School of Languages & European Studies:  
Department of Applied Linguistics

MA (Res) in  
Applied Linguistics

STUDENT HANDBOOK

2008-2009


DISCLAIMER

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar (www.reading.ac.uk/calendar/), in the Programme Specification (available at www.reading.ac.uk/progspecs/) and in relevant module descriptions (www.info.reading.ac.uk/module/); should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued. Information provided by the School in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

Please keep this handbook in a safe place as you will need to refer to it throughout your programme.

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1. INTRODUCTION

As Head of the Department of Applied Linguistics within the School of Languages and European Studies, and on behalf of my colleagues, I would like to welcome you to Reading and to express the hope that you will find your time here both rewarding and enjoyable.

The School is situated within the Faculty of Arts and Humanities and comprises six departments, namely:

- Applied Linguistics (your department)
- The Centre for Applied Language Studies (responsible for the teaching of English for Academic Purposes, and of other modern languages to non-specialists within the Institution-wide Language Programme)
- European Studies
- French Studies
- German Studies
- Italian Studies

You are joining what you will quickly discover to be an international community. Our students, especially our postgraduate students, come from all over the world and many, like the staff of the Department, usually have considerable experience of work and study abroad. One of the characteristics of this environment is that students may benefit as much from their contact with one another as they do from the formal parts of their course. I believe that this provides a particularly rich environment for academic and professional development.

This Department has been offering Master’s programmes in Applied Linguistics in various forms since 1975, and we offer expertise in a wide range of fields relevant to language learning and applied linguistics in general. We have tried to take advantage of this variety by devising a scheme of study which makes a great range of modules available to students and which enables individual students to select the modules which are closest to their interests. We believe that this MA scheme is unique in the range, variety and flexibility that it offers. Please study this handbook carefully and, if you are in any doubt, consult your personal tutor or Programme Director about the choices that you intend to make.

You must expect a busy, and we hope, stimulating, year as you develop interests and knowledge in these areas. The courses we offer aim to develop in our students intellectual rigour, imaginative insight and critical awareness through the study of the nature of language, and of its learning and use. We hope that through such study you will be able to develop your research skills and knowledge of linguistics, and its applications to various spheres of human activity.

We look forward to working with you and sharing the challenges of the coming year.

Alan Tonkyn
2. PROGRAMME INFORMATION

2.1 General structure

2.1.1 Introduction

As indicated above, the Department of Applied Linguistics is situated within the School of Languages and European Studies. The Department offers a suite of taught postgraduate programmes leading to Masters degrees in Applied Linguistics and English Language Teaching. This handbook describes the MA (Res) in Applied Linguistics.

2.1.2 Overview of the postgraduate modular system

The University's taught postgraduate programmes follow a credit-based modular system compatible with the European Credit Transfer System (ECTS).

The University's taught postgraduate modular system is intended to give greater flexibility in student choice, in provision of teaching and assessment, and in the construction of programmes. Each programme has an associated Programme Specification, which is a document that sets out the requirements for each programme in terms of required and optional modules (see section 2.2 below, or www.reading.ac.uk/progspecs). At the beginning of their programme students will register for specific modules, each of which carries a credit-weighting. Assessment may take place within a module, or a module may be assessed during the University’s formal examination periods for taught postgraduate programmes. Assessment may be based on submitted work, or on an examination, or on a combination of the two. At the end of the programme, students will receive a transcript of the modules taken and the marks obtained.

As mentioned above, each module is assigned a credit value. Each credit equates approximately to 10 hours of work (including all contact hours such as lectures or classes, as well as further reading and any assessments) for the average student. Normally, each taught Masters programme has a total of 180 credits whilst Postgraduate Diploma programmes have a total of 120 credits and Postgraduate Certificate programmes have 60 credits.

Whilst the University hopes that all postgraduate students complete their programmes, in order to allow students greater flexibility and to reward achievement it has built in two ‘stopping-off points’ so that students successfully completing certain numbers of credits, who leave the University for whatever reason, may gain a qualification. Therefore, students who successfully complete modules totalling at least 120 credits are eligible for the award of a Postgraduate Diploma, whilst those who successfully complete modules totalling at least 60 credits are eligible for the award of a Postgraduate Certificate.

The programme may be completed on a full-time basis, in which case the normal period for completion is 12 months. Students begin the course at the beginning
of the academic year, that is, in October, and complete all taught modules by April or June. The dissertation is then completed during the Summer months, and the graduation ceremony is held the following December. It is expected that full-time students remain in Reading during term-time to benefit from supervision and library facilities. Students should consult their Programme Director concerning any absences.

An alternative to full-time study involves the completion of the taught components and the dissertation on a part-time or ‘flexible’ basis over two years. Students who study on this basis are required to pay fees on a term-by-term basis for the module(s) they take.

Completion of the MA involves the successful completion of core and option modules and a dissertation. The options are drawn from a list of modules currently offered in the School, and although in general every module is available each year, because of staff availability it is not possible to guarantee that all published options will run in any one year. Every effort will be made to avoid timetable clashes between options, but from time to time this may be unavoidable. There is also a School policy that in order for an option to be viable it must normally be taken by a minimum of five students who are registered for a degree.

The suite of MA programmes is overseen by a Board of Studies, composed of Dr Alan Tonkyn, Ms Clare Furneaux and Dr Paul Thompson.
2.2 Programme Specifications

Below are the Programme Specifications for the MA (Res) programme. You will also find a full copy of these Programme Specifications on the web at:

www.reading.ac.uk/progspecs

The details within the Programme Specification are correct at the time of publication, but may change during your period of study here at Reading. The Programme Specification lists both the ‘compulsory’ and ‘option’ modules that make up the Programme. This Handbook also includes Module Descriptions (see Appendix 2), which give details of the teaching and assessment for particular modules. You will see that each module has a code which comprises three elements:

(i) a two letter code, which indicates the School or subject area to which the ‘module’ belongs - normally 'LS' for Applied Linguistics modules;

(ii) a single digit indicating the ‘Level’ at which the module is placed. Normally, modules are offered at the ‘M’, or Masters, Level. Occasionally some modules may be taught at a slightly lower level, and you may therefore find that you are taught a module which is placed at the ‘H’, or Honours Level. This terminology is set down in the framework for degree qualifications drawn up by the Quality Assurance Agency, the body which regulates standards in UK Higher Education, to which the University is expected to comply.

(iii) one, two or three alpha-numeric characters which designate a single module within the subject area code. They could have mnemonic significance, or could be characters of no intrinsic meaning.
2.2.1 MA (Res) in Applied Linguistics

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Programme length: 12 months F/T, 24 months P/T
Date of specification: January 2008
Programme Director: Dr Paul Thompson
Board of Studies: Applied Linguistics

Summary of programme aims

This programme is intended as intensive training for those wishing to pursue doctoral studies in Applied Linguistics. It aims to provide students with a range of historical and theoretical perspectives, and specialist knowledge in particular areas of applied linguistics research, and with technical expertise in related research methods. The programme also aims to foster an independent approach to learning.

Transferable skills

The programme has been conceived as preparation for advanced research in applied linguistics. Transferable skills are to be seen in relation to this overall conception, and are as follows:

- practical skills in the analysis of language
- an ability to derive research questions from a body of relevant literature
- an ability to design a substantial piece of research, both for an MA dissertation and a PhD thesis
- the ability to synthesise, analyse and evaluate information and theoretical claims
- critical skills (demonstrated both in written presentations and in the oral evaluation of the work of fellow students and others)
- written communication skills (ranging from report writing, through medium-length essays evaluating arguments, to large-scale sustained argumentation)
- oral communication skills (to different types of audience and in different formats)
- ability to apply a range of data handling and analysis techniques
- interpersonal skills and skills in project management and teamwork
- bibliographic skills (library, searches, Internet, and referencing and indexing software)
- an understanding of ethical issues in research
- an understanding of intellectual property rights
Programme content
The 180 credits of the programme are distributed as follows:

- **30** credits drawing on a generic **social science training module** provided centrally by the University but supplemented by the department (20 credits), and a **10 credit module on linguistic research** provided by Applied Linguistics
- **60** credits delivered as two taught modules by Applied Linguistics
- **90** credits are allocated to a 20,000-word **dissertation**, handed in in September, and a dissertation proposal module which includes a presentation.

**Compulsory modules**

**Autumn term**
- LSMERM  *Essentials of Research Methods*  20  M
- LSMILR  *Issues in Linguistic Research*  10  M

**Spring term**
- LSMPRO  *Full Dissertation Proposal*  10  M

**Summer term and Vacation**
- LSMDSR  *Dissertation*  80  M

**Option modules**
Students choose **two option modules from the following:**

**Autumn Term**
- LSMCLR  *Child Language Development*  30  M
- LSMSLR  *Second Language Learning Principles*  30  M
- LSMSOR  *Sociolinguistics*  30  M

**Spring term**
- LSMPLR  *Psycholinguistics*  30  M
- LSMWWR  *English in the World*  30  M
- LSMCAR  *Corpora in Applied Linguistics*  30  M
- LSMLCR  *Language Curriculum Design*  30  M
- LSMTPR  *Language Testing Principles*  30  M
- LSMESR  *English for Specific Purposes*  30  M
- LSMWLR  *Written Language (Reading & Writing)*  30  M

**Summer Term**
- LSMSPR  *Spoken Language (Listening & Speaking)*  30  M
- LSMYLR  *Teaching Young Learners*  30  M
- LSMITR  *Information Technology for Language Teaching*  30  M
- LSMICR  *Intercultural Communication*  30  M

These modules incorporate teaching on modules provided for the MA in English Language Teaching and MA in Applied Linguistics programmes (each of the codes given is the code for an existing MA module, with the addition of the letter R in final position, to indicate ‘Research’. These are 20 credit modules, and the MA (Res) module will follow the standard assessment for the module with the addition of a further requirement, the writing of an extended annotated bibliography in the module subject area, worth 10 credits.)
Part-time
The programme is offered on a part-time basis, normally over a period of up to 24 months. The structure of these arrangements is as follows:
Part-time (24 months):
- Year 1: Foundation course: All modules excluding the Dissertation and Full Dissertation Proposal
- Year 2: Dissertation and Full Dissertation Proposal modules

2.3 PROGRAMME ASSESSMENT

2.3.1 Progression Requirements

The University’s taught postgraduate marks classification is as follows:

Mark Interpretation
- 70 – 100% Distinction
- 60 – 69% Merit
- 50 – 59% Good standard (Pass)

Failing categories:
- 40 – 49% Work below threshold standard
- 0 – 39% Unsatisfactory Work

For Masters Degrees
To pass the degree of Master students must gain an average mark of 50% or more overall including a mark of 50% or more for the dissertation. In addition the total credit value of all modules marked below 40% must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.
Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

For Postgraduate Diplomas
To pass the Postgraduate Diploma students must gain an average mark of 50. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.
Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

For Postgraduate Certificate
To pass the Postgraduate Certificate students must gain an average mark of 50. In addition the total credit value of all modules marked below 40 must not exceed 10 credits.*
*The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the
candidate applied himself or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

2.3.2 Presentation of Assessed work

In the Autumn Term there will be a series of Study Skills seminars and a pack giving information about the conventions for study in this institution. (See also section 3.8.7 below which gives information on Study Skills advice available to all students at the University, and special support available in the Applied Linguistics Department.) Below we point to a number of issues which will be handled in greater detail during those seminars.

General presentation

a) Assignments
Assignments must be submitted in duplicate with a School cover sheet on each copy. All pages of the assignment should be numbered. It is important to structure your assignment by making clear paragraph boundaries, and by giving headings (and subheadings where necessary), which may be numbered. You should type or print clearly on one side of paper only, use one-and-a-half (1.5) line spacing and use a clear font such as Times or Helvetica font size twelve. Note also information on referencing conventions below.

Grammar, spelling and punctuation are important. If you are using a word processor, don’t forget to run your assignment through the spelling checker before you save and print out the final draft.

b) The dissertation
The maximum length of a dissertation is normally 20,000 words (approx. 80 pages of 1.5 line-spaced A4). Two bound copies of the completed dissertation should be submitted in typescript (1.5 line-spaced) on A4 paper. At least one copy should be in a hard binding; the other may be in a soft binding (e.g. spiral). The copies should be handed to the department MA secretary, and not to your supervisor. One copy will be returned to you, the other retained by the School. Plates, tables, graphs and the like should be mounted and bound in with the text, or put in a pocket at the back of the dissertation.

Details of the way the dissertation is administered can be found in sub-section 2.5 below. We refer you also to useful information on referencing conventions below and in the Study Skills pack which has been prepared for MA students. The following is a brief resumé of the principal regulations concerning presentation of the dissertation.

1. There should be a one-page abstract and a contents page, with page numbers. At the end of the dissertation there should be a full bibliography listing all sources referred to in the work. (In this regard, please note sub-sections below dealing with ‘Citation within the body of the text’, ‘Presentation of the bibliography’ and ‘Academic misconduct, especially plagiarism’.)
2. The front page should include: your name, title of the dissertation, month and year of submission, the supervisor's name, and the following statement:

"Dissertation submitted in partial fulfilment of the requirements for the degree of MA (Res) in Applied Linguistics

Department of Applied Linguistics, School of Languages and European Studies, The University of Reading"

Referencing conventions: Citation within the body of the text

[Note: The bibliography computer program EndNote can help you with formatting citations and bibliographies. The Main Library offers guides to, and training sessions in, the use of EndNote.]

When summarising a writer's ideas within the body of an assignment or dissertation, give the author's name and date of publication, using parenthetical referencing, as follows:

Cook (2000) says that…
Discussing the same issue, Stern (1983) says that …

On occasions you may be drawing on a number of authors or sources. Follow these conventions:

Single author:
(Smith 1976)

Two authors:
(Smith and Jones 1978)

Three authors:
(Smith, Jones and Byrd 1969)

More than three authors:
(Smith et al. 1986)

Two citations with different author:
(Jones 1978; Smith 1982)

Two citations with same author:
(Smith 1978, 1981)

Within a set of citations, citations are sorted chronologically:
(Smith 1974, Jones 1985)

Work cited in another reference:
If you wish to give a citation second-hand because you can’t go back to the original source, use the following conventions:

Brown (1974) is quoted by Stern (1983:78) as claiming that…
This means, in these examples, that you only consulted Stern (1983).

Please see point 10 under ‘Presentation of the bibliography’ below for how to reference work cited in another source in your bibliography.

Direct quotations must be clearly indicated as such. You must give author, date and page number for every direct quotation you include. If you quote something
which you know contains an error, and you wish to show that you are aware of this, put “sic” in brackets after the offending item. If you quote sentences which are linguistically deviant when you are illustrating a language point, or giving examples of errors, follow the convention of preceding the sentence with an asterisk (*).

Presentation of the bibliography

1. Single author books

2. Dual & triple author books

Note: If there are more than three authors, you must give all the names in the bibliography. As indicated above, you may write first surname and ‘et al’ when citing in your text.

3. Journal articles

4. Articles from edited collections

If you refer to several different chapters from Entwistle and Hounsell (eds), it is more economical to have a separate entry for that book in the bibliography and to refer to chapters within it as above minus the title and publisher details:


5. Theses

6. Other unpublished sources

7. Reviews
8. Module Materials

9. Internet Sources
Give reference as for a printed source, then add [online] and Available from, followed by type of internet source and address. If referring to a Web site, also give the date on which you accessed the site, eg:


If you do not have an italic font, underline or put in bold the parts of the citation that are italicised above.

10. Work cited in another reference
a) For assignments, only the sources you actually read should appear in your bibliography.
   b) For dissertations, all works referred to should be in the bibliography. Indicate works not consulted as follows:

   (and Ellis (1994), where you found Kasper (1992), should also appear in the bibliography, of course.)

2.3.3. Academic misconduct, especially plagiarism

The University takes the most serious view of academic misconduct. This includes cheating in written examinations and plagiarism of others’ work. Cases of alleged academic misconduct will be reported to the relevant Head of School or School Director of Teaching and Learning and, if necessary, to the appropriate Faculty Director of Teaching and Learning, and the Standing Committee on Academic Misconduct. A proven case of academic misconduct is treated as a disciplinary matter.

The Standing Committee on Academic Misconduct has the power to impose disciplinary sanctions, including failure in all the assessments for a Year or Part of a course. It may also recommend that a student is expelled from the University.

The University’s definition of academic misconduct is stated in the Guide to Assessment for Taught Postgraduate Students, and on the Examinations Office website. (See http://www.reading.ac.uk/Exams/guidepg.htm). Examples of the main types of academic misconduct are given below.
**Copying**

It is clear to all that, if a student is asked to do a piece of work, then simply copying all or part of someone else’s work is not acceptable: copying is cheating and regarded seriously as academic misconduct. More importantly, perhaps, it is not sensible. If there is a purpose in asking a student to do a piece of work it will be to promote or assess the student’s learning, and copying contributes nothing to that purpose. Equally, you should never employ anyone to write an essay for you: this is a variant of copying.

It is recognised that part of learning together will be the sharing of ideas through collaborative work and discussion with co-participants. Whilst wanting in general to encourage this kind of collaboration, we would like to stress that assignments require the independent production of pieces of work. In the case of assignments which are produced at home we would like to emphasise that assignments must not be the result of pair or group collaboration, but must be readily identifiable as the product of independent thought and scholarship. Evidence of collusion, in the form of two or more completed assignments which show a marked degree of resemblance in terms of analysis, discussion and style, will be immediately reported to the School, and further action will automatically be taken.

**Falsifying Data**

This is another form of academic misconduct.

**Plagiarism**

Plagiarism is the fraudulent representation of another’s work as one’s own. This applies whatever the source of the material (for example, a published source, the web, or the work of another student), whether the material is copied word for word or paraphrased, and whatever the extent of the material used.

*How can you avoid plagiarism? General advice*

Detailed advice relevant to your subject is given in the next sub-section. If you have any queries or require further information, you should consult the relevant lecturers. You should be aware that it is possible to act in ways which look like plagiarism, even though they are not fraudulent, and it may be hard to convince others that your actions were innocent.

*How can you avoid plagiarism or appearing to plagiarise? Specific advice*

- When preparing an essay or dissertation, it is best to read a book or article page by page or section by section and then to write/type notes on it *in your own words*, unless you come across a particularly important passage or a phrase where the author seems to put a point in a very effective way, in which cases you may want to copy out the exact wording into your notes. You might also want to copy out sections of a primary source in case you wish to refer to it in an essay or dissertation. But make sure that you indicate to yourself, by a foolproof method that you will always remember, such as by using inverted commas or a different coloured pen, where you have copied out passages or expressions from any source. Always note the page number where the material you have copied occurs in case you wish to cite it as a quotation in your essay or dissertation.

- An essay or dissertation is expected to be in your own words entirely, save where you are using direct quotations from primary or secondary sources. If you use material from a book or article, you must always acknowledge the source.
a) If you quote a phrase, sentence or longer passage using the original words, then this should appear as a quotation between inverted commas and bibliographic details should be given as indicated in the sub-section above on ‘Citation within the body of the text’. You should never download essays from any Web site; if you use material from the Web you should acknowledge it as in the case of materials drawn from books. Do not use lengthy quotations from other sources, and never write essays which are no more than a series of quotations strung together, even if they are acknowledged. This is just bad style.

b) If you are using someone else’s ideas but not their words you should employ phrases such as ‘Jones argues’, again giving the source of your information. (See also ‘Citation within the body of the text’ for further information on this.)*

- You should never take material from a book or article and merely change the wording a little, passing it off as your own work.

- Works quoted or cited which you have consulted should always appear in the bibliography. Works which you cite, but which you have not consulted (i.e., they are mentioned in another source which you have consulted) should be identified appropriately in the text, and, in the dissertation, in the bibliography. Such works should not be included in the bibliography in the case of assignments. (See information above on ‘Work cited in another reference’ in the sub-sections ‘Citation within the body of the text’ and ‘Presentation of the bibliography’.)

**Examples**

**Original text:**

‘Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. Older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews. Young children in informal settings are usually exposed to the second language for many hours every day. Older learners, especially students in language classrooms, are more likely to receive only limited exposure to the second language.’


(1) ‘Prototypical’ plagiarism: lifting a section of text from another source without any indication of the source, is unacceptable:

Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. Older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews. Young children in informal settings are usually exposed to the second language for many hours every day. Older learners,.....

(2) Changing the order of a few words, and substituting a few vocabulary items, does not constitute acceptable paraphrasing:
In an informal second language learning context, younger learners are normally allowed to remain silent until they are ready to speak. Older students are frequently forced to speak – to meet classroom requirements or for the purpose of carrying out everyday tasks such as shopping, medical visits or job interviews. In informal settings, young children usually have many hours of exposure every day to the second language.

(3) It is best not to use even relatively short phrases without marking them as quotations. While one might pass unnoticed, this can become a matter of habit, so is best avoided in the first place. Again the failure to acknowledge the source is a problem:

When young learners are learning a second language informally, they are usually allowed to be silent until they are ready to speak. However, this is not the case for older learners who often have to speak at an early stage in their learning to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.

Poor practice
(4) Mentioning the author’s name, but not marking quotations, is still not acceptable, as it is still representing another’s words as your own. At least you have said where the idea/material comes from, though not using a proper referencing system:

Lightbown and Spada point out that younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. On the other hand, older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.

(5) Better would be at least providing a complete reference, though this still does not make unmarked quotations or slight re-phrasings acceptable:

Lightbown and Spada (1999: 33-34) point out that younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. On the other hand, older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.

Acceptable practice
(6) Below the quotation has been clearly acknowledged and referenced. This is good. However, this is not to say that an essay significantly made up of quotations is acceptable, since we are looking for your voice, your ideas, and your interpretations. Quotations should ideally be used sparingly, only where they really succinctly sum up an argument, or where they are vital for the development of an argument:

Some commentators have pointed out significant differences between younger and older L2 learners. It has been noted that: ‘Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. Older learners are
often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.’ (Lightbown and Spada, 1999: 33-34)

**Better practice**
(7) Paraphrasing other people’s ideas is better, it demonstrates you have read their ideas; your mind has worked through them and encapsulated them into words of your own:

Second language acquisition can be seen to operate under different conditions at different ages. For example, Lightbown and Spada (1999) have noted that whereas younger learners are allowed a silent period in the early stages, older learners are frequently under pressure to communicate in the classroom and often outside it.

**Best practice**
(8) However an essay that just comprises paraphrasing of other people’s views can still result in a fairly derivative essay. The best practice overall is where you take other people’s ideas and you intermesh them, rather than sequentially paraphrasing them. This demonstrates your ability to think comparatively, to be able to directly compare and contrast the work of different academics, and to be able to vocalize your own point of view:

Some commentators on second language acquisition tend to ignore the ways in which the age of the learners will affect conditions of learning. Thus Cancino et al (1978) discuss learning processes using data from learners whose ages range from 5 to 33 with little discrimination amongst them. However, Lightbown and Spada (1999) have pointed out big differences between learning conditions for younger and older learners in terms of such features as freedom to be silent and amount of input….

**Plagiarism and its detection**
It is a requirement that all work that students submit is their own and is not copied from others, and that all quotations and sources are duly acknowledged. In doing a piece of work, students will, of course, use sources, and the University generally encourages students to discuss their work with others. The final writing of a piece of work should be the student’s, however, and to gain high marks students are expected to add value to material which they use. For details of this see the detailed advice about plagiarism.

It occasionally happens that we receive work which appears to have plagiarised material in it and, in common with other universities, the University of Reading subscribes to a Plagiarism Detection Service for comparing work received with that of other sources. Students, by taking this programme, agree that all required work may be subject to submission for textual similarity review to this service for the detection of plagiarism. All submitted papers may be included as source documents in the system's reference database solely for the purpose of detecting plagiarism of such papers in the future. Use of the plagiarism service shall be subject to such Terms and Conditions of Use as may be agreed between the Service and the University of Reading from time to time and posted on the Service’s and University’s websites.
**Consequences**

The most serious view will be taken within the University of plagiarism and other forms of cheating. Any such case will be treated as a disciplinary matter and will be referred to the Head of School who may then refer the matter to the Faculty Director of Teaching and Learning. Minor cases may be dealt with at School or Faculty level, but if the case is serious it will be referred to the Senate Standing Committee on Academic Misconduct which may impose such penalties as are deemed appropriate. The Senate Standing Committee on Academic Misconduct has the power to impose disciplinary sanctions, including a failure in all the assessments for a Year or Part of a programme. In sufficiently serious cases the Senate Standing Committee on Academic Misconduct may refer the case to the Standing Disciplinary Committee which has the power to remove the student from membership of the University. (For the procedures, see the provisions of the Regulations for Conduct (32) to (44) in the University Calendar.)

**2.3.4 Learner Responsibilities**

During your academic programme at The University of Reading, it is your responsibility to do the following:

- To comply with University Charter, Statutes, Ordinances and Regulations as set out in the University Calendar.
- To check your university e-mail account at least once a week as this is the main line of communication between the university and you.
- To attend punctually lectures, seminars, practicals, fieldwork and tutorials as required.
- To complete and hand in all written or practical coursework on time.
- To provide reasons and, if necessary, supporting documentation for absences or missed deadlines.
- To not normally undertake more than 16 hours of paid employment per week during term-time, if studying full-time.
- To ensure that the University is informed of changes to registration or other personal circumstances.
- To respond to evaluation questionnaires or other requests for information and student opinion.
- To act with due regard for the health and safety of others and for University property.

**2.3.5 Assessment procedures: General University and School regulations**

Further information on examinations and assessment can be found in the *Guide to Assessment for Taught Postgraduate Students* (http://www.reading.ac.uk/Exams/guidepg08.htm) and on the Examinations Office website (http://www.reading.ac.uk/exams/).

**University Code of Practice on the Assessment of Taught Programmes**

The University’s Code of Practice on the Assessment of Taught Programmes can be downloaded from the web at:

http://www.reading.ac.uk/Exams/cpat.htm
Submission of coursework

Coursework should be submitted by the due date in accordance with the arrangements specified by the lecturer who has set the work. Failure to submit the work by the due date will mean that a penalty is applied, unless an extension to the date for submission has been granted or approval is given for remission of the normal penalty.

Extensions and remission

Students may request in advance an extension to the date for submission of coursework and should submit their request in good time. If an extension is granted and the work is submitted by the revised deadline, no penalty will be applied. Extensions will only be granted for good reason.

Requests for an extension must:

1) be made prior to the deadline for a piece of work;
2) be accompanied by suitable documentation, typically a doctor's certificate if the doctor is not a member of the University's Medical Practice*, or support from your personal tutor in instances where there are other strong reasons for a late submission. (*If you have attended the University’s Medical Practice, you will need to give consent on the request form (see below) for details of the illness to be passed to the Senior Tutor).

Good reasons include illness or bereavement affecting a student or a student's close family member, or some other emergency which has completely prevented the student from working on an assignment.

Extensions are not granted for reasons such as lack of organisation, or because a student did not allow time to complete the work by the deadline, a computer was not available or its printer was broken.

Reasons for the above policy include:

- Students do not like to feel, if they have submitted their work on time, that other students are allowed to have extra time for trivial reasons.
- Students who submit work late are failing to keep to their deadlines, which is an important skill in the postgraduate programme and also in life.
- Getting extra time for one assignment usually means less time for another, which may then get a lower mark.
- Staff find it inconvenient to have extra assignments coming in after they have marked the ones that were submitted on time.

Students may request remission of the penalty for late work (i.e. that the normal penalty for late submission is waived or varied). Remission will only be granted for a very good reason and normally only for a reason which could not have been anticipated in time to make a request for an extension. If remission is granted, no penalty will be applied.

Requests for an extension or remission should be submitted on the standard extension request form (see Appendix 1) to the Department Senior Tutor, Jane Setter.

If you consider that the decision on your request is unfair, you may seek a review of the decision. Appeals should be submitted to the School Office and will be
considered by the Faculty Director of Teaching and Learning for the Faculty ‘owning’ the module.

**Penalties for late submission**

The following penalties will be applied to coursework which is submitted after the deadline for submission:

(a) Minor pieces of work (defined as pieces of work counting for no more than 10% of the total credits for a module): Minor pieces of work which are submitted late will be treated as non-submitted work. A mark of zero will be recorded and included in the calculation of the mark for the module.

(b) Major pieces of work (defined as pieces of work counting for more than 10% of the total credits for a module): In the case of major pieces of work, 10% of the total marks available for the piece of work will be deducted from the mark where the piece of work is submitted up to one calendar week after the original deadline (or any formally agreed extension to the deadline). Once this period has elapsed, a mark of zero will be recorded.

You are strongly advised to ensure that coursework is submitted by the relevant deadline. You should note that it is advisable to submit work in an unfinished state (whether by the deadline or before the expiry of the week’s period of grace) rather than to fail to submit any work.

**Formative assessment**

You may be set coursework as a formative assessment, which allows you to benefit from feedback but does not contribute to the mark for the module. If you fail to submit such work by the deadline for submission, you forfeit your right to any feedback. It is entirely at the discretion of the marker whether to provide feedback.

**Masters Dissertations**

Where the examination for a Masters Degree involves the preparation and submission of a dissertation, the dissertation must be delivered personally or sent by recorded delivery to the School/Department to arrive not later than the date specified in the programme specification. See the section above on Submission of Coursework for details of penalties for late submission and procedures for seeking an extension to the deadline for submission. See also the section 2.3.2 b) above for details of the way in which the dissertation should be presented.

Normally, the copyright of the dissertation rests with the candidate (any exceptions are included in the University’s Intellectual Property Code of Practice). The Head of School concerned should be informed in writing if the candidate is not willing for the dissertation to be made available for loan or photo-copying for the benefit of persons or bodies not necessarily connected with the University of Reading. A note of any such restrictions will be attached to the dissertation. The University is subject to the Freedom of Information Act and it will take account of a candidate’s interests in considering any application under the Act.
Academic misconduct

Please read carefully the section above on academic misconduct. Your attention is particularly drawn to the explanation of plagiarism and its consequences.

Examination Arrangements for Students with Disabilities

A number of arrangements can be made for students with disabilities. Examples of such arrangements include allowing the student extra time, allowing the student to take rest breaks, arranging for the student to sit examinations in an alternative venue, or arranging for the student to use an amanuensis or reader. These arrangements will be made on an individual basis with the Disability Representative of the student’s School.

Where a student has been assessed as having a specific learning difficulty (such as dyslexia), they should provide a copy of a recent Educational Psychologist’s assessment report to the School Disability Representative (Sara Poole). The report will be reviewed by the University Study Advisers, who will either make recommendations based upon it, or will ask the student to make an appointment for a new assessment. Students who think they may have specific learning difficulties, but who have not been formally diagnosed as such, should discuss the issue in the first instance with their Personal Tutor or School Disability Representative (Sara Poole).

Medical and other extenuating circumstances

If there are circumstances which you think might affect or have affected your performance in examinations or assessment, you should complete the University’s notification of extenuating circumstances form. The form is available from Lesley Owen, Barbara Barnes, the University Medical Practice, the Counselling Service and on the University’s website at http://www.reading.ac.uk/Exams/extcircs.htm (See also Appendix 1 of this Handbook). The procedure for submission of this form is as for the extension request.

A student may need to make an appointment to see the Senior Tutor (Dr Setter) to explain the circumstances before or after submitting the form to her.

Good reasons for notifying the department of extenuating circumstances include illness or bereavement affecting a student or a student’s close family member.

Extenuating circumstances do not include reasons such as lack of organisation, or because a student did not allow time to compete the work by the deadline, a computer was not available or its printer was broken.

If you have suffered an illness or injury which has been treated by a doctor not attached to the University Medical Practice, you will need to provide a medical certificate or report from the doctor. If your medical condition has been treated by a doctor at the University Medical Practice, you do not need to obtain a medical certificate, but you should give your consent on the extenuating circumstances form for the doctor to disclose information about your condition.
You are responsible for notifying your School of any circumstances which you consider might have affected your performance. If you do not submit an extenuating circumstances form, your circumstances will not be considered. In addition, you should inform your Personal Tutor.

Examiners will take note of illness or other serious personal circumstances in considering a result, provided that appropriate information has been submitted. A candidate may, at the discretion of the Examiners, be deemed not to have sat an examination if illness or other serious personal circumstance has prevented the candidate from sitting the examination or has significantly affected the candidate’s performance. A student who has been deemed not to have sat at the first attempt may sit the examination at the next opportunity as if for the first time.

If you are ill or have other difficulties at the time of the examinations, the Examinations Officer may be able to arrange for you to take examinations in an examinations centre with special facilities.

Anonymous Marking

It is a University requirement in respect of all written examinations that scripts remain anonymous until marking has been completed. In the case of coursework, it is not always appropriate for work to remain anonymous. The lecturer responsible for the coursework will inform you of whether or not you should submit your work anonymously (that is, using the number assigned to you by Barbara Barnes). Wherever practicable, coursework remains anonymous to the markers until marking has been completed. The University reserves the right to retain coursework for the purposes of programme review (both external and internal).

Classification

The Marking Criteria and Classification Framework for Taught Postgraduate Programmes, which applies across the University, may be found at: http://www.reading.ac.uk/exams/pgaward08-09.htm.

These frameworks should be used in conjunction with the relevant programme specifications.

You should note that, in cases where a student is in debt to the University, no recommended result will be submitted to the Senate. When the debt has been paid, a recommendation in respect of the result will be submitted to the Senate. You should note that, if the debt has not been settled within eighteen months of the decision that there be ‘no recommendation’, you will no longer be eligible for re-examination.

Internal and external moderation

The School has a policy of internally moderating all work. This means that a proportion of all work (or all work, in the case of dissertations) is seen by a second marker. The first and second markers then agree an internal mark which goes forward to the Examiners’ meetings.
All students’ work is examined by a committee of Internal Examiners and a sample of work (including all failed work) is also considered by an External Examiner, who is an expert from the field from another Higher Education institution. The External Examiner is invited to Reading for two External Examiners’ meetings, at the first of which students may meet him or her. Students should be aware that marks and grades given to them by module lecturers during their degree programme are provisional and subject to moderation by the External Examiner, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks therefore only reach their final form after they have been scrutinised and approved by the appropriate Examiners’ Meeting, which takes place at the end of the programme.

Re-examination and reviews

Students who fail or fail to achieve a qualifying mark in a module will normally have the right to be reassessed in the module, subject to the provisions explained below, on one occasion at a time to be determined within the normal duration of the programme.

Where a candidate has failed a taught module and the resit falls within a period scheduled for preparation of a dissertation, an extension of one month will normally be granted to the submission date for the dissertation.

Failure at the first attempt at programme level leads to the Examiners recommending the resit requirements for approval by the Faculty Examiners’ Meeting, based on the principle that a candidate has the right to two attempts at any assessment. If a candidate who fails the programme at the first attempt has already been offered a resit for any modules, he or she will have had opportunity for the two assessments at such modules and will only have the right to resit modules which he or she has not previously been offered the opportunity to resit.

Candidates who fail the dissertation at the first attempt and whose other results are such that a second attempt at the dissertation might lead to the award of the degree of Master will be permitted to resubmit the dissertation within twelve months from the original submission date as determined by the Faculty Examiners’ Meeting.

Note that resubmitted work is marked only on a pass/fail basis, and the maximum mark which can be achieved is therefore 50%. However, in addition, the mark which would have been awarded without this ‘capping’ will be recorded on the student’s transcript.

Candidates whose results from the taught component of the programme, including second attempts where they have been permitted, are such that they are unable to fulfil the criteria for the award of the degree of Master will not be permitted reassessment in the dissertation.

Assessment and re-assessment subsequent to a student’s period of registration

Most full-time students will have completed the assessment process (including re-examination) by the end of the academic year in which they were registered for their programme. In a small minority of cases, students will have assessments or re-assessments to be undertaken in the academic year following their normal period of registration. Students in this category will not be registered at the
University for the academic year following their normal period of registration, and will not normally be permitted to attend lectures, seminars or tutorials, or to submit further formative work during this period. They are, however, permitted to attend any revision sessions or other revision activities which are included in the normal provision for students. They may also seek guidance from tutors and lecturers in relation to their revision.

Students who have been deemed not to have sat and are undertaking assessment in the academic year following their normal period of registration are permitted to apply to the relevant Faculty Director for Teaching and Learning to attend specified classes. The Faculty Director will consider each case on its merits, and will grant such an allowance in cases where a student, due to his or her circumstances, has missed certain classes.

All students who are undertaking assessment or re-assessment in the academic year following their normal period of registration have free reader-only access to the library and may apply for an academic visitors’ card (which allows borrowing) provided that the request is supported by the relevant School, the student lives locally, and the student is not in debt to the University.

Appeals

Appeals for review of overall results for a Final Examination

Students who consider that they have a genuine and well-founded reason for asking for their overall examination result for a Final Examination to be reviewed must consult their Personal Tutor and/or Head of Department/School as soon as possible after the publication of the provisional result. If their concern cannot be settled within the Department/School, they have the right to submit a case to the Senate Standing Committee on Examination Results. Details of the procedures of the Committee and the deadlines for submission of cases are available at:

http://www.reading.ac.uk/Exams/scer.pdf.

Appeals for review of marks

A student who considers that he or she has been awarded unfairly a mark for a module may request that the mark be reviewed, provided that the grounds for the request do not relate to the academic judgement of the Examiners. The procedures relating to students’ requests for review of alleged assessment irregularities in relation to module marks are available at:

http://www.reading.ac.uk/Exams/ModuleMarks.htm

Over-length assessed work

Assessment details will normally specify the word limit for assessed pieces of work, and students should aim to write succinctly within the specified word limits. So that work is treated fairly by markers, the School has the following policy: markers will not be obliged to read beyond the word limit; and marks will be deducted for work which exceeds the word limit. Appendices and bibliography do not count towards the wordage of an assignment. Students are reminded to make sensible and appropriate use of appendices.
Informed Consent

The Department’s Ethics Committee must give approval for any assignment or dissertation involving the collection of data from human subjects. Details on how to get ethical approval for a research project are available on the Applied Linguistics website at: www.reading.ac.uk/internal/appling/info.htm

For more information, the University’s Code of Practice on the Assessment of Taught Programmes can be downloaded from the web at: http://www.reading.ac.uk/Exams/cpat.htm

2.4 ADMINISTRATION OF COURSEWORK

2.4.1 Selection of Modules

The descriptions of the MA programme indicate the structure of the degrees in terms of obligatory and option modules. Where choices need to be made concerning option modules, we refer you to the appended module descriptions (Appendix 2). Although correct at the time of printing, we draw your attention to the fact that some information regarding module content and assessment may from time to time be altered by the lecturer concerned, but we will make every effort to communicate this information to you.
<table>
<thead>
<tr>
<th><strong>Coverage / understanding of topic, and breadth of reading</strong></th>
<th><strong>Argumentation and application of information</strong></th>
<th><strong>Coherence and expression</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dist.</strong> The essay fully addresses the topic set. There is indication of wide reading, involving both material provided by the lecturer and a range of key primary and secondary sources in the literature. There are no errors of understanding, and the writer shows the ability to find links between different sources in the literature throughout the essay.</td>
<td>Points are clearly presented, terms are defined and claims are thoroughly supported through careful argumentation and references to the literature. The writer shows considerable ability to evaluate theory and research from the literature, and to relate these to professional practice where relevant. The essay is sophisticated and authoritative in its argumentation, and is reminiscent of what might appear in an academic journal.</td>
<td>The writer is sensitive to the needs of the reader in presenting and sequencing the content of the essay in a clear and accessible way. Organisation into sections and paragraphs is appropriate and helpful. All the conventions of academic writing, including referencing and bibliographical presentation, are followed.</td>
</tr>
<tr>
<td><strong>Merit</strong> The essay may omit one or two key points which a reader would expect to be covered, but coverage of the topic is still substantial. There is indication of fairly wide reading involving both lecturer-provided and outside material, including some primary sources. There are no major errors of understanding, though there may be one or two minor ones. Throughout the essay, the writer shows the ability to find links between different sources in the literature.</td>
<td>Points are clearly presented, most terms are defined and most claims are supported through careful argumentation, though some unsupported statements may be made. The writer shows the ability to evaluate theory and research from the literature, and to relate these to professional practice where relevant. The essay shows signs of journal–level sophistication, but this is not sustained throughout.</td>
<td>There may be some functionless repetition and awkward side- or back-tracking, but over most of the paper the development of the ideas will be such that the reader can follow the thread and relate parts to each other and to the whole. Overall organisation into sections is appropriate. There may be some infelicities or ambiguities in the expression which may involve poor use of grammar and vocabulary, but these do not frequently obscure the meaning. Academic referencing will be mainly appropriate, though occasional inconsistencies and errors will be allowed.</td>
</tr>
<tr>
<td><strong>Pass</strong> The essay contains several key points, but may also reveal one or two important gaps and contain irrelevant material. Reading for the essay is limited to lecturer-provided material and a few major secondary sources and possibly one or two primary sources. There may be at least one major error of understanding, and several minor ones, but overall, the writer understands the relevant background material for the essay. The ability to make links between sources will usually be limited at C level, but there will be some evidence of it.</td>
<td>Most points are clearly presented, though some ambiguities may also be present. There is a mixture of supported / well-argued points, and unsupported / weakly argued ones. There may not be much evidence of critical evaluative ability, but there will be some evidence of the ability to apply theory to practice, where relevant. There should be some evidence that the writer has studied and understood the module, and is not merely resorting to ‘folk wisdom’, or regurgitation of lecture notes or other sources.</td>
<td>There may be some functionless repetition and awkward side- or back-tracking, but over most of the paper the development of the ideas will be such that the reader can follow the thread and relate parts to each other and to the whole. Overall organisation into sections is appropriate. There may be some infelicities or ambiguities in the expression which may involve poor use of grammar and vocabulary, but these do not frequently obscure the meaning. Academic referencing will be mainly appropriate, though occasional inconsistencies and errors will be allowed.</td>
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... (Continued on next page ...)
<table>
<thead>
<tr>
<th>Below threshold standard</th>
<th>Coverage / understanding of topic, and breadth of reading</th>
<th>Argumentation and application of information</th>
<th>Coherence and expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several key points of information relevant to the essay are missing, making for only partial and / or simplistic coverage of the topic. There will often be a considerable amount of irrelevant, or poorly integrated, material. Reading is usually confined to lecturer-provided material and a few secondary sources. There are fairly frequent misunderstandings, giving the impression of poor grasp of key concepts. The writer tends to summarise sources without making necessary links between them.</td>
<td>Weak argumentation and poor support of points tend to predominate. There will probably be no evidence of critical evaluative ability. Discussion of practice will usually pay little or no attention to the theoretical points raised in the essay, and will often give the impression of not being based on study of the module in question.</td>
<td>The text structure will often be difficult to follow because of poor linking of parts to each other and to the argument as a whole. There will be organisation into sections, but these will often not be appropriate or helpful. Expression on the whole is unclear and difficult to follow, and this may be due to inaccurate use of grammar and/or vocabulary. Referencing will show some understanding of academic conventions, but will also betray considerable carelessness and / or inconsistency.</td>
<td></td>
</tr>
</tbody>
</table>

Unsatisfactory | Material of major importance is omitted, and the essay fails to address key aspects of the topic. As a result, coverage of the topic is extremely limited. There will often be a considerable amount of irrelevant, or poorly integrated, material. Reading is usually confined to lecturer-provided material and a few secondary sources. There are very frequent misunderstandings, giving the impression of very poor grasp of key concepts. The writer tends to summarise sources without making necessary links between them. | Claims appear to be uninformed by module content and reading, and references to sources are rare. There is no evidence of critical evaluative ability, and much of the argument consists of poorly integrated regurgitation of module material or secondary sources. Discussion of practice will be absent, or give the impression of not being based on study of the module in question. | The essay is made up of unrelated parts with no underlying argument. The reader has major difficulty in following the thread of the essay. The expression is such that the writer appears to be ill-suited to language teaching. This will often be due to inaccurate use of grammar and/or vocabulary. Referencing shows no understanding of academic conventions. |

Note: These descriptions are intended as guidelines only. Lecturers will give appropriate weighting to certain features in response to the needs of particular assignments. A grade will be awarded on the basis of the description of that grade overall, and not on the evidence of one or two individual features. ( ie An essay might meet some of the criteria for a Pass grade, but still be awarded a Narrow Fail on the basis of its overall quality.)

Alan Tonkyn (2000), revised 2004
In addition to the criteria given on the previous two pages, you may wish to consult the Marking Criteria and Classification Framework for Taught Postgraduate Programmes, which applies across the University. This can be found at: http://www.reading.ac.uk/Exams/pgaward.

2.4.3 Submission and return of coursework

All assessed work should be handed to the MA secretary (Barbara Barnes) by 12 noon on the date of submission. Work is date-stamped on submission. All work should be submitted in duplicate with a cover sheet indicating the candidate’s number (or name), module title, assignment topic, plagiarism statement and word count. See section 2.3.5 above for information concerning deadlines and penalties for late submission. Written assignments should be typed with one-and-a-half (1.5) line spacing. One copy will be retained in case it is required by the examiners; the other will be returned to the student, with written comments from the lecturer and a provisional mark.

It is the University’s policy that you should receive rapid, structured and appropriate feedback on your assignments. Whilst such feedback may be oral, normally it will be written and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments, whether positive or negative, should provide the basis for you to improve and develop.

Feedback on examinations is not normally provided, but will be available if sought, especially where guidance on resitting the examination is required. In the case of students who are not resitting, more generic feedback, which does not address the individual case, may be appropriate.

When your work has been marked, a note to this effect will be placed on the MA notice-boards, and assessment feedback may then be collected from Barbara Barnes, who is normally available Monday to Thursday between 8.30 am and 12 noon in Room 185. Members of staff should give you an indication of the date when you should expect to receive your feedback. In general we aim for this to be within a period of 5 weeks from the submission date.

If you have any queries concerning the feedback provided on any individual assignment, these should be addressed to the lecturer responsible for the module or, in case of particular difficulties, to the relevant Programme Director.

In summary, the assessment process is as follows:

1. Assignment tasks are set by lecturers.
2. The completed assignment is submitted in duplicate by the approved deadline with a cover sheet to Barbara Barnes (Room 185) by 12 noon on the given date. This work will be date-stamped.
3. The first marker assesses the assignment according to the criteria given for the assignment, normally within five weeks of receipt.
4. A second marker considers a representative sample of scripts (normally 25%) from each batch of assignments, including any that do not achieve a pass mark.
5. Internal moderation takes place.
6. Feedback to participants is usually given in writing in relation to the marking criteria.
7. A batch of assignments (a representative sample, including any failed assignments) is sent to the external examiner for external moderation.
8. At the external examiners’ meeting the external examiner comments on and confirms the final grades.
9. The assignment results are ratified at the final examiners’ meeting. In the case of failed assignments, students receive notification about resubmission, where relevant.

2.4.4 Deadlines for Assessment

The deadline for submission of assignments is normally the first day of the term following the one in which a module is taught; so for a module taught in the Autumn Term, the deadline for assignments will be the first day of the Spring Term. Assignments for modules taught in the Summer Term must be submitted by the beginning of the fourth week of the Summer vacation. Examinations are normally sat in the last week of the term in which the relevant module is taught.

Planning your workload, and in particular, selecting the timing of option modules, will involve careful consideration. If you have particular concerns about the organisation of your work schedule you should talk this through with your tutor or Programme Director. Although it is inevitable that there will be a build-up of work at certain points in the year (often during vacations), we want to avoid unnecessary pressure and panic on your part. Students are encouraged to discuss the content of the assignments in good time with the module lecturer.

2.5 ADMINISTRATION OF DISSERTATION

2.5.1 Selecting topic and supervisor

Opportunities to develop ideas towards a dissertation topic are offered during the Issues in Linguistic Research module, and involve discussion with the module lecturers, with fellow-students and with your personal tutor. Towards the beginning of the Spring term the programme convenor will suggest a possible supervisor, that is, a lecturer whose interests relate to the area you are considering. A full list of Department members and their research interests will be given to you at a later date, or is available on the Department home page.

Although the lecturer you consult will, of course, help as much as possible, it is not his/her job to find a topic for you. The lecturer’s initial task is to react to ideas that come from you. This means that you need to give as much thought as possible to your dissertation proposal before you consult. If you bring nothing to a consultation, you will probably leave with nothing.

As mentioned earlier, once you have discussed and agreed the contents of your proposal, you should begin work on your full dissertation proposal. During the Spring Term you will work on this document, under the guidance of your supervisor. Guidelines for the preparation and content of your proposal, as well as
a deadline for submitting it, will be given to you at the beginning of the Spring Term.

2.5.2 Dissertation supervision

During the course of preparing your dissertation you will need several meetings with your supervisor. This would normally include a session or two when you begin the dissertation, when you have collected the data and when you are about to write it up. You should seek this supervision however sure you are of the progress of the dissertation. The usual supervision time given per dissertation is between 3 and 4 hours, excluding the reading of selected draft material.

Although individual supervisors may differ in the way they conduct supervisions, there are two general points about supervision at MA level. Firstly, your supervisor’s role is to react to and channel your ideas; the ultimate responsibility for initiating, organising and writing the project must be your own. Secondly, since dissertation writing is essentially an independent process, you should be aware that excessive supervision could affect the mark given. This should not prevent you from seeking supervision when you feel it necessary, but you should not expect consultation at every stage of planning and production.

Those intending to submit their dissertation for the September deadline should note that the main period of supervision available to them will run only until the end of the Summer Term (i.e. 26th June 2009). For this reason they are advised to make initial contact with their supervisor in the Spring Term, and to make sure that they have sought sufficient guidance before the end of the Summer Term, including feedback on a draft chapter of the dissertation. Staff are not normally available for consultation during the non-teaching periods, but supervisors will be willing to give feedback on a further draft chapter of the dissertation during the summer vacation.

2.5.3 Assessment and feedback

Dissertations are marked by the supervisor and another staff member. In addition, the external examiner may also be consulted. You will receive a copy of the dissertation back with comments and a provisional agreed mark. In addition, where possible supervisors may arrange a short feedback session to give you verbal comments on your dissertation.

Markers bear in mind the following criteria when marking:

- Topic: justification of choice on theoretical and practical grounds
- Literature: knowledge of the field, evaluation of existing research, identification of significant issues relevant to this study
- Clarity of identification of research focus and suitability of research approach in relation to its aims
- Clarity of description of procedure (where relevant) and thoroughness and care with which work has been carried out.
- Quality of analysis of findings (including statistical analysis where relevant)
Quality of discussion of results and concluding remarks, including self-evaluation (awareness of limitations, suggestions for improvement.)

Organisation and presentation, style, referencing and English (See also 2.3.2 b) above)

2.5.4 Submission dates

The period of full-time study allowed for the dissertation is approximately eight months from initial agreement on a topic and supervisor to final submission. Extensions beyond this period of time will be considered only in exceptional circumstances. As a result of problems with time management in previous years, the MA Res team has developed the following schedule of work for the dissertation. We will be strict with you about these deadlines; this is to help you to manage the task of independent study towards the dissertation.

The first stage in the process is to discuss your potential topic for research with fellow-students and the Full Dissertation Proposal module tutor during Weeks 2-5 of the Spring Term. During this period, you should meet your personal tutor to discuss your topic and research plans. For that meeting you should prepare a brief proposal using the template given during the Full Dissertation Proposal module. By the middle of the Spring Term (Week 5) you must submit a 1000 word proposal to the Full Dissertation Proposal convenor. In Weeks 7 and 8 of the Spring Term, you will give a presentation about your research plans to your fellow students, and by the final Thursday of Week 10 of the Spring Term you are required to submit the full 2000 word proposal to your supervisor via Barbara Barnes.

You can submit one chapter of your dissertation to your supervisor (typically the literature review chapter, or a different chapter on which you would like feedback) during the Summer Term. During the Summer Vacation, you will mainly be working on your own, but supervisors will give feedback on a further draft chapter of the dissertation, if necessary. Arrange this well in advance, as staff members will be away at times in this period.

Students who intend to complete their dissertation during the Summer will be required to submit their dissertation by Monday 21st September 2009. The next date for graduation will be in the following December. Students who have to resubmit assessed work for taught modules will be allowed to submit their dissertation by 21st October. This delayed submission will normally postpone their graduation until July 2010.

The period of study for the dissertation for those students who are registered on a modular or part-time basis is normally one year from the commencement of work with a supervisor.

The deadline for dissertation submission must be taken extremely seriously. Schools are unable to approve an extension to the submission date of the dissertation beyond 16th October (for students on the 12 month programme, or for those in the last year of the equivalent part-time programme). Any extension after these dates will require the approval of the Faculty Director of Teaching and Learning on a recommendation from the School using the Extension or Extenuating Circumstances Forms.
Students are reminded that they are allowed a second attempt at their dissertation, should they fail at the first attempt. Resubmission must then be within 12 months of the original submission date. The second attempt should not normally involve a complete retake of the whole process with a different dissertation. Students may expect to receive support for this within the confines of the learning outcomes of the dissertation module, and students will be responsible for relevant resubmission costs.

3. SCHOOL and GENERAL ACADEMIC INFORMATION

3.1 Key dates

Term dates for the academic year 2008-2009 are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 6th October – Friday 12th December 2008</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 12th January – Friday 20th March 2009</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 20th April – Friday 26th June 2009</td>
</tr>
</tbody>
</table>

Deadline for submission of dissertations/portfolios is 2\textsuperscript{nd} September 2009.
Degree congregations (graduation ceremony) will be held on 2\textsuperscript{nd} - 4\textsuperscript{th} July 2009, and 11\textsuperscript{th} and 12\textsuperscript{th} December 2009. (These are provisional dates: to be confirmed.)

3.2 Communication between staff and students

3.2.1 Communication by email

The University provides all students with a University email account and email is used regularly in the University as an ‘official’ form of communication between staff and students. Therefore, in addition to checking School notice boards and your pigeon-hole for mail, you must also check your University email account regularly and reply as necessary to messages received.

As a bare minimum, teaching staff and students are required to check their email accounts at least once a week during term-time.

You are expected to use your University email account in preference over private Internet Service Provider accounts, for the following reasons:

- the University guarantees that this account will be available to you for the entire duration of your studies;
- the University guarantees that suitable, supported email software will be available to you for the entire duration of your studies;
• the University offers an email service to standards of availability, reliability, performance and security which it determines and which are under its own control.

You may set up forwarding arrangements to automatically send email received in your University account to another email account of your choosing, however you do so at your own risk and should ensure that you forward to a valid and existing account. The University can only be held responsible for email reaching your University email account. If an email has been sent without apparent problem to your University account, the sender may reasonably assume that you will receive that email. If you do wish to forward email from your University account to a private Internet Service Provider account consult the ITS web pages, http://www.reading.ac.uk/internal/its/help/its-help-email/its-morehelp-email.asp. It is a good idea to store a copy of any forwarded mail on your University account.

You should not submit coursework using email, but you may be requested to submit some assignments electronically for random plagiarism checks.

You must supply Barbara Barnes with your current email contact address as soon as possible, and keep her up-to-date with any changes to this address. (You should also inform her of any changes in your accommodation / postal address.)

You must inform your Personal Tutor (see 3.3 below) if you are unavoidably absent from classes.

3.2.2 Staff Office hours

Members of academic staff are normally available for consultation during their office hours (typically two hours a week). You will be given a list of these hours at the beginning of each term. Outside office hours you cannot expect staff to be available without an appointment. The easiest way to make an appointment is to e-mail the staff member or leave a note in their tray in Room 178, as appropriate. Academic members of staff are not normally available during vacation periods.

Please see below the contact details for staff members. Please note that since staff membership of the School is large, we have restricted this list to those with whom you are most likely to have contact on the MA programme.

<table>
<thead>
<tr>
<th></th>
<th>Room No</th>
<th><a href="mailto:email@reading.ac.uk">email@reading.ac.uk</a></th>
<th>Room No</th>
<th><a href="mailto:email@reading.ac.uk">email@reading.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Christopher Duggan</td>
<td>HSS 60</td>
<td>c.j.h.duggan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Director of Research</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Prof. Mary Bryden</td>
<td>HSS 207</td>
<td>m.bryden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Director of Postgraduate Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Paul Thompson</td>
<td>HSS 183</td>
<td>p.a.thompson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Director of Teaching and Learning
Ms Clare Furneaux HSS 180 c.l.furneaux

School Administrator
Mrs Rosemary Crabtree HSS 238 r.a.crabtree

Head of Applied Linguistics Department
Dr Alan Tonkyn HSS 178A a.p.tonkyn

Department Academic Senior Tutor
Dr Jane Setter HSS 177 j.e.setter

Head, Centre for Applied Language Studies
Ms Ros Richards LRC 79A r.j.richards

Other Lecturing Staff
Dr Lisa Atalianis HSS 174 l.j.atalianis
Dr Dominika Baran HSS 176 d.m.baran
Dr Judith Baxter HSS 184 j.a.baxter
Dr John Field HSS 170 j.c.field
Dr Jacqueline Laws HSS 251 j.v.laws
Dr Jane Setter HSS 177 j.e.setter
Dr Linda Shockey HSS 185A l.shockey

Computing Officer
Mr Gerry Latawiec HSS 84 g.p.latawiec

Administrative Staff
Mrs Barbara Barnes (MA/PhD enquiries) HSS 185 b.w.barnes
8am -1pm Mon -Thurs;
also Tues 1pm-5pm term time only

Mrs Lesley Owen (BA/School) HSS 178 l.k.owen
9am - 4.30pm

Ms Amanda Horn (Distance MA) HSS 186 a.j.horn
9am-5pm

3.3 Personal tutors

All MA course members are assigned a tutor. Tutors have an advisory rather than a teaching function. You can consult them about choice of modules, any personal difficulties you may have, or any issues that you feel unable to take up with the teacher of a module or the programme director. You will be assigned a tutor during the first weeks of the Autumn Term and you should then arrange to see him/her for an initial meeting. Thereafter, you should arrange to see your tutor at least at the following points: Autumn Term, week 5 or 6 (to discuss the non-assessed assignment and initial progress); Spring Term, week 6 or 7 (to discuss Term 1 assessment performance and dissertation plans); Summer Term, week 6 or 7 (to discuss progress overall). You can arrange additional meetings by appointment as necessary.
3.4 Students with disabilities, disabling conditions or specific learning difficulties (such as dyslexia)

It is important under The Disability Discrimination Acts 1995 and as amended 2006, that Schools make appropriate adjustments, prior to entry and during the student’s time at Reading, for students with disabilities. Students and applicants should be given ample and appropriate opportunities to disclose information about disabilities, disabling conditions and specific learning difficulties and positively encouraged to disclose. Any information on a student or applicant’s disability should, with the student’s permission, be passed on to one of The Disability Advisors, Annabel Avery, Kate French, Debbie Gloster or Caroline Irwin. Students and applicants should also be given contact details for the School or Departmental Disability Representative and The Disability Advisory Service. Further information can be found at www.reading.ac.uk/disability.

3.5 Complaints Procedures

A student who has a complaint about his or her programme should in the first instance talk to his or her Programme Director about the problem; most difficulties are soluble at this level. If the student is not satisfied, the problem should next be discussed with the Head of School. A student who is unable or unwilling for good reason to take a complaint by this route should see the Faculty Director of Teaching and Learning or the Sub-Dean of the Faculty. If none of these avenues of complaint yield a satisfactory response, the student should write to the Director of Student Services.

You can find a summary of the University’s Student Complaints Procedures at

http://www.info.reading.ac.uk/student/docs/appealscomplaintsguide.pdf

as well as summaries of procedures for making academic and disciplinary appeals. A full copy of the University’s Student Complaints Procedures can be found at:

http://www.reading.ac.uk/Handbooks/Teaching_and_Learning/Complaints_Procedure.html

3.6 Neglect of work

Your coursework record is held with Barbara Barnes (HSS 185). You may check your coursework record at any stage during your degree programme. Where problems arise you should speak to your personal tutor in the first instance, or with the programme director who will advise you. If a problem of neglect of work is identified, you will be asked to a meeting with the Head of School. A formal warning, giving clear deadlines and requirements, will then be given and relevant staff notified (personal tutor, Head of School and programme director). If these requirements are not met, the student will be referred to the Faculty Director of Teaching and Learning.
3.7 Student Evaluation of Programmes

There are a number of ways in which we aim to receive students’ evaluations of the programme. Firstly, at the end of each module a written evaluation form is distributed as part of the School’s obligatory evaluation procedure.

Secondly, we have a Postgraduate Staff-Student Committee which consists of a student representative from each year and each programme or student group, and normally two members of staff. The committee usually meets once a term in Week 8 and gives students an opportunity to discuss issues arising from the postgraduate programmes. The committee nominates a student to attend the Faculty Students’ Representative Committee. Thus, views from the students can be represented at Faculty level and students can have access to information from Faculty Board.

Thirdly, students are encouraged to conduct their own group feedback session towards the end of each term (eg in Week 7) to inform the representative on the Staff Student Committee, which meets in Week 8. In the past a version of nominal group technique has been used to share positive and negative reactions within the group, and notes are available to students on how to conduct such a session. Points which are raised at this meeting are discussed by the programme directors and also at the Staff-Student Committee meeting.

Finally, there is a final plenary review session conducted in the Summer Term, and normally chaired by the External Examiner. At the same time an end-of-programme questionnaire may be distributed to students.

3.8 Facilities

3.8.1 Libraries

There are library facilities in the Main University Library and the Institute of Education library at Bulmershe Court. The Applied Linguistics / English Language Teaching collection is housed in the Main University Library at Whiteknights, but there may be some books and journals at the Education library which are relevant to your studies. Our liaison librarian in the Main Library is Mrs Anna Beasley, who will be pleased to help with any queries you may have.

If there are books that you would like to see added to the main University Library collection, please suggest these in writing (giving full details) to the staff library representative, Alan Tonkyn.
3.8.2 IT (Information Technology)

Central computing services

IT Services manage a number of computer facilities distributed throughout the University. For details see: www.reading.ac.uk/ITS.

These facilities offer PCs with
- An individually mapped network drive for saving files
- Internet access for WWW and email
- MS Office 2007 for word processing, spreadsheets, presentation and database work
- A range of software for graphics, drawing, statistics, numerical and algebraic analysis, and more specialized activities
- Access to laser printers
- Access to Unix computers with file archiving.

In addition special equipment is available in some facilities, including the Libraries. This includes: colour printing, scanners, high capacity storage, including CD writers, 100Mb ZIP and LS 120 drives, and a Braille PC.

In the Humanities and Social Sciences building, computers are available for use in Rooms 124, 172, 173 and 287 from 8.00am until 9.00pm Monday – Friday. Computers are also available in the Palmer Building Room G09 (24 hours) and Room G05b (building opening hours) and in the Main Library (Reference Section, and S@iL Centre Rooms 101, 103, 105 and 108) during Library opening hours.

Access to other computers on the campus network and to the Internet is possible from the computer rooms in the Faculty and from other computer labs and terminal rooms across the Whiteknights and Bulmershe campuses, as well as in Halls of Residence. All University Halls of Residence have telephone lines to every student room.

Students are encouraged to bring their own computers to the University. It is important to be aware that IT Services is unable to provide support for the set-up networking and maintenance of personal machines other than use of software also available on IT Services facilities.

IT Services provides a series of free training sessions every term. For information, consult the IT Services webpage.

S@iL

The S@iL (Student Access to Independent Learning) Facilities at the Main Library include PC classrooms, group study PCs and a presentation practice room equipped with technology table and video camera. When preparing reports and theses, you can use the Library’s colour photocopying services. The help desks within the Main Library are also access points for study skills and careers advice.
Please also consult the section on Academic Services (the Library, IT Services and Computing facilities) in the Student Diary (http://www.info.reading.ac.uk/student/docs/studentdiary.pdf) and to the relevant documents issued by the Library and IT Services for further information.

Department provision

Equipment - general: Information concerning equipment available for use or loan by students engaged in research will be listed and discussed as part of your dissertation preparation. If you require equipment at other times in the year, please discuss this in the first place with your module lecturer, and then with the Computing Officer, Mr Gerry Latawiec. The information which follows gives an overview of the School’s facilities, not all of which may be relevant to your studies in the School.

The Language Research room (HSS 179) is intended in the first instance for students researching corpora and databases such as the British National Corpus. We also have our own research corpora and databases and these can be accessed from these machines. The facility uses the latest software in word and speech analysis. Also available for students are word processing and statistics, email and Internet access and scanning and colour printing. The PC workstations are multilanguage, and include corpora analysis software and statistics packages.

Study room 181: PC workstations providing Internet and email and running a wide range of analysis software.

3.8.3 Photocopying within the Department

The Department has a good quality photocopier in Room 181 which is available for use by students from 2pm to 5pm each weekday. Students are, however, asked to give priority to staff wishing to use the photocopier at all times.

Cards to operate this copier can be obtained from Lesley Owen (178) on weekday afternoons from 2pm to 5pm. Cards cost £1 each (refundable); copies are 5p each.

3.8.4 Study and Mail Rooms

In the Faculty of Humanities, Room 181 is available for students to use for private study, meetings, and so on. Some copies of reference articles are stored there (others will be placed in bound readers in the Main Library Short Loan Collection). Mail for MA students is delivered to the pigeon holes outside this room. There is also a coffee machine, fridge, photocopier, and some networked computers and a laser printer. The PCs have Office 2007, SALT analysis software, email and Internet access, and other applications.
3.8.5 Applied Linguistics Circle and Department Research Seminars

There are many opportunities to benefit from the climate of research fostered within the Department.

Each year the Applied Linguistics Circle, consisting of staff and student members of the Department, organises meetings, normally held on Tuesday evenings from 4.15pm. A programme of talks from invited speakers is drawn up each term. Speakers include well-known figures in Applied Linguistics who speak about their work in the discipline. MA students are strongly encouraged to attend these lively, informative and stimulating events.

The School and Department also regularly invite scholars from a wide range of disciplines to give seminars and lectures on topics of interest as part of the series of School and Department Research Seminars.

Details of these events will be published within the School and on the Applied Linguistics webpages.

3.8.6 Language opportunities

Modules in French, German, Italian, Japanese, Mandarin Chinese, Modern Greek and Spanish are available to taught postgraduate students as part of their programme, where academically appropriate. The Institution-wide Language Programme provides the practical language skills needed to enhance highly qualified graduates. It will give students the foundations needed to be able to use languages in a job, or on a Socrates exchange. All languages can be started from scratch. The modules run in the Autumn and Spring terms.

To register, you should contact Mrs Rachel Wood, the IWLP Secretary, in Room G8 University Language Centre as soon as possible and fill in the IWLP registration form (also available on the web at http://www.reading.ac.uk/IWLP/online_IWLP_registration.htm). Your Programme Director’s agreement will be necessary and classes cannot be offered if there is a clear timetable clash.

Further information can be obtained from the IWLP Secretary (ext 7318), email IWLP@reading.ac.uk or visit our Web page: http://www.reading.ac.uk/iwlp
3.8.7 Study Skills: Advice and Resources (See also 2.3.2 above)

Study Advice

Starting a postgraduate course means meeting higher academic standards. This can involve a steep learning curve for both home and international students. The Study Advisers can help with every aspect of postgraduate study, so come and ask us about…

- writing assignments at a new level
- managing your dissertation
- advanced referencing
- coping with more material and a faster pace of learning
- using academic theories to support your writing
- adjusting to new academic expectations and culture
- time management
- research methods

Taking time to address any study concerns now can really save time later, allowing you to develop your study practices before beginning a longer piece of research or dissertation.

The Study Advisers offer confidential one-to-one advice sessions which usually last 30 minutes, but we are very happy to book one hour sessions for postgraduate students, as we are aware they often have longer and more complex work to discuss. (Please mention if you would like an hour session when you book).

Appointments are available every day at the Carrington Building, Whiteknights, and at the Main Library, Whiteknights, Room 104 (First floor) – see website for details.

To book an appointment: Phone Secretary on 0118 378 4242 (10.00 – 14.00 weekdays) or e-mail studyadvice@reading.ac.uk – giving your mobile number.

We run workshops and provide online and paper study guides. See our website for our study guides and more information on workshops: http://www.reading.ac.uk/studyadvice/

We also offer advice, support and assessments for specific learning disabilities (including dyslexia, dyspraxia, ADD and Aspergers syndrome).

Opportunities for developing transferable skills

You will have the opportunity to develop transferable skills (such as written and spoken communication, use of IT, information handling, interpersonal skills, etc) through your programme of study, and details of skills within programmes are given in module descriptions and programme specifications. The University provides a wide range of opportunities through specialist workshops, one-to-one advice sessions, and on-line resources for students who wish to enhance or reinforce their skills, and so feed into better performance on their academic programme. You may also wish to complement the skills gained through your
programme as part of your own personal development, and in preparation for life beyond university.

The University encourages a broad and varied student experience, both through study and extra curricular activities such as societies and volunteering. Knowing what opportunities are available and how they lead to personal development is now much easier through the Skills Opportunities At Reading (SOAR) website at www.reading.ac.uk/SOAR. This links to information about resources and events offered by providers such as the Library, IT Services, Study Advisers, RUSU, Mathematics Support Centre and the University Language Centre. It also contains quick tip sheets and an A-Z search facility for ease of access.

The University Study Advisors are located in the Carrington Building and you can go there to make an appointment to see them for academic advice on a range of issues. They also offer workshops and study guides. Their webpage is at: http://www.reading.ac.uk/studyskills/

**Academic Support available to MA students**

**Academic support**

All students at the University can use the University Study Support available, outlined in the previous paragraphs.

Departmental Study Skills support is provided in the form of three two-hour seminars in the Autumn Term, which discuss study skills issues in relation to our specific programmes. There is also a seminar in the Summer Term on writing the dissertation.

**English language support**

International students at the University can ask to attend the In-sessional English Support programme, which offers general academic writing and/or speaking and listening classes to students across the University. These classes are free to international students; other students must pay. To register you need to get a form from Room 148, Language Resource Centre, complete it and ask your personal tutor to also sign the form. You then must return the form to Room 148. Registration for the Autumn Term’s classes takes place between 1 and 10 October.

Details are available at: http://www.reading.ac.uk/IESP/ For further information e-mail Andy Seymour at a.e.seymour@reading.ac.uk

3.9 **After the MA**

3.9.1 **Staying on to do research**

Opportunities exist in the School to pursue research in an area of Applied Linguistics selected by the student (the only major restriction on topic is that it falls within the interests and expertise of a potential supervisor). There are two options available to the student following an MA course. Fuller details are given in
the Department’s webpage (http://www.reading.ac.uk/app_ling/phd.htm) under ‘PhD and MPhil’.

**M.Phil or Ph.D by research**

Both of these degrees can be obtained by full-time research. For the M.Phil, the minimum full-time registration period is two years, while for the PhD it is normally three years. Research degrees can be pursued on a part-time basis, with individual arrangements possible about visits to Reading for supervision.

The School requires each student admitted to read for M.Phil or PhD to produce, by the end of the first year (or at some point to be negotiated for part-time students) a detailed proposal, comprising a literature review and plan of the research. This is reviewed by a departmental committee, who will allow the student to proceed only when the proposal is judged viable. Students will generally also be required to follow certain courses in their first year. The choice of courses will depend upon their topic and background.

A full list of PhDs completed in past years in the area of linguistics is available in Lesley Owen’s office (HSS 178).

If you are interested in furthering your study in this way, see the School Director of Postgraduate Studies (Higher Degrees), Dr Paul Thompson, as soon as possible.

**Funding**

A number of competitive University Postgraduate Studentships are available (see http://www.reading.ac.uk/newstudents/pg.htm for details). Application has to be made early in the Spring Term. British and EU students may apply to the Arts & Humanities Research Board and the Economic and Social Research Council for studentships. The closing date for these is 1st May, but you need to apply for a university studentship first (ie, early in the Spring Term, and you should talk to Paul Thompson about this in the Autumn Term).

**3.9.2 Careers Advisory Service**

The Careers Advisory Service is here to help you with the often-difficult process of deciding what you would like to do when you leave university. We aim to work with you throughout your time at university.

**Where we are**

At **Whiteknights**: we are situated in the Carrington Building, near the Students’ Union. We are open Monday-to-Friday at 9.30am to 4.30pm during term time and 10.00am to 4.00pm during vacations. You can contact us either by Email: careers@reading.ac.uk by telephoning 0118 378 8359.

At **Bulmershe Court**: We are situated facing Woodlands Road and is open 9am to 4.30pm Monday to Friday. Contact us at Email: bulCAS@reading.ac.uk or by telephoning 0118 931 8656. During vacations please contact us to check opening hours.
Career Planning

Information, advice and helpful web links that address the special circumstances of postgraduates are available on the CAS website (e.g. how to write CVs for a job within academia, how to write CVs for a job outside of academia). Career management materials for postgraduates are currently being developed for a new website and these will be available in the coming year. These materials will include case studies, exercises and video clips of postgraduates and employers.

Exploring your career and academic options

You can see a Careers Adviser on a 'quick query' basis any weekday between 10.30am and 4.30pm during term and 1pm until 4pm outside of term time. This can help to get you started with planning your career or simply have someone check your application form or CV’s.

A special postgraduate drop in service is offered each Wednesday at Blandford Lodge details from CAS or on the web site.

Help is also available for those who have no idea of what they want to do after they complete their course. Longer appointments with a careers adviser are also available. Our website never shuts - keep an eye on this to find out what’s on: www.reading.ac.uk/Careers

Special events

We also actively run events for all students to meet potential employers and voluntary organisations at summer and Autumn Fairs. Numerous seminars and workshops are open to all, on topics such as 'How to write a CV', 'Effective Interview Skills' and practice aptitude tests. Pick up your 'Events Guide' from your departmental pigeonhole and check our website at the start of every term.

Job Shop - Getting a part-time job

The University of Reading recognizes that many students work during term time. In addition we are keen to help students gain the most from their time at the university and develop skills that will put them at an advantage in the search for employment when they graduate. To help students achieve both these goals, the University has set up a Job Shop. The Job Shop works with local employers finding term-time and vacation work for students. These vacancies are advertised on a dedicated web-site www.readingjobshop.co.uk and consist of part-time, temporary and vacation opportunities.

Putting you in touch with employers

As well as the General Careers fairs, we also organise specialist subject fairs such as teaching, law and construction management for example as well as running annual Work Experience event and mentoring events. You will also find a range of graduate jobs on our website www.reading.ac.uk/careers
Appendix 1

University Extension Form

and

Extenuating Circumstances Form
Request form for extension for submission of coursework

This form is to be used if you are seeking an extension to the deadline for submission of assessed coursework.

If you are requesting that the impact of illness or other problems be taken into account by the Examiners in their consideration of your examination or coursework performance you should use the Extenuating Circumstances Form.

Before completing this form, please read the attached notes.

Name:_____________________________________________________________________

E-mail address: ___________________________ Student No:____________________

Degree programme: ______________________ Part 0/1/2/3/4/PG ____________

Module Convenor: ______________________ Personal Tutor:____________________

School responsible for module:

_____________________________________________________________________

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant Examiners and officers of the University who are responsible for considering such requests.

Signature of Student: ______________________ Date: __________

I give my consent for the information submitted on this form to be disclosed to my Personal Tutor (please circle, as appropriate): Yes / No

It is important that you submit this form as soon as possible to the School Office of the School responsible for the module for which you are seeking an extension. Your form should be in a sealed envelope clearly marked ‘Extension Form – Confidential’ together with your name, the module(s) for which an extension is requested and the name of the module convenor.

1. Modules/coursework for which extension is requested (please specify module code and title of assignment):

2. Dates/period of time when your work has been/will be affected:
3. About your problem:

4. Length of extension requested:

5. Supporting evidence:
   Type of supporting evidence:
   
   Supporting evidence submitted: Yes/No
   Supporting evidence to follow: Yes/No
   
   In the case of medical or counselling evidence: If you consulted a doctor/practitioner not attached to the University Medical Practice, please provide a medical certificate or letter from the practitioner. If you consulted the University Medical Practice or the University Counselling Service, please provide the following information:
   
   doctor’s/counsellor’s name: ___________________________
   date(s) of consultation(s): ___________________
   
   I give my consent for the University Medical Practice/University Counselling Service to disclose to the relevant officer of the University information from my confidential records which is relevant to the present request. I give my consent for this information to be disclosed to the relevant Examiners. (Please sign in the box.)

   The form should now be submitted to the School Office of the School responsible for the module for which an extension is requested.

6. Request to the University Medical Practice/University Counselling Service
   To be completed by the School Director of Teaching and Learning (or other nominated member of academic staff):
   
   I request that a representative of the University Medical Practice/University Counselling Service countersign this form. I confirm that the School will consider granting an extension if the student’s account of the circumstances were confirmed:

   Signature: ________________________________________
   E-mail: ____________________________
   Extension: __________________________

   Date sent to University Medical Practice:

   To be completed by the University Medical Practice/University Counselling Service:
   
   I confirm that there is no significant disparity between the student’s account of his/her problem provided above and his/her medical/counselling record.
   Please circle, as appropriate:    Yes       No
   
   If you have indicated 'No' or have any further comments, please attach a brief statement to this form.

   Signature: ____________  Date: ____________
Please return the form to the School Office responsible for your programme.
For use by School
Information received: Yes / No Date form returned from the Medical Practice/Counselling Service:
Action taken/comments:

Date on which student informed of decision:

Signature: Date:
We are required to keep records of any action we take in respect of course assessment in which an individual student is treated differently from others, which includes extensions to the submission dates for coursework. This document spells out what we ask you to do.

Before completing the request form, you should discuss your difficulties with the lecturer responsible for the coursework and should together come to a view on a provisional revised deadline to which you can realistically work.

You should note that you may not always get the extension you ask for. It is not automatic. We may not grant an extension at all if we believe your reasons are not genuinely outside your control, and we may not grant as long an extension as you would wish because you need to take account of later deadlines.

Please answer every question and submit the form as soon as possible so that we can respond to your request quickly.

Confidentiality
The information which you provide on this form will be kept in strict confidence and will be restricted to those who are involved in deciding the action to be taken in the light of your circumstances. If you are willing for the information to be disclosed to your Personal Tutor, please confirm this by responding to the question at the head of the form. The decision on your request will be passed to those who need to know, but the detailed circumstances will remain confidential.

1. **Modules/coursework for which an extension is requested**
   Please specify: the module code(s) and the title(s) of the assignment(s) for which you are requesting an extension; and the published deadlines for the assignment(s).

2. **Dates/period of time when your work has been affected**
   Please give the dates or period of time during which your problems have affected your work and ability to study.

3. **About your problem**
   Describe concisely the circumstances which you expect will mean that you are unable to meet the deadline for submission of coursework (continue on a separate sheet if necessary).

4. **Length of extension requested**
   You should have discussed your difficulties with the lecturer responsible for the coursework and should together have come to a view on a provisional revised deadline to which you can realistically work. Please indicate the suggested revised deadline.

5. **Supporting evidence**
   Some form of supporting evidence is normally required to support your case, such as a letter from a counsellor, hall warden, parent, or your Personal Tutor. You should attach any supporting evidence to this form. If the evidence is not yet available, please indicate when it will be submitted. (In the case of bereavement, supporting documentation is not required at this stage.)
   In the case of personal or family illness, the supporting evidence should be a letter from your doctor/counsellor or a medical certificate. However, if you consulted the University Medical Practice or the University Counselling Service, please provide the doctor’s/counsellor’s name, the date(s) of consultation(s) and your signature to give your consent for the University Medical Practice/University Counselling Service to disclose information from your confidential records which is relevant to the present request. If you are unwilling for information from your records to be disclosed, you should discuss the matter with your Personal Tutor.

It is important that you submit the form as soon as possible to the School Office of the School responsible for the module for which you are seeking an extension. Your form should be in a sealed envelope clearly marked ‘Extension Form – Confidential’ together with your name, the module(s) for which an extension is requested and the name of the module convenor.
Extenuating Circumstances Form

Request for consideration of impact of illness or other problem on examinations or assessed coursework.

Before completing this form, please read the attached notes.

Name: __________________________________________________________

E-mail address: __________________________  Student No: _____________

Degree programme: __________________________  Part 0/1/2/3/4/PG _______

School: __________________________  Personal Tutor: __________________________

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant Examiners and officers of the University who are responsible for considering extenuating circumstances.

Signature of Student: __________________________  Date: _____________

I give my consent for the information submitted on this form to be disclosed to my Personal Tutor (please circle, as appropriate): Yes / No

It is important that you submit this form as soon as possible after your illness or other circumstance to the School Office of the School responsible for your programme. Your form should be in a sealed envelope clearly marked ‘Extenuating Circumstances Form – Confidential’ together with your name and degree.

1. Modules/examinations/coursework affected:

2. Dates/period of time when your work has been affected:

3. About your problem:
4. The action you would like us to take:

5. Supporting evidence:

Type of supporting evidence:

Supporting evidence submitted: Yes/No
Supporting evidence to follow: Yes/No

In the case of medical or counselling evidence: If you consulted a doctor/practitioner not attached to the University Medical Practice, please provide a medical certificate or letter from the practitioner. If you consulted the University Medical Practice or the University Counselling Service, please provide the following information:

donor's/counsellor's name: __________________________ date(s) of consultation(s): ________________

I give my consent for the University Medical Practice/University Counselling Service to disclose to the relevant officer of the University information from my confidential records which is relevant to the present request. I give my consent for this information to be disclosed to the relevant Examiners. (Please sign in the box.)

The form should now be submitted to the School Office of the School responsible for your programme.

6. Request to the University Medical Practice/University Counselling Service
To be completed by the School Director of Teaching and Learning (or other nominated member of academic staff):

I request that a representative of the University Medical Practice/University Counselling Service countersign this form. I indicate below the action which the Special Cases Sub-Committee might consider (e.g. disregarding a piece of work or module mark, recommending DNS) if the student's account of the circumstances were confirmed:

Signature: __________________________ E-mail: __________________________ Extension: __________________________

Date sent to University Medical Practice:

To be completed by the University Medical Practice/University Counselling Service:

I confirm that there is no significant disparity between the student's account of his/her problem provided above and his/her medical/counselling record.

Please circle, as appropriate: Yes No

If you have indicated 'No' or have any further comments, please attach a brief statement to this form.

Signature: __________________________ Date: __________________________

Please return the form to the School Office indicated overleaf.

For use by School:
Information received: Yes / No Date form returned from the Medical Practice/Counselling Service:

Action taken/comments:

Signature: __________________________ Date: __________________________
Extenuating Circumstances Form

Before completing the form, please read these notes.

We are required to keep records of any action we take in respect of course assessment in which an individual student is treated differently from others. We need to record information about illness or other problems which may have affected examination performance or which may form the basis of a request for suspension of a student’s course. This document spells out what we ask you to do. Please answer every question and submit the form as soon as possible after your illness or other circumstance so that we can respond to your request quickly.

You are strongly encouraged to discuss with your Personal Tutor any circumstances which you consider are affecting or might affect your work.

You are responsible for notifying your School of any circumstances which you consider might have affected your performance. If you do not submit this form, your circumstances will not be considered.

The following types of claim will be considered:

Where your performance has been impaired by your circumstances and the circumstances were beyond your control (such as illness, death or severe illness of close relative or partner, physical attack, witnessing a seriously distressing event or other events of comparable effect)

Confidentiality

The information which you provide on this form will be kept in strict confidence and will be restricted to those who are involved in deciding the action to be taken in the light of your circumstances. If you are willing for the information to be disclosed to your Personal Tutor, please confirm this by responding to the question at the head of the form. The decision on your request will be passed to those who need to know, but the detailed circumstances will remain confidential.

1. Modules/examinations/coursework affected

If your problem has affected your coursework or exam for particular modules, please list the modules affected.

2. Dates/period of time when your work has been affected

Please give the dates or period of time during which your problems have affected your work and ability to study.

3. About your problem

Describe concisely the circumstances which you consider to have had an adverse effect on your study and describe how these have affected your performance (continue on a separate sheet if necessary).

4. The action you would like us to take - various actions can be requested

Please note that requests for extensions should be made on the Request for Extensions form and not on this form. Where a student has been affected by extenuating circumstances, various actions are possible, for example:

It may be agreed that a student be deemed not to have sat, which means that the student is permitted a further attempt at an examination or assessment as if for the first time.

It may be agreed that the mark for the module be calculated by a variant of the normal method, for example, a piece of work may be set aside and the mark calculated on the remaining work.

It may be agreed that the mark for the module be set aside.

If your circumstances are such that you are considering suspending your registration, you should consult your Personal Tutor or the Sub-Dean as a matter of urgency.

5. Supporting evidence

Some form of supporting evidence is normally required to support your case, such as a letter from a counsellor, hall warden, parent, or your Personal Tutor. You should attach any supporting evidence to this form. If the evidence is not yet available, please indicate when it will be submitted. (In the case of bereavement, supporting documentation is not required at this stage.)

In the case of personal or family illness, the supporting evidence should be a letter from your doctor/counsellor or a medical certificate. However, if you consulted the University Medical Practice or the University Counselling Service, please provide the doctor’s/counsellor’s name, the date(s) of consultation(s) and your signature to give your consent for the University Medical Practice/ University Counselling Service to disclose information from your confidential records which is relevant to the present request. If you are unwilling for information from your records to be disclosed, you should discuss the matter with your Personal Tutor.

It is important that you submit this form as soon as possible to the School Office of the School responsible for your programme so that the information can be taken into account. Your form should be in a sealed envelope clearly marked ‘Extenuating Circumstances Form – Confidential’ together with your name and degree.
Appendix 2

Module Descriptions
for
MA (Res) in Applied Linguistics
DISCLAIMER

This catalogue has been prepared in order to provide you with useful information. It does not, however, have any official status. While every effort has been made to ensure the accuracy of its contents, some discrepancies between the descriptions and the modules themselves may be inevitable.

Note: The contents of this catalogue are based on the information available at the time of printing and do not take into account periods of sabbatical leave taken by members of teaching staff. Queries should be addressed to Mrs Barbara Barnes (Postgraduate Secretary) in Room 185.

Department of Applied Linguistics  
School of Languages and European Studies  
The University of Reading  
Whiteknights  
PO Box 218  
Reading RG6 6AA  
United Kingdom

Telephone: 44 (0) 118 378 8141/8140

World Wide Web home page: http://www.reading.ac.uk/
ABOUT THIS CATALOGUE

This catalogue provides a list of all modules offered to postgraduate students in the School of Languages and European Studies who are following this programme:

MA (Res) in Applied Linguistics

Details of other modules offered in the School are also available. Please consult your programme director concerning these.

The information provided is intended to assist students in making decisions about which modules to take. Where the information is available at the time of printing, each entry contains a brief description of the aims, content and method of assessment of the module. Modules for which fewer than five students subscribe will normally be withdrawn.

The entries are arranged in alphabetical order according to the module title.

INDEX

LSMCLR  Child Language Development
LSMDSR  Dissertation (MA Res)
LSMCAR  Corpora in Applied Linguistics
LSMESR  English for Specific Purposes
LSMEWR  English in the World
LSMICR  Intercultural Communication
LSMILR  Issues in Linguistic Research
LSMITR  Information Technology for Language Teaching
LSMLCR  Language Curriculum Design
LSMPLR  Psycholinguistics
LSMPRO  Full Dissertation Proposal
LSMSLR  Second Language Learning Principles
LSMSOR  Sociolinguistics
LSMSPR  Spoken Language
LSMTPR  Language Testing Principles
LSMWLR  Written Language
LSMYLR  Teaching Young Learners
Module title: **Child Language Development**

**Module code:** LSMCL R  
**Part/Level:** M  
**Providing Department:** SLES  
**Number of credits:** 30

**Terms in which taught:** Autumn  
**Module convenor:** John Field

**Pre-requisites:**  
**Modules excluded:** none

**Co-requisites:**

**Current from:** 2006-07

**Aims:**
This module aims to provide students with an understanding of language development in normal children, together with the experience of encoding child language data and using a computer program to analyse it. It thus affords a benchmark and a system of analysis for interpreting abnormal language development.

**Intended learning outcomes:**

*Assessable outcomes*
By the end of the module it is expected that the student will be able to:

- identify and interpret the main stages of early language development in the phonology, grammar, lexis and morphology of English, and recognise the characteristics of speech directed at infants by adults
- critically evaluate one of the commonly used measures of language development
- make use of the SALT computational resource for the analysis of child language, and make and justify principled coding decisions
- make critical judgements about the nature and patterns of child language development based upon transcript evidence; determine whether development is delayed or typical
- analyse samples of child language in a way that demonstrates a sound and critical understanding of the main issues and theories in the literature

*Additional outcomes*
The module develops general analytic skills. It applies the students’ ability to undertake linguistic analysis of various kinds (syntactic, morphological, lexical, phonetic) by comparing data at different stages of development. It develops the ability to carry out computer-aided analysis and interpretation of language data. It exposes students to the type of general statistical analysis used in empirical measures of language performance.

**Outline content:**
The first half of the module focuses on the documented grammatical development of one child, Sophie, from the age of 2 to 4 years. This provides a general outline of typical early phases of language development, based on the analysis of samples of child language data. The difficulties of encoding certain linguistic features will be discussed; and practical solutions will be proposed that reflect the way in which a child acquires its lexis and syntax. Students will be introduced to current computational resources including CHILDES and SALT; hands-on practice in using SALT for analysing child data is an important element of this part of the course.
The second part of the module continues the data-driven approach but links it to findings in the literature relating to the development of morphology, the sound system, vocabulary and syntax. There will also be an analysis of the quality, syntactic accuracy and quantity of speech directed at children by their carers. Emphasis will be laid throughout on using child language data to apply linguistic concepts.

**Brief description of teaching and learning methods:**
Lectures based on tasks and analysis of data; practical computer-aided language analysis

**Contact hours:**

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**Assessment:**

*Coursework:*
Students will provide a detailed report of the development of a child based upon transcripts from a database (1500 words)

*Relative percentage of coursework: 20%*

Students will write an account of one area of first language development, illustrating their account with data taken from available sources (3000 words)

*Relative percentage of coursework: 46%*

Extended annotated bibliography

*Relative percentage of coursework: 34%*

**Examinations:**
*n/a*

*Requirements for a pass: A mark of 50% overall.*

*Reassessment arrangements: Re-examination by coursework to be submitted by 1 September.*
Module title: **Corpora in Applied Linguistics**

Module code: **LSMCAR**
Providing Department: **SLES**
Part/Level: **M**
Number of credits: **30**

Terms in which taught: **Spring**
Module convenor: **Paul Thompson**

Pre-requisites: 
Co-requisites: 
Modules excluded: **none**
Current from: **2003-04**

**Aims**
This module will introduce the principles underlying corpus creation and analysis, and review the main areas in which corpus-based methodologies have been used in applied linguistic research, with an emphasis (though not exclusively so) on applications to education.

**Intended learning outcomes**

**Assessable outcomes**
By the end of this module, students should be able to:
- evaluate a language corpus in terms of representativeness, balance, purpose
- create a small-scale corpus
- state clearly the principles upon which the corpus was developed
- label and organize files within a corpus
- append relevant contextual information in an easily retrievable form
- conduct linguistic analyses of a corpus, using concordancing and wordlist software, and draw appropriate inferences from the analyses
- follow a systematic and principled approach to the investigation of a corpus:

**Additional outcomes**
Students will be able to: manipulate and reformat large quantities of textual data, using text processing software, and organise electronically stored textual data efficiently.

**Outline content**
This module covers the following topics: History, theoretical issues, key concepts and applications of corpus-based analyses; different types of corpora, and issues involved in compiling a corpus; applications of corpora in applied linguistics; corpus annotation issues and techniques; introduction to XML; using concordancing software to do concordancing and make wordlists; forming queries; interpreting concordance line; and applications of corpora in language teaching.
**Brief description of teaching and learning methods**
The majority of sessions will be interactive lectures, with some practical sessions. Students will also be required to participate in an online discussion forum.

**Contact hours**

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**Assessment**

*Coursework*

A 3-4,000 word project on a topic selected from a list, involving either the design and development of an original corpus, or the use of established corpora, for investigation of specific research questions.

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Examinations:
N/a

Requirements for a pass: A mark of 50% overall.

Reassessment arrangements: Re-examination by coursework to be submitted by 1 September.
Module title: **Essentials of Research Methods for the Social Sciences**

Module code: **LSMERM**  
Providing Department: **SLES**  
Part/Level: **M**  
Number of credits: **30**  
Terms in which taught: **Spring**  
Module convenor: **Paul Thompson**

Pre-requisites:  
Modules excluded: **none**

Aims:  
To introduce students to the basic tenets of research in the Social Sciences so that they can experiment with and critically evaluate different approaches, designs, data collection methods and forms of analysis in relation to their own research project and those in the literature.

Intended learning outcomes:  
Assessable outcomes:  
By the end of this module it is anticipated that the student will be able to:

- demonstrate an awareness of a range of approaches and methods in research;
- critically evaluate approaches and methods in relation to particular research hypotheses/questions;
- make well argued decisions in relation to courses of action in research.

Additional outcomes  
Course members should be able to:

- demonstrate familiarity with a wide range of literature and resources relevant to research;
- use the web as a resource for learning and research.

Outline content

Part A: Philosophical Approaches to Research

- Positivism; critical realism; interpretivist approaches; further debates including feminist approaches and ethical issues

Part B: Research Design

- Research problems and objectives; from objectives to design; sampling, sampling error and generalisation; costs, benefits, and time management; research dissemination

Part C: Data Capture Methods and Techniques

- Experiments; surveys and questionnaires; interviews and observation; secondary, archival and documentary data; narrative and constructivist methods
Part D: Introduction to Concepts of Data Analysis

Use of datasets; quantitative methods of analysis; qualitative methods of analysis; interpreting data

Brief description of teaching and learning methods
The course is delivered through Blackboard, consisting of 4 parts, each with five strands. Each strand consists of a tutorial type discussion that includes activities, self-assessment tasks, hyperlinks to exemplar texts and guidance on further reading.

Contact hours
The module is intended to engage the student in 200 hours of effort

Assessment

Coursework

Autumn Term: Write a comparative commentary of 1,500 words on two published articles in your proposed research area. To be submitted on or by Thursday of Week 10 of the Autumn Term.

Relative percentage of coursework: 50%

Spring Term: Write a 1,500 word discussion of the methodology of your proposed research project in relation to other methodologies in your field. To be submitted on or by Thursday of Week 10 of the Spring Term.

Relative percentage of coursework: 50%

Requirements for a pass: A mark of 50% overall.

Reassessment arrangements: Resubmission by 1st September in the year the course is taken.
Module title: **English for Specific Purposes**

Module code: **LSMESR**  
Providing Department: **SLES**  
Part/Level: **M**  
Number of credits: **30**  
Terms in which taught: **Spring**  
Module convenor: **Paul Thompson**  
Pre-requisites: **none**  
Co-requisites: **none**  
Modules excluded: **none**  
Current from: **2003-04**

**Aims**
This module aims to introduce students to the history, distinguishing features, theoretical foundations and methodological innovations of TESP: the teaching of English for Specific Purposes.

**Intended learning outcomes**

*Assessable outcomes*
By the end of this module, students should be able to:

- identify the key features of the main branches of ESP: EAP (English for academic Purposes), EOP (English for Occupational Purposes) and EBP (English for Business Purposes);
- provide reasoned answers to the question "To what extent is ESP different from general ELT practice?"
- assess the extent to which ESP tests the boundaries of ELT;
- carry out pre- and in-course needs analysis and mid- and end-of-course evaluation;
- explain ESP approaches to the teaching of the four skills

*Additional outcomes*
Through small group discussion students will have the opportunity to develop skills of oral communication and collaboration.

**Outline content**
This module covers the following topics: Review of needs analysis, including participants' own needs, language analysis for ESP, consideration of examples of course design for ESP, introduction to EAP: course design, methods and materials, critical EAP, introduction to Business English methods and materials, review of the role of the teacher in ESP, evaluation.

**Brief description of teaching and learning methods**
A mixture of lecture input and discussion activities, together with individual and group tasks, using case studies.
### Contact hours

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### Assessment

**Coursework**

A 3-4,000 word assignment on a selected topic.

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

**Examinations:**

N/a

**Requirements for a pass:** A mark of 50% overall.

**Reassessment arrangements:** Re-examination by coursework to be submitted by 1 September.
Module title: **English in the World**

Module code: **LSMEWR**
Part/Level: **M**
Providing Department: **SLES**
Number of credits: **30**

Terms in which taught: **Spring**
Module convenor: **Jane Setter**

Pre-requisites: **core compulsory modules**
Modules excluded: **none**
Co-requisites:
Current from: **2003-4**

**Aims:**
To provide students with an understanding of the role of the English language in the contemporary world.
To locate this understanding in a knowledge of the historical, economic and social forces which have shaped this role.

**Intended learning outcomes:**

**Assessable outcomes:**
By the end of his module it is anticipated that the student will be able to:
- describe and analyse the context in which the English language developed into an international language
- discuss the relationships between standard English, literacy, and the economy
- identify the ways in which English has been spread throughout the world
- describe identify the principal international varieties of English
- discuss and evaluate the notion of “official language” and “national language”
- demonstrate critical understanding of arguments concerning the role of English as an educational medium of instruction
- critically assess a range of views on the global dominance of English

**Additional outcomes**
The module aims to encourage students, and especially those for whom English is their first language, to reflect upon the role of English in the world today, and consider the advantages and disadvantages of this from individual, national and international perspectives.

**Outline content**
This course looks at how English has developed as an international language since the time of Elizabeth I. The social, historical, economical and political context in the spread of English is considered. Different varieties of English around the world are examined: international varieties of English and English-influenced Creoles are described from the perspective of sound systems, vocabulary, and grammatical patterning. There will be opportunities for students to use knowledge of linguistics gained elsewhere in the course to analyse and identify samples of “international Englishes”. The various attitudes and opinions that surround English are also considered; its status as an official language, a national language, a standard language, and its role in education is scrutinised. Core approaches to English as an International Language (EIL) are examined. Finally, we shall consider the costs and benefits of English as the language of the global village, its competitors on the world stage, and the future of EIL.
Brief description of teaching and learning methods
Interactive lectures.

Contact hours

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Assessment

Coursework
Students will write one essay of 3,000 – 4,000 words.

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Requirements for a pass: A mark of 50% overall.

Reassessment arrangements: Resubmission by 1st September in the year the course is taken.
Module title: **Full Dissertation Proposal**

Module code: **LSMPRO**
Part/Level: **M**
Providing Department: **SLES**
Number of credits: **10**

Terms in which taught: **Autumn**
Module convenor: **Paul Thompson**

Pre-requisites: 
Co-requisites: 
Modules excluded: **none**
Current from: **2003-04**

**Aims**
The aims of this module are to help students formulate research questions, construct a methodology, suggest analyses and outline outcomes of their dissertation research. Through reflection and feedback, they will learn to design a viable and valid piece of research. They will learn the writing skills to produce a coherent research proposal.

**Assessable learning outcomes:**
By the end of this module it is expected that the student will be able to:

- Outline the different types of research designs used and articulate the reasons why different designs are used to test different hypotheses;
- Identify and evaluate the various stages of the research process both from the perspective of a critical reader as well as a researcher;
- Organize and use this knowledge in the process of designing a research proposal providing justifications and rationales where appropriate.
- Identify and respond to the relevant ethical considerations, where appropriate, in their proposed research.

**Additional outcomes:**
In acquiring drafting skills, students will gain a broader understanding of how to conduct research in applied linguistics. An essential part of the process is the feedback provided by the lecturer at different stages in the writing of the proposal. Students will develop their bibliographic and IT skills through writing up the research proposal and will develop their academic writing skills. They will be provided with the knowledge to become critical consumers of the research literature. They will also develop presentation skills through making presentations to fellow students.

**Outline content:**
The course focuses on broader issues surrounding research methods and design. Basic research methods and designs are reviewed and consideration is given to their applications across different contexts. Data collection, organisation and analysis, both qualitative and quantitative, are explored. Ethical issues in planning and conducting a research project are discussed. The entire research process from the development of a topic to writing the report is explored.

**Brief description of teaching and learning methods:**
In the Spring term, a one-hour seminar five terms during the term (dates to be decided through consultation between students and lecturer). In the second half of the course,
the students bring and present drafts of their work for discussion with the lecturer and the other students.

**Contact hours**

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**Course work**

Students will be required to submit a 2000-word research proposal on some aspect of applied linguistic research by the last day of the Spring term.

Relative percentage of coursework: 100%

**Examinations**

None

**Requirement for pass**

A mark of 50% overall

**Reassessment arrangements**

Students will re-submit coursework.

**Task criteria:**

In this assessment the students are expected to:

- Demonstrate evidence of extensive, appropriate reading and interpretation of relevant literature in a specified field of linguistics or applied linguistics
- Design an original research project with consideration of research questions, hypotheses and methodological procedures
- Accurately and logically organise the proposed data
- Identify and respond to any relevant ethical considerations in the proposed research
- Provide a clear justification for the study
- Demonstrate clarity of presentation and organisation
Module title: Information Technology for Language Teaching

Module code: LSMITR
Part/Level: M
Providing Department: SLES
Number of credits: 30

Terms in which taught: Summer
Module convenor: Paul Thompson

Pre-requisites: core compulsory modules
Modules excluded: none

Aims
The aims of this module are:
- to equip participants with the ability to assess the potential of IT in language teaching;
- to provide them with principles for using IT effectively;
- to introduce participants to, and explore with them, a range of issues involved in the use of IT in language teaching;
- and to familiarise them with recent research into IT applications in language teaching.

Intended learning outcomes
Assessable outcomes
By the end of this module, students should be able to:
- relate educational and learning principles to the design of technology-based activities
- evaluate technology-based approaches to language teaching and learning from a sound theoretical basis
- describe a target group of learners, define aims of the learning and the learning outcomes and select appropriate technology-based learning methods
- discuss issues involved in applications of information technology to language teaching and learning from an informed standpoint
- critically discuss key issues in the teaching of foreign languages to school-aged children and young teenagers;
- evaluate strengths and weaknesses in current materials and programmes, and justify these claims in relation to current debate;
- select and exploit materials for teaching foreign languages to young learners from a principled perspective

Additional outcomes
In addition, students will develop increased understanding of the technical, practical and conceptual aspects of IT applications in language teaching; familiarity with concordancing software, computer-based discussion forums, Internet navigation and composition skills, and an ability to author simple language learning multimedia activities.
**Outline content**
This module covers the following topics: mapping IT in LT; the Internet as a resource and as a medium: concepts, technology and applications; Computer-mediated communication: research and theory; hardware options, software evaluation and the design of multimedia language centre facilities; the roles of teacher and learner in CALL: implications for training and for management; distance study course design and evaluation; concordancing: potential applications in language teaching; CALL for skills development; the impact of new technologies on literacy practices; authoring simple multimedia language learning programmes; and multimedia – connecting practice with theory.

**Brief description of teaching and learning methods**
The majority of sessions will be interactive lectures, with some practical sessions. Students will also be required to participate in an online discussion forum.

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**Assessment**

*Coursework*
A 3-4,000 word assignment on a selected topic (80%) and completion of worksheets (20%).

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Examinations:
N/a

Requirements for a pass: A mark of 50% overall.
Reassessment arrangements: Re-examination by coursework to be submitted in September.
Module title: **Intercultural Communication**

Module code: LSMICR
Part/Level: M
Providing Department: SLES
Number of credits: 30
Terms in which taught: Summer
Module convenor: Dominika Baran

Pre-requisites: **core compulsory modules**
Modules excluded: **none**
Co-requisites: Current from: 2003-04

**Aims**
This module aims to consider ways of conceptualising culture; to identify trends in communication style which correlate with cultural differences; to explore how communication skills can facilitate intercultural communication; to present suggestions for applying the insights and skills developed to practical contexts, including teaching.

**Intended learning outcomes**

*Assessable outcomes*

By the end of the module, students should be able to:
- describe some of the main ways in which culture is defined and conceptualised
- relate differences between these approaches to the ways in which culture is used as an analytical or explanatory tool
- demonstrate knowledge of the research traditions used in investigations of intercultural communication
- explain what is meant by the dimensions along which it is claimed that cultures are likely to vary
- analyse examples of cross-cultural conflict or misunderstanding
- identify ways in which pragmatic norms may vary across cultures
- explain the implications of findings in intercultural communication research for teaching and learning.

*Additional outcomes*

Heightened awareness of the cultural specificity of all human beings’ experience, and experience of the expectations and cultural norms familiar to other students in the class.

**Outline content**
The topics to be covered during the module are as follows: What is Culture?; Cultural Categories and Dimensions; Differences in Communication; Approaches to Studying Intercultural Communication; Findings from the Research; Developing Pragmatic Competence; Developing Intercultural Communication; Developing Intercultural Communication; Designing the Intercultural Communication Curriculum.

**Brief description of teaching and learning methods**
Lectures followed in the same session by seminar-style discussion, with some student presentations. Prescribed readings in advance of each session.
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### Assessment

**Coursework**

One essay of 3000 – 4000 words from a choice of three to four topics.

**Relative percentage of coursework**: 66%

**Extended annotated bibliography**

Relative percentage of coursework: 34%

**Examinations**: N/a

**Requirements for a pass**: A mark of 50% overall.

**Reassessment arrangements**: Re-examination by coursework to be submitted in September.
Module title: **Issues in Bilingualism**

Module code: **LSMIBR**
Level: **M**

Providing Department: **SLES**
Number of credits: **30**

Terms in which taught: **Summer**

Module convenor: **Lisa Atalianis**

Pre-requisites: **None**
Co-requisites: **None**

Modules excluded: **None**
Current from: **2008-09**

**Aims:**
This module will review psycholinguistic and sociolinguistic topics in bilingualism, exploring bilingual development, its psychological underpinnings and socio-cultural/socio-political impact. The course aims to introduce students to: key concepts and terminology; major research questions which are associated with individual and societal bilingualism; different theoretical and methodological approaches and interpretations; and current debates in the field. The course will also address the practical implications of this research for education and language policy and will enable students to develop the conceptual and practical tools necessary to analyse and discuss seminal work in the field.

**Intended learning outcomes**

*Assessable outcomes*

By the end of this module students should be able to:

- define & provide examples of key concepts in bilingualism research, e.g. individual v societal bilingualism; territorial bilingualism; terms in reference to bilinguality, e.g. balanced v dominant; additive v subtractive; monocultural/bicultural;
- describe some of the difficulties in measuring and defining bilinguality;
- describe the nature, process and variability in bilingual acquisition through an examination of simultaneous and consecutive bilinguals;
- discuss issues of lateralisation & ‘the optimal age of second language acquisition’;
- describe the nature and circumstances of language attrition;
- describe how a child’s bilingual experience influences cognitive development;
- describe the application of the theories and models of bilinguality to education and the development of bilingual literacy;
- explain the nature of language variation in the individual and in society – e.g. ‘speech repertoires’, ‘diglossia’, ‘language change’;
- describe ‘language attitudes’ and their impact on bilingual proficiency, language choice, identity and language shift;
- define and describe current theories and research on ‘code-switching’.

**Outline content**
The topics to be covered during the module are as follows: ‘Defining and measuring bilingualism’; ‘Bilingual acquisition’; ‘Bilingualism and cognition’; ‘Bilingualism and education’; ‘Language attrition’; ‘Language attitudes', Language change'; and ‘Code-switching’.
Brief description of teaching and learning methods

Lectures preceded by introductory reading provided by the lecturer and course text, and followed by recommended readings from lists provided in supporting materials.

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Assessment

Coursework
One essay of 2,000 words on a topic related to one of the key themes described in the ‘Outline Content’ above set by the lecturer at the beginning of the term (80%) and a poster presentation (20%).

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Examinations
None

Requirements for a pass
A grade of at least 50% overall.

Reassessment arrangements
Resubmission of assignment essay in September following entry.
Module title: **Language Curriculum Design**

Module code: **LSMLCR**  
Providing Department: **SLES**  
Part/Level: **M**  
Number of credits: **30**  
Terms in which taught: **Spring**  
Module convenor: **Clare Furneaux**

**Pre-requisites:**  
**Modules excluded:** **none**

**Terms in which taught:** Spring  
**Module convenor:** Clare Furneaux  
**Current from:** 2003-04

**Aims**  
This module aims to: review the principal approaches to the design of language curricula; examine relevant factors in specifying a syllabus; analyse teaching materials in the light of syllabus requirements; consider the processes involved in implementing curriculum innovation; and contextualise language curriculum design within the educational system and philosophy of which it is a part.

**Intended learning outcomes**

**Assessable outcomes**  
By the end of this course, students should be able to

- explain the relationship between educational traditions and the language curriculum;
- explain the principles and procedures involved in developing a language curriculum;
- distinguish between syllabus and curriculum, and identify and describe different types of syllabus;
- discuss the principal bases for organising language syllabuses, including selection, grading and sequencing, and apply these principles to specific aspects of language syllabus design;
- describe the principles and procedures involved in needs analysis, and evaluate examples of needs analysis;
- apply needs analysis procedures to a nominated student group, and develop a language curriculum for this group;
- justify the decisions which were made in developing this curriculum;
- identify issues involved when implementing curriculum change; and relate these issues to a specific case;
- make conceptual and practical connections with other parts of the MA.

**Additional outcomes**

Through class discussion and the Simulation students should develop their oral communication skills.

**Outline content**

Major educational traditions; themes and issues in language teaching; components of the language curriculum; needs analysis; syllabus design: selection & grading; from syllabus to materials; lexical approaches to syllabus design; task based language learning.
Brief description of teaching and learning methods
The module is based on discussion of pre-class readings and tasks, which everyone will be expected to have done. The taught part of the module (10 classes) will take place in Weeks 1-6. An important component of the module is a Simulation which takes place in Week 9 and forms the topic for the question on the exam paper. In the week before the simulation there is a briefing for the Simulation and a compulsory de-briefing afterwards.

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Assessment

Coursework
N/a

Examinations:
A 3-hour examination in Week 10 consisting of a question based on the Week 9 simulation and one other question.

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Requirements for a pass: A mark of 50% overall.

Reassessment arrangements: Re-examination by exam to be taken by 1 September
**Module title:** Language Testing Principles

**Module code:** LSMTP R  
**Providing Department:** SLES  
**Part/Level:** M  
**Number of credits:** 30

**Terms in which taught:** Spring  
**Module convenor:** Barry O'Sullivan

**Pre-requisites:** Core compulsory modules  
**Co-requisites:**

**Modules excluded:** none  
**Current from:** 2003-04

### Aims
This module aims to familiarise participants with the basic concepts, issues and methods of language testing.

### Intended learning outcomes

**Assessable outcomes:**
By the end of the module it is expected that students will be able to:
- define the nature of the construct they wish to measure;
- identify the distinguishing characteristics of a range of different types of test;
- select appropriate test type and test methods in line with the specification;
- construct a reliable and valid test of reading, writing, speaking, listening or general proficiency to meet a specified need;
- indicate the major issues and principles involved in the development of a test.

**Additional outcomes**
Students will develop their skills of numeracy.

### Outline content


### Brief description of teaching and learning methods

A combination of input, discussion and tasks.
**Contact hours**

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**Assessment**

*Coursework*
Students will complete a 3,000-4,000 written assignment.

*Relative percentage of coursework: 66%*

Extended annotated bibliography

*Relative percentage of coursework: 34%*

*Examinations:*
N/a.

*Requirements for a pass: A mark of 50% overall.*

*Reassessment arrangements: Re-examination by coursework to be submitted by 1 September.*
Module title: **Psycholinguistics**

Module code: LSMPL R  
Part/Level: M  
Terms in which taught: Spring  
Pre-requisites:  
Modules excluded: none  
Providing Department: SLES  
Number of credits: 30  
Module convenor: John Field  
Co-requisites:  
Current from: 2007-08

**Aims:**  
This module explores the way in which the human mind handles language. After preliminary sessions on animal communication and language in the brain, we study how vocabulary is stored in the mind and retrieved when needed. The module then focuses upon language processing: i.e. how human beings understand and produce language. Participants will be encouraged to reflect upon their own processing skills; a goal of the module is to enable them to view everyday uses of language from the perspective of the mental operations that lie behind them. Participants learn to recognise the characteristics that distinguish a skilled reader, writer, speaker or listener from an unskilled one and should by the end of the module be able to apply fundamental psychological concepts to real-life issues such as the acquisition of reading and writing skills in a first or second language or the criteria used in judging fluency.

**Intended learning outcomes:**

**Assessable outcomes**  
By the end of the module, it is expected that the student will be able to:  
- demonstrate a critical understanding of the main concerns of psycholinguistics  
- contribute in an informed and critical way to discussion of the four language skills  
- demonstrate the ability to analyse and interpret data (in speech or writing, receptive or productive) from a psycholinguistic perspective.  
- demonstrate familiarity with the research methods employed in psycholinguistics and the ability to read research papers and to follow, analyse and evaluate findings in the field.  
- demonstrate an increased understanding of the nature of language in production and reception, particularly the relationship between linguistic knowledge and performance.  
- recognise many of the terms and concepts employed in language processing research.

**Additional outcomes**  
The module aims to develop the students’ presentational skills and to foster the ability to discuss and analyse concrete data or problematic issues in pairs or in small groups. Students should also acquire the ability to recognise, interpret and evaluate the type of quantitative data that features in psychological research.

**Outline content:**  
The main themes of the module are a) the human brain and its capacity for language; b) how language is processed by the user (as writer, reader, speaker or listener); c) how linguistic knowledge is represented in the mind; d) how meaning is derived from spoken and written input. Areas to be covered include: animal communication, language in the
brain, vocabulary storage and retrieval, the importance of memory and attention in language processing; the four language skills and how they are applied; the relationship between information from input and information from world knowledge; characteristics of the skilled writer and speaker; the importance of decoding by readers and listeners. The module will consider the applications of some of the findings discussed to the teaching of first language skills.

**Brief description of teaching and learning methods**
Participatory lectures in which students complete discovery tasks and analyse data, in anticipation of theoretical principles introduced by the lecturer.

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**Assessment:**
*Coursework*
Students will complete a project on vocabulary storage or retrieval, using an established psycholinguistic methodology. The population studied will be drawn from the university community. Findings will be presented in a report of 1500 words

**Percentage of overall marks:** 20%

Students will write an assignment of 3500 words on one of the topics covered in the module.

**Percentage of overall marks:** 46%

Extended annotated bibliography

**Relative percentage of coursework:** 34%

**Examinations:**
n/a

**Requirements for a pass:** A mark of 50% overall

**Reassessment arrangements:** Re-examination by coursework to be submitted by 1 September.
Module title: **Dissertation (MA Res)**

Module code: **LSMDSR**  
Providing Department: **SLES**  
Level: **M**  
Number of credits: **80**  
Terms in which taught: **Spring, Summer**  
Module convenor: **Paul Thompson**  
Pre-requisites: **Core compulsory modules**  
Co-requisites:  
Modules excluded: **None**  
Current from: **2008-9**

**Aims:**

Writing of a dissertation based on original research questions and data analysis. Its form and content will already have been specified through LSMPRO.

**Assessable learning outcomes:**

By the end of this course students should have produced a dissertation which:

a) describes a research study which

- is well-grounded in professional needs (if appropriate) and previous research
- has a clearly focused purpose
- has been carefully designed and conducted
- is clearly and concisely reported
- shows clear awareness of ethical concerns raised by the research
- is thoughtfully discussed and evaluated

b) is well-written and well-presented, in accordance with appropriate academic conventions.

**Additional outcomes:**

By the end of this module students should have the skills needed to conduct an extended piece of research, including its presentation in an appropriate academic form, in preparation for the larger research project required for a PhD. These skills include time management, ways of approaching human subjects, and ways of approaching ethical issues.

**Outline content:**

One-to-one meetings with the designated supervisor to discuss in detail the research questions, research design and possible analyses, supplementing material covered in research training modules elsewhere on the programme.

**Brief description of teaching and learning methods:**

As above.
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<td>1 Dissertation (end of summer vac.)</td>
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### Assessment:

#### Coursework
Dissertation of 20,000 words

**Relative percentage of coursework:**
100%

#### Examinations
None

**Requirements for a pass**
A grade of at least 50% in the dissertation.

#### Reassessment arrangements
Following a failure in (or a failure to submit) the dissertation, the candidate has one year in which to resubmit (or submit) the dissertation.
Module title: **Second Language Learning Principles**

Module code: **LSMSLR**
Providing Department: **SLES**

Level: **M**
Number of credits: **30**

Terms in which taught: **Autumn**
Module convenor: **Alan Tonkyn**

Pre-requisites: **None**
Co-requisites: **None**

Modules excluded: **None**
Current from: **2003-4**

**Aims:**
This module aims to review and evaluate general theories of learning; to consider the implications of learning theories for second language (L2) learning and teaching; to outline the development and relationship of different theoretical accounts of the first and second language learning process; to review and evaluate research into important factors in second language learning connected with the learner and the circumstances of learning; and to consider the practical implications of this research into factors in second language learning.

**Intended learning outcomes**

**Assessable outcomes**
By the end of this module students should be able to

- describe the key features, and evaluate the validity, of a range of theories and their application to first and second language learning;
- describe the development of views of the second language learning process from behaviourist-influenced contrastive analysis, via early non-contrastive interlanguage approaches, to current views of interlanguage involving the role of the L1 and of linguistic and situational context.
- describe and evaluate recent research into the roles of input, interaction and output in second language acquisition
- describe and evaluate recent research into the role of formal instruction in second language acquisition
- explain the ways in which the learner’s motivation may affect second language acquisition, drawing on key research during the last thirty years
- explain the ways in which certain cognitive characteristics of the learner (intelligence, aptitude, cognitive style, and learning strategies) may affect second language acquisition, drawing on key research during the last forty years
- choose and/or evaluate language teaching strategies on the basis of theory and research discussed during the course

**Outline content**
The topics to be covered during the module are as follows: the development and evaluation of theories of learning; Cognitive views of learning; concept-formation and schema theory, information-processing and skill theory; First language learning: explanations, and implications for second language learning; Second language (L2) learning: the development of views of interlanguage; Input, interaction and output in L2 learning; Formal instruction and L2 learning; The learner (1): attitudes and motivation; The learner (2): cognitive characteristics.
Brief description of teaching and learning methods

Lectures preceded by introductory reading provided in a special handbook, and followed by recommended readings from lists provided in supporting materials; ‘advance organiser’ and illustrative tasks for discussion in class.

Contact hours

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Assessment

Coursework
One essay of 3000-4000 words on a general topic requiring the linking of an area (or areas) of theory and research (chosen by the student) to a teaching and learning situation with which the student is familiar.

Relative percentage of coursework: 66%

Extended annotated bibliography

Relative percentage of coursework: 34%

Examinations
None

Requirements for a pass
A grade of at least 50% overall.

Reassessment arrangements: Re-examination by coursework to be submitted by 1 September.
Module title: **Sociolinguistics**

Module code: **LSMSOR**  
Part/Level: **M**  
Providing Department: **SLES**  
Number of credits: **30**

Terms in which taught: **Autumn**  
Module convenor: **Judith Baxter**  
Pre-requisites:  
Co-requisites:  
Modules excluded: **none**  
Current from: **2005-6**

**Aims**

This module aims to develop an awareness of the concepts and approaches involved in the study of the relationship between language and society. Students should gain a critical understanding of the links between language use, social identity and social power.

**Intended learning outcomes**

*Assessable outcomes*

By the end of the module it is expected that students will be able to demonstrate:

- Systematic understanding of knowledge and critical awareness of sociolinguistic terms and concepts, including *accent, dialect, variety, standardisation, speech event, communicative competence* and *speech community*
- Critical understanding of a range of theories about the ways in which language variation and the related phenomenon of language choice are believed to signal the social identity of speakers and their social relationships, and how power relationships are reflected in language use
- Critical understanding of a range of theories about the ways in which language variation and language choice are believed simultaneously to reflect and create social context
- Practical understanding of how sociolinguistic research is carried out, and originality in their application of these methods to some research of their own.

*Additional outcomes*

Students will have an enhanced understanding of the way language is used to create and define social context, and this will lead to a greater appreciation of issues of linguistic discrimination.

**Outline content**

The module begins by critically considering the notions of 'society' and 'speech community', focusing on the relationships between the individual, language and society. The social function of language is illustrated, and links between language variation and linguistic theory are considered, as are terms such as *variety, language, accent* and *dialect*. Quantitative and qualitative approaches are compared and illustrated through the work of Labov and Hymes. Bilingualism at the societal and the individual level is discussed, as
is the related topic of cross-cultural communication. These are linked to issues of gender, power, language attitudes and language planning.

**Brief description of teaching and learning methods**

One two-hour lecture per week. During some two-hour sessions, discussion topics and data-driven exercises will be set.

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**Assessment**

*Coursework:* Students will write one essay of 3,500-4,000 words.

*Relative percentage of coursework:* 66%

Extended annotated bibliography

*Relative percentage of coursework:* 34%

*Examinations:* N/a.

*Requirements for a pass:* A mark of 50% overall.

*Reassessment arrangements:* Re-examination by coursework to be submitted by 1 September.
Module title: **Spoken Language**

Module code: LSMSPR  
Providing Department: SLES  
Level: M  
Number of credits: 30

Terms in which taught: Summer  
Module convenor: Alan Tonkyn

Pre-requisites: Compulsory core modules  
Co-requisites: None  
Modules excluded: None  
Current from: 2003-4

**Aims:**
To outline current views on the nature of the listening and speaking processes and skills, especially in an L2 context; to describe features of interactional and transactional spoken language; to outline the ways in which listening skills can be developed; to examine certain important aspects of the teaching of speaking in the L2 context; to outline certain important issues related to the assessment of L2 speaking.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of this module, students should be able to:

- describe key features of the psycholinguistic processes of L2 listening and speaking;
- summarise current views of the types of skills needed to comprehend spoken English, and link listening skill development techniques to major lesson phases;
- describe key features of interactional and transactional spoken English;
- describe a range of pre-communicative and communicative practice types;
- list defining features of pedagogical tasks used in L2 teaching and the features (including teacher interventions) which influence learner output;
- define L2 communication strategies and exemplify the main types of strategy identified in the literature of the field;
- describe and evaluate features of teaching materials produced for the teaching of speaking over the last 40 years, in relation to issues raised in the module.

**Additional outcomes**
- Students should develop an awareness of the way in which the teaching of L2 speaking and its role in the curriculum have changed over the last fifty years.

**Outline content:**
The topics to be covered during the module are as follows:

The listening process: psycholinguistic views; the nature of interactional and transactional spoken language; teaching listening skills: general approaches, methods and materials: stages and emphases in the listening process; the speaking process: psycholinguistic views and models; input and practice in teaching speaking; task-based learning in spoken language: task dimensions and types, and teacher intervention in task-based learning; communication and production strategies: definitions, categories, teaching; teaching speaking - an historical overview
**Brief description of teaching and learning methods:**

Lectures supported by notes in a special handbook, and followed by recommended readings from lists provided in the supporting materials; illustrative tasks for discussion in class; student presentations (critiques of teaching materials).

**Contact hours**

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**Assessment:**

*Coursework*

One essay of 3000-4000 words on a general topic requiring either an analysis of samples of spoken language with discussions of the implications for pedagogy / assessment, or a critical evaluation of listening and / or speaking teaching/assessment materials in the light of theory and research.

*Relative percentage of coursework*: 66%

Extended annotated bibliography

*Relative percentage of coursework*: 34%

*Examinations*

None

*Requirements for a pass*

A grade of at least 50% overall.

*Reassessment arrangements*

Resubmission of assignment essay in September following entry.
Module title: **Written Language**

Module code: **LSMWLR**
Part/Level: **M**
Providing Department: **SLES**
Number of credits: **30**

Terms in which taught: **Spring**
Module convenor: **Clare Furneaux**

Pre-requisites: 
Co-requisites: 
Modules excluded: **none**
Current from: **2003-04**

**Aims**
This module aims to review main issues in reading and writing, and to consider the pedagogical implications for TEFL of the issues raised. It will involve reflection upon current theory and research, and consideration of learner practices, with a view to helping participants devise approaches appropriate to given teaching contexts. Although reading will be considered, the focus of the module will be on writing.

**Intended learning outcomes**

*Assessable outcomes*
By the end of this module, students should be able to:
- critically discuss the main issues in written language in ELT with reference to current and recent research, and to relate these to different pedagogic contexts.
- discuss the principles for selection and exploitation of written language teaching material from a principled perspective.

*Additional outcomes*
Through small group discussion students will have the opportunity to develop skills of oral communication and collaboration.

**Outline content**
This module covers the following topics: The process and purposes of reading. Language issues in reading. Background knowledge and schema theory. Skills and strategies in reading. Key issues in the teaching of writing. The research background in first and second language writing. Different approaches to the teaching of writing. Feedback on writing.

**Brief description of teaching and learning methods**
Teaching is a mixture of lecture and seminar discussion. Participants are also required to make oral presentations, in small groups, on selected topics.
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### Assessment

**Coursework**

A 3-4,000 word assignment on a selected topic.

*Relative percentage of coursework: 66%*

Extended annotated bibliography

*Relative percentage of coursework: 34%*

**Examinations:**

N/a

*Requirements for a pass: A mark of 50% overall.*

*Reassessment arrangements: Re-examination by coursework to be submitted by 1 September.*
Appendix 3

Members of Staff:

Pen Portraits
MEMBERS OF STAFF: PEN PORTRAITS

This is not a complete list of staff, but gives the key full-time and part-time staff who may have contact with you during your programme.

Lisa Atalianis has a BA Honours in Applied Linguistics (Bangor, University of Wales) and a Ph.D (University of Newcastle upon Tyne). Her doctoral research was in Language Pathology, investigating morphosyntactic aspects of agrammatic spoken language. As a post-doctoral researcher at the Centre for Deaf Studies, University of Bristol, she investigated semantic and pragmatic features of early child sign language. She also developed interactive communication training systems using multi-media and latterly directed a transnational European project establishing a framework for the training of deaf and hearing people in academic, occupational and vocational qualifications. In 1996 she moved to Cyprus and headed a language department at Intercollege and latterly worked at the University of Cyprus where she investigated language attitudes and use in the Greek-Cypriot nation and diaspora in London, UK. She lectured in General Linguistics and Sociolinguistics. Before joining Reading University she was lecturer at Birkbeck College and Queen Mary College, University of London where she taught courses in Bilingualism; English as a Global Language; Psycholinguistics; Language and Gender and Sociolinguistics. She has published in the fields of Aphasia, Deaf Studies and Sociolinguistics and is currently researching language policy and practice within the International Maritime Organisation (United Nations), London, UK.

Dominika Baran has a BA (Hons) in Social Studies (Harvard University), an MA in Regional Studies: Russia, Eastern Europe and Central Asia (Harvard), and a PhD in Linguistics (Harvard). Before joining the University of Reading, she lectured at National Taiwan University, where she taught courses in English Language and Linguistics, and at the University of Essex, where she taught Sociolinguistics and Language Variation and Change. For her PhD thesis, she researched aspects of ethnic, class and gender identities among high school students in Taiwan, focusing on linguistic practice including language choice (Mandarin and Taiwanese) and variation in Mandarin. Previously, she also worked on Russian-Uzbek code-switching in Tashkent, Uzbekistan, and on the sociolinguistics of English borrowing in the speech of Polish Americans. Her interests are in the fields of language and identity, language ideologies, language in education, multilingual communities and inter-cultural communication. She is currently developing a research project on language, identity and new immigration in Britain, focusing on Polish children in British schools.

Judith Baxter graduated in English from the University of East Anglia, and has an MSc in Educational Studies and a PhD in Applied Linguistics. She has published a range of textbooks on teaching English in schools and is series editor of Cambridge Literature for Schools. Her key areas of specialism are Language and Gender, Language and Education, Discourse Analysis, Sociolinguistics, Semiotics and Media Language. She has published a number of journal articles on post-structuralist discourse analysis, as well as a book entitled Positioning Gender in Discourse (Palgrave, 2003). Her latest book, Speaking Out: the Female Voice in Public Contexts, is to be published by Palgrave in September 2005.
John Field has an MPhil and a PhD from Cambridge University. He also has an MA in Linguistics from the University of Leeds. He specialises in Psycholinguistics, Second Language Acquisition and General Linguistics. His chief research interests lie in second language listening, on which he has published widely. He is Convenor of the Psycholinguistics Group in BAAL (British Association of Applied Linguistics) and Coordinator of the Research Group of IATEFL. Recent books include *Psycholinguistics* (Routledge, 2003) and *Psycholinguistics: the Key Concepts* (Routledge, 2004). He formerly taught at Kings College London, and now teaches at Birkbeck College London. In an earlier life, he worked in many parts of the world (including the Middle East and China) as an ELT teacher trainer and materials writer. He has written national coursebooks, self-access courses and radio and TV series to teach English.

Clare Furneaux graduated in English and History from the University of Bristol and did postgraduate studies at the universities of Manchester and Reading. Has taught EFL in Malaysia, Nepal, China, Japan and Jordan. Current professional interests: EAP, study skills, teaching writing and teaching young learners. Clare is the Programme Director of the MA in English Language Teaching by Distance Study., and the Department’s Director of Teaching & Learning

Gerry Latawiec is a member of the Institution of Analysts and Programmers. His responsibility is for networks and systems support for the Speech Laboratory and the School. He is a trained programmer/analyst with extensive network and support skills on PCs, Macs and Unix systems.

Jacqueline Laws taught EFL in Italy for 5 years before completing a BSc in Psychology, CNAA, followed by a PhD in Psycholinguistics at the University of London and postdoctoral research at Guy's Hospital. She was an Associate Research Fellow at the University of London whilst working in the IT industry as an Applied Cognitive Psychologist before coming to Reading to complete an MA in Linguistics. Jacqueline teaches modules in Syntax, English Grammar and First Language Acquisition. Her research interests include the interface between syntax and lexical semantics and the development of Romance languages from Latin.

Barry O’Sullivan holds an MA degree in TEFL, and a PhD from Reading University. He has taught at secondary level in Ireland, and has taught EFL in Peru, and taught courses in Language Testing, EAP and Teacher Education in Japan. After working in the Language Testing Unit of the Centre for Applied Language Studies, Reading University, he now holds a Readership at the University of Surrey, Roehampton. He has been involved in a number of research and test development projects, especially in conjunction with Cambridge ESOL, and his research interests include performance testing, testing spoken language and statistical analysis of test data. He has published numerous articles on these subjects.

Jane Setter is the Director of the English Pronunciation Research Unit. She holds a BA (Hons) degree in Language Studies and English and an MA degree in Linguistics and English Language Teaching, both from Leeds University. Her PhD (Reading) is on the topic of Hong Kong English speech rhythm. She teaches modules in English Phonetics and Phonology at undergraduate and postgraduate level, and runs a pronunciation clinic for overseas students. Her research interests include English pronunciation, English interlanguage phonology and aspects of pronunciation in cases of speech and language
impairment. She is the co-editor of the 16th edition of Danel Jones's *English Pronouncing Dictionary* (CUP 2003), and the Joint Co-ordinator of the IATEFL Pronunciation Special Interest Group. Jane has also worked as a research and teaching fellow at Leeds University and at the Hong Kong Polytechnic University.

**Linda Shockey** holds a PhD from the Ohio State University (Columbus, Ohio). She specialises in acoustic and articulatory phonetics, conversational phonology, and computer-based text to speech systems. Other interests include speech perception and aspects of sociolinguistics. Her publications cluster around speech perception and conversational phonology, and she has recently published a book on *Sound patterns in spoken English*, Blackwell, 2003). She has also co-edited a collection of articles which appeared as *In Honor of Ilse Lehiste*, Foris, 1988.

**Paul Thompson** has a BA in English and Related Literature (York) and an MA in TEFL (Reading), and he completed his PhD at Reading in 2001. He became a lecturer in the School in 2002, after working for several years as a research fellow, and as a part-time instructor on the CALS Pre-sessional programmes. His research interests are second language writing pedagogy, the corpus-based analysis of academic discourse, and applications of Information Technology to language teaching. He has taught English in Kenya and Japan, at both secondary and tertiary level. He is currently the Honorary Secretary for the British Association for Applied Linguistics (2007-2010).

**Alan Tonkyn** has degrees in English Language and literature from Natal and Oxford, a PGCE in TEFL from London, and an MA in Applied Linguistics and a PhD from the University of Reading. His PhD research was on the topic of the development and assessment of second language speaking proficiency. He teaches (or has taught) MA modules in English Grammar, Second Language Learning Principles, Research Design, and Spoken Language. His main research interest is the development and measurement of oral language proficiency in a second language. He co-edited *Grammar and the Language Teacher* (with Martin Bygate and Eddie Williams, 1994), and has published articles on aspects of the spoken English proficiency of overseas students, and English for academic purposes. He has taught English and trained teachers in Iran, the UK and Singapore.