

LT2207: INTRODUCTION TO LINGUISTIC RESEARCH

Effective Term

Semester A 2025/26

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 issues in linguistic research through reading, writing, analysis and presentation work. Students are expected to develop awareness of some of the fundamental principles 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	Explain main principles, typical process and key issues of linguistic research		x	x	
2	Enhance awareness of the structure and key components of a linguistic research project		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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will be introduced to principles, process and key issues in linguistic research through definition, exemplification, demonstration and case studies.	1, 2, 3	3
2	Self-study	Students will engage in self-study through reading and writing.	1, 2, 3	
3	In class discussion	Students will participate in student-student and student-teacher discussions.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Three group project reports: Students submit monthly group project reports to discuss their research questions or complete small hands-on tasks to consolidate and expand knowledge on the topics discussed in the lecture.	1, 2, 3	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.
2	One final individual project report: Students submit a final individual project report to discuss their research questions or complete small hands-on tasks to consolidate and expand knowledge on the topics discussed in the lecture	1, 2, 3	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.

3	Two in-class quizzes (15 % each) on the key concepts discussed throughout the semester	1, 2	30	Students will demonstrate their acquired knowledge about the concepts and topics covered in the course without assistance from AI tools.	No
4	In-class discussion and participation: Students participate in team-based learning exercises and student-student/ teacher-student discussions.	1, 2, 3	10	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

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Group project reports

Criterion

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

Excellent (A+, A, A-)

Correct and accurate understanding across all the 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 inaccurate understanding in most topics

Failure (F)

Lack of understanding across topics or no submission

Assessment Task

2. Individual project report

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 new materials across items

Good (B+, B, B-)

Good ability to apply the knowledge in a chosen context

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

Assessment Task

3. Quiz

Criterion

Apply the key concepts and answer the questions

Excellent (A+, A, A-)

Excellent application of key concepts in answers to questions

Good (B+, B, B-)

Substantial application of key concepts in answers to questions

Fair (C+, C, C-)

Application of key concepts in answers to questions

Marginal (D)

Poor application of key concepts in answers to questions

Failure (F)

Extremely poor application of key concepts in answers to question, or no submission of answers

Assessment Task

4. In-class discussion and participation

Criterion

Participation in in-class discussion and activities and providing feedback to questions and points raised by the teacher and students.

Excellent (A+, A, A-)

Participate actively and provide high quality feedback.

Good (B+, B, B-)

Participate regularly and provide good feedback.

Fair (C+, C, C-)

Participate irregularly and provide acceptable feedback.

Marginal (D)

Participate minimally and provide low quality feedback.

Failure (F)

No participation and no feedback.

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; experiment, descriptive statistics; language corpus, video and audio recording, transcription; 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	Heigham, J., & Croker, R. (Eds.). (2009). Qualitative research in applied linguistics: A practical introduction. Springer.
3	McKinley, J., & Rose, H. (Eds.). (2019). The Routledge handbook of research methods in applied linguistics. Routledge.
4	Phakiti, A., De Costa, P., Plonsky, L., & Starfield, S. (Eds.). (2018). The Palgrave handbook of applied linguistics research methodology. London, UK: Palgrave Macmillan.
5	Podesva, R. J., & Sharma, D. (Eds.). (2014). Research methods in linguistics. Cambridge University Press.