Graduation Research Project

Handbook

The Graduation Research Handbook

English Language Teaching Department

Course Name
"RESEARCH PROJECT IN ELT"

Course Code
ELT 492 - 2022
https://education.tiu.edu.iq/elt/

To read this handbook online and download the pdf format scan this code

The first version of the book written and revised in 2017 academic year

The second version of this handbook was revised in 2018 Academic Year

The third version of this handbook was revised in 2020 Academic Year

The fourth version of this handbook was revised in 2022 Academic Year

Table of Contents

List of Tables (if available)

List of Figures (if available)

List of Abbreviations

ELT – English Language Teaching

EFL – English as a Foreign Language

ESL – English as a Second Language

Abstract

(template)

This is a template for an abstract in APA style. This sentence explains the scope of the research. This sentence explains the method the team used to carry out the research. Here we explain the process of the methodology. We explain what we are trying to prove with the research and how that influences society, all in active voice. Finally, we describe the outcome of the research and how the results influence society. Additionally, we also describe further unexpected outcomes and how we achieved them. This text should have between 150 and 250 words.

Keywords: abstract, research, information, APA format, abstract paragraph

(sample)

Project Based Learning has a long history which received contributions from many famous names. Projects are of great importance in the process of education due to the helpful features it provides for the teachers and students. The type of projects used can vary, but that does not change the fact that it can be used by teachers to have students apply the knowledge they have learned. The purpose of this research was to explore the perspectives of students on Project Based Learning to determine whether this method was viewed positively. This study transpired in the Education Departments of Tishk International University in Erbil, Kurdistan. A survey of seven questions was administered in this research, and the total number of 100 surveys was gathered from students of the Tishk International University Education Faculty. The students were members of the English Language Teaching, Biology, Physics, and Math departments and varied within stages, which ranged from 2nd, 3rd, and 4th. Their participation in the survey did not affect their grades and was strictly voluntary. The statistics analyzed in this study presented that students perceive Project Based Learning as effective, and the majority recommend this method of teaching and learning.

Keywords: Project Based Learning, Perspective, Students, Project, Education

Chapter One: Introduction

It is recommended to include the following sections:

1.1 Background information

1.2 Problem statement

1.3 Research questions

1.4 Aim of the research

1.5 Hypothesis (for quantitative research)

1.6 Methodology of the research

1.7 Scope of the study

1.8 Significance of the study (theoretical and Practical Value)

1.9 Novelty

1.10 Discuss the layout of the thesis

1.11 Definition of the major terms (optional)

The components of the Chapter 1: Introduction should be discussed with the supervisor and the sections above/content will be chosen based on the nature of the research project.

Chapter Two: Graduation Research Papers

To align with the best practices of academic institutions and in accordance with the requirement of the Tishk International University, fourth year ELT students need to undertake a research project solely. The project comprises two main stages: producing an original, academic text on a specific text of ELT concern, and attending a viva to defend it. This document provides necessary guidelines, requirements, and procedures to assist students and supervisors to plan and coordinate to conduct the projects successfully, and to be well-informed about the expectations.

2.1 Definitions

Graduation Research Project: The first, and major component of the graduation project is a scholarly paper of considerable length and detail on a specific topic of ELT interest. The paper needs to show the student's ability to write in academic English, and prove his/her critical thinking, analyzing, and synthesizing of scholarly sources and data, and deep understanding of the topic under study.

2.2 Objectives

The graduation project is aimed at strengthening students' academic skills in general; and more specifically:

- ➢ Encouraging students to be familiar with the practice of scholarly research as it is conducted in academic.
- ➢ Promoting research skills such as developing a research paper topic, narrowing a paper's focus, locating credible resources on an academic research area, summarizing ideas, paraphrasing, and quoting, and drawing conclusions from the scientific evidence.
- ➢ Gaining necessary research skills to encounter weaknesses in own teaching practices in the future.

Chapter Three: Trainings and Preparations

To prepare students to take on their graduation research papers, students will be given adequate trainings in the form of a Research Methods course and working closely with assigned supervisors.

3.1 Research Methods in TEFL Course

In the first semester of the year, fourth year students take Research Methods in TEFL. The course covers the principal sections of a research project in academia through introducing the prerequisites and later main steps an undergraduate student needs to take to conduct a satisfactory research project. It introduces the rationale for scientific inquiry and the fundamental questions that one needs to answer prior to any study project. The major part of this course will focus on skills that undergrad students need to acquire to meet the requirement of a research project on the completion of their studies.

The course aims to introduce the fundamental terms and concepts related to scientific inquiry and academic writing. It covers the major steps required to produce an effective research outline from developing a research hypothesis to data collection and data analysis. Through presenting theoretical underpinnings for established scientific research practices and in-class discussions, the course intends to expose students to authentic research materials so that, by the end of the course, they are not only familiar with what it entails to conduct research but can embark on their own research projects.

3.2 Research Supervisors

By the end of the first semester, each student who works on a project – will be assigned research supervisors. Supervisors are faculty members of the ELT department. Assignment of supervisors is a topic-based process in which instructors choose titles among students' proposed topics based on their specialty and research interest. Afterwards, supervisors engage in supervision sessions with students on a regular basis until the completion of projects.

Throughout these in-person sessions, supervisors ensure that students are clear about expectations, requirements and, most importantly, the quality of the produced work.

Student Requirements in Semester One

Prior to working with assigned supervisors, students, whether working on a topic alone or with another peer, need to ensure that they meet the following prerequisites:

- They have chosen a specific topic that is Researchable (Narrow, Interesting, and Significant)
- They have formed clear and academically significant research questions about their topics
- They have explained why their research papers will be of interest within the ELT readership.
- They have put forth a tentative outline indicating the main headings and subheadings.
- They have a list of annotated bibliography that includes at least 5 reliable scholarly resources
- Importantly, they have produced a preliminary literature review paper of no less than 5 pages (excluding any titles or references) on their selected topics.

3.3 The Supervisory Process

To achieve the highest levels of academic standard and its educational objectives, supervisors from the ELT department spend time with students to discuss their research projects and ensure meaningful progress. Supervision sessions need to take place on a weekly basis, and each session lasting around 30 minutes. Meetings are to be in person and all parties need to be present. Unless it is tutorial, a supervisory session must allow opportunities to both students and supervisors to discuss the research project in necessary detail. Both students and supervisors need to ensure these conditions are met for each supervision session.

3.4 Student Responsibilities

Throughout their research work and for each supervision sessions, students need to observe the following requirements:

- Developing a reasonable research plan with tasks for each week to ensure that students can deliver their final projects before the deadline
- Keeping record of all supervision sessions and documenting all points discussed and actions to be taken
- Filling out an Attendance Sheet for each supervision session. It is attached to this handbook as an appendix.
- Doing all the tasks assigned by the supervisor
- Responding positively to skill development courses and programs of action suggested by the supervisor
- Respecting the intellectuality rights and avoiding plagiarism in all its forms
- Enduring that submitted work is of his/her genuine production
- Familiarizing themselves with the practice of quality research and putting in necessary effort to produce quality writing
- Maintaining communication with supervisor to ensure that both the student and supervisor are on the same page in terms of progress
- Raising difficulties and challenges well ahead and reporting issues to the supervisor
- Protecting the confidentiality of supervision sessions
- Not seeking any support from outsiders for considerable amount of work that needs to be undertaken by the student
- Documenting all feedback given by the supervisor and incorporating it into their work
- Working on drafts with considerable care so that the supervisor does not need to spend time and energy on trivial errors such as grammar, spelling, or punctuation issues
- Ensuring that the final draft meets the requirements set for research papers such as format, length, referencing style, etc.
- Submitting all paperwork and written work before the deadlines
- Preparing for the viva such as making an academic presentation and responding to

questions in an appropriately and scholarly manner.

3.5 Supervisor Responsibilities

The supervisors are expected to observe the following requirements in relation to their students'

Research projects:

- Working with students to develop a research plan with clear expectations and a program of action across a 4-month timeline
- Explaining the nature of academic research and standards
- Assisting students to make any modifications to their research topics, research questions and research focus
- Reviewing students' research outlines and suggest necessary changes
- Assisting students to locate resources and relevant literature
- Helping students with assessing credibility of sources
- Familiarizing students with the broader research topic and the standards of the discipline that the student is researching about
- Provide necessary tutorials with students on areas of weakness such research methodology, data collection, data analysis, etc.
- Ensuring that students avoid plagiarism, and the work is of their own production
- Giving advice on how the students produce their research including evaluation of summarized, quoted, and paraphrased texts
- Supporting students with how to cite and reference sources based on the APA style
- Being available for advice or support when needed
- Providing feedback on students' work including evaluation of quality
- Raising issues with repeated attempts from students to plagiarize; notifying the head of the ELT department about attempts from students to submit work that is not of their own, or if suspensions arise regarding cheating attempts including if the submitted work appeared to be written by others
- Preparing students for the viva including the final presentation

- Ensuring that students submit a final draft at least one week before submission for review
- Reading the student's final draft and giving any necessary feedback
- Submitting the reports and other related documents at the end of each stage.
- Reporting the student's progress: attendance, responsiveness, plagiarism, etc.

3.6 Final Research Paper Requirements

The final Graduation Research Paper needs to meet the following requirements:

- It must be in English
- It must be the result of genuine work conducted by the student himself/herself
- The entire manuscript needs to be **plagiarism-free** (no tolerance can be shown to plagiarized texts)
- Although others can proofread the manuscript, the text needs to be **written/produced by the student**, leaving no room for suspicions of plagiarism
- Students can submit a **stand-alone literature review paper or an empirical paper**
- Manuscript has been **'spell checked' and 'grammar checked'**
- Permission has been obtained for use of copyrighted material from other sources (including the Internet)
- **Every reference cited in the text is also present in the reference list**
- All references mentioned in the Reference List are cited in the text
- The total length of the manuscript should be no less than **4,000** words and no more than **6,000** words
- The manuscript needs to be submitted as both an **MS Word soft copy and a hard copy**
- The entire manuscript needs to be **double spaced**
- Headings should be **bold and size 14**; subheadings should be **bold and size 12**. The rest of the text should be **regular and size 12**. The font needs to be **Times New Roman**
- Page number needs to start from the first page after the title page and placed at the bottom right of the pages

- All the paragraphs are to be **aligned justified** except the chapter titles that should be centered.
- If **tables** used, they should be **centered with a label below it**, indicating the chapter number and the table's order in the tables in the same chapter. Example: Table (2-10) is the tenth table in Chapter 2. The same applies to figures, pictures, and diagrams.
- 1.25 inches (3.175 cm) margins are left from the left side of the page, where the rest margins should be 1 inch (2.54 cm), and the report should be bind from left.
- **New paragraphs** need to **indent 5 spaces** except the first paragraph after a heading or subheading which will be indented as the rest of the text.
- All citations and referencing must be according to the **American Psychological Association's (APA) format.**
- **3 copies** of the final research project must be submitted to the supervisor (1 for supervisor, 1 for the department/archive, and 1 for library).
- The hard copy (the final version) must be printed with **softcover book** (it refers to a book that has its pages bound within a pliable paper cover (like a paperback novel, corporate annual report, or magazine). See appendix for the picture of a sample or visit the department to see the sample.

3.7 The content of each research paper

3.7.1 Stand-Alone Literature Review

Cover page
Acknowledgements
Abstract
Table of Contents
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List of abbreviations (if available)
Chapter One: Introduction
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Chapter Four: Body
Chapter Five: Conclusion
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Abstract in Kurdish

3.7.2 Empirical Paper:

Cover page
Acknowledgements (optional)
Abstract
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List of abbreviations (if available)
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Chapter Three: Methodology
Chapter Four: Results
Chapter Five: Discussion
Chapter Six: Conclusion
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3.8 What is Research Ethics? (Resnik, 2020)

	Ethics	Explanation
1	**Research ethics**	provides guidelines for the responsible conduct of research. In addition, it educates and monitors scientists conducting research to ensure a high ethical standard. The following is a general summary of some ethical principles:
2	**Honesty:**	Honestly report data, results, methods and procedures, and publication status. Do not fabricate, falsify, or misrepresent data.
3	**Objectivity:**	Strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research.
4	**Integrity:**	Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.
5	**Carefulness:**	Avoid careless errors and negligence; carefully and critically examine your own work and the work of your peers. Keep good records of research activities.
6	**Openness:**	Share data, results, ideas, tools, resources. Be open to criticism and new ideas.

7	**Respect for Intellectual Property:**	Honor patents, copyrights, and other forms of intellectual property. Do not use unpublished data, methods, or results without permission. Give credit where credit is due. Never plagiarize.
8	**Confidentiality:**	Protect confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.
9	**Responsible Publication:**	Publish to advance research and scholarship, not to advance just your own career. Avoid wasteful and duplicative publication.
10	**Responsible Mentoring:**	Help to educate, mentor, and advise students. Promote their welfare and allow them to make their own decisions.
11	**Respect for Colleagues:**	Respect your colleagues and treat them fairly.
12	**Social Responsibility:**	Strive to promote social good and prevent or mitigate social harms through research, public education, and advocacy.
14	**Non-Discrimination:**	Avoid discrimination against colleagues or students because of sex, race, ethnicity, or other factors that are not related to their scientific competence and integrity.
15	**Competence:**	Maintain and improve your own professional competence and expertise through lifelong education and learning; take steps to promote competence in science as a whole.
16	**Legality:**	Know and obey relevant laws and institutional and governmental policies.
17	**Animal Care:**	Show proper respect and care for animals when using them in research. Do not conduct unnecessary or poorly designed animal experiments.
18	**Human Subjects Protection:**	When conducting research on human subjects, minimize harms and risks and maximize benefits, respect human dignity, privacy, and autonomy.

Table 3.1: Research Ethics Principles

3.9 Reasons for Refusal

There are three stages where the supervisors can report the student's progress to the department. In each stage, the passing grade is % 70. If the student does not get the required grade, it is considered as 'failed' in that stage. In the cases below, the student fails in the research project and must retake it in summer school:

1. If a student does not meet the supervisor (show) for three weeks, the student will fail by attendance.

2. If the student gets **less than % 70** in the first stage, they fail in that stage. The supervisor is responsible for explaining the tasks and giving deadlines.

3. In the first stage, if the student **attends the meetings with the supervisor**, but there is no progress, the student **will fail**. 'Progress' means the student should start reading and working on one of the chapters and follow the supervisor's instructions and perform the given tasks.

4. If the supervisor finds out that the student's work is all **copy-pasted/plagiarized or not written by the student him/herself**, then the supervisor has to report the case to the department and the scientific committee will decide whether the student should continue the project or **fail in the research project**.

5. At the end of all stages, if the supervisor finds out that there is **adequate progress**, they can report the case to the department and the scientific committee will decide whether the student should continue the project or **fail in the research project**.

6. At the end of stage 3, the student's draft should not be **less than % 90**, otherwise the student **will not have any right to do the viva**.

To be successful in each stage, these are highly recommended:

- You can divide the research project into three parts. In each stage, try to complete one part. For example, you can divide it into: **Introductory chapter**, **Literature review**, and **data collection and analysis**. Based on your capabilities, try to complete a part in each stage.

- Organize your time and use it wisely.

- Read the relevant sources only.

3.10 Examples of APA referencing:

3.10.1 Books:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Example:

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

3.10.2 Journal Articles:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number* (issue number), pages.

Example:

Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, *40*(03), 243-249.

3.10.3 Chapter in Edited Books:

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Example:

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

3.10.4 Multivolume work:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Vol. #). Publisher. DOI (if available)

Example:

David, A., & Simpson, J. (Eds.). (2006). *The Norton anthology of English literature: The Middle Ages* (8th ed., Vol. A). W. W. Norton and Company.

3.10.5 YouTube Video:

Person or group who uploaded video. (Date of publication). *Title of video* [Video]. Website host. URL

Example:

Tasty. (2018, March 7). *7 recipes you can make in 5 minutes* [Video]. YouTube. **https://www.youtube.com/watch?v=9_5wHw6l11o**

3.10.6 Podcast:

Executive Producer, E. P. (Executive Producer). (Range of publication). *Title of podcast* [Audio podcast]. Production company. URL

Example:

Bae, P. (Executive Producer). (2017-present). *The big loop* [Audio podcast]. QRX. https://www.thebiglooppodcast.com/

3.10.7 Webpage or Piece of Online Content:

If the page names an individual author, cite their name first:

Lastname, F. M. (Year, Month Date). *Title of page*. Site name. URL

Example:

Price, D. (2018, March 23). *Laziness does not exist*.

       Medium. https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01

If the resource was written by a group or organization, use the name of the group/organization as the author. Additionally, if the author and site name are the same, omit the site name from the citation.

Group name. (Year, Month Date). *Title of page*. Site name. URL

Example:

American Society for the Prevention of Cruelty to Animals. (2019, November 21). *Justice served:*
       Case closed for over 40 dogfighting victims. https://www.aspca.org/news/justice-served-
       case-closed-over-40-dogfighting-victims

If the page's author is not listed, start with the title instead. Additionally, include a retrieval date when the page's content is likely to change over time (like, for instance, if you're citing a wiki that is publicly edited).

Title of page. (Year, Month Date). Site name. Retrieved Month Date, Year, from URL

Example:

Tuscan white bean pasta. (2018, February 25). Budgetbytes. Retrieved March 18, 2020,
       from https://www.budgetbytes.com/tuscan-white-bean-pasta/

If the date of publication is not listed, use the abbreviation (n.d.).

Author or Group name. (n.d.). *Title of page*. Site name (if applicable). URL

Example:

National Alliance on Mental Illness. (n.d.). *Mental health conditions*. https://www.nami.org/Learn-
      More/Mental-Health-Conditions

3.10.8 Thesis/Dissertation from a database:

Lastname, F. M. (Year). *Title of dissertation or thesis* (Publication No.) [Doctoral dissertation or master's thesis, Name of Institution Awarding Degree]. Database Name.

Example:

Duis, J. M. (2008). *Acid/base chemistry and related organic chemistry conceptions of undergraduate organic chemistry students* (Publication No. 3348786) [Doctoral dissertation, University of Northern Colorado]. ProQuest Dissertations and Theses Global.

3.10.9 Entry in an Online Dictionary, Thesaurus, or Encyclopedia with a Group of Authors:

Note: An online dictionary, thesaurus, or encyclopedia may be continuously updated and therefore not include a publication date (like in the example below). If that's the case, use "n.d." for the date and include the retrieval date in the citation.

Institution or organization name. (Year). Title of entry. In *Title of reference work*. URL

Example:

Merriam-Webster. (n.d.). Braggadocio. In *Merriam-Webster.com dictionary*. Retrieved January 13, 2020, from https://www.merriam-webster.com/dictionary/braggadocio

3.10.10: Entry in An Online Dictionary, Thesaurus, Or Encyclopedia with An Individual Author:

Lastname, F. M. (Year). Title of entry. In F. M. Lastname (ed.), Title of reference work (edition). Publisher. URL or DOI

Example:

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopedia of big data*. SpringerLink. https://doi.org/10.1007/978-3-319-32001-4_7-1

Note: If the dictionary, thesaurus, or encyclopedia does not include an edition, simply skip that step.

3.10.11: Online Lecture Notes and Presentation Slides:

3.10.12: Email:

E-mails are not included in the list of references, though you should parenthetically cite them in your main text:

(E. Robbins, personal communication, January 4, 2001).

3.10.13: TED Talk:

Author, A. A. (Year, Month Date). *Title of talk* [Video]. TED. URL
Example:

Al-Mutawa,   N.   (2010,   July). *Superheroes   inspired   by   Islam* [Video]. TED. https://www.ted.com/talks/naif_al_mutawa_superheroes_inspired_by_islam#t-4909
Or (if on YouTube)

Username. (Year, Month Date). Title of talk [Video]. YouTube. URL
Example:

TEDx Talks. (2011, Nov. 15). *TEDxHampshireCollege - Jay Smooth - How I learned to stop worrying and love discussing race* [Video]. YouTube. https://www.youtube.com/watch?v=MbdxeFcQtaU

For other sources not included here, please visit this web:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html

Conclusion

Here you are expected to state some major conclusions: the answers to your research questions, hypothesis, etc. You also can rename this chapter into Conclusions and recommendations and give your recommendations here.

References

Resnik, D. B. (2020). *Research/What Is Ethics in Research & Why Is It Important?* Retrieved October 25, 2023, from National Institute of Environmental Health Sciences: https://www.niehs.nih.gov/research/resources/bioethics/whatis/

Abstract in Kurdish

پڕۆژەی فێربوون مێژووییەکی دوور و درێژی هەیە کە بەشداری چەند ناوێکی بەناوبانگ وەرگرتووە. پڕۆژەکان زۆر گرنگن لە پرۆسەی پەروەردە بە پێی ئەو سیما یارمەتیدەرانەی بە مامۆستایان و قوتابیان دەبەخشێت. جۆری ئەو پڕۆژانەی بەکاردێن جیاوازن، بەڵام ئەو راستییە ناگۆڕێت کە لە لایەن مامۆستایانەوە بەکاردێن بۆ ئەوەی وا لە قوتابیان بکات لە زانیاریانە بەکاربهێنن کە پێشتر فێری بوونە. ئامانجی ئەم لێکۆڵینەوەیە بۆ دۆزینەوەی دیدگای قوتابیان لە بارەی پڕۆژەی فێربوون بۆ زانینی ئەوەی کە ئایە ئەم شێوازە بە شێوەیەکی ئەرێنی دەبینرێت. ئەم لێکۆڵینەوەیە لە بەشەکانی پەروەردەی زانکۆی نێودەوڵەتی تیشک لە هەولێر، کوردستان ئەنجامدراوە. راپرسیەک کە پێکهاتووە لە حەوت پرسیار بۆ ئەم لێکۆڵینەوەیە ئەنجامدراوە، وە تێکڕای ١٠٠ راپرسی لە قوتابیانی کۆلێژی پەروەردەی زانکۆی نێودەوڵەتی تیشک کۆکراوەتەوە. قوتابیان لە بەشەکانی فێرکردنی زمانی ئینگلیزی، بایۆلۆجی، فیزیا و ماتماتیک و لە نێوان قۆناغەکانی دووەم، سێییەم، چوارەم بوونە. بەشداری کردنی قوتابیان لەم راپرسیەدا کاریگەری نەبووە لەسەر نمرەکانیان و بە تەواوەتی خۆبەخشی بووە. ئەم ئامارانەی لەم لێکۆڵینەوەیەدا شیکراونەتەوە ئەوە پیشان دەدات کە قوتابیان پڕۆژەی فێربوون بە کاریگەر دەزانن، وەهەروەها هەموویان ئەم شێوازی فێرکردن و فێربوونە پەسەند دەکەن.

ووشە سەرەکیەکان: پڕۆژەی فێربوون، دیدگا، قوتابیان، پڕۆژە، پەروەردە

Appendices

Here you should insert the information that you could not include into the main body of this research such as: your questionnaire, interview, tables, figures, pictures, etc.

See   templates   in   the   next   page!

1. <u>**Cover Page Template:**</u>

Kurdistan Region – Iraq
Tishk International University
Faculty of Education
English Language Teaching Department

The Use of Movies in Teaching Listening

FONT 28 **BOLD**

A Graduation Project Submitted to
English Language Teaching Department
in Partial Fulfillment of the Requirements
for the Degree of
Bachelor of Arts
In
English Language Teaching (BOLD)

By

Reman Mina (BOLD)

Supervised by

Mr. Pashew Majeed (BOLD)

FONT 14

STAGE-1		
WEEK	**DATE**	**DEADLINE**
Week-1	November,20-24 /2022	November,24 /2022
Week-2	November,27-December,1 /2022	December,1 /2022
Week-3	December,4-8 /2022	December,8 /2022
Week-4	December,11-15 /2022	December,15 /2022
Week-5	December,18-22 /2022	December,22 /2022

STAGE-2		
WEEK	**DATE**	**DEADLINE**
Week-6	February,05-09 /2023	February,09 /2023
Week-7	February,12-16 /2023	February,16 /2023
Week-8	February,19-23 /2023	February,23 /2023
Week-9	February,26-March,02 /2023	March,02 /2023
Week-10	March,05- March,09 /2023	March,09 /2023

STAGE-3		
WEEK	**DATE**	**DEADLINE**
Week-11	April,02-06 /2023	April,06 /2023
Week-12	April,09-13 /2023	April,13 /2023
Week-13	April,16-20 /2023	April,20 /2023
Week-14	April,23-27 /2023	April,27 /2023
Week-15	April,30-May 04 /2023	May,04 /2023

Table Appendix.1 Stage 1, 2, and 3 Calendar

Stage 1 Graduation Paper Stage Evaluation Rubric

Title of Project:………………………………………………………………………………………………….……………………………..................

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Week	Date	Minutes (What has been done)	Duties for next week	Signatures
1	…./…/2022			
2	…./…/2022			
3	…./…/2022			
4	…./…/2022			
5	…./…/2022			

Attributes and Performance		Rating (circle)
1	Punctuality	1 2 3 4 5
2	Responsiveness to the comments	1 2 3 4 5
3	Quality of the content	1 2 3 4 5
4	Quality of the sources (reliability) & Citation and references (APA Style)	1 2 3 4 5
5	Follow the graduation research handbook	1 2 3 4 5
TOTAL		………../out of 25 ………../out of 100

Supervisor	**Dr. Venera Ulker**
Name Surname & Signature	Head of English Language Department
_____	_____

TISHK INTERNATIONAL UNIVERSITY	
Faculty of Education	*Date: …/…../.2023*
English Language Teaching Department	*Duration :70 minutes*
Course: Research Project in ELT 492	
Semester: Spring Semester 2022/2023	*Type of Exam: Stage-2/3*

Graduation Paper Stage Evaluation Rubric

STAGE-2/3

Title of Project:………..................

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Week	Date	Minutes (What has been done)	Duties for next week	Signatures
1	…./…/2022			
2	…./…/2022			
3	…./…/2022			
4	…./…/2022			
5	…./…/2022			

Attributes and Performance		Rating (circle)				
1	Punctuality	1	2	3	4	5
2	Responsiveness to the comments	1	2	3	4	5
3	Quality of the content	1	2	3	4	5
4	Quality of the sources (reliability)	1	2	3	4	5
5	Citation and references (APA Style)	1	2	3	4	5
TOTAL		……….../out of 25 ……….../out of 100				

Supervisor
Name Surname & Signature

Dr. Venera Ulker
Head of English Language Department

_____   _____

	Document	IU.FA.FR.402E
Graduation Research Project Evaluation Form	Validity	09/05/2018
	Revision	00
Unit	DEPARTMENT	Page No	

Student's name: _____ **Group:** _____ **Date:** _____

CATEGORY	Poor (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
Abstract	The abstract is a poor reflection of the literature and/or is excessively wordy. **(0-1)**	The abstract is relatively concise but not a good reflection of the literature review and is lacking in more than one of these areas: background, purpose & conclusion. **(2)**	The abstract is a concise description of the literature review but is lacking in one of these areas: background, purpose, or conclusion. **(3-4)**	An accurate and concise description of the literature review is provided, including background, purpose, and conclusion. **(5)**	**5 points**
Introduction	Poor background info. Paper's purpose is unclear; thesis statement is weak or missing. No preview of paper structure. **(0-1)**	Limited introduction. General thesis statement. Lacking interest. No adequate preview of paper structure. **(2-3)**	Good background information that is interesting and clear about topic. General but clear and arguable thesis statement. Well previews structure. **(4-5)**	Solid background information, engaging and clear about topic. Specific and strong thesis statement, very clear, arguable, well-developed. Clearly previews structure. **(6-7)**	**7 points**
Integration & Critical Analysis of the Literature	No or very poor literature review. The literature review is presented with no synthesis, integration, and discussion. **(0-1)**	Reflects major previous research findings, but with very little integration, synthesis, and discussion, which impedes paper flow. **(2-3)**	Literature is good, and generally well integrated and synthesized, with reasonably good discussion. **(4-6)**	Comprehensive literature review, with exceptional integration, synthesis, and discussion. **(7-8)**	**8 points**
Content focus, Organization & Development	Topic is not clearly defined, unfocused. Most material has weak/ no connection to thesis. Content lacks development of ideas, with weak or no transitions between and within paragraphs. **(0-1)**	Topic is too broad. Most material relates to main topic. Content poorly organized. Somewhat logical development, with basic transitions between and within paragraphs. **(2-3)**	Topic is focused but lacks writer position. All material related to main topic. Content logically organized, clearly supporting thesis, with good transitions between and within paragraphs. **(4-6)**	All material clearly related to main topic. Strong organization and integration of material. Exceptionally clear, logical, mature, and thorough development of thesis, with excellent transitions between and within paragraphs. **(7-8)**	**8 points**

Conclusion and Discussion	Lack of summary of topic. Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic. **(0-1)**	Basic summary of topic, with some final concluding ideas. Some integration with thesis statement. Discusses impact of researched material on topic. **(2-3)**	Good summary of topic, with clear concluding ideas. Strong integration with thesis statement. Discusses impact of researched material on topic. **(4-5)**	Excellent summary of topic, with concluding ideas that impact reader. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic. **(6-7)**	**7 points**
Grammar, Language Usage & Mechanics	Stylistic informality. Writing is choppy, with many awkward or unclear passages. So many grammatical, spelling & punctuation errors that they prevent understanding. **(0-1)**	Word choice occasionally informal. Writing has a few unclear passages. Quite few grammatical, spelling or punctuation errors, interfering with the paper's readability. **(2)**	Scholarly style. Writing has minimal awkward or unclear passages. Grammatical, spelling & punctuation errors are rare and do not detract from the paper. **(3-4)**	Scholarly style. Writing is flowing and easy to follow. The paper is almost free of grammatical, spelling & punctuation errors. **(5)**	**5 points**
Citation Format	Not APA style. Errors in APA style detracts substantially from the paper. **(0-1)**	A few noticeable errors in APA style. **(2)**	Rare errors in APA style that do not detract from the paper. **(3-4)**	No errors in APA style. **(5)**	**5 points**
References/ Bibliography	Several missing entries. Numerous errors. Lack of APA format. **(0-1)**	Several missing entries. Frequent errors in APA format. **(2)**	One or two entries missing. Entries mostly correct as to APA format. **(3-4)**	All references and citations are present and correctly written as to APA format. **(5)**	**5 points**

Total mark (out of 50): _____

(out of 100) (..……x 2 =………………)

Supervisor

Research Supervision

Committee Member

Head of Research

Supervision Committee

_____   _____   _____

Undergraduate Research Project Viva Rubric

Name of Presenter: _____

Standards	Unacceptable	Satisfactory	Exemplary	Weight	Score
Organization	Has no opening statement or has an irrelevant statement; gives listener no focus or outline of the presentation 0-1	Has opening statement relevant to topic and gives outline of speech; is mostly organized and provides adequate "road map" for the listener 2	Has a clear opening statement that catches audience's interest; maintains focus throughout; summarizes main points 3-4	4	
Content	Does not give adequate coverage of topic; lacks sources 0-2	Covers topic; uses appropriate sources; is objective 3-6	Demonstrates substance and depth; is comprehensive; shows mastery of material 7-8	8	
Quality of conclusion	Has missing or poor conclusion; is not tied to analysis; does not summarize points that support the conclusion 0-1	Summarizes presentation's main points; draws conclusions based upon these points 2-3	Delivers a conclusion that is well documented and persuasive 4-5	5	
Response to Questions	Demonstrates little grasp of information; has undeveloped or unclear answers to questions 0-2	Shows ease in answering questions but does not elaborate 3-6	Demonstrates full knowledge of topic; explains and elaborates on all questions 7-8	8	

Supervisor's name & Signature   Jury Member's name & Signature   Total (out of 25):_____

_____   _____   (out of 100) (……..x 4=……………..)

Results:

Accepted without amendments □   Accepted with amendments □   Rejected □

_____

_____

_____

_____