Course Title: LING5701 Linguistics Research

Description:

The course aims to train students in conducting linguistic research and is a prerequisite of LING5702 Research Project. General research methodology will be introduced, with a focus on methods commonly used in linguistic research and analysis. Towards the end of the course, students have to submit a formal project proposal leading to LING5702.

The course is a general introduction to research methods and the research process. It serves as a step-by-step guide to help students develop their own research projects. Students will be introduced to research projects in several areas of linguistics through short presentations by guest speakers. These presentations give concrete examples of linguistic research projects and methods by peer researchers and can stimulate students to design their own projects. Basic statistics and academic writing skills will also be introduced. The use of electronic resources in research and writing is emphasized throughout the course. This course, however, will not cover specific research methods in different areas of linguistics. Students need to present their research proposals towards the end of the course in 'mini-conference' style.

Content, highlighting fundamental concepts

Topic	Contents/fundamental concepts
- What is linguistic research - Research skills - Research methodology	- hypothesis testing, the research process - using electronic database and software - quantitative and qualitative research, validity and reliability
- Basic statistics	- descriptive and inferential statistics, t-test, ANOVA
- Thesis writing - Proposal presentations	- structure of a thesis, academic writing skills - presentation skills, critical assessment of research hypotheses and methods

Learning outcomes:

- Students will have a clear understanding of the process and requirements of conducting research.
- Students will be able to use electronic resources to facilitate their research.
- Students will produce a research proposal on a topic of their choice.
- Students will know how to assess research hypotheses and methods critically.
- Students will understand the importance of statistics in data analysis; they will also have a basic idea of some common statistical tests.
- Students will learn how to communicate their ideas formally in writing and in oral presentation.

Learning activities

- Lectures (3 hrs per week)
- Assignments (on average 1 hr per week)
- Independent reading and research (2 hrs per week)

Assessment scheme

Task nature	Description	Weight
1. Participation	Ask 3 questions in proposal presentations	3%
2. Four individual assignments		
1. 8 references with abstracts	due Week 4 (26/09) marked by TA	5%
2. Critique of research methods	due Week 8 (24/10) marked by TA	10%
3. Proposed method and abstract	due Week 10 (7/11) marked by Prof.	15%
4. Statistics and R	due Week 11 (14/11) marked by TA	12%
3. Individual presentation	10 minutes + Q&A (see 1.)	15%
4. Individual research proposal	due 12/12	40%
		Total: 100%

Grade descriptors

Grade	Overall Course
A A-	Outstanding performance on all learning outcomes. A thorough grasp of the subject as demonstrated by consistently high marks of the assignments. Ample evidence of familiarity with the literature of the relevant research topics. Students can generate good and worthwhile research ideas by themselves and produce a substantial research project.
B	High performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall good performance. A generally good grasp of the subject as demonstrated by good marks of the assignments. Some evidence of familiarity with the literature of the relevant research topics. Students can generate doable research ideas by themselves.
C	Satisfactory performance on some learning outcomes, possibly with a few weaknesses. A general grasp of the subject as demonstrated by average marks of the assignments. Students need help in generating doable research ideas.
D	Barely satisfactory performance on a number of learning outcomes. Insufficient grasp of the subject as demonstrated by poor marks of the assignments. Students need substantial help in generating research ideas.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Course schedule (subject to change)

Week	Date	Topic	MA graduate presentations*
1	5.9.2023	Introduction to research and electronic databases	
2	12.9.2023	Literature review & research topic	syntax
3	19.9.2023	Qualitative and quantitative research	phonetics, phonology
4	26.9.2023	Introduction to statistics (guest lecture)	bilingualism
5	3.10.2023	Discussion of research methods	semantics
6	10.10.2023	Introduction to academic writing Format of a research proposal and thesis	sign linguistics
7	17.10.2023	An overview of the science of language	psycholinguistics
8	24.10.2023	Individual consultations for topic proposals	
9	**30.10.2023**	Practical class with R (guest lecture)	
10	7.11.2023	Individual consultations for topic proposals	
11	14.11.2023	Presentations	
13	**28.11.2023**	Presentations	
make-up	05.12.2023	Presentations	
	12.12.2023	Proposals due	

MA graduate presentations are subject to change.
Items in red are special arrangements.

Learning resources for students

Coolican, H. (2004). *Research Methods And Statistics In Psychology*. London: Hodder & Stoughton.

Field, A., Miles, J. & Field, Z. (2012). *Discovering Statistics Using R*. London: Sage.

Johnson, K. (2008). *Quantitative Methods in Linguistics*. Oxford: Blackwell Publishing.

Litosseliti, Lia (ed.) (2010). *Research Methods in Linguistics*. London: Continuum International Publishing Group.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Podesva, R. & Sharma, D. (eds.) (2013). *Research Methods in Linguistics*. Cambridge: Cambridge University Press.

Rasinger, S.M. (2013). *Quantitative Research in Linguistics* (2nd edition). London: Bloomsbury.

Seliger, H. & Shohamy, E. (1989). *Second Language Research Methods*. Oxford: Oxford University Press.

Sharp, J. & Howard, K. (1996). *The Management Of A Student Research Project*. Aldershot, England: Gower.

Wen, Q.F. (2002). *Applied Linguistics: Research Methods and Thesis Writing*. Beijing: Foreign Language Teaching and Research Press.

https://www.gradsch.cuhk.edu.hk/pgstudent/main.htm (thesis > research and thesis writing) (the CUHK guide to research and thesis writing, login required)

www.lib.cuhk.edu.hk (various library workshops) and http://smart.lib.cuhk.edu.hk/ (Research Smart)

Feedback for evaluation

Students are encouraged to give feedback or comments on course contents and teaching materials throughout the course, in addition to the midterm and final course evaluation. Students can contact either the lecturer or tutor directly. See contact details below.

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Prof. Paul Law
Office Location:	TBA
Telephone:	TBA
Email:	paulslaw@cuhk.edu.hk
Teaching Venue:	WSL_LG204
Other information:	Tuesdays (8:30am to 11:15pm)

Teaching Assistant/Tutor:	
Name:	Huang Jiayin
Office Location:	TBA
Telephone:	TBA
Email:	TBA

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/ .

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.