

# CAPSTONE PROJECT

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Handbook

English Language Teaching Department

2023-2024

ELT 492



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## Introduction To the Capstone Project Handbook

The capstone project is a culmination of your learning throughout your program. It is an opportunity to demonstrate your knowledge and skills by completing a significant project that addresses a real-world problem. This handbook is designed to help you navigate the capstone project process from start to finish. The handbook consists of several chapters including an introduction to the capstone project to the rubrics and documents needed throughout this project.

### What is a Capstone Project?

A Capstone project is a culminating academic project that typically marks the end of a program or course of study, often in higher education or professional development. The project usually requires students to apply the knowledge and skills they have gained throughout their academic or professional career to solve a real-world problem or complete a project related to their field of study.

Capstone projects can take various forms, such as research papers, presentations, prototypes, designs, or practical applications. They often require students to work independently or in groups, conduct research, analyze data, make recommendations, and present their findings to a panel of experts or stakeholders.

Capstone projects serve as an opportunity for students to demonstrate their mastery of the subject matter, as well as their ability to think critically, apply theory to practice, and communicate effectively. They can also provide valuable experience for students as they transition from academic to professional settings.

### What Is the Difference Between Capstone Project and A Graduation Research Project Such As Thesis Or Dissertation?

Here is a table to show the similarities and differences between Capstone projects and graduation research projects (such as a thesis or dissertation):

Feature	Capstone Project	Graduation Research Project
<b>Purpose</b>	Culminating project that demonstrates mastery of subject matter and practical application of knowledge	Original research project that contributes new knowledge to the field
<b>Scope</b>	Generally more focused on practical application of knowledge to solve a specific problem or complete a project	Generally broader in scope, with the goal of contributing to the body of knowledge in the field
<b>Length</b>	Can vary in length depending on program requirements, typically shorter than a thesis or dissertation	Typically longer than a Capstone project, often consisting of multiple chapters and several months or years of work
<b>Methodology</b>	May use a variety of research methods and techniques, often including both quantitative and qualitative data	Generally uses a more rigorous research methodology, with a focus on original data collection and analysis
<b>Audience</b>	Often presented to a panel of experts or stakeholders in the field	Typically written for a specific academic audience, such as a thesis committee
<b>Requirements</b>	May require completion of specific coursework or other program requirements	Often requires completion of specific courses and/or

		comprehensive exams prior to beginning research
<b>Outcome</b>	Results in a completed project that demonstrates practical skills and knowledge relevant to a particular field	Results in a formal academic document that contributes new knowledge to the field and may be used to demonstrate expertise in the subject area

Overall, both Capstone projects and graduation research projects serve as culminating experiences for students in a particular program of study. However, they differ in terms of their scope, methodology, length, and audience, with Capstone projects generally focused on practical application of knowledge and shorter in length, while graduation research projects are typically more rigorous and contribute new knowledge to the field.

## **Examples of Capstone project in English Language Teaching Field:**

These are just a few examples, but Capstone projects for education departments can vary widely depending on the specific goals and interests of the students and faculty involved:

1. Developing a set of materials and activities to improve students' English language writing skills, with a focus on developing critical thinking and creativity.
2. Investigating the role of cultural awareness and intercultural communication in English language teaching and designing a set of lesson plans that promote cultural sensitivity.
3. Developing a program to support English language learners from diverse linguistic and cultural backgrounds, with a focus on addressing cultural and linguistic barriers to success.

## **Project Requirements (Possible Scenarios for Capstone Project):**

1. **Developing a new teaching curriculum** for a particular group of learners. This could be a curriculum for young learners, adults, English for Specific Purposes (ESP) learners, or learners with special educational needs.

### **Required documents:**

A- The developed curriculum in form of a book.

B- Curriculum design: This document should describe your new curriculum in detail. It should include the following components:

- Learning objectives: What do you want learners to be able to do after completing your curriculum?
- Content: What topics will be covered in your curriculum?
- Learning activities: What activities will learners do to learn the material?
- Assessment: How will you assess learners' learning?

C- Curriculum implementation plan: This document should describe how you will implement your new curriculum in the classroom. It should include the following components:

- Materials and resources: What materials and resources will you need to implement your curriculum?
- Teacher training: What training will teachers need to implement your curriculum effectively?
- Evaluation plan: How will you evaluate the effectiveness of your curriculum?

2. **Creating a notebook** for kindergarten or primary students to learn English from alphabet to sentences.

### **Required documents:**

A- A sample of the notebook used in a school to insure its usability.

B- The designed notebook.

C- Notebook design: This document should describe your notebook in detail. It should include the following components:

- Learning objectives: What do you want learners to be able to do after completing your notebook?
- Content: What topics will be covered in your notebook?

- Activities: What activities will learners do to learn the material?
- Assessment: How will you assess learners' learning?

3. **Developing new assessment tools.** This could be a test, rubric, or other tool for assessing learners' English language skills.

**Required documents:**

A- Assessment tool design: This document should describe your new assessment tool in detail. It should include the following components:

- Purpose: What is the purpose of your assessment tool? What skills or knowledge will it assess?
- Format: What format will your assessment tool take (e.g., test, rubric, portfolio)?
- Content: What specific skills or knowledge will your assessment tool assess?
- Scoring: How will your assessment tool be scored?

B- The chosen book and its full Assessment tools (e.g., test, rubric, portfolio).

4. **Creating a professional development workshop** for ELT teachers on how to teach a specific skill area. This could focus on a particular topic, such as teaching grammar, using technology to teach the skill, or managing behavior in the classroom.

**Required documents:**

A- Workshop design: This document should describe your workshop in detail. It should include the following components:

- Workshop theme: what would you want to focus on in this workshop?
- Content: What topics will you cover in your workshop?
- 

B- Materials: This document should include all of the materials that you will need for your workshop, such as handouts, badge, certificates, posters, and presentations.

C- Evaluation plan: This document should describe how you will evaluate the effectiveness of your workshop.

5. **Creating a professional development course** for ELT teachers on how to teach a specific skill area. This could focus on a particular topic, such as teaching grammar, using technology to teach the skill, or managing behavior in the classroom.

**Required documents:**

A- Course design: This document should describe your course in detail. It should include the following components:

- Learning objectives: What do you want teachers to be able to do after completing your course?
- Content: What topics will you cover in your course?
- Activities: What activities will teachers do to learn the material?
- Assessment: How will you assess teachers' learning?

B- Materials: This document should include all of the materials that you will need for your course, such as handouts, presentations, and activities.

C- Evaluation plan: This document should describe how you will evaluate the effectiveness of your course.

6. **Organizing skills (listening, speaking, reading, and writing) competition** in a school.

**Required documents:**

A- Competition design: This document should describe your competition in detail. It should include the following components:

- Events: What skills events will be included in your competition?
- Eligibility: Who is eligible to participate in your competition?
- Registration: How will students register for your competition?
- Judging: How will students' skills be judged?
- Awards: What awards will be given to the winners of your competition?

B- Logistics plan: This document should describe how you will organize and manage your competition. It should include the following components:

- Venue: Where will your competition be held?
- Materials: What materials will you need for your competition?
- Volunteers: How will you recruit and train volunteers for your competition?
- Promotion: How will you promote your competition to students and their parents?

C- Evaluation plan: This document should describe how you will evaluate the effectiveness of your competition. It should include the following components:

- Feedback from participants: How will you collect feedback from participants?
- Data analysis: How will you analyze the data that you collect?
- Recommendations for improvement: What recommendations will you make for improving your competition in the future?

### **Evaluation and Grading Criteria:**

This section provides an overview of the evaluation and grading criteria for this course, including the specific learning objectives that will be assessed and the criteria that will be used to determine student grades. The guidelines are as following (with the rubrics attached to this file):

- 1- The projects will be evaluated for AI and Plagiarism check by Turnitin program, the AI percentage should not be more than **10%** and plagiarism check should not be more than **20%** of the whole project.
- 2- The whole project should be carried out in 15 weeks which will be divided to 3 stages.
- 3- The grading process will be as the following:
  - 30% viva
  - 10% report
  - 20% stages
  - 40% whole project

### **Capstone Project Topic Selection and Proposal**

The selection and proposal of a capstone project topic represent a pivotal stage in the overall capstone journey. Supervisees must first determine whether they will pursue a Graduation Research Project or a Capstone Project. This decision will guide their subsequent steps in supervisor and topic selection.

Once the project type has been chosen, supervisees in groups of 3 or individuals should initiate contact with potential supervisors who specialize in Capstone projects. Establishing a collaborative relationship between supervisees and supervisors is essential for successful project execution. The topic selection and proposal stage commence once the supervisor-supervisee partnership has been established. Supervisees and supervisors are encouraged to select from the provided scenarios outlined in the previous section or to develop their own unique project ideas. Following topic selection, supervisees and supervisors must complete and submit the Graduation Project Supervision Agreement Form and Graduation Project Proposal Form to the department for review and approval. Upon departmental approval of the capstone project, supervisees and supervisors can commence project implementation within the stipulated timeframe of 15 weeks.

## **Expectations of Supervisors and Students**

### **Supervisor Responsibilities**

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

- Working with students to develop a Capstone project plan with clear expectations and a program of action across a 4-month timeline.
- Developing a reasonable plan for Capstone project with tasks for each week to ensure that students can deliver their final projects before the deadline.
- Explaining the nature of Capstone project and its standards.
- Assisting students to make any modifications to their Capstone project and its aspects.
- Assisting students to locate resources and relevant resources.
- Helping students with assessing credibility of sources.
- Familiarizing students with the broader Capstone project topic and the standards of the discipline that the student is working on.
- Provide necessary tutorials for students on areas of weakness regarding their chosen project.
- Ensuring that students avoid plagiarism, and the work is of their own production.
- Giving advice on how the students produce their project including evaluation of videos, posters, presentations, lessons, or any other resource that the project demands it.
- Supporting students with how to cite and reference sources based on the APA style (if it is necessary for the chosen Capstone project).
- 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.
- Reading/ evaluating 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.

### **Student Responsibilities**

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

- Providing the necessary documents such as videos, plans, written reports, or any other documents that are necessary for their projects.
- 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.
- Ensuring that submitted work is of his/her genuine production.
- Familiarizing themselves with the practice of quality Capstone project and putting in necessary effort to strive to achieve excellence in the project.
- 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 for the written reports.
- 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.

## **Presentation and Defense (Viva):**

### **General Guidelines**

- b. The jury should consist of a minimum of 3 members.
- c. Jury members must maintain confidentiality regarding the Capstone project until it is officially presented/announced in PIS.
- d. Each jury member must evaluate the Capstone project independently and provide constructive feedback.

### **Responsibilities**

- a. Jury members should thoroughly review the Capstone project documentation and familiarize themselves with its contents before the defense (the projects are available in OneDrive).
- b. Jury members are expected to attend the VIVA Day on the scheduled date and time.
- c. Each student will have a total of **10 minutes** to present their Capstone project, followed by a **5-minute question and answer (Q&A) session**.
- d. Jury members should actively participate in the Q&A session by asking **relevant** questions to the student.
- e. Jury members should evaluate the Capstone project based on predetermined assessment criteria, which may include written report, presentation, whole project.
- f. After the VIVA Day, each jury member should provide a written evaluation of the Capstone project, highlighting its strengths and weaknesses, within the specified timeframe.

### **Assessment Process**

- a. During the presentation, students should provide a concise overview of their Capstone project, including the project, the components of the project, and its importance in the field.
- b. The Q&A session should allow the jury members to further explore the Capstone project, **clarify any doubts, and assess the student's understanding of the topic.**
- c. Jury members should use the predetermined assessment criteria to evaluate the research project.
- d. After the defense, jury members should submit their evaluation report to the department.
- d. **The results of the VIVA**, including pass, fail, or grade, **cannot be announced during the VIVA session.** The results will be communicated to the student by the department via PIS later.

### **Examples of APA referencing (if needed):**

#### **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.

#### **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.

#### **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.

**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* (8<sup>th</sup> ed., Vol. A). W. W. Norton and Company.

**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](https://www.youtube.com/watch?v=9_5wHw6l11o)

**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/>

### **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>

### **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.

### **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>

### **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](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.

### **Online Lecture Notes and Presentation Slides:**

#### **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).

#### **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](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](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_books.html)

## Graduation project process

### Stages Schedule:

<b>STAGE-1</b>		
<b>WEEK</b>	<b>DATE</b>	<b>DEADLINE</b>
Week-1	November,19-23 /2023	November,23 /2023
Week-2	November26-30 /2023	November,30 /2023
Week-3	December,03-07 /2023	December,07 /2023
Week-4	December,10-14 /2023	December,14 /2023
Week-5	December,17-21 /2023	December,21 /2023

<b>STAGE-2</b>		
<b>WEEK</b>	<b>DATE</b>	<b>DEADLINE</b>
Week-6	January,28- February 01 /2024	February,01 /2024
Week-7	February,04-08 /2024	February,08 /2024
Week-8	February,11-15 /2024	February,15 /2024
Week-9	February,18-22 /2024	February,22 /2024
Week-10	February,25- 29 /2024	February,29 /2024

<b>STAGE-3</b>		
<b>WEEK</b>	<b>DATE</b>	<b>DEADLINE</b>
Week-11	March,24-28 /2024	March,28 /2024
Week-12	March,31- April 04 /2024	April,04 /2024
Week-13	April,07-11 /2024	April,11 /2024
Week-14	April,14-18 /2024	April,18 /2024
Week-15	April,21-25 /2024	April,25 /2024

## Format guidelines

The final project should be formatted in the following way:

- Use a standard font: Times New Roman 12-point.
- Use 1-inch margins on all sides.
- Double-space all text.
- Use page numbers on all pages.
- Use a consistent APA style for citations and references.
- Use a consistent style for headings and subheadings.
- Headings should be font sized 14, bolded and flush left.
- Subheadings should be font sized 12, bolded and flush left.
- Tables and figures should be numbered consecutively.
- Tables and figures should have captions that explain what they are showing.

## Structure and content of the project:

This section outlines the structure and content requirements for the capstone project. It is designed to ensure that students produce a comprehensive and well-organized project demonstrating their mastery of the course objectives.

1. **Table of content**
2. **Project overview:** In this stage, you are required to give an overview of your project. This section should hook the readers about your project and give them a general introduction.
3. **Introduction:** In this section, you will introduce your project. You should mention the objectives, aims, and problem statement. Furthermore, you should include some background information too.
4. **Literature review:** Review existing literature, research papers, and studies related to your chosen topic. At this stage, you can use the available textbooks (you can find plenty in the departmental library) and YouTube videos (demo lessons, lectures, project presentations, etc.). This will help you understand the current state of knowledge and identify gaps in the field.
5. **Methodology:** In this section, you should mention the methods you applied to complete your project. These methods can vary according to each project's objectives.
6. **Outcomes and findings:** In this section, you should mention your results while implementing your project, with both positive and negative sides.

7. **Conclusion and recommendations:** In this section, you will summarize the project and give it a closing. You should also mention further recommendations for anyone doing projects on this topic.
8. **Pedagogical implication:** In this section, you should clearly state the practical applications of your project in real life.

**NOTE:** The previous outline and the outline shown in the template should be implemented in the written report. The arrangement of the content can be different according to different types of projects. The supervisor and supervisee should agree on content that fits their project well.

## Capstone Project Template:



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

**[Here You Write the Title of Your Capstone Project]**

A Graduation Capstone 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**

By  
**[Here you write your name]**

Student ID Number:

Supervised by  
**[Here you write your supervisor's names]**

2023-2024

## **Declaration**

I, **[write your name]**, hereby declare that this dissertation entitled "**[Write your projects name]**" is my own original work. I have not used any unauthorized materials or assistance in its preparation. I have not submitted this dissertation for the award of any other degree at any institution. I have made do acknowledgement of all sources used in the text.

Signature

Name:

Date:

**Table of Contents:**

The table of contents lists all the major sections and subsections within your report along with their respective page numbers, making it easy for readers to navigate.

**NOTE: from here supervisors will decide which part to include according to the need of the project.**

**Acknowledgments (optional):**

In this section, you can acknowledge any individuals, organizations, or institutions that provided support, guidance, or resources for your project.

**Abstract**

The abstract is a brief summary of your entire Capstone project. It should provide an overview of your project's objectives, methodology, key findings, and their implications. Keep it concise, typically not exceeding 250 words.

**List of Figures and Tables (if applicable):**

If your report contains figures and tables, create a separate list that enumerates them along with their corresponding page numbers. This helps readers quickly locate visual aids within the report.

**List of Abbreviations and Acronyms (if applicable):**

If you've used any abbreviations or acronyms in your report, list them with their full meanings. This is especially useful when dealing with technical terms.

## **Chapter 1: Introduction:**

The introduction sets the stage for your project by providing context and background information. It should clearly state the problem you're addressing, the purpose of your study, research questions or hypotheses, the significance of the study, the scope and limitations, and how the report is organized.

## **Chapter 2: Literature Review:**

In this chapter, you review existing literature related to your research topic. Discuss theories, concepts, and previous research in the field of English Language Teaching (ELT). Identify gaps in the literature that your project aims to address.

**Chapter 3: Methodology:**

This section outlines the research design and approach you've used. Describe your participant selection (if applicable), data collection methods, data analysis procedures, ethical considerations, data collection instruments (e.g., surveys, interviews), and justify your chosen methodology.

#### **Chapter 4: Results and Findings:**

Present and analyze the data you've collected for your project. Utilize graphs, charts, and tables to illustrate key findings. Discuss how your data addresses the research questions or hypotheses and include relevant quotes or examples from participants (if applicable).

**Chapter 5: Discussion:**

Interpret the results presented in Chapter 4. Compare your findings with existing literature, discuss the implications for ELT practice and research, provide recommendations for future research or practice, and acknowledge any limitations of your study.

**Chapter 6: Conclusion:**

Summarize the key findings and their implications. Reiterate the research questions and how they were answered. Discuss the broader significance of your study and offer final thoughts and recommendations.

**References:**

List all the sources you've cited in your report in a specific citation style (e.g., APA, MLA, Chicago). This allows readers to locate and verify the information you've referenced.

**Appendices (if applicable):**

Include supplementary materials that are referenced in the report but not part of the main text, such as raw data, interview transcripts, questionnaires, or additional figures and tables.

**Abstract in Kurdish:**

If necessary, provide a brief summary of the project in another language to accommodate a broader audience.

**Submission and Contact Information:**

Include any additional information required for the submission of the report, such as submission guidelines or contact details for inquiries.

	<b>Graduation Capstone Project Supervision Agreement Form</b>		Document No	J.FA.FR.401E
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Project Title

The graduation Capstone project is an obligatory subject for all final year students. The project description is given in the next page. The regulations and guidelines are available in a separate document.

I have read the project description and I fully understand the tasks that I'm to carry to fulfill the requirements of the department and the university.

Students' Names	Signature

Supervisor's Name & Signature

..... Date:     /     / 2023

Head of Department Name & Signature

..... Date:     /     / 2023

	<b>Graduation Capstone Project Proposal Form</b>		Document No	J.FA.FR.403E
			Validity Date	9/05/2018
			Revision No	0
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**Project Title:** \_\_\_\_\_

**Project Supervisor:** \_\_\_\_\_

*Synopses:*

*Expected Student Background:*

*Project Requirements:*

*Important:*

*What will you learn?*



TISHK INTERNATIONAL UNIVERSITY

Faculty of Education

Date: .../.../.2023

English Language Teaching Department

Type of Exam: Stage-1

Course: Capstone Research Project in ELT 492

Semester: Spring Semester 2023/2024

Student Name:.....

### Capstone project Stage Evaluation Rubric

#### STAGE-1 Topic Selection and Proposal ??

Title of Project:.....

Week	Date	Minutes (What has been done)	Duties for next week	Signatures
1	.../.../2023			
2	.../.../2023			
3	.../.../2023			
4	.../.../2023			
5	.../.../2023			

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	Participation and engagement	1	2	3	4	5
<b>TOTAL</b>		...../out of 25				
		...../out of 100				

**Supervisor**

Name Surname & Signature

\_\_\_\_\_



**Graduation Research (Capstone) presentation Evaluation Form**

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**Unit** \_\_\_\_\_ **DEPARTMENT** \_\_\_\_\_

**Student's name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	<b>Exceeds Expectations (5)</b>	<b>Meets Expectations (4-3)</b>	<b>Nearly Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>	<b>Marks</b>
<b>Content (The student explains the process and findings of the project and the resulting learning)</b>	<ul style="list-style-type: none"> <li>- Clearly defines the topic and its significance</li> <li>- Supports with key points that are exceptionally developed</li> <li>- Introduces the topic clearly and creatively</li> <li>- Maintains exceptional focus on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly defines the topic</li> <li>- Supports with key points that are adequately developed</li> <li>- Introduces the topic clearly</li> <li>- Maintains adequate focus on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines the topic not clearly.</li> <li>- Supports with key points that are somewhat developed</li> <li>- Introduces the topic</li> <li>- Maintains some focus on the topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Does not define the topic</li> <li>- Does not support with key points No evidence of research</li> <li>- Does not have an introduction to the topic.</li> <li>- Maintains no focus.</li> </ul>	
<b>Organization, Preparedness &amp; Visual (The student exhibits logical organization)</b>	<ul style="list-style-type: none"> <li>- Includes smooth transitions to connect key points.</li> <li>- Ends with a logical, effective and relevant conclusion</li> <li>- Purpose of the visual is clear and focused on research topic</li> <li>- Reflects high degree of planning, design, and creativity</li> </ul>	<ul style="list-style-type: none"> <li>- Includes transitions to connect key points</li> <li>- Ends with a logical and relevant conclusion</li> <li>- Purpose of the visual is not clearly focused on research topic</li> <li>- Reflects a degree of planning, design, and creativity</li> <li>- Includes use of graphics/visuals</li> </ul>	<ul style="list-style-type: none"> <li>- Includes some transitions to connect key points.</li> <li>- Ends with a conclusion</li> <li>- Purpose of the visual is focused on research topic</li> <li>- Reflects some degree of planning, design, and creativity</li> <li>- Includes some use of graphics/visuals</li> </ul>	<ul style="list-style-type: none"> <li>- Uses no transitions to connect key points.</li> <li>- Ends with a conclusion</li> <li>- Purpose of the visual is not focused on research topic</li> <li>- Reflects minimal degree of planning, design, and creativity</li> <li>- Includes minimal/no use of graphics/visuals</li> <li>- Reflects minimal knowledge of research</li> </ul>	

	<ul style="list-style-type: none"> <li>- Includes appropriate use of graphics/visuals</li> <li>- Demonstrates knowledge gained through research</li> <li>-the quality of the images the font and the design is excellent.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates knowledge gained through research</li> <li>-the quality of the images the font and the design are good.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates knowledge gained through research</li> <li>-the quality of the images the font and the design are sufficient.</li> </ul>	<ul style="list-style-type: none"> <li>-the quality of the images the font and the design are not acceptable.</li> </ul>	
<b>Language Use &amp; Delivery (The student communicates ideas effectively)</b>	<ul style="list-style-type: none"> <li>- Effectively uses body language and eye contact.</li> <li>- Speaks clearly and confidently using suitable volume and pace interims of language.</li> <li>- Selects rich and varied words for context</li> </ul>	<ul style="list-style-type: none"> <li>- Adequately uses body language and eye contact.</li> <li>- Speaks clearly using suitable volume and pace interims of language.</li> <li>- Selects words appropriate for context</li> </ul>	<ul style="list-style-type: none"> <li>- Uses some body language and eye contact, but not sustained.</li> <li>- Speaks clearly in some portions, but not sustained, using suitable pace interims of language.</li> <li>- Selects words inappropriate for context</li> </ul>	<ul style="list-style-type: none"> <li>- Uses no body language and eye contact.</li> <li>- Fails to speak clearly and audibly and uses unsuitable pace interims of language.</li> <li>- Selects words inappropriate for context</li> </ul>	
<b>Questions and Answers</b>	<ul style="list-style-type: none"> <li>- Demonstrates extensive knowledge of the topic by responding to all questions relevantly</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates adequate knowledge of the topic by responding to all questions relevantly</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some knowledge of the topic by responding to some questions relevantly</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates no knowledge of the topic by not being able to respond to questions relevantly</li> </ul>	

**Total mark (out of 20):** \_\_\_\_\_

**(out of 100) (.....x 5 =.....)**

**Supervisors**

**Research Supervision**

**Head of Research**

**Committee Member**

**Supervision ommittee**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Graduation Research (Capstone) Project Evaluation Form**

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**Unit** \_\_\_\_\_ **DEPARTMENT** \_\_\_\_\_

**Student's name:** \_\_\_\_\_ **Group:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>Exceeds Expectations (5)</b>	<b>Meets Expectations (4-3)</b>	<b>Nearly Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>	<b>Marks</b>
<b>Transferring learned skills</b>	The student demonstrated an <b>excellent</b> of the <b>knowledge</b> and <b>skills</b> they acquired throughout their four-year learning experience.	The student demonstrated a <b>good level</b> of the <b>knowledge</b> and <b>skills</b> they acquired throughout their four-year learning experience.	The student demonstrated a <b>sufficient level</b> of the <b>knowledge</b> and <b>skills</b> they acquired throughout their four-year learning experience.	The student <b>did not demonstrate any knowledge</b> and <b>skills</b> they acquired throughout their four-year learning experience.	
<b>Depth and accuracy of Content</b>	The project demonstrates a <b>deep understanding</b> of the topic. - The project is <b>accurate</b> and <b>up to date</b> .	The project demonstrates a <b>good understanding</b> of the topic. - The project is <b>mostly accurate</b> and <b>up to date</b> .	The project demonstrates a <b>fair understanding</b> of the topic. - The project is <b>not accurate</b> or <b>up to date</b> .	The project <b>does not demonstrate</b> an <b>understanding</b> of the topic. - The project is <b>not accurate</b> or <b>up to date at all</b> .	
<b>Reflection</b>	The student has demonstrated <b>significant growth</b> throughout the project.	The student has demonstrated <b>good growth</b> throughout the project.	The student has demonstrated <b>sufficient growth</b> throughout the project.	The student has demonstrated <b>no growth</b> throughout the project.	
<b>Real-World Application</b>	The project <b>has real-world application</b> and is <b>relevant</b> to the program learning outcome.	The project <b>has some real-world application</b> but could be improved and it	The project has <b>unsatisfactory real-world application</b> or is <b>not</b>	The project <b>does not have real-world application</b> at all and is <b>not relevant</b> to	

		and is <b>relevant</b> to the program learning outcome.	<b>relevant</b> to the program learning outcome.	the program learning outcome.	
<b>Creativity</b>	The project is <b>creative and innovative</b> . The student takes a unique approach to the topic and presents the findings in a new and interesting way.	The project is <b>somewhat creative and innovative</b> . The student takes a different approach to the topic and presents the findings in a way that is interesting and engaging.	The project is <b>sufficiently creative or innovative</b> . The student takes a somewhat traditional approach to the topic and presents the findings in a way that is not particularly interesting or engaging.	The project is <b>not creative or innovative at all</b> . The student takes a very traditional approach to the topic and presents the findings in a way that is not interesting or engaging.	

**Total mark (out of 25):** \_\_\_\_\_

**(out of 100) (.....x 4 =.....)**

**Supervisors**

**Research Supervision**

**Head of Research**

**Committee Member**

**Supervision Committee**

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**Graduation Research (Capstone) written report Evaluation Form**

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<b>Unit</b>	<b>DEPARTMENT</b>
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**Student's name:** \_\_\_\_\_

**Group:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	<b>Exceeds Expectations (5)</b>	<b>Meets Expectations (4-3)</b>	<b>Nearly Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>	<b>Marks</b>
<b>Content</b>	-The writing is clear, concise, and well organized. -The content is relevant, accurate, and up to date.	-The writing is clear and concise, but the organization is not well developed. -The content is relevant and accurate.	-The writing is not clear or concise and the organization is not well developed. -The content is not relevant or accurate.	-The writing is not clear, concise, or well organized. -The content is not relevant, accurate, or up to date.	
<b>Structure</b>	The report has a clear introduction, body, and conclusion. The paragraphs are well-developed, and the transitions are smooth.	The report has a clear introduction and body. The paragraphs are well-developed, and the transitions are mostly smooth.	The report has a clear introduction. The paragraphs are somewhat developed, and the transitions are sometimes smooth.	The report does not have a clear introduction or body. The paragraphs are poorly developed, and the transitions are choppy.	
<b>Conclusion and Competency Assessment</b>	-The conclusion summarizes the key findings of the project and reflects on the student's learning and development. -The written report is well-written and	-The conclusion summarizes the key findings of the project but does not reflect on the student's learning and development. -The written report is well written but does	-The conclusion somehow summarizes the key findings of the project or reflect on the student's learning and development. -The written report is not well-written or does	-The conclusion does not summarize the key findings of the project, does not reflect on the student's learning and development, and the written report is not well written or does not provide evidence of the student's mastery of the course content.	

	provides evidence of the student's mastery of the course content.	not provide evidence of the student's mastery of the course content.	not provide evidence of the student's mastery of the course content.		
<b>Grammar, usage, and mechanics</b>	The report is free of grammar, usage, and mechanics errors.	The report has few grammar, usage, and mechanics errors.	The report has some grammar, usage, and mechanics errors.	The report has many grammar, usage, and mechanics errors.	

**Total mark (out of 20): \_\_\_\_\_**

**(out of 100) (.....x 5 =..... )**

**Supervisors**

**Research Supervision  
Committee Member**

**Head of Research  
Supervision Committee**

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