

<b>Subject Code</b>	ENGL5012
<b>Subject Title</b>	Research Project in Language Studies
<b>Credit Value</b>	6
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisites: (1) ENGL518, Research Design and Methods; (2) a minimum GPA of 2.8
<b>Objectives</b>	The project gives students the opportunity to demonstrate their capacity to carry out an independent piece of research which combines academic rigour and professional considerations. The project may be based wholly on secondary or primary data, or on a combination of sources, but must be relevant to English language studies, applied linguistics or English language education.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. show an awareness of what constitutes an acceptable topic for research in English language studies, applied linguistics or English language education;</li> <li>b. apply relevant fundamental concepts in the project research design;</li> <li>c. conduct research using relevant data-gathering methods;</li> <li>d. analyze data with appropriate methods, procedures and software; and</li> <li>e. report and interpret findings clearly in an appropriate format.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	Students will be guided through supervision to consider such issues as: justification of the choice of topic, the research design, interpretation and discussion of findings, and both the transferability of the research outcomes and their limitations.
<b>Teaching/Learning Methodology</b>	The project topic will be self-chosen, with advice given by supervising academic staff. The project will involve students in exploring an issue or problem that may have been identified in the earlier study of the subject ENGL518 ( <i>Research Design and Methods</i> ) or during the student's course of study in general. The issue should be presented initially as a written proposal to the supervisor.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	e
	Project writing	100%	✓	✓	✓	✓	✓
	Total	100%					
Regular meetings with supervisors and the mid-way oral progress report provide support and guidance throughout the research process.							
<b>Student Study Effort Required</b>	Researching and project writing						220 Hrs.
	Meetings with supervisor						12 Hrs.
	Preparing and presenting a non-assessed mid-way progress report						8 Hrs.
	Total student study effort						240 Hrs.
<b>Reading List and References</b>	<p>The following list provides a general foundation for understanding research methodology. Individual students should consult their supervisors to develop an individual reading list tailored to their own research topic.</p> <p>Angrosino, M. (2007). <i>Doing ethnographic and observational research</i>. London: SAGE.</p> <p>Babbie, E. R. 2011. <i>The basics of social research</i>. Wadsworth, CA: Wadsworth Cengage Learning.</p> <p>Barbour, R. (2007). <i>Doing focus groups</i> (Vol. 4). London: SAGE.</p> <p>Boeije, H. (2010). <i>Analysis in qualitative research</i>. Los Angeles and London : SAGE.</p> <p>Brown, J. D. (2001). <i>Using surveys in language programs</i>. Cambridge: Cambridge University Press.</p> <p>Burns, R. B. (2000). <i>Introduction to research methods</i> (4<sup>th</sup> Ed.). London: SAGE.</p> <p>Creswell, J. W. (2010). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J. W. (2008). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Dimitra, H. (Ed) (2010). <i>Educational research and inquiry: qualitative and quantitative approaches</i>. New York: Continuum.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press.</p> <p>Dörnyei, Z. (2010). <i>Questionnaires in second language research: Construction, administration and processing</i> (2<sup>nd</sup> Ed.). New York, NY: Routledge.</p> <p>Duff, P. A. (2008). <i>Case study research in applied linguistics</i>. New York, NY: Lawrence Erlbaum Associates.</p> <p>Kvale, S. (2007). <i>Doing interviews</i> (Vol. 2). London: SAGE.</p>						

	<p>Mackey, A., &amp; Gass, S. (2005). <i>Second language research: Methodology and design</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Marshall, C., &amp; Rossman, G. B. (2006). <i>Designing qualitative research</i> (4<sup>th</sup> Ed). Thousand Oaks, CA: Sage Publications.</p> <p>McEnery, T., Xiao, R., &amp; Tono, Y. (2006). <i>Corpus-based language studies: An advanced resource book</i>. New York, NY: Routledge.</p> <p>Nunan, D. and Bailey, K.M. (2009). <i>Exploring second language classroom research: A comprehensive guide</i>. Boston: Heinle Cengage Learning.</p> <p>Paltridge, B., &amp; Phakti, A. (Eds.) (2010). <i>Continuum companion to research methods in applied linguistics</i>. London: Continuum International.</p> <p>Richards, L. (2009). <i>Handling qualitative data: a practical guide</i>. London: SAGE.</p> <p>Yin, R. K. (2009). <i>Case study research: Design and methods</i>. Thousand Oaks, CA: SAGE.</p>
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Revised by David Qian (May 2014)