

COURSE MODULE OUTLINE

(1) General information

SCHOOL	HUMANITIES		
PROGRAM COURSE	THE TEACHING OF ENGLISH AS A FOREIGN/INTERNATIONAL LANGUAGE		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	AGG41	YEAR	2 nd
COURSE TITLE	RESEARCH METHODOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Hours per week (30 hours) x 14 weeks	420	15	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
COURSE TYPE Compulsory, Optional, Optional mandatory	COMPULSORY for Route A' (includes the production of a postgraduate written dissertation) ELECTIVE for Route B' (without the production of a postgraduate written dissertation)		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION AND EXAMS:	ENGLISH		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://www.eap.gr/en/teaching-english-as-a-foreign-international-language/topics/#ag41 Each module has its own space in the Learning Management System of EAP (http://courses.eap.gr), with controlled, password-protected access for students and teaching staff.		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:

APPENDIX A

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.
- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

APPENDIX B

Guidelines for writing Learning Outcomes

Upon completion of this module, students will be expected to be able to:

- identify different types and processes of educational action research
- demonstrate a working awareness of different quantitative and qualitative research methods
- design educational action research plans that are relevant to their purposes and needs
- administer educational action research
- analyse the research findings using the appropriate and relevant tools
- present their research findings in ways that are appropriate to their academic context.

General Competences

Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?

Search for, analysis and synthesis of data and information by the use of appropriate technologies, Adapting to new situations Decision-making Individual/Independent work Group/Team work Working in an international environment Working in an interdisciplinary environment (Other.....citizenship, spiritual freedom, social Introduction of innovative research	Project planning and management Respect for diversity and multiculturalism Environmental awareness Social, professional and ethical responsibility and sensitivity to gender issues Critical thinking Development of free, creative and inductive thinking awareness, altruism etc.)
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Search for, analysis and synthesis of data and information by the use of appropriate technologies
Project planning and management
Respect for diversity and multiculturalism
Social, professional and ethical responsibility and sensitivity to gender issues
Adapting to new situations
Decision-making
Individual/Independent work
Critical thinking
Development of free, creative and inductive thinking
Working in an international environment
Action research

(3) COURSE CONTENT

General description: The module aims at introducing postgraduates to different qualitative and quantitative educational research types, methods and processes and to help them design, implement, analyse and present a research programme and its findings that would be relevant for their academic purposes and needs.

Subjects covered:

Research types and processes.

Quantitative and qualitative research methods.

Planning and conducting research.

Analysis and presentation of research findings and data.

(4) TEACHING METHODS--ASSESSMENT

<p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Distance learning Frequent face-to-face meetings (synchronous contact sessions)</p>	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Communication with students via email, Webex meetups and telephone sessions</p>	
<p>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><i>The study hours for each learning activity as well as the hours of selfdirected study are given following the principles of the ECTS.</i></p>	<p>Activity/Method</p>	<p>Semester workload</p>
	<p>3 Contact Sessions (synchronous) (* 4 hours each)</p>	<p>12</p>
	<p>2 educational activities (* 4 hours each)</p>	<p>8</p>
	<p>1 mini written assignment</p>	<p>40</p>
	<p>1 main written assignment</p>	<p>50</p>
	<p>Oral presentation/examination</p>	<p>10</p>
	<p>Individual study</p>	<p>300</p>
	<p>Total module workload (hours)</p>	<p>420</p>

<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<ul style="list-style-type: none"> • Two Educational Activities are submitted, the grade of which contributes to the Module’s final grade by 5%, i.e. each with 2.5%. • A Mini Assignment of between 1000 and 1500 words. Its mark contributes to 30% of the final mark of the Module. • A Main Assignment of between 3000 and 3500 words. The overall mark of the Main Assignment contributes to 50% of the total mark of the Module. • All Educational Activities and Assignments are uploaded on the HOU’s Digital Education Space (courses.eap.gr). • An oral presentation of the Main Assignment. This is possible only after the Mini and Main Assignments have been checked and marked and their content approved by the tutor through a written report. • At the end of the semester each student must present the Main Assignment orally, while a presentation of the Mini Assignment is also possible. • The oral examination refers to the presentation of the written assignments and/or two submitted activities, at the discretion of the tutor, and to the response, by the student, to a series of questions relating to subjects that are presented in the Module, the specific written assignments, and/or two submitted activities. The oral presentation contributes to 15% of the final mark of the Module. • Eligibility for submitting the Main Assignment: the Main Assignment can be submitted subject to the Mini Assignment being awarded a mark greater than or equal to five (5). <p>These criteria are derived from the HOU Study Regulations (https://www.eap.gr/wp-content/uploads/2022/03/kanonismos-spoudwn-isxys-apo-to-didaktiko-etos-2022-2023.pdf) and are posted both on the university’s website (https://www.eap.gr/education/odigos-spoudwn-eap) as well as on the Digital Education Space (https://courses.eap.gr) of the Thematic Unit.</p>
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(5) SUGGESTED BIBLIOGRAPHY:

<p>- <i>Suggested bibliography</i></p> <p>Allison, D. (2002). <i>What does it mean to be ethical in research? What should it mean?</i> <i>Journal Bisnis& Manajemnt</i>. XVI(1), 22-28. https://journal.feb.unpad.ac.id/index.php/jbm/article/download/35/33</p> <p>Arora, C. (2017). <i>Action research in schools and utility for teachers</i>. <i>IRA International</i></p>
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<https://doi.org/10.1017/S0261444817000234>
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Online Submission, 3(2), 112-122. <https://files.eric.ed.gov/fulltext/ED544121.pdf>
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- Gu, P.Y. (2016). Questionnaires in language teaching research. *Language Teaching Research*, 20(5), 567-570. <https://doi.org/10.1177%2F1362168816664001>
- Holliday, A. (2002). *Doing and writing qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Norris, J., Ross, S., & Schoonen, R. (2015). Improving second language quantitative research.
Language Learning, 65, 97-126.
- Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Sheffield, UK: Equinox Publishing.

- *Related scientific journals*

Research Methods in Applied Linguistics

<https://www.sciencedirect.com/journal/research-methods-in-applied-linguistics>

Language Teaching Research <https://journals.sagepub.com/home/ltr>

Journal of Language Teaching and Research <http://www.academypublication.com/jltr/>

Language Learning. A Journal of Research in Language Studies.

<https://onlinelibrary.wiley.com/journal/14679922>

International Journal of Research & Method in Education

<https://www.tandfonline.com/journals/cwse2>

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