

<b>Subject Code</b>	FH6056
<b>Subject Title</b>	Research Methods for Second Language Education
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: Research Methods for Applied Language Sciences I (FH6002)
<b>Objectives</b>	Building on the knowledge and skills learned from Research Methods for Applied language Sciences I (FH6002), this subject aims to explore in depth research issues in some key areas in second language education. The course also introduces essential research knowledge and skills needed to conduct hands-on research in these areas and as such will also be <i>highly applicable to other students wishing to enhance their statistical and methodological skills and understanding</i> . The course is intended for preparing doctoral students to enter into the research phase leading to the production of their doctoral dissertations.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>demonstrate advanced knowledge of research methods as appropriate for conducting scientific inquiry into main areas of second language education</li> <li>engage in in-depth discussions on relevant research issues of interest in second language education</li> <li>applying essential research skills and techniques in the research area(s) of their interest</li> <li>competently design their own research studies in second language education and produce a high-quality research methodology outline for a doctoral dissertation</li> <li>build up confidence and essential skills in experiential/project-oriented learning through teamwork</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>Research paradigms and approaches <ol style="list-style-type: none"> <li>Understanding different paradigms and approaches that underpin research</li> <li>Selecting appropriate paradigms and approaches to suit a research project</li> </ol> </li> <li>Applying essential statistics for language research <ol style="list-style-type: none"> <li>Introduction to statistical software (e.g., jamovi)</li> <li>Applying statistical and methodological techniques (random sampling, descriptive statistics, correlations, t-tests, ANOVAs, OLS regression etc.)</li> </ol> </li> <li>Corpus-based research <ol style="list-style-type: none"> <li>Types of corpora and contribution of corpora to second</li> </ol> </li> </ol>

	<div>language education research</div> <div>b. Compilation of language corpora</div> <div>c. Techniques for corpus data processing</div> <div>4. Research in methodologies</div> <div>a. Trends in second language education research</div> <div>b. Experimental, quasi-experimental and pre-experimental design</div> <div>c. Researching classroom interaction and discourse</div> <div>d. Qualitative data analysis</div> <div>e. Action research in education</div> <div>5. Designing a suitable research project</div> <div>a. Independently exploring themes discussed in this subject or other relevant themes which may lead to developing a viable research design</div> <div>b. Conducting and reporting a quality research project</div> <div>c. Developing tools for data collection</div>																																															
Teaching/ Learning Methodology	Theory and practice will be fully integrated throughout the course. Teaching and learning will take place in interactive lectures and seminars involving teacher input interspersed with short discussion tasks, student presentations, and hands-on practice in statistical analysis. The delivery of the concepts and methods of research will involve review and critique of significant research work in the field as well as case studies that have adopted a variety of research methods and designs.																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Practical Statistics Assignment</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Presentation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Research Proposal</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Practical Statistics Assignment	40%	✓	✓	✓	✓	✓	2. Presentation	10%	✓	✓	✓	✓	✓	3. Research Proposal	40%	✓	✓	✓	✓	✓	4. Participation	10%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																												
		a	b	c	d	e																																										
1. Practical Statistics Assignment	40%	✓	✓	✓	✓	✓																																										
2. Presentation	10%	✓	✓	✓	✓	✓																																										
3. Research Proposal	40%	✓	✓	✓	✓	✓																																										
4. Participation	10%	✓	✓	✓	✓	✓																																										
Total	100 %																																															

	<p>The subject is assessed entirely through coursework. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts, approaches and techniques to design and analyse studies in applied language research. Students are assessed in terms of both subject knowledge and generic skills through a combination of a presentation and a written research proposal. As well, students will demonstrate their understanding and skill development in advanced statistical procedures by completing practical statistical exercises in Assignment 1. This skills will equip students to evaluate specific research methods as applied in second language education research and more broadly, through the design and evaluation of research projects, which may be intended as a preliminary study for the thesis research.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 hrs
	▪ Seminars	13 hrs
	Other student study effort:	
	▪ Private study	58 hrs
	▪ Take-home assignments	29 hrs
	Total student study effort	126 hrs
<b>Reading List and References</b>	<p><b>General</b></p> <p>Angrosino, M. (2007). <i>Doing ethnographic and observational research</i>. London: SAGE.</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 and London : SAGE.</p> <p>Creswell, J. W. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i> ( 4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J. W. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5<sup>th</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Field, A. (2009). <i>Discovering statistics using SPSS</i> (3<sup>rd</sup> Ed.). London and Thousand Oaks, CA: SAGE.</p> <p>Leech, N. L., Barrett, K. C. &amp; Morgan, G. A. (2008). <i>SPSS for intermediate statistics: Use and interpretation</i> (3<sup>rd</sup> Ed.). New York and London: Taylor &amp; Francis Psychology Press.</p> <p>Marshall, C., &amp; Rossman, G. B. (2006). <i>Designing qualitative research</i> (4<sup>th</sup> Ed). Thousand Oaks, CA: Sage Publications.</p>	

Richards, L. (2009). *Handling qualitative data: a practical guide*. London: SAGE.

### **Second Language Education Research**

Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration and processing* (2<sup>nd</sup> Ed.). New York, NY: Routledge.

Duff, P. A. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum Associates.

Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.

Mills, G. E., & Butroyd, R. (2017). *Action research: A Guide for the teacher researcher* (6<sup>th</sup> Ed.). Harlow, UK: Pearson.

Nunan, D. and Bailey, K.M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle Cengage Learning.

Richards, L. (2009). *Handling qualitative data: a practical guide*. London: SAGE.

### **Corpus Linguistics**

Baker, P., & Egbert, J. (Eds.) (2018). *Triangulating methodological approaches in corpus linguistic research*. New York, NY: Routledge.

Bennet, G. R. (2010). *Using corpora in the language learning classroom: Corpus linguistics for teachers*. Ann Arbor: University of Michigan Press.

Biber, D., Conner, U. & Upton, T. A. (2007). *Discourse on the move: Using corpus analysis to describe discourse structure*. Amsterdam: John Benjamins.

Biber, D., & Reppen, R. (2020). *The Cambridge handbook of English corpus linguistics*. Cambridge: University of Cambridge Press.

Granger, S., Gilquin, G., & Meunier, F. (2015). *The Cambridge handbook of learner corpus research*. Cambridge: Cambridge University Press.

Szudarski, P. (2017). *Corpus linguistics for vocabulary*. New York, NY: Routledge.

Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis*. West Sussex, UK: John Wiley & Sons.

