

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester 2019 / 2020**

Part I Course Overview

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| Course Title: | Research Methodology for Language Studies |
| Course Code: | LT 8808 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | R8 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

This course aims to equip students with the knowledge of research methodology for language-related studies. The qualitative and quantitative research approaches will be covered. Research ethics will be discussed. At the end of the course, students will be able to critically review the research methods adopted in language-related studies, and to write a research proposal on the chosen research topic.

2. Course Intended Learning Outcomes (CILOs)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Discuss the problems and practice relating to research ethics in language-related studies | | ✓ | ✓ | |
| 2. | Analyse the qualitative research methods used for language-related studies | | ✓ | ✓ | |
| 3 | Analyse the quantitative research methods used for language-related studies | | ✓ | ✓ | |
| 4 | Critically review the research methods in published language-related studies | | ✓ | ✓ | ✓ |
| 5 | Apply the research methods learnt to write a research proposal on the chosen research topic | | ✓ | ✓ | ✓ |
| | | 100% | | | |

A1: *Attitude*

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

| TLA | Brief Description | CILO No. | | | | | Hours/week (if applicable) |
|---|--|----------|---|---|---|---|----------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1. Readings – | Reading book chapters and journal articles relating to research methodology for language-related studies | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2. Lectures | Research ethics, research principles, research design, qualitative research methods, quantitative research methods, and statistical methods are taught in class. | ✓ | ✓ | ✓ | ✓ | | |
| 3. In-class group discussion and assignments | In-class group discussion and assignments are designed to enable students to have a better understanding of the subject matters taught in lectures. Students are required to actively participate in group discussion, and completing short class-assignments. | ✓ | ✓ | ✓ | ✓ | | |
| 4. Written critical review | Students are required to critically review the research design and methods of a language-related study. | ✓ | ✓ | ✓ | ✓ | | |
| 5. Research proposal: written proposal and oral presentation | Students are required to apply the research methods learnt in class to design a language-related study on the chosen research topic. | ✓ | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

| Assessment Tasks/Activities | CILO No. | | | | | Weighting | Remarks |
|---|----------|---|---|---|---|--|---------|
| | 1 | 2 | 3 | 4 | 5 | | |
| Continuous Assessment: <u> 100 </u> % | | | | | | | |
| 1. In-class group discussion and assignments | ✓ | ✓ | ✓ | ✓ | | 30% | |
| 2. A written critical review | ✓ | ✓ | ✓ | ✓ | | 25% | |
| 3. A research proposal A research proposal that requires students to apply the research methods to design a language-related study | ✓ | ✓ | ✓ | ✓ | ✓ | 35% (Written proposal 25% Oral presentation 10%) | |
| 4. A short reflection essay on research integrity | ✓ | | | ✓ | | 10% | |
| Examination: <u> </u> % (duration: <u> </u> , if applicable) | | | | | | 100% | |

5. Assessment Rubrics

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---|---|---|---|--|---|---|
| 1. In-class group discussion and assignments | Participation in discussion | Strong evidence of active participation | Good evidence of active participation | Moderate evidence of active participation | Little evidence of active participation | Not even reaching marginal levels in all categories. |
| | Accuracy of answers given to questions; depth and breadth of discussion | Strong evidence to support accuracy, depth and breadth of the given answers | Good evidence to support accuracy, depth and breadth of the given answers | Moderate evidence to support accuracy, depth and breadth of the given answers | Little evidence to support accuracy, depth and breadth of the given answers | |
| 2. Written critical review | Abilities of critical thinking | Demonstration of excellent abilities of critical thinking; | Demonstration of good abilities of critical thinking | Average abilities of critical thinking | Below-average abilities of critical thinking | Low abilities of critical thinking |
| | Application of knowledge | Excellent application of concepts and research methods learnt in class to critically review a language-related study published in an academic journal | Good application of the concepts and research methods learnt in class to review a language-related study published in an academic journal | Adequate application of the concepts and research methods learnt in class to critically review a language-related study published in an academic journal | Little application of the concepts and research methods learnt in class to critically review a language-related study published in an academic journal. | No application of the concepts and research methods learnt in class to critically review a language-related study published in an academic journal. |
| | Writing skills | Excellent writing skills | Good writing skills | Average writing skills | Below-average writing skills | Poor writing skills |

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|--|---------------------------------|--|-------------------------------------|---|--|--------------------------------------|
| 3. Research proposal (written proposal and oral presentation) | Background of the study | Very detailed study background | Good study background | Adequate study background | Marginally acceptable study background | Poor study background |
| | Design of the study | Excellent design of the study | Good design of the study | Adequate design of the study | Marginally acceptable design of the study | Poor design of the study |
| | Proposed research methods | Excellent research methods | Good research methods | Adequate research methods | Marginally acceptable research methods | Poor research methods |
| | Clarity of written presentation | Excellent presentation | Good presentation | Adequate presentation | Marginally acceptable presentation | Poor presentation |
| | Clarity of oral presentation | Excellent presentation | Good presentation | Adequate presentation | Marginally acceptable presentation | Poor presentation |
| 4. A short reflection essay on research integrity | Reflections on research ethics | Excellent reflections on research ethics | Good reflections on research ethics | Adequate reflections on research ethics | Marginally acceptable reflections on research ethics | Unable to reflect on research ethics |
| | Clarity of written presentation | Excellent presentation | Good presentation | Adequate presentation | Marginally acceptable presentation | Poor presentation |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Research ethics, qualitative research, quantitative research, hypothesis testing, statistical methods, data collection methods, data analyses, text analyses, fieldwork etc.

2. Reading List

2.1 Compulsory Readings

The reading list will vary with the topics to be covered. Weekly reading assignments will be given by lecturers.

2.2 Additional Readings

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| 1 | Alison, W. Trott, K. & Bloomer, A. (1998) <i>Projects in Linguistics: A Practical Guide to Researching Language</i> . London & New York: Arnold. |
| 2 | Dörnyei, Z. (2007) <i>Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies</i> . Oxford : Oxford University Press. |
| 3 | Gabriela, S & Sharon, O. (2013) <i>Research Methodologies in Translation Studies</i> . Manchester: St. Jerome Publishing. |
| 4 | Johnstone, B. (2000) <i>Qualitative Methods in Sociolinguistics</i> . New York : Oxford University Press. |
| 5 | Macaulay, R. K. S. (2009) <i>Quantitative Methods in Sociolinguistics</i> . Houndmills. Basingstoke : Palgrave Macmillan. |
| 6 | Patridge, B. and Phakiti, A (2015) <i>Research Methods in Applied Linguistics</i> . London: Bloombury Academic. |
| 7 | Rasinger, S. M. (2008) <i>Quantitative Research in Linguistics: An Introduction</i> . London, New York : Continuum. |
| 8 | 桂詩春、寧春岩 (1997) <語言學方法論>北京：外語教學語研究出版社。 |