



## SCHOOL OF HUMANITIES AND LANGUAGES

1. Location of the Course			
<b>FACULTY</b>	Faculty of Arts and Social sciences		
<b>SCHOOL</b>	Languages and Linguistics		
<b>COURSE CODE</b>	LING5027		
<b>COURSE NAME</b>	Research methods in applied linguistics		
<b>SEMESTER</b>	2	<b>YEAR</b>	2013

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3. Staff Contact Details			
<b>Names</b>	Anikó Hatoss (convenor) Prof Sandra Hale Mira Kim	<b>Office</b>	Morven Brown 220 Morven Brown 207 Morven Brown 246
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<b>Contact Time and Availability</b>	by appointment		

4. Course details	
<b>Credit Points</b>	UOC 6
<b>Summary of the Course</b>	In the first half of the course students will gain an understanding of the fundamental research design considerations including: aims, research questions, literature review, epistemological, ontological and quality considerations in analysing linguistic data. Both qualitative and quantitative approaches to language data collection and analysis are covered. Data collection methods include

	language surveys, interviews, observation and sociolinguistic ethnography. Data analysis techniques include descriptive and inferential statistics and qualitative analyses. In the second half of the course students will specialise in their disciplinary field (applied linguistics or translation and interpreting). Specialised themes in Applied Linguistics include longitudinal and cross-sectional designs and classroom research. Special themes in Translation and Interpreting include research in community and conference interpreting and translation.	
<b>Aims of the Course</b>	<b>1</b>	This course aims to introduce common research methods in linguistics and applied linguistics.
	<b>2</b>	Students will develop an individual research proposal.
<b>Student Learning Outcomes</b>	At the end of the course students should be able to:	
	<b>1</b>	Design valid data collection instruments, such as surveys and interviews and language tests
	<b>2</b>	Demonstrate a critical understanding of the relationship between research aims, methods of data collection and analysis
	<b>3</b>	Use strategies for enhancing the quality of empirical data
	<b>4</b>	Use qualitative and quantitative methods for summarising and evaluating empirical data
	<b>5</b>	Present a research proposal and critically argue to defend the research design
<b>Graduate Attributes</b>	Students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and engaging with the knowledge content. These attributes will be assessed within the prescribed assessment tasks.	
	<b>1</b>	The skills involved in scholarly enquiry
	<b>2</b>	An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	<b>3</b>	The capacity for analytical and critical thinking and for creative problem-solving
	<b>4</b>	The ability to engage in independent and reflective learning

### 5. Course Timetable

Class Type/Number	Day	Time	Location
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Seminar/Workshop	Thursdays	6pm - 8pm	Old Main Building 229
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at <a href="http://www.timetable.unsw.edu.au">www.timetable.unsw.edu.au</a> .			

## 6. Teaching Strategies

Classes will take a workshop format. While there will be some short introductions to the theories in lecture format, most time will be spent on interactive group discussions considering key concepts, issues and problems. Students will bring their own research ideas and examples to class.

## 7. Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Research abstract	approx. 1000 words	20%	1	1,2,3	14 September
Presentation	10 - 15 min	30%	1	1,2,3	24/10 or 31/10
Research proposal	approx. 3000 words	50%	1,2,3	1,2,3	4 November

\*Please note that assessment tasks, weighting and schedule **are subject to revision.**

### **Submission of Assessment Tasks and Late Assignments and university policy on Attendance (see under "13 Other Information").**

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

## 8. Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students.

Details of what plagiarism is can be found on the Learning Centre's Plagiarism & Academic Integrity website and in Annexure A of the [Student Misconduct Procedures](#) (pdf). Academic Misconduct carries penalties. If a student is found guilty of academic misconduct, the penalties include warnings, remedial educative action, being failed in an assignment or excluded from the University for two years.

For more information on plagiarism, please refer to UNSW's [Plagiarism & Academic Integrity website](#).

DATE	TOPIC	READINGS
01/08	1 Introduction to research: approach, aims, methods Qualitative, quantitative and mixed methods  The research cycle	Textbook Ch 1, Textbook Ch 2
08/08	2 Writing strategies: writing a proposal (aims); the literature review; Fundamental quality considerations: validity, reliability and ethics; Research questions and hypotheses	Textbook Ch 3
15/08	3 Quantitative data collection	Textbook Ch 5
22/08	4 Qualitative data collection: interviews, ethnography, focus groups, case studies and diaries, discourse analysis	Textbook Ch 6
29/08	5 Quantitative data analysis: descriptive statistics	Textbook Ch 9
05/09	6 Quantitative data analysis: inferential statistics	Textbook Ch 9
12/09	7 Qualitative data analysis	Textbook Ch 10
	<b>Stream A: Applied Linguistics</b>	<b>Stream B: Interpreting and Translation</b>
19/09	8 Longitudinal and cross-sectional research designs - Textbook Ch 4	Conference Interpreting research
26/09	9 Classroom research - Textbook Ch 8	Community Interpreting research
17/10	10 Writing a research report - Textbook Ch 12, Ch 13	Translation research
24/10	11 Presentations	Presentations
31/10	12 Presentations	Presentations

\*Please note that seminar/lecture topics and schedule are **subject to revision**.

10. Expected Resources for Students
<b>Textbook Details</b>
Dörnyei, Z. (2007) Research methods in applied linguistics. Oxford: Oxford University Press. Held: <a href="#">418.0072/8</a>
<b>Additional Readings:</b>

### Example studies

**Linguistics and Language Behaviour Abstracts** – available through ProQuest in UNSW Library.

#### General research skills

- Wray, A. & Bloomer, A. (2006). *Projects in Linguistics. A practical guide to researching language.* London: Hodder Arnold. [410.72/10](#)
- Ridley, D. (2008). *The literature review: a step-by-step guide for students.* London: SAGE
- Evans, D. & Gruba, P. (2002) *How to Write a Better Thesis.* 2nd edition. Melbourne: Melbourne University Press. [001.4/58 High Use Collection](#)
- Rudestam, K.E. & Newton. R.R. (2007). *Surviving Your Dissertation: A comprehensive Guide to Content and Process.* London/New Delhi: Sage Publications. [3<sup>rd</sup> ed.](#)

#### Applied Linguistics Research

- Bachman, L. 1990. *Fundamental Considerations in Language Testing.* Oxford: Oxford University Press. [418.0076/8 High Use collection](#)
- Boxer, D. 2002. *Applying Sociolinguistics: Domains and Face-to-Face Interaction.* Philadelphia: John Benjamins Publishing Company. [306.44/116](#)
- Weir, C. J. 2005. *Language Testing and Validation: An Evidence-Based Approach.* New York: Palgrave Macmillan. **E format available from the Library:**  
[Language Testing and Validation : An Evidence-based Approach](#)  
Cyril J. Weir Basingstoke Palgrave Macmillan 2005

#### Translation and Interpretation research

- Hale, Sandra, and J. Napier. forthcoming in 2014. *Research Methods in Interpreting: A Practical Resource* 1st ed, Research Methods in Linguistics Bloomsbury Academic  
<http://www.bloomsbury.com/us/research-methods-in-interpreting-9781441168511/>
- Hale, S. (2007). *Community Interpreting.* Hampshire: Palgrave Macmillan.  
**E format available from the Library:**  
[Community interpreting : Research and practice in applied linguistics](#)
- Gambier, Y., Gile, D. & Taylor, C. (eds.) (1997). *Conference Interpreting: Current Trends in Research,* Amsterdam/Philadelphia: John Benjamins Publishing Company. [High Use Collection : 418.02/140](#)
- Hale S. (2006). 'Themes and methodological issues in Court Interpreting research', *Linguistica Antverpiensia*, vol.5, no., pp 205-228.
- Hatim, B. (2001). *Teaching and Researching Translation.* Essex: Longman/Pearson. [418.02072/4](#)
- Schäffer, C. (ed.). (2004). *Translation research and interpreting research. Traditions, gaps and synergies.* Clevedon/Buffalo/Toronto: Multilingual Matters.

#### Qualitative research design

- Bryant, A. & Charmaz, C. (2010) *Grounded Theory in Historical Perspective: An Epistemological Account.* In *The Sage Handbook of Grounded Theory*, edited by A. Bryant and C. Charmaz. London, New Delhi: Sage Publications. Eformat available from the Library : [The SAGE Handbook of Grounded Theory](#)
- Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* Thousand Oaks, London, New Delhi: Sage Publications. [300.72/257](#)
- Oppenheim, A.N. (1992) *Questionnaire Design, Interviewing and Attitude Measurement.* London: Pinter. [152.4/116](#)

#### Quantitative research design

- Rasinger, S. (2008). *Quantitative Research in Linguistics. An introduction.* London/NY: Continuum. [410.72/14](#)

### Websites

t.b.a.

## 11. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 12. Other Information

### Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration". It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in

the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au/>  
Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.