

## THE EDUCATION UNIVERSITY OF HONG KONG

### Honours Project I: Research Methods and Proposal

#### Part I

<b>Programme Title</b>	:	Bachelor of Arts (Honours) in Teaching Chinese as a Second Language Four-year Full-time (Senior Year Entry)
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Honours Project I: Research Methods and Proposal (to be offered in Year 3 Semester II)
<b>Course Code</b>	:	CHI4735
<b>Departments</b>	:	A team of specialists across departments
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39 contact hours
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	4

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#### 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"):

- **Professional Excellence;**
- **Ethical Responsibility; &**
- **Innovation.**

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

Part A “Generic Research Methods” (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in education and related disciplines, and ethical issues in the research process. It emphasises students’ roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.

Part B “Methods for Specific Area in Preparation of Honours Project” (1.5 cps) prepares students to develop a proposal for conducting a topic-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and case study), mixed-methods research, education in teaching Chinese as a second/foreign language and philosophical methods in teaching Chinese as a second/foreign language educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, and write a proposal individually.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO1 demonstrate an understanding of the basic principles of research methods in teaching Chinese as a second/foreign language and the basic concepts and methods of second/foreign language teaching, second language acquisition and language development, cross-cultural communication, etc.;
- CILO2 show analytical skills in research and the awareness of research ethics and evaluate academic works in different fields of teaching Chinese as a second/foreign language;
- CILO3 write a literature review to examine the existing theories and knowledge in relation to the Honours Project topic;
- CILO4 select appropriate research methods, systematically collect and analyse data, and summarise exploration results;
- CILO5 write a research proposal to form the basis of the study in Honours Project II: Research Report.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Part A “Generic Research Methods” (1.5 cps)		
Fundamental elements in research	CILO <sub>1</sub>	Lectures, online lessons,

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> <li>• Introduction to research process</li> <li>• Literature search and review</li> <li>• Identifying research topic and question</li> <li>• Teachers as users of research and teachers as researchers</li> </ul>		tutorials, and group discussions
Approaches to research <ul style="list-style-type: none"> <li>• Introduction to educational research</li> <li>• Fundamentals of research paradigms (e.g., quantitative, qualitative and mixed-methods, action research)</li> <li>• Major methodological approaches to educational research</li> <li>• Reliability and validity</li> </ul>	<i>CILO<sub>1</sub></i>	
Ethical considerations in the research endeavour <ul style="list-style-type: none"> <li>• Ethics for student research project with a focus on human participants</li> </ul>	<i>CILO<sub>2</sub></i>	Lectures and tutorials
<b>Part B “Methods for Specific Area in Preparation of Capstone Project” (1.5 cps)</b>		
Understanding of research methods <ul style="list-style-type: none"> <li>• Basic concepts on the procedures, designs and methods, such as sampling methods.</li> <li>• Major research methods, such as quantitative research methods (e.g. survey research, experimental study), qualitative research methods (e.g. interview, observation), and mixed-methods research</li> <li>• Skills for data analysis and presentation</li> </ul>	<i>CILO<sub>3-5</sub></i>	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
Understanding of research proposal writing <ul style="list-style-type: none"> <li>• Major concerns of proposal writing (content, structure and ethical issues).</li> <li>• Research proposal development: statement of the problem, research design and literature review</li> <li>• Development of demonstration/visualisation of the project idea</li> </ul>	<i>CILO<sub>5</sub></i>	Tutorials, workshops, presentations and consultations

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(Part A) Assignment(s) and/or examination on the techniques of research methodology	50%	<i>CILO<sub>1-5</sub></i>
(Part B) A 2000-word (or 3500 Chinese characters) project proposal which includes the statement of problem, the design of the	50%	<i>CILO<sub>1-6</sub></i>

Assessment Tasks	Weighting (%)	CILO
research, and a review of literature, research background, research methods to be adopted, expected research results and bibliography		

**Please note:** Students are required to obtain a Pass in both Part A and Part B in order to get a Pass in HP I. As HP I is a pre-requisite for HP II, students must obtain a Pass in HP I in a given Specific Area in order to progress to HP II of the same Specific Area. Students who fail either Part A or Part B (but not both Part A and Part B) will be given the opportunity to do the remedial works/assignments.

## 5. Required Text(s)

Nil

## 6. Recommended Readings\*

- 李泉 (2005):《對外漢語教學理論思考》,北京,教育科學出版社
- 桂詩春、寧春岩 (1997):《語言學方法論》,北京:外語教學與研究出版社。
- 劉潤清、胡壯麟 (2005):《外語教學中的科研方法》,北京,外語教學與研究出版社。
- 劉珣 (2000):《對外漢語教育學引論》,北京,北京語言文化大學出版社。
- 楊惠元 (2007):《課堂教學理論與實踐》,北京,北京語言大學出版社。
- 趙金銘 (總主編) (2006):《商務館對外漢語教學專題研究書系》(22本),北京,商務印書館。
- 周小兵 (2004):《對外漢語教學入門》,廣州:中山大學出版社。
- 趙金銘 (2017):《對外漢語教學概論》,北京:商務印書館。
- 祖曉梅 (2015):《跨文化交際》,北京:外語教學與研究出版社。
- 崔希亮、崔永華編 (2010):《對外漢語綜合課課堂教學研究》,北京:北京語言大學出版社。
- 孔子學院總部、國家漢辦編著 (2014):《國際漢語教學通用課程大綱 (修訂版)》,北京:北京語言大學出版社。
- Brown, D. & Gonzo, S. (2006). Readings on Second Language Acquisition. Beijing: Beijing World Publishing Corporation.
- Cohen, L. and Manion, L. (1994). Research methods in education. (4nd edn). London: Routledge.
- Denzin, N. and Lincoln, Y. (eds.) (2000). Handbook of qualitative research (2nd edn). Newbury Park, CA: Sage.
- Ellis, R. (1992). Second Language Acquisition and Language Pedagogy. Bristol, PA: Multilingual Matters.
- Golden-Biddle, K., & Locke, K. (2007). Composing qualitative research. London: SAGE Publications Ltd.
- Hall, J. K. (2002). Teaching and researching language and culture. London: Longman.
- Larsen-Freeman, D. & M. H. Long. (1991). An Introduction to Second Language Acquisition Research. London: Longman.
- Nunan, D. (1999). Second Language Learning and Teaching. Heinle & Heinle Publishers

- Nunan, D. (2005). *Research Methods in Language Learning*. Shanghai: Shanghai Foreign Language Education Press.
- Pickering, M. (2008). *Research methods in cultural studies (Research methods for the arts and humanities)*. Edinburgh: Edinburgh University Press Ltd.
- Ridley, D. (2008). *The literature review: A step-by-step guide for students*. London: SAGE Publications Ltd.
- Yin, R. K. (2009). *Case study research: Design and methods (Applied social research methods)*. London: SAGE Publications Ltd.

\* Detailed reading list will be provided by individual discipline areas.

## 7. **Related Web Resources**

Nil

## 8. **Related Journals**

Ethnography and Education  
Field Methods  
International Journal of Research and Method in Education  
Narrative Inquiry  
Qualitative Research  
Qualitative Research Journal

## 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 familiarise themselves with the Policy.

## 10. **Others**

Nil