

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
Second Term, 2023-24
(Version: 2024-12-28)

<p>Course Code: LING 6980 Title in English: Research Methodology Title in Chinese: 研究方法</p>
<p>Course Description: This course will offer both theoretical and practical foundations for linguistics research. In this course, basic concepts, methods, and problems in linguistics research are examined, including steps in the research process, literature review, developing research questions, research design and techniques, data collection and analysis, and interpreting findings. Students will be exposed to some common research approaches commonly used in linguistic research, e.g. statistical data analysis, grammaticality judgment tasks, corpus-based methods, etc. In addition, the course will also discuss issues related to research ethics and effective communication of research ideas and findings in academic presentations and publications, e.g. research question formulation, abstract writing, proposal writing, etc.</p>

Course Syllabus

Topic	Contents/fundamental concepts
1. Concepts of research	- process of research, research questions, scientific method, hypothesis testing
2. Research methods	- quantitative / statistical approach, grammaticality judgment tasks, corpus-based methods
3. Statistical analysis	- descriptive statistics, inferential statistics and regression analysis - use of statistical software
4. Research ethics	- informed consent, human subject research ethics application
5. Dissemination of findings	- abstract writing, conference presentation and academic publication

Learning outcomes

<p>Upon successfully completing the subject, students should be able to:</p> <ul style="list-style-type: none"> - Use relevant resources/databases to look up information and references - Assess research hypotheses and methods in the field of linguistics - Understand the research methods of corpus-based, quantitative and qualitative approaches - Understand research ethics and undertake measures to uphold it - Communicate research ideas/findings effectively in academic conferences and publications

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face	Percentage of time
<i>Lectures + Interactive tutorial</i>	100%

Learning activities (no. of hours each week on average)

Lecture + tutorial (hr) in class	In-class presentation (hr) in class	Assignment (hr per assignment) in class	Reading (hr) in class
2.5	0.75	4	4
Mandatory	Mandatory	Mandatory	Mandatory

Assessment scheme

Assessment type	Percentage
Assignments (x 3)	25 x 3
In-class Presentation	25
Total	= 100

Required and recommended readings

Required readings:

- G*Power. UCLA: Statistical Consulting Group. (URL: <https://stats.oarc.ucla.edu/other/gpower/>)
- Introduction to power analysis (URL: <https://stats.oarc.ucla.edu/other/mult-pkg/seminars/intro-power/>)
- Booth, W. C., Booth, W. C., Colomb, G. G., Williams, J. M., & FitzGerald, W. T. (2016). *The craft of research* (Fourth edition.). University of Chicago Press.
- Dancey, C. and Reidy, J. (2017). *Statistics without Maths for Psychology* (7th ed.). Pearson.
- Paquot, M., & Gries, S. T. (Eds.). (2021). *A practical handbook of corpus linguistics*. Springer Nature.
- Podesva, R. J., & Sharma, D. (Eds.). (2014). *Research methods in linguistics*. Cambridge University Press.
- T Schütze, C. (1996/2016). *The empirical base of linguistics: Grammaticality judgments and linguistic methodology*. Language Science Press. (Free download: <http://langsci-press.org/catalog/book/89>)

Recommended readings:

- Bitchener, J. (2010). *Writing an applied linguistics thesis or dissertation : A guide to presenting empirical research*. Basingstoke [England]; New York: Palgrave Macmillan.
- Krathwohl, D. R., & Smith, N. L. (2005). *How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences*. Syracuse University Press.
- Larson-Hall, Jenifer. (2010) *A Guide to Doing Statistics in Second Language Research Using SPSS*. Routledge.
- Litosseliti, Lia. (2010) *Research Methods in Linguistics*. London: Continuum.
- Lovitts, B. E., & Wert, E. L. (2009). *Developing Quality Dissertations in the Humanities: A Graduate Student's Guide to Achieving Excellence*. Stylus Publishing, LLC.
- Lüdeling, Anke and Merja Kytö. (2008/2009). *Corpus Linguistics. An International Handbook. Vol 1 & 2. (Reihe Handbücher zur Sprach- und Kommunikationswissenschaft)*. Mouton de Gruyter, Berlin.
- Matthews, B., & Ross, L. (2010). *Research Methods: A Practical Guide for the Social Sciences*. New York, NY: Pearson Longman.
- O’Keeffe, Anne and McCarthy, Michael. (eds.). (2010). *The Routledge Handbook of Corpus Linguistics*. Routledge.
- Salkind, N. J. (Ed.). (2010). *Encyclopedia of Research Design*. SAGE Reference.
- Terrell, S. R. (2015). *Writing a Proposal for Your Dissertation: Guidelines and Examples*. Guilford Publications.
- Wallwork, Adrian. (2010). *English for Presentations at International Conferences*. Springer.
- Wallwork, Adrian. (2011). *English for Writing Research Papers*. Springer.

Papers for Presentation

Papers to be presented by students in class: (available on Blackboard)

1. Arppe, A., Gilquin, G., Glynn, D., Hilpert, M., & Zeschel, A. (2010). Cognitive corpus linguistics: Five points of debate on current theory and methodology. *Corpora*, 5(1), 1-27.
2. Baath, R., Sikstrom, S., Kalnak, N., Hansson, K., & Sahlen, B. (2019). Latent semantic analysis discriminates children with developmental language disorder (DLD) from children with typical language development. *Journal of psycholinguistic research*, 48, 683-697.
3. Dabrowska, Ewe. (2010) Naive v. expert intuitions: An empirical study of acceptability judgments. *Linguistic Review*, 27: 1–23.
4. Gibson, E., & Fedorenko, E. (2013). The need for quantitative methods in syntax and semantics research. *Language and Cognitive Processes*, 28(1-2), 88-124.
5. Gries, S. T. (2005). Syntactic priming: A corpus-based approach. *Journal of psycholinguistic research*, 34(4), 365-399.
6. Hilpert, Martin. (2008) The English Comparative - Language Structure and Language Use. *English Language and Linguistics*, 12/3, 395–417.
7. Hoff, E., Core, C., Place, S., Rumiche, R., Señor, M., & Parra, M. (2012). Dual language exposure and early bilingual development. *Journal of child language*, 39(1), 1-27.

Feedback for evaluation

Students' views and comments are most welcome. Two course evaluations (mid-term and term-end) will be conducted. We appreciate feedback and suggestions by emails, office hour discussion, or appointment meetings.

Grade Descriptors

Grade	Overall Course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

Course schedule

Class	Date	Topic	Presentation Paper	Presenter
1	Jan 10	Linguistics Research		
2	Jan 17	Statistics (1) – Experimental Design & Descriptive Statistics		
3	Jan 24	Statistics (2) – Inferential Analysis I		
4	Jan 29	Statistics (3) – Inferential Analysis II		
5	Feb 5	Statistics (4) – Power Analysis	Hoff et al (2012)	
	Feb 12	*** Lunar New Year ***		
6	Feb 19	Corpus Linguistics (1)	Hilpert (2008)	
7	Feb 26	Corpus Linguistics (2)	Arppe et al (2010)	
8	Mar 4	Corpus Linguistics (3)	Gries (2005)	
9	Mar 11	Grammaticality Judgment Task (1)		
10	Mar 18	Grammaticality Judgment Task (2)		
11	Mar 25	Conference & Publication	Gibson & Fedorenko (2013)	

<i>Class</i>	<i>Date</i>	<i>Topic</i>	<i>Presentation Paper</i>	<i>Presenter</i>
	Apr 1	*** Easter Holiday ***		
12	Apr 8	Research Ethics	Dabrowska (2010)	
13	Apr 15	Abstract Writing	Baath et al (2019)	

Teachers' contact details

Professor/Lecturer/Instructor:	
Name:	CHEUNG, Y.-L. Lawrence
Office Location:	G11, Leung Kau Kui (KKL) Building
Email:	yllcheung@cuhk.edu.hk
Teaching Venue:	Esther Lee Building 204
Website:	http://www.cuhk.edu.hk/lin/new/people/lawrence/index.html
Office Hours:	10am—12pm, Wednesday via Zoom

Class time and venue

Friday 10:30am—11:15pm LSK 204

Details of course website

Announcements will be posted on the course Blackboard website, and be emailed to students. Course materials will also be posted on the Blackboard website. It is important for you to MAKE SURE that the email address registered on Blackboard is CORRECT and you will check the email account regularly.

Academic honesty and plagiarism

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.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the

requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Use of generative AI tools

Use of AI tools (e.g. ChatGPT, Copilot, Google Gemini, etc.) is allowed as a study tool. Students should note that information generated by these tools may not be accurate. However, students are NOT allowed to use these tools to generate the assignments wholly or partially, unless the instructions of the assessment specify otherwise. When AI tools are allowed, students should properly acknowledge which parts of assessments are generated by AI tools.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

In case of uncertainty, students should seek advice from the course teacher.

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