

MODULE DESCRIPTOR

MODULE TITLE	Language Research Project			
SI MODULE CODE				
MODULE CREDITS	20			
MODULE LEVEL	6			
SUBJECT GROUP	Language			
MODULE JACS CODE				
DEPARTMENT	Management			
MODULE LEADER				
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	24	36	140	200

MODULE AIM(S)

This module is designed to develop students' capacity to conduct small scale enquiries in TESOL research, through conceptualising a research area/problem of interest, developing a research strategy, gathering and analysing data and writing up results

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to

1. identify a suitable topic for investigation relating to learners of English at H.E. level
2. conduct research independently
3. gather information from a variety of sources and synthesize it in a clear and coherent argument
4. analyze primary and/or secondary data
5. use accurate citation and referencing techniques (including compiling a bibliography)
6. plan your work and reflect on your progress
7. communicate the outcome of your research effectively both orally and in writing

INDICATIVE CONTENT

- Discussion of possible research topics related to learners of English at H.E. level
- Referencing, citations and avoiding plagiarism
- Research design strategies, data collection methods and analysing resultant data
- Writing up research findings
- SHU resources to support research and writing up of research data

LEARNING AND TEACHING METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways

This module will require you to self-manage your own research work on a chosen topic related to learners of English at SHU. Introductory lectures will introduce concepts and provide frameworks for your investigative work. Following on from the lectures, seminars/small group discussions will provide a forum for you to critically discuss specific issues and explore your own and other students' research contexts. The group will also act as learning sets that will facilitate review and reflection on progress

throughout the research project. Individual supervision by your tutor will provide you with support and guidance throughout your project and will include:

- preliminary discussion of focus
- agreement of research plan
- interim review
- pre-submission and final review

After presenting your interim findings to your tutor and other group members at the beginning of semester 2, you will be given peer and tutor feedback on your progress which will assist you in successfully completing your project.

ASSESSMENT STRATEGY

	TASK DESCRIPTION	Task Code	% Weighting of overall module mark	Word Count / Duration	In-module retrieval available
1	Interim presentation	CW	20%	15 minutes	N
2	Project report	CW	80%	5000- 6000 words	N

ASSESSMENT CRITERIA

The assessment criteria used for the above tasks are as follows:

Marking Criteria - Presentation	Range of marks
Presentation covered all aspects of the research project. All major issues have been explained, relevant examples have been found to support topic and there is evidence of a wide range of research sources. Ample evidence of originality of material, ideas and/or approach.. All relevant questions answered fully and very competently.	70%+
The topic has been well understood and has been explained in a clear manner, with a number of examples used to illustrate the main points. The presentation is well structured and no important aspects have been omitted. Good research sources. Evidence of originality of material, ideas and/or approach. Most relevant questions answered fully and competently.	60-69%
The chosen topic has been quite well understood despite a few minor mistakes. The presentation follows a logical structure, although a few aspects have been given too much/ too little attention. Adequate range of research sources. Most relevant questions answered but there may be some limited/ unclear answers.	50-59%

The topic has been understood in broad terms but there might be a few important errors in some areas with very limited data. Some information has not been presented clearly and it is difficult to follow. Limited range of research sources.	40-49%
Issues wholly or partially unidentified in relation to the chosen topic. Many misunderstandings or errors in the content provided. Very weak structure and no research sources identified.	< 40%

Marking Criteria - Research Project	Range of marks
Clear evidence of relevant reading and investigation of key issues with a high degree of insight and originality of thought. Very well supported critical reflection on individual teaching and learning experience. Excellent presentation with clarity of expression.	70+
Evidence of substantial reading and investigation with a good degree of insight. Well supported reflection on application to individual teaching and learning experience. Able to develop some independent thinking. Good presentation.	60 - 69
Evidence of some reading with reasonable analysis and discussion. Adequate reflection on academic issues in relation to own professional experience. Information in the report is relevant but lacks development. Satisfactory presentation.	50 - 59
Evidence of fairly limited reading. Discussion and analysis not always coherent and generally too brief. Inconsistent application of ideas not always backed up in discussion. Adequate presentation.	40 - 49
Poor quality with little or no reading. Failure to grasp even the main issues. Insufficient analysis with little coherence. Little evidence of relating ideas to own situation. Poor presentation with bad structure.	35 - 39
Very poor quality with no reading. No analysis with very little coherence. No evidence of relating ideas to own situation. Very poor presentation.	0 -34

FEEDBACK

Students will receive feedback on their performance in the following ways

Through regular meetings with the tutor and with peers you will be given clear advice and guidance on the strengths and weaknesses of all aspects of your research project and how you might address areas that need development.

You will also receive written tutor and peer feedback on your interim presentation, including comments on your findings and suggestions for further development. After submitting your final report, you will receive written tutor feedback highlighting the strengths and weakness of your work and suggesting how you can improve your performance in similar tasks in the future.

LEARNING RESOURCES (INCLUDING READING LISTS)

TESOL textbooks and academic journals relevant to the context of the research project. For example:

- Aitchison, J. (2003), *Teach Yourself Linguistics*, 6th ed. London. Hodder Education
- Cook, V. (2008), *Second Language Learning and Language Teaching*. London. Hodder Education
- Richards, J. C. and Schmidt, R. (2002), *Dictionary of Language Teaching and Applied Linguistics*, Harlow. Pearson Education Limited
- Schmitt, N. (2002), *An Introduction to Applied Linguistics*. London. Hodder Education

Adsetts Centre resources, including IT based research facilities and Key Skills support materials

The module Blackboard site to provide additional direction, stimulate thinking and provide alternative core learning materials/approaches

Plus the following textbooks to support academic research:

- Bell, J. (1993), *Doing Your Research Project*, Buckingham: Open University Press
- Cohen, L. & Mannion, L. (1994), *Research Methods in Education*. London: Routledge
- Hopkins, D. (2002), *A Teacher's Guide to Classroom Research*. Milton Keynes: Open University Press
- Pirie, D. (1991), *How to Write Critical Essays*, London: Routledge

SECTION 2 (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

CONTENT AND FORMAT OF THIS SECTION TO BE FINALISED BY SRD

MODULE DELIVERY PATTERN

CONTENT AND FORMAT OF THIS SECTION TO BE FINALISED BY SRD

Is timetabled contact time required for this module?	N
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Are any staff teaching on this module non-SHU employees?	N
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MODULE ASSESSMENT INFORMATION

Does the Module Require*	
Overall Percentage Mark	Y
Overall Pass / Fail Grade	N

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 2
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	N
Single Referral Package for All Referred Students	Y

SINGLE REFERRAL PACKAGE DETAILS

	TASK DESCRIPTION	Task Code	% Weighting of overall module mark	Word Count / Duration
1	Interim presentation	CW	20%	15 minutes
2	Project report	CW	80%	5000- 6000 words