

Subject Code	ENGL518
Subject Title	Research Design and Methods
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	N/A
Objectives	This subject introduces students to key principles and elements of academic research in language-related studies, to prepare them for the MA dissertation project and beyond. It provides students with foundational knowledge of topics ranging from methodological construction, sampling, data collection, qualitative, quantitative, and mixed methods analysis, and research proposal writing
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand the nature of academic research and its relevance to professional life; b. distinguish between quantitative, qualitative and mixed-method design and analyses; c. understand fundamental research concepts; d. analyze and evaluate solutions to identified academic and profession-related problems worthy of investigation; e. plan and produce a formal research proposal f. develop critical thinking and problem solving skills g. develop strategies for lifelong learning, including autonomous learning
Subject Synopsis/ Indicative Syllabus	Major areas of study include: basic principles of research, elements of a research proposal, topic and methodological construction, sampling, data collection (documents, interviews, questionnaires, experimental data), qualitative analysis, quantitative analysis, hypothesis testing and basic inferential statistics, mixed methods research designs
Teaching / Learning Methodology	The subject will involve interactive weekly lectures on the aforementioned areas of study, followed by student-led seminars based on lecture contents and/or issues which emerge from the lectures and real life illustrative examples. Students will demonstrate their understanding and ability to apply concepts by means of two take-home assignments, and a formal research proposal to be submitted at the end of the semester. The research topic identified in the proposal can be developed in subsequent semester(s) into the MA dissertation if so desired.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						
			a	b	c	d	e	f	g
	1. Take-home assignment 1	30%	✓	✓	✓	✓	✓	✓	✓
	2. Take-home assignment 2	30%	✓	✓	✓	✓	✓	✓	✓
	3. Research proposal	40%	✓	✓	✓	✓	✓	✓	✓
Total	100%								
Student Study Effort Required	Class contact:								
	• Lecture							39 hrs	
	• Seminar							0 hrs	
	Other student study effort:								
	• To prepare for lectures/seminars by studying online readings and teacher-provided materials.							40 hrs	
	• Take-home assignments							38 hrs	
	Total student study effort							117 hrs	
Reading List and References	<p>Highly recommended</p> <p>Podesva, R. J., & Sharma, D. (Eds.). (2013). <i>Research Methods in Linguistics</i>. Cambridge: Cambridge University Press.</p> <p>Sarantakos, S. (2013). <i>Social Research</i> (4th ed.). Basingstoke: Palgrave Macmillan.</p> <p>Walker, I. (2010). <i>Research Methods and Statistics</i>. Basingstoke: Palgrave Macmillan.</p>								
	<p>Recommended</p> <p>Barbour, R. (2007). <i>Doing focus groups</i> (Vol. 4). London: SAGE</p> <p>Boeije, H. (2010). <i>Analysis in qualitative research</i>. Los Angeles</p>								

	<p>and London : SAGE.</p> <p>Brown, J. D. (2001). <i>Using surveys in language programs</i>. Cambridge: Cambridge University Press.</p> <p>Burns, R. B. (2000). <i>Introduction to research methods</i> (4th Ed.). London: SAGE.</p> <p>Corbin, J. & Strauss, A. L. (2008). <i>Basics of Qualitative Research: Grounded Theory Procedures and Techniques</i> (3rd ed.). Thousand Oaks, CA: Sage.</p> <p>Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Dimitra, H. (Ed) (2010). <i>Educational research and inquiry: qualitative and quantitative approaches</i>. New York: Continuum.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press.</p> <p>Dörnyei, Z. (2010). <i>Questionnaires in second language research: Construction, administration and processing</i> (2nd Ed.). New York, NY: Routledge.</p> <p>Duff, P. A. (2008). <i>Case study research in applied linguistics</i>. New York, NY: Lawrence Erlbaum Associates.</p> <p>Kvale, S. (2007). <i>Doing interviews</i> (Vol. 2). London: SAGE</p> <p>Marshall, C., & Rossman, G. B. (2006). <i>Designing qualitative research</i> (4th Ed). Thousand Oaks, CA: Sage Publications.</p> <p>McEnery, T., Xiao, R., & Tono, Y. (2006). <i>Corpus-based language studies: An advanced resource book</i>. New York, NY: Routledge.</p> <p>Nunan, D. and Bailey, K.M. (2009). <i>Exploring second language classroom research: A comprehensive guide</i>. Boston: Heinle Cengage Learning.</p> <p>Paltridge, B., & Phakti, A. (Eds.) (2010). <i>Continuum companion to research methods in applied linguistics</i>. London: Continuum International.</p> <p>Perry Jr., F. (2011). <i>Research in applied linguistics: Becoming a discerning consumer</i> (2nd Ed.). New York, NY: Routledge.</p> <p>Richards, L. (2009). <i>Handling qualitative data: a practical guide</i>. London: SAGE.</p>
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Revised by Dennis Tay, April 2017