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The Graduation Research Handbook



The Graduation Research Handbook

English Language Teaching Department




Course Name

“RESEARCH PROJECT IN ELT”

Course Code

ELT 492 - 2018

 ishik.edu.iq/education/elt

   @ISHIKELT

The first version of the book was written and revised in 2017 Academic Year
The second version of this handbook was revised in 2018 Academic Year

Acknowledgements

Abstract

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Introduction

Chapter I. Graduation Research Papers

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

I.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.

I.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 II. Trainings and Preparations

In order 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.

II. 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 the what it entails to conduct research, but can embark on their own research projects.

II. 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.

II. 3. Student Requirements in Semester One

Prior to working with assigned supervisors, students, whether working on a topic alone, 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.

II.4. 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.

II. 5. Student Requirements

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

II. 6. Supervisor Requirements

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 in regard to cheating attempts including if the submitted work appeared to be written by others
- 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

II.7. 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 be indented 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

II. 8. Examples of APA referencing;

II.8.1 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.

II.8.2 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.

II.8.3 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.

Conclusion

References

Abstract in Kurdish

Appendices

Templates

See templates in the next page!

Cover Page:



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

The Use of Movies in Teaching Listening

FONT 28 **BOLD**

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

By
Reman Mina (BOLD)

Supervised by
Assistant Lecturer Pashew Majeed (BOLD)

FONT 14

2017

Supervisor's Approval for Submission: needs to be stamped to the research paper:

Authorization

I certify that this project was prepared under my supervision at the Department of ELT, Faculty of Education, Ishik University in partial requirements for the degree of:

**Bachelor of Arts
In
English Language Teaching**

Assistant Lecturer (name of the supervisor)

In view of the available recommendations, I forward this project for Viva by the examining committee

**Not Applicable for the
Academic Year 2017-2018**

**Signed
Name of the supervisor
Lecturer at ELT
Ishik University
Date: /04/2018**

The content of each research paper

1. Stand-Alone Literature Review

- Cover page
- Authorization
- Acknowledgements
- Abstract
- Table of Contents
- List of tables (if available)
- List of figures (if available)
- List of abbreviations (if available)
- Chapter One: Introduction
- Chapter Two: Body
- Chapter Three: Body
- Chapter Four: Body
- Chapter Five: Conclusion
- References
- Abstract in Kurdish

2. Empirical Paper:

- Cover page
- Authorization
- Acknowledgements (optional)
- Abstract
- Table of Contents
- List of tables (if available)
- List of figures (if available)
- List of abbreviations (if available)
- Chapter One: Introduction
- Chapter Two: Literature Review
- Chapter Three: Methodology
- Chapter Four: Results
- Chapter Five: Discussion
- Chapter Six: Conclusion
- References
- Abstract in Kurdish

FACULTY OF EDUCATION / ENGLISH LANGUAGE TEACHING DEPARTMENT
ELT 492 – A RESEARCH PROJECT IN ELT
Attendance List

Supervisor's Name: _____ **Name(s) of researcher(s):** _____ **Name of Project:** _____

Week	Date (time)	Minutes (What has been done)	Duties for next week	Signatures
1				
2				
3				
4				
5				
6				
7				
8				

**Ishik University – Faculty of Education
English Language Teaching Department**

Graduation Research Paper Evaluation Rubric

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.	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, and conclusion.	The abstract is a concise description of the literature review, but is lacking in one of these areas: background, purpose, or conclusion.	An accurate and concise description of the literature review is provided, including background, purpose, and conclusion.	4 points
Introduction	Poor background information. Paper's purpose is unclear; thesis statement is weak or missing. No preview of paper structure.	Limited introduction. General thesis statement. Lacking interest. No adequate preview of paper structure.	Good background information that is interesting and clear about topic. General but clear and arguable thesis statement. Well previews structure.	Solid background information, engaging and clear about topic. Specific and strong thesis statement, very clear, arguable, well-developed. Clearly previews structure.	4 points
Integration & Critical Analysis of the Literature	No or very poor literature review. The literature review is presented with no synthesis, integration and discussion.	Reflects major previous research findings, but with very little integration, synthesis and discussion, which impedes paper flow.	Literature is good, and generally well integrated and synthesized, with reasonably good discussion.	Comprehensive literature review, with exceptional integration, synthesis and discussion.	12 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.	Topic is too broad. Most material relate to main topic. Content poorly organized. Somewhat logical development, with basic transitions between and within paragraphs.	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.	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.	12 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.	Basic summary of topic, with some final concluding ideas. Some integration with thesis statement. Discusses impact of researched material on topic.	Good summary of topic, with clear concluding ideas. Strong integration with thesis statement. Discusses impact of researched material on topic.	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.	10 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.	Word choice occasionally informal. Writing has a few unclear passages. Quite few grammatical, spelling or punctuation errors, interfering with the paper's readability.	Scholarly style. Writing has minimal awkward or unclear passages. Grammatical, spelling & punctuation errors are rare and do not detract from the paper.	Scholarly style. Writing is flowing and easy to follow. The paper is almost free of grammatical, spelling & punctuation errors.	12 points
Citation Format	Not APA style. Errors in APA style detract substantially from the paper.	A few noticeable errors in APA style.	Rare errors in APA style that do not detract from the paper.	No errors in APA style.	8 points
References/ Bibliography	A number of missing entries. Numerous errors. Lack of APA format.	A number of missing entries. Frequent errors in APA format.	One or two entries missing. Entries mostly correct as to APA format.	All references and citations are present and correctly written as to APA format.	8 points
Total mark for research paper (out of 85)					

Supervisor Evaluation (15%): _____

Final Mark: _____

Examiner's name and signature



ENGLISH LANGUAGE TEACHING DEPARTMENT