

Methodological and Pedagogical Issues in Higher Education

IBS Research Group led by Jasmina Sazdovska

Work Plan for 2012-13

There are four separate research projects being conducted by this group. The work plan for each of them will be provided shortly and individually, following the same system of numbering as the research proposal and grant application.

1. Communication Patterns of Business Students Using English as a Lingua Franca

I. General aims

Our research project is aimed at contributing to international Lingua Franca research in second language acquisition by exploring the way English is used as a lingua franca at IBS. Our specific objective is to:

A) survey students' attitudes to and perceptions of using English as a Lingua Franca, cultural differences in learning, IBS teachers' ability to adapt to students' different learning styles, code-switching and

B) explore in depth how language competence affects communication choices and how students perceive the role of English as a Lingua Franca in their educational context.

II. Expected results

Final product:

- a conference presentation at the IATEFL Eger conference, Oct. 2012
- a conference presentation and an article published in the conference proceedings of the UPRT Zagreb and Pécs Conference in June 2013

Internal products: As a result of the research project we hope to develop a better understanding of our students' views as regards using English as a Lingua Franca in IBS and thus be able to adapt our curriculum to their needs and the challenges of the 21st century.

III. Detailed Research plan including methodology

A. Summary of key activities

Timeframe	Activity to be carried out
May, 2012 –Oct 6 2012	Phase 1: Questionnaire study - Quantitative investigations
October 6, 2012	IATEFL Eger Conference presentation on Phase 1 of the project
Oct to June 2013	Phase 2: Interview Study - Qualitative investigations
June 2013	UPRT Conference Presentation about Phases 1 and 2

B. Detailed description of each planned research activity, including necessary resources and expected outputs

Timeframe	Activity to be carried out
May, 2012	Phase 1: Administration of questionnaire to Common Year English students
June to October 1, 2012	Data-entry, data cleaning, data processing and data analysis with Excel and SPSS
October 6, 2012	Output 1.: IATEFL Eger Conference presentation on Phase 1 of the project
October to February 2013	Phase 2: Development of qualitative research tool: student interview protocol
Feb to June 2013	Conducting interview, transcription, constant comparative analysis
June 2013	Output 2: UPRT Conference Presentation about Phases 1 and 2
2013	Output 3.: Article written for UPRT Publication

Resources:

Books to be purchased:

Jenkins, J. (2007). *English as a lingua franca: attitude and identity*. Oxford: Oxford University Press.

Facchinetti, R., Crystal, D., and Seidlhofer, B. (eds.). (2010). *From international to local English – and back again*. Frankfurt am Main: Peter Lang.

Ostler, N. (2010). *The last lingua franca: English until the return of Babel*. New York: Walker publishing Co.

Mauranen, A. and Ranta, E. (2009). *English as a lingua franca: studies and findings*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Other resources:

We would like to use the dictaphones of IBS for our student interviews.

The information about the exact date and costs of the Pécs UPRT conference is unknown at this point, but sufficient funds have been allocated to cover the expenses of the conference attendance.

2. Needs Analysis for Curriculum Design

I. General aims

This research would focus on discovering which communication skills and in which manner are applied by IBS students in their workplace during the placement year. This could include a needs analysis study of what companies expect from IBS students in terms of both written and oral communication skills during their placement year. The results would then be compared to the learning outcomes of our programmes and modules to identify areas of possible improvement.

II. Expected results

Final products:

- 1 international conference presentation
- 1 published article in educational journal
- 1 internal IBS workshop
- 1 published paper in international journal

Internal product: improved curriculum and syllabus design at IBS resulting in better preparation of students for work.

III. Detailed Research plan including methodology

A. Summary of key activities

Timeframe	Activity to be carried out
May-October 2012	Literature review and primary research design
September-November 2012	Phase 1: questionnaire design and administration
December 2012– March 2013	Phase 2: data processing
March-June 2013	Publications and presentations

B. Detailed description of each planned research activity, including necessary resources and expected outputs

Stage 1

- Association of Business Communication membership
- Book orders

Expected output: none

Stage 2

- Working with IBS Career Office to design the Employer Satisfaction Questionnaire
- Constructing the online questionnaire
- Administering the questionnaire to employers of IBS interns and graduates

Resources: none

Expected output: published article in educational journal

Stage 3

- Processing the data from the Employer Satisfaction Survey
- Interviews with IBS work placement supervisors for triangulation of results

Resources: none

Expected output: IBS workshop

Stage 4

- Writing and submitting papers for publication
- Preparing for conference presentations

Expected output:

- 1 published paper in Journal of Business Communication
- 1 international conference presentation for the Association of Business Communication

3. Enhancing Intercultural Sensitivity among IBS Faculty

I. General aims

The research aims to increase the success of the teaching delivery at IBS as enhanced intercultural competence improves performance, facilitates learning and leads to personal and professional growth. In addition, it provides a better base for encouraging cooperation between students from different cultures.

II. Expected results

Final products:

- 2 published papers in leading international journals
- 2 published papers in Hungarian peer reviewed journals
- 1 international conference presentation

Internal product: increased intercultural awareness of IBS faculty members; in-house intercultural training design.

III. Detailed Research plan including methodology

A. Summary of key activities

Timeframe	Activity to be carried out
May-August 2012	Literature review
July-August 2012	Primary research design
September-October 2012	Primary research Phase 1
October 2012 – January 2013	Primary research Phase 2
March-April 2013	Survey among European universities on in-house intercultural training

B. Detailed description of each planned research activity, including necessary resources and expected outputs

Stage 1

- European Association of International Education (EAIE) membership
- Book purchases

Resources: EAIE membership + books

Expected output: Hungarian-language literature review on intercultural competence and its measurement

Stage 2

- Contract negotiation with IDI
- Sampling of IBS faculty members
- Solicit consent from participants

Resources: none

Expected output: none

Stage 3

- First IDI administration

- Focus group interview
- Group profile feedback session
- 4-hour intercultural training

Resources: IDI questionnaire + training supplies

Expected output: research data (test and interview); training experience and participant feedback

Stage 4

- Data analysis
- Design and implementation of second 4-hour training
- Second IDI administration
- Group and individual profile feedback sessions

Resources: IDI questionnaire + training supplies

Expected output:

- 1 published paper in leading international journal
- 1 published paper in Hungarian peer reviewed journal
- 1 international conference presentation

Stage 5

- Survey among European universities on their in-house intercultural training, using the EAIE database

Resources: none

Expected output: 1 published paper in leading international journal

4. Challenging Teacher Myths and Stereotypes

I. General aims

The project is aimed at examining and challenging the myths and stereotypes of teachers. Firmly-rooted beliefs and expectations about the teaching profession can often lead to self-fulfilling prophecies and unnecessary biases. It is therefore

important to bring to the forefront of consciousness the sources of various beliefs and check whether and to what extent they can be confirmed in reality. The study will be based on a questionnaire administered online to IBS teachers and teachers from the International Association of Teachers of English as a Foreign Language. The results will be triangulated by various findings in literature.

II. Expected results

Final products:

- 1 international conference presentation
- 1 internal workshop presentation
- 1 published paper in Hungarian peer-reviewed journal
- 1 published paper in international journal

Internal products: challenging deep-rooted misconceptions about teaching

III. Detailed Research plan including methodology

A. Summary of key activities

Timeframe	Activity to be carried out
April-August 2012	Literature review and primary research design
May-September 2012	Phase 1: questionnaire design and administration
October 2012– March 2013	Phase 2: data processing, publications and presentations

B. Detailed description of each planned research activity, including necessary resources and expected outputs

Stage 1

- Book orders
- Literature review

Resources: books

Expected output: none

Stage 2

- Designing the Teacher and Teaching Beliefs Questionnaire
- Constructing the online questionnaire
- Administering the questionnaire to IBS and IATEFL teachers

Resources: none

Expected output: none

Stage 3

- Processing the data from the Teacher and Teaching Beliefs Questionnaire
- Preparing for presentations and workshops
- Writing papers

Expected output:

- IATEFL Conference presentation
- IBS workshop
- Published paper in *Working Papers in Language Pedagogy*