

THE EDUCATION UNIVERSITY OF HONG KONG

Capstone Project I: Research Methods and Proposal

Part I

Programme Title	:	Bachelor of Arts (Honours) in Teaching Chinese as a Second Language Four-year Full-time (Senior Year Entry)
Programme QF Level	:	5
Course Title	:	Capstone Project I: Research Methods and Proposal (to be offered in Year 3 Semester II)
Course Code	:	CHI4737
Departments	:	A team of specialists across departments
Credit Points	:	3
Contact Hours	:	39 contact hours
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

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

This course aims to develop students as learners, researchers, inquirers and knowledge creators in language education and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output. It consists of two parts:

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 language 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 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.

Part B “Methods for Specific Area in Preparation of Capstone Project” (1.5 cps) prepares students to develop a proposal for conducting a project-based study in their chosen area, Chinese Language Teaching and Learning. 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 artefacts, case study), mixed-methods research, research in comparative studies and philosophical methods in educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, write a proposal, and create a demonstration of the project idea. They will be trained to use those basic techniques to produce capstone project output.

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 language education and related disciplines, both qualitative and quantitative;
- CILO2 show analytical skills in research and the awareness of research ethics;
- CILO3 write a literature review to examine the existing theories and knowledge in relation to the Capstone Project topic;
- CILO4 select appropriate methods for the collection and analysis of data and/or creating a project output of language education;
- CILO5 write a proposal and conduct a demonstration/ visualization of the project idea to form the basis of implementation in Capstone Project II: Project Output.

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 <ul style="list-style-type: none">• Introduction to research process	CILO ₁	Lectures, tutorials and group discussions

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> • Literature search and review • Identifying research topic and question • Teachers as users of research and teachers as researchers 		
<p>Approaches to language education research</p> <ul style="list-style-type: none"> • Introduction to educational research • Fundamentals of research paradigms (e.g., quantitative, qualitative and mixed-methods, action research) • Major methodological approaches to educational research • Reliability and validity 	<i>CILO₁</i>	
<p>Ethical considerations in the research endeavour</p> <ul style="list-style-type: none"> • Ethics for student research project with a focus on human participants 	<i>CILO₂</i>	Lectures and tutorials
Part B “Methods for Specific Area in Preparation of Capstone Project” (1.5 cps)*		
<p>Understanding of language research methods</p> <ul style="list-style-type: none"> • Basic concepts on the procedures, designs and methods, such as sampling methods. • 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 • Skills for data analysis/ inquiry and demonstration/ visualization • Techniques to manage those tools to produce capstone project output. 	<i>CILO₃₋₅</i>	Lectures, tutorials, literature review, case studies, group discussions, presentations and self-study
<p>Understanding of project proposal writing</p> <ul style="list-style-type: none"> • Major concerns of proposal writing (content, structure and ethical issues). • Project proposal development: statement of the problem, project design and literature review. 	<i>CILO₅</i>	Tutorials, workshops, presentations and consultations

*The topics of research methods are to be selected with reference to the Specific Area of the Capstone Project.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Assignments on the techniques of language research methodology	50%	<i>CILO</i> ₁₋₅
A 1,200 to 1,500-word (or 1,900 to 2400 Chinese characters) project proposal which includes the statement of the project issue/ problem, the justification and expected outcomes of the project (25%); also, a demonstration of the project idea (25%)	50%	<i>CILO</i> ₁₋₅

Please note: Students are required to obtain a Pass in both Part A and Part B in order to get a Pass in CP I. As CPI is a pre-requisite for CP II, 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 assignments.

5. Required Text(s)

Nil

6. Recommended Readings*

- Babbie, E. R. (2015). *The practice of social research*. Nelson Education.
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Blaxter, L. (2010). *How to research*. McGraw-Hill Education (UK).
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of research* (3rd ed.). Chicago, IL: US: University of Chicago Press.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: SAGE.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to design and evaluate research in education*. New York: McGraw-Hill Humanities/Social Sciences/Languages.
- Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across the professions*. Routledge.
- Merriam, S.B. (Ed.), (2008). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Silverman, D. (2013). *Doing qualitative research: A practical handbook*. SAGE Publications Limited.
- Stringer, E. (2008). *Action research in education*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, Mass.; Hong Kong: Pearson/Allyn and Bacon.
- 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*. (4th 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.
- 王文科，王智弘（2014）。《教育研究法》。台北：五南圖書出版股份有限公司。
- 張宇樑，吳榴椒（2011）。《研究設計：質化， 量化及混合方法取向》（原作者：John W. Creswell）。台北：學富文化。
- 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。
- 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。
- 馬經標（2008）。《社會科學研究的基本規則》（原作者：Bell, J.）。北京：北京大學出版社。
- 李泉（2005）：《對外漢語教學理論思考》，北京：教育科學出版社
- 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。
- 楊孟麗，謝水南（2013）。《教育研究法：研究設計實務》（原作者：Fraenkel, JR, Wallen, NE, Hyun, HH）。台北：心理出版社股份有限公司。
- 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。
- 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。

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

7. Related Web Resources

中國華文教育網，Overseas Chinese Language and Culture Education Online:
www.hwjyw.com/
全球華文網，E-Learning Hanyu of Taiwan: <http://www.huayuworld.org/>
中國語文教育，香港特別行政區教育局：
<https://www.edb.gov.hk/mobile/sc/curriculum-development/kla/chi-edu/index.html>
國際文憑組織(IB)網頁：<http://www.ibo.org/en/programmes/>

8. Related Journals

Ethnography and Education
Field Methods
International Journal of Research and Method in Education
Narrative Inquiry
Qualitative Research
Qualitative Research Journal
《世界漢語教學》期刊 (ISSN : 1002-5804)
《華語文教學研究》(華文世界雜誌社主辦，臺灣)
《對外漢語研究》(上海師範大學對外漢語學院主辦)
《中文教師學會學報》，Journal of the Chinese Language Teachers Association
Journal of Chinese Language Teacher Association (ISSN : 0009-4595)

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