Version
This Handbook is for students commencing studies in September 2018.

Alternative formats
The material in this handbook can be provided in alternative media. Please discuss your requirements with Mrs Lesley Hammond (Tel: 0118 378 8140 or email l.m.hammond@reading.ac.uk).
Disclaimer

Formal Ordinances and Regulations are given in the University Calendar, and programme requirements in the Programme Specification, and in relevant module descriptions; should there be, or appear to be, any conflict between statements in this handbook and the Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

University Calendar
University of Reading Programme Specifications
University of Reading Module Descriptions

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 order to reflect best practice and academic developments for the benefit of the students, to improve the programme and your experience of it, to meet the requirements of external or accrediting bodies, as a result of staff changes, or changes to the law. 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 available as you will need to refer to it throughout your programme.
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Aim of Programme Handbooks

The aim of this Programme Handbook is to provide you with specific information on the School of Literature and Languages and how it supports your degree programme as well as other sources of important information.

More general information about the University and key academic policies and procedures can be found in ‘The important stuff’ Essentials student webpages. Further details of which are provided later in this handbook.

- Essentials homepage
- Essentials - ‘The important stuff’ webpage

It is your responsibility to familiarise yourself with the Programme Handbook and with the content of Essentials, and to use them as a reference when required.

It is particularly important that you read (or familiarise yourself with) the key academic policies and procedures listed in the Overview of ‘Essentials’ and Key Academic Policies and Procedures later in this handbook, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.
B Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals.

Students expect the University

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow you to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students' professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students Union;
- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
• to provide constructive feedback on their time at Reading through the Students Union and directly to the University.

Staff expect students
• to be pro-active in managing their learning and in seeking help when needed;
• to be enquiring in their thinking;
• to manage their time to fulfil academic and other commitments;
• to engage fully with all academic commitments;
• to conduct themselves and to engage in their studies with honesty;
• to keep appointments and to communicate with staff in a timely and courteous manner;
• to take ownership of their own health and well-being.

We all expect each other
• to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
• to show responsible stewardship of the university environment, facilities and resources;
• to challenge one another intellectually and to contribute to the advancement of knowledge;
• to work fairly and effectively with one another both inside and outside the academic context;
• to be accountable for our actions and conduct;
• to recognize and value positive contributions from others.
C Communication

Email

You should note that email is the default means of communication between staff and students.

You must use your official University email address when communicating with the University.

Please note the following:

- the University guarantees that your University of Reading email 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;
- email sent from non-University mail accounts may be classified as SPAM and hence not read.

Information is also provided electronically:-

- You can find detailed information on modules and school specific information using the Blackboard Learn portal;
  
  📚 Blackboard Learn portal login page

- You can find your personal information on the RISIS web portal;
  
  📚 University of Reading RISIS Portal login page

- And via Essentials.
  
  📚 Essentials homepage.

Teaching staff and students are expected to check their University email account, Blackboard Learn portals and other electronic methods of communication on a daily basis, and to respond to messages as appropriate. Students are required to check their University email accounts at least once a week.

Term time addresses and phone numbers

You are required to maintain your student record via the RISIS web Portal. This includes entering an up-to-date local contact address (i.e. your term-time address) and (where possible) mobile phone numbers. It is very important that we have these details in case of an emergency and to send, or forward, correspondence to you if needed.

📚 University of Reading RISIS portal login page
Me@Reading student portal

Me@Reading gives you access to everything you'll need during your time here, all in one place.

- Your University email inbox
- Your academic timetable
- News, articles and events tailored to you
- Links to useful resources like Blackboard, RISIS and the Library
- The latest updates from social media

How do I access Me@Reading?

Once you've picked up your Campus Card and retrieved your University username and password from RISIS, you're ready to go. Simply visit the Student sign in page and use your University Username and password to log in.

Me@Reading is updated every day, so bookmark it and check it as much as possible to keep up to date with university life.

Your timetable

Your timetable holds information on all of the classes you need to attend as part of your course. This includes lectures, seminars, workshops and any other events which form part of your programme.

Information on how to access your timetable, syncing your timetable to your phone, along with help & support can be found on Essentials

Information on your timetable - Essentials website
D School and general academic information

Key dates

Term dates for the academic year 2018-19 are as follows:

Welcome Week Monday 24th September – Friday 28th September 2018
Autumn Term Monday 1st October – Friday 14th December 2018
Spring Term Monday 14th January – Friday 29th March 2019
Summer Term Tuesday 23rd April – Friday 14th June 2019

Deadline for submission of dissertations/portfolios is 9th September 2019.
Degree congregations (graduation ceremony) will be held in mid-December 2019 and early July 2020. (dates to be confirmed.)

Members of Staff

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. 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.

DELAL Academic Members of Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Extension</th>
<th>Room number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Erhan Aslan</td>
<td><a href="mailto:Erhan.aslan@reading.ac.uk">Erhan.aslan@reading.ac.uk</a></td>
<td>6317</td>
<td>210B</td>
</tr>
<tr>
<td>Dr Fraibet Aveledo</td>
<td><a href="mailto:f.aveledo@reading.ac.uk">f.aveledo@reading.ac.uk</a></td>
<td>8139</td>
<td>216</td>
</tr>
<tr>
<td>Dr Tony Capstick</td>
<td><a href="mailto:tony.capstick@reading.ac.uk">tony.capstick@reading.ac.uk</a></td>
<td>6669</td>
<td>218</td>
</tr>
<tr>
<td>Dr Clare Furneaux</td>
<td><a href="mailto:c.l.furneaux@reading.ac.uk">c.l.furneaux@reading.ac.uk</a></td>
<td>8986</td>
<td>217</td>
</tr>
<tr>
<td>Dr Michael Daller</td>
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<td>7260</td>
<td>210C</td>
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<td>7885</td>
<td>211</td>
</tr>
<tr>
<td>Professor Rodney Jones</td>
<td><a href="mailto:r.h.jones@reading.ac.uk">r.h.jones@reading.ac.uk</a></td>
<td>8515</td>
<td>212</td>
</tr>
<tr>
<td>(Head of Department)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Jacqueline Laws</td>
<td><a href="mailto:j.v.laws@reading.ac.uk">j.v.laws@reading.ac.uk</a></td>
<td>7460</td>
<td>215</td>
</tr>
<tr>
<td>Dr Jane Setter</td>
<td><a href="mailto:j.e.setter@reading.ac.uk">j.e.setter@reading.ac.uk</a></td>
<td>6089</td>
<td>210A</td>
</tr>
</tbody>
</table>
School accommodation and facilities

Location

The department is located on the second floor of the Edith Morley Building, although teaching may take place in other buildings. Lift access is available from the foyer close to entrances 1 and 2.

Library

The Applied Linguistics / TESOL collection is housed in the Main University Library at Whiteknights. Our liaison librarian in the Main Library is Ms Jackie Skinner 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 Department’s library representative.

IT (Information Technology)

Central computing services

IT Services manage a number of computer facilities distributed throughout the University. For details see: http://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 ProXP 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 printers
- Access to Unix computers with file archiving.

In addition special equipment is available in some facilities. This includes: colour printing, scanners, high capacity storage, including CD writers, 100Mb ZIP and LS 120 drives, and a Braille PC.
In the Edith Morley Building, computers are available for use in Rooms 172 and 173 from 8.30am 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.

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. The help desks within the Main Library are also access points for study skills and careers advice. Please also consult the section on Academic Support at the following website http://www.reading.ac.uk/internal/student/academic-support/standserv-academic-support.aspx and refer 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 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. 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 Corpus Facility (within the Self-access Centre for Language Learning, room 230 Edith Morley) 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 machines in this self-access centre. The facility uses the latest software in word and speech analysis. The PC workstations are multi-language, and include corpora analysis software and statistics packages.

Photocopying

Self-service photocopiers are available in the Main Library. Further details can found via the library website: http://www.reading.ac.uk/library/using/services/lib-photocopying.aspx
Departmental Study Material

Module tutors will give guidance on study materials and sources of reading.

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 departmental English Language webpage.

Language learning opportunities

Modules in Arabic, French, German, Italian, Japanese, Mandarin Chinese, Russian 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.

Your Programme Director’s agreement will be necessary and classes cannot be taken if there is a clear timetable clash with your MA programme.

Further information can be obtained from IWLP – email: IWLP@reading.ac.uk or visit the following web page: http://www.reading.ac.uk/iwlp
Study Skills: Advice and Resources (See also Presentation of assessed work in Section E)

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 do ask them 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 University Study Advisers offer confidential one-to-one advice sessions which usually last 30 minutes, but they are very happy to book one hour sessions for postgraduate students, as they are aware that postgraduate students 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 in the Main Library. Please see website for details: [www.reading.ac.uk/internal/studyadvice](http://www.reading.ac.uk/internal/studyadvice/)

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.

**Academic Support available to MAAL/MATESOL 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 two-hour seminars (‘Becoming a Postgraduate Student’) in the Autumn and Spring Terms, 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**

Departmental English language support is provided for students on MA TESOL/MAAL programmes who need it, based on their English test scores. It consists of a compulsory weekly class in the Autumn Term for students who have been identified as needing this support, focusing on the written language skills required to complete a core assignment on Second Language Acquisition, which is set for all students. These fundamental academic writing skills are then transferable to the writing of assignments in other modules on the MA programmes.

International students at the University can also 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 the International Study and Language Institute (ISLI), complete it and ask your personal tutor to also sign the form. You then must return the form to ISLI. Registration for the Autumn Term’s classes takes place during week 1 of term. Details are available at: http://www.reading.ac.uk/IESP/ For further information e-mail: iesp@reading.ac.uk

Further details on facilities at University at Reading can be found on the Study pages on Essentials website
Administrative Procedures

Teaching and Learning support teams/Support Centres are your first port of call for anything ranging from a query about campus cards, advice on changing programme or on module selection, submitting extenuating circumstances forms and placements advice, to any other general or programme-specific question. For full information regarding how and when you can access the service and who does what, please visit the Student Support page.

Complaints Procedures

A student who has a complaint about his or her programme should in the first instance talk to his or her Personal Tutor or 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 Dean. If none of these avenues of complaint yield a satisfactory response, the student should write to the Director of Student Services.

The University welcomes feedback from its students. Whilst most of the feedback we receive is positive, we recognise that from time to time problems do arise and students may occasionally wish to express concern or dissatisfaction with aspects of the University or the services it provides. We aim to use the feedback gathered from such complaints positively to help us improve the services we offer and to enhance the University experience for all students. Further guidance on the Student Complaints procedure can be found on the Centre for Quality Support and Development website:

Neglect of work

Your coursework record is held with the Programme Administrator. 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 School Director of Teaching and Learning. 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 Associate Dean.
E Programme information

Welcome to the programmes

As Programme Director of the Master’s programmes in Applied Linguistics and TESOL offered by our Department, 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. This Handbook has been produced by the DELAL MA team to help you in your studies. Please keep it and refer to it when you have queries about the programme.

The School of Literature and Languages comprises three departments, namely:

- English Language and Applied Linguistics (your department)
- English Literature
- Modern Languages and European 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 even the British students, 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. We believe that this provides a particularly rich environment for academic and professional development.

The University of Reading has been offering Master’s programmes in Applied Linguistics and TESOL since 1975, and we offer expertise in a wide range of fields relevant to language learning, language teaching 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.

Many of you will have had no previous opportunity for the systematic study of applied linguistics, or of underlying disciplines, such as linguistics, psycholinguistics and education, which inform our understanding of language use, language learning and language teaching. 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 reflect on your professional practice and become more thoughtful practitioners in the future.

We look forward to working with you during the coming year.

Dr Sylvia Jaworska
Programme Director MA TESOL & MA Applied Linguistics

Programme aims
Programme specifications can be accessed via the following link: Programme specifications homepage

You can access your Further Programme Information (FPI) by logging onto the RISIS Portal,

(i) Selecting the information tab
(ii) Select programme and modules from the drop down list.

From here you will then be able to access the FPI by clicking on the Further Programme Information for 2018/9 link.

How the programmes fit together

General structure

Introduction

The Department of English Language and Applied Linguistics offers a suite of taught postgraduate programmes, including those leading to Masters degrees in Applied Linguistics, TESOL, and Applied Linguistic Research. This handbook describes the MA in Applied Linguistics (MAAL) and MA in Teaching English to Speakers of Other Languages (MA TESOL).

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/ prog-index.asp). 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 all study, including 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 September, and complete all taught modules by April or June. The dissertation and portfolio are 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 or portfolio on a part-time basis. The normal period of study for part-time students is two years.
Completion of the MA involves the successful completion of taught core and option modules and, a dissertation/or portfolio (see MA programme and module specifications below for details.) The options are drawn from a list of modules currently offered in the Department, 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.

Each MA programme is overseen by a Board of Studies, composed of academic staff members directly concerned with the delivery of programmes at MA level. A Student Rep from the MA TESOL or MAAL programme is also invited to attend the Board of Studies.

Programme Specifications

Below are the Programme Specifications for the MAAL and MA TESOL programmes. 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 Annex 3), 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/TESOL modules within the Department of English Language and Applied Linguistics;

(ii) a single digit indicating the ‘Level’ at which the module is placed. Normally, modules are offered at the ‘M’, or Masters, Level (Level 7 on the National Qualifications Framework). 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.

MA in the Teaching of English to Speakers of Other Languages (MA TESOL)

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Programme length: 12 months (full-time)
Programme Director: Dr Sylvia Jaworkska
Board of Studies: MA TESOL

Summary of programme aims
The MA TESOL is designed as a programme of continuing development for language teachers, especially those working in the field of English language teaching. Core modules are offered in language description and analysis, language pedagogy and language learning, and students are given an up-to-date knowledge of principles and issues of importance within the broad field of teaching and use of language. Through a choice of options, students also have access to a further range of pedagogic and non-pedagogic areas of interest. They receive a thorough grounding that will help them to develop their career in a wide range of language-related professions.

Transferable skills
In addition to those skills which all students are expected to have developed by the end of their degree programme, it is envisaged that MA TESOL students will have developed or enhanced the following more specific transferable skills:

- analysing and categorising – and hence evaluating – language at different levels;
- designing curricula and syllabi on the basis of data provided;
- synthesising, analysing and evaluating information and theoretical claims in specialist literature;
- giving well-organised, clear oral presentations to a specialist or semi-specialist audience (on campus);
- producing well-structured and clearly-written academic and professional papers;
• collaborating with others in research, problem-solving and/or the
development of plans and recommendations;
• using time efficiently while carrying out reading, research and related
writing activities.
• developing an understanding of research principles and methodologies.
• studying independently, while making appropriate use of on-line
communication and other resources.
• (for dissertation-track students) designing and conducting a research
project, including a clear statement of research aims, identifying and
searching relevant bibliographical sources, conducting an empirical or
library-based investigation, and analysing and interpreting results in
relation to established theory and professional concerns;
• (for portfolio-track students) observing critically and analysing
classroom events, designing lesson plans and materials for language
learners, delivering and evaluating micro-teaching practice sessions.

Programme content
The following profile states which modules must be taken (the compulsory part),
together with a list of modules from which students must make a selection (the
option modules).

The MA TESOL programme allows students some freedom to suit their own needs,
but with a shared foundation of compulsory core modules. The latter combine with
option modules which may be selected from a range of available subjects. A
specialist feature of the programme is that it has tracks, with either a dissertation
(referred to as the ‘Dissertation track’) or a language teaching portfolio (referred to
as the ‘Portfolio track’).

The compulsory modules are divided into four areas: English language description
and analysis, language teaching and learning, research design, and curriculum
design/issues in language skills teaching. The language description and language
teaching and learning modules run in the Autumn term. The curriculum design and
issues in language skills teaching modules run in the Spring term on campus.
Dissertation track students then work on their dissertation, of 15,000 words, on a
topic in the field of TESOL, broadly defined.

Research for, and the writing of, the dissertation take place in the Summer term and
the Summer Vacation for campus-based students, and over a year following the
Research Design module for the Distance study students. The language teaching
Portfolio comprises a number of assessments related to the observation of
classroom practice, studying a language learner, design and development of
language teaching materials, and reflective accounts of experiences of delivering materials in classroom context.

The option modules cover a wide range of linguistic and applied areas; together with the dissertation, they provide flexibility and the opportunity for specialisation.

The following list specifies the compulsory core modules (total 140 credits for Dissertation and Portfolio tracks). Students will also take two option modules (total 40 credits for Dissertation and Portfolio tracks). Choice of option modules is made in consultation with the programme director and/or personal tutor.

Compulsory Core Modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMSL</td>
<td>Second Language Learning Principles</td>
<td>20</td>
</tr>
<tr>
<td>LSMFLS</td>
<td>Foundations of Language Study</td>
<td>20</td>
</tr>
<tr>
<td>LSMAPAL</td>
<td>Academic Practices in Applied Linguistics (non-credit bearing)</td>
<td>0</td>
</tr>
<tr>
<td>LSMLCL</td>
<td>Language Curriculum Design (Dissertation Track)</td>
<td>20</td>
</tr>
<tr>
<td>LSMLST</td>
<td>Issues in Language Skills Teaching (Portfolio Track)</td>
<td>20</td>
</tr>
<tr>
<td>LSMRDM</td>
<td>Research Design</td>
<td>20</td>
</tr>
<tr>
<td>LSMDIS</td>
<td>Dissertation (Dissertation Track)</td>
<td>60</td>
</tr>
<tr>
<td>LSMDIP</td>
<td>Language Teaching Portfolio (Portfolio Track)</td>
<td>60</td>
</tr>
</tbody>
</table>

Option modules

Students select two options (dissertation-track and portfolio-track, choosing one from the Autumn term plus one other) from the following possible options. Please note that not all options are offered each year. Options with low numbers will not run.

Autumn Term

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMADA</td>
<td>Approaches to Discourse Analysis</td>
<td>20</td>
</tr>
<tr>
<td>LSMCBL</td>
<td>Corpus-based Approaches to Language Description</td>
<td>20</td>
</tr>
<tr>
<td>LSMIC</td>
<td>Intercultural Communication</td>
<td>20</td>
</tr>
</tbody>
</table>
The assessment of those modules running entirely in the Autumn term will be by assignments and/or an examination to be completed either before or over the Christmas vacation; assessment of those modules running entirely, or completed, in the Spring term, will be by assignments to be completed over the Easter vacation. Modules running in the Summer term (if any) may have deadlines during the summer term or summer vacation. The dissertation / teaching portfolio will be submitted by 9 September 2019.

Part-time arrangements
The programme is offered on campus 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: two compulsory taught modules, and 1-2 option modules
Year 2: two compulsory taught modules (including Research Design) and 1-2 option modules + dissertation

Note: Dissertation-track students may ask to switch from full-time to part-time status at the end of the Spring term to complete the dissertation. They must have acceptable reasons which they present to the programme director and then they must submit a formal request with an ECF (Extenuating Circumstances Form). They will then have one year to complete the dissertation, and any option modules not taken by that point. Please note international students on a Tier 4 visa will not be allowed to change to part-time status.
MA in Applied Linguistics (MAAL)

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Programme length: 12 months (full-time)
Programme Director: Dr Sylvia Jaworska
Board of Studies: MA in Applied Linguistics

Summary of programme aims
The MAAL is designed as a programme of continuing development for language professionals, especially those working in the field of language teaching. Core modules are offered in language description and analysis, language pedagogy and language learning, and students are given an up-to-date knowledge of principles and issues of importance within the broad field of study of language in use. Through a choice of options, students also have access to a further range of pedagogic and non-pedagogic areas of interest. They receive a thorough grounding that will help them to develop their career in a wide range of language related professions.

Transferable skills
In addition to those skills which all students are expected to have developed by the end of their degree programme, it is envisaged that MAAL students will have developed or enhanced the following more specific transferable skills:

- analysing and categorising – and hence evaluating – language at different levels;
- synthesising, analysing and evaluating information and theoretical claims in specialist literature;
- giving well-organised, clear oral presentations to a specialist or semi-specialist audience;
- producing well-structured and clearly-written academic and professional papers;
- collaborating with others in research, problem-solving and/or the development of plans and recommendations;
- designing and conducting a research project, including a clear statement of research aims, identifying and searching relevant bibliographical sources, conducting an empirical or library-based investigation, and analysing and interpreting results in relation to established theory and professional concerns;
- using time efficiently while carrying out reading, research and related writing activities.
Programme content
The MAAL programme allows students some freedom to suit their own needs, but with a shared foundation of compulsory core modules. The latter combine with option modules which may be selected from a range of available subjects.

The compulsory modules are divided into four areas: language description (with specific reference to English), sociolinguistics, language teaching and learning and research. The language description, and language teaching and learning modules run in the Autumn term. The sociolinguistics and research methods modules run in the Spring term. This is then followed by the dissertation, of 15,000 words, on a topic in the field of Applied Linguistics, broadly defined. Research for, and the writing of, the dissertation take place in the Summer term and the Summer Vacation.

The option modules, which run across all terms, cover a wide range of linguistic and applied areas and, together with the dissertation, provide flexibility and the opportunity for specialisation. The following list specifies the compulsory core modules (total 140 credits) and option modules (total 40 credits. In consultation with their programme director/personal tutor, students choose 2 option modules.

Compulsory modules

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMSL</td>
<td>Second Language Learning Principles</td>
<td>20</td>
</tr>
<tr>
<td>LSMFLS</td>
<td>Foundations of Language Study</td>
<td>20</td>
</tr>
<tr>
<td>LSMAPAL</td>
<td>Academic Practices in Applied Linguistics (non-credit bearing)</td>
<td>0</td>
</tr>
<tr>
<td>LSMSOC</td>
<td>Sociolinguistics</td>
<td>20</td>
</tr>
<tr>
<td>LSMRDM</td>
<td>Research Design</td>
<td>20</td>
</tr>
<tr>
<td>LSMDIS</td>
<td>Dissertation</td>
<td>60</td>
</tr>
</tbody>
</table>

Option modules
Students select two 20-credit options from the following possible options (one of which must be from the Autumn Term). Availability varies each year. Please note that not all options are offered each year. Options with low numbers will not run.

Autumn Term

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Name</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMADA</td>
<td>Approaches to Discourse Analysis</td>
<td>20</td>
</tr>
</tbody>
</table>
LSMCBL  | Corpus-based Approaches to Language Description | 20
LSMIC   | Intercultural Communication                     | 20
LSMNT   | New Technologies in Language Learning and Teaching | 20
LSMCL   | Child Language Development                      | 20

Spring Term

<table>
<thead>
<tr>
<th>LSMTP</th>
<th>Language Testing Principles</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMEW</td>
<td>English in the World</td>
<td>20</td>
</tr>
<tr>
<td>LSMIB</td>
<td>Issues in Bilingualism</td>
<td>20</td>
</tr>
<tr>
<td>LSMLMG</td>
<td>Language and Migration</td>
<td>20</td>
</tr>
<tr>
<td>LSMLCL</td>
<td>Language Curriculum Design</td>
<td>20</td>
</tr>
<tr>
<td>LSMVO</td>
<td>The Teaching and Learning of Vocabulary</td>
<td>20</td>
</tr>
</tbody>
</table>

The assessment of those modules running entirely in the Autumn term will be by assignments and an examination to be completed either before or over the Christmas vacation; assessment of those modules running entirely, or completed, in the Spring term, will be by assignments to be completed over the Easter vacation. The dissertation will be submitted by 9 September 2019.

**Part-time arrangements**

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**: two compulsory taught modules and 1-2 option modules;
- **Year 2**: two compulsory taught modules (including Research Design) and 1-2 option modules + dissertation.

Note: students may ask to switch from full-time to part-time status at the end of the Spring term to complete the dissertation. They must have acceptable reasons which they present to the programme director and then they must submit a formal request with an ECF (Extenuating Circumstances Form). They will then have one year to complete the dissertation, and any option modules not taken by that point. Please note international students on a Tier 4 visa will not be allowed to change to part-time status.
Additional information for visa national students

If you are one of the many students studying with us who needed a visa to enter the UK then please read the following information carefully.

The majority of student visas are a Tier 4 (general) visa, although some of you may be here under a variety of different visas including dependent visas, Tier 1 and Tier 2 visas, student visitor visa etc. In all cases each particular type of visa carries with it specific conditions relating to your study. Therefore if you make any changes to your programme while you are with us, such as changing degree programme, suspending or withdrawing, this may have implications for your visa and the University, in some instances, is obliged to inform the Home Office of these changes.

Staff in the Department cannot advise on visa issues. In order to support you in relation to the often complex rules and regulations surrounding your visa, the University has an Immigration Team that offers students free immigration advice. The Immigration Team can advise on a range of visa related issues including the effects of programme changes to your visa, work entitlements, visa renewal and dependent related issues. The Immigration Team is based in the Carrington Building and offers advice either via a drop-in service, by appointment or by email. You can contact the immigration team by emailing immigration@reading.ac.uk or by visiting the Immigration Team reception desk located on the ground floor of the Carrington Building.

Programme assessment

Progression Requirements

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

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>70 – 100%</td>
<td>Distinction</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>Merit</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>Good standard (Pass)</td>
</tr>
</tbody>
</table>

Failing categories:

<table>
<thead>
<tr>
<th>40 – 49%</th>
<th>Work below threshold standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 39%</td>
<td>Unsatisfactory Work</td>
</tr>
</tbody>
</table>
For Masters Degrees in Applied Linguistics/TESOL (180 Credits required)

To pass the degree of MA TESOL, students must gain an average mark of 50 or more overall, including a mark of 50 or more for the dissertation in the case of dissertation-track or 50 or more for the Portfolio (Portfolio track). Additionally students must have no mark below 40 in compulsory modules LSMFLS, LSMSL, LSMLCL and LSMRDM (dissertation track) and no mark below 40 in compulsory modules LSMFLS, LSMSL, LSMLST and LSMRDM (Portfolio track). The total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 50 credits.*

To pass the degree of MA in Applied Linguistics, students must gain an average mark of 50 or more overall including a mark of at least 50 for the dissertation and have no mark below 40 in compulsory modules LSMSL, LSMFLS, LSMSOC and LSMRDM. The total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 50 credits.*

Students who gain an average mark of 70 or more overall, including a mark of 60 or more for the dissertation or language teaching portfolio in the case of the MAAL or MA TESOL Dissertation and Portfolio tracks, 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 / language teaching portfolio and have no mark below 40 will be eligible for a Merit.

For Postgraduate Diplomas in Applied Linguistics/TESOL (120 Credits required)

To pass the Postgraduate Diploma students must gain an average mark of 50 or more and have no mark below 40 in compulsory modules LSMFLS, LSMSL, LSMLCL/LSMLST/LSMSOC, and LSMRDM. 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 not exceed 50 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 eligible for a Merit.

For Postgraduate Certificate in Applied Linguistics/TESOL (60 Credits required)

To pass the Postgraduate Certificate students must gain an average mark of 50 on modules totalling 60 credits and have no module mark below 40 in those modules.
(*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.)

Presentation of Assessed work

During your programme there will be a series of compulsory departmental study skills seminars for postgraduate students (called ‘Becoming a postgraduate student’), which will provide information about the conventions for study in this institution. Please make sure that you attend all these sessions, so that you have the opportunity to learn about study in this new context. (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 English Language and 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

One paper copy of each assignment should be submitted, accompanied by one assignment cover sheet. You will also be required to submit a copy on-line via Turnitin. All pages of the assignment should be numbered. The assignment must include a title page (in addition to the cover sheet) with full details of the assignment title and the number of words in the assignment. 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.

The module tutor will provide you with full details about each individual module assessment.
b) The dissertation
The maximum length of a dissertation is normally 15,000 words (approx. 60 pages of 1.5 line-spaced A4). One hard bound copy of the completed dissertation should be submitted in typescript (double- or 1.5 line-spaced) on A4 paper (29.7 cm x 21 cm) and one copy should be submitted on-line. The hard-bound copy will be retained by the Department. 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 below. An MA Dissertation handbook will be provided in the Research Design module. This will include useful information on how to write a dissertation. Please also see below referencing conventions. 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 in Applied Linguistics

(or

....the degree of MA in Teaching English to Speakers of Other Languages

School of Literature and Languages, University of Reading"

c) The portfolio
The portfolio will be submitted as a single piece of work. Two copies of each task need to be submitted. Each copy can be soft-bound.

Each document must have a cover page with your name, month and year of submission, the module title, task title (ie. learner profile; observation essay; classroom practical) and the statement:
“Portfolio submitted in partial fulfilment of the requirements for the degree of MA in Teaching English to Speakers of Other Languages

School of Literature and Languages,
University of Reading”

Each document should be page numbered separately, with its own contents page and header and footer with your name and task title. The classroom practical task should indicate your tutor’s name. Each should have its own bibliography and appendices.

Academic misconduct, especially plagiarism

The University takes the most serious view of cheating and other forms of academic misconduct, whether in written examinations or coursework. Any such case will be treated as a disciplinary matter and will be referred to the School Director of Teaching and Learning, who may impose a penalty or refer the matter to the relevant Associate Dean of Teaching and Learning, who has powers to impose more severe penalties. In the most serious cases, the Associate Dean of Teaching Learning will refer the matter to the Senate Standing Committee on Academic Misconduct, which may lead to a student being failed in all assessments for the relevant Part of their programme or removal from membership of 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 at http://www.reading.ac.uk/exams/policies/exa-misconduct.aspx

Examples of the main types of academic misconduct are given below.

Using Turnitin
In order to help students understand and practice good academic conduct, the University requires students to submit their work to Turnitin. Turnitin is a software program that compares a submitted text to other texts in its database. The database includes published books, journal articles, webpages and other submitted assignments. It checks the originality of the submitted text against these texts and produces a report that shows the percentage of writing that is original, and the source of non-original text.

Although Turnitin is sometimes seen as a plagiarism detector, it should be described as an originality checker, and a program that allows students to see whether they are violating good academic conduct. Turnitin will be introduced in more details during the course.
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
Falsifying data, evidence or experimental results is another form of academic misconduct.

Plagiarism
For the purposes of the University regulations, plagiarism is defined as the fraudulent representation of another’s work as one’s own. This applies whatever the sources 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. In addition, self-plagiarism is not allowed (i.e., submission of the same text for two pieces of assessed work). This is submitting work/text more than once for credit. Wilful and deliberate disregard for good academic practice in respect of attribution of material will be construed as plagiarism.

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. Further information can also be found on the following website:

http://www.reading.ac.uk/studyadvice/studyresources/reading/staplagiarism.aspx

Please also refer to Annex 1 Avoiding unintentional plagiarism.

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 (ie 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. They may also have opportunities to practise their second language ‘voice’ in songs and games that allow them to blend their voices with those of other children. 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.’ [Lightbown, P. and N. Spada. 2006. How Languages are Learned. Oxford: Oxford University Press, 32.]

(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. They may also have opportunities to practise their second language ‘voice’ in songs and games that allow them to blend their voices with those of other children. 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. They may also be able to practise their second language in songs and games which allow them to join in with other children. 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 un-noticed, 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 (2006: 32) 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, 2006: 32))

Further information on the use of citations can be found in the Citation section http://libguides.reading.ac.uk/academicintegrity/citations of the Academic Integrity Toolkit (http://libguides.reading.ac.uk/academicintegrity).

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 (2006) have noted that whereas younger learners are all owed 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 state 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 (2006) 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....

Further advice on how to build references into your writing can be found in the References section [http://libguides.reading.ac.uk/academicintegrity/writing-references](http://libguides.reading.ac.uk/academicintegrity/writing-references) of the Academic Integrity toolkit ([http://libguides.reading.ac.uk/academicintegrity](http://libguides.reading.ac.uk/academicintegrity)).

Further examples in Annex 2

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. Minor cases may be dealt with at School level, but if the case is more serious it will be referred to the Senate Standing Committee on Academic Misconduct. 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 or, in sufficiently serious cases, removal of the student from membership of the University.
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 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. This is general University advice for all students. On one-year Masters programmes such as ours, it is not advisable to work at all. Students who want to work should switch to part-time study.
- 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.

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/student/exa-guidePG.aspx) 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:
Submission of coursework

Coursework should be submitted by the due date and time 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. (Please see the section below on Extenuating Circumstances)

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):

- Where the major piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days;
- Where the major piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): 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.

Please note that the University requires us to adhere strictly to the assignment deadline date and time, in order to be fair to all students. This is 12.00 midday on the specified deadline date. Even if the assignment is received 5 minutes after the
deadline, the penalty will be imposed. If you are unable to meet the deadline, you must contact your module tutor, or personal tutor, in advance of the deadline and keep them informed of any extenuating circumstances.

Face-to-Face interview with regard to coursework

Please note on occasion students may be required to attend an interview to discuss their coursework.

Formative assessment

You may be set coursework (e.g., an assignment outline) 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 the section on Extenuating Circumstances for 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 photocopying 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.

The above also applies to the MA TESOL Portfolio.
**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. 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.

**Extenuating Circumstances**

If there are circumstances which you think might affect or have affected your performance in examinations or assessment, or if you wish to request an extension to a coursework deadline on the grounds of medical or other circumstances, you are required to complete the University’s notification of extenuating circumstances form (ECF) and inform your Personal Tutor or the lecturer responsible for your work. The Extenuating Circumstances Form, together with guidance on the relevant procedures, is available at: [http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx](http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx). The completed form should be submitted to Student Support Co-ordinator at the earliest opportunity and not later than the deadline specified in the Guidance accompanying the form on the website.

Some form of supporting evidence is required to support your case, such as a medical certificate or letter from a counsellor. Please read the guidance on extenuating circumstances procedures carefully.

It is your responsibility to submit by the relevant deadline an extenuating circumstances form in relation to any circumstances which you believe have affected
your performance. If you do not submit an extenuating circumstances form by the relevant deadline, your circumstances will not normally be considered. Deadlines for ECFs are given on the link above.

Extenuating Circumstances Forms submitted after the specified deadlines will only be considered if insurmountable circumstances prevented you from submitting the form (for example, hospitalization, incarceration, or equivalent incapacity). If you submit your extenuating circumstances form after the relevant deadline, you must provide a statement explaining in full the reasons for late submission, and provide supporting evidence where appropriate.

In addition to submitting the form, you are strongly encouraged to discuss any circumstances which you consider are affecting or might affect your work with your Personal Tutor or the lecturer responsible for your coursework.

The relevant committee may decide that you have been adversely affected by extenuating circumstances and where extenuating circumstances are accepted as having a significant impact on your work, possible outcomes include:

- you are allowed an extension to the deadline for submission of coursework;
- a penalty for late submission of coursework is removed;
- you are deemed not to have sat (DNS) one or more examinations and are thereby permitted a further attempt at the examinations as if for the first time.

Extenuating circumstances forms are treated in strictest confidence.

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

**Student Counselling and Wellbeing Services**

The University Counselling and Wellbeing Service offers short-term counselling and support for all currently-registered students free of charge. You can contact the Service by going to the office in the Carrington Building, room 106 or by calling on Tel: 0118 378 4216, or by email counselling@reading.ac.uk

The University Counselling and Wellbeing Service also provides the following sources of support:

- Peer Support: a friendly, informal and confidential service provided by students, for students;
- A series of talks designed to provide information on a range of topics such as understanding emotions, increasing concentration, managing stress, getting things done and managing transitions;
• Online resources: leaflets on a range of topics are available on the Service’s website

Please see http://www.reading.ac.uk/essentials/support-and-wellbeing/counselling-and-wellbeing.aspx

Student Maternity Policy

A link to the student maternity policy is given below: http://www.reading.ac.uk/internal/student/rules-and-regulations/stdserv-maternity-policy.aspx.

What to do if you are struggling

In addition to the University Counselling Service listed above, further sources of support and guidance for difficult times are provided by: the Peer Support Network, a friendly, informal and confidential service provided by students, for students: http://www.reading.ac.uk/essentials/support-and-wellbeing.

There is also a Living Positively talks series, designed to help with a range of issues such as understanding emotions, time management, homesickness and transitions: http://www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.aspx.

Anonymous Marking

It is a University requirement, in respect of all written examinations whether administered centrally or by a School, that scripts remain anonymous until marking has been completed. Schools are responsible for determining whether anonymous marking is appropriate in relation to coursework, but it is advised that, wherever practicable, coursework should remain anonymous to the marker until marking has been completed. This is often not possible on our programmes, as students are required to draw on their language teaching/learning contexts.

Classification

The Marking Criteria and Classification Framework for Taught Postgraduate Programmes, which applies across the University, may be found in the Postgraduate Guide to Assessment:
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 will 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.

**External Examiners**

The external examining system is a key component of the University’s quality assurance and enhancement processes. It plays an important role in ensuring that our awards are maintained at an appropriate standard, that our assessment process measures student achievement rigorously and fairly, and that the academic standards and achievement of students are comparable with those on similar programmes in other UK universities. External Examiners also assist the University in enhancing the quality of teaching, learning and assessment by advising on good practice.

The University appoints at least one External Examiner for each of its award-bearing programmes. External Examiners are normally drawn from other universities or, in the
case of programmes with a strong professional dimension, from among relevant, suitably qualified professionals. They must meet rigorous criteria for appointment and be in a position to offer independent and impartial judgments. They are involved in scrutinising draft examination papers, moderating the marking of assessments, and determining the overall result for each student.

Each External Examiner is required to produce a report on the programme(s) to which he or she has been appointed. External Examiners’ reports are considered by Student-Staff Liaison Committees and by Boards of Studies. The Board of Studies is responsible for determining the action to be taken in response to the reports, and for reporting onward to the Faculty and University Boards for Teaching and Learning on the reports and actions taken. The School is required to respond to their External Examiners explaining how points raised are being addressed.

The name, position and institution of External Examiners are published, for information only, on the Examinations Office website, following their approval by the University Board for Teaching and Learning in the Spring Term each year. You should note that students are **strictly prohibited** from contacting External Examiners directly.

External Examiners’ Reports are made available to students on the relevant programme, in accordance with arrangements to be specified on the Examination Office website in the Autumn Term.

The University’s policies and procedures for external examining are set out in the Code of Practice on the External Examining of Taught Programmes (www.reading.ac.uk/exams/staff/exa-EE.aspx)

**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. (Please note there is a University re-submission fee and further information about this can be seen in the Postgraduate Guide to Assessment http://www.reading.ac.uk/exams/student/exa-guidePG.aspx)

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 failed assessment. If a candidate who fails the programme at the first attempt has already been offered a resit for any module, he or she will have already had the opportunity for two assessments of that module, 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 or portfolio 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.

Resubmission of coursework/dissertation/portfolio is normally on the same topic as the original assessment, using feedback provided for that work.

Note that resubmitted work is marked only on a pass/fail basis, and the maximum mark which can be achieved for a re-submission for degree classification purposes 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 of 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/policies/exa-appeal.aspx

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/policies/exa-appeal.aspx

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 Department 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 coursework (assignment, portfolio 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:
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/policies/exa-policies.aspx

Administration of Coursework

Selection of Modules

The descriptions of the MA programmes 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, please note 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.

We recognise that it is sometimes difficult to make decisions about option choices on the basis of the module descriptions alone. **However the University will require students to register for their option modules on-line by the end of the first week of the Autumn Term.**

Please note that not all options are offered each year. Options with low numbers will not run.
<table>
<thead>
<tr>
<th>Coverage / understanding of topic, and breadth of reading</th>
<th>Argumentation and application of information</th>
<th>Coherence and expression</th>
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<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, and the writing is articulate and expressive. 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></td>
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<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 source</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 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>Coverage / understanding of topic, and breadth of reading</td>
<td>Argumentation and application of information</td>
<td>Coherence and expression</td>
</tr>
<tr>
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<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>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.)
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/internal/exams/Policies/exa-class.aspx

Submission and return of coursework

It is the University’s policy that all assessed work has to be submitted via the online learning platform Blackboard (BB). For each module, your tutor(s) will create an online submission on Blackboard and the submission deadlines as set by the tutor will apply. The tutors will provide instructions on how to submit your work electronically. You are required to upload your coursework on Blackboard on the date of the deadline by 12 midday.

You will also need to hand in one copy of all assessed work to the relevant drop box in the Support Centre by 12.00 midday on the date of submission. All work should be submitted with a cover sheet indicating the candidate’s number (or name), module title, assignment topic, plagiarism statement and word count. Each assignment must include a title page (in addition to the cover sheet) with full details of the assignment title and the number of words in the assignment. See above for information concerning deadlines and penalties for late submission. Written assignments should be typed with one-and-a-half (1.5) line spacing. (NB, you should also keep a full copy of each piece of work submitted, electronically and on paper).

It is the University’s policy that you should receive timely, structured and appropriate feedback on work, whether written or oral, which has a primarily formative purpose. 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. The member of staff or the School responsible for the module will tell you, at the time when a piece of work is set, if not before, the date on which the work will be returned and feedback given.

Feedback on performance in written examinations, if sought, is also available from Schools. The School is responsible for determining the nature and extent of the feedback which is appropriate to the circumstances, subject to the proviso that students who are resitting a module are entitled, if they so request, to guidance on their performance and how they might improve their performance. In the case of students who are not resitting, more generic feedback, which does not specifically address each individual case, may be appropriate. You do not have an entitlement to have access to your examination scripts.

Members of staff should give you an indication of the date when you should expect to receive your feedback. When your work has been marked, you will be notified by e-mail. 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 by the approved deadline with a cover sheet and title page to the Support Centre drop box by 12.00 midday on the given date. This work will be date-stamped before the assignment is submitted for marking.
3. The first marker assesses the assignment according to the criteria given for the assignment.
4. A second marker considers a representative sample of scripts from each batch of assignments, including any that do not achieve a pass mark.
5. Internal moderation takes place.
6. Feedback to students is usually given in writing in relation to the marking criteria within 15 working days of assignment submission.
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 Examiner’s 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.

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. 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.

You should draw up your own schedule of assessment for your own MA programme. What follows is an example of an assessment schedule for MA TESOL showing the deadlines associated with these assessments. **This is just a sample schedule. Details of the timing of**
assignments for the coming year may vary from those produced below. A full list of timings of modules will be available at the Introductory Meeting in September.

Sample Assessment Schedule for MA TESOL (Dissertation track)

<table>
<thead>
<tr>
<th>Core Modules</th>
<th>Term taught</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMFLS Foundations of Language Study</td>
<td>Autumn</td>
<td>End Autumn and beginning Spring term</td>
</tr>
<tr>
<td>LSMSL Second Language Learning Principles</td>
<td>Autumn</td>
<td>beginning Spring term</td>
</tr>
<tr>
<td>LSMRDM Research Design</td>
<td>Spring</td>
<td>Beginning Summer term</td>
</tr>
<tr>
<td>LSMLCL Language Curriculum Design</td>
<td>Spring</td>
<td>end Spring term</td>
</tr>
<tr>
<td>Example Option Modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSMADA Approaches to Discourse Analysis</td>
<td>Autumn</td>
<td>Beginning Spring term</td>
</tr>
<tr>
<td>LSMTP Language Testing Principles</td>
<td>Spring</td>
<td>Beginning Summer term</td>
</tr>
<tr>
<td>LSMDIS Dissertation</td>
<td>Spring-Summer</td>
<td>9 September 2019</td>
</tr>
</tbody>
</table>

Administration of Dissertation

Selecting topic and supervisor

Opportunities to develop ideas towards a dissertation topic are offered during the Research Design module, and involve discussion with the module lecturer, with fellow-students and with your personal tutor. Towards the end of the Spring term the module lecturer will suggest a possible supervisor, that is, a lecturer whose interests relate to the area you are considering.

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, a final copy of this should be given to your supervisor. During the Summer Term there will be an opportunity to present a more detailed outline of your research plans in a MAAL/MA TESOL research conference. Guidelines for the preparation and content of your proposal, as well as a deadline for submitting it, will be given during the Research Design module.
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 2 and 3 hours, excluding the reading of selected draft material. It is your responsibility to e-mail your supervisor a report of each meeting within three days of the meeting.

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 June 2019. For this reason they are advised to make initial contact with a supervisor by the end of 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.

Assessment and feedback

Dissertations are 15,000 words in length (+/- 5%). They are marked by the supervisor and another staff member. In addition, the External Examiner may also be consulted. You can collect the soft-bound copy of the dissertation which may be annotated with comments by the marker. The hard-bound copy will be retained by the Department.

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 Presentation of coursework, above)
• NB, Students will receive a dissertation handbook that provides some important information about the dissertation.

Submission dates

The period of full-time study allowed for the dissertation is approximately five and a half 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 MAAL/MA TESOL 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.

Please note re-submission of failed module coursework will not be accepted as extenuating circumstances to support an extension request for the dissertation/portfolio and/or assignments submission deadlines.

Dates/Deadlines

| The first stage in the process is to discuss your potential topic for research with fellow-students and the Research Design module tutor (s). | Weeks 2-5 Spring Term |
| You should then meet your personal tutor to discuss your topic and research plans. For that meeting you should prepare a brief proposal (the ‘mini-proposal’) using the template given during the Research Design module. | Weeks 6-7 Spring Term |
You will be allocated a supervisor during the Research Design module on the basis of your initial ideas, and you will then be required to contact your supervisor.

<table>
<thead>
<tr>
<th>Weeks 8-10</th>
<th>Spring Term</th>
</tr>
</thead>
</table>

By the beginning of the Summer Term you must submit a 2,500-3,000 word proposal (the ‘maxi-proposal’) to your supervisor. There will be time for you to discuss this with your supervisor at the beginning of the summer term.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Summer Term</th>
</tr>
</thead>
</table>

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 following is typical but may change:

<table>
<thead>
<tr>
<th>Week 2 / 3</th>
<th>Summer Term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 7/8/9</th>
<th>Summer Term</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summer Vacation</th>
</tr>
</thead>
</table>

During the Summer Vacation, you will mainly be working on your own, but supervisors will give feedback on a second draft chapter of the dissertation. Arrange this well in advance, as staff members will be away at times in this period.

<table>
<thead>
<tr>
<th>Summer Vacation</th>
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</thead>
</table>

Students who intend to complete their dissertation during the Summer Vacation will be required to submit their dissertation by Monday 9 September 2019. The next date for graduation will be in December 2019.

<table>
<thead>
<tr>
<th>12.00 midday, Monday 9 September 2019</th>
</tr>
</thead>
</table>
The deadline for dissertation submission must be taken extremely seriously. Any extension after this date will require the approval of the Associate Dean on a recommendation from the School using the Extension of Registration or Extenuating Circumstances forms. Delayed submission of the dissertation will normally postpone graduation until July 2020.

Students are reminded that they are allowed a second attempt at their dissertation if they fail at the first attempt. Resubmission must 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 will be responsible for relevant resubmission costs. Students are entitled to one supervisory meeting to clarify feedback on the first submission.

**Administration of Portfolio**

This will be explained in detail in the Spring Term. Students will work on Portfolio tasks during the Spring and Summer terms, and should expect to collect data for one task over the Easter vacation. The Portfolio will be written up in the Summer Vacation period and submitted by 9 September 2019. Students may have different tutors for different portfolio tasks. The main period of supervision available to them will run only until the end June 2019. Staff are not normally available for consultation during the non-teaching periods, but tutors for Portfolio Task 1 will be willing to give feedback on a draft section (2,000 words) of this Portfolio task during the summer vacation. As with the dissertation, resubmission of failed Portfolio work must be within 12 months of the original submission date.

Students who intend to complete their portfolio during the Summer Vacation will be required to submit their portfolio by **Monday 9 September 2019**. The next date for graduation will be in December 2019.

The deadline for portfolio submission must be taken extremely seriously. Any extension after this date will require the approval of the Dean on a recommendation from the School using the Extension of Registration or Extenuating Circumstances forms. Delayed submission of the dissertation will normally postpone graduation until July 2020.
Careers learning, placements and student development

Staying on to do research

Opportunities exist in the Department to pursue research in an area of Applied Linguistics selected by the student (the only major restriction on topic is that it must fall within the interests and expertise of a potential supervisor). There are two options available to the student following an MA course: the MRes in Applied Linguistics, or one of the two PhD programmes. All these options can be pursued on a full-time or part-time basis.

The three following programmes all provide students with extensive training in research methods in the social sciences and the specific areas of Applied Linguistics relating to their research. In addition they provide a wide range of transferable skills relevant to language research, communication skills and project management.

MRes in Applied Linguistics

The MRes in Applied Linguistics is specifically designed to offer training to those wishing to embark on doctoral research in Applied Linguistics and is equivalent to the first year of the PhD in Applied Linguistics (Taught-Track & Thesis) programme described below. This one-year degree involves three mandatory research training modules amounting to 40 credits, two Applied Linguistics option modules of 30 credits each, and a 20,000-word dissertation module worth 80 credits.

If you are interested in applying for an MRes in Applied Linguistics, please see our website (http://www.reading.ac.uk/english-language-and-applied-linguistics/PostgraduateTaught/elal-pgt-english-language-ma-res-applied-linguistics.aspx) and contact the Department’s Director of Postgraduate Research Studies (Higher Degrees), Dr Jacqueline Laws, as soon as possible.

PhD in Applied Linguistics

The Department offers two Doctoral programmes: the PhD in Applied Linguistics and the PhD in Applied Linguistics (Taught-Track & Thesis), both requiring three to four years of study. During the first year, all PhD students are required to attend the campus-based Doctoral Training Programme which involves assessment on three research-related modules and two Applied Linguistics modules, in addition to regular discussions on their specialist topic with their supervisor.

The PhD in Applied Linguistics programme is most suitable for applicants who have some experience of conducting research.

The PhD in Applied Linguistics (Taught-Track & Thesis) programme is recommended for applicants who have little or no previous experience of conducting research. At the end of the
first year, these students will produce a 20,000-word Dissertation which will form the basis of their final thesis. This first year (Part I) is equivalent to the MRes programme described above, and on successful completion of this first year, students may choose to be awarded the MRes degree or to pursue doctoral level research. In the latter case, before progressing to Part II, students must obtain an overall average of at least 60% across the 180 credits and at 65% for the Dissertation. By completing the 20,000-word Dissertation, students on the Taught-Track & Thesis programme will be well advanced to proceed with the remainder of their data collection for the final thesis.

For all Doctoral programmes, the Graduate School requires each student 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 and the student will only be allowed to proceed when the proposal has been fully approved.

A list of our current PhD students and their thesis titles can be found on our website at: http://www.reading.ac.uk/english-language-and-applied-linguistics/PostgraduateResearch/elal-pgr-english-language-current-students.aspx

A full list of PhD theses completed in past years in the former Departments of Linguistic Science, Applied Linguistics and in the Centre for Applied Language Studies is available in the Department. Reading PhD theses are also available in the Main Library.

If you are interested in applying for one of our PhD programmes, please see our website (http://www.reading.ac.uk/english-language-and-applied-linguistics/PostgraduateResearch/elal-pgr-english-language-about.aspx ) and contact the Department’s Director of Postgraduate Research Studies (Higher Degrees), Dr Jacqueline Laws, as soon as possible.

Funding
A number of competitive University Postgraduate Studentships are offered each year. Details are available at: http://www.reading.ac.uk/graduateschool/prospectivestudents/gs-funding-opportunities.aspx . This webpage is continually updated with new opportunities and deadlines, so you are advised to check it regularly. The deadlines tend to be in early Spring.

Student Employment, Experience and Careers Centre
The Student Employment, Experience and Careers Centre (SEECC) is a central University resource. It has one simple goal: to help you get where you want to be. Here is information SEECC provides all students:
Where we are

At Whiteknights: we are situated in the Carrington Building, near the Students’ Union. You can contact us either by Email: careers@reading.ac.uk by telephoning 0118 378 8359.

You can find us online at: www.reading.ac.uk/seecc

Career Planning

Information, advice and helpful web links that address the special circumstances of postgraduates are available on the SEECC 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 11.30 am and 2.00pm during term. This can help to get you started with planning your career or simply have someone check your application form or CVs.

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

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. Check our website at the start of every term.

Careers

The Careers, Placement and Experience Centre (CPEC) has one simple goal: to help you get where you want to be.

Where to find us
We are situated on the first floor of the Carrington Building, between the Palmer Building and the Students’ Union. We open Monday to Friday from 10.00 am to 16.30 pm during term time and normally 10.00 am to 16.00 pm during vacations. Email us at: careers@reading.ac.uk or telephone 0118 378 8359. You can find us online at: www.reading.ac.uk/careers

Job Shop - getting a part-time job or vacation work
To help you supplement your income and gain valuable work experience, Careers has set up a Job Shop based in the Students’ Union which advertises over a thousand vacancies every year. We are open Monday to Friday 10-4pm with staff available to help you find the job that suits your skills and availability. We also have an online Job Shop which advertises part-time, temporary and vacation opportunities on campus and in the local area. To find out more, visit www.reading.ac.uk/careers/jobshop/
You can also get recognition for part-time or voluntary work through the RED Award scheme www.reading.ac.uk/redaward

Gaining work experience and employability skills
We run a range of extracurricular schemes to help students develop their skills and experience. We promote hundreds of local, national and international placement opportunities with employers, charities and organisations on our online vacancies board, My Jobs Online, which students can customize to meet their own needs and provide regular updates as new vacancies come in.

The University’s own work experience schemes include:

- RED (volunteering) www.reading.ac.uk/redaward
- The Reading Internship Scheme- is open to all Reading students and finalists for up to 6 months after graduation, in smaller to medium companies based in the Thames Valley region

Jobs for postgraduates
Our website links to some of the most popular websites for postgraduates and we can help you pinpoint those that are most relevant to your career interests, But why not start with your very own jobs board- http://www.reading.ac.uk/careers/jobs/ where recruiters with a particular interest in Reading students post their vacancies? You can apply for some future graduate vacancies in the summer and many have closing dates in the Autumn Term.

Putting you in touch with employers
The University is targeted by many leading recruiters and in addition to job roles that target your particular discipline around 50% are open to a wide range of disciplines, so whether you are looking for a career that relates to the subject matter of your postgraduate degree or for something broader, you have plenty of options. The Careers Centre works with a wide variety
of employers from ‘niche’ micro businesses through the public and voluntary sectors to Times Top 100 companies.

You can meet employers through presentations on campus. In addition we run a range of career fairs where you can talk informally to employers who want to recruit from your degree discipline. See our website for fairs covering areas in Law, Construction and term time jobs www.reading.ac.uk/careers/events/fairs/

Recognising and rewarding skills development

The Reading Experience and Development (RED) Award is a University scheme that rewards students for undertaking extracurricular activities as well as helping students to develop employability skills and personal attributes. You can choose to take part in a wide range of activities, including volunteering, work experience and paid work as well as taking part in training and development sessions that really help to make you stand out from the crowd.

The experiences you undertake as part of the Award will allow you to gain additional skills to those you learn within your academic programme. Why is this important? Employers are looking for applicants who recognise their own abilities and ambitions and who can articulate those effectively. The RED Award will help you to do just this; by taking part in the scheme early on in your University career, you will soon gain confidence with managing your future career.

The website is available at http://www.reading.ac.uk/redaward

Additional Costs of Studying

During your time studying at Reading, you may encounter some additional costs, for example field trips, text books, or stationery.

It is prudent to budget appropriately for these costs, and the Advice Service in the Students’ Union can help you either by email of personally with this. You can also visit the website below for more generic information. More specific information can be given by your Department or School.

✉️ advice@rusu.co.uk
╠ RUSU Money Advice
F  Further Information

Safety
Please refer to the website below for advice on your personal safety and keeping your possessions secure, and information on what to do in an emergency.

The University’s Security Services emergency contact number is extension 6300, or 0118 378 6300 from a mobile phone.

The University’s Health and Safety Services website is also given below
http://www.reading.ac.uk/internal/health-and-safety/hs-home-2.aspx

Health and Safety Services are a team of professionally qualified Health and Safety advisers dedicated to supporting the University to reduce injuries, accidents and ill-health arising from the work environment and in ensuring legal compliance.

Students studying part-time
Please see the programme specification in Section E for information for part-time students.
How to get a good degree in this subject

Developing good learning practices

Working with Academic Integrity

See also the Academic Integrity Toolkit

‘Academic integrity’ describes the values held to be essential in university study in the UK. The five core values we work to are:

- **Accuracy** – making sure that your work is free from errors.
- **Honesty** – being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others’ work as your own.
- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.
- **Respect** – for your fellow students, your tutors, and the work of other scholars.

(Adapted from International Center for Academic Integrity (1999), *The Fundamental Values of Academic Integrity*, online at Fundamental Values of Academic Integrity Project, accessed 08 Aug 2018.)

What does this mean for my academic writing?

You practise academic integrity in your academic writing by working with the five values in mind, and particularly by using correct and accurate referencing. This shows that you can: be **accurate** in transcribing details; be **honest** about which ideas were derived from others; act **fairly** by not taking credit for others’ work; take **responsibility** by finding out what is required of you and how you should carry it out; and show **respect** for others by acknowledging the part they have played in building your knowledge and understanding.

How does this differ from what I did at school/college?

You may have used a simplified referencing system at school or college, with only direct quotes given citations, or no in-text citations but only a bibliography. At university, you need to give a citation whenever you refer to an idea that you derived from a source. This is the case whether you use a direct quote, a paraphrase, or just a mention. There are many different styles of referencing, and you will need to find out which one is used in your department and how to set out your citations and bibliographies. You will need to learn how to cite a variety of sources correctly, and get into the habit of doing this accurately and with attention to detail.

I haven’t studied in the UK before. How might this differ from my previous experience?

In the UK, critical analysis and building new knowledge are key aims of academic study at university. This means you will be expected to read widely to gather a range of ideas, be critical by questioning everything you read and hear, and draw your own conclusions. You
then need to support these in your writing by reference to what you have read, and to acknowledge the sources with correct citations.

Reading lists
For guidance on accessing online reading lists see: Online reading lists: a guide for students.

References and citations
Please read this advice carefully even if you have experience of referencing and using citations.

Note: Please refer to the Publication Manual of the American Psychological Association (APA), available in the library reference collection (3rd floor, call number: 808.066 AME), for information on how to cite types of sources not represented here, or for any additional information on how to paraphrase, quote, and format academic papers, including how to format tables, figures, and appendixes. Some information (including online tutorials, FAQs, and sample papers) can also be viewed on the official APA website (at www.apastyle.org).

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) argues that...
Discussing the same issue, Stern (1983) reports that ...

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

When a work has two authors, both names should be cited every time a reference occurs in the text. When a work has three, four, or five authors, all should be cited the first time; in subsequent citations, only the surname of the first author, followed by ‘et al.’ (no italics, no quotation marks) and the year should be used. The year should be omitted in second/third etc citations of the same work within a paragraph.

When a work has six or more authors, cite only surname of the first author followed by ‘et al.’ and the year for the first and subsequent citations.

Two authors: (all citations)
(Smith & Jones, 2012)

Three to five authors: (first citation)
(Smith, Jones, & Byrd, 2012)
Three to five authors: (subsequent citations)
(Smith et al., 2012)

More than five authors: (all citations)
(Smith et al., 2012)

Two citations with different author:
(Jones, 2006; Smith, 2002)

Two citations with same author:
(Smith, 1999, 2002)

Within a set of citations, citations are arranged alphabetically, in the same order in which they appear in the reference list:
(Channell, 1994; Conrad, 2000; Labov, 1966; Reppen, 2010)

Work cited in another reference:

Re: secondary sources, APA says (p. 178)

Use secondary sources sparingly, for instance, when the original work is out of print, unavailable through usual sources, or not available in English. Give the secondary source in reference list; in the text, name the original work and give a citation for the secondary source. For example, if Allport’s work is cited in Nicholson and you did not read Allport’s work, list the Nicholson reference in the reference list. In the text, use the following citation:

Allport’s diary (as cited in Nicholson, 2003)

Direct quotations must be clearly indicated as such, using double quotation marks. You must give author, date and page number for every direct quotation you include.

    e.g. Hulstijn (2002) suggested that practice will only “speed up the execution of algorithmic rules to some extent” (p. 211).

It may be necessary to give page numbers even when paraphrasing in order to help readers find a passage in a long and complex source text, such as a large grammar:

    e.g. Function words in the target items were identified by reference to the specification in Quirk et al. (1985, pp. 67-72)…..

Quotations comprising more than 40 words should start in a new line, and should be displayed as a freestanding block of text, indented about a half inch from the left margin. The entire quotation should be double-spaced.
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

Edited collection:

2. Dual & triple author books


Note: If there are more than three authors, you must give all the names in the bibliography.

3. Journal articles

4. Articles from edited collections

5. Theses and dissertations
In APA, these are referred to as ‘master’s thesis’ for MA level, and ‘doctoral dissertation’ for PhD level.

6. Other unpublished sources

7. Reviews

8. Module Materials

9. Internet Sources
Give reference as for a printed source, then ‘Retrieved from’, followed by the URL (the internet address). Do not add a period after the URL. Include retrieval dates.


If an internet source has no publication date, write (nd) after the author’s name in the bibliography and in the text.

10. Work cited in another reference

For further advice on referencing, contact the Study Advice team

Dissertation/Project advice
Please see Section E Programme information for guidance on the dissertation or portfolio.

Research Training
Please refer to section E Programme information.
H Academic organisation

Student Contribution to the Evaluation of the programme

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. see Policy on Module Evaluation

Secondly, we have a Postgraduate Student-Staff Liaison Committee which consists of a student representative from each programme or student group, chosen by the relevant group, and normally two members of staff. The committee meets twice a year and gives students an opportunity to discuss issues arising from the postgraduate programmes.

Thirdly, students are encouraged to conduct their own group feedback session before each meeting of the Student-Staff Liaison Committee, so that they can give their representatives a clear indication of the points which they would like raised at the Committee meetings.

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

Student Representation

Elections for course and School representatives are held annually by RUSU and the elected students are invited to attend various departmental and school committees.
I How we support students

Inclusivity

The University is committed to inclusivity, which includes ensuring our teaching and learning practices are accessible to all, as set out in the Curriculum Framework. Our Policy on Inclusive Practice in Teaching & Learning provides greater clarity and emphasis to our commitment to an inclusive approach. Find out more on Essentials - Accessible teaching and learning materials.

University support for students and their learning

Learning support and guidance is provided by a wide array of services across the University, including: Academic Tutors, the University Library, the Careers Centre, the Academic English Programme, Study Advice, the Mathematics Support Centre and IT Services. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student welfare support and guidance is provided by the Support Centres, alongside our range of specialist support services including Student Welfare Officers, the Students’ Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service. Student Services also offer advice and support in a number of areas, including finance and academic issues such as withdrawals and suspensions. For more information, please visit Essentials Homepage.

Academic Tutors

We’re delighted to announce the launch of our new Academic Tutor System, with effect from September 2018. The Academic Tutor System replaces the previous Personal Tutor System and has been designed following extensive consultation with staff and students, as well as research into similar systems at other UK universities.

Every student will be allocated an Academic Tutor – a member of academic staff in your School (if you are a returning student, this will usually be the same member of staff who was your Personal Tutor previously). Academic Tutors work in partnership with students and our wider support services to support their academic, personal and professional development.

For example, Academic Tutors help students to:

• Make decisions in relation to their course.
• Formulate plans to support their academic, personal and professional development.
• Connect with other academics in their field of study.
• Make the most of the development opportunities on offer at Reading.
• Connect with other support services as appropriate.

Like the previous Personal Tutor System, you should meet with your Academic Tutor at least once a term to discuss your academic progress and development.
For further information about how to make the most of your Academic Tutor, and other support services available at the University, please visit:

- [Academic Tutors webpage](#).

**Feedback to students**

For all undergraduate and taught postgraduate programmes, the standard turnaround time for individual feedback and marks on coursework and in-class tests is a maximum of fifteen working days\(^1\) from the deadline for submission/date of the in-class test. The policy applies equally to work from full-time and part-time students.

Some assessments may be exempt from the fifteen working day turnaround time feedback requirement. The following assessments are exempt, subject to the proviso that work submitted in the Summer Term of the Final Part should be returned prior to graduation:

i) Dissertations;

ii) Final year projects (normally 40 credits in weight);

iii) Assessments where there is input from a professional external body that might unavoidably delay the marking process;

iv) Assessments where for logistical reasons there are staggered submission dates (e.g. practicals)

For more information see

- [Policy on providing feedback to students on their performance](#)

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\(^1\) For the purposes of this policy, a working day is defined as excluding Saturday and Sunday. This definition applies to all students, regardless of location. Public/national holidays in the country where the relevant module is being delivered and University closure days are not normally considered to be working days. When setting deadlines for submission of coursework, module convenors should take into consideration public/national holidays in the country or countries where staff who will be responsible for marking and provision of feedback are located. For UK campuses, the University is normally closed on the 8 Public Holidays for England and Wales (New Year’s Day, Good Friday, Easter Monday, May Bank Holiday, Spring Bank Holiday, Summer Bank Holiday, Christmas Day and Boxing Day). It is also normally closed for a small number of additional days during the year, referred to as ‘closure days’, usually around the Christmas and Easter public holidays. See [Term dates](#) for further details.
J Overview of ‘Essentials’

The ‘Essentials’ webpages contain all the essential information that you will need during your time at University. Listed below is what is included in each broad section with a link. Please take time to browse each section to discover the variety of information available to you online.

- **Welcome**
- **Campus and local area**: maps, accommodation, campus card, food and shops, safety and security, Nursery and pre-school, Green issues, booking a University classroom;
- **Opportunities**: volunteering, student training events, study abroad, learning a language, clubs and societies, sports, music;
- **Money matters**: tuition fees, advice, funding opportunities, insurance, US loans and Federal Aid;
- **Study**: library, programmes and modules, study support, IT, Blackboard, Academic Tutor;
- **Exams**: (see also section on Key Academic Policies and Procedures for links to important information)
- **Support and wellbeing**: counselling and wellbeing, support arrangements, disability, welfare, ‘life tools’ talks, learning support, peer support, religious and spiritual care, medical and general health; useful contacts if you need help;
- **‘The important stuff’**: A to Z of policies and procedures, calculator use in exams, council tax and voting, international students, student contract, student charter, rules and regulations including:
  - changing degree programme;
  - behaviour whilst studying;
  - extenuating circumstances;
  - learner responsibilities;
  - plagiarism – referencing rules;
  - parental responsibilities policy;
  - suspensions;
  - withdrawing from study;
  - absence and attendance.
- **Careers and development**: Reading Internship Scheme, destinations, jobs, placements, professional skills hub, events, Careers A-Z
- **‘Have your say’**: student feedback, student representation;
- **Graduation**
- **International students**: International advice team, visas and immigration, studying in the UK, living in the UK, suspension, withdrawal and attendance for Tier 4 students, opening a bank account.

It is your responsibility to familiarise yourself with the content of Essentials, and to use it as a reference when required.
Key Academic Policies and Procedures

It is important that you read (or familiarise yourself with) the following academic policies and procedures, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.

Examinations Office:

- Guidance for students

This guidance includes important information in relation to:

- penalties for late submission of coursework
- Policy on Penalties for late submission (excluding Postgraduate Flexible Programmes);
- examination arrangements for students with disabilities and specific learning difficulties
- Examinations Office information on special examination arrangements;
- Section 7 Examination & Assessment arrangements for students with specific needs
- extenuating circumstances
- Policy on and procedures relating to extenuating circumstances;
- academic misconduct
- Policy on Academic Integrity and Academic Misconduct;
- feedback to students
- Policy on providing feedback to students on their performance;
- marking and progression
- Section 10: Assessment Handbook - Marking ;
- Section 15: Assessment Handbook - Progression
- classification of degrees
- Assessment Handbook - see Sections 16-25 ;
- publication of results
- Policy on recording, documentation and publication of assessment decisions;
- re-examination;
- Policy on Reassessment
- how to make an appeal
- Examinations Office - How to make an appeal.
Policies not included in the Assessment Handbook

Policy in relation to students’ use of editorial and proof-reading services
Students who feel that they need assistance in writing appropriate English should, in the first instance, seek guidance from their School, which should discuss with the student his or her difficulties. Further guidance on the Use of editorial and proof-reading services on the Examinations Office website:

- Examination Office information on the use of editorial and proof-reading services

Policy on and procedures relating to academic engagement and fitness to study
You are academically engaged if you comply with the academic requirements stated in the University’s Statement of learner responsibilities, in particular those requirements relating to engagement with the personal tutorial system, attendance and participation in academic classes and submission of coursework. Further guidance on the Policy on and procedures relating to academic engagement and fitness to study can be found on the Centre for Quality Support and Development website:

- Policy on and procedures relating to student academic engagement and fitness to study

Student complaints procedure
The University welcomes feedback from its students. Whilst most of the feedback we receive is positive, we recognise that from time to time problems do arise and students may occasionally wish to express concern or dissatisfaction with aspects of the University or the services it provides. We aim to use the feedback gathered from such complaints positively to help us improve the services we offer and to enhance the University experience for all students. Further guidance on the Student Complaints procedure can be found on the Centre for Quality Support and Development website:

- Student Complaints procedure
Reading University Students’ Union

RUSU is a student-led independent charity, based on Whiteknights campus that exists to represent, support and provide opportunities for all students studying at the University of Reading. As a student, you are automatically a member of the Student’s Union. Our ultimate ambition is to deliver essential and relevant services to students in an accountable, inclusive and dynamic way. As RUSU is a separate organisation to the University of Reading, we will fight to ensure that the student is always put first. More can be found on the RUSU website.

What does RUSU do day to day?

We strive to solve any problems you may face at University

We offer advice, or point you in the direction for help on matters such as welfare, money, education, accommodation and any other issues you may face.

We will help you unleash your potential

RUSU will enhance your existing skills, helping you to get to know yourself a little better, and encouraging your participation in new activities. We’ll open your eyes to opportunities you may not have considered; from joining (or starting!) a society to launching student led campaigns on matters that are meaningful to YOU.

We will provide you with exciting activities to get involved in

Whether you enjoy sports, a specific hobby, DIY, debating, baking, music, helping others or you are looking to try something new like sailing, then RUSU is the place for you. Looking to set up the first ever Gel Pen appreciation club? DO IT!

At RUSU, you are our main priority! Let RUSU support you and enhance YOUR University experience.

Eat, drink and socialise at RUSU

Whether you fancy a pint, a coffee to help you get through the day or some curly fries as a pick me up, we have it all for you at RUSU, in our Mojo’s bar and Café Mondial.

How is RUSU student-led?

RUSU is led by five full-time Student Officers who are elected in to their roles by the student body. The Student Officers run for election while studying, then take a sabbatical year from study or start after their graduation. The Student Officers listen to the views of the thousands of students on campus; they represent the student voice on campus, locally and nationally. They’re accountable to all students.

Your elected full-time Student Officers are:
President – Jason Dabydoyal, Education Officer – Lillie-Mae Firmin, Diversity Officer – Nozomi Tolworthy, Welfare Officer – Dan Bentley, Student Activities Officer – Ali Perry. Visit RUSU Officers webpage to find out more about your officers and how to contact them.

Liberation & Representation

As well as Full Time Officers, there is an elected team of 10 Part-time Officers. The Part-time Officers represent groups of students (or issues) that are less represented in Higher Education.

The Part-time Student Officer positions are: International Students’ Officer, Mature Students’ Officer, LGBT+ (Lesbian, Gay, Bisexual and Transgender) Students’ Officer, BAME (Black, Asian and Minority Ethnic) Students’ Officer, Women’s Officer Disabled Students’ Officer, Postgraduate Taught Students’ Officer, Environment & Ethics Officer, London Road Students’ Officer, Postgraduate Research Students’ Officer.

Academic Representation

Course Reps and School Reps are an essential part of the student representative structure. Course and School Reps proactively seek out, identify and promote the views of students and represent your views at school level and course level. There is one Course Rep for every Programme at every year, while there is a School Rep for Undergraduates and a School Rep for Postgraduate per School.

Visit the RUSU Course Reps page to find out more about Course Reps, and how to get involved.

Visit the RUSU School Reps webpage to find out more, or to contact your School Reps.

Get involved in student representation! This is a great opportunity! You receive training, it is a great way to meet other students and it will look great on your CV as the skills you develop will help you get the job of your dreams! There are a number of representative roles to put yourself forward for whilst at University. If you want to learn more about the different elected roles, or would like to find out how to run in a RUSU election, go to the RUSU Elections webpage.

What can RUSU do for me? Change It!

RUSU organises and supports campaigns that have been put forward by students via the
Change it! webpage. Campaigns aim to raise awareness and ultimately make change amongst the student community on issues that affect you on campus, in the community and at a national level. You can submit an idea for change at any time on the Change it! webpage and view current campaigns at Campaigns webpages.

If you want to get involved in campaigns email changeit@rusu.co.uk or visit the ARC Centre (Advice & Representation Centre) and ask to speak to the Campaigns Coordinator. Using Change It is a great way to direct your Students’ Union so get involved!

How does RUSU support students?

RUSU Advice Service  Need some housing, money or academic advice? The RUSU advice team offer free, impartial and expert advice helping students with a wide range of issues, from financial, to academic. The advice team are based in the ARC in the RUSU building or go to RUSU Advice webpage to find out how to get in touch.

RUSU Nursery Service

There are many student parents with young children. RUSU provides an excellent nursery facility, Little Learners Nursery, for children aged 3 months to school age. If you’re a parent and have your children here at Reading, you can apply for a place by visiting RUSU Nursery for more information.

How can RUSU enhance your student experience?

Societies, Sports and Volunteering

RUSU offers students the opportunity to become a member of a society; with over 100 there is plenty to choose from. If there isn’t one for you, you can set one up! Joining a society can be a great way to develop your interests and hobbies. You can find out about RUSU societies by going to RUSU Activities webpage.

RUSU also supports the running of student sports clubs on campus. Many of our sports clubs compete on a national level in the BUCS League, but all clubs offer opportunities for those from all levels of experience. There are over 50 different sports to choose from. Many sports
clubs even take part in Varsity, an all-sport event which runs every year competing against Oxford Brookes.

Go to RUSU Sport & Leisure for a full list of teams and groups and find out how to get involved.

Volunteering

Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting RUSU Volunteering webpage.

For more information...

Visit the RUSU website or follow us on Twitter @RUSUtweets and Facebook /RUSUnews. You can also drop by and visit us in the RUSU building located on Whiteknights Campus.
Annex 1: Avoiding unintentional plagiarism

(Extract from the Academic Integrity Toolkit)

Plagiarism is when someone else’s work is passed off as your own. It may include:

- Using someone else’s words directly without accurately acknowledging their authorship (whether this is from a published source or another student)
- Using ideas from someone else’s work without accurately acknowledging their source
- Colluding with another student to produce the same or similar work
- Passing off someone else’s original work (e.g. commissioned essay) as your own

Although you may be thinking that you would never be so dishonest, it is possible to commit plagiarism unintentionally. Unintentional plagiarism can happen if:

- You are not careful about recording details or note-making
- You do not learn how to cite references to comply with university standards
- You do not fully understand the role that reference play in your academic writing

These errors also put you at risk of committing poor academic practice. This is the term used when you produce work which may be fully referenced, but (for instance) relies too heavily on only one or two sources, or is generally too derivative (includes too many words quoted from other people and not enough of your own analysis and exposition), or is inadequately paraphrased (too close to the original).

Both plagiarism and poor academic practice leave you liable to penalties which may be determined at a School, Faculty or University level. These can range from a substantial reduction in your marks (or even a mark of zero) which can affect your final degree classification, to a formal misconduct hearing which may result in your being asked to leave the University.

Things you can do to avoid unintentional plagiarism

- **Read your feedback carefully** – if your referencing has been criticised, find out what you are doing wrong and put it right before your next submission. A ‘second offence’ may be treated much more seriously, even if it is for another marker.
- **Develop good note-making and record keeping practices** – be thorough and accurate, avoid doing ‘cut and paste’ research, read a paragraph then write in your own words what you have understood and how it relates to your assignment brief.
- **Find out when you need to use a citation** – acknowledge every idea you get from your research – not just direct quotes.
✓ Understand how to use references to support your discussion – referring to other people’s work and showing how it helped to build your own ideas is a way of sharing your research journey and situating your work in the body of work in your discipline.

Joint or Group Work

The University encourages you to learn from each other, so when working together it is important to work with academic integrity. In group work assessments it is likely you will be asked to submit a joint assignment that will be clearly acknowledged as being produced by the whole group. Part of the assessment will involve how you manage the group process and divide tasks between the group members. People do not need to do the same amounts of work, but the group does need to take collective responsibility for being honest, fair, and for showing respect to each member of the group.

Learning collaboratively and sharing ideas can be extremely effective. However, you need to be honest and fair. For individual assignments, such as essays or reports, whether undertaken as part of group work or otherwise, discussing the general topics together is fine, but the assignment itself should be planned and written up separately and individually. For mathematical and computing problems, or data analysis, discussing the best approach to the problem can lead to you selecting the same methods as your peers, and your work can naturally end up looking quite similar. However, you should complete the stages of the method and any working out yourself. It is not acceptable for one person to do the calculations and for the rest of the group to simply copy them.

If you are in any doubt about what is acceptable when working together, you should ask your lecturers.
Annex 2: Understanding plagiarism: examples of good and poor practice in using written sources

Introduction
It is important that you understand how to use and acknowledge written sources in your work. The following examples are designed to illustrate and explain the differences between unacceptable practice, poor practice, good practice and better practice.

Original text:
‘There is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one, adult, individual; in view of the nature of the pyre goods this was probably a man.’

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

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one adult individual, in view of the nature of the pyre goods this was probably a man. This difference suggests...

(2) Changing the order of a few words does not constitute acceptable paraphrasing:

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other than that of one adult individual, in view of the nature of the pyre goods the gender was probably a male. This difference suggests...

(3) It is best not to use even relatively short phrases without marking them as quotations. While one might pass un-noticed, 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:
Family burial enclosures have been found at King Harry Lane. But at Folly Lane there is no convincing reason to suppose that the burial is of anything other than one individual. Probably a man in view of the nature of the pyre goods. This difference suggests…

Further advice on how to paraphrase can be found in the Building references in to your writing section of the Academic Integrity Toolkit.

Poor practice

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

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other than that of one adult individual, in view of the nature of the pyre goods the gender was probably a male, in the view of Niblett. This difference suggests…

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

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other than that of one adult individual, in view of the nature of the pyre goods the gender was probably a male (Niblett 1999: 412). This difference suggests…

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:

Unlike the ‘family’ burial enclosures at King Harry Lane, ‘there is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one adult individual, in view of the nature of the pyre goods this was probably a man’ (Niblett 1999: 412). This difference suggests…

Further information on the use of citations can be found in the section Citations of the Academic Integrity Toolkit.

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:
Unlike the ‘family’ burial enclosures at King Harry Lane (Stead & Rigby 1989), the burial at Folly Lane was probably that of a single male adult, or so the excavator argued from the pyre remains (Niblett 1999: 412). This difference suggests...

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:

Stead and Niblett came to very different interpretations of their own cemetery excavations at Verulamium. Stead’s excavation at King Harry Lane exemplified the group homogenizing aspect of burial of one tier of society, whereas Niblett’s Folly Lane enclosure evoked separate treatment and disposal of one individual male. Both argued this from the remains of the funerary pyre goods found buried with the cremated remains (Stead & Rigby 1989, Niblett 1999).

Further advice on how to build references into your writing can be found in the Building references into your writing section of the Academic Integrity Toolkit.
Annex 3 Module Descriptions

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.

http://www.reading.ac.uk/module/
ABOUT THIS CATALOGUE

This catalogue provides a list of all modules offered to postgraduate students (subject to availability) in the School of Literature and Languages who are following these programmes:

- MA in Applied Linguistics
- MA TESOL

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.

LSMAPAL  Academic Practices in Applied Linguistics
LSMADA  Approaches to Discourse Analysis
LSMCL  Child Language Development
LSMCBL  Corpus-based Approaches to Language Description
LSMDIS  Dissertation
LSMEW  English in the World
LSMFLS  Foundations of Language Study
LSMIT  Information Technology for Language Teaching
LSMIC  Intercultural Communication
LSMIB  Issues in Bilingualism
LSMLST  Issues in Language Skills Teaching
LSMLMG  Language and Migration
LSMLCL  Language Curriculum Design
LSMDIP  Language Teaching Portfolio
LSMTP  Language Testing Principles
LSMNT  New Technologies in Language Learning and Teaching
LSMRDM  Research Design Methods
LSMSL  Second Language Learning Principles
LSMSOC  Sociolinguistics
LSMVO  The Teaching and Learning of Vocabulary
LSMYL  Teaching Young Learners

Module code: LSMAPAL
Providing School/Department: ELAL
Level: Master (7)
Number of credits: 0
Terms in which taught: Autumn
Number of ECTS credits: 0
Module convenor: Parvaneh Tavakoli
*Other teaching staff: Clare Furneaux

Current from: 2015-16

Summary module description:
Academic Practices in Applied Linguistics is a non-credit bearing, but compulsory, module that is developed in order to provide academic help and support to post-graduate students in DELAL. The module is offered online.

Aims:
This module aims to introduce academic practices and skills that students require in becoming a post-graduate student in the educational context of the UK, and on these programmes. The module aims include:
 introducing and discussing issues related to identifying and following appropriate academic practices and conventions,
 identifying and using relevant resources,
 developing critical reading and reflective writing skills.
 enhancing study skills at Level 7.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that students will be able to demonstrate:
- familiarity with academic study skills needed to complete their programme;
- ability to identify resources that hold the information related to their course;
- skills in reading critically and identifying the disciplinary debates in relevant areas of their work;
- ability to evaluate ideas;
- awareness of the marking criteria and assessment practices in the Department;
- ability to evaluate the different texts they read for different modules;
- an awareness of issues related to good practice and avoiding plagiarism.

Additional outcomes
The module aims to encourage students’ critical analytical skills with respect to a wide range of issues related to academic practices including reading, writing and assessment. Through group and pairwork, students will develop skills of collaboration, reflective thinking, and teamwork. In addition, students will practice:
- oral skills through class discussions, pair and group work;
- working with feedback.
Brief description of teaching and learning methods:

The teaching and learning take place in lectures, workshops, library visits, a panel discussion and a social event.

Outline content:
- Learning from the previous students
- Timetable and DELAL Code of Practice
- Library Visits
- Feedback on PCA
- Avoiding Plagiarism
- Citation practices
- Critical reading
- Critical writing
- Option Choices
- Choosing student reps, roles and responsibilities
- Assessment deadlines and preparation; using Turnitin

<table>
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<td>Lectures</td>
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<tr>
<td>Workshops/events</td>
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<tr>
<td>Tutorials</td>
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<tr>
<td>demonstration</td>
<td>0</td>
</tr>
<tr>
<td>Practical classes and workshops</td>
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<td>Supervised time in studio/workshop</td>
<td>2 (Library visits)</td>
</tr>
<tr>
<td>Guided Independent study</td>
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<td>Placement</td>
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<tr>
<td>Year abroad</td>
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</tr>
<tr>
<td>Total hours</td>
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<td>Number of essays or assignments</td>
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<tr>
<td>Other (e.g. major seminar paper)</td>
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</table>

Summative Assessment Methods (%) - NA
Formative Assessment Methods –
  a. online quizzes via BlackBoard

Penalties for late submission: NA

Length of final examination: NA

Requirements for a pass: NA

Reassessment arrangements: NA
Module title: Approaches to Discourse Analysis

Module code: LSMADA
Providing School/Department: ELAL
Level: M (7)
Number of credits: 20
Number of ECTS credits: 10
Terms in which taught: Autumn
Module convenor: Sylvia Jaworska
Pre-requisites: None
Co-requisites: None
Modules excluded: None
Current from: 2015-16

Maximum number of students: 35

Summary Module Description
This module aims to introduce and apply the key methodological frameworks for the description and analysis of discourse, including spoken and written language in use. We will consider a range of analytical approaches in the description of authentic language, relating features of text to the context in which the language is produced and understood. We will also consider the applicability of these approaches to study discourse in a variety of social and educational contexts.

Aims
The module aims to:

- familiarize students with a range of approaches used in the description of discourse, and the terms and concepts used in each;
- give students experience of applying the approaches covered to samples of authentic language;
- help students to appreciate the relevance of different approaches to different kinds of discourse analytic problems as well as their applicability to discourse study in a variety of social and educational contexts;
- develop critical awareness of the benefits and limitations of discourse analytical approaches to study language use in social and educational contexts.

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 principles underlying key methodological approaches of discourse analysis, and knowledge of the terminology and concepts underlying these approaches,
- ability to select appropriate models in accordance with specific goals of analysis,
- justify this selection and evaluate its applicability to study discourse in social and educational contexts.

Additional outcomes
The module aims to encourage students’ critical analytical skills with respect to a wide range of samples of language in use, written and spoken. Through group and pairwork, students will develop skills of collaboration, in addition to independent analysis, critical reading and report writing skills.
Outline content
The following topics will be introduced and discussed: speech-act theory, politeness, conversation analysis, interactional sociolinguistics, notions of coherence and cohesion, genre, critical discourse analysis, multimodal discourse analysis and corpus linguistics. Issues will be introduced with reference mainly to English discourse. The data for analysis will be drawn from such sources as spontaneous informal conversations, television interviews, newspaper articles and academic texts.

Brief description of teaching and learning methods
This module consists of weekly 1 hour lecture and 1 hour seminar dedicated to practical excises, group work and discussions.

Contact hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
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<td>Lectures</td>
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<td>Guided independent study</td>
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Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

<table>
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<td>Written assignment, including essay</td>
<td>70 (essay)</td>
</tr>
<tr>
<td>Practical skills assessment</td>
<td>20 (recording and transcription)</td>
</tr>
<tr>
<td>Set exercise</td>
<td>10 (MC test)</td>
</tr>
</tbody>
</table>

- Recording of an informal conversation and transcription of a short passage (20%);
- One essay of 2,000-2,500 (70%);
- Three Online multiple choice tests (10%).

Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

Penalties for late submission: As specified by University regulations
Length of assignment: 2,000-2,500 words
Requirements for a pass: A mark of 50% overall.
Reassessment arrangements: Re-examination by coursework (written assignment and practical skills assessment) to be submitted by 1 September
Module title: **Child Language Development**

Module code: **LSMCL**
Providing School/Department: **ELAL**

Level: **Master (7)**
Number of credits: **0**

Terms in which taught: **Autumn**
Number of ECTS credits: **0**

Module convenor: **Daniel Fryer**

Current from: **2018-19**

Summary module description:
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.

**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 describe the main stages of early language development in the phonology, grammar, lexis and morphology of English, identify evidence of these stages in transcript data and discuss the chief characteristics of speech directed at infants by adults;

- demonstrate critical understanding of one of the commonly used measures of language development;

- make use of computational resources for the analysis of child language, and make and justify principled coding decisions;

- describe and explain the patterns of child language development based upon transcript evidence.

**Additional outcomes**
The module develops general analytic skills. It extends 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. It also exposes students to the type of general statistical analysis used in empirical measures of language performance.

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

The first half of the module focuses on the documented grammatical development of one child, and students will learn to transcribe and analyse child data, and to understand the phases of early development of lexicon, morphology and syntax. The difficulties of encoding certain linguistic features will be discussed. Students will be introduced to current computational resources; hands-on practice in the transcription and analysis of 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 speech directed at children by their carers. Emphasis will be laid throughout on using child language data to apply linguistic concepts from core modules; there will be set reading each week.

Contact Hours:

<table>
<thead>
<tr>
<th>Method</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical classes and workshops</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total hours by term</strong></td>
<td>200</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total hours for module</strong></td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summative Assessment Methods (%)

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment including essay</td>
<td>70</td>
</tr>
<tr>
<td>Report</td>
<td>30</td>
</tr>
</tbody>
</table>

Summative assessment- Coursework and in-class tests:

Coursework
students will provide a detailed report of the development of a child based upon transcripts from a database (1,500 words)
Relative percentage of coursework: 30%

Students will write an account of one area of first language development, illustrating their account with data taken from available sources (3,000 words)
Relative percentage of coursework: 70%

Penalties for late submission:
Penalties for late submission on this module are in accordance with the University policy. Please refer to page 5 of the Postgraduate Guide to Assessment for further information:
http://www.reading.ac.uk/internal/exams/student/exa-guidePG.aspx

Assessment requirements for a pass:
A mark of 50% overall.

Reassessment arrangements:
Re-examination by coursework to be submitted by 1st September.
Module title: Corpus-Based Approaches to Language Description

Module code: LSMCBL
Providing Department: ELAL
Level: M
Number of credits: 20
Terms in which taught: Spring
Module convenor: Sylvia Jaworska
Pre-requisites: none
Co-requisites: None
Modules excluded: none
Current from: 2013/14

Aims:
Corpus-based approaches have had an enormous impact on the description of language in use. The analysis of language patterning and frequencies across large quantities of text can reveal features of language use that may not be easily accessible otherwise. The module aims to introduce students to the tools and methods of Corpus Linguistics (CL) and the application of CL as a tool for the analysis of language use in a variety of registers and discourse contexts. Students will be offered a comprehensive training in the use of specialist software for the analysis of language in corpora (large electronic text compilations), and will gain a hands-on experience in creating, annotating, analysing and summarising corpus-data for their own research purposes.

Intended learning outcomes:

Assessable outcomes

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

- create their own collection of text (a corpus) with an appropriate quantity of documentation, and explain in detail the principles upon which they have built the corpus
- use software to define corpus queries in a precise manner and extract data from a corpus for research purposes, and be able to manipulate this output with a clear understanding of the nature of the data
- conduct a study of a particular feature of language use, in a particular register or discourse context, that is based on the analysis of a corpus (or corpora) and which makes appropriate use of the corpus analysis skills that have been practised during the module
- evaluate critically the language data retrieved from the corpus and relate the results of the analysis of the data to a substantial review of relevant literature
- use computer technology competently and effectively as a tool in linguistic research.

Additional outcomes

The module aims to encourage the development of students’ critical and evaluative skills. Through group-work and individual tasks students will be encouraged to develop independent thinking, teamwork and presentation skills.
Outline content:
The course will cover the following topics: history and key concepts of Corpus Linguistics (frequency, collocation, colligation, keywords, semantic prosody); corpus design, sampling and representativeness; corpus annotation; web-corpora; working with corpus software; use of corpora to study language variation and change; corpora in (critical) discourse studies; corpora in second language acquisition research (learner corpora); applications of corpora in language pedagogy.

Brief description of teaching and learning methods:
Interactive lectures combined with practical computer sessions

Study hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of essays or assignments</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (portfolio)</td>
<td>1</td>
<td></td>
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</tbody>
</table>

Assessment:

Coursework
The coursework for this module will be a portfolio consisting of 5 set tasks focusing on corpus techniques and the analysis of selected features of language use (each task between 200-300 words). Students will also complete an essay of 2,000-2,500 words.

Relative percentage of coursework:
Portfolio 40%; Assignment 60%.

Examinations
None.

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

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

Module code: **LSMDIS**  
Part/Level: **M (7)**

Providing School/Department: **ELAL**  
Number of credits: **60**  
Number of ECTS credits: **30**

Terms in which taught: **Spring-Summer**  
Module convenor: **Michael Daller**

Pre-requisites: **Core Compulsory modules**  
Co-requisites: **relevant optional modules**  
Modules excluded: **None**

Current from: **2015-16**

**Summary Module Description**
Drawing on the content of other relevant modules on the programme and the work the work done for the Research Design module, this module enable students design, conduct and write up an original research study.

**Aims**
The aim of this module is to enable students to conduct a piece of original research within a clearly defined context, leading to the production of an M-level research dissertation.

**Intended learning outcomes**

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

- appropriately frame research questions and hypotheses in relation to research questions, and identify the functions of variables within a research study;
- conduct a wide-ranging literature search relevant to a primary or secondary research study; summarise and evaluate the findings from that search;
- select an appropriate source of data and appropriate data-gathering procedures for an empirical investigation in an applied linguistic field;
- summarise appropriately the results of a primary or secondary research study; and where appropriate select suitable statistical tools for assessing the significance of results of a research study;
- critically evaluate the results of a primary or secondary research study and indicate relevance to the field of applied linguistics and to pedagogy;
- produce an organised and clear written research proposal and produce a dissertation which:
  a) describes a research study which is well-grounded in professional needs and previous research; has a clearly focused purpose; has been carefully designed and conducted; is clearly and concisely reported; is thoughtfully discussed and evaluated, and
  b) is well-written and well-presented, in accordance with appropriate academic conventions.
**Additional outcomes**
Students should have developed the skills needed to conduct an extended piece of research, including time management, and oral and written communication skills.

**Outline content**
The topics to be covered during tutorials and/or supervision meetings depend on the choice of dissertation. Some general discussions may include topics such as research process, research design, data collection tools, data analysis and organising and writing a dissertation.

**Brief description of teaching and learning methods**
After the training received during the Research Design module, for the purpose of Dissertations each student will be guided in tutorials by a supervisor and will conduct a study which informs the dissertation.

<table>
<thead>
<tr>
<th>Study hours</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer (Term and Vacation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials and presentations</td>
<td></td>
<td>+/- 3</td>
<td>+/- 4</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>197</td>
<td>396</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td>200</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Number of essays or assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (eg major seminar paper)</td>
<td></td>
<td></td>
<td>1 (Dissertation: end of summer vac.)</td>
</tr>
</tbody>
</table>

**Coursework**
Dissertation of 15,000 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: **English in the World**

Module code: **LSMEW**  Providing Department: **ELAL**  
Part/Level: **M**  Number of credits: **20**

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

Pre-requisites: **core compulsory modules**  Co-requisites: 
Modules excluded: **none**  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.
**Study hours**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
<td></td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

**Assessment**

**Coursework**
Students will write one essay of 3,000 – 3,500 words

Relative percentage of coursework: 80%

Weekly multiple choice online questionnaires

Relative percentage of coursework: 10%

Participation in a research project

Relative percentage of coursework: 10%

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

**Reassessment arrangements:** Resubmission by 1st September
Module title: Foundations of Language Study

Module code: LSMFLS
Providing Department: ELAL

Part/Level: M (7)
Number of credits: 20
Number of ECTS credits: 10

Terms in which taught: Autumn
Module convenor: Jacqueline Laws/Jane Setter

Pre-requisites: None
Co-requisites: None

Modules excluded: None
Current from: 2015-16

Summary Module Description
This module aims to familiarise MA students with the phonetic and phonological systems of the English language (General British accent) and to increase the sophistication of participants' understanding of the ways in which the English language can be described grammatically at phrase and sentence level. Participants will be introduced to the major formal and functional units involved in the articulation/production of sounds, syllables, stress, intonation, words and the construction of sentences. Special areas of study in Grammar will be the Verb Phrase (including tense, aspect, modality and valency of the English verb) and the Noun Phrase (including determiners and modification).

Aims
The module aims to:
- familiarise students with the phonetic and phonological systems of the English language
- familiarise students with systems for transcribing English sounds
- develop awareness of how grammar is used
- develop awareness of how grammar is analysed

Intended learning outcomes
Assessable outcomes
By the end of the module students will be able to demonstrate:

- the ability to identify and explain the major elements and structures of English at the levels of phonetics and phonology;
- the ability to transcribe spoken English from a variety of sources using appropriate notation;
- a critical understanding of how major formal and functional units may be used to describe the construction of sentences, and an ability to apply such categories to parse English sentences;
- an awareness of how meaning is constructed through morphological and syntactic properties of the Verb Phrase;
- an understanding of the concepts of tense, aspect and modality in the English verb;
- an awareness of the formal and functional components of the Noun Phrase, and of premodifiers and determinatives in particular;
- the ability to discuss critically issues which arise from such analyses, with reference to pedagogic contexts;
- the ability to organize their knowledge effectively in writing under timed conditions.

Additional outcomes
Through access to web-based materials, students will have an opportunity to develop IT skills.
Outline content


In English phonology: The elements and domains of the English sound system; standard English phonemes (consonants and vowels) and their principal allophones; systems for transcribing these sounds; some sounds of other varieties of English and how they relate to the system of Standard English; principles of assignment of English stress and intonation in words and sentences; methods of transcribing English stress and intonation.

Brief description of teaching and learning methods
Teaching is carried out through interactive lectures, task-based seminar discussions, where students analyse examples, and independent study using web-based support.

Contact hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical classes and workshops</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total hours</td>
<td>200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
</table>
| Written exam           | Grammar: 25%  
                        | Phonology: 25% |
| Practical skills       | Grammar: 25%  
                        | Phonology: 25% |
| assessment             |        |

Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

Weekly exercises are available online to support students’ learning. Students do a mock broad phonetic transcription from dictation in Week 8.
**Relative percentage of coursework:** 100%

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

**Reassessment arrangements**
If module failed because of failure in examination, re-examination by exam to be taken by 1 September.
If module failed because of failure in assignment, re-submission of assignment by 1 September
Module title: **Intercultural Communication**

Module code: **LSMIC**
Level: **M**
Providing Department: **ELAL**
Number of credits: **20**

Terms in which taught: **Autumn**
Module convenor: **Erhan Aslan**

Pre-requisites: **None**
Co-requisites: **None**
Modules excluded: **None**
Current from: **2018-19**

**Summary module description**

In this module, students will explore how people of different discourse systems or groups communicate with one another in various face-to-face and digitally-mediated contexts. Specifically, students will gain an understanding of how assumptions and values that have been constructed or adopted within a specific culture group influence the ways in which people successfully communicate with each other as well as experience miscommunication. Students will become familiar with a variety of topics in intercultural communication as they engage in hands-on analyses of intercultural encounters.

**Aims**

The aim of this module is three-fold: First, students will be provided with a range of theoretical and methodological tools used in intercultural communication. Second, the module will enable students to use these tools to analyse and reflect critically on their own intercultural communication encounters and observe those of others. Third, students will apply their findings and observations to broader issues related to intercultural communication.

**Intended learning outcomes**

Assessable learning outcomes:

By the end of this module, students will be able to:

1) describe and explain different theories in intercultural communication and spoken discourse as well as methods used in language analysis such as discourse analysis and conversation analysis;

2) collect and analyse authentic texts, conversations and social behaviours in various face-to-face and/or virtual professional contexts and connect findings to the relevant theories in intercultural communication;

3) discuss the impact of intercultural communication on globalisation, interpersonal relationships in different contexts, ideology and identity construction across communities and social networks;

4) differentiate between face-to-face and online communication patterns in intercultural exchanges in both personal and professional encounters.

Additional outcomes:

The module will enable students to increase their awareness of the differences across cultures as they relate to communication. Students will also become familiar with different modes of communication and
be able to reflect and talk about their own face-to-face and online interactions with people of their own and other cultures.

Outline content

Intercultural communication; face-to-face communication; technology-mediated communication; face systems; speech acts; conversational styles; discourse systems; power; (in)directness; politeness; appropriateness; theories; discourse analysis; conversation analysis; globalisation; interpersonal relationships; professional communication; identity and ideology.

Brief description of teaching and learning methods:

This course will follow a back-to-back lecture and seminar sessions. It will rely heavily on class interaction and the active participation of class members in discussions and activities. Lecture and seminar activities in class will give you several opportunities to understand key concepts in intercultural communication and make links between theory and practical situations. Given the interactive nature of the course format, class participation and regular attendance of all class members are essential to fully benefit from this course.

Contact hours:

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours by term</td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module total hours (10 credit module = 100 hours)</td>
<td>200</td>
<td></td>
<td></td>
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</tbody>
</table>

Summative Assessment Methods (%) - work which contributes towards the overall module mark:

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>40</td>
</tr>
<tr>
<td>Mini research project and presentation</td>
<td>30</td>
</tr>
<tr>
<td>Reflective journal</td>
<td>30</td>
</tr>
</tbody>
</table>

Formative Assessment Methods (Work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark):

Students will receive on-going feedback from the instructor and from other students in the form of comments during class and online discussions. There will also be in-class and online tasks or quizzes which will formatively assess learned knowledge and skills.

Penalties for late submission, where variant (University standard penalties for late submission are automatically generated):
The Module Convenor will apply the following penalties for work submitted late, in accordance with the University policy.

where the piece of work is submitted up to one calendar week after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for the piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days; where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.

The University policy statement on penalties for late submission can be found at: http://www.reading.ac.uk/web/FILES/qualitysupport/penaltiesforlatesubmission.pdf
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 rather than to fail to submit any work.

**Assessment requirements for a pass:**

A mark of 50% overall.

**Reassessment arrangements** (During the August University Resit Period):

Re-submission of coursework by August 2019
Module title: **Issues in Bilingualism**

<table>
<thead>
<tr>
<th>Module code: LSMIB</th>
<th>Providing Department: ELAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: M</td>
<td>Number of credits: 20</td>
</tr>
</tbody>
</table>

Terms in which taught: **Spring**

Module convenor: **Fraibet Aveledo**

Pre-requisites: **None**

Co-requisites: **None**

Modules excluded: **None**

Current from: **2009-10**

**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 (scientific and experimentally testable) 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
- describe some of the difficulties in measuring and defining bilinguality;
- discuss issues related to second language acquisition in childhood; describe the nature, process and variability in bilingual acquisition through an examination of simultaneous and consecutive bilinguals;
- 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
- describe ‘language attitudes’ and their impact on bilingual proficiency, language choice, identity and language shift;

**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 policy’.

**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.

### Study hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td>0</td>
<td></td>
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<tr>
<td>Guided independent study</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Total hours</td>
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<td>200</td>
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</table>

### Assessment

**Coursework**

One essay of 3,000-4,000 words on a topic related to one of the key themes described in the ‘Outline Content’ above set by the lecturer to be submitted at the beginning of the following term.

Relative percentage of coursework:

100%

**Examinations**

None

Requirements for a pass:

A grade of at least 50% in the essay.

Reassessment arrangements

Resubmission of assignment essay by 1st September
Module title: **Issues in Language Skills Teaching**

**Module code:** LSMLST  
**Providing School/Department:** ELAL  
**Part/Level:** M (7)  
**Number of credits:** 20  
**Number of ECTS credits:** 10

**Terms in which taught:** Spring  
**Module convenor:** to be confirmed

**Pre-requisites:** None  
**Co-requisites:** None  
**Modules excluded:** None  
**Current from:** 2015-16

**Summary module description**  
This course examines key aspects of second language teaching theories, methodologies and practice, in relation to the development of second language skills, with particular reference to integrated communicative and task-based teaching approaches.

**Aims**  
This course aims to ensure students develop a thorough understanding of the processes involved in the development of oral/aural skills (listening and speaking) and literacy skills (reading and writing) in a second language. Students will learn how to relate core ELT/ESL theories and pedagogic practice to skills development, and how to integrate language skills with language knowledge and use in different contexts (eg, vocabulary & grammar, interactive learning). Students will explore current teaching materials for second/foreign language teaching, to apply theories and approaches to real-world practice, with particular reference to task-based teaching.

**Intended learning outcomes**

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

- outline major processes involved in the development of the four language skills in a second language;
- explain the use of particular techniques and methods for the teaching of the four language skills, with particular reference to task-based approaches;
- consider ways in which skills development can form part of an integrated task-based teaching approach for communicative language development
- evaluate teaching materials for the teaching of specific language skills, with reference to how they reflect particular theories of learning and methods for teaching the four skills.

**Additional Outcomes**  
Student will develop:

- Oral skills through class discussions, pair and group work, and informal class presentations;
- Analytical skills through analysis of sample teaching materials and research findings reported in course readings.

**Outline content:**
The course will cover the following topics: the limitations of a discrete-skills approach and the movement toward skills integration; issues in learning oral/aural (speaking, listening) and literacy (reading, writing) skills in a second language; current and effective methods of teaching listening, speaking, reading, writing; connections to language knowledge (eg, vocabulary, grammar, pronunciation); evaluation of current teaching practice for language skills in a second language. Specific focus will be placed on communicative and task-based language teaching approaches.

**Brief description of teaching and learning methods:**
The module will use a task-based approach to examining theoretical and practical content, combining interactive lectures and seminars, with oral and written tasks used in seminars to consolidate understanding and demonstrate application of ideas to practice.

**Study hours**

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<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td>10</td>
<td></td>
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<tr>
<td>Seminars</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td></td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Grand total hours</td>
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<td>200</td>
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</table>

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

<table>
<thead>
<tr>
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<th>%</th>
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<tbody>
<tr>
<td>Written exam</td>
<td>50</td>
</tr>
<tr>
<td>Written assignment, including essay</td>
<td>50</td>
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</tbody>
</table>

One written assignment: (50% of final grade), providing a critical synthesis of selected studies on teaching a specific language skills.

A 2-hour written examination in Week 11 (50% of final grade).

*Relative percentage of examination: 50%*

**Formative Assessment Methods**
Oral presentation of first written assignment to act as formative feedback.
Fortnightly short oral summaries demonstrating understanding of key relevant constructs.

*Length of assignment: 2,000-2,500 words*

*Length of final examination: 2 hours*

*Requirements for a pass: A mark of 50% overall.*
Reassessment arrangements: If module failed because of failure in examination, re-examination by exam to be taken by 1 September. If module failed because of failure in assignment, re-submission of assignment by 1 September.
Module title: Language and Migration

Module code: LSMLMG  
Providing School/Department: ELAL

Part/Level: M (7)  
Number of credits: 20

Number of ECTS credits: 10

Terms in which taught: Spring  
Module convenor: Dr Tony Capstick

Pre-requisites: None  
Co-requisites: None

Modules excluded: None  
Current from: 2017-18

Summary module description

In this module students will explore the role of language in migration by focusing on the multiple and complex ways that migration has been sustained and constrained through language use for centuries. Students will be introduced to a range of theories from sociolinguistics, sociology and education studies and learn to apply these theories to different contexts of migration across the world. Among the topics covered in the module are multilingualism and mobility, globalization and language policy, etc.

Aims

This module aims to equip students with the theoretical and analytical tools to analyse the role of language in different forms of migration. It enables students to reflect critically on language and power in economic migration and forced migration and encourages students to identify the role of language in broader debates about the impact of migration on national and international policies such as international development, global security and education. Students will learn how to apply their findings to the way language is used to construct migrants in the media and how this affects our understandings of asylum, immigration and social cohesion.

Assessable Learning Outcomes

By the end of this module, students will be able to:

- Describe and explain key theories of sociolinguistics, education studies and discourse analysis relevant to the analysis of migration. These include linguistic ethnography, New Literacy Studies and Critical Discourse Analysis;
- Analyse authentic texts, conversations and social practices in order to identify how migrants use language in their migration trajectories as well as how migrants are constructed in a range of settings such as in the media, in international agencies such as the EU and the UN, and on social media;
- Conduct research on language and new migration using a variety of text based and ethnographic approaches to the ethical collection, selection and analysis of data from naturally occurring language use;
• Apply the findings from research on language and migration to discussions and debates about the effects of migration on education and literacy, immigration and integration policy, globalisation, and social and economic equality.

Outline content:

• Multilingualism and mobility
• Empires and colonial language policy
• Globalisation and translanguaging
• Home languages and multicultural identities
• Literacy, power and immigration
• Forced migration and social cohesion
• Multilingualism, emotion and foreign language testing
• Higher education and international language testing
• A plurilingual EU?
• World Englishes and transnationalism

Brief description of teaching and learning methods

Interactive lectures, small group discussions, online discussions, project work.

Study hours

<table>
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<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Seminars</td>
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<tr>
<td>Guided independent study</td>
<td>180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total hours</td>
<td></td>
<td>200</td>
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</tbody>
</table>

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

<table>
<thead>
<tr>
<th></th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Written assignment, including essay</td>
<td>80</td>
</tr>
<tr>
<td>Exercise</td>
<td>20</td>
</tr>
</tbody>
</table>

Other information on summative assessment:

Students will write on paper of around 3,000-3,500 words on a set topic: 80%
Students will take a multiple choice set exercise as a test: 20%

Formative assessment methods
Students will receive on-going feedback from the instructor and from other students in the form of comments on their reflective blog posts.

Penalties for late submission

Penalties for late submission on this module are in accordance with the University policy. Please refer to page 5 of the Postgraduate Guide to Assessment for further information:

http://www.reading.ac.uk/internal/exams/student/exa-guidePG.aspx

Requirements for a pass

50%

Reassessment arrangements

Resubmission of coursework by 21 August in the year the module is taken.
Module title: **Language Curriculum Design**

Module code: **LSMLCL**
Providing Department: **ELAL**
Part/Level: **M**
Number of credits: **20**

Terms in which taught: **Spring**
Module convenor: Erhan Aslan

Pre-requisites: 
Co-requisites: 
Modules excluded: **none**
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 1-9. An important
component of the module is a Simulation which takes place in Week 10 and forms the topic for one question on the exam paper. In the week before the simulation there is a briefing for the Simulation and a compulsory de-briefing afterwards.

**Study hours**

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<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Tutorials/seminars</td>
<td></td>
<td>5 (briefing, presentation and debriefing)</td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td></td>
<td>172</td>
<td></td>
</tr>
<tr>
<td>Other contact</td>
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<td></td>
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<tr>
<td>Total hours</td>
<td></td>
<td>200</td>
<td></td>
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<tr>
<td>Number of essays or assignments</td>
<td>1</td>
<td></td>
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<tr>
<td>Other (e.g. major seminar paper)</td>
<td>Exam: 3 hours</td>
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</table>

**Assessment**

*Examinations:*
A 3-hour examination in Week 11 with two questions: one from a choice based on the taught components and a second question based on the Week 10 Simulation

*Relative percentage of examination: 80%*

*Coursework:*
Completion of assignment

*Relative percentage of coursework: 20%*

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

*Reassessment arrangements: Re-examination by 1st September*
Module title: Language Teaching Portfolio

Module code: LSMDIP  Providing Department: ELAL
Level: M  Number of credits: 60

Term in which taught: Spring/ Summer  Module convenor: Parvaneh Tavakoli
Pre-requisites: Core compulsory modules  Current from: 2014-15
Modules excluded: none

Aims:
The course aims to provide an opportunity for students to relate theory of second language learning and teaching to practice. Through the observation of classroom events, the detailed analysis of a language learner, the development of lesson plans and delivery of teaching (in micro-teaching sessions), students will acquire basic knowledge of how to evaluate, adapt, plan and deliver a lesson or part of a lesson, and of how to analyse the language of a learner.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that students will have

- Demonstrated familiarity with a range of classroom procedures and techniques, and demonstrate understanding of the rationale underlying these procedures;
- Undertaken principled and systematic observation of teachers and learners;
- Been able to evaluate simple classroom teaching materials, offer suggestions for adaptations of these materials and use principles for the design of materials (visual aids, audio);
- Demonstrated ability to evaluate their own teaching through structured reflection on aspects of teaching, e.g. lesson plans;
- Collected data from a learner, from observation, and interview or questionnaire, and to draw appropriate observations on the learner’s linguistic and cultural background, past and future use of the English language, and the learner’s approach (strategies) and attitude to the learning situation;
- Shown ability to evaluate the learner’s current linguistic proficiency, offering an analysis of the learner’s use of grammar, lexis, phonology, etc. and to compile a detailed profile of the learner, and to make recommendations for the learner’s future language development and autonomy.

Additional Outcomes
Through experience of performing the tasks of a language teacher, students will develop oral skills, in both individual presentations and group- and pairwork.

Outline Content:
The taught component of the module consists of input on the following:
1. Classroom observation: how and what to observe. This will focus on the teacher (questioning techniques, correction techniques, learner support, body language, group work and pair work, use of equipment), use of resources (materials, audio/visual aids), and classroom dynamics. Schemes for observation will be introduced and tried out in observation sessions with experienced language teachers.
2. Describing and analysing learner language, language use and language background. There will be input on the format of the learner profile and techniques for data gathering, including interviewing and questionnaires.
3. Lesson planning and implementation: the structuring of a lesson; selection and adaptation of materials.
4. Preparation of one micro-teaching session; evaluation and self-reflection.
In addition to lecture and tutorial input, students will be involved in lesson preparation, and delivery. They will give a presentation on their micro-teaching focus, which will be assessed.

**Brief description of teaching and learning methods:**
Lectures and seminar-style discussion; practical observation and lesson preparation and delivery to be written up as a teaching portfolio.

### Study hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer Term &amp; Vacation</th>
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<tbody>
<tr>
<td>Lectures/seminars</td>
<td>10</td>
<td>8</td>
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<tr>
<td>Tutorials</td>
<td>1</td>
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<td>Practicals</td>
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<td>1 observation</td>
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<td>1 observation plus 1</td>
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<td>microteaching events (5-</td>
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<td>7 hours in total)</td>
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<tr>
<td>Guided independent</td>
<td>138</td>
<td>437</td>
<td></td>
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<tr>
<td>study</td>
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<tr>
<td>Total hours</td>
<td>150</td>
<td>450</td>
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</table>

| Number of essays or    |        |        | One portfolio, comprising 3 |
| assignments            |        |        | parts                   |
| Other (eg major        |        |        | Assessed presentation on |
| seminar paper)         | Formative tasks | Formative tasks | micro-teaching focus |
|                        |        |        | Formative tasks         |

### Assessment

**Coursework**
A portfolio of approximately 12,000 words to be submitted by 9 September 2019. The oral presentation and the classroom observation report’s deadlines are before the end of Summer Term.

**The portfolio comprises:**

1. Learner Profile (4500-5000 words) 40%
2. Report on a classroom observation (of an experienced teacher) (1500 words) 10%
3. Write-up of one classroom practical (discussion of teaching focus, lesson plan, post self-evaluation, discussion of modification). (4500-5000 words) 50%
3.a Oral presentation on the micro-teaching focus (20 minutes) (10% of the classroom Practical)

**Relative percentage of coursework:** 100%

**Requirements for a pass:** Students must achieve a mark of over 50% overall.

**Reassessment arrangements:** Any failed component should be re-submitted by 9 September the following year. Re-assessment for a failing presentation would be either a face-to-face presentation or a student-made video recording of the student giving their presentation, accompanied by PowerPoint slides.
Aims
This module provides formal instruction in some key concepts and perspectives to the assessment of English as a second language. By discussing the underlying principles of language testing, assessment and measurement, this module aims to introduce the main theoretical debates of this discipline and highlight the prime concerns and challenges that it faces. The different sessions will focus on evaluation, design and development of some English language tests. Different internationally recognised tests and assessment processes are examined in light of theoretical concepts and practical values. Through hands-on activities, the module provides an opportunity to learn about the different stages of language test design and to start designing and developing language tests.

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.
### Study hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
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<td>Seminars</td>
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<td>Guided independent study</td>
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<td>Total hours</td>
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<td>200</td>
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</table>

### Assessment

**Coursework**

Students will complete a 3,000-3,500 written assignment.

**Relative percentage of coursework:** 100%

**Examinations:**

N/a.

**Formative Assessment:** Assignment outline

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

**Reassessment arrangements:** Re-examination by coursework to be submitted by 1st September.
Module title: **New Technologies in Language Learning and Teaching**

**Module code:** LSMNT  
**Providing Department:** ELAL  
**Level:** M  
**Number of credits:** 20

**Term in which taught:** Autumn  
**Module convenor:** Erhan Aslan  
**Pre-requisites:** none  
**Co-requisites:** none  
**Modules excluded:** none  
**Current from:** 2018-19

**Summary module description**

This module will acquaint students with the major principles and practices associated with new technologies in second language learning and teaching. Students will explore the connection between second language acquisition theories and the implementation of current Internet and computer technologies. Specifically, students will examine ways in which technology can be used to support the development of linguistic and communicative competence as learners engage in the process of acquiring another language in both instructional and everyday life settings. In addition, students will develop skills in selecting, creating, evaluating, and using technological resources and tools for second language teaching, with an understanding of how technology can be integrated into the language curriculum in theoretically and pedagogically sound ways.

**Aims**

The aims of this module are: to equip students with the ability to assess the potential of new technologies in language learning and teaching; to provide them with principles for using technologies in teaching and learning activities effectively; to introduce students to and explore with them a range of issues concerning the use of new technologies in language teaching; and to familiarise them with recent research into the applications of technology in language teaching.

**Intended learning outcomes**

**Assessable learning outcomes:**

By the end of this module, students will be able to:
1) define and critically examine the links between pedagogy, SLA theory, and technology;  
2) explain and evaluate the role and usefulness of technology in second language learning and teaching;  
3) describe a target group of learners, define aims of the learning and the learning outcomes and select appropriate technology-based learning methods;  
4) create technology-mediated activities to use in the classroom to develop various language-related skills, such as accuracy, fluency, and cross-cultural awareness.

**Additional outcomes:**

Students will develop:
1) increased understanding of the theoretical and pedagogical aspects of the applications of technology in language learning and teaching;  
2) familiarity with concepts and issues in internet and computer technologies as they are used in language learning and teaching;  
3) an ability to author simple language learning multimedia activities.
Outline content

Internet and computer technologies in second/foreign language education; synchronous and asynchronous Web 2.0 (e-mail, chat, blogs, wikis, discussion forums, virtual learning environments) audio and video; virtual world/digital gaming; mobile technologies; social media technologies; CALL (computer-assisted language learning); CMC (computer-mediated communication); second language acquisition; digital literacies.

Brief description of teaching and learning methods:

This course will follow a back-to-back lecture and seminar sessions. It will rely heavily on class interaction and the active participation of class members in discussions and activities. Lecture and seminar activities in class will give you several opportunities to understand applications of technology in language learning and teaching and make links between theory and practice. Given the interactive nature of the course format, class participation and regular attendance of all class members are essential to fully benefit from this course.

Contact hours:

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<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Seminars</td>
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<tr>
<td>Guided independent study</td>
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<tr>
<td>Total hours by term</td>
<td>200</td>
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<tr>
<td>Module total hours (10 credit module = 100 hours)</td>
<td>200</td>
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Summative Assessment Methods (%) - work which contributes towards the overall module mark:

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Technology-enhanced L2 Classroom Activity</td>
<td>40</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Final project</td>
<td>50</td>
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</tbody>
</table>

Formative Assessment Methods (Work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark):

Students will receive on-going feedback from the instructor and from other students in the form of comments during class and online discussions. There will also be in-class and online tasks or quizzes which will formatively assess learned knowledge and skills.

Penalties for late submission, where variant (University standard penalties for late submission are automatically generated):

The Module Convenor will apply the following penalties for work submitted late, in accordance with the University policy.

where the piece of work is submitted up to one calendar week after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for the piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days; where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.
The University policy statement on penalties for late submission can be found at: http://www.reading.ac.uk/web/FILES/qualitysupport/penaltiesforlatesubmission.pdf
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 rather than to fail to submit any work.

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

**Reassessment arrangements (During the August University Resit Period):**
Re-submission of coursework by August 2019
Module title: **Research Design**

Module code: **LSMRDM**
Providing School/Department: **ELAL**
Level: **M (7)**
Number of credits: **20**
Number of ECTS credits: **10**

Terms in which taught: **Spring**
Module convenor: **Michael Daller**

Pre-requisites: **Core modules**
Co-requisites: None
Modules excluded: **None**
Current from: **2015-16**

**Summary Module description:**
This module aims to introduce and discuss in broad terms the more frequently used research designs and research techniques in English language teaching and Applied Linguistics. It describes and exemplifies the nature of academic research in general, and the features that are seen as desirable in such research. It outlines different types of, and approaches to, research in the field and describes the main elements of a research study in terms of questions, hypotheses (where relevant), and variables (where relevant).

**Aims:**
The module aims to:
- introduce the issues which researchers have to be aware of in relation to conducting valid and reliable research.
- describe and exemplify key techniques for data-gathering and data-organisation used by researchers conducting quantitative (eg experimental) and qualitative (eg ethnographic) research
- introduce students to some basic principles and techniques in descriptive and inferential statistics
- introduce students to some key ethical questions in relation to the conduct of research
- outline the key elements of a dissertation, and important considerations in the dissertation-writing process

**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 principles of research design, and an ability to evaluate research design. Students are able to demonstrate awareness of the key principles behind designing effective research instruments and to discuss what distinguishes academic research from other types of enquiry. Other assessable outcomes may include the ability to:
- list some key desirable characteristics in research in our field
- name and define the main types of quantitative and qualitative research adopted within the field of applied linguistics and the sub-field of TESOL
- discuss the main features, merits and disadvantages, of qualitative and quantitative research
- list key factors that may influence the internal and external reliability and validity of a research study
- list and describe some of the most important ways of eliciting language data.

**Additional outcomes**
Additional outcomes may include an ability to:
- describe data quantitatively in terms of measures of central tendency and dispersion
• discuss the parametric and non-parametric tests which are most frequently used to show relationships between/among variables and differences between groups, such as product-moment and rank order correlations, t-tests, ANOVA, and chi-squared tests, and describe the situations in which their use would be appropriate
• summarise the key recommendations of the British Association of Applied Linguistics in relation to the ethical handling of research subjects and data
• list and define the main parts of a dissertation and their relationship to the research process
• produce an organised and clearly written research proposal (Dissertation track)/critical analysis of research methods (Taught and Portfolio tracks) of around 2500 words. The former will present at least the rationale, theoretical background, aims, questions, the proposed method and analytical approach and the ‘time-line’ of the research. The latter will do a critical analysis and evaluation of some relevant literature on research methods.

Outline content
The following topics will be introduced and discussed: definitions and types of research; the research process; starting-points and general requirements of research; research instruments; qualitative and quantitative data and analysis; ethics and ethical issues; and organising and writing up research.

Brief description of teaching and learning methods: This module runs over 6 weeks and consists of two 2-hour lectures each week and a three hour seminar in the last week dedicated to discussing the assessment tasks.

Study hours

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<th></th>
<th>Autumn</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>20</td>
<td></td>
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<tr>
<td>Seminar</td>
<td></td>
<td>2</td>
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<tr>
<td>Demonstration</td>
<td></td>
<td></td>
<td>3 hours Dissertation conference</td>
</tr>
<tr>
<td>Practical classes and workshops</td>
<td></td>
<td>1 (Library visit)</td>
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<tr>
<td>Guided independent study</td>
<td>174</td>
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<tr>
<td>Grand total hours</td>
<td>200</td>
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Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

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<tbody>
<tr>
<td>Written assignment</td>
<td>100</td>
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Assessment

**One of the two possible options below (both are Coursework)**

• Dissertation track: A proposal (2,000-2,500 words) describing the research design and research plans of a proposed study

OR
• Taught and Portfolio tracks: A critical evaluation (2,000-2,500 words) of one study/two studies in terms of their research design and use of research instruments

**Formative Assessment Methods**: feedback on the topics and research focus

**Penalties for late submission**: As specified by University regulations

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

**Reassessment arrangement**: Re-examination by coursework to be submitted by 1 September.
Module title: **Second Language Learning Principles**

Module code: **LSMSL**  
Providing Department: **ELAL**  
Level: **M**  
Number of credits: **20**

Terms in which taught: **Autumn**  
Module convenor: **Parvaneh Tavakoli**

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 and teaching.

(* The terms ‘second language’ or ‘L2’ are used throughout the module description for any language which is learned after the learner’s mother tongue (L1).)

**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 the following theories and their application to first and second language learning: behaviourist theories of operant conditioning; cognitive theories of concept formation; cognitive theories of information-processing; nativist cognitive/linguistic theories of universal grammar and parameters.
- 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 methodologies and strategies on the basis of theory and research discussed during the course

**Additional outcomes**
By the end of this module students should also be able to
• list a set of ‘good theory’ criteria, and use these to evaluate the validity of theories of language learning
• evaluate the relationship between language teaching/instruction and L2 learning

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.
Teaching is carried out through interactive lectures, task-based seminar discussions, where students discuss readings, analyse language related issues and problems, and engage in interactive tasks.

Study hours

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<tr>
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<th>Autumn</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials/seminars</td>
<td>10</td>
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<tr>
<td>Guided independent study</td>
<td>170</td>
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<td>Total hours</td>
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Assessment

Coursework
One essay of 3000-3,500 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.
Three class quizzes

Relative percentage of coursework:
Assignment 90%
Three class quizzes: 10%
Examinations
None

Formative Assessment: Weekly seminar tasks are distributed before the seminars and checked during the seminars. Formative feedback is continually provided during lectures and seminars. A detailed outline of the final assignment is submitted to module the module leader by week 9 for which formative feedback is presented to students by week 11.

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

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

Module code: **LSMSOC**  Providing School/Department: **ELAL**
Level: **M (7)**  Number of credits: **20**
Number of ECTS credits: **10**

Terms in which taught: **Spring**  Module convenor: **Rodney Jones**

Pre-requisites: None  Co-requisites: None
Modules excluded: none  Current from: **2018-19**

**Summary module description:**
The module aims to introduce students to the relationship between language and society and the study of language as a social phenomenon. Students will become familiar with diverse areas of sociolinguistic enquiry.

**Aims:**
This module aims to develop an awareness of the concepts, theories and approaches involved in the study of the relationship between language and society. Students will also gain a critical understanding of the research methods involved in the study of linguistic phenomena. They will also learn how extralinguistic/social factors, such as social class, age, gender, identity influence language use in the society.

**Intended learning outcomes:**

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

- Familiarity with major research and case studies conducted within the field of sociolinguistics;
- Systematic understanding and knowledge of sociolinguistic terms and concepts;
- Knowledge and understanding of a range of theories/approaches developed to explain and analyse sociolinguistic phenomena;
- Knowledge and understanding of a range of research methods which can be used and adapted in order to investigate sociolinguistic phenomena;
- Ability to discuss critically and evaluate sociolinguistic theories/approaches and methodologies;
- Ability to collect and analyse authentic data using relevant theories/approaches.
**Additional outcomes**
The module aims to encourage students’ critical analytical skills. Students will also have the opportunity to improve their group work and communication skills through discussions and exercises set in class.

**Outline content:**
The module will begin by looking at regional and social dialectology and familiarising students with different accents and dialects in the UK. Then we will focus on quantitative approaches to sociolinguistic research by looking at language variation and change and stylistic variation. Students will then learn different models used for the investigation of multilingual speech communities (Sociology of Language, Ethnolinguistic vitality and Linguistic Landscapes) and they will become familiar with the outcomes of language contact. Issues such as language maintenance, language death and revitalisation will also be addressed. We will then turn the focus on social aspects code-switching, and we will look at different models that have been developed to explain and analyse language choice (e.g. ‘Markedness Model’, ‘Conversation Analysis’ and ‘Translanguaging’). Throughout this module we also examine language attitudes, language and power and language ideologies. All these issues will be introduced with reference to recent sociolinguistic research. Students will learn how to collect and analyse data using both qualitative and quantitative methods.

**Brief description of teaching and learning methods:**
One two-hour lecture per week. During the two-hour sessions, discussion topics and data-driven exercises will be set.

**Contact hours**

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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Guided independent study</td>
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<tr>
<td>Total hours</td>
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**Summative Assessment Methods (%)** - work which always contributes towards the overall module mark:

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<tr>
<td>Written assignment</td>
<td>100</td>
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Students will carry out one small-scale research project (3,000-3,500 words) by collecting and analysing their own original data. A list of research topics will be provided.

**Formative Assessment:** Research project outline

**Examinations:** none

**Penalties for late submission**

**Length of final examination**

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

**Reassessment arrangements:** Re-examination by exam by 1st September
Module title: **The Teaching and Learning of Vocabulary**

Module code: LSMVO  Providing School/Department: ELAL  Number of credits: 20
Level: M  Module convenor: Jeanine Treffers-Daller
Terms in which taught: Autumn


Aims:

- To review a comprehensive range of pedagogical issues related to how vocabulary may be tested & taught to learners of a second/foreign language
- To consider the teacher’s role in helping learners to learn, store and use L2 vocab effectively
- To review a comprehensive range of research issues and findings related to how learners learn, use, and store vocabulary, and especially cope with insufficient knowledge of it
- To sharpen ability to review and evaluate published work in this area - findings, argumentation and research methods, and identify researchable problems

Intended learning outcomes:

Assessable outcomes - to provide a firmer understanding of:

- Vocabulary knowledge
- Identifying vocabulary for a course
- Amount and rate of vocabulary teaching/learning
- Presenting meaning and form new words
- Assessing learners’ vocabulary
- Self-learning strategies
- The vocabulary store e.g.: inter-language/bilingual mental lexicon
- The aspects of word knowledge we need to teach/learn
- Incidental acquisition via use or communication
- Forgetting and attrition

Additional outcomes

Also, students develop expertise in collating and reconciling disparate scholarly information on the same research topic; understand and constructively criticize research by others; link practical research to theory; spot ‘gaps’ in available information about learner vocabulary behaviour; and, formulate plans for research.

This course does not directly train people to be better vocabulary learners or teachers, but it is likely that the experience of the course would have some effect on these.

Outline content:

The following topics will be introduced and discussed: what teachers need to know before teaching, how to present vocabulary when teaching, how meaning is presented, how form is presented, practice, how
vocabulary is stored (long with the mental lexicon), receptive and productive issues, acquisition issues, the lexical approach.

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

Teaching is delivered via 120 minute sessions, plus hand-outs (and occasional advice) via email and consultation hours. Subject to the limitations of the room and the size of the student group, the intention is to conduct the classes relatively informally and interactively and much of the classwork is based round group work and discussion tasks. Learning additionally is achieved by students using library and self-access webpage resources, and reading and thinking around the tasks done in class.

**Study hours**

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<th>Autumn</th>
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<tbody>
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<td>Lectures</td>
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<td>Tutorials/seminars</td>
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<td>Guided independent study</td>
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<td>Other contact (e.g. study visits)</td>
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<tr>
<td>Total hours</td>
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<tr>
<td>Number of essays or assignments</td>
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<td>Other (e.g. major seminar paper)</td>
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**Assessment:**

**Coursework:** a 3-4000 word assignment on a selected topic.

**Relative percentage of coursework:** 100%

**Examinations:** N/A

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

**Reassessment arrangements:** Re-examination by 1 September in the year the course is taken.
Module Title: Teaching Young Learners

Module code: LSMYL  Providing Department: ELAL

Part/Level: M  Number of credits: 20
Terms in which taught: Spring  Module convenor: Janet Enever

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

Aims
This module aims to review the background and development of teaching English to Young Learners (YLs); examine how children learn languages; review approaches to the analysis of the YLs’ needs; review approaches to the analysis of language for teaching English to YLs; examine the methodology, resources and materials used for teaching YLs; and review methods of evaluation and assessment used with YLs.

Intended learning outcomes

Assessable outcomes

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

- Critically discuss key issues in the teaching of foreign languages to school-aged children and young teenagers;
- Evaluated 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

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: definition of a young learner and young learner contexts; how children learn and how they learn languages; classroom management; background to course planning; language analysis; skills development; feedback and evaluation practices; resources and materials.

Brief description of teaching and learning methods

Teaching is a mixture of lecture and seminar discussion of tasks prepared before each class.
### Study hours

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<td>Seminars</td>
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<td>Guided independent study</td>
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<tr>
<td>Total hours</td>
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### Assessment

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

*Relative percentage of coursework: 100%*

**Examinations:** n/a

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

*Reassessment arrangements: Re-examination by coursework to be submitted by 1st September*
Annex 4 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.

Fraibet Aveledo has a BA in Letters from the Universidad Católica Andrés Bello (Venezuela). She also has an M.Phil. in Linguistics from Universidad Central de Venezuela and an MA in Language Acquisition from Essex University (UK). She holds a PhD (Newcastle University, Newcastle-upon-Tyne) in Linguistics in the area of Child Language Development and Bilingualism. Since 2002 Fraibet has taught Writing Skills, General Linguistics, Language Acquisition and Psycholinguistics in Universidad Central de Venezuela and Universidad Simon Bolívar (Caracas, Venezuela) to undergraduate and graduate students. She also worked for three years in the Corpus-based Research Group at the ESRC Centre for Research on Bilingualism Theory and Practice at Bangor University (Wales). Fraibet main research interests are Language Development, Second Language Acquisition, and Bilingualism, especially, the acquisition of grammar and semantics and its relation with non-linguistic cognition. Currently, Fraibet is involved in the teaching of undergraduate and MA courses in English Language in Use, Child Language Development, Language and the Mind and Foundations of Language Study.

Tony Capstick is Lecturer in TESOL and Applied Linguistics. He completed an MA in Development Education from the University of East Anglia (UK) and holds a PhD in Applied Linguistics from Lancaster University (UK). Tony taught English in Greece and Italy before working on teacher education programmes in Cambodia, Indonesia, North Korea, Romania and Pakistan. Tony’s research interests include teacher development, particularly in multilingual contexts and resource-low environments, and literacy. He uses classroom ethnography and discourse analysis to understand classroom interaction and is particularly interested in the relationship between home language use and World Englishes. He is involved in several research networks and international research projects which focus on language and migration. Some of his teaching includes English Language and Society; Literacy: Social, Educational and Cognitive Perspectives; and Curriculum Design. Multilingual literacy, identity and ideology: Exploring chain migration from Pakistan to the UK by Tony is published in 2016.

Clare Furneaux graduated in English and History from the University of Bristol and did postgraduate studies at the universities of Manchester and Reading. Her doctorate on academic literacy is from the Institute of Education, University of London. She taught English as a Foreign Language in Malaysia, Nepal, China, Japan and Jordan. Her current professional interests include: literacy, especially developing writing skills; study skills; teaching and learning English as a foreign/second language; and teaching young learners. Outside the Department, Clare is one of the University’s five Teaching and Learning Deans.

Sylvia Jaworska completed an MA in Germanic Philology and Applied Linguistics at the University of Gdansk (Poland) and the University of Siegen (Germany). She holds a PhD in Applied Linguistics from Aston University (Birmingham). She is also a visiting lecturer in the Department of English Language and Linguistics at Rhodes University in South Africa. Sylvia’s main research interest is in the area of Corpus Linguistics and Discourse Analysis. She combines corpus and computational methods with discourse-analytical techniques to study language use and linguistic practices in a variety of social and professional contexts including (new) media, education, business and advertising. Sylvia is also interested in the application of Corpus Linguistics to research in Second Language Acquisition, Language Pedagogy and Academic Discourse including languages such as English, German and Polish.
Rodney Jones is Professor of Sociolinguistics. He holds a PhD in Linguistics from Macquarie University, an MA in Teaching English as a Second Language from City University of Hong Kong, and an MFA (Master of Fine Arts) in Creative Writing from the University of Arkansas. For the past twenty years he has worked in the English Department of City University of Hong Kong, where he served as Head of Department from 2012 to 2014. His research interests include language and new media, health communication, language and sexuality, and creativity and language teaching. For the past two decades he has worked with Ron Scollon and other colleagues in developing an approach to discourse known as Mediated Discourse Analysis, the principles of which are outlined in his book with Sigrid Norris, Discourse in Action: Introducing Mediated Discourse Analysis (Routledge, 2005). He has authored and edited twelve books and published more than fifty journal articles and book chapters. Among his most recent books are Discourse Analysis: A Resources Book for Students (Routledge, 2012), Understanding Digital Literacies (with Christoph Hafner) (Routledge, 2012), Health and Risk Communication: An Applied Linguistic Perspective (Routledge, 2013), and The Routledge Handbook of Language and Creativity (Routledge, 2015). His new book, Spoken Discourse, will be published by Bloomsbury in 2016.

Jacqueline Laws is Associate Professor of Linguistics and Director of the PhD and MRes programmes in Applied Linguistics. She holds a PhD in Psycholinguistics (London), an MA in Linguistics (Reading), a BSc (Hons) in Psychology (CNA), and a BA (Hons) in Italian (London). She taught EFL in Italy for 5 years and conducted 5 years’ postdoctoral research at Guy's Hospital. She was a Research Fellow at the University of London for 12 years whilst working in the IT industry as an Applied Cognitive Psychologist. Jacqueline has taught Syntax and First Language Acquisition, and currently teaches English Grammar at all undergraduate levels and Research Methods on the PhD and MRes programmes. Her research interests include construction grammar, cognitive linguistics, corpus linguistics and motion event cognition in English, Mandarin and Italian, and the acquisition of derivational morphology in children with normally developing language.

Jane Setter is Professor of Phonetics and Departmental Director of Teaching and Learning. She has a PhD in Phonetics from the University of Reading, and has taught at the University of Leeds, London City University, University College London, and the Hong Kong Polytechnic University, where she was an Assistant Professor for 6 years. Her research interests include English phonetics and phonology, intelligibility in World Englishes (particularly Hong Kong English), interlanguage phonology, and speech prosody in atypical populations. Jane teaches English Phonology, English in the World, and also the foundation phonetics and phonology modules on the undergraduate and postgraduate degrees. She is co-author of Hong Kong English (Edinburgh University Press 2010), co-editor of the 18th Edition of Daniel Jones' English Pronouncing Dictionary (Cambridge University Press 2012), makes regular television and radio appearances, and also teaches on the UCL Summer Course in English Phonetics in August each year.

Parvaneh Tavakoli is Associate Professor in Applied Linguistics and a Fellow of Higher Education Academy. Parvaneh completed a PhD in Applied Linguistics at King’s College London in 2004. Her career started with teaching English as a Foreign Language in language schools in Iran in 1991 and she then moved to a university context to teach ESP and EAP. Since 1998, she has been teaching at under-graduate and post-graduate levels both in Iran and in the UK. Before joining the University of Reading, she taught at West London College, King’s College, London and the London Metropolitan University. Some of the modules she has recently taught are Linguistics and Language Teaching, Language Testing & Assessment, Second Language Acquisition, and Research Methods. Her main research interests include second language acquisition, task-based language teaching, learning and assessment, and the impact of globalization on higher education.
Christiana Themistocleous completed her PhD in Linguistics in 2009, at the University of Manchester. Christiana also holds an MA in Linguistics from the University of Manchester (2003) and a BA (Hons) in English Language and French from Anglia Ruskin University, in Cambridge (2002). In 2014, Christiana became a Fellow of the Higher Education Academy by successfully completing the Postgraduate Certificate in Academic Practice, at the University of Reading. Before joining the University of Reading, Christiana worked as a Lecturer at the University of Manchester, where she taught courses in Sociolinguistics, both at undergraduate and postgraduate levels. Previously, Christiana was awarded an assistantship in the Comenius Programme (funded by the British Council and the European Commission), to work as an English Language Teaching Assistant, in Seville, Spain. Christiana’s main teaching and research interests fall within the area of Sociolinguistics and include societal multilingualism, language and new media, discourse analysis, and sociolinguistics of writing.