

**City University of Hong Kong**

**Information on a Course  
offered by Department of English  
with effect from Semester A in 2008 / 2009**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

---

---

**Part I**

**Course Title:** Research Project

**Course Code:** EN 6492

**Course Duration:** 2 Semesters

**Credit Units:** 6

**Level:** P6

**Medium of Instruction:** English

**Precursors:** Nil

**Equivalent Courses:** Nil

**Exclusive Courses:** Nil

**Part II**

**Course Aims**

This course is designed to provide students with the opportunity to conduct supervised independent research and develop expertise in a chosen area of TESL. The research must include original inquiry and analysis in addition to a review of the literature. The student should demonstrate initiative and intellectual achievement, and analytical skills of the subject matter in question. The student will also develop and demonstrate the ability to present the results of the investigation in a precise and persuasive manner in the form of a research report.

## Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

| No. | CILOs  | Weighting (if applicable) |
|-----|--|---------------------------|
| 1   | <ul style="list-style-type: none"> <li>identify and review relevant theoretical, empirical and/or pedagogical TESL literature that can inform an independent primary research study on a chosen area of TESL (see also CILO2)</li> </ul>   | 20%                       |
| 2   | <ul style="list-style-type: none"> <li>conduct the independent primary research study to generate findings and insights that can advance existing understanding of the chosen area of TESL. The research study needs to be informed by the theoretical, empirical and/or methodological work identified and reviewed as specified in CILO1.</li> </ul> | 50%                       |
| 3   | <ul style="list-style-type: none"> <li>identify the organizational and formatting conventions of an effective research report; and</li> <li>by following the identified conventions, produce an effectively organized, and well-formatted research report that discusses the research specified in CILO2.</li> </ul>                                   | 10%                       |
| 4   | <ul style="list-style-type: none"> <li>identify and apply various academic writing linguistic and rhetorical conventions when writing the various parts of the report specified in CILO3.</li> </ul>   | 20%                       |

## Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

| CILO No. | TLAs   | Hours (if applicable) |
|----------|--|-----------------------|
| CILO 1   | <p><i>Identifying and reviewing relevant literature</i></p> <p>Students will be guided by their supervisors to identify and read relevant theoretical, empirical and/or pedagogical TESL literature that can inform a primary research study of a chosen area of TESL as specified in the TLA for CILO2 (see below).</p> | N/A                   |
| CILO 2   | <p><i>Conducting a piece of independent research</i></p> <p>Students will be guided to conduct a research study to generate findings and insights that can advance current existing understanding of the chosen area of TESL. The research needs to be informed by the theoretical, methodological and/pedagogical</p>   | N/A                   |

|           |   |     |
|-----------|---|-----|
|           | insights gained from the reading performed in the TLA for CILO1 (see above).  |     |
| CILOs 3-4 | <p><i>Producing a research report that follows various generic conventions</i></p> <p>Students will be guided to identify the various conventions of academic research reports by reading and analyzing sample student reports and research articles published in TESL journals. The reading and the analysis tasks are to prepare students to produce an effectively organized, well-written and well-formatted research report.</p> | N/A |

### Assessment Tasks/Activities

*(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)*

| CILO No.  | Type of Assessment Tasks/Activities  | Weighting (if applicable) | Remarks |
|-----------|--|---------------------------|---------|
| CILOs 1-2 | Students will be required to meet up with their supervisors to discuss their reading of a self-chosen area of TESL which they will investigate in an independent research study. They will also be required to discuss their research plans or progress made at particular intervals.  | 20%                       |         |
| CILOs 3-4 | <p>Students will be required to produce a complete research report (12,000 words – 15,000 words) that</p> <ul style="list-style-type: none"> <li>reflects the relevant theoretical, methodological and/or pedagogical insights gained from their reading and also the discussions with their supervisors (see the ATA for CILOs1-2);</li> <li>discusses how the insights gained from the various sources have informed the research study;</li> <li>presents the primary research findings and insights generated from the findings; and</li> <li>discusses how the findings and insights can advance current understanding of the chosen area of TESL.</li> </ul> <p>When writing the report, students will need to apply the various conventions learned in the TLAs for CILOs3-4. Interim drafts need</p> | 80%                       |         |

|  |   |  |  |
|--|---|--|--|
|  | to be presented to the supervisor for feedback at particular intervals. |  |  |
|--|---|--|--|

**Grading of Student Achievement:** Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

**Part III**

**Keyword Syllabus**

research questions, literature review, theoretical framework, research methodology, the research report, research plans

**Recommended Readings:**

Bailey, Kathleen M., & Nunan, D. (Eds.) (1996). *Voices from the language classroom: Qualitative research in second language education*. Cambridge, UK: Cambridge University Press.

Brown, J. D., & Rogers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press.

Johnson, D. (1992). *Approaches to research in second language learning*. White Plains, New York: Longman.

Winkler, A. C., & McCuen, J. R. (2003). *Writing the research paper: a handbook*. Austin: Thomson & Heinle.

**Returned by**

Name: Dr. Becky Kwan

Department: English

Tel: 2788-9781

Date: June 30, 2008

*Revised by Dr Becky Kwan on 24 December 2009*