TSL715 RESEARCH PROJECT T326 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.
Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Master of Arts (TESOL) Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr Farzaneh MAYABADI farzaneh.mayabadi@koi.edu.au P: +61 (2) 9283 3583 L: 7-11, 11 York Street Consultation: via Moodle or by appointment

1.2 Core / Elective

This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	Master of Arts (TESOL) 48; MATESOL PRO 64

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week seminar	7 hours per week	10 hours/week

* Total time spent per week at lectures and tutorials
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** Combination of timetable hours and personal study.

1.5 Mode of Delivery Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisite Eight completed TESOL subjects including TSL713 Research Methods of TESOL

1.7 General Study and Resource Requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171A

Resource requirements specific to this subject: There are no specific resources for this subject.

1.8 Academic Advising:

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
- Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
- Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
- Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2. Academic Details

2.1 Overview of the Subject

This subject provides students with the opportunity to apply their knowledge of research methodologies obtained in previous trimesters in an independent and small-scale research-based project. Students will work under supervision on a personally chosen topic in the field of education. This research project is based on the research proposal written in TSL 713 Research Methods of TESOL. Students will design, trial and implement data collection, and analyse findings documented in a 5000-word report informed by relevant theory and research.

Note: Other than in exceptional circumstances, the Research Proposal submitted and assessed in TSL713 Research Methods of TESOL will form the basis of all assessments in this subject, following appropriate adjustments based on feedback. The Research Proposal from TSL713, with relevant revisions based on feedback provided, will form Sections 2 to 6 inclusive of your final written report (Assessment 2 of this subject). If students wish to change their research topic, they should consult with their supervisor in the first workshop.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL,* the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body on knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

	KOI Master's Degree Graduate Attributes	**Detailed Description**
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods

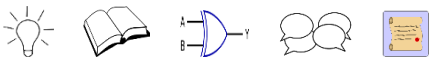
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

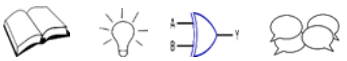
Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

Listed below are *key* knowledge and skills students are expected to attain by successfully completing this subject. Please note: this subject is scaffolded with TSL713 Research Methods of TESOL. As such some of the Learning Outcomes are directly assessed in TSL713, and underpin the remaining Learning Outcomes which are directly assessed in this subject.

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Conduct an independent small-scale project on a topic of interest in the field of education	
b) Apply their knowledge of TESOL research methodologies and skills obtained in previous subjects to collect and analyse data insightfully	

c) Develop a critical perspective on theory and research related to their topic	
d) Analyse and discuss research findings and results to draw conclusions	
e) Present findings at a professionally run seminar to an audience including their peers and academic staff.	

2.4 Subject Content and Structure

Shown in the table below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. There is no set text for this subject. Relevant readings will be provided in Moodle each week. The elements in 'Expected Work" column indicate due weeks for summative assessment tasks with recommended student progression towards

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 26 October	Review of research methods appropriate for the research Design interview or survey questionnaire Address the ethical approval requirements	Readings from Moodle	Consultation with supervisor Refine research proposals and data collection methods
Week 2 02 November	Progress literature review process in search/ confirmation of research gaps. Progress/finalise interview or survey questionnaire & discuss target participants.	Readings from Moodle	Consultation with supervisor Refine research proposals and data collection methods
Week 3 09 November	Pilot data collection methods Refine data collection methods	Readings from Moodle	Consultation with supervisor Refine research proposals and data collection methods
Week 4 16 November	Finalise literature review Finalise data collection methods	Readings from Moodle	**Data Collection Methods Report due**
Week 5 23 November	Feedback on A1 Commence data collection	Readings from Moodle	Consultation with supervisor Continue research
Week 6	Progress/finalise data collection	Readings from Moodle	Consultation with supervisor Begin data analysis

30 November	Commence data analysis		
Week 7 07 December	Progress data analysis	Readings from Moodle	Consultation with supervisor Continue data analysis
Week 8 14 December	Finalise data analysis	Readings from Moodle	Consultation with supervisor Finalise data analysis
Week 9 04 January	Findings write up	Readings from Moodle	Consultation with supervisor Continue report write up
Week 10 11 January	Conclusions determination Presentation considerations for the project in readiness for submission	Readings from Moodle	Consultation with supervisor Continue report write up
Week 11 18 January	Project completion (including proofreading) Discussion and preparation of oral presentation	Readings from Moodle	Consultation with supervisor Finalise the report Discuss Oral presentation **Written Project Due**
Week 12 25 January	Oral presentations	Readings from Moodle	**Oral Presentation Due**
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	- Final Exam Week - Continuing students - enrolments for T127 open	Please see the exam timetable for the exam date, time and location	
Week 15 15 February	- Student Vacation begins - New students - enrolments for T127 open		
Week 16 22 February	• Results Released • Review of Grade Day for T326 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T127 01 March 2027			
Week 1 01 March	Week 1 of classes for T127		

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

UNDERTAKING YOUR RESEARCH - Broad guidance notes

PHASE I - The Research Proposal
Phase I, which may be thought of as a topic analysis, will cover three aspects of your ultimate proposal. This phase will involve the determination of an area of interest, a literature search, and the formulation of a problem for research. The proposal should be structured under the following headings.

(i) Problem and question;
(ii) Motivation (why and to whom is the research important); and
(iii) Literature (what is currently in the literature for this area).
- identification of variables
- relation among variables
- operational definition of variables

It will be accompanied by the Ethics Application

PREPARING A RESEARCH PROJECT

PROBLEM, HYPOTHESIS, QUESTION
Adequate statement of the research problem is critical, as it is one of the most important parts of research. There are three criteria for the determination of problems and their statement. The problem:
(i) should express a relation between two or more variables;
(ii) should be stated clearly and unambiguously in question form;
(iii) and the problem statement should be such as to imply possibilities of empirical test.

MOTIVATION
The more substantial grounds for doing a study are best described by some illustrations. Four are offered here, but they are not intended to be exhaustive.

1. Frequently, disagreements emerge in the literature. Two (or more) researchers may study the same question and arrive at differing results. A study designed to illustrate or resolve the conflict would be worthwhile.
2. You may conclude that the research methods employed in a particular study were not the most advantageous, given the research question. A study designed to overcome these shortcomings is a common motivation.
3. Often, researchers arrive at the same conclusions without knowing it. This can be because they use different theories, research approaches, or disciplines. A study integrating different pieces of research is worthwhile.
4. You find that an issue, or a variable, is missing from the theoretical views contained in the literature. A project designed to show how this issue or variable is important to the theory would be worthy.
5. You may identify a problem in a TESOL context that has not been addressed satisfactorily. A project designed to apply relevant research to the situation would be worthy.

Whatever the basis of your justification of the issue as important, such a justification requires explicit statement in the topic analysis. Remember the key question to ask yourself is "Why is this research topic worth studying?" Once again, simple curiosity is not a sufficient motivation.

LITERATURE SEARCH
Your coverage of prior research need not be exhaustive at this stage. An investigation of the major research should be adequate.
Often the study's motivation will derive in some way from prior research. This prior research would form the central focus of the Literature Search section. One purpose of the literature search is avoiding the problem of reinventing the wheel.

POSSIBLE PROJECTS
The list of possible projects will be refined and expanded in discussions with potential supervisors. Some initial suggestions are:

- analyse inductive vs deductive teaching of a grammar point (students' affective reaction or differences in effectiveness)

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171A

- investigate students' reaction to receptive tasks (rather than productive tasks)
- compare the effectiveness of (a specific type of) focus-on-form instruction vs traditional instruction
- analyse the use of corpus-based grammar materials (Many issues need further study: How do students react? Is there any difference in students' output with these vs traditional materials? etc.)
- investigate ways that teachers incorporate a focus on form into communicative lessons (an analysis of teaching practices)
- assess a small group of textbooks relative to some clearly stated criteria (such as consistency with target-speaker use or inclusion of a discourse context for grammar)
- analyse the use of grammatical features across contexts and groups (useful especially for a feature you had trouble teaching in the past)
- analyse language placement test (e.g. conducting item discrimination, among other things)
- analyse teacher reaction to or use of corpus linguistics techniques
- analyse some aspect of IELP (or other learner) writing vs regular university student writing
- analyse the grammatical structures in different types of assignments (e.g. library research papers vs empirical research)
- analyse the language elicited by the writing assignments used at different levels in the IELP (or another program) and its correspondence with the grammar curriculum
- conduct rhetorical/genre analyses comparing two genres within a field, or the same genre in different fields

Projects may also be identified from the suggestions for further research from articles published in relevant academic journals.

PHASE II - Conducting your research project
The work to date forces some closure on the proposed area of study. It establishes the boundaries of the topic area and identifies what is contained within those boundaries. The development of a research proposal covers each of the following criteria.
(i) A statement of the basic research question.
(ii) A statement of the motivation for the study.
(iii) A statement of the study's hypothesis (hypotheses).
(iv) A description and justification of the research method proposed.
(v) Anticipated data problems.
(vi) The limitations of the proposed study.

Research project overview
The logical structure of the research project can be described as follows. Identify the research problem.
1. Identify the research problem
2. Develop the conceptual and theoretical structure
3. Operationalize the theoretical constructs and relations and state the specific hypotheses to be tested
4. Construct the research design
5. Implement this design by sampling and gathering data
6. Analyse observations in order to test hypotheses
7. Evaluate the results

Consider and specify limitations and constraints

2.6 Student Assessment

Provided below, in table format, is a schedule of formal assessment tasks and major examinations for the subject. A revised assessment pattern will be agreed if a new research problem is chosen.
Please note: Learning Outcomes a, b, c and d are assessed in TSL713 Research Methods of TESOL which is scaffolded with, and underpins, this subject.

Assessment tasks	When assessed	Weighting	Learning Outcomes Assessed

Assessment 1: Design, test and refine data collection method(s) (1,500 words)	Week 4	20%	a,b,c
Assessment 2: Research Project (5,000 words)	Week 11	50%	a, b, c,d
Assessment 3: Seminar presentation (15 minutes)	Week 12	30%	a, b, c, d,e

Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed text:

There is no set text for this subject. Each student is responsible for finding their own readings which relate to their chosen research topic, which is most often chosen in TSL713.

Highly Recommended Reading:

Students should make use of the resources identified in *TSL713 Research Methods of TESOL*

Useful Websites

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, EBSCOhost, or Google Scholar. Please ask in the Library if you are unsure how to access EBSCOhost. Instructions can also be found in Moodle.

- A Policymaker's Primer on Education Research – Understanding Statistics Tutorial. The USA based Education Commission of the States (ECS) and Mid-continent Research for Education and Learning (McREL) have developed this website, aimed primarily at education research, but it provides good explanations of elements of the subject's content. http://www.ecs.org/html/educationissues/research/primer/understandingtutorial.asp
- American Association for Applied Linguistics www.aaal.org
- British Association of Applied Linguistics www.baal.org.uk
- British Educational Research Association www.bera.ac.uk
- Centre for Languages Linguistics and Area Studies www.llas.ac.uk
- Research Methods in Applied Linguistics www.appliedlinguistics.org.uk
- TESOL International Association Research page https://www.tesol.org/advance-the-field/research

TESOL International Association 2014 Research Agenda Suggested Questions – may assist students with current research topics
https://www.tesol.org/advance-the-field/research/2014-research-agenda-suggested-questions