

Ethics Proposal

by xxxx xxxx xxxx

FILE	XXXX		
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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	XXXX XXXX		
Tick all boxes which apply:			
Member of staff:	☒	Student:	☐
		Honorary research fellow:	☒
Faculty/School/Centre:	Education		
Campus:	Swansea		
E-mail address:	XXXX		
Contact Telephone Number:	07527443172		
<i>For students:</i>			
Student Number:	148511	Undergraduate	☒
Programme of Study:	MA Education: Teach, First	Taught Postgraduate	☒
Director of Studies/Supervisor:	XXXX	Research	☒

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☒
					Date
If Yes, please indicate source of approval (and date where known):	Research Ethics Committee		☒		
	Faculty Research Committee		☒		
	Other (write in)		☒		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
BERA. (2011). <i>Ethical Guidelines for Educational Research</i> . London: BERA.	181
Great Britain. (1998). <i>Data Protection Act</i> . London: Stationary Office.	111
	D

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	D	NO	181
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:					
Institution					
Contact person name					
Contact person e-mail address					

Where is each activity carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?		YES	D	NO
If Yes, please attach a copy of an final approval or interim approval from the organisation				

SECTION E: Details of Research Activity

Indicative title:	A critical analysis of the extent to which Year 15: English Additional Language learners (specifically Yemeni Arabic learners) respond to interventions, for instance word clues and context clues challenges, to increase engagement and accelerate progress in vocabulary development.		
Proposed start date:	February 2017	Proposed end date:	June 2017
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
EAL learners can find it hard to access the curriculum because of poor language skills. Within my school there is a high percentage of EAL learners, and the biggest challenge is the acquisition and development of vocabulary. This can result in lower attainment and therefore developing the vocabulary of learners is important across the school. The attainment of Yemeni Arabic learners is lower than all other groups of EAL learners in School X, and is therefore removing this attainment gap a school priority. Therefore, it is important, as a teacher, I learn to provide appropriate provision for these children. (Further rationale and context of research can be found in Appendix One). Aims To explore and develop different strategies to help support students with the development of vocabulary (both acquisition and use). I will then measure and reflect on the impact of these interventions on student engagement and progress. Key research questions: "What do Year Six Arabic Yemeni learners experience a range of vocabulary development interventions? What do Year Six Arabic Yemeni learners most when learning: and applying new vocabulary? How does a range of vocabulary development interventions impact on the academic progress of learners?"			

Objectives:

To develop a range of vocabulary development interventions, using research and learner voice data, between February 2016 and July 2016.
Compare the views of individual learners towards a range of vocabulary development interventions.
To develop learner self-reflection opportunities.

Anticipated outcomes:

Greater awareness of factors which impact the development of vocabulary.
Enhanced interventions to increase engagement and enhance accelerated progress in vocabulary development.
Identification of potential other challenges faced by Arabic Yemeni children, other than having English as an additional language, which influence their acquisition and use of vocabulary.

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Overview

Under the proposed plan, I shall use a mixed-methods design using both quantitative and qualitative methodologies to analyse how learners with limited English proficiency respond to intervention strategies to develop vocabulary. Three sources of data will be collected for each research question to enable triangulation of data, and thus increase the validity of the research (further justification for the data collection methods can be found in appendix one).

This is a post-positivist methodology as the context of the specific students involved is critical to the development of the interventions. Mitra (2004) highlights the importance of learner voice; I also plan to develop student voice, reflection and feedback, and use this to feed into the development of the intervention strategies. (figure one), developed from Kolb's reflective action research cycle shall be followed. An experiential cycle, to develop a range of interventions; feeding in academic and professional literature, teacher reflection and student voice.

Therefore, under the proposed plan, I shall follow three action research cycles, each time feeding in theoretical and academic research, alongside learner voice, to develop interventions and strategies.

Indicative Plan

Time			and Challenges
Weeks One to Four	Undertake literature review. Gather baseline attainment data and writing samples. Discuss research with participants and secure informed consent. Inform parents. Undertake initial questionnaires with participants (Yemeni-Arabic students in class) using a Likert scale questionnaire to assess baseline engagement (Appendix Two).	Literature review of interventions and strategies to develop vocabulary with EAL learners in other contexts. Baseline data for analysis.	Parental language needs - getting consent letters translated by Arabic Yemeni link staff. Engagement research questions Students complete questionnaire with adult to ensure they understand the vocabulary.



Weeks Five to Eight	<u>Cycle One</u> Construe! iinitial strategiies (Under the current pplan run this for four week s to embed it). Introduoe self-reflection and feedback methods with students using De Bono's PMI model (Appendix Three). Keep a weekly teacher refleciion diary.	New strategy resources created if needed. Sludents confident wi1h self-reflection strategies . Use initial st rategy. Three self-reflections oti students' response to new strategy over time. This allows tior students to become contiident with new sstrategy. Teacher reflective diary and obserrvational notes.	Students not engaged with self-reflectionas it involves wr1ing which is part of challenge lhis action research is aiming lo address therefore students are given a choice of methods to record M in cluding self-video recording on iPad.
Weeks Nlin e 10 Twelve	<u>Cycle Two</u> Based on feedback adapt or develop new intervention/strateg ies. Si# nis continue with self- reflecti on and feedbac k strategies weekly. Keep a. weekly teacher refleciion dia.ry.	New strategy resources created if needed. New strategy infroduced lo sl1ldents. Three self-reflections 01 students' response to new strategy over time. Teacher reflective diary and observational notes.	Schoo ll Easter holidays.
Weeks Thirteen lo Fourteen	<u>Cycle Three</u> Based on feedback adapt or develop new intervention/strategies. Students continue with self-reflec ti on and feedback strategies weekly. Keep a weekly teacher reflection dia ry.	New strategy resources created if needed. New strategy introduced to students. Three self-re flections of students ' response to new slrategy over time. Teacher reflective diary and observational notes.	Na1tional SATs lest week.
Week Seventeen to Twenty	Undertake ques!iionnaires with participants to gauge engagement using same Likert soale questionnaire from lbaselli ne assessment Collect attainment data and writing sam ples. Write up reseach.	Data collected and analysed in compafison with baseline data. Completed Action Research Report.	Students complete ques.lionnaire with adult to ensiire they undlerstandl the vocabulary.

Indicative strategies that may be developed

- Vocabulary scavenger hunt to increase
- Creating word clines with students to encourage the depth of vocabulary. (Appendix Five)
- Provide students with context clues challenges and scaffolds to develop students' ability to identify the meaning of vocabulary. (Appendix Six)

Location of research activity

Identify all locations where research activity will take place.

XXXX

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

Not applicable

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include;	YES	NO
Use of a questionnaire or similar research instrument?		
Use of interviews?	D	181
Use of diaries?	181	D
Participant observation with their knowledge?		D
Participant observation without their knowledge?	D	181
Use of video or audio recording?	D	181
Access to personal or confidential information without the participants' specific consent?	D	181
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	D	181
Performance of any acts which may cause embarrassment or affect self-esteem?	D	181
Investigation of participants involved in illegal activities?	D	181
Use of procedures that involve deception?	D	181
Administration of any substance, agent or placebo?	D	181
Working with live vertebrate animals?	D	181
Other primary data collection methods, please explain in this box: Student self-reflection using DeBono's IPMI model	181	CJ

If NO to every question, then the research activity is (ethically) low risk and may be exempt from **some** of the following sections {please refer to Guidance Notes}.

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	D	181
Adults (over the age of 18 and competent to give consent)?	D	181
Vulnerable adults?	D	181
Children under 18?		D
Prisoners?	D	181
Young offenders?	D	181
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	D	181
People engaged in illegal activities?	D	181
Others (please identify):	D	181

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

Seven Yemeni Arabic students in my class.

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	181	D	D
Will you tell participants that their participation is voluntary?	181	D	D
Will you obtain written consent for participation?	181	D	D
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)? If the research is observational, will you ask participants for their consent to be observed?	181	D	D
Will you tell participants that they may withdraw from the research at any time and for any reason?	181	D	D
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	181	Cl	Cl
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	181	D	D
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	181	D	D
If NO to any of above questions, please give an explanation			
As a classroom teacher, I observe the learner's progress as part of the remit of my professional practice, and therefore observing the learner's is not outside my usual practice.			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	D		D
Is specialist electrical or other equipment to be used with participants?	D		D



Are there any financial or other interests to the investigator or University arising from this study?	D		D
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	D	!81	D
If YES to any question, please provide full details			
Not applicable (this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

All information will be anonymised.

Self-video recorded reflections by learners will be kept private and locked away. Once transcribed and anonymised they will then be deleted.

As participants are just some of the class, this selection could be sensitive to students. Therefore, all data collection will always be done with complete discretion, for example completing questionnaires with a TA during a time when targeted focus groups already occur. Then all the vocabulary development intervention strategies will be done with the whole class, so students do not feel singled out. Participants do not have to consent to the data collection, and will have the opportunity to opt out at any time.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

I shall follow the school child protection/ safeguarding procedures should I observe any behaviour that contravenes the University's Code of Practice, illegal, or makes me concerned for a child's safety or wellbeing.

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Not applicable.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Not applicable.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

Not applicable.

(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?
Feedback will be provided to participants individually at regular intervals through the three reflective cycles. However, the experience for other participants will not be shared with individuals. <i>of?</i> (this box should expand as you type)
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.
Discussion with participants about research and consent provided from participants in accordance with BERA (2011) guidelines. This research is in accordance with school guidelines for parental consent as per a consent letter (Appendix Four) which shall be translated into Arabic by a school link (to ensure accessibility) and is within the boundaries of normal classroom practice. (this box should expand as you type)
Confidentiality / Anonymity
Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
Names of pupil participants, schools and researchers will be kept anonymous throughout the research. Once the assignment has been marked and returned, raw data will be destroyed. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwt.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)?	D	181
If YES, provide a description of the data and explain why this data needs to be collected:		
Not applicable.		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)?	D	D
If YES, provide a description of the data and explain why this data needs to be collected:		
Ethnic origin is used as this research focuses on identifying interventions to support Yemeni-Arabic learners to tackle the attainment gap between this group of learners and other ethnic groups in School X.		
(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	D	181
Sharing of data with others at the University?	D	181
Sharing of data with other organisations?	D	181
Export of data outside the European Union or importing of data from outside the UK?	D	181
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	D	181
Publication of data that might allow identification of individuals?	Cl	181
Use of data management system?	D	181
Data archiving?	D	181
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Not applicable.		
(this box should expand as you type)		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	Cl	181
University computers?	D	rgJ
Private company computers?		D
Home or other personal computers?	D	181
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	D	rgJ
"Cloud" storage or websites?	D	lm
Other - specify:	D	181

For all stored data, explain in the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:

Data will be stored on school computers which are password protected, and stored in accordance with the Data Protection Act (1998). Student feedback and assessment will be anonymised using student codes when recording it.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Class teacher of students (myself).

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

XXXX (class teacher).

(this box should expand as you type)

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived - if so how and if not Why not.

Data will be stored on Excel during the research, and deleted once it has been analysed, the report written, submitted, assessed, and returned.

(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

For students:

Director of Studies/Supervisor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research IPjects and all research students must submit the Ethical Approval Form to the University Ethics Committee via the Postgraduate Research office (pgresearch@uwtsd.ac.uk). Staff research directly i11 r elatio1 i personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Etllical Appm val Forms are considered wltllin Facu lties. Faculties will provide details of the specific processes for l his. Vvtlere the Ethical issues within any single ethical ap plication are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity thal involves the collection of primary data needs to undergo Ethical approval, this includes assignm ent work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research act,Mty

Research proposals must be app roved i11 principle before ap plying for Ethical Approval. The proposal approval o nly becomes final when the ethical approval is received.

The pmcess for proposal approval varies according the individu al and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific oodles of research ethics (for example health, psychology., education etc.), any such codes must be listed andl you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research ActMty

Provide details of the external collaborative partners, where appropriate you migh1want to submit a copy of the external collaborat ion agreement with the Ethical Approval Form. If the pariner requires the research to be subject to ils own internal Ethical approval process then please provtde details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: Please use the same tme as used on title research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods thal: are intended, and that the implementation nf those methods will be appropriate and wrlho ut unnecessary impact on respondents. Please be specific.

Location: this needs to menti on geographical location and also looal situation (for example, within Local Authority Offices in Cardi ff, using a private room but close lo other individuals). If you are collecting data within an organisational setting th en you need to explain the permissions that you have obtained to do this. Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the locati on that you will be utilis ing.

Section F: Scope of Research Activity

Please tick. ALL of the research activities that might be undertaken. If any additio nall types of activirly are intended then please add an extra box and describe these.

If you have an swered i11o to all questions in F then sections G and J do not need lo be completed. Section H should be considered, and may be cmpleled. Signatures are still required! in section K.

Section G: Intended Participants Please

Hook all categories that might apply.

Numbers & Source : if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects.

If these are business owners, time which you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you, are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data? **Risk to the University** When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice.

Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter/ e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J : Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation to a facilitating/ supporting/ accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

APPENDICES

Appendix One

Extended Methodology, Context, and Rationale

Introduction

Historically, ethnic minority groups have been disadvantaged in terms of education compared with the White British group (Lymperopoulou and Parameshwaran, 2014). However, in recent years, disadvantaged pupils from some ethnic groups have seen a greater improvement in attainment compared with White working class pupils (Stokes et al., 2015). Research suggests, "some ethnic groups appear to be more resilient to the pressures of poverty on educational attainment" (Stokes et al., 2015). This is evident with School X where the school population has a proportion of students from areas of high unemployment and deprivation, and from many different ethnicities: the achievement of pupils in School X is judged, by Ofsted, as outstanding, however an attainment gap between the Arabic Yemeni children and other ethnic groups is presently being addressed by the school. Therefore, within this research I aim to:

Critically analyse the extent to which Year Six English as an Additional Language learners (specifically Yemeni Arabic learners) respond to interventions, for instance word clues and context clues challenges, to increase engagement and accelerate progress in vocabulary development.

Below I first outline the context and rationale for the research in greater depth. Then I analyse the nature of the proposed inquiry. Subsequently I explain the indicative structure of the methodology, selection of participants, consideration of consent, and provide a detailed outline of the methodologies and rationale for the proposed data collection.

Context and rationale for research

School X (anonymised for ethical reasons; Morrow and Richards, 1996; BERA, 2011) is a large primary school, for 3 to 11 year olds, in inner city Birmingham, with 863 students (School X, 2016). The school draws its pupils from an area of high unemployment and deprivation: 38% of School X's pupils are entitled to Free School Meals (this is over double the national average; Department for Education, 2016). Almost all the students speak English as an additional language (Ofsted, 2013); English is not the first language of 84% of students in School X compared to the 20% national average (English Government, 2016). At present 30 different languages are spoken, and pupils are from over 40 different nationalities. Nevertheless, the achievement of all groups of pupils is judged as 'outstanding' by Ofsted (2013).

Ofsted (2013 p.17) previously identified that, "a considerable strength of the school is its thoroughly inclusive multicultural environment, which promotes equal opportunities at all times. The school tolerates no discrimination through gender, ethnicity, disability or special educational

needs". The school population is made up predominantly of pupils of Asian heritage. There are substantial minorities of Somali (6%) and Yemeni (21%) children, as well as some children of African-Caribbean and European origin. Languages spoken by children in School X include Arabic, Urdu, Mirpuri (a Punjabi dialect), Bengali, Gujarati, Hindi, Bosnian and Somali. Despite the excellent progress of all children in School X, the school has identified, in its self-evaluation for 2016, that students from the Arabic-Yemeni heritage currently underperform in comparison to their peers. Therefore, the school identifies the need to, "eradicate the gap between OYEM emeni attainment and progress and that of all other ethnic groups, particularly focusing on bo;"S. Thus, the school has created an action plan to address the issue of the underperformance of Yemeni children. This includes, for example, parent events, and targeted reading support. This highlights the importance of equal opportunities; not necessarily treating every student equally but ensuring every student is treated equitably in school X. Thus, within this research I aim to develop strategies to support EAL learners within my practice, specifically focusing on Arabic Yemeni learners.

Literature shows that early approaches to EAL provision included students being withdrawn from mainstream education; however, Leung and Creese (2010) identifies that the mainstream curriculum is where a large proportion of EAL teaching and learning is now meant to take place (Bourne, 1989). This is due to a combination of concerns raised in the late 1980s regarding, "marginalisation of ethnic minority pupils" (Commission for Racial Equality), and conclusions in the Swann Report, *Education for All*, that students made increased progress when mixed with English speaking peers (DES, 1985). This focus on mainstream classroom teaching and learning for EAL pupils emphasises the importance for teachers to have a good understanding of appropriate pedagogical approaches to support all students in mainstream classroom activities; it highlights the importance to explore alternatives, reflect on, and develop support approaches for each individual EAL student.

I have observed children in my class, and found many (but not all) children from an Arabic-Yemeni heritage are less engaged in developing the breadth and depth of their vocabulary. This is particularly true of boys, as found across the school (School X self-evaluation report). Therefore through this research I aim to develop interventions and strategies to enhance this engagement, and classroom strategies I can implement to support EAL students, but specifically my Arabic-Yemeni students. This is an area I feel now needs development to ensure *all* students succeed to the best of their ability in my classes, in addition to fitting in with the whole school action plan to close the gap between the progress and attainment of Arabic-Yemeni students and their peers. Therefore, it is important that, as a teacher, I learn to provide appropriate provision for these students to ensure they can access the curriculum.

School X is also a Rights Respecting school and children are encouraged to be aware of the responsibilities that go with these (School X prospectus). The school also has a very active student school council. Public Health England (2015; p.14) identifies involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them feel part of the school... and to have some control over their lives". In addition, the literature highlights, on an

individual level, involving students in decisions that impact them, can also help students gain belief in their own capabilities, including building their knowledge, thus enhancing engagement and consequently attainment (Public Health England, 2015; Toshalis, and Nakkula, 2012; Mitra, 2004). Thus, student voice is already embedded within the school, and within this research I aim to try and mobilise it with focus students to increase engagement, and thus attainment.

Research Paradigm: the nature of the inquiry

The proposed methodology follows a post positivist paradigm as the context of the specific students involved is critical to the development of the interventions developed and the level of their engagement and progress throughout the research. Within this research emphasis is placed on explanation and understanding of the unique and specific individual case of developing interventions to support engagement and vocabulary development of Arabic Yemeni learners in my year six class. This aim is specific and unique rather than being general and universal, and requires qualitative as well as quantitative data collection methods. Overall the interest of this research is subjective, rather than absolute. (Burrell and Morgan, 1979; Kirk and Miller, 1986), thus, this research is idiographic (Cohen, Manion, and Morrison, 2007).

Proposed Methodology and Rational

Rationale - this needs to justify the choice of approach.

Under the proposed plan, I shall use a mixed-methods design using both quantitative and qualitative methodologies to carry out action research to explore and develop different strategies to help support Arabic Yemeni students with the development of vocabulary.

Structure of proposed research

Within the literature there are many definitions of action research. Mills (2000) suggests 'Action Research is inquiry or research in the context of focused efforts to improve the quality of an organisation and its performance'. Calhoun (1994) simply suggests that it requires studying what is happening currently, finding a way to make it better, and assessing its impact. Baumfield, Hall and Wall (2013) suggest action research in education is *learning* through practitioner enquiry. Kolb suggests, "*Learning* is the process whereby knowledge is created through the transformation of experience" (1984, p. 38). Kolb's experiential learning cycle maps very closely to traditional action research cycles (Figure One). This research uses three cycles of Kolb's experiential cycle. However, simply following these reflective cycles can lack external input (Miettinen, 2000). It is important to remember the element of context identified by Mills and Calhoun. Therefore, into my proposed research cycle (Figure One) I have included a 'Literature Experience' input (similar to Rolfe et al.'s What reflective model; 2001), and 'Student Experience' input (inspired by Brookfield's lenses; 1995). The aim of this cycle is to ensure I explicitly reflect on my practice through the action research, to draw meaningful conclusions, and modify my practice (Wetzstein and Hacker, 2004).

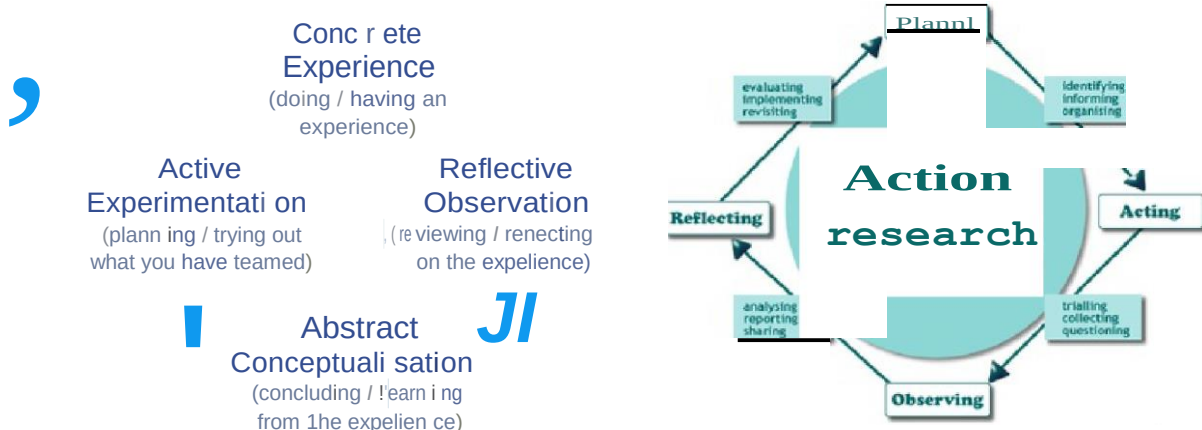


Figure One: (a) Kolb's experiential learning cycle represented by a four-stage learning cycle (McGeod, 2010). (b) Action Research cycle.

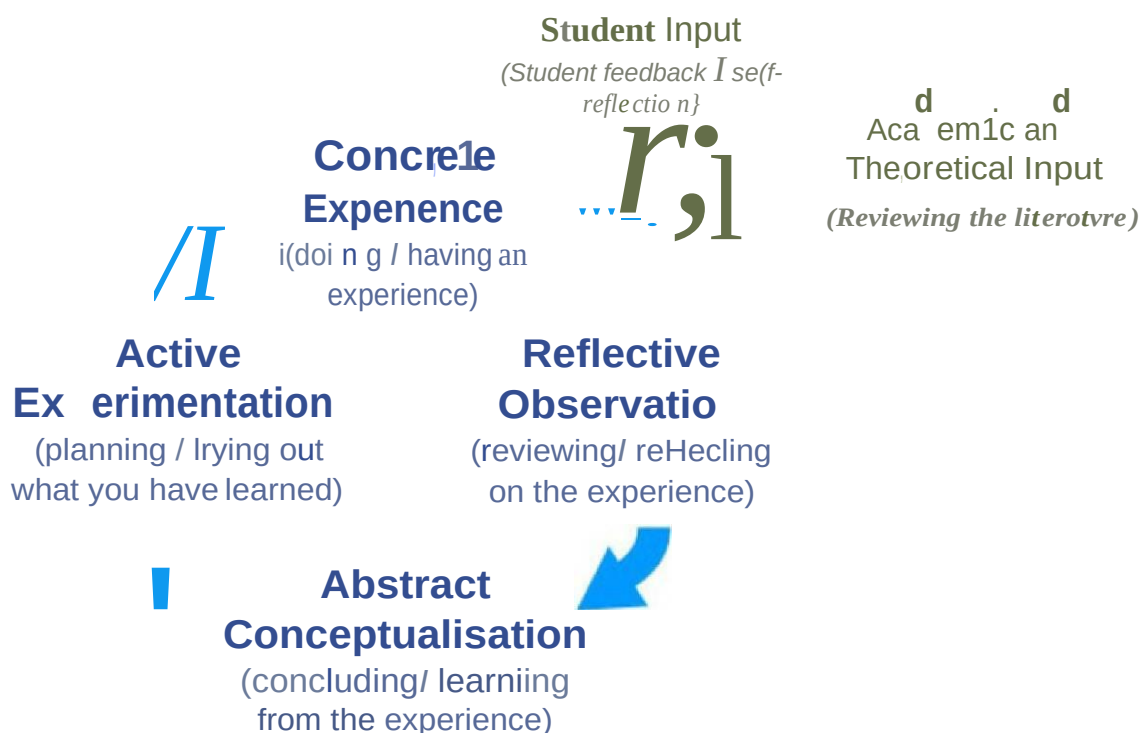


Figure Two: Adaptation of Kolb's experiential learning cycle.

Therefore, under the proposed plan, I shall follow three action research cycles, each time feeding in research alongside learner voice, to develop interventions to enhance vocabulary development.

Research Participants

The research participants will be a purposive sample (non-probability sample: Cohen, Manion and Morrison, 2007). They shall be the seven Arabic Yemeni children in my home class (as opposed to literacy and numeracy classes, which are set). This group is derived from the focus of this research to target Arabic Yemeni learners, specifically because these students do not necessarily represent the wider student populations engagement with learning and attainment progress; they simply represent themselves. Furthermore, as well as the attainment of this group being different to the whole population, the attainment, and attitudes of individuals within this group is very heterogeneous. This will be important to consider during the research process. This purposive sample is appropriate as I do not intend to generalise the findings beyond the sample in question (Cohen, Manion, and Morrison, 2007).

Consent

Punch (2000) asserts, "all social research involves consent, access and associated ethical issues, since it is based on data from people about people". Therefore, before the first research cycle I shall speak to the children individually, explaining, what I am trying to find out, what is involved in participating, why their participation is necessary, how the research will be used, and highlighting that they will not be able to be identified through the research in accordance with BERA (2011) guidelines. Students will be told that they have the right to withdraw from the research for any or no reason, at any time (that is the separate data collection which is separate from the rest of the class; BERA, 2011). Thus, students will be facilitated to make full informed consent (Appendix Four). In addition, I shall send a letter home to inform parents; it will explain the aim and content of the research and advise them it is within the boundaries of normal classroom practice (Appendix Four). Both documents will include a translation into Arabic (by a school colleague).

Data Collection

For each research question, I shall use multiple methods of data collection, so that triangulation of the data can strengthen the validity of the research. In addition, the collection of both quantitative and qualitative data will facilitate a more holistic analysis of the impact of this project. Data collection methods to address each research question are as follows:

Research Question One: How do Year Six Arabic Yemeni learners experience a range of vocabulary development interventions?

- o **Questionnaire**

A questionnaire (Appendix Two) will be used to assess student experience of, and engagement with, learning and using new vocabulary. Students will complete it at the beginning, before the first action research cycle, to provide baseline

assessment, and then it shall be used at the end of the third cycle, so a comparison can be made. The questionnaire utilises the Likert scale; this allows each statement to be allocated a points value and thus quantified (Millis, 2000). I will get students to complete the questionnaire with a TA during the morning, when students are coming in. This is for ethical reasons, as it is normal practice within School X for TAs to complete individual targeted focus groups at this time of the day, and therefore ensures focus children are not singled out.

The analysis of the results from the baseline and final questionnaire will allow a comparison of how experience students have of learning and using new vocabulary has changed through the action research, if at all. Additionally, it shall suggest the extent to which student engagement with learning and using new vocabulary has changed.

A questionnaire will be used as the development of pre-coded questions elicit standardised answers which are easier to analyse (Welsh Government, 2015). However, simply issuing the questionnaires to the students could result in incomplete questionnaires, or students not understanding the vocabulary of the questions and thus not understanding the questions. This shall be avoided by asking a TA to work through the questionnaire with the students; it shall be important that emphasise to the TA the importance of reading the questions in a neutral manner. Nevertheless, it is difficult to validate the truthfulness of the answers; the data may be skewed by students responding with answers they think the TA wants. Thus, independent student self-reflection, and teacher observation will be important to triangulate this data collection.

o **Student self reflection**

Students shall complete weekly self-reflections during the three cycles of action research. This shall be used to analyse how student engagement changes as each strategy becomes embedded during each cycle, and, new strategies are introduced at the start of each cycle. Students will be encouraged to use PMI, a thinking tool devised by Edward de Bono, to structure their self-reflections. Students will be provided with a structured sheet (Appendix Three) to record their self-reflections. However, they will also be given the choice to use an iPad to record their reflections.

The data from weekly student self-reflections will provide two functions. Firstly, they will be used as the student voice input in my action research cycle when reflecting on previous strategies and developing them further. Secondly, they will help triangulate the data gathered through the questionnaires, and may also highlight specific points in the action research that had a significant effect.

De Bono's PMI tool has been selected to scaffold the self-reflection as it is easy to learn, encourages students to think broadly and consider multiple sides of a premise, and is quick (this makes it practical for students to complete these on a weekly basis as it is not time consuming). Students shall be given the option of writing or recording their responses as given the specific challenges the participants some are less engaged When asked to record their ideas and thoughts in writing.

- o Teacher observation

During the research, I, as the class teacher, shall keep a reflective diary each week, which will act as field notes, including notes of observations.

A reflective diary of observations has been chosen, as it will allow me to spot patterns in student responses. Additionally, it can help validate whether data from students' self-reflections is based on what they do, rather than what they say they do.

Research Question Two: What helps Year Six Arabic Yemeni learners most when learning and applying new vocabulary?

- o Student self-reflection

The student self-reflection methods as discussed above, using De Bono's PMI technique, shall also be analysed to identify patterns in student suggestions of what help them most when learning and applying new vocabulary.

This method has been chosen as research suggests activating student voice, which these weekly self-reflections shall also be used for, can promote engagement and increase student wellbeing (Public Health England, 2015; Toshalis and Nakkula, 2012; Aitra, 2014). Again, triangulation of this data will be important, as this data will only show what students perceive helps them most, not necessarily what is helping them.

- o Teacher observation and reflection

The reflective diary explained above shall also act as field notes to identify what most helps Arabic Yemeni learners when learning and applying new vocabulary.

- o Chronological samples of student work

During the action research cycles, I shall keep evidence of participants work on intervention strategies (for example their clinics), and examples of their work after it (to look for application of interventions by students). This can then be analysed to help suggest which strategy, or part of an intervention strategy, has most impact on

learners when developing their vocabulary skills. Samples of student work can also be used to triangulate student self-reflections.

Research Question Three: How does a range of vocabulary development interventions impact on the academic progress of learners?

- **Reading test results**

A key component of the new year six SATs reading test is understanding vocabulary in context. Through the year students in year six complete a SATs reading test every half term to monitor their progress. Therefore, this shall be used as a measure of the progress of participant's vocabulary development, specifically their application of new vocabulary.

Baseline data of students reading test scores the half term before the first action research cycle will be collected, and compared with their reading scores of the half term reading test score that occurs during the action research, and the one immediately after.

The standardisation of the SATs reading test will allow for comparison with their peers, and to identify the extent of the attainment gap between Arabic Yemeni learners and other learners before, during and after the action research. In addition, this data is already analysed by myself within my remit as classroom teacher, and therefore readily accessible. Nevertheless, tests only reveal in-the-moment responses and may not reflect true ability, thus, triangulation with analysis of students use of vocabulary in their writing will be important.

- **Writing Samples**

A sample of each participants writing will be copied before the action research, and then again at the end. A comparison of the vocabulary used by the students will be made, and thus the impact it has on the standard of the students writing.

Analysing learner's use of vocabulary within their writing allow triangulation of the test results, and will increase the validity of the research, as the experience of writing during lesson is less stressful than during a test and thus may be a truer reflection of student's ability.

Indicative strategies that may be developed

The intervention strategies that will be developed through this action research will depend on the literature review, student feedback, and reflections following observation. However the strategies will need to address different areas of vocabulary development and could include:

- Creating word clines with students to encourage the development of a depth of vocabulary.
(Appendix Five)
- Providing students with context clues challenges and scaffolds to develop students' ability to identify the meaning of vocabulary. (Appendix Six).

Appendix Two

Proposed questionnaire to assess student engagement with vocabulary development

Vocabulary Development Questionnaire

For each statement tick one of the five boxes to show how much you think the statement applies to you.

Part One: This is about your experience of strategies used in school to increase the number of words you know, and using them in new contexts.

	Strongly disagree	Disagree	Don't know	Agree	Strongly Agree
I enjoy learning new words.					
I enjoy using new words I have learnt					
I find understanding the meaning of new words difficult,					
I find it difficult to remember new words I have learnt,					
I feel confident to "have a go" at using new words in my work.					
I think learning new words is important.					

Part Two: This is about your experience of learning new words and information at school.

	Strongly disagree	Disagree	Don't Know	Agree	Strongly Agree
I enjoy lessons when there is a competition.					
I remember things better when I have to work it out					



mysdf.					
I feel confi dent when t her i s a cloo.r pat tern to fo llow.					

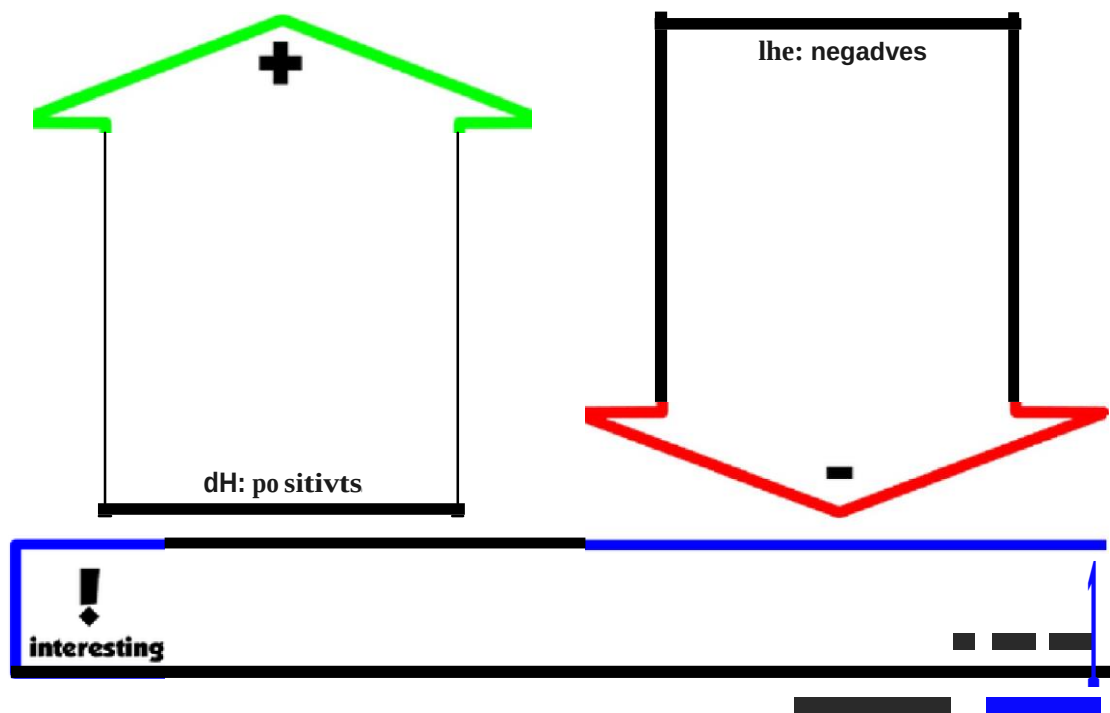
Appendix Three

De Bono PMI Model

Used to help students self-reflect on new interventions and strategies used.

,

●
question



Appendix Four

Participant consent letter- this will be translated into Arabic for participants and parents.

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

19

PARTICIPATION CONSENT FORM

Project Title: A critical analysis of the extent to which Year Six English as Additional Language learners (specifically Yemeni Arabic learners) respond to interventions, to increase on a small scale accelerate progress in vocabulary development.

Name of Researcher: R. Mannin

Please initial box

1	I confirm that I have read and understand the information sheet dated 9 th January 2017 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	I understand that any information given by me may be used in future reports, articles or presentations by the research team,	
4	I understand that my name will not appear in any reports, articles or presentations.	
5	I agree to take part in the above study.	
Name of Participant		Signature
Researcher		Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

Participant Identification Number:

Project Title: A critical analysis of the extent to which Year Six English as Additional Language learners (specifically Yemeni Arabic learners) respond to interventions, for instance word clues and context clues challenges, to increase understanding and accelerate progress in vocabulary development.

Dear Participant,



My name is Miss XXXX and I am studying at the University of Wales Trinity Saint David, and teaching full time as your Year Six teacher at Clifton Primary School

I would like to invite you to participate in my research project. This project will look at implementing strategies within the classroom to aid the development of vocabulary skills. Participants taking part are asked to complete a very short questionnaire at the beginning and end of the action research, and complete a short self-reflection each week. Other than this there is no extra/additional work aside from classwork required from participants.

Through your participation in lessons, and feedback via your self-reflection, I hope to develop strategies which boost the development of your vocabulary skills.

All information and data collected will be kept strictly confidential to the researchers involved and **NO** individual data will be released to the general public. Data collection may include:

- Previous assessment data.
- Assessment data at the end of the project.
- Feedback through weekly self-reflections.
- Feedback through a questionnaire.
- Samples of your work,

This gives you a chance to express your views on your learning in a confidential and anonymous forum. Your participation in this study is completely voluntary so you can withdraw from the questionnaire and weekly self-reflection at any stage.

Attached to this letter is a consent form. As this is a new project, your consent to participate is required and we would be much obliged if you could also complete the form and return it to Miss XXXX.

After careful and precise analysis of the data obtained from this research, I will be happy to provide you with a copy of the findings at your request. The results of this research will hopefully enhance my pedagogy and will be stored on a password protected memory stick or folder and will be placed in a locked cupboard. The results of the research will be fed back to the University of Wales Trinity Saint David.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss XXXX
University of Wales Trinity Saint David, Job's Well Road, Carmarthen

Parent.information Jetter

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Participant Identification Number :

Project Title: A critical analysis of the extent to which Year Six English as Additional Language learners (specifically Yemeni Arabic learners) respond to interventions, for instance word clues and context clues challenges, to increase engagement and accelerate progress in vocabulary development.

Dear Parent,

My name is Miss **XXXX** and I am studying at the University of Wales Trinity Saint David, and teaching full time as your child's Year Six teacher at Clifton Primary School.

I would like to invite your child to participate in my research project. This project will look at implementing strategies within the classroom to aid the development of vocabulary skills. Participants taking part are asked to complete a very short questionnaire at the beginning, and end of the action research, and complete a short self-reflection each week. Other than this there is no extra/additional work aside from classwork required from participants.

Through your child's participation in lessons, and feedback via their weekly self-reflection, I hope to develop strategies which boost the development of their vocabulary skills.

All information and data collected will be kept strictly confidential to the researchers involved and at **NO** time will individual data be released to the general public. Data collection may include:

- Previous assessment data.
- Assessment data at the end of the project.
- Feedback through weekly self-reflections.
- Feedback through a questionnaire.
- Samples of your work.

This gives your child a chance to express their views on their learning in a confidential and anonymous forum. Their participation in this study is completely voluntary so they can withdraw from the questionnaire and weekly self-reflection at any stage.

The research will have been explained to your child and they will be asked to complete a consent form. As this is a new project, their consent, as the participants, is required.

After careful and precise analysis of the data obtained from this research I will be happy to provide you with a copy of the findings at your request. The results of this research will hopefully enhance my pedagogy and will be stored on a password protected memory stick or folder and will be placed in a locked cupboard. The results of the research will be fed back to the University of Wales Trinity Saint David.

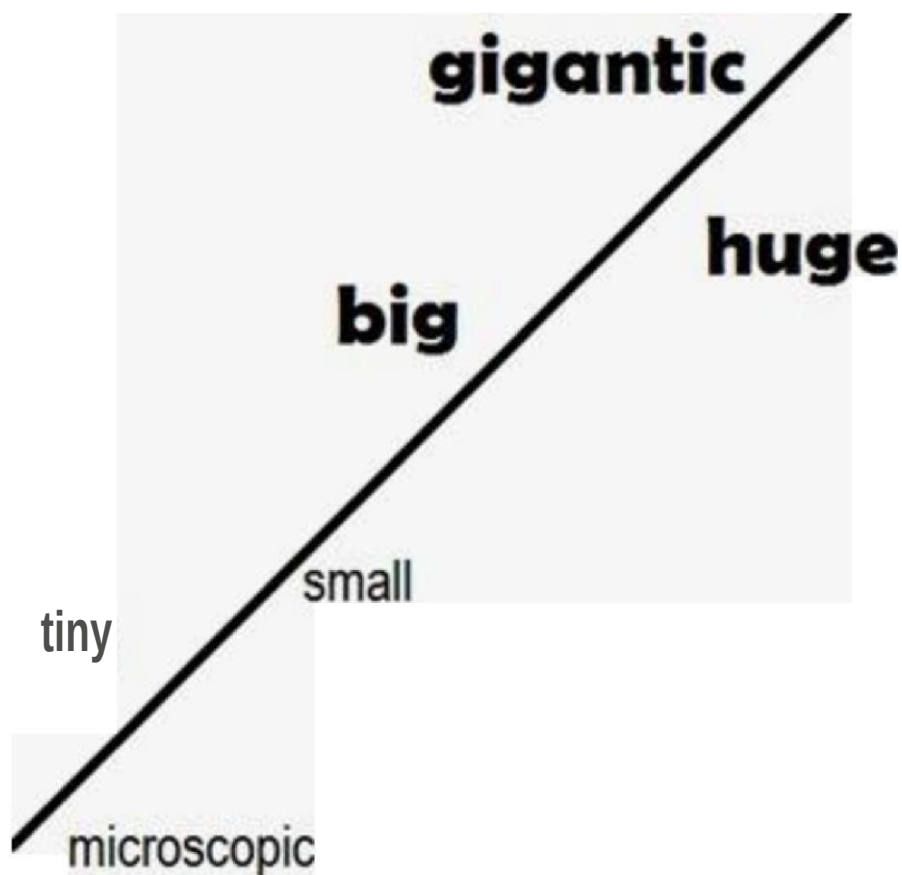
Thank you for taking the time to read this letter. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss XXXX
University of Wales Trinity Saint David, Job's Well Road, Carmarthen

Appendix Five

Word Clines - an indicative fn it iaf strategy to be devefoped to incncrease students' depth of vocabulary.



Appendix Six

Context Clues Challenge - an indicative initial strategy to be developed to increase students' strategies to deduce the meaning of new words.

Jm

Context Clues

Directions: Use context clues to determine the meanings of the underlined words. Write what you believe the meaning of the word to be, and what clues you used to determine the meaning.

1. Kaitlyn was nervous to be the only singer on stage and be the first on the bill her solitary performance.

Meaning: _____

clues

2. Mr. Banks will compensate us for the work we do by paying my friends and me each five dollars.

Meaning: _____

clues

3. Dad and mom placed cups on the table and gave each of us thirsty kids a choice of beverage.

Meaning: _____

clues

4. Coomob bought a new computer but was told that the industry creates better, faster, more efficient computers so quickly that his will be obsolete within the month.

Meaning: _____

clues

5. When our dog Honkers escapes, Kyle and I run in different directions around house after the dog to cut him off and erupt him.

•••••

clues

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Ethics Proposal XXXX

GRADEMARK REPORT

FINAL GRADE

/100

GENERAL COMMENTS

Instructor

XXXX

This is an interesting proposed subject for research. Your indicative title is clear and focused. The research is clearly relevant to your professional development and the needs of the school. It is also of interest to broader education community.

The indicative plan is clear with anticipated outcomes noted alongside contextual factors and challenges. Your chosen strategies fit with the research questions and aims.

The research design takes into account the ethical principles and it is clear that you have thought sensitively about the needs of learners. In the appendix you provide more detail on the context and rationale for the research - this is clearly written and shows a good grasp of local and national context and the underperformance of these groups. Is this something over time i.e. trend and, if so, what is the size of the gap? You note that the school wants to focus on boys particularly - what is the gender gap in attainment here? Do you have any hunch as to why this might be?

There are a few pointers to address e.g. with your seeking consent letters (appendix 2), the language needs to be more accessible although you do say that you will talk to the children beforehand. You also need to respond to the few comments made by the ethics committee.

You have clearly engaged in wide reading around research approaches, and are well informed in terms of models and theories (see pp.19+).

Overall, this is very comprehensive proposal and you demonstrate a clear understanding of how to go about answering your research questions, with due regard to ethical considerations. Most significantly, the choice of subject is likely to enhance your understanding of these children's needs and is highly relevant to the context that you work in.

70%

PAGE 1



Comment 1

This was agreed by me in principle in Nov 16

PAGE 2



Comment 2

This is clear and focused



Comment 3

Clear rationale showing relevance of research to you and the school



Comment 4

word missing here? 2nd RQ - learn most??

PAGE 3



Comment 5

2 and 3 are more akin to aims - objectives need to be measurable.



Comment 6

This is clear and shows appropriate theoretical underpinning

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9



Comment 7

Might you want to keep these until the completion of the research project?

Text Comment. discretion



Comment 8

Clarify



Comment 9

Although these may be v. low, worth noting possible risks - accusations of favouritism in some children using technologies and some not?



Comment 10

Risk to reputation loss, however slight

PAGE 10

Text Comment. of ?

PAGE 11



Comment 11

Need to tick yes or no

PAGE 12

PAGE 13

Text Comment

PAGE 14

PAGE 15

PAGE 16

PAGE 17



Comment 12

Clear background to project

PAGE 18



Comment 13

Size of gap?



Comment 14

Why do you think?

PAGE 19

Text Comment. Rationale - this needs to justify the choice of approach

PAGE 20

PAGE 21



Comment 15

This is helpful - though take care with words like 'necessary'

PAGE 22



Comment 16

Good

PAGE 23



Comment 17

Any constraints to consider?

PAGE 24

Text Comment. learners'

PAGE 25



Comment 18

Not sure if this entry helps you

PAGE 26

PAGE 27

PAGE 28



Comment 19

Needs to be child-friendly

PAGE 29



Comment 20

Who is the intended audience - children (sounds like this given 'through your participation in lessons'). If children, and although translated, the tone of the letter is not v. accessible.

PAGE 30

PAGE 31



Comment 21

Teaching rather than 'pedagogy' - more appropriate?

PAGE 32

PAGE 33
