

<b>SYLLABUS</b>					
<b>Study cycle</b>	Bachelor	<b>Programme</b>	English language and literature	<b>Academic year</b>	2017/18
<b>COURSE</b>		Research Methods in TEFL			
<b>Year</b>	III	<b>Status of the course</b>	O	<b>Code</b>	<b>ECTS</b>
<b>Semester</b>	V				
<b>Study weeks</b>	15	Course classes	Lectures	Practice	
			2	1	
<b>Methodology of teaching</b>	Communicative Language Teaching (CLT)				
<b>Consultations</b>					
<b>Professor</b>	Sermin Turtulla		e-mail	<a href="mailto:zser@hotmail.com">zser@hotmail.com</a>	
			Tel.	+377 44 116 347	
<b>Assistant</b>			e-mail		
			Tel.		

<b>Course objectives</b>	<b>Student's benefits</b>
<p>The course aims to develop research skills by gaining knowledge about research methods in teaching English language. It also aims to help students in achieving skills to construct a research draft, including structure, outline, and data analysis. Additional aim of the course is to buildup basic knowledge which will serve as a foundation for future research at university and postgraduate studies.</p>	<p>By the end of the course students will be able to identify the most well-known methods of research in the field of teaching English language. Also they will be equipped with knowledge about how to draft a research article; to select the most appropriate method for a specific research; to distinguish specific structures and functions of research methods in the field of education; to construct questionnaires and plan interviews; and analyze data through different methods.</p>

<b>Teaching methodology:</b>		
The course is taught through Communicative Language Teaching method incorporating motivating activities which help in mastering the course content successfully.		
<b>Required tools:</b>		
Blackboard, coursebook, handout material for activities		
<b>Evaluation criteria ( in %):</b>		
	<b>Evaluation in %</b>	<b>Final grade</b>
Attendance	10 %	100-95 % – 10
Participation	12 %	94 – 88 % – 9
Homework	22 %	87 – 79 % – 8
Mid-semester paper	18 %	78 – 67 % – 7
Written exam	38 %	66 – 51 % – 6
<b>Student obligations:</b>		

<b>Lectures:</b> Students are required to attend classes, conduct properly during lectures and practice, and participate actively in them.		<b>Practice:</b>	
<b>Course obligations:</b>			
<b>Activity</b>	<b>Hours</b>	<b>Days/weeks</b>	<b>Total:</b>
Lecture	2	1/15	30
Practice	1	1/15	15
Homework	5	5/3	15
Study hours outside of class /library	1	1/14	14
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/4	8
Teacher consultation hours	1	3/5	5
Teacher practice hours at schools	2	2/4	9
<b>Remarks: 1 ECTS = 25 hours, i.e. if the course has 6 ECTS, the student has to have 150 hours of lectures attended during a semester</b>			<b>Total:</b> 100 hrs

<b>Week</b>	<b>Lectures</b>	<b>Hours</b>	<b>Practice</b>	<b>Hours</b>
1.	<b>Topic</b>	<b>Hours</b>	<b>Topic</b>	<b>Hours</b>
	Introduction to research methods used in teaching English language	2	A writing task expressing students' views on the importance of research in education	1
2.	How to get started in your research project	2	Looking at the type of research design we are attracted to by answering the questionnaire on research	1
3.	Structure of a research paper – levels of heading, title, abstract, introduction and literature review	2	Looking at two scenarios of getting started	1
4.	Introducing research designs – how to select one	2	Analyzing the table of research design types	1

5.	Survey research design (SRD) - historical roots and beliefs, and - key components.	2	Looking at a brief scenario, and reflecting on survey research design	1
6.	Experimental research design (EXD) - historical roots and beliefs, - key components, and - threats	2	Three examples of EXD	1
7.	Case study design (CSD) - historical roots and assumptions, - key components, and - threats	2	Looking at a sample of CSD	1
8.	Mid-semester evaluation paper Review of past lessons	2	Mid-semester evaluation paper	1
9.	Action research design (ARD) - historical roots and beliefs, - key components, and - advantages/ disadvantages	2	Creating a plan for ARD	1
10.	Introduction to data collection instruments (DCI)	2	Analyzing the examples of data collection instruments	1
11.	Data from questionnaires -advantages and disadvantages	2	Constructing your own questionnaire	1

12.	Data from interviews - types of interviews, - advantages and disadvantages,	2	Issues to consider: whom to interview, what questions to ask, where to have the interview, how to begin and end an interview.	1
13.	Data from observation - classroom observation, - advantages and disadvantages.	2	Comparing eleven observation techniques	1
14.	Data from dairies and journals - advantages and disadvantages, - types of journals,	2	Analyzing data from dairies and journals	1
15.	Consolidation of lessons learned and exam practice	2	Exam practice	1

### LITERATURE

Griffiee, D. T. (2012). *An Introduction to Second Language Research Methods: Design and Data*. TESL-EJ Publications.

Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education* (6<sup>th</sup> ed.). New York: Routledge.

### REMARKS

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### Remarks to the student:

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PROGRAMI MËSIMOR – SYLLABUS							
Niveli i studimeve		Bachelor	Programi	Gjuhë dhe letërsi angleze	Viti akademik	2017/18	
LËNDA		Metodat e hulumtimit në TEFL					
Viti	III	Statusi i lëndës		Kodi		ECTS kredi	4
Semestri	V						
Javët mësimore		15	Orët mësimore			Ligjërata	Ushtrime
					2	1	
Metodologjia e mësimit		Mesimi komunikativ i gjuhës					
Konsultime							
Mësimdhënësja		Sermin Turtulla	e-mail	<a href="mailto:zser@hotmail.com">zser@hotmail.com</a>			
			Tel.	+377 44 116 347			
Asistenti			e-mail				
			Tel.				

Qëllimi studimor i lëndës	Përfitimet e studentit
Lënda synon t'i zhvillojë shkathtësitë e hulumtimit duke u njohur me metodat hulumtuese në mësimin e gjuhës angleze. Lënda gjithashtu ka për qëllim të ndihmojë në përfitim të shkathtësive të hartimit të një punimi hulumtues, përfshirë strukturën, planin, dhe përpunimin e të dhënave. Qëllimi dytësor i lëndës është ndërtimi i njohurive elementare që do të formojnë themelin e dijes së duhur për hulumtimin e mëtejshëm në fakultet dhe në studimet pasuniversitare.	Në fund të lëndës studentët do të jenë në gjendje t'i identifikojnë mënyrat më të përhapura të hulumtimit në fushën e mësimit të gjuhës angleze. Gjithashtu do të pajisen me njohuri për hartimin e një punimi hulumtues; të përzgjedhin mënyrën më të përshtatshme për punimin e veçantë; të dallojnë strukturat dhe funksionet e veçanta të metodave hulumtuese në fushën e edukimit; të ndërtojnë pyetësorë dhe të planifikojnë intervista; dhe t'i analizojnë të dhënat e fituara përmes metodave të ndryshme.

Metodologjia për realizimin e temave mësimore:		
Lënda mësohet përmes metodës komunikuese të gjuhës angleze (Communicative Language Teaching) duke shfrytëzuar aktivitetet e ndryshme që nxisin motivimin dhe përvetësimin e suksesshëm të lëndës.		
Kushtet për realizimin e temës mësimore:		
Dërrasa e zezë, shkurtesa, libri shkollor, materialet shtesë për aktivitetet		
Mënyra e vlerësimit të studentit ( në%)		
Studenti vlerësohet si në vijim:	<b>Vlerësimi në %</b>	<b>Nota përfundimtare</b>
Prania në klasë	10 %	100-95 % – 10
Pjesëmarrja në klasë	12 %	94 – 88 % – 9
Detyrat e shtëpisë	22 %	87 – 79 % – 8
Punimi mes-semestral	18 %	78 – 67 % – 7
Provimi me shkrim	38 %	66 – 51 % – 6
<b>Obligimet e studentit:</b>		
Ligjërata Vijueshmëria, mirësjellja në orë si dhe angazhimi në orë janë disa nga obligimet e studentëve që kanë për qëllim të marrin njohuri për lëndën.	Ushtrime	

<b>Ngarkesa e studentit për lëndën</b>			
<b>Aktiviteti</b>	<b>Orë</b>	<b>Ditë/Javë</b>	<b>Gjithsej:</b>
Ligjërata	2	1/15	30
Ushtrime/Punë praktike	1	1/15	15
Detyrat e shtëpisë	5	5/3	15
Koha e kaluar në mësimin në shtëpi/bibliotekë	1	1/14	14
Koha e kaluar në vlerësim	2	1/2	4
Përgaditja për provim	2	7/4	8
Këshillime me mësimdhënësen	1	3/5	5
Punë praktike nëpër shkolla	2	2/4	9
<b>Vërejtje: 1 ECTS kredi=25 orë angazhim,p.sh nëse lënda i ka 6 ECTS kredi student duhet të ketë angazhim gjatë semestrit 150 orë</b>		<b>Ngarkesa totale:</b>	100 orë

Java	<b>Ligjërata</b>	<b>Orët</b>	<b>Ushtrime</b>	<b>Orët</b>
1.	<b>Tema</b> Introduction to research methods used in teaching English language	2	<b>Tema</b> A writing task expressing students' views on the importance of research in education	1
2.	How to get started in your research project	2	Looking at the type of research design we are attracted to by answering the questionnaire on research	1
3.	Structure of a research paper – levels of heading, title, abstract, introduction and literature review	2	Looking at two scenarios of getting started	1
4.	Introducing research designs – how to select one	2	Analyzing the table of research design types	1
5.	Survey research design (SRD) - historical roots and beliefs, and - key components.	2	Looking at a brief scenario, and reflecting on survey research design	1

6.	Experimental research design (EXD) - historical roots and beliefs, - key components, and - threats	2	Three examples of EXD	1
7.	Case study design (CSD) - historical roots and assumptions, - key components, and - threats	2	Looking at a sample of CSD	1
8.	Mid-semester evaluation paper Review of past lessons	2	Mid-semester evaluation paper	1
9.	Action research design (ARD) - historical roots and beliefs, - key components, and - advantages/ disadvantages	2	Creating a plan for ARD	1
10.	Introduction to data collection instruments (DCI)	2	Analyzing the examples of data collection instruments	1
11.	Data from questionnaires -advantages and disadvantages	2	Constructing your own questionnaire	1
12.	Data from interviews - types of interviews, - advantages and disadvantages,	2	Issues to consider: whom to interview, what questions to ask, where to have the interview, how to begin and end an interview.	1

13.	Data from observation - classroom observation, - advantages and disadvantages.	2	Comparing eleven observation techniques	1
14.	Data from dairies and journals - advantages and disadvantages, - types of journals,	2	Analyzing data from diaries and journals	1
15.	Consolidation of lessons learned and exam practice	2	Exam practice	1

#### **LITERATURA**

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