



**TLEMCEEN UNIVERSITY**

**Faculty of Arts and Languages  
Department of Foreign Languages  
Section of English  
Academic Year: 2018/2019**

10/04/2019

# **Research Methodology: Syllabus for L3 Classes**

*(Plan de Cours)*

By:  
MS. KHADIDJA HAMMOUDI

## I. About the course (Informations sur le cours)

### Lecture Class

Course Title: **Research Methodology**

Credit hours 1:30 hrs

Level: LMD 3 \_G3/ G4

Time: Wed, 8:30-10 a.m. (90 mins)

Location: Computer Room

Coefficient: 03

UE: *Unité Méthodologique*

#### Informations sur le cours

Faculté: Lettre et Langues

Département: Langues Etrangères

Public cible : LMD 3

Intitulé du cours : La Méthodologie de Recherche

Crédit:03

Coefficient:03

Durée : 15 semaines

Horaire: Mercredi 08h30-10h00

Salle: Computer Room

#### Enseignante:

Cours et TD : Ms. Khadidja HAMMOUDI

Contact : par mail au [doujamido1@gmail.com](mailto:doujamido1@gmail.com)

### Instructor

Instructor: **Ms. Khadidja HAMMOUDI**

Rank: Assistant teacher

Office: Staff-Room 2. Faculty of Letters and Foreign Languages.

Consultation: Monday, 9 a.m. to 12 p.m.

Email: [doujamido1@gmail.com](mailto:doujamido1@gmail.com)

## II. Course Description (Présentation du cours)

This course introduces the module of Research Methodology for classes dealing with it for the first time. It also discusses definitions, designs, strategies, and data collection methods and tools relating to research in social sciences. The basic aim of this course is to theoretically prelude students to methods of research and then make them able to practically conduct it.

## III. Objectives (Visées d'apprentissages)

This course aims to guide L3 students at the Section of English in the university of Tlemcen towards achieving competence and proficiency in the theory of and practice to research. In more specific **practical aims**, the present course aims at:

- Enable students understand what research is.
- Raise awareness of the crucial value of scientific method.
- Introduce the concept at the heart of every research project –the research problem- and to discuss what a researchable problem is.
- Evaluate literature, form a variety of sources, pertinent to the research objectives.
- Identify and justify the basic components of the research framework, relevant to the tackled research problem.
- Explain and justify how researchers will collect research data.

- Discuss how to cite sources, using the American Psychological Association (APA), and justify this choice.
- Finally, warn the common mistakes in the field of research methodology.

**Objectifs intermédiaires du cours et pré-requis nécessaires**

Nous mettons en évidence, *objectifs intermédiaires* également, le niveau à atteindre pour chacun d'eux:

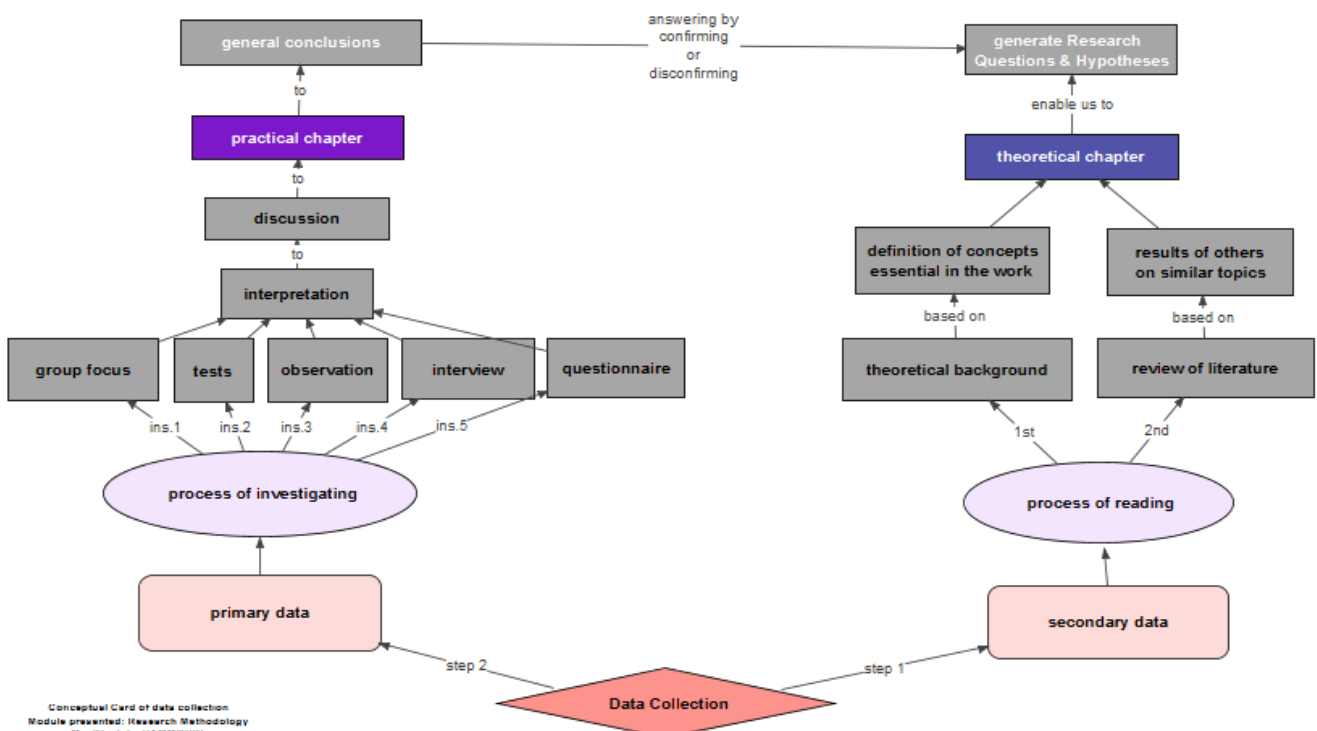
1. Connaître les traits de personnalité d'un chercheur en linguistique et différencier les différents comportements du chercheur linguiste . Il s'agit d'une connaissance à acquérir (**savoirs**).
2. Mettre en pratique l'importance du travail en équipe. Il s'agit d'appliquer le rôle du linguiste au niveau théorique comme au sein de son équipe et meme dans la société (**savoirs-faire**)

L'acquisition de *pré-requis* pour ce chapitre regroupe les concepts suivants:

- RESEARCH
- METHODOLOGY
- REVIEW OF LITERATURE
- THEORETICAL BACKGROUND
- MOVING FROM PROBLEM STATEMENT TO HYPOTHESIS FORMATION

The following *learning objectives* have been prepared to assist you in your preparation for the master's comprehensive examination in the area of research methods. A review of content related to these learning objectives should provide you with the foundation required for a successful mastery of the content.

- Students should understand a *general definition* of research design.
- Students should be familiar with ethical issues in educational research, including those issues that arise in using *quantitative and qualitative* research.
- Students should know the *primary characteristics* of quantitative research and qualitative research.
- Students should be able to *identify a research problem* stated in a study.
- Students should be familiar with conducting a *literature review* for a scholarly educational study.
- Students should be able to design a good quantitative *purpose statement* and good quantitative *research questions and hypotheses*.



#### IV. Course Contents (Contenu de cours)

<p><b>THEME 1: <i>Research Methodology:</i></b>  <b><i>A review of the Fundamentals</i></b>            1. Meaning of Research            2. Definitions of Research            3. Objectives of Research            4. Motivation in Research            5. General Characteristics of Research            6. Criteria of Good Research            7. Types of Research</p>	7. Characteristics of a Good Hypothesis 8. Variables in a Hypothesis 9. Formulating a Hypothesis 10. Testing the Hypothesis
<p><b>THEME 2: <i>The Research Problem</i></b>            1. Scientific Thinking            2. What is a Research Problem            3. Selecting the Problem            4. Sources of the Problem            5. Defining a Problem            6. Statement of a Problem            7. Delimiting a Problem            8. Evaluation of a Problem</p>	<p><b>THEME 5: <i>The Research Approach</i></b>            1. The Philosophical Background            2. The Qualitative Approach            3. The Quantitative Approach            4. The Mixed-Methods Approach            5. Criteria for Selecting a Research Approach</p>
<p><b>THEME 3: <i>The Review of Literature</i></b>            1. Meaning of Review of Literature            2. Need of Review of Literature            3. Objectives of Review of Literature            4. Sources of Literature            5. The Functions of Literature            6. How to Conduct the Review of Literature            7. Some Hints for the Review of Literature            8. Precautions in Library Use            9. Reporting the Review of Literature</p>	<p><b>THEME 6: <i>The Research Strategies</i></b>            1. What are the Research Strategies?            2. Which Strategy to Choose?            3. Case Studies            4. Experiments            5. Ethnography            6. Phenomenology            7. Ground Theory (GT)            8. Action Research            9. Mixed-methods            10. Longitudinal</p>
<p><b>THEME 4: <i>The Research Hypotheses</i></b>            1. Meaning of Hypothesis            2. Definitions of Hypothesis            3. Nature of Hypothesis            4. Functions of Hypothesis            5. Importance of Hypothesis            6. Kinds of Hypothesis</p>	<p><b>THEME 7: <i>Data Collection Methods</i></b>            1. Questionnaires            2. Interviews            3. Focus Groups            4. Observation</p> <p><b>THEME 8: <i>Sampling</i></b>            1. Meaning and Definition of Sampling            2. Functions of Population and Sampling            3. Methods of Sampling            4. Characteristics of a Good Sample            5. Size of a Sample            6. The Sample Cycle</p>

## V. EVALUATION (Modalité d'évaluation)

<u>Exam</u>	<ul style="list-style-type: none"> <li>✓ <b>50% of the final mark</b></li> <li>✓ Synthesis of the classes.</li> <li>✓ At the end of each semester</li> </ul>
<u>Final project</u>	<ul style="list-style-type: none"> <li>✓ <b>40% of the final mark of the module</b></li> <li>✓ Application of the information acquired.</li> <li>✓ At the end of the semester</li> </ul>
<u>Oral presentation</u>	<ul style="list-style-type: none"> <li>✓ <b>10% of the final mark.</b></li> <li>✓ Students should present any topic related to Research Methodology.</li> <li>✓ During the semester</li> </ul>
<u>Attendance</u>	<ul style="list-style-type: none"> <li>✓ Students' presence is obligatory.</li> <li>✓ More than 5 unjustifiable absences made the student excluded.</li> </ul>
<u>Participation</u>	<ul style="list-style-type: none"> <li>✓ In-class participation is appreciated and interaction is of great importance.</li> </ul>
<b>VI. Activités d'enseignement-apprentissage</b>	<p>Présentant les activités d'enseignement et d'apprentissage utilisées dans notre cours pour favoriser les apprentissages des étudiants afin d'atteindre le plus efficacement possible les objectifs visés.</p> <ul style="list-style-type: none"> <li>- Des <b>questions de compréhension</b> en classe</li> <li>- Des <b>quiz</b> occasionnels</li> <li>- L'<b>application</b> de chaque <b>procédure</b> en classe</li> <li>- Développement d'un <b>mini mémoire</b> à la fin de l'année</li> </ul>
<b>VII. Modalités de fonctionnement</b>	<p>Assurons-nous que nos étudiants aient une idée claire de nos attentes quant à, par exemple :</p> <ul style="list-style-type: none"> <li>- Le <b>respect</b> doit être visible verbalement et dans le comportement des étudiants en classe.</li> <li>- Le <b>langage</b> d'enseignement, d'apprentissage et de communication doit être en Anglais académique.</li> </ul>

### VIII. Recommended references: (Ressources d'aide)

1. Cohen, L. Lawrence, M., & Morrison, K. (2005). *Research Methods in Education* (5th edition). Oxford: Oxford University Press.
2. Denscombes, M. (2010). *The Good Research Guide: For small-scale social research projects*. Maiden-Read: Open University Press.
3. Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
4. Hoadjli, A.C. (2015). *The Washback Effect of an Alternative Testing Model on Teaching and Learning: An exploratory study on EFL secondary classes in Biskra*. Unpublished Doctoral Thesis, University of Mohamed Kheider, Biskra.
5. Kothari, C. R. (1980). *Research Methodology: Research and techniques*, New Delhi: New Age International Publishers.
6. Kumar, R. (2011). *Research Methodology: a step-by-step guide for beginners* (3rd edition). London, UK: TJ International Ltd, Padstow, Cornwall.
7. Leedy, P. D. (1980). *Practical Research: Planning and design*. Washington: Mc Millan Publishing Co., Inc.
8. Singh, Y. K. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi. New International (P) Limited, Publishers.
9. Wallinman, N. (2006). *Your Research Project: A step-by-step guide for the first-time researcher*. London: Sage Publications.
10. <http://www.pitt.edu/~super7/43011-44001/43911.ppt>

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