City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2022/2023

Part I   Course Overview

Course Title:	Research Methodology for Language Studies
Course Code:	LT 8808
Course Duration:	One semester
Credit Units:	3 credit units
Level:	R8
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	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)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

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		✓	✓	✓
	* If weighting is assigned to CILOs, they should add up to 100%.	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)
(TLAs designed to facilitate students' achievement of the CILOs.)

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)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: __100__%								
1. In-class group discussion and assignments	✓	✓	✓	✓			40%	
2. A written critical review	✓	✓	✓	✓			20%	
3. A research proposal A research proposal that requires students to apply the research methods to design a language-related study	✓	✓	✓	✓	✓		30% (Written proposal 20% Oral presentation 10%)	
4. A short reflection essay on research integrity	✓			✓			10%	
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class group discussion and assignments	Participation in discussion	Strong evidence of active participation	Good evidence of active participation	Marginal 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	Marginal 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	Marginal 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	Marginal 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.
			Good writing skills	Marginal writing skills	
	Writing skills	Excellent writing skills			Poor writing skills
3. Research proposal **(written proposal and oral presentation)**	Background of the study	Very detailed study background	Good study background	Marginally acceptable study background	Poor study background
	Design of the study	Excellent design of the study	Good design of the study	Marginally acceptable design of the study	Poor design of the study
	Proposed research methods	Excellent research methods	Good research methods	Marginally acceptable research methods	Poor research methods
	Clarity of written presentation	Excellent presentation	Good presentation	Marginally acceptable presentation	Poor presentation

Assessment Task	Criterion				
	Clarity of oral presentation	Excellent presentation	Good 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	Marginally acceptable reflections on research ethics	Unable to reflect on research ethics
	Clarity of written presentation	Excellent presentation	Good presentation	Marginally acceptable presentation	Poor presentation

Applicable to students admitted before Semester A 2022/23

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	Good application of the concepts and research methods learnt in class to review a	Adequate application of the concepts and research methods learnt in class to critically review a language-related	Little application of the concepts and research methods learnt in class to critically review a language-related study published in an	No application of the concepts and research methods learnt in class to critically review a language-related study published in an academic journal.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		an academic journal	language-related study published in an academic journal	study published in an academic journal	academic journal.	
	Writing skills	Excellent writing skills	Good writing skills	Average writing skills	Below-average writing skills	Poor writing skills
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**
   (An indication of the key topics of the course.)

   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**
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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

2.2 **Additional Readings**
   (Additional references for students to learn to expand their knowledge about the subject.)

1	Alison, W. Trott, K. & Bloomer, A. (1998) *Projects in Linguistics: A Practical Guide to Researching Language.* London & New York: Arnold.
2	Dörnyei, Z. (2007) *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies.* Oxford : Oxford University Press.
3	Gabriela, S & Sharon, O. (2013) *Research Methodologies in Translation Studies.* Manchester: St. Jerome Publishing.
4	Johnstone, B. (2000) *Qualitative Methods in Sociolinguistics.* New York : Oxford University Press.
5	Macaulay, R. K. S. (2009) *Quantitative Methods in Sociolinguistics.* Houndmills. Basingstoke : Palgrave Macmillan.
6	Patridge, B. and Phakiti, A (2015) *Research Methods in Applied Linguistics.* London: Bloombury Academic.
7	Rasinger, S. M. (2008) *Quantitative Research in Linguistics: An Introduction.* 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。