



# Research Project Guide

## Part I - Prefatory Materials

### I. Objective

This section outlines the regulations pertaining to the prefatory materials in research project submissions within the Master of Arts in Teaching English as a Foreign Language program. These materials include the title page, abstract, and table of contents.

### II. General Regulations

#### A. Required Components

1. Research projects must include a title page, an abstract, and a table of contents.
2. The abstract should be within the word range of 150-250 words.
3. The table of contents must be comprehensive, including all sections, subsections, and relevant page numbers.

#### B. Scoring Criteria

Research projects will be scrutinized based on the quality and completeness of their prefatory materials. An "Exemplary" rating will be conferred upon projects where the abstract not only adheres to the prescribed word range but also delivers a concise, yet comprehensive, summary of the proposed research. Additionally, the table of contents must be exhaustive, encompassing all titles, subheadings, and corresponding page numbers. A "Proficient" rating signifies an abstract that is within the designated word count range and adequately summarizes the proposed research, coupled with a fully accurate table of contents. Projects falling into the "Emerging" category will present abstracts with unclear or minimal information that strays from the stipulated word count, along with an incomplete or inaccurate table of contents. Finally, "Unsatisfactory" projects will lack an abstract or deviate significantly from the word count requirements, and may entirely omit the table of contents.

### III. Compliance Measures

Failure to adhere to these regulations may lead to grade reductions and may require revisions, thereby delaying the research project's completion timeline.



## Part II - Chapter 1: Introduction

### I. Objective

This section outlines the regulatory standards for crafting Chapter 1 of the research project, which encompasses the Introduction, the identification and contextualization of the problem of practice, as well as the definition and explanation of key concepts.

### II. General Regulations

#### A. Topic Introduction and Rationale

1. Researchers must concisely introduce the topic and furnish a persuasive rationale for its selection.

#### B. Problem of Practice Identification

1. The problem of practice should be explicitly identified, and its scope and limitations must be clearly delineated.

#### C. Contextualization of the Problem

1. A thorough contextual analysis situating the problem within its broader historical, social, and/or cultural context(s) is required.

#### D. Definition and Explanation of Key Concepts

1. Key terms and concepts pertinent to the problem must be rigorously defined and their relevance duly established.

### III. Scoring Criteria

#### A. Topic Introduction and Rationale

Projects receiving an "Exemplary" score will succinctly introduce the research topic and provide a persuasive rationale that convincingly justifies its selection. In contrast, a "Proficient" score reflects an adequate introduction and a somewhat persuasive rationale. Those categorized as "Emerging" will have only minimally introduced the topic with a rationale that lacks persuasive quality. "Unsatisfactory" projects will show an ill-defined topic and offer little to no rationale for its selection.

#### B. Problem of Practice Identification

An "Exemplary" rating necessitates a lucid identification of the problem of practice, along with a comprehensive delineation of its boundaries. A "Proficient" rating requires the identification of the problem with some mention of its boundaries. Projects rated as "Emerging" may describe an educational situation but only vaguely allude to a problem. "Unsatisfactory" scores are given when the text merely alludes to a situation where a problem might exist, without any explicit identification.



### C. Contextualization of the Problem

The "Exemplary" category demands a robust analysis that situates the problem within multiple relevant contexts, whether they be historical, social, or cultural. A "Proficient" classification requires at least a general situating of the problem in one of these areas. An "Emerging" rating indicates only a vague situating of the problem, while an "Unsatisfactory" rating is reserved for projects that provide vague or no contextual information.

### D. Definition and Explanation of Key Concepts

For an "Exemplary" score, researchers must provide clear definitions and comprehensive explanations that directly relate key terms and concepts to the problem of practice. A "Proficient" score will require definitions and some explanation of the terms' relevance. An "Emerging" rating will be given to projects that make attempts to define relevant terms but may lack comprehensive explanations. An "Unsatisfactory" rating will be allocated to projects that do not identify or define key terms and concepts.

## IV. Compliance Measures

Failure to comply with these stringent regulations may entail grade reductions and necessitate revisions to the research project, potentially delaying its completion.

## Part III - Chapter 2: Literature Review

### I. Objective

The guidelines articulated herein aim to provide an overarching framework for the construction of the Literature Review chapter in research project submissions for the Master of Arts in Teaching English as a Foreign Language program. The chapter should include an introduction, a review of relevant research literature, a synthesis of key findings, a critique of previous research, a review of methodological literature, and a summary section connecting to the research problem.

### II. General Regulations

#### A. Required Components

1. The chapter must begin with an introduction that clearly sets the stage for the literature review.
2. It should include an up-to-date, research-based, systematic, and thorough review of literature relevant to the research problem.
3. The literature reviewed must be synthesized, identifying larger themes, inconsistencies, and/or relevant patterns.
4. A critique of previous research and its methodological approaches should be included.
5. The chapter must culminate in a summary and transition to the Methods chapter.



## B. Scoring Criteria

The evaluation of the Literature Review chapter is anchored in a four-tiered scoring matrix. At the "Unsatisfactory" level, the chapter is notably devoid of a structured introduction and exhibits a haphazard, fragmented approach to literature review, thus precluding any synthesis or critique of prior research. Similarly, the framing of the research problem, as well as its purported educational significance, is either missing or inadequately delineated.

For submissions that fall under the "Emerging" category, the introduction and organization of the chapter may exist but are nebulous. The synthesis and critique of scholarly literature are incipient, signaling a foundational understanding but lacking nuanced discussion. The statement of the research problem is weakly linked to the literature reviewed, and the description of its educational significance is minimalistic at best.

"Proficient" submissions adeptly introduce the subject matter and facilitate a well-organized albeit sometimes underdeveloped discourse on the literature. Synthesis and critique are conspicuous but may benefit from further elaboration. The research problem is articulated with clarity, and its educational significance is explained in general terms.

Finally, submissions evaluated as "Exemplary" excel across all criteria. The chapter begins with a compelling introduction, followed by a methodically structured review of high-quality literature. The synthesis and critique are mature, contributing to an incisive examination of the research problem, which is not only compelling but also closely tied to its educational significance.

## III. Compliance Measures

Adherence to these criteria is mandatory. Non-compliance may result in academic penalties that could hinder the timely completion of the research project.

## Part IV - Chapter 3: Methods

### I. Objective

The objective of this section is to elucidate the rigorous standards that must be followed when formulating Chapter 3 of the academic research project. This chapter is pivotal as it delineates the methodology, specifying how the research will be conducted, who the participants are, the data collection instruments used, and how the data will be analyzed.

### II. General Regulations

#### A. Introduction:

1. The Introduction of Chapter 3 must reiterate the purpose of the study as initially outlined, offering a seamless transition into the methods section.

#### B. Research Methods:

1. Researchers are obliged to state explicitly whether their research approach is qualitative, quantitative, or employs mixed methods. A rationale for selecting a particular research method should also be provided.

#### C. Participants:

1. A thorough outline should identify the participants of the study, clarify the rationale for their selection, and describe the sampling techniques employed.

#### D. Procedures:

1. This part necessitates an exhaustive description of the steps followed for sample recruitment, how informed consent is obtained, and the strategies for data maintenance.

#### E. Instruments and Measures:

1. A detailed account of the data collection instruments should be provided. The rationale for selecting these instruments and actual copies should be included in an appendix.

#### F. Data Collection and Analysis:

1. The chosen methods for data analysis, including coding procedures and, if applicable, statistical approaches, should be meticulously described. This information should be clearly linked to the research questions.

### III. Scoring Criteria

For the "Introduction," projects that attain an "Exemplary" rating will deliver a crisp, succinct re-introduction of the study's purpose, research problem, and questions, and will expertly transition to the methods section. Those with a "Proficient" rating will manage a clear but perhaps less polished transition, while "Emerging" works might offer a vague transition. "Unsatisfactory" projects fail to re-introduce the study's purpose or provide any meaningful transition to the methods.

In terms of "Research Methods," an "Exemplary" classification is reserved for projects that not only define the type of research but also offer a compelling justification for its use. "Proficient" ratings will adequately describe the research type with some justification, whereas "Emerging" projects may ambiguously state the research type and offer a weak rationale. "Unsatisfactory" projects do not specify the research type nor offer any rationale.

Criteria for "Participants" follows a similar structure. "Exemplary" projects will articulate with clarity and persuasiveness why particular participants were chosen and what sampling methods were employed. "Proficient" projects will identify participants and provide a rationale but may lack depth in explaining the sampling methods. "Emerging" classifications will provide a vague rationale and identification, while "Unsatisfactory" projects will fail to specify any of these aspects.

The evaluation criteria are similarly rigorous for "Procedures," "Instruments and Measures," and "Data Collection and Analysis," with distinctions made based on the level of detail, clarity, and appropriateness in relation to the research questions.

#### IV. Compliance Measures

Non-adherence to these comprehensive guidelines may lead to academic repercussions, including grade deductions and the requirement for substantive revisions, thereby jeopardizing the timely completion of the research project.

### Part V - Chapter 4: Results

#### I. Objective

The objective of Chapter 4 is to present and interpret the results of the research in a clear, structured manner, tightly aligned with the research questions and the overall purpose of the study. This chapter also delves into the limitations of the study.

#### II. General Regulations

##### A. Introduction:

1. The Introduction should effectively re-state the purpose of the study and smoothly transition into the presentation of the results.

##### B. Presentation of Results:

1. The presentation must be designed for accessibility and clarity, employing a variety of charts, tables, or other data displays to articulate the findings effectively.

##### C. Interpretation of Findings:

1. This section requires the researcher to interpret the findings in relation to the research questions, using evidence to support these interpretations.

#### III. Scoring Criteria

For the "Introduction," projects awarded an "Exemplary" rating will succinctly yet clearly re-introduce the study's purpose, research problem, and questions, and include a seamless transition to the results. "Proficient" works will provide an adequate but possibly less graceful transition, while "Emerging" research might only vaguely outline this introductory information and transition. "Unsatisfactory" projects will not offer any re-introduction or meaningful transition to the results.

In the category of "Presentation of Results," an "Exemplary" designation will be given to projects with presentations that are effortlessly accessible and employ a diverse array of data visualization tools like charts and tables for increased comprehension. "Proficient" projects will present data in an accessible and understandable manner, employing multiple types of data displays. "Emerging" works will likely be somewhat accessible but may lack in variety or clarity in data displays. "Unsatisfactory" works will offer inaccessible and confusing presentations with limited or no data visualizations.

For "Interpretation of Findings," an "Exemplary" rating is reserved for those projects where the findings are not only interpreted correctly but are also supported by robust evidence and are tightly linked to the research questions. Projects rated as "Proficient" will interpret findings correctly with



adequate evidence and address the research questions sufficiently. "Emerging" projects may offer interpretations that are occasionally supported by evidence and are vaguely related to the research questions. "Unsatisfactory" projects will feature incorrect or unsupported interpretations, lacking a clear link to the research questions.

#### IV. Compliance Measures

Failure to adhere to these stringent guidelines can result in academic penalties, including grade reductions and obligatory major revisions, jeopardizing the timeline for the completion of the research endeavor.

## Part VI - Chapter 5: Discussion/Conclusion

### I. Objective

The focus of Chapter 5 is on synthesizing the findings of the research, situating these in a larger academic and societal context, and outlining the implications for action, while also noting limitations and providing a conclusive summary.

### II. General Regulations

#### A. Introduction:

1. Begin by re-introducing the purpose of the study, the research problem, and the research question, culminating in a transition to the conclusion.

#### B. Synthesis of Findings:

1. A concise yet comprehensive discussion of the major findings and outcomes is expected.

#### C. Situated in Larger Context:

1. The findings should be located within the broader context, particularly concerning research literature and theoretical frameworks.

#### D. Implications:

1. This part should offer well-grounded recommendations and discuss their implications for policy and practice.

#### E. Limitations and Suggestions for Future Research:

1. An acknowledgment of the limitations of the study and an analysis of the data are required here.

#### F. Conclusion:

1. Summarize the topic and introduce no new information, but offer impactful concluding ideas.



### III. Scoring Criteria

For the "Introduction," an "Exemplary" rating will be achieved if the re-introduction is clear, succinct, and smoothly transitions to the conclusion. A "Proficient" work will adequately re-introduce the study and transition to the conclusion, while an "Emerging" work might vaguely outline this introductory information. An "Unsatisfactory" work will lack any re-introduction or meaningful transition.

In "Synthesis of Findings," an "Exemplary" work will feature a brief yet impactful discussion of major findings and outcomes, appropriately and clearly linked to conclusions. A "Proficient" designation will be awarded for comprehensive discussions that are mostly linked to conclusions, while "Emerging" works might have some links but lack clarity. An "Unsatisfactory" work will inadequately discuss or link findings to conclusions.

For "Situated in Larger Context," the discussion needs to be both accurate and engaging to be rated as "Exemplary," ideally provoking thought and relating findings to research literature and theoretical frames. A "Proficient" work will situate the findings accurately and engagingly but may lack in-depth connection to research or theory. "Emerging" works will be accurate but may lack engagement. An "Unsatisfactory" work will be neither accurate nor engaging.

In "Implications," an "Exemplary" rating will be given for insightful recommendations that are not only appropriate but are also clearly linked to findings and outcomes, with explicit implications for policy and practice. "Proficient" works will have appropriate recommendations linked to findings and policy implications, while "Emerging" works may have unclear links. "Unsatisfactory" works will not include any recommendations or discuss implications.

In the section on "Limitations of the Study and Suggestions for Future Research," "Exemplary" works will identify limitations and provide an analysis of the data. "Proficient" works will merely identify limitations, while "Emerging" works may only acknowledge a few. "Unsatisfactory" works will fail to identify any limitations.

Lastly, for "Conclusion," an "Exemplary" work will offer an excellent summary of the topic, closing with impactful ideas. A "Proficient" work will have a good summary with clear conclusions, while an "Emerging" work may offer a basic summary and some concluding ideas. An "Unsatisfactory" work will lack a summary.

### IV. Compliance Measures

Failure to comply with these regulations may result in academic repercussions, such as a downgrade in the project's grade or the requirement for substantial revisions.





## Part VII - Chapter 6: References and Appendices

### I. Objective

Chapter 6 is primarily dedicated to the proper citation of references in compliance with APA style and the inclusion of appendices that supplement the research content, such as instruments used in the study.

### II. General Regulations

#### A. References:

1. Ensure all references adhere to APA formatting guidelines, and each must correspond to an in-text citation.

#### B. Appendices:

1. This section should encompass supplementary material relevant to the study, including the instruments utilized. Proper APA formatting and layout are essential.

### III. Scoring Criteria

In the "References" section, an "Exemplary" rating requires immaculate APA formatting with each reference having a matching citation(s) in the body of the paper. A "Proficient" score will be given for minimal formatting errors—limited to one or two—and every reference will correspond to an in-text citation. The "Emerging" rating will acknowledge multiple formatting errors and may include one or two references without corresponding citations. A rating of "Unsatisfactory" will be assigned for extensive formatting errors, and several references will lack matching citations.

For "Appendices," an "Exemplary" rating mandates that appendices include instruments exactly as used in the study, with appropriate headings and page titles, all formatted correctly in APA style. A "Proficient" designation will include well-prepared appendices with suitable headings and correct APA formatting. An "Emerging" score will be given for appendices in undeveloped or draft form, with some APA formatting errors. An "Unsatisfactory" score will be given if no appendices are included when their inclusion would have been appropriate.

### IV. Compliance Measures

Non-compliance with these regulations may invite academic penalties, such as a lowered grade or the necessity for significant revisions.



## Part VIII - Overall Paper: Mechanics

### I. Objective

The objective of this section is to evaluate the paper in terms of its coherence, organization, mechanics, citations, and language usage. Adherence to APA style and linguistic precision are integral.

### II. General Regulations

#### A. Argument and Support:

1. Develop a coherent and convincing argument, substantiating claims with credible and relevant evidence.

#### B. Organization:

1. Employ appropriate organizational structures such as introductions, headings, transitions, and conclusions.

#### C. Mechanics:

1. Pay meticulous attention to sentence structure, grammar, punctuation, and spelling. Write in past tense where appropriate.

#### D. Citations:

1. Ensure all citations and references adhere to APA style.

#### E. Language Usage:

1. Use language that is free from bias, adhering to APA style conventions.

### III. Scoring Criteria

For "Coherent and Convincing Argument," an "Exemplary" score demands consistent, credible, relevant, and substantive evidence supporting claims. "Proficient" entails a coherent argument substantiated with evidence, whereas "Emerging" reflects a budding coherent argument with some substantiation. "Unsatisfactory" implies that the argument is unclear.

In "Organization," "Exemplary" work skillfully uses organizational structures for clarity and coherence. "Proficient" work consistently adheres to organizational best practices. "Emerging" work begins to utilize these structures, while "Unsatisfactory" work is disorganized and difficult to follow.

For "Mechanics," an "Exemplary" rating is reserved for error-free writing, while "Proficient" allows minor errors that don't impede comprehension. "Emerging" contains errors that somewhat hinder understanding, and "Unsatisfactory" is marred by frequent errors that disrupt comprehension.

In the category of "Citations," an "Exemplary" score means consistent and correct use of APA style. "Proficient" allows minor inconsistencies, "Emerging" shows irregular usage, and "Unsatisfactory" fails to use APA style, affecting comprehension.



Finally, "Bias in Language Usage" rated "Exemplary" consistently adheres to APA style conventions to reduce bias, whereas "Proficient" generally does so. "Emerging" is inconsistent, and "Unsatisfactory" does not employ anti-bias language.

#### IV. Compliance Measures

Non-compliance with these guidelines may result in academic repercussions, such as a reduced grade or the need for extensive revisions.

## Part IX - Language Style Issues

### Objective

To ensure that the paper maintains a consistent, logical, and professionally articulated language style.

### General Regulations

#### A. Paragraphs:

1. Employ identifiable topic sentences for each paragraph.
2. Maintain a single topic per paragraph.

#### B. Transitions:

1. Ensure smooth transitions between paragraphs for enhanced readability.

#### C. Logical Flow:

1. The paper should demonstrate a coherent, logical flow of ideas.

#### D. Details of Writing:

1. Maintain an economy of expression, avoid excessive passive voice, and keep parallel ideas in a parallel format.

### Scoring Criteria

#### Paragraphs

- "Exemplary" paragraphs possess clearly identifiable topic sentences and closely related content.
- "Competent" paragraphs generally follow the exemplary traits but occasionally deviate.
- "Developing" paragraphs lack identifiable topic sentences and often carry multiple topics.

#### Transitions

- "Exemplary" ensures smooth transitions.



- "Competent" contains occasional rough transitions.
- "Developing" transitions are noticeably rough.

### Logical Flow of Ideas

- "Exemplary" guides the reader smoothly through logically arranged content.
- "Competent" is mostly logical but occasionally confusing.
- "Developing" is haphazard and difficult to follow.

### Details of Writing

- "Exemplary" consistently adheres to all listed attributes.
- "Competent" needs improvement in some aspects.
- "Developing" frequently deviates from desired language style attributes.

## Part X - APA Format and Design

### Objective

To ensure that the paper adheres strictly to APA formatting and design guidelines.

### General Regulations

#### A. APA Format:

1. The paper should strictly adhere to APA format across all sections, including title page, abstract, introduction, method, results, and conclusion.

#### B. References:

1. The reference list should be properly formatted, and each reference should have a corresponding citation.

#### C. Font and Margins:

1. Use 12-point Times New Roman or Courier font with one-inch margins.

#### D. Spacing and Headings:

1. Maintain consistent double-spacing and use appropriate APA-level headings.

### Scoring Criteria

#### APA Format

- "Exemplary" uses proper APA formatting throughout.
- "Competent" contains a few minor errors.



- "Developing" contains multiple formatting errors.

### References and Citations

- "Exemplary" contains proper formatting and matching between citations and references.
- "Competent" contains minor errors but has matching citations and references.
- "Developing" contains multiple errors and inconsistencies.

### Font, Margins, Spacing, and Headings

- "Exemplary" adheres to all format and design guidelines.
- "Competent" almost entirely adheres but may contain minor discrepancies.
- "Developing" has clear formatting errors.

In summary, this guide has been meticulously designed to uphold the high standards expected in completing research projects within the Master of Arts in Teaching English as a Foreign Language program. The criteria outlined herein are intended to both guide the research process and serve as the basis for rigorous evaluation. Authors are strongly encouraged to adhere to these guidelines to ensure their work meets the exacting demands of scholarly investigation in the realm of English language teaching.

Students will also be provided with a more expansive rubric, furnishing detailed criteria for each aspect of research and writing. This will serve as an additional resource for clarifying expectations and enhancing the overall quality of submitted work.

Your adherence to these standards is not just a requirement but a testament to the academic rigor that this program aims to instill.

Should there be any queries or need for further clarification, you are encouraged to seek guidance.

Thank you for your commitment to academic excellence.

