

## COURSE OUTLINE

### 1. Data about the study programme

|                                    |   |
|------------------------------------|---|
| 1.1 Higher education institution   | Transilvania University of Braşov                             |
| 1.2 Faculty                        | Faculty of Letters  |
| 1.3 Department                     | Theoretical and Applied Linguistics                           |
| 1.4 Field of study <sup>1)</sup>   | Master  |
| 1.5 Study level <sup>2)</sup>      | Master  |
| 1.6 Study programme/ Qualification | Language Studies for Intercultural Communication (in English) |

### 2. Data about the course

|   |                                     |              |   |                     |   |                   |                               |     |
|---|-------------------------------------|--------------|---|---------------------|---|-------------------|-------------------------------|-----|
| 2.1 Name of course                        | <b>Qualitative Research Methods</b> |              |   |                     |   |                   |                               |     |
| 2.2 Course convenor                       | Assoc. prof. dr. Gabriela Cusen     |              |   |                     |   |                   |                               |     |
| 2.3 Seminar/ laboratory/ project convenor | Assoc. prof. dr. Gabriela Cusen     |              |   |                     |   |                   |                               |     |
| 2.4 Study year                            | I                                   | 2.5 Semester | I | 2.6 Evaluation type | E | 2.7 Course status | Content <sup>3)</sup>         | PC  |
|   |                                     |              |   |                     | 1 |                   | Attendance type <sup>4)</sup> | CPC |

### 3. Total estimated time (hours of teaching activities per semester)

|   |     |                           |    |                                  |       |
|---|-----|---------------------------|----|----------------------------------|-------|
| 3.1 Number of hours per week  | 3   | out of which: 3.2 lecture | 2  | 3.3 seminar/ laboratory/ project | 1     |
| 3.4 Total number of hours in the curriculum   | 42  | out of which: 3.5 lecture | 28 | 3.6 seminar/ laboratory/ project | 14    |
| Time allocation   |     |                           |    |                                  | hours |
| Study of textbooks, course support, bibliography and notes                                  |     |                           |    |                                  | 48    |
| Additional documentation in libraries, specialized electronic platforms, and field research |     |                           |    |                                  | 55    |
| Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays   |     |                           |    |                                  | 55    |
| Tutorial  |     |                           |    |                                  | 2     |
| Examinations  |     |                           |    |                                  | 2     |
| Other activities.....   |     |                           |    |                                  | 2     |
| 3.7 Total number of hours of student activity   | 133 |                           |    |                                  |       |
| 3.8 Total number per semester   | 175 |                           |    |                                  |       |
| 3.9 Number of credits <sup>5)</sup>   | 7   |                           |    |                                  |       |

### 4. Prerequisites (if applicable)

|                         |        |
|-------------------------|--------|
| 4.1 curriculum-related  | • N.a. |
| 4.2 competences-related | • N.a. |

### 5. Conditions (if applicable)

|  |   |
|--|---|
| 5.1 for course development                       | • Audio-video equipment and internet connection |
| 5.2 for seminar/ laboratory/ project development | • Audio-video equipment and internet connection |

## 6. Specific competences and learning outcomes

|                          |  |
|--------------------------|--|
| Professional competences | <p><b>PC1. Professional competencies</b></p> <p>L.O.1.1. The graduate possesses advanced theoretical knowledge in the field of linguistics and related fields, necessary for processing information and identifying ways to facilitate communication between individuals from different cultural backgrounds.</p> <p>L.O.1.2 The graduate is able to observe and understand the similarities and differences between cultures and to approach them impartially, in the spirit of ethno-relativism.</p> <p>L.O.1.3 The graduate can initiate, design, monitor and complete research projects in the field of linguistics.</p> <p>L.O.1.4 The graduate can use the methodology and research tools specific to the field to document and investigate phenomena associated with interculturality.</p> <p>L.O.1.5 The graduate has the ability to process information from various sources, to compare and correlate it for research purposes and to develop original solutions to solve concrete problems arising in various communication situations.</p> <p><b>PC2. Competencies in the field of intercultural communication in professional and social contexts, using traditional and digital means</b></p> <p>L.O.2.1 The graduate possesses the ability to disseminate the results of his research, to present and argue his ideas in English, in writing, orally or with the help of digital means, in accordance with international academic norms and professional ethics.</p> <p>L.O.2.2 The graduate has the ability to mediate and manage communication between non-native speakers, in various communication situations and to use the tools necessary for effective collaboration with partners from different cultural and professional backgrounds.</p> <p>L.O.2.3 The graduate can participate in interactions in multicultural contexts, demonstrating understanding and tolerance towards the interlocutors opinions and values of the interlocutors, adapting his behavior to the given communication situation.</p> |
| Transversal competences  | <p><b>CT1. Research-related and metacognitive competencies</b></p> <p>L.O.1.1 The graduate is prepared for independent or team work, and is able to plan and oversee activities designed for different project types.</p> <p>L.O.1.2. The graduate has the ability to efficiently organize his professional activity and to correctly and timely fulfill his work tasks, achieving a pre-established set of objectives.</p> <p>L.O.1.3 The graduate has the metacognitive skills necessary to gauge one's own strengths and liabilities relevant for the project in hand, and commits thereto accordingly.</p> <p><b>CT2. Career management and development</b></p> <p>L.O.2.1. Is able to identify and explore lifelong learning opportunities.</p> <p>L.O.2.2. Can set objectives for one's own career management and is able to act towards attaining them.</p> <p>L.O.2.3. Is capable of self-assessment, self-adjustment, and management of professional issues.</p> <p>L.O.2.4. Possesses the coping strategies to control professional and emotional stress.</p> <p>L.O.2.5. Is able to commit to and perform the tasks in keeping with the ethical principles and shared values of the professional community.</p>   |

## 7. Course objectives (resulting from the specific competences to be acquired)

|                              |  |
|------------------------------|--|
| 7.1 General course objective | <ul style="list-style-type: none"> <li>development, consolidation and use of qualitative research skills relevant for intercultural communication</li> </ul>   |
| 7.2 Specific objectives      | <ul style="list-style-type: none"> <li>knowledge of the theoretical and practical framework for the collection and analysis of social science data</li> <li>ability to code and analyse qualitative data</li> <li>critical analysis of research reports present in the literature</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• development of scientific research managerial skills</li> <li>• teamwork abilities</li> </ul> |
|--|--|

## 8. Content

| 8.1 Course  | Teaching methods          | Number of hours | Remarks |
|---|---------------------------|-----------------|---------|
| 1. Introductory session: Introduction to the domain, requirements, diagnostic test  | Interactive lecture       | 2               |         |
| 2. Research in social sciences (1)  |                           |                 |         |
| 3. Research in social sciences (2)  | Interactive lecture       | 2               |         |
| 4. Qualitative research methods   | Interactive lecture       | 2               |         |
| 5. Interpretive approaches  | Interactive lecture       | 2               |         |
| 6. Research methods and topics  | Interactive lecture       | 2               |         |
| 7. Observation – a qualitative research method  | Interactive lecture       | 2               |         |
| 8. The diary – a qualitative research instrument  | Interactive lecture       | 2               |         |
| 9. Experimental studies   | Interactive lecture       | 2               |         |
| 10. Questionnaires and interviews in qualitative research (1)   | Interactive lecture       | 2               |         |
| 11 Questionnaires and interviews in qualitative research (2)  | Interactive lecture       | 2               |         |
| 12. Case studies  | Interactive lecture       | 2               |         |
| 13. Qualitative data analysis   | Interactive lecture       | 2               |         |
| 14. Research ethics   | Interactive lecture       | 2               |         |
| Bibliography<br>Brown, J.D. (2014). Mixed Methods Research for TESOL. Edinburgh: Edinburgh University Press<br>Coffey, A. (1999). The ethnographic self. London: Sage<br>Coffey, A., and Atkinson, P. A. (1996). Making sense of qualitative data. Thousand Oaks, CA: Sage.<br>Holstein, J.A. and Gubrium, J.F. (1995) The Active Interview . Thousand Oaks, CA: Sage.<br>Preece, R. A. (1994) Starting research. An introduction to academic research and dissertation writing, Pinter Publishers<br>Schofield, W. (1989) Increasing the generalisability of qualitative research, in E.W.Eisner and A.Peshkin (eds.), "Qualitative inquiry in education: The continuing debate", Teachers College Press, New York, pp. 201-32.<br>Silverman, D. (2000) Doing qualitative research – A practical handbook, SAGE Publications<br>Strauss, A. and Corbin, J. (1990) Basics of qualitative research. Grounded theory: procedures and techniques)- Introduction, Sage Publications |                           |                 |         |
| 8.2 Seminar/ laboratory/ project  | Teaching-learning methods | Number of hours | Remarks |
| 1. An introduction to qualitative research  | Pair and group work       | 2               |         |
| 2. Research stages – research questions   | Pair and group work       | 2               |         |
| 3. Observation studies  | Pair and group work       | 2               |         |
| 4. Grounded theory – empirical research   | Pair and group work       | 2               |         |
| 5. Investigating opinions and perceptions   | Pair and group work       | 2               |         |
| 6. Concept statement  | Pair and group work       | 2               |         |
| 7. Teamwork research project  | Pair and group work       | 2               |         |
| Bibliography<br>Aeginitou, V., (1993) Insights from a pilot study. Research processes in applied linguistics<br>Ahlers, J., (2009) Editorial: Reflecting on language and culture fieldwork. Early 21st century. ScienceDirect, Language and Communication.  |                           |                 |         |

Breen, M., (1987) The social context for language learning – a neglected situation? SSLA, 7  
 Day, D., (1998) Being ascribed and resisting membership of an ethnic group. In Antaki, Ch. And Widdicombe S., Identities in talk, Sage Publications  
 Nunan, D., (1989). Methods in second language classroom-oriented research. SSLA,  
 Poso, T., et al., (2008) Focus groups and the study of violence. Qualitative Research  
 Sunderland, J., (1993). Technology and classroom research. Research processes in applied linguistics  
 Thornby, S., (1996). Teachers research teacher talk. ELT Journal Volume 50/4

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Qualitative research skills are requirements on the work market and the area of education is one of the fields which involves research into textbook evaluation, teaching/learning strategies, etc.

#### 10. Evaluation

| Activity type                     | 10.1 Evaluation criteria  | 10.2 Evaluation methods | 10.3 Percentage of the final grade |
|-----------------------------------|---|-------------------------|------------------------------------|
| 10.4 Course                       | participation in discussion on the quality of qualitative data and their analysis, correct English, methodologic approach | E1                      | 75%                                |
| 10.5 Seminar/ laboratory/ project | participation in discussion of seminar reading materials, teamwork projects   | Mark out of 10          | 25%                                |
| 10.6 Minimal performance standard | <ul style="list-style-type: none"> <li>research report</li> </ul>   |                         |                                    |

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

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|---|---|
| Assoc. Prof. Adrian Lăcătuș,<br><br>Dean          | Prof. Răzvan Saftoiu,<br><br>Head of Department   |
| Assoc. Prof. Gabriela Cusen,<br><br>Course holder | Assoc. Prof. Gabriela Cusen,<br><br>Course holder |

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;

- 3) Course status (content) – for the Bachelor level, select one of the following options: FC (fundamental course) / DC (course in the study domain)/ SC (speciality course)/ CC (complementary course); for the Master level, select one of the following options: PC (proficiency course)/ SC (synthesis course)/ AC (advanced course);
- 4) Course status (attendance type) – select one of the following options: CPC (compulsory course)/ EC (elective course)/ NCPC (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).