

X7347 Assignment Briefing

Assignment due date: 1pm on Monday 17 April 2023

Release of grades: 1pm on Wednesday 3 May 2023

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1. ASSESSMENT OVERVIEW

Module Leader: Dr Dario Luis Banegas

Admin Support: Lynne Moffat

Module	Semester	Assessment form 1	Assessment form 2	Date
X7347 Language Awareness: Knowledge about Language	2	Critique of a teaching resource	Design of a teaching resource	1pm, 17 April 2023

Please complete the Assignment Top Sheet (Appendix 1) and place it at the beginning of your submission. Your submission should then have these elements: 0. Top sheet, 1. Part 1 (essay), and 2. Part 2 (essay).

1.1 PART 1: CRITIQUE OF A TEACHING RESOURCE (50%)

By means of a 1,500 word-essay, students will critique one existing language teaching resource (e.g., a series of tasks, a worksheet, a coursebook page, an app, an online activity) designed to help English language learners to develop competence in one dimension (e.g., lexis, pronunciation, grammar, listening skills) of language teaching. Students will critically assess one such resource from the perspective of the knowledge about language acquired in the class and the context in which it might be used.

Suggested structure of the essay:

- Title: (e.g. “ A critique of a teaching resource”)
- Introduction (30-50 words): State the aim of the essay (What specific focus will you use to analyse the resource?)
- A brief description of the resource (include the resource itself or a link if appropriate, acknowledge full reference to it) and the context in which it appears to be used if known (150-200 words).
- Analysis of the resource in one specific dimension (1,200 words): first, briefly state how your analysis is organised, ie, what specific aspects you will analyse; secondly, analyse each aspect providing theoretical support and including specific examples from the resource. Tip: each paragraph should focus on one aspect at a time.
- Conclusion (50 words): Return to the aim of the essay and reflect on the extent you have achieved it and how.
- References (APA 7th ed)

Make sure that every section in your essay includes a numbered heading. That contributes to organisation and clarity.

1.2 PART 2: DESIGN OF A TEACHING RESOURCE (50%)

Students will design a new resource to help English language learners to develop competence in at least one of the following areas – sound, structure, and meaning. The resource should be approached as a follow-up of the

resource critiqued in Part 1. A 1,000 word essay will set out a rationale for this resource, drawing on the knowledge about language acquired in the class and setting out ways in which learners' competence in this context might be further developed.

Suggested structure:

- a. Title
- b. Introduction (50 words): State the aim of the essay.
- c. The resource (150 words): Briefly describe the resource you have designed and what the aim of the resource is. Also, include here the resource itself or a link to it if applicable. Note: The resource itself is not included in the word count.
- d. Justification (700 words): Explain in what ways the knowledge developed in the module informs your decisions underpinning the resource design. Make reference to concepts and authors addressed in the module.
- e. Conclusion (100 words): Reflect on any limitations your own resource may have in relation to its intended aim.
- f. References (APA 7th ed.).

Make sure that every section in your essay includes a numbered heading. That contributes to organisation and clarity.

1.3 REFERENCES

Include a list of the references consulted (following APA 7th edition for both in-text citation and the full references). In total, both essays combined should have a minimum of ten high quality references. References should appear at the end of each part.

High quality references typically refer to published work which are seminal or within the last 5-10 years. They can be peer reviewed journal articles, peer reviewed book chapters, monographs, edited books, government reports and so on. A good starting point are the references your tutors have used in their slides, the class reading list and further suggested reading.

2. ASSESSMENT CRITERIA

Please, make sure you address all the criteria. The overall passing mark is 40%

2.1 CRITERIA FOR PART 1: CRITIQUE OF A TEACHING RESOURCE

Part 1 will be marked on the following criteria:

- Use of a range of quality sources in making judgement.
- Interpretation of language teaching materials informed by the new knowledge acquired in the module.
- Deployment of coherent and cohesive academic writing skills.
- Engagement in critical discussion of a specific issue.

2.2 CRITERIA FOR PART 2: DESIGN OF A TEACHING RESOURCE

Part 2 will be marked on the following criteria:

- Use of the new knowledge and understanding to formulate appropriate justifications.
- Deployment of coherent and cohesive academic writing skills.
- Engagement in critical discussion of a specific issue.

3. ADDITIONAL ADVICE

Before submission, please also refer to the [University website](#) for:

- University advice on assessment and feedback policy;
- University advice on marking and moderation;
- University advice on plagiarism and the use of Turnitin; and
- University advice on penalties for late submission where an extension has NOT already been granted.

3.1 GRADING

Both Part 1 and Part 2 will be marked separately. Since each part carries the same weight, both marks will be totalled and divided by two to obtain the final mark. For example:

Part 1: 52%

Part 2: 65%

Total: $117 \div 2 = 58.5$ ---> **58%** (final score)

Score distribution	Category
92%, 100%	First
84%	First
72%, 75%, 78%	First
62%, 65%, 68%	Upper second
52%, 55%, 58%	Lower second
42%, 45%, 48%	Third
32%, 35%, 38%	Fail
20%	Fail
10%	Fail
0%	Non submission

Markers will use professional judgement regarding the assignment Categories & Features (see below) to help determine an overall mark for each part of the assignment.

4. CATEGORIES AND FEATURES

X7347

Language Awareness: Knowledge about Language

First	92%	<p>Exceptional demonstration of learning outcomes</p> <p>Exceptional in most or every respect, the work demonstrates all of the characteristics noted in the <i>Outstanding</i> range below and is also well beyond the level expected of a highly competent student, and could not be bettered for the level of study.</p>
	100%	
	84%	<p>Outstanding demonstration of learning outcomes</p> <p>Outstanding in most respects, the work is what might be expected of a highly competent student at this level study.</p> <p>The work demonstrates most of the following attributes:</p> <ul style="list-style-type: none"> - A breadth of appropriate and focussed knowledge, and a deep and critical understanding of language education issues - An outstanding standard of synthesis and evaluation, and a critical and insightful analysis - Complexity of thought, creativity, insight and/or originality - Evidence of comprehensive reading and thought of significant complexity and well beyond, but still relevant to, course materials - Outstanding use of references, well beyond, but still relevant to, course materials - An outstanding standard of writing and communication and/or presentation, that is clearly and logically structured
72%	<p>Excellent demonstration of learning outcomes</p> <p>Excellent in most respects, the work is what might be expected of a very competent student at this level. The work demonstrates:</p> <ul style="list-style-type: none"> - Wide, appropriate and focussed knowledge and critical understanding of language education issues - An excellent standard of synthesis and evaluation and/or shows critical and insightful analysis - Some complexity of thought, insight and/or originality - Evidence of comprehensive reading and thought beyond course materials - Excellent use of references - An excellent standard of writing and communication and/or presentation, that is clearly and logically structured 	
75%		
78%		
Upper second	62%	<p>Comprehensive demonstration of learning outcomes</p> <p>Very good or good in most respects for this level study in displaying attainment of the learning outcomes, with marks at the higher end of this scale reflecting stronger and more consistent attainment of the learning outcomes. This work demonstrates:</p> <ul style="list-style-type: none"> - A very good or good level of appropriate knowledge and critical understanding of language education issues, with only occasional lapses in detail - Very good or good synthesis, analysis, reflection, understanding and/or critical evaluation - Evidence of reading and thought beyond course materials - Appropriate use of references - A good standard of writing and communication and/or presentation, that is clearly and logically structured
65%		
68%		
Lower second	52%	<p>Satisfactory demonstration of learning outcomes</p> <p>The work is satisfactory for this level study and clearly meets the requirements for demonstrating the relevant learning outcomes. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work. This work demonstrates:</p> <ul style="list-style-type: none"> - Satisfactory knowledge and a reasonable understanding of the essential material on language education - Weaknesses in the synthesis and/or analysis, reflection, understanding and critical evaluation of material, resulting in parts of the work being overly descriptive in nature
55%		
58%		

		<ul style="list-style-type: none"> - General accuracy with occasional mistakes and/or reduced focus on the main issue or lapses I n detail - Limited evidence of reading and thought beyond course/assignment materials - A satisfactory , where there may be weaknesses in the clarity and/or structure of the work - Appropriate use of references and exemplars, though there may be minor flaws in the referencing technique
Third	42% 45% 48%	<p><u>Limited demonstration of the learning outcomes</u> The work meets the minimum requirements for demonstrating the relevant learning outcomes for this level study. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work,. This work demonstrates:</p> <ul style="list-style-type: none"> - Basic knowledge and understanding - A weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements - No relevant critical analysis - Insufficient evidence of reading and thought beyond course/assignment materials - Poor organisation and/or presentation - A lack of references
Fail	32% 35% 38%	<p><u>Marginal fail: Inadequate demonstration of the learning outcomes</u> The work fails to meet the minimum requirements for demonstrating the relevant learning outcomes for this level study. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes within this range of marks. This work demonstrates:</p> <ul style="list-style-type: none"> - An insufficient level of knowledge and understanding - A poorly structured, poorly developed, or incoherent argument, or no argument at all - An awkward writing style or poor expression of concepts - A lack of familiarity with the subject and/or assessment method - Insufficient evidence of reading and thought beyond course/assignment materials - A lack of references
	20%	<p><u>Clear fail: Weak demonstration of the learning outcomes</u> The work is very weak or shows a decided lack of effort. The work demonstrates:</p> <ul style="list-style-type: none"> - Very poor or confused knowledge and understanding, with reference to only a few key words, phrases or key ideas - No argument or one based on irrelevant and erroneous content - Irrelevant content and extensive omissions - Weaknesses of presentation and/or logic and/or evidence - Inadequate evidence of learning - Incomplete or inadequately presented references, if any
	10%	<p><u>Minimal demonstration of the learning outcomes</u> The work is extremely weak. The work demonstrates:</p> <ul style="list-style-type: none"> - No knowledge or understanding of the area in question - Incomplete, muddled, and/or irrelevant material - Irrelevant or little content, extensive omissions - Weaknesses of presentation and/or logic and/or evidence - Deficient evidence of learning - Incomplete or inadequately presented references, if any
	0%	Not relevant work submitted for assessment

APPENDIX 1: ASSIGNMENT TOP-SHEET

X7347

Language Awareness: Knowledge about Language

Module leader	Dr Tomasz John
Submission date	1pm, 19 April 2022 (via Myplace)
Written essay word count	

It is recommended that you take the opportunity, in the space below, to request specific feedback from the marker on a maximum of two aspects that you think would be beneficial. *These points should be very specific to the module, its themes and how these relate to this submission. Very general questions are unlikely to be helpful to you or the marker.*

Please also provide feedback on the following specific aspect(s) of this submission

Feedback should lead to continuous improvements across your work as a whole. You are encouraged to consider feedback from previous module assignments when preparing this submission. Note below the action(s) you have taken in light of this advice in relation to this particular assessment task.

This is how I have used feedback on previous work to improve this submission

Declaration

I declare that this submission is entirely my own work. All sources and quotation have been acknowledged in the text and/or included in the references section. I have read and understood the University policy on [Academic Dishonesty](#) and the familiarised myself with the [Good Academic Practice and the Avoidance of Plagiarism: Guidance for Students](#) booklet.