# LT2207: INTRODUCTION TO LINGUISTIC RESEARCH

**Effective Term**
Semester B 2022/23

## Part I Course Overview

**Course Title**
Introduction to Linguistic Research

**Subject Code**
LT - Linguistics and Translation
**Course Number**
2207

**Academic Unit**
Linguistics and Translation (LT)

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

**Course Duration**
One Semester

**Credit Units**
3

**Level**
B1, B2, B3, B4 - Bachelor's Degree

**Medium of Instruction**
English

**Medium of Assessment**
English

**Prerequisites**
Nil

**Precursors**
Nil

**Equivalent Courses**
Nil

**Exclusive Courses**
Nil

# Part II Course Details

**Abstract**

This course introduces students to the principles, process and key steps of designing and writing up for linguistic research through substantial reading, writing, analysis and presentation work. Students are expected to develop awareness of the gold standards in various sub-areas and approaches in linguistic research. Through lectures and hands-on learning activities, students gain first-hand experience in identifying relevant information in existing research literature, comparing and synthesizing previous research findings, motivating new research studies, and reporting their findings in a clear, organized and elegant manner.

**Course Intended Learning Outcomes (CILOs)**

|  | CILOs | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|---|---|---|---|---|---|
| 1 | Understand main principles, typical process and key steps of carrying out linguistic research |  | x | x |  |
| 2 | Develop awareness of the structure and key components of a linguistic research paper |  | x | x |  |
| 3 | Gain experience in identifying and synthesizing relevant research literature, motivating and carrying out new research and reporting findings in oral and written formats |  | 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.

**Teaching and Learning Activities (TLAs)**

|  | TLAs | Brief Description | CILO No. | Hours/week (if applicable) |
|---|---|---|---|---|
| 1 | Lecture | Teacher introduces principles, process and key steps of designing and writing up for linguistic research through definition, exemplification, demonstration and case studies. | 1, 2, 3 | 3 |

| 2 | Weekly review tasks | Students submit answers to discussion questions or complete small hands-on tasks shortly after each lecture to consolidate and expand knowledge on the topics discussed in the lecture. | 1, 2, 3 | 0.5 |
| 3 | Self-study | Reading, writing and student-student, teacher-student discussion. | 1, 2, 3 | 2 |

**Assessment Tasks / Activities (ATs)**

| | ATs | CILO No. | Weighting (%) | Remarks (e.g. Parameter for GenAI use) |
|---|---|---|---|---|
| 1 | Weekly review tasks | 1, 2, 3 | 20 | |
| 2 | 1 quiz | 1, 2, 3 | 20 | |
| 3 | 1 assignment | 1, 2, 3 | 20 | |
| 4 | 1 research project | 1, 2, 3 | 40 | 15% oral presentation 25% final paper |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

**Assessment Task**

1. Weekly review tasks

**Criterion**

Understanding of principles, typical process and key steps of carrying out linguistic research

**Excellent (A+, A, A-)**

Correct and accurate understanding across topics

**Good (B+, B, B-)**

Correct and accurate understanding in most topics

**Fair (C+, C, C-)**

Correct and accurate understanding in only about half of the topics

**Marginal (D)**

Incorrect and accurate understanding in most topics

**Failure (F)**

Lack of understanding across topics or no submission

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**Assessment Task**

2. Quiz

**Criterion**
Mastery of the structure and key components of a linguistic research paper

**Excellent (A+, A, A-)**
Excellent mastery across structural components

**Good (B+, B, B-)**
Substantial mastery of most components

**Fair (C+, C, C-)**
Mastery of only about half of the components

**Marginal (D)**
Poor mastery of many components

**Failure (F)**
Lack of mastery or no submission

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**Assessment Task**
3. Assignment

**Criterion**
Ability to apply concepts, methods, and skills taught in class to new materials

**Excellent (A+, A, A-)**
Outstanding ability to apply taught knowledge appropriately to unseen materials across items

**Good (B+, B, B-)**
Good ability to apply the knowledge in most contexts

**Fair (C+, C, C-)**
Some ability to apply the knowledge but sometimes inappropriately

**Marginal (D)**
Very limited ability to apply the knowledge

**Failure (F)**
Unable to apply the knowledge or no submission

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**Assessment Task**
4. Research project

**Criterion**
Quality of an oral presentation and a written paper on a linguistic research project

**Excellent (A+, A, A-)**
Exceptionally high quality in terms of content and format

**Good (B+, B, B-)**
Generally good quality with weaknesses in a few areas

**Fair (C+, C, C-)**

Satisfactory quality with weaknesses in many areas

**Marginal (D)**

Barely satisfactory quality with obvious weaknesses in many areas

**Failure (F)**

Unsatisfactory quality or no submission

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# Part III Other Information

**Keyword Syllabus**

literature review, research question, research hypothesis and prediction, data, results, findings, discussion, conclusion, tables and figures, citation and referencing; quantitative and qualitative research paradigms; questionnaire, interview, experiment, standardized assessment tools; descriptive statistics; language corpus, video and audio recording, transcription, CLAN (Computerized Language Analysis); data visualization and presentation

**Reading List**

**Compulsory Readings**

| | Title |
|---|---|
| 1 | Wray, A., & Bloomer, A. (2013). Projects in linguistics and language studies. Routledge. |

**Additional Readings**

| | Title |
|---|---|
| 1 | De Groot, A. M., & Hagoort, P. (Eds.). (2017). Research methods in psycholinguistics and the neurobiology of language: A practical guide. John Wiley & Sons. |
| 2 | Dörnyei, Z., & Taguchi, T. (2009). Questionnaires in second language research: Construction, administration, and processing. Routledge. |
| 3 | Heigham, J., & Croker, R. (Eds.). (2009). Qualitative research in applied linguistics: A practical introduction. Springer. |
| 4 | McKinley, J., & Rose, H. (Eds.). (2019). The Routledge handbook of research methods in applied linguistics. Routledge. |
| 5 | Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.). (2018). The Palgrave handbook of applied linguistics research methodology. London, UK: Palgrave Macmillan. |
| 6 | Podesva, R. J., & Sharma, D. (Eds.). (2014). Research methods in linguistics. Cambridge University Press. |
| 7 | Wallis, S. (2020). Statistics in corpus linguistics research: A new approach. Routledge. |