

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Research Methodology for Applied Linguistics

Course Code: LT5407

Course Duration: One Semester

Credit Units: 3

Level: P5

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) CTL5407 Research Methodology for Applied Linguistics

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. 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.

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.	Analyse research methods and interpret findings of experimental/ non-experimental studies		✓	✓	
2.	Review critically the research design of published studies.		✓	✓	
3.	Use SPSS system to do statistical analyses		✓	✓	✓
4.	Construct a research proposal.		✓	✓	✓
5.	Create research methods for the proposed study.		✓	✓	✓
		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	CILOs			Hours/week (if applicable)		
		1	2	3	4	5	
1	Readings – Reading book chapters and journal articles	✓	✓	✓	✓	✓	
2	Lectures Research principles, research design, data collection methods, measurement techniques, and statistical methods are taught.	✓	✓	✓	✓	✓	
3	Critical reviews Students are required to critically review research articles, and write critical reviews.	✓	✓				
4	SPSS workshops SPSS workshops are arranged to train students to input data, categorise data, do descriptive analysis, use the statistical methods to do significance tests, and analyse research results.			✓			
5.	Small-scale research proposal Students are taught to write-up a small-scale proposal.	✓	✓		✓	✓	
6	Class activities Class activities are designed to enable students to have a better understanding of the subject matters taught in lectures.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities	CILOs					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
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.	✓	✓				40% (20% for each of the two reviews)	
2. A semester-end quiz An open book quiz (1.5 to 2 hours) 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.			✓			20%	
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	✓	✓		✓	✓	30%	
4. Class participation Students are required to actively participate in class activities, including group discussion, and answering short questions.	✓	✓	✓	✓	✓	10%	
Examination: 0 % (duration: , if applicable)						100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Critical reviews	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, research methods and statistical methods learnt in class to critically review a research article	Good application of the concepts, research methods and statistical methods learnt in class to critically review a research article.	Adequate application of the concepts, research methods and statistical methods learnt in class to critically review a research article	Little application of the concepts, research methods and statistical methods learnt in class to critically review a research article	No application of the concepts, research methods and statistical methods learnt in class to critically review a research article
	Writing skills	Excellent writing skills	Good writing skills	Average writing skills	Below-average writing skills	Poor writing skills

Quiz	Statistical analyses	Excellent statistical analyses	Good statistical analyses	Adequate statistical analyses	Marginally acceptable statistical analyses	Incorrect statistical analyses
	Interpretation of study results	Excellent interpretation of study results	Good interpretation of study results	Adequate interpretation of study results	Marginally acceptable interpretation of study results	Incorrect interpretation of study results
A small-scale research proposal	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
Class participation	Activity participation	Very active participation	Active participation	Some participation	Little participation	Very little participation
	Accuracy of responses/answers	Very accurate	Accurate	Acceptably accurate	Marginally accurate	Not accurate

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.)

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

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.)

1.	Heigham, J & Croker, R.A. (Eds.) (2009) <i>Qualitative Research in Applied Linguistics: A Practical Introduction</i> [electronic resource]. Basingstoke : Palgrave Macmillan.
2.	Larson-Hall, J. (2010) <i>A Guide to Doing Statistics in Second Language Research using SPSS</i> . New York & London : Routledge

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) <i>Projects in Linguistics: A Practical Guide to Researching Language</i> . London & New York: Arnold.
2.	Bell, J (1999) <i>Doing Your Research Project: A Guide for First Time Researchers in Education and Social Science</i> . 3rd. edition. Bristol & Philadelphia: Open University Press.
3.	Brown, J. D. (1988) <i>Understanding Research in Second Language Learning</i> . Cambridge: Cambridge University Press.
4.	Dörnyei, Z. (2007) <i>Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies</i> . Oxford : Oxford University Press.Z.
5.	Johnstone, B. (2000) <i>Qualitative Methods in Sociolinguistics</i> . New York : Oxford University Press.
6.	Macaulay, R. K. S. (2009) <i>Quantitative Methods in Sociolinguistics</i> . Houndmills. Basingstoke : Palgrave Macmillan.
7.	McDonough, J. & S. McDonough (1997) <i>Research Methods for English Language Teachers</i> . London, New York: Arnold.
8.	Patridge, B. and Phakiti, A (2015) <i>Research Methods in Applied Linguistics</i> . London: Bloombury Academic.
9.	Rasinger, S. M. (2008) <i>Quantitative Research in Linguistics: An Introduction</i> . London, New York : Continuum.