

Final Assignment #5: The "Quality Education" Research Seminar

Total Weight: 30% of Final Grade

Deadline: March 25, 2026 (To be confirmed)

Overview

Working in your assigned thematic panels, you will develop a formal **Research Proposal (Chapters 1–3)**. You are not required to collect data; instead, you will demonstrate your ability to design a rigorous study that addresses **SDG 4 (Quality Education)** in the Thai EFL context.

Part 1: The Written Proposal (15%)

Your proposal must be a formal academic document (approx. 1,500–2,000 words) following APA style.

1. Introduction (The "Why")

Convince the reader that your chosen topic is a real problem in Thailand and that your research is necessary to help achieve **SDG 4 (Quality Education)**. Instruction should be structured with the following sections:

1.1 Background of the Problem

- Instead of describing one school, describe the **common trend** your group identified during the panel discussion.
- Use your varied experiences as evidence. (e.g., *"Across three different schools in Bangkok and Nonthaburi, we observed a consistent gap in..."*).
- You must link your observation to the broader context of Thai education today. For example: *Refer to recent reports on the "learning loss" after COVID-19, or the Ministry of Education's push for "Active Learning."* Use 2–3 citations here.

1.2 Problem Statement

- Identify the specific "gap." What is happening now, and what *should* be happening? For example: *While digital tools are available in classrooms, they are rarely used to reduce teacher workload (SDG 4.c), leading to educator burnout.*

1.3 Research Questions & Objectives

- **Research Question (RQ):** What do you want to find out? (e.g., *How do gamified activities influence the vocabulary retention of Grade 4 EFL students?*)

- **Research Objective (RQ):** What do you aim to do? (e.g., *"To design and evaluate a gamified vocabulary lesson plan for primary education."*)

1.4 Significance of the Study

- Why does this matter? Explain how your proposal could benefit:
 - a) **Students:** (e.g., increased engagement, better grades).
 - b) **Teachers:** (e.g., new teaching strategies, better time management).
 - c) **The Field:** (How it supports the targets of **SDG 4**).

2. Literature Review (The "What" with the Synthesis Strategy)

Organise your research proposal by theme. Use your keywords to create sub-headings.

2.1 Literature Review Flow for Each Theme

- Your Argument/Claim (What is the main point you want to make?)
- Supporting Evidence (Which authors agree with you?)
- Counter-perspective or Gap (Is there anything these authors missed?)

For example:

[Argument] In the current post-pandemic landscape, English foundational skills cannot be restored using traditional teacher-centered methods alone. **[Evidence]** According to **Smith (2024)**, the "learning loss" observed in Grade 4 students requires a high degree of scaffolding and differentiated instruction to be corrected. This is echoed by **Khosla (2025)**, who asserts that peer-assisted learning (PAL) is the most sustainable way to bridge literacy gaps in mixed-ability classrooms. **[Gap]** Yet, while PAL is widely discussed in Western contexts, there is limited evidence on its effectiveness within the specific constraints of the Thai National Curriculum. This study aims to fill that gap by proposing a PAL framework tailored for Thai primary education.

2.2 You can follow The PEEL Method:

P – Point: Start with a clear topic sentence (your claim).

E – Evidence: Cite your academic sources (the 5+ sources).

E – Explanation: Explain how this evidence supports your point.

L – Link: Connect this paragraph to your specific research goal.

For example:

[P – Point] Implementing gamified elements in the EFL classroom is a highly effective strategy for lowering the "affective filter" and encouraging oral participation among shy learners. **[E - Evidence]** As argued by **Arune (2024)**, traditional teacher-centered instruction often heightens

student anxiety, whereas game-based mechanics provide a "safe space" for trial and error. This is further supported by **Chen and Smith (2023)**, who found that 85% of primary students felt more confident speaking English when a leaderboard or points system was introduced. Furthermore, **SDG 4 guidelines (2020)** emphasize that "inclusive and equitable" education requires engaging, learner-centered tools that cater to diverse emotional needs. **[E – Explanation]** These findings suggest that when the focus shifts from "getting the answer right" to "winning the game," the psychological pressure on the student is significantly reduced. By gamifying the lesson, the teacher transforms a high-stakes performance into a low-stakes social activity, which directly addresses the root cause of learner silence. **[L – Link]:** Therefore, understanding the relationship between game mechanics and emotional safety is essential for this study, as it seeks to propose a specific gamification framework tailored for Grade 7 students at Watnairong School.

Note: This paragraph is an **AI-generated example** intended to demonstrate the review literature flow/the **PEEL structure** and academic tone. Please be aware that the names, dates, and specific findings used in this sample are **fictional**. You must conduct your own literature search using reliable databases (such as Google Scholar, ERIC, or your university library) to find **authentic academic sources** for your own proposal.

3. Methodology (The "How")

3.1 Participants (The Who & Why)

In this section, identify your target group. You can justify their choice using **Purposive Sampling** (choosing people because they have the right characteristics).

- Define the age, grade level, and school type.
- Explain why this group is the best fit for the research problem.
- Ethical Consideration is crucial. You must mention **Anonymity** and **Informed Consent**. For example: *Participation in this study is voluntary. All student names will be replaced with codes (e.g., Student A) to ensure **anonymity**, and consent will be obtained from the school director and parents before data collection.*

3.2 Research Instruments (The Tools)

You must describe the tool(s) you are using to answer your research questions. You can choose **one or two** from the table below:

Instrument	Description of the Instrument
Survey / Questionnaire	A 5-point Likert Scale (Strongly Disagree to Strongly Agree) measuring attitudes or motivation.
Semi-Structured Interview	A list of 5–8 open-ended questions designed to explore teachers' or students' deep opinions.

Instrument	Description of the Instrument
Observation Checklist	A tally sheet used to count specific behaviors (e.g., how many times a student uses a mobile phone).

3.3 Data Analysis (The Processing)

Describe how you will turn raw data into "Findings".

- The quantitative data from the Likert Scale surveys/questionnaire will be analyzed using **Mean** and **Standard Deviation** to identify the most common student attitudes.
- The qualitative data from interview transcripts will be analyzed using **Thematic/Content Analysis**. The researchers will look for recurring patterns or 'themes' in the participants' answers.

Sample Methodology Paragraph (Quantitative Research)

[Research Design] The research design for this study follows a **Quantitative approach** using a survey-based methodology. **[Participants]** The participants consist of 50 Grade 7 students from a secondary school in Bangkok, selected through **convenience sampling** based on their enrollment in the English for Communication course. **[Research Instrument]** To ensure the validity of the findings, a **5-point Likert Scale questionnaire** was designed, consisting of 15 items divided into three constructs: intrinsic motivation, language anxiety, and classroom engagement. **[Ethical Consideration]** Ethical protocols, including the signing of informed consent forms by parents and the school administration, will be strictly followed. All data will be kept confidential and used solely for academic purposes to protect the participants' privacy. **[Data Analysis]** The numerical data collected from the questionnaires will be processed using **Descriptive Statistics**. The researchers will calculate the **Mean (\bar{x})** to identify the average level of student motivation and the **Standard Deviation (S.D.)** to determine the variation in student responses across the 15 items.

Sample Methodology Paragraph (Qualitative Research)

[Research Design] The research design for this study follows a Qualitative approach using semi-structured interviews. **[Participants]** The participants consist of five English teachers from different primary schools in Bangkok, selected through purposive sampling because of their experience with inclusive classrooms. **[Research Instrument]** To ensure the validity of the findings, a set of eight open-ended questions was designed to allow teachers to describe their workload challenges in detail. **[Ethical Consideration]** Ethical protocols, including the signing of informed consent forms, will be strictly followed to protect the participants' privacy while addressing the research objectives stated in Chapter 1. **[Data Analysis]** The data collected from the interview recordings will be transcribed and processed using Thematic Analysis. This

involves "coding" the teachers' responses to identify recurring patterns, such as common administrative burdens or specific classroom stressors. These themes will then be categorized to provide a comprehensive answer to the research questions.

4. Submission Instructions

Organize your final submission on April 1st, 2026, into these two formats:

4.1. Digital Submission (Google Drive Folder)

Each group must upload one folder named: Panel Number_[Proposal Title]. Inside, include:

- **The Proposal:** One Word or PDF file (Chapters 1–3 + References and Appendices including research tools such as lesson plans, questionnaire, interview questions, etc.).
- **The Poster:** One High-Resolution Image (JPEG/PNG) or PDF.

4.2. The Seminar Booklet (Physical Book)

For the actual event, the "Booklet" serves as the official program. Each group's section should include:

- **Title Page:** Title, Student Names and Affiliation, and Emails
- **Abstract:** A 250-word summary of the proposal.
- **Keywords:** The 3–5 terms identified during brainstorming.
- **The Full Research Proposal:** Chapters 1–3 + References and Appendices
- **Poster Preview:** A small-scale version of the poster

4.3 Formatting the Booklet

To ensure the booklet looks professional and consistent, follow these formatting guidelines:

- **Font:** Times New Roman (12 pt) for the body; Bold for headings.
- **Panel Headings:** Start each panel on a new page within the booklet.
- **Citations:** Double-check every in-text citation against the reference list at the end of the proposal.
- **Appendices:** Clearly label your tools (e.g., Appendix A: Student Motivation Survey).

5. Seminar Booklet Design

5.1 Cover Page

[Top Section: SSRU Logo]
Faculty of Education
English Program
Suan Sunandha Rajabhat University

[Middle Section: The Theme]

[TITLE:] PROCEEDINGS: The 3rd Annual Undergraduate Seminar on ELT 2026
Innovating EFL Classrooms: Toward Sustainable Quality Education (SDG 4)

[SUBTITLE:] *A Collection of Research Proposals by Student Teachers*

[Bottom Section: Event Details]

[Date:] March [Insert Date], 2026

[Venue:] [Insert Room/Hall Name], SSRU

[Course:] EEI2310: Academic Writing for Teachers of English

Lecturer: Assistant Professor Dr. Sasiporn Phongploenpis

5.2 Full Booklet Structure

To keep the “Proceedings” organized, please follow this order:

1. **Cover Page** (Theme & Date)
2. **Table of Contents**
3. **Opening Remarks:** A short "Forward" or "Intro" written by you as your lecturer (me).
4. Seminar Event Schedule indicate time of the activities such as registration, opening ceremony, keynote (welcome speech), morning & afternoon sessions (both parallel session presentations and poster gallery), and closing remarks
5. **The Research Proposals:**
 - o *Group 1: Abstract -> Chapters 1-3 -> References -> Appendix -> A bio-photo (a professional group photo).*
 - o *Group 2: Abstract -> Chapters 1-3 -> References -> Appendix -. A bio-photo (a professional group photo) (and so on)*
6. **Back Cover:** With the SDG 4 logo and a group photo of the class.

6. Written Research Proposal Rubric (15%)

Includes both the Google Drive submission and the formatted version in the Seminar Booklet.

Criteria	Excellent 3	Satisfactory 2	Needs Improvement 1
Logic & Alignment	The problem, literature, and method are perfectly aligned. The "Gap" leads logically to the RQs.	Minor disconnect between the problem and the proposed method.	No clear connection between chapters. The method doesn't solve the stated problem.

Criteria	Excellent 3	Satisfactory 2	Needs Improvement 1
Literature Rigor	5+ authentic academic sources. High-level synthesis (PEEL/Argument-based writing).	3-4 sources. Relies on summaries rather than an original argument.	Fewer than 3 sources. Lacks academic depth or citations.
Methodology	Detailed "Plan of Action." Clear participants, tools, and data analysis (Mean/S.D. or Thematic).	Basic description of methods. Lacks detail on how data will be analyzed.	Vague methodology. Another researcher could not replicate this study.
Research Tools (Appendices)	Complete and professional. Includes a draft of the survey, interview guide, or observation tally. Tools match the RQs.	Tool is included but lacks detail (e.g., only 2-3 interview questions) or minor formatting issues.	No Appendix provided. Or, the tool provided is irrelevant to the research questions.
Formatting	Perfect APA 7th citations. Booklet formatting is professional and consistent.	1-3 APA errors. Minor formatting inconsistencies in the booklet.	Multiple APA errors. Poorly formatted; missing sections or appendices.

Part 2: The Poster of Research Proposal (5%) on the Seminar Day

Instructions: Your poster should tell the "story" of your research at a glance. It is a visual map of your logic—from the problem you found in your practicum to the method you plan to use to solve it.

Every poster must include these nine sections:

1. **Header:** Title of the study, names of all group members and affiliation, and the SSRU logo.
2. **Introduction:** A brief "Problem Statement." Why does this research matter in 2026?
3. **Research Objectives:** What do you want to accomplish?
4. **Research Questions (RQs):** 1–2 clear questions your study aims to answer.
5. **Conceptual Framework:** A **visual diagram** showing the relationship between your variables (e.g., how *Gamification* leads to *Student Engagement*).

6. **Proposed Methodology:** Who are the participants? What tool (Survey/Interview) will you use? How will you analyze the data?
7. **SDG 4 Alignment:** Display the **Quality Education** icon and briefly explain your contribution to global education goals. When explaining, discover [the targets](https://globalgoals.org/goals/4-quality-education/) from <https://globalgoals.org/goals/4-quality-education/> and use this framework:

If your topic is...	You should mention/cite...	Sample Phrasing
Technology / Innovation	Target 4.4 (Relevant skills for employment)	"By integrating ICT skills into English lessons, this study prepares learners for the digital workforce..."
Inclusion / Literacy	Target 4.5 (Equity & Inclusion)	"This research ensures that diverse learners, including those with learning gaps, have equal access to..."
Teacher Workload / Professionalism	Target 4.c (Qualified Teachers)	"By identifying ways to reduce administrative burnout, this study supports the supply of motivated, qualified educators..."

8. **References:** APA 7th format for the top 3–5 most important sources.
9. **QR Code:** A link to their **Full Proposal** in the Google Drive folder.

To get a perfect score, follow these poster design principles:

1. **The 3-Foot Rule:** A person standing 3 feet away should be able to read your main points clearly.
2. **Font Sizes:**
 - a. Title: 72–84 pt
 - b. Headings: 36–48 pt
 - c. Body Text: 24–30 pt (Never go below 24 pt!).
3. **Balance:** Use **40% Graphics/White Space** and **60% Text**. Avoid "walls of text." Use bullet points instead of long paragraphs.
4. **Color Palette:** Use 2–3 consistent colors. Ensure high contrast (e.g., dark text on a light background).

Research Poster Rubric (5%)

Criteria	Excellent (5 pts)	Good (3–4 pts)	Developing (1–2 pts)
Content & Requirements	Includes all 8 essential sections.	Missing 1 essential section, or some sections are too brief to understand.	Missing multiple essential blocks. Content is incomplete or irrelevant.
Visual Flow & Design	Professional layout with a clear path for the eye to follow. Uses the "3-foot rule" for font sizes. Excellent balance of text and white space.	Generally clear, but some sections are "wordy." Small font choices make it difficult to read from a distance.	Disorganized layout. "Wall of text" style with no visual hierarchy or poor resolution images.
Conceptual Framework	Features a high-quality, original diagram that clearly explains the relationship between variables/themes.	Includes a diagram, but it is slightly confusing or lacks clear labelling.	No diagram included, or the diagram does not relate to the research topic.
Academic Rigor (Refs & SDG 4)	References are perfectly formatted in APA 7th. SDG 4 alignment is specific and meaningful.	1–2 APA errors in references. SDG 4 mention is generic or lacks impact.	No references provided. No mention of SDG 4 or global education context.

While you have freedom of format, remember that your poster is a professional document. High-quality images and clear, cited evidence are more important than decorative graphics.

Part 3: Seminar Presentation (10%)

Instructions: Each group of 5–6 students must divide into two roles for their assigned time slot:

- Team A delivers the formal presentation in the Parallel Session room.
- Team B manages the Poster Station in the Foyer to engage with guests

1. The Rotation Schedule

Time	Team A (Group Members 1-3)	Team B (Group Members 4-6)
Morning Session	Parallel Presenters: Inside the room delivering the formal 15-minute talk.	Poster Ambassadors: Stationed in the Foyer for the Gallery Walk.
LUNCH	Role Briefing: Team A updates Team B on any tough Q&A questions.	Role Briefing: Team B updates Team A on common visitor feedback.
Afternoon Session	Poster Ambassadors: Stationed in the Foyer for the Gallery Walk.	Parallel Presenters: Inside the room delivering the formal 15-minute talk.

2. Parallel Session Guidelines

Exactly **15 minutes** per group (10 minutes for the presentation + 5 minutes for Q&A).

2.1 Structure:

- **The Hook (1 min):** Briefly explain the "Practicum" observation that led to this study.
- **The Problem & Goal (2 mins):** State the problem and your Research Objectives.
- **The Literature (2 mins):** Mention the "Key Pillars" (the authors) that support your argument.
- **The Plan (3 mins):** Walk through Chapter 3 (Participants, Tools, and Data Analysis).
- **SDG 4 Impact (2 mins):** How does this study change the future of Thai education?

Use a clean PowerPoint or Canva presentation. Limit text; use charts and diagrams to explain your methodology.

3. Poster Gallery Q&A Guidelines

- Be prepared to summarize your entire project in 60 seconds for visitors walking by
- Do not wait for people to ask questions. Invite them: *"Would you like to hear how we plan to use gamification to solve language anxiety?"*

4. Professional Conduct

- **Dress Code:** Full university uniform or professional business attire.
- **Peer Engagement:** When not presenting, students should attend other parallel sessions and ask meaningful, polite questions.

5. Parallel Session Presentation Rubric (10%)

Criteria	Excellent (3)	Good (2)	Developing (1)
Delivery & Timing	Speaks clearly without reading. Finishes exactly on time. High energy.	Clear speech but relies on notes. Slightly over/under time.	Reads from slides. Difficult to hear or significantly over time.
Defense (Q&A)	Answers with confidence using evidence from the literature or methodology.	Answers correctly but lacks specific details or depth.	Unable to explain the "Why" or "How" of the study.
Visual Aids	Slides/Poster are professional, cite sources, and use diagrams effectively.	Slides/Poster are clear but text-heavy.	Slides/Poster are disorganized or have typos/low-quality images.
Team Synergy	Both Team A (Speakers) and Team B (Poster) show equal knowledge and professional coordination.	Good teamwork, but one or two members dominated the speaking roles.	Lack of coordination. Team members seem unfamiliar with each other's sections.

You are responsible for testing your technology (slides, clickers, QR codes) before the seminar begins. Success in the presentation depends on **practice** and **teamwork**.