Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Research Design for English Language Education
Course Code	:	ENG7391
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Level	:	7

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to equip students with knowledge of the research designs and methods that are specific to second language education research. Students will explore the range of designs and methods currently used in the field and evaluate their appropriateness in different areas of research. Students will also develop an understanding of ethical issues in second language education research and their application to research in the students' professional contexts.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Critically identify and describe key aspects of second language research design and methodology;

CILO$_2$ Summarize and critically review relevant literature;

CILO$_3$ Select and justify appropriate research designs and methods for a variety of areas of second language research; and

CILO$_4$ Apply appropriate procedures to research in the students' professional contexts consciously and ethically.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Research designs for second language education research: quantitative, qualitative and text-based	*CILO$_1$*	Reading and tutorial; Oral presentation
● Changing paradigms in second language education research	*CILO$_{1, 2}$*	Reading and tutorial, independent inquiry
● Research methods, including experimental, survey, ethnographic, and discourse analysis	*CILO$_{1, 3}$*	Literature search, Reading and tutorial; Written report
● Ethical issues in second language education research	*CILO$_4$*	Reading and tutorial

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) An oral presentation outlining the student's understanding of the concepts of research design and methodology in English language education research.	30%	*CILO$_{1, 2, 3 \& 4}$*
(b) An essay discussing the development of research design and methods in second language education	70%	*CILO$_{1, 2, 3 \& 4}$*

research and their application to a research topic of the students' choice. 3,000-4,000 words		

5. Required Text(s)

Nil

6. Recommended Readings

Brown, J. D. (1988). *Understanding research in second language learning*. Cambridge: Cambridge University Press.

Brown, J. D. (2004). Resources on quantitative/statistical research for applied linguists. *Second Language Research, 20*(4): 372-393.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Ellis, R., & Barkhuizen, G. (2005). *Analyzing learner language*. Oxford: Oxford University Press.

Gass, S. M., & Mackey, A. (2007). *Data elicitation for second and foreign language research*. Mahwah: NJ: Lawrence Erlbaum.

Heigham, J., & Croker, R. (Eds.) (2009). *Qualitative research in applied linguistics*. Basingstoke: Palgrave Macmillan.

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

Mackey, A., & Gass, S. M. (2012). *Research methods in second language acquisition: a practical guide*. Chichester: Wiley Blackwell.

Paltridge, B., & Phakti, A. (Eds.) (2010). *Continuum companion to research methods in Applied Linguistics.* London: Continuum.

Phakti, A. (2010). Analysing quantitative data. In B. Paltridge & A. Phakti (Eds.), *Continuum companion to research methods in Applied Linguistics* (pp. 39-49). London: Continuum.

Porte, G. K. (2002). *Appraising research in second language learning: A practical approach to critical analysis of quantitative research*. Amsterdam: John Benjamins.

Riazi, A.M. (2017). Mixed-methods research in language teaching and learning. London: Equinox.

Richards, K. (2003). *Qualitative inquiry in TESOL*. London: Palgrave Macmillan.

Wagner, E. (2010). Survey research. In B. Paltridge & A. Phakti (Eds.), *Continuum companion to research methods in Applied Linguistics* (pp. 22-38). London: Continuum.

7. Related Web Resources

Nil

8. Related Journals

Applied Linguistics

Asian Journal of ELT
Asia TEFL Journal
System
TESOL Quarterly

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others

Nil

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