>Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark.</p> <p>Seminar: Detailed explanation of an item, defining concepts. Evaluation of the detailed item explanation is on a five-tiered scale (1–5). The definitions of the concepts also on a five-tiered scale (1–5).</p> <p>The grade for active and informed participation includes discussion (quality and quantity), attitude and attendance (you</p>

	<p>are allowed to miss two scheduled lessons over the semester). The evaluation of seminar test comprises 10% of the total mark.</p> <p>Module test evaluation over the theory of the course material comprises 20% of the total mark.</p> <p>Presentation is on a five-tiered scale (1–5) and comprises 10% of the total mark.</p> <p>The course will be completed with an oral exam.</p> <p>The exam comprises 50% of the final grade.</p> <p>Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent.</p>
<p>Course Policy</p>	<p>Students are required to attend lectures and seminars regularly and they are expected to be active participants of both the lectures and seminars.</p> <p>Students are expected to complete all homework independently (unless otherwise required). Working together for anything other than group work and/or plagiarising published research is considered cheating.</p> <p>Students who meet the course requirements will sit the exam during January examination session.</p>
<p>Basic literature of the discipline and other information resources</p>	<p>David Crystal (2003) <i>Anyelvenki opédija</i>. Budapest: Osiris, 502-514.</p> <p>Dörnyei Z (2007) <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press.</p> <p>Earl Babbie (2000) <i>Atársadalomtudományi kutatás gyakorlat</i>. Budapest: Balassi Kiadó.</p> <p>Fóris Ágota (2008) <i>Kutatásról nyelvészeknek. Bevezetés a tudományos kutatás módszertanába</i>. Budapest: Nemzeti Tankönyvkiadó.</p> <p>Griffiee D.T. (2012) <i>An Introduction to Second Language Research Methods: Design and Data</i>. Berkeley, CA: TESL-EJ Publications.</p> <p>Lia Litosseliti (ed) (2010) <i>Research Methods in Linguistics</i>. Continuum International Publishing Group.</p> <p>Mackey A, Gass S M (2005). <i>Second Language Research: Methodology and Design</i>. Routledge.</p> <p>Husztai, I., Lizák, K, Lőrinc, M (2009). <i>Guidelines for year paper and thesis writing</i>. Rákóczi-füzetek 70. Beregszász: II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola.</p> <p>Соловійов, С М (2007). <i>Основи наукових досліджень</i>. Навч. посібник. Київ: Центр Учбової Літератури.</p> <p>Шейко, В М, & Кушнарєнко, Н М (2006). <i>Організація методика науково-дослідницької діяльності</i>. Підручник для ВНЗ. Вид. 5-е. Київ: Знання.</p>