

**SYLLABUS
2019-2020**

1st year of study / 1st Semester

Research methodology in language education

1. Information on academic programme

1.1. University	„1 Decembrie 1918”
1.2. Faculty	Faculty of History and Philology
1.3. Department	Department of Philology
1.4. Field of Study	Philology
1.5. Cycle of Study	<i>Master</i>
1.6. Academic programme / Qualification	English language, literature and culture in the European context / Occupations included in RNCIS: Researcher in Philology - 264314; Researcher in Linguistics - 264312; Interpreting Diplomatic Relations - 264303 / Access to the doctoral cycle (Philology)

1. Information of Course Matter

2.1. Course	<i>Research methodology in language education</i>			2.2. Code	MEP411		
2.3. Course Leader							
2.4. Seminar Tutor	Associate Professor Teodora Iordăchescu, Ph.D.						
2.4.1. Laboratory Tutor							
2.5. Academic Year	I	2.6. Semester	1	a. Type of Evaluation (E – final exam/ CE - colloquy examination / CA -continuous assessment)	E	2.8. Type of course (C– Compulsory, Op – optional, F - Facultative)	C

3. Course Structure (Weekly number of hours)

3.1. Weekly number of hours	3	3.2. course	1	3.3. seminar, laboratory	2
3.4. Total number of hours in the curriculum	42	3.5. course	14	3.6. seminar, laboratory	28
Allocation of time:					158
Individual study of readers					60
Documentation (library)					60
Home assignments, Essays, Portfolios					32
Tutorials					4
Assessment (examinations)					2
Other activities.....					
3.7 Total number of hours for individual study	158				
3.8 Total number of hours in the curriculum	42				
3.9 Total number of hours per semester	200				

3.10 Number of ECTS	8
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2. Prerequisites (*where applicable*)

4.1. curriculum-based	
4.2. competence-based	

3. **Requisites** (*where applicable*)

5.1. course-related	Computer room, video projector, internet access
5.2. seminar/laboratory-based	Computer room, video projector, internet access

4. **Specific competences to be acquired (chosen by the course leader from the programme general competences grid)**

Professional competences	<p>C4 Proper use of the conceptual and methodological apparatus of the humanities for and interdisciplinary investigation of cultural facts</p> <p>C4.1 Description of research methods specific to the humanities and interdisciplinary research</p> <p>C4.2 Explaining in a multidisciplinary context some complex cultural phenomena</p> <p>C4.3 Applying the optimal method for studying a complex cultural phenomenon and arguing for the choice</p> <p>C4.5 Elaboration of an interdisciplinary study, with openness to other humanities, including the clarification and argumentation of the chosen research method</p> <p>SP4 Presentation of a complex cultural fact, from an interdisciplinary perspective, using the concepts and methods of the humanities</p>
Transversal competences	<p>The rigorous, efficient and responsible execution of professional tasks with a high degree of complexity, in terms of decision-making autonomy, with strict respect for professional deontology, on time.</p>

5. Course objectives (as per the programme specific competences grid)

7.1 General objectives of the course	<p>This course is designed to assist students in developing better approaches to common forms of media discourses, especially in analysing figurative language and its rhetorical effects.</p>
7.2 Specific objectives of the course	<ol style="list-style-type: none"> 1. To critically analyse mass-media situations common to professional, business discourse To use that analysis to understand audience needs and address those needs in both written and oral communication 3. To hone skills in developing and formatting common, professional documents with an eye toward clarity and identification of the rhetorical situation 4. Finding the best means to position oneself within that rhetorical situation 5. To identify issues in addressing and advancing various agenda – whether your own career or based on client needs – and respond by means of identifying appropriate research materials 6. To work collaboratively within a research and documentation team toward a common goal while addressing multiple audiences 7. To develop interview, research, and presentation skills

8. Course contents

8.1 Course	Teaching methods	Remarks Number of hours
<p><i>C1. General coordinates of research in education sciences and language education</i> <i>1.1. Pedagogical research</i> <i>1.2. Types of pedagogical research</i> <i>1.3. Specific research in the field of language education</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>C2. Aspects of language education</i> <i>2.1. Understanding ability (written and oral)</i> <i>2.2. Speaking skills (interaction in conversation and production of an oral message)</i> <i>2.3. Writing skills</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>Conceptual operationalization in research in language education</i> <i>3.1. Common European framework of reference</i> <i>3.2 Teaching, learning, evaluation</i> <i>3.3. Action research in language education</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>The stages of research in language education</i> <i>4.1. Research design</i> <i>4.2. Conduct of research</i> <i>4.3. Capitalizing research</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>Delimitation of the research topic / problem</i> <i>5.1. Identification of the theme / problem in the educational context</i> <i>5.2. The operational formulation of the research topic</i> <i>5.3. Information and documentation on the problem</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>Elaboration of the research design</i> <i>6.1. Setting the research objectives</i> <i>6.2. Formulate research hypotheses</i> <i>6.3 Elaboration of the research project</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>Organization and conduct of research</i> <i>7.1. Identification of human resources, research subjects</i> <i>7.2. Identification of material and financial resources</i> <i>7.3 Establish the time horizon / the calendar of activities</i></p>	<p><i>Lecture</i> <i>teacher Moderated discussions</i> <i>Electronic media</i></p>	<p>1</p>
<p><i>Analysis, processing and interpretation of</i></p>	<p><i>Lecture</i></p>	<p>1</p>

<p><i>the data obtained</i></p> <p><i>8.1. Analysis, processing and qualitative (content) interpretation of data and results obtained</i></p> <p><i>8.2. Analysis, interpretation and use of data and results obtained from a scientific perspective</i></p> <p><i>8.3. Analysis, interpretation and use data and results obtained from a managerial perspective</i></p>	<p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	
<p><i>Elaboration of the final conclusions of the research</i></p> <p><i>9.1. To draw conclusions in a descriptive manner</i></p> <p><i>9.2. Formulating conclusions in an explanatory manner</i></p> <p><i>9.3. To draw conclusions in a predictive manner</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1
<p><i>Methods of collecting research data</i></p> <p><i>10.1. Self-observation method</i></p> <p><i>10.2. The observation method</i></p> <p><i>10.3. The pedagogical experiment</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1
<p><i>The investigation method. The survey</i></p> <p><i>11.2. The interview method</i></p> <p><i>11.3. The method of analyzing the portfolios / products of the activity of the investigated subjects</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1
<p><i>The system of methods of measuring research data</i></p> <p><i>12.1. counting</i></p> <p><i>12.2. Classification / ordering</i></p> <p><i>12.3. Comparison / reporting</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1
<p><i>The system of methods of organization, presentation and mathematical-statistical processing of research data</i></p> <p><i>13.1. Organization, systematization and data processing</i></p> <p><i>13.2. Determination of some statistical indices</i></p> <p><i>13.3. Mathematical-scientific methods for studying the relationships between phenomena</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1
<p><i>Elaboration, writing and support of methodological-scientific works in the field of language education</i></p> <p><i>14.1. Methodology for developing methodological-scientific works in the field of language education</i></p> <p><i>14.2. Ethical implications in the elaboration of a methodological-scientific work in the field of linguistic education</i></p> <p><i>14.3. Writing a methodological-scientific</i></p>	<p><i>Lecture</i></p> <p><i>teacher Moderated discussions</i></p> <p><i>Electronic media</i></p>	1

8.2 Recommended bibliography

Brown, J. D. (2005). Research Methods for Applied Linguistics: Scope, Characteristics, and Standards. In A. Davies & C. Elder (Eds.) The Handbook of Applied Linguistics. Oxford: Blackwell.

Duff, P. A. (2002). Research approaches in applied linguistics. In R. Kaplan (Ed.), The Oxford handbook of applied linguistics (pp. 13-23). Oxford University Press.

Nunan, D. (2000). Research methods. In M. Byram (Ed.), Routledge encyclopedia of language teaching and learning (pp. 501-505). London: Routledge.

Seminar	Teaching methods	Number of hours
Common European framework of reference in the field of modern languages 1.1. Common reference levels 1.2 The competences of the educators 1.3. Teaching and learning of modern languages 1.4 Activities and work tasks in language education	Discussion debate analytical approach	4
National curriculum for the area of language and communication 2.1. Analysis of curricular documents 2.2 The new paradigm of focusing on skills in the educational context in Romania	Discussion debate analytical approach	4
Action-research in modern language classes 3.1. Current analysis of the concrete situation of the class of students 3.2. Formulation of hypotheses 3.3. Establishing the research approach	Discussion debate analytical approach	4
Initial tests 4.1. Elaboration of initial tests to verify the knowledge previously acquired by students 4.2. Analysis and interpretation of pre-test results 4.3. Conclusions and implications for future improvement intervention	Discussion debate analytical approach	4
Research - action 5.1.Setting the general and specific objectives of the experiment 5.2. Sampling and establishing control and experimental groups 5.3 Independent variable and dependent variables 5.4 Description of the didactic activities 5.5 Teaching projects 5.6. final test	Discussion debate analytical approach	4
Elaboration of an initial test to verify the knowledge previously acquired by students 6.2. . Analysis and interpretation of pre-	Discussion debate analytical approach	4

test results		
Presentation of a research-action paper 7.1. Synthetic presentation of the specialized literature in the field 7.2. Synthetic, logical and coherent structuring and organization of the investigative approach 7.3. Identification and argumentation of the usefulness and validity of the research carried out	Discussion debate analytical approach	4

Bibliography

- Allison, D. (2002). *Approaching English language research*. Singapore: Singapore University Press.
- Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah, NJ: Lawrence Erlbaum.
- Johnson, D. M. (1992). *Approaches to research in second language learning*. New York: Longman.
- McDonough, J., & McDonough, S. (1997). *Research methods for English language teachers*. London: Arnold.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.
- Mackey, A., & Gass, S. M. (2012). *Research methods in second language acquisition: a practical guide*. Chichester: Wiley Blackwell.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Paltridge, B., & Phakti, A. (Eds.) (2010). *Continuum companion to research methods in Applied Linguistics*. London: Continuum.
- Perry, F. L. (2005). *Research in applied linguistics: Becoming a discerning consumer*. Mahwah, NJ: Lawrence Erlbaum.

9. Corroboration of course contents with the expectations of the epistemic community's significant representatives, professional associations and employers in the field of the academic programme

The content of the subject matter was analysed in the monitoring and assessment board of the MA programme. The board consists of representatives of employers and professional associations if the field.

10. Assessment

Activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	<i>Carrying out an applied research paper for the contrastive analysis of the metaphors from the economic discourse in the Romanian and English languages</i>	S (Written) written work; questionnaire; test	30%
	<i>Attendance and involvement in the course activities</i>	P (Practice)	10%
10.5 Seminar/laboratory	<i>Elaboration of a glossary of economic metaphors in English and Romanian</i>	S (Written) written work; questionnaire; test	20%
	<i>The quality of the interpretation of metaphors</i>	P (Practice) Translations that reflect the concepts and theories learned	20%

	<i>Attendance and involvement in seminar activities</i>	during the semester P (Practice)	20%
10.6 Minimum performance standard: <ul style="list-style-type: none"> • Pass, average grade 5 			
<i>Minimum promotion requirements (for grade 5):</i> <ul style="list-style-type: none"> - participation of at least 50% in the classes and seminar hours; - mastery of basic knowledge on the subject of the discipline; - reduced ability to reproduce and transmit information specific to the domain addressed - obtaining at least 1 point for the seminar activity and 4 points for the written work <i>Maximum promotion requirements (for grade 10):</i> <ul style="list-style-type: none"> - active participation in all courses and seminars - mastery of in-depth knowledge on the subject of the discipline; - increased ability to reproduce and transmit information specific to the field addressed; • - obtaining the maximum score on all the indicators above. 			

Submission date

Course leader signature

Seminar tutor signature

Date of approval by Department members
02.09.2019

Department director signature
Senior Lecturer **Gabriel Bărbuleț**, Ph.D