LT5407: RESEARCH METHODOLOGY FOR APPLIED LINGUISTICS

Effective Term
Semester A 2025/26

Part I Course Overview

Course Title
Research Methodology for Applied Linguistics

Subject Code
LT - Linguistics and Translation
Course Number
5407

Academic Unit
Linguistics and Translation (LT)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
P5, P6 - Postgraduate Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
CTL5407 Research Methodology for Applied Linguistics

Exclusive Courses
Nil

Part II Course Details

Abstract

The aim of this course is to familiarize students with the basic concepts, methodology measurement techniques and statistical methods in applied linguistics second language acquisition and sociolinguistics. At the end of the course, students will be able to design a small-scale study propose research methods for the study, and use SPSS system to do statistical analyses.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyse research methods and interpret findings of experimental/ non-experimental studies		x	x	
2	Review critically the research design of published studies.		x	x	
3	Use SPSS system to do statistical analyses		x	x	x
4	Construct a research proposal.		x	x	x
5	Create research methods for the proposed study.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	1	Reading - Students will engage in reading book chapters and journal articles.	1, 2, 3, 4, 5	
2	2	Lecture - Students will learn research principles, research design, data collection methods, measurement techniques, and statistical methods. ;	1, 2, 3, 4, 5	
3	3	SPSS workshops - Students will participate in SPSS workshops to practise inputting data, categorising data, doing descriptive analysis, using the statistical methods to do significance tests and analysing research results.	3	

4	4	Class activities - Students will participate in class activities including group discussion, answering short questions, and doing statistical exercises to have a better understanding of the subject matters learned in class.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Critical reviews: Two journal articles are assigned to students and they are required to write a critical review on each article with a focus on the design of the study, research methods and statistical analyses etc. Each review is about 1000 words.	1, 2	30	(15% for each of the two reviews) Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
2	A semester-end quiz is arranged at the end of the semester. Short questions are set to assess students' ability to use SPSS system to do statistical analyses for the purpose of analysing research results.	3	25	This is a summative assessment task.	No

3	A small-scale research proposal A small-scale research proposal (1000-1500 words) that requires students to integrate what they have learnt in the course to design a study and propose research methods	1, 2, 4, 5	30	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
4	Class participation Students are required to actively participate in class activities including group discussion, answering short questions and doing statistical exercises	1, 2, 3, 4, 5	15	Students can use GenAI tools to brainstorm, gather information, solve problems and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Critical reviews (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Abilities of critical thinking
Application of knowledge
Writing skills

Excellent

(A+, A, A-) Demonstration of excellent abilities of critical thinking; Excellent application of concepts, research methods and statistical methods learnt in class to critically review a research article Excellent writing skills

Good

(B+, B, B-) Demonstration of good abilities of critical thinking Good application of the concepts, research methods and statistical methods learnt in class to critically review a research article. Good writing skills

Fair

(C+, C, C-) Average abilities of critical thinking Adequate application of the concepts, research methods and statistical methods learnt in class to critically review a research article Average writing skills

Marginal

(D) Below-average abilities of critical thinking Little application of the concepts, research methods and statistical methods learnt in class to critically review a research article Below-average writing skills

Failure

(F) Low abilities of critical thinking No application of the concepts, research methods and statistical methods learnt in class to critically review a research article Poor writing skills

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Assessment Task

Quiz (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Statistical analyses
Interpretation of study results

Excellent

(A+, A, A-) Excellent statistical analyses Excellent interpretation of study results

Good

(B+, B, B-) Good statistical analyses Good interpretation of study results

Fair

(C+, C, C-) Adequate statistical analyses Adequate interpretation of study results

Marginal

(D) Marginally acceptable statistical analyses Marginally acceptable interpretation of study results

Failure

(F) Incorrect statistical analyses Incorrect interpretation of study results

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Assessment Task

A small-scale research proposal (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Design of the study
Proposed research methods
Clarity of written presentation

Excellent

(A+, A, A-) Excellent design of the study Excellent research methods Excellent presentation

Good

(B+, B, B-) Good design of the study Good research methods Good presentation

Fair

(C+, C, C-) Adequate design of the study Adequate research methods Adequate presentation

Marginal

(D) Marginally acceptable design of the study Marginally acceptable research methods Marginally acceptable presentation

Failure

(F) Poor design of the study Poor research methods Poor presentation

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Assessment Task

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Activity participation
Accuracy of responses/answers

Excellent

(A+, A, A-) Very active participation Very accurate

Good

(B+, B, B-) Active participation Accurate

Fair

(C+, C, C-) Some participation Acceptably accurate

Marginal

(D) Some participation Acceptably accurate

Failure

(F) Very little participation Not accurate

Assessment Task

Critical reviews (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Abilities of critical thinking
Application of knowledge
Writing skills

Excellent

(A+, A, A-) Demonstration of excellent abilities of critical thinking; Excellent application of concepts, research methods and statistical methods learnt in class to critically review a research article Excellent writing skills

Good

(B+, B) Demonstration of good abilities of critical thinking Good application of the concepts, research methods and statistical methods learnt in class to critically review a research article. Good writing skills

Marginal

(B-, C+, C) Basic abilities of critical thinking Acceptable application of the concepts, research methods and statistical methods learnt in class to critically review a research article Basic writing skills

Failure

(F) Low abilities of critical thinking No application of the concepts, research methods and statistical methods learnt in class to critically review a research article Poor writing skills

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Assessment Task

Quiz (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Statistical analyses
Interpretation of study results

Excellent

(A+, A, A-) Excellent statistical analyses Excellent interpretation of study results

Good

(B+, B) Good statistical analyses Good interpretation of study results

Marginal

(B-, C+, C) Basic statistical analyses Basic interpretation of study results

Failure

(F) Incorrect statistical analyses Incorrect interpretation of study results

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Assessment Task

A small-scale research proposal (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Design of the study
Proposed research methods
Clarity of written presentation

Excellent

(A+, A, A-) Excellent design of the study Excellent research methods Excellent presentation

Good

(B+, B) Good design of the study Good research methods Good presentation

Marginal

(B-, C+, C) Acceptable design of the study Acceptable research methods Acceptable presentation

Failure

(F) Poor design of the study Poor research methods Poor presentation

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Assessment Task

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Activity participation
Accuracy of responses/answers

Excellent

(A+, A, A-) Very active participation Very accurate

Good

(B+, B) Active participation Accurate

Marginal

(B-, C+, C) Some participation Acceptably accurate

Failure

(F) Very little participation Not accurate

Part III Other Information

Keyword Syllabus

Planning a research project Basic principles of research design Data collection methods Quantitative and qualitative research, Parametric statistics, Non-parametric statistics Research report and Academic writing Research proposal

Reading List

Compulsory Readings

	Title
1	Heigham, J & Croker, R.A. (Eds.) (2009) Qualitative Research in Applied Linguistics: A Practical Introduction [electronic resource]. Basingstoke : Palgrave Macmillan.
2	Larson-Hall, J. (2016) A Guide to Doing Statistics in Second Language Research using SPSS. New York & London : Routledge

Additional Readings

	Title
1	Alison, W. Trott, K. & Bloomer, A. (1998) Projects in Linguistics: A Practical Guide to Researching Language. London & New York: Arnold.
2	Bell. J (1999) Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science. 3rd. edition. Bristol & Philadelphia: Open University Press.
3	Brown, J. D. (1988) Understanding Research in Second Language Learning. Cambridge: Cambridge University Press.Press.
4	Dörnyei Z. (2007) Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford : Oxford University Press.Z.
5	Johnstone, B. (2000) Qualitative Methods in Sociolinguistics. New York : Oxford University Press.
6	Macaulay, R. K. S. (2009) Quantitative Methods in Sociolinguistics. Houndmills. Basingstoke : Palgrave Macmillan.

7	McDonough, J. & S. McDonough (1997) Research Methods for English Language Teachers. London, New York: Arnold.
8	Patridge B. and Phakiti A (2015) Research Methods in Applied Linguistics. London: Bloombury Academic.
9	Rasinger S. M. (2008) Quantitative Research in Linguistics: An Introduction. London, New York : Continuum.