



BA (Language Studies) Year 3
Module: Honours Project (Phase II)

September 2013 – May 2014

Module Status: Core

Credit Points: 4 (52 hours equiv)

Module Code: ENG 3901

Module tutors: See below

For areas in linguistics and intercultural communication, the course focuses on research methodology and instruments that can effectively address the research questions. For literature-related areas, the course focuses on thesis, literature review, and critical approach. Whole-group and individual consultations with the supervisor will be the teaching and learning mode throughout the process. Individual consultations will be conducted in the supervisor's office or other agreed locations.

Groups	Project Supervisor	Research areas	Venue
33E	Dr. Bidisha Banerjee	Literature	D2-LP-04
33E	*Dr. Hawk Chang	Literature	D2-LP-04
32E	Dr. Rebecca Chen	Linguistics & intercultural communication	D4-GF-05B
35E	Dr. Yu Bao Hua	Linguistics & intercultural communication	B2-LP-13

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Module Schedule: The following contents are subject to change on negotiation – pls check emails/ information from your supervisor regularly.

Session	Date	Topic/Mode (Suggestions only)	Outside-class work – tutorial preparation (Suggestions only)
SEM1 1	10/09 Tuesday 12:30 – 2:20	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Compulsory Whole Group Tutorial</i></p> <ul style="list-style-type: none"> • Review of phase 1 and introduction of phase 2 requirements – attendance, process, outcomes • Self-evaluations of ‘proposal rationale and lit review’ • Review of Phase 1 input on methodology (consolidation of core concepts and conventions for this section of the project final paper: who when where what how (verbs) + why for all decisions) <ul style="list-style-type: none"> ▪ Participants (data source) ▪ Tools/Instruments ▪ Procedures ▪ Data analysis & collection <ul style="list-style-type: none"> • Showcasing a good sample proposal from phrase 1 and peer sharing (One high achiever in phrase 1 proposal will be invited to share his work. Other members are invited to respond to and even challenge his case. 	<p><u>Linguistics & intercultural communication:</u></p> <p>Reading the methodology section of a relevant paper used in your lit review.</p> <p><u>Other readings:</u> Reading relevant to <i>survey</i> and <i>interview</i>: Nunan, D. & Bailey, K. M. (2009) <i>Exploring second language classroom research</i>. Boston, MA: Heinle Cengage Learning. [Chapters 5 & 11]</p> <p>Reading on <i>questionnaire</i> design: Dörnyei, Z. (2002). <i>Questionnaires in second language research</i>. London & New Jersey: Lawrence Erlbaum Associates.</p> <p>Brown, J.D. (2004). Research methods for applied linguistics: scope, characteristics and standards. In A. Davies & C. Elder (Eds). <i>The Handbook of Applied Linguistics</i>. Pp 476 – 500.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press.</p> <p>Wray, A., & Bloomer, A. (2012). <i>Projects in linguistics and language studies</i> (3rd ed.) London: Hodder Education.</p>

Session	Date	Topic/Mode (Suggestions only)	Outside-class work – tutorial preparation (Suggestions only)
			<p>OR see slides 36-37 in lecture notes for Session 9 from Phase I.</p> <p>OR any equivalent section of any of the references below OR other similar references.</p>
2	17/09 12:30 – 2:20	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Compulsory Whole Group Tutorial</i></p> <ul style="list-style-type: none"> • Reading review • Class presentation of refined methodology & peer feedback on: <p>‘My project’s proposed methodology informed from my reading’</p> <p>Draft methodology to be orally presented using speaking frame, and distributed <u>in writing</u> to 5 peers and tutor. Students may use PPT for the presentation.</p>	<p><u>Linguistics & intercultural communication:</u></p> <p><u>Reading:</u> on-going review of articles used in lit review & references above</p>
	24/09-29/10	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Personal Consultations* on further refining methodology and research tools [*=supervisor may convene whole group as appropriate]</i></p> <p>Note: Each student needs to meet the supervisor at least <u>once during this period.</u> The time and location are to be negotiated. Additional consultations may be provided on demand.</p>	<p><u>Linguistics & intercultural communication:</u></p> <p><u>Reading:</u> on-going review of articles used in lit review & references above</p> <p>If you have to make a major change in your research (e.g. topic, research question(s), and research methods), you need to discuss and get approval from your supervisor by 15 Oct.</p>

Session	Date	Topic/Mode (Suggestions only)	Outside-class work – tutorial preparation (Suggestions only)
	05 Nov	Submission of the revised version of the proposal	
	12/11-24/12	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Data collection & analysis period; on-going personal consultations</i></p> <p>Note: Each student needs to see the supervisor at least once during this period; additional consultations on demand.</p>	<p><u>Linguistics & intercultural communication:</u></p> <p>DATA COLLECTION</p>
SEM 2	07/01/2014	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Compulsory Whole Group Tutorial</i></p> <ul style="list-style-type: none"> ▪ Analysing research data ▪ Quantitative and qualitative methods 	<p><u>Linguistics & intercultural communication:</u></p> <p>DATA ANALYSIS AND BEGINNING WRITING UP OF RESULTS</p>
1	12:30 – 2:20		
2	14/01	<p><u>Linguistics & intercultural communication:</u></p> <p><i>Compulsory Whole Group Tutorial</i></p> <ul style="list-style-type: none"> ▪ Writing up your project ▪ Discussion of your results 	<p><u>Linguistics & intercultural communication:</u></p> <p>ONGOING DRAFTING</p>
	12:30 – 2:20		
	21/01–11/02	<p><u>Linguistics & intercultural communication:</u></p> <p>Personal consultations on drafting the results and discussions</p>	<p><u>Linguistics & intercultural communication:</u></p> <p>ONGOING DRAFTING AND RE-DRAFTING</p>

Session	Date	Topic/Mode (Suggestions only)	Outside-class work – tutorial preparation (Suggestions only)
	18 Feb	Preliminary draft of the <i>entire</i> project MUST be submitted to your supervisor for prompt feedback.	<p><u>Linguistics & intercultural communication:</u></p> <p>Compulsory components in the draft: Introduction Literature Review Research question Methodology / analytical methods Results of analysis [Mini-discussion]</p>
	25/02—25/03	<i>Personal Consultations on demand until final submission in middle April</i>	RE-DRAFTING
	08 April	<p>Submission of the final research project (around 6,000 words)</p> <p>Extensions will NOT be given except under extenuating circumstances (e.g. hospitalisation). Late submission without approval will result in a failure grade.</p> <p>Please indicate the number of words at the end of the project. To maintain fairness to all students, you MUST adhere to the word limit of about 6,000 words. Reports that do not satisfy the length requirement may be penalised.</p>	<p><u>Linguistics & intercultural communication:</u></p> <p>Compulsory components in the draft: Introduction Literature Review Research question Methodology / analytical methods Results of analysis Discussion of results Conclusion</p>

Special Remarks

Minimum face-to-face consultation/ attendance

Given the specific nature of Phase II of this course, students are *required* to attend at least two compulsory whole-group tutorials. In addition, students are *required* to attend at least six individual/ small group consultations – **two** on methodology, **two** during the data collection and **two** during the drafting. Individual consultations are not confined to the stipulated class time. Please make appointments with your supervisor. Email consultations are also welcome in addition to face-to-face contact.

Research topic and re-drafting of work done in Phase I

For your own benefit, you are strongly encouraged to pursue the research topic proposed in Phase I. If you have strong reasons to change your topic, please consult your supervisor first.

Your supervisor may request you to re-draft some of the work done in Phase I in order to help your work in Phase II.

Paper Submission

Please remember to submit both your hard copy and soft copy (through turnitin). Please stick to the schedule. Late submission will be severely penalized.

Assessment of Phase II (80%)

1. Progress presentations (10%)

Requirement	OUTSTANDING (A)	GOOD (B)	SATISFACTORY (C)	BARELY ADEQUATE (D)	UNSATISFACTORY (F)
Meeting the supervisor individually or in small group	5 – 6 times or more	3 – 4 times	2	1	0

Linguistics**2. FINAL RESEARCH REPORT criteria and descriptors (70%)**

	OUTSTANDING (A+/ A /A-)	GOOD (B+/ B /B-)	SATISFACTORY (C+/C)	BARELY ADEQUATE (C-/D)	UNSATISFACTORY (F)
Overall focus	<input type="checkbox"/> Gives a clear and succinct picture of the research question, method and major findings	<input type="checkbox"/> Gives a clear idea about the research question and major findings	<input type="checkbox"/> Gives a general idea about the research question, focus and findings	<input type="checkbox"/> Gives only vague idea of what the research is about	<input type="checkbox"/> Fails to convey what the research is about
Research Questions	<input type="checkbox"/> Are deeply-considered, well-expressed, and have some potential for impact	<input type="checkbox"/> Are thoughtful and clearly expressed	<input type="checkbox"/> Are reasonably well expressed	<input type="checkbox"/> Expression is somewhat unclear but conveys some idea of the research questions	<input type="checkbox"/> Are unclear and/or not commensurate with two years' consideration
Literature Review	<input type="checkbox"/> Is relevant, up to date and comprehensive. The researcher gives good analysis of the literature which illuminates the current study and which might indicate a personal stance to the issue.	<input type="checkbox"/> Is relevant. The researcher gives a summary of the literature which gives a descriptive, though not necessarily evaluative, theoretical background to the current study.	<input type="checkbox"/> Gives a summary of the literature, albeit not as comprehensively as a B performance, adequately linked to the current study.	<input type="checkbox"/> Emerging signs of competence for literature review	<input type="checkbox"/> Is inadequate, irrelevant, inaccurate, unclear, or lacks analysis.
Research Design	<input type="checkbox"/> Is appropriate, aligns with the research questions, and with all the essential design components clearly explained in the report. The researcher gives the rationale in support of the design and clearly identifies the study limitations where appropriate.	<input type="checkbox"/> Is appropriate and aligns with the research questions. The researcher gives clear and adequate descriptions of the essential components of the study design.	<input type="checkbox"/> Is appropriate for the research questions. The author adequately lists the procedures involved in doing the study.	<input type="checkbox"/> Design has some minor flaws but an overall direction is discernable and appropriate.	<input type="checkbox"/> Is inappropriate for the research questions or has major flaws in the design. The researcher fails to account for the research procedures or decisions.
Data Analysis & reflection on findings	<input type="checkbox"/> Are appropriate, valid*, relevant, comprehensive, and provide rich information about the research question. Tables and graphs may enrich the	<input type="checkbox"/> Are appropriate, valid*, and relevant to the research question. Where appropriate, tables and graphs are included.	<input type="checkbox"/> Data are valid*. The analysis is adequate for the researcher to draw conclusions about and	<input type="checkbox"/> Data are valid*. Analysis is on the right track, although with minor flaws or	<input type="checkbox"/> Is wrong, irrelevant or inadequate. The researcher fails to interpret the findings or the findings

	OUTSTANDING (A+/ A /A-)	GOOD (B+/ B /B-)	SATISFACTORY (C+/C)	BARELY ADEQUATE (C-/D)	UNSATISFACTORY (F)
	reflection. The findings are accurately interpreted. Reflection is deep. Additional qualities are found in the work beyond those predicted above.	The findings are appropriately interpreted. There is reflection on findings.	reflect on the findings.	incompleteness. Reflection may not adequately address findings.	are wrongly interpreted.

NOTES.

1. Major weaknesses in English language will automatically result in a failure grade.
2. *valid, here, means that the data are deemed by markers as ‘original’ and ‘authentic’, not ‘improvised’ or ‘thought experiments’.

Useful references for research methods on linguistics (may be appropriate for intercultural communications) *most highly recommended

*Brown, J.D. & Rodgers, T.S. (2002). *Doing second language research*. Oxford: Oxford University Press (Library call # P118.2 .B77 2002)

Brown, J.D. (2001). *Using surveys in language programmes*. Cambridge: Cambridge University Press. Library call # P128.L35 B76 2001

*Brown, J.D. (2004). Research methods for applied linguistics: scope, characteristics and standards. In A. Davies & C. Elder (Eds). *The Handbook of Applied Linguistics*. Pp 476 – 500 On reserve # P129. H33 2004

*Dornyei, Z. (2002). *Questionnaires in second language research*. London & New Jersey: Lawrence Erlbaum Associates. Library call # P 118.2 .D67. 2002

Ellis, R. (1997). *The Study of second language acquisition*. Oxford: Oxford University Press # P118.2.E 383 1997.

Evans, E. & Fisher, L. (2005). Measuring gains in pupils’ foreign language competence as a result of participation in a school exchange visit: the case of year 9 pupils at three comprehensive school in the UK. *Language Teaching Research*, 9, 2. pp173 -192

McDonough, J. & McDonough, S. (1997). *Research methods for English language teachers*. London: Edward Arnold Publishers. Library call # PE1128.A2 M385 1997

*Nunan, D. & Bailey, (2009). Exploring second language classroom research: A comprehensive guide. Boston, MA: Heinle Cengage Learning. Library call # P53.85 .N86 2009

Seliger, H.W & Shohamy, E.G.(1997) (4th edition) *Second language research methods*. Oxford & New York: Oxford University Press. Library call # P53 .S456 1999 (Chinese version).

Wray, A., Trott, K., Bloomer, A., Reay, S. & Butler, C. (1998). *Projects in linguistics: a practical guide to researching language*. London : Edward Arnold Publishers. Library call # P126 .W73 1998 .