

Subject name/code:	<b>Research Skills 1, BNY-DK-495A</b>	
Subject coordinator:	Head of the Doctoral School	
Lecturer(s) of the subject:	Reményi Andrea PhD, associate professor	
Credits:	8 credits	
Lesson type:	seminar	
Brief subject description:	<p>The aims of this course are</p> <ul style="list-style-type: none"> <li>-- to start to develop research thinking, the application of a certain research design and its consequences to the research outcome, and the critical analysis of research studies;</li> <li>-- to start to familiarize first year students with the conventions of writing and presenting for the academic community;</li> <li>-- to start widening students' horizon and make them aware of broader and other issues than their own research interest. We will analyse various research design examples while attempting to understand how the problematisation of research issues is vital in research design development. Students will get hands-on discussions on their research-related issues. Among others, we will get acquainted with research validation and its procedures.</li> </ul>	
Theoretical knowledge to be acquired:	Training in research thinking, the application of a certain research design and its consequences to the research outcome, and the critical analysis of research studies;	
Practical knowledge to be acquired:	To familiarize students with the conventions of writing and presenting for the academic community; widen students' horizon and make them aware of broader issues	
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Dörnyei, Z. (2007). <i>Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies</i> . Oxford: Oxford University Press.	
List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Creswell, J.W. (2009). <i>Research design – Qualitative, quantitative, and Mixed Methods Approaches</i> (3<sup>rd</sup> ed.). Thousand Oaks: Sage.</p> <p>Mackey, A. &amp; S.M. Gass (2012). <i>Research methods in second language acquisition: A practical guide</i>. Oxford: Wiley-Blackwell.</p> <p>Podesva, R. &amp; Sharma, D. (2013). <i>Research methods in linguistics</i>. Cambridge: Cambridge University Press.</p>	
Theory to practice ratio: 50 % theory – 50 % practice	Number of theoretical contact hours: 12	Number of practical contact hours: 12
Applied teaching methods:	Frontal presentation by the instructor supported by visuals; frontal and pairwork discussions; student presentations	
Method of assessment:	A seminar paper (a critical review of a research article of the student's own choice, related to their dissertation topic)	
Assessment criteria:	<ul style="list-style-type: none"> <li>- 80-100% = Excellent (5)</li> <li>- 60–79% = Satisfactory (3)</li> <li>- 0–59% = Unsatisfactory (1)</li> </ul>	

<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved <i>(Note: do not simply copy the competence elements from the Training and Outcome Requirements)</i></p>	<p>Knowledge: The student is informed about the various qualitative and quantitative research methods in applied linguistics and starts to apply the most relevant data collection and data analysis methods to his/her research.</p> <p>Skills: The student starts to become skilled in data collection tool validation, in using and interpreting manual and software-based qualitative and statistical methods of data analysis.</p> <p>Attitudes: The student starts to understand and to apply the principles of ethical research to his/her own research.</p> <p>Responsibility and autonomy: The student is able to critically relate to his/her own and to others' research methods.</p>
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