MA programme in

English Language Teaching
by Distance Study

STUDENT HANDBOOK

June 2014

Cohort 34
DISCLAIMER

This is an informal guide for convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar* and in the Programme Specification; should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, regulations and Programme Specifications, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the course and of School practice may be subject to modification and revision. Information provided by the School in the course of the programme should be regarded, where appropriate, as superseding the information contained in the handbook.

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

*The University Calendar is available online at: http://www.rdg.ac.uk/Calendar/

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Please note: The Department of English Language and Applied Linguistics (to be referred to as DELAL in the Handbook) is open from 9.00 am to 5.00 pm Monday to Friday, UK time. Administrative staff normally have a lunch break from 1.00-2.00pm. The Department is typically closed from around 23 December until 2 January, for 2 or 3 days at Easter and for other British Bank Holidays (the first and last Mondays in May and the last Monday in August). Voicemail is in operation out of hours.
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1. INTRODUCTION

1.1 Introduction and Welcome

As Programme Director of the MA in ELT by distance study, and on behalf of my colleagues, I would like to welcome you as a student with the University of Reading and to express the hope that you will find your time on our programme both rewarding and enjoyable. We believe that the MA scheme you are joining is unique in the range, variety and flexibility that it offers. Please study this Handbook carefully and, if you are in any doubt, consult me or your personal tutor about the choices that you intend to make.

You are also 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 many the staff of the School, usually have considerable experience of work and study abroad. The MA in ELT by Distance Study programme (formerly known as MATEFL) has been running since 1997 and currently has over 50 students working in more than 25 countries. One of the characteristics of this environment is that it is one in which all of us have as much to offer as we have to learn, and where students may therefore benefit a great deal from their contact with one another. I believe that this provides a particularly rich environment for academic and professional development and hope that you will take advantage of online means of communication to get to know each other as well as your tutors.

This School of Literature and Languages is situated within the Faculty of Arts, Humanities and Social Science and comprises three departments, namely:

- English Language and Applied Linguistics (your department – DELAL)
- English Literature
- Modern Languages and European Studies

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, period of study 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, language learning and teaching and linguistic communication. We hope that through such study you will gain a deeper understanding of the contexts of language education in which you have been engaged, or will be in the future.

If you are ever able to come to Reading, either to study on the campus-based programme for a while, to use our library or just for a social visit, your tutors will be very happy to meet you in person. Whether on campus or at a distance, we
all look forward to working with you and sharing the challenges of the coming years.

Dr Clare Furneaux
Programme Director
MA in English Language Teaching by distance study
1.2 From the MA Team

This Student Handbook covers the main organisational issues likely to arise during your studies with us. Please read it carefully now, and keep it as a reference throughout your studies, as it should answer most of your questions. Some information (eg much of Section 2) relates to the MA in ELT as a whole, other information to the distance study programme specifically. From time to time you may receive supplementary information.

You are joining the group of students on the MA in ELT programme. This used to be called the MATEFL. The newer title better reflects the scope of the programme and also heralded the introduction by the University of the European-wide credit system for masters programmes. You will receive materials that bear either title.

Your first point of contact with the MA programme will always be the MA Programme Administrator, Amanda Horn, with whom you may have already been in touch. You have also been assigned a personal tutor, and contacting your tutor is dealt with in Section 3.3. Keeping in touch with us is vital and, therefore, please keep DELAL informed of any change in your postal address, telephone number or e-mail address as soon as possible. (A form for notifying DELAL of any change in address is provided in Appendix 10). Do not wait until you need to contact us: we may need to be in touch with you and having the latest contact details is essential when so much depends on postal services, the phone and e-mail. Please make sure you log-on to Blackboard (this is the University’s Virtual Learning Environment introduced in Appendix 4) fairly frequently, as this is also used by us as a way of contacting students (via the Announcements and Discussion Board sites).

With very best wishes for success in your studies,

The MA Team
1.3 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.
2. PROGRAMME INFORMATION

2.1 General structure

2.1.1 Introduction

As indicated above, the Department of English Language and Applied Linguistics is situated within the School of Literature and Languages. The Department offers a suite of taught postgraduate programmes leading to Masters degrees in Applied Linguistics and English Language Teaching. This handbook describes the MA in English Language Teaching (MA in ELT) by Distance Study. The other MA programmes are described in separate handbooks.

2.1.2 Some Characteristics of UK Higher Education Institutions

As Higher Education systems in different countries operate differently, a word about the particular characteristics of the UK system may be useful here. This system is different from that in many other countries in two respects: the External Examiner system, and the grades awarded.

In all UK Higher Education institutions, there are two sets of examiners for each course of study. The Internal Examiners are the lecturers teaching on the course, who are in charge of marking all the course work from all students. In addition, each course has an External Examiner, who is a lecturer in the same subject at another university, and who is consulted on various matters concerning course work. The External Examiner system ensures that there is equivalence between the degrees that different universities confer. More details of the External Examiner's role are given in Section 2.3.7.

The marking system operating in the UK is also different from that used in many other countries. In general, you will find that the marks you will receive are lower than you may be used to. The pass mark is 50%, and 70% is considered a distinction. Distinctions are not given often and very rarely are marks over 80% given. (See Section 2.3 below for more details about grades and marks).
2.1.3 Overview of the postgraduate modular system

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). During their distance study programme, students will register for specific modules, each of which carries a credit-weighting. 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.

The University's taught postgraduate programmes follow a credit-based modular system compatible with the European Credit Transfer System (ECTS). Each module is assigned a credit value. Each credit equates approximately to 10 hours of work (including all module material study time, as well as further reading and any assessments) for the average student. Normally, each taught Masters programme has a total of 180 credits, whilst Postgraduate Diploma programmes have a total of 120 credits and Postgraduate Certificate programmes have 60 credits.

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

Completion of the MA involves the successful completion of taught core and option modules and, for dissertation track students, a dissertation. The options are drawn from a list of modules currently offered in the School.

Each MA programme is overseen by a Board of Studies, composed of staff members directly concerned with the delivery of programmes at MA level. The Board of Studies for MA in ELT consists of Dr Clare Furneaux, Dr Jackie Laws and Dr Parvaneh Tavakoli.
2.2 Programme specifications

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

www.reading.ac.uk/progspecs

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

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

(ii) a single digit indicating the ‘Level’ at which the module is placed. Normally, modules are offered at the ‘M’, or Masters, Level. This terminology is set down in the framework for degree qualifications drawn up by the Quality Assurance Agency, the body which regulates standards in UK Higher Education, to which the University is expected to comply.

(iii) the letter D in each code indicates that it is distance study module.

(iv) one, two or three alpha-numeric characters which designate a single module within the subject area code. They could have mnemonic significance, or could be characters of no intrinsic meaning.
2.2.1 Programme Specification

MA in English Language Teaching by Distance Study

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Faculty of Arts, Humanities and Social Science Programme length: 2.5 years
For students entering in 2003 Date of specification: 20/10/03
Programme Director: Dr Clare Furneaux
Board of Studies: MA in English Language Teaching

Summary of programme aims
The MA in ELT programme is designed especially for those working in the field of English as a second / foreign language, and has courses in language description, and in pedagogy and administration-related fields with this audience in mind. Students are given an up-to-date knowledge of principles and issues in areas of importance to language learning and assessment, and investigate their practical implications. They receive a thorough grounding that will help them to develop their career as a teacher, trainer, researcher or manager.

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 in ELT by Distance Study students will have developed or enhanced the following more specific transferable skills:

- studying independently, while making appropriate use of on-line communication resources;
- 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;
- producing well-structured and clearly-written academic and professional papers;
- 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 (dissertation track);
- using time efficiently while carrying out reading, research and related writing activities.
Programme content
The following profile states which modules must be taken (the compulsory part), together with lists of modules from which students must make a selection (the option modules).

The MA in ELT 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 within the School. A special feature of the programme is that it has two tracks, with and without a dissertation (referred to respectively hereafter as the ‘dissertation track’ and the ‘taught track’). In addition, there is a campus-based version of the programme, permitting a combination of distance and campus-based study. [A separate programme specification is available for the campus-based programme.]

The compulsory core modules are divided into three areas: English language description, language teaching/learning, and (for dissertation track only) research in ELT. The English language description modules and the language teaching and learning modules typically comprise the first year. The research component consists of dissertation preparation (offered on-line once a year, usually in the Spring Term) and the dissertation, of 15,000 words, on a topic in the field of English Language Teaching. Research for, and the writing of, the dissertation typically take a year.

The option modules cover a wide range of pure and applied areas (with an emphasis on the latter) and, together with the dissertation, provide flexibility and the opportunity for specialisation in the greater part of the programme. Dissertation track students typically spend a year on this stage of the programme; taught track students spend two years.

The following profile states which modules must be taken (the compulsory part), together with lists of modules from which students must make a selection (the option modules). In consultation with their programme adviser, students must choose 3 option modules (each of 20 credits) if following the dissertation track, and 6 option modules (each of 20 credits) if following the taught track, to make a total of 180 credits when combined with the other programme modules and the dissertation (where relevant). The number of credits for each module is shown after its title.

Masters Level

<table>
<thead>
<tr>
<th>Compulsory core modules</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMDPH Pedagogic Phonetics &amp; Phonology</td>
<td>10</td>
<td>M</td>
</tr>
<tr>
<td>LSMDEG English Grammar</td>
<td>10</td>
<td>M</td>
</tr>
<tr>
<td>LSMDDT English in Context</td>
<td>10</td>
<td>M</td>
</tr>
<tr>
<td>LSMDLS Second Language Learning Principles</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDLC Language Curriculum Design</td>
<td>10</td>
<td>M</td>
</tr>
</tbody>
</table>
For Dissertation track only

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMDDI</td>
<td>Research Design and Dissertation (MA in ELT)</td>
<td>60</td>
<td>M</td>
</tr>
</tbody>
</table>

**Option modules**

Students select three (dissertation track) or six (taught track) options from the following.

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSMDIN</td>
<td>Intercultural Communication</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDTP</td>
<td>Language Testing</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDWL</td>
<td>Written Language (Reading &amp; Writing)</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDSP</td>
<td>Spoken Language (Listening &amp; Speaking)</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDYL</td>
<td>Teaching English to Young Learners</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDML</td>
<td>Management in ELT</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDVO</td>
<td>The Teaching and Learning of Vocabulary</td>
<td>20</td>
<td>M</td>
</tr>
<tr>
<td>LSMDES</td>
<td>English for Specific Purposes</td>
<td>20</td>
<td>M</td>
</tr>
</tbody>
</table>

Compulsory core module assessment takes place once a year, at the end of the cohort-specific period of study for each module. Option module assignments can be submitted on 15 March and 15 September each year.

The dissertation will be submitted a year after officially starting work on the dissertation, either on 15 March or 15 September.

**Part-time/Modular arrangements**

The programme is only offered on a part-time basis, with a minimum time span of two years and a maximum of five. Most students will take three years. Students are expected to spend at least twelve hours a week in study for the programme.

The structure of typical progression through the programme is as follows:

- Part 1: 5 compulsory core modules;
- Part 2: 3 option modules
- Part 3: 3 option modules (taught track) or 1 compulsory taught module (Research Design) + dissertation (dissertation track).
2.3 Programme Assessment

2.3.1 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 ELT (180 Credits required)**

To pass the degree of Master students must gain an average mark of 50 or more overall, including a mark of 50 or more for the dissertation in the case of dissertation track, and have no mark below 40 in compulsory modules LSMDPH, LSMDEG, LSMDDT, LSMDSL, and LSMDLC. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more overall, including a mark of 60 or more for the dissertation in the case of dissertation track, and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be eligible for a Merit.

Progression from taught components to dissertation: to follow the dissertation track in distance mode, students must meet the following requirements:
1. they must have access to the Internet;
2. they must have access to an appropriate library.
If they do not meet the above two requirements, students may still follow dissertation track if they come to Reading for the Research Design module, to use the University libraries and consult supervisors.

**For Postgraduate Diplomas in ELT (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 LSMDPH, LSMDEG, LSMDDT, LSMDSL, and LSMDLC. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must be less than 60 credits.*

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.
For Postgraduate Certificate in ELT (60 Credits required)
To pass the Postgraduate Certificate students must gain an average mark of 50 on taught 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 any examination without reasonable cause.

Assessment schedule
The table below summarises the assessment schedule for the programme:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>For all qualifications:</td>
<td></td>
</tr>
<tr>
<td>Total credits= 60</td>
<td></td>
</tr>
<tr>
<td>Compulsory core modules:</td>
<td></td>
</tr>
<tr>
<td>- English in Context assignment (2,000-2,500 words)</td>
<td>10</td>
</tr>
<tr>
<td>- Pedagogic Phonetics and Phonology assignment (2,000-2,500 words)</td>
<td>10</td>
</tr>
<tr>
<td>- English Grammar examination (2 hours)</td>
<td>10</td>
</tr>
<tr>
<td>- Second Language Learning Principles assignment (3,000-4,000 words)</td>
<td>20</td>
</tr>
<tr>
<td>- Language Curriculum Design examination (2 hours)</td>
<td>10</td>
</tr>
<tr>
<td>For the Diploma &amp; MA in ELT:</td>
<td></td>
</tr>
<tr>
<td>Total credits=60</td>
<td></td>
</tr>
<tr>
<td>- Three option module assignments (3,000-4,000 words each)</td>
<td>20 each</td>
</tr>
<tr>
<td>For MA in ELT</td>
<td></td>
</tr>
<tr>
<td>Total credits=60</td>
<td></td>
</tr>
<tr>
<td>- Three further option module assignments (3,000-4,000 words each)</td>
<td>20 each</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>- Dissertation (15,000 words). Dissertation track only</td>
<td>OR 60</td>
</tr>
</tbody>
</table>

2.3.2 Completion time and deadlines
While it is anticipated that students will complete the Masters programme in three years, it can be completed in a minimum of two years and up to a maximum of five years. There is a minimum of eighteen months and a maximum of four years’ study for the Diploma in ELT. There is a minimum of one year and a maximum of 3 years’ study for the Certificate in ELT.

Assessment for the compulsory modules is staged over 12 months and therefore cannot be completed in less than a year. It is anticipated that three option modules will require a year of study. For the MA in ELT taught track, all six option modules can be completed in one year but this will involve a considerable time commitment and is neither advisable nor practical for someone in full-time
employment. Those on the MA in ELT dissertation track must expect to spend up to a year on the dissertation (see Section 2.5 below for more on this).

For the option modules, there are two submission dates (deadlines) each year: 15 March and 15 September. You may submit no option assignments or up to a maximum of three option assignments at one time. This provides you with maximum flexibility: if you have the time, you can do three options in six months and submit the assignments together, and then do another three (taught track) or the dissertation the following year.

The timeline for the first Part of study for your cohort (group) of students includes your assignment deadlines and examination dates. Please note that deadlines for all assignments are for arrival at DEIAL not postmarking. Current timelines can be found on our Virtual Learning Environment: Blackboard, and the Website.

A typical three-year distance study progression through the programme will look like this:

<table>
<thead>
<tr>
<th>Year of study</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part One</td>
<td>• English in Context</td>
</tr>
<tr>
<td></td>
<td>• Pedagogic Phonetics and Phonology</td>
</tr>
<tr>
<td></td>
<td>• English Grammar</td>
</tr>
<tr>
<td></td>
<td>• Second Language Learning Principles</td>
</tr>
<tr>
<td></td>
<td>• Language Curriculum Design</td>
</tr>
<tr>
<td>Part Two</td>
<td>• Three option modules</td>
</tr>
<tr>
<td>Part Three</td>
<td>• Three Option Modules (MA in ELT taught track)</td>
</tr>
<tr>
<td>OR</td>
<td>• Research Design module (MA in ELT dissertation track)</td>
</tr>
<tr>
<td></td>
<td>• Dissertation (15,000 words) (MA in ELT dissertation track)</td>
</tr>
</tbody>
</table>

2.3.3 Combining different modes of study

You may decide to combine different modes of study, and come to Reading for part of your studies. Here is an outline of which modules are usually on offer, and when, on campus:

Autumn Term (October – December):
• Discourse Analysis (equivalent to English in Context)
• Foundation Phonetics and Phonology
• Descriptive English Grammar
• Second Language Learning Principles

Spring Term (January-March):
• Language Curriculum Design
• Research Design
• A range of option modules
Summer Term (April-July):
  - A more limited range of option modules

It is also possible to come to Reading for a short period at any time (except University closure periods) to use the library facilities. MA in ELT dissertation track students, for example, may want to do this when working on their dissertation. There is no extra fee for this.

Please note the following:
  - Each University term is ten weeks long and, typically, teaching for a module will be in one two-hour blocked class each week. Exact dates for each term are available from Amanda Horn or the University’s Web site.
  - Details about which modules are on offer, and in which term, will be available from the DELAL Web page or from Amanda Horn. Please contact Amanda well in advance to check the selection of option modules on offer.
  - The Research Design module is only offered at Reading in the Spring Term.
  - A student attending modules of the programme at the University of Reading will be charged the campus-based tuition fee for those modules. Please refer to Section 2.6 for further information about tuition fees.
  - If you are thinking of coming to Reading, please let Amanda Horn know as soon as possible. This is especially important if you want to use the University’s accommodation services.

Below are examples of possible routes through the MA in ELT programme for students:

**Example 1**

<table>
<thead>
<tr>
<th>Part One by distance study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Two by distance study</td>
</tr>
<tr>
<td>Part Three by distance study</td>
</tr>
</tbody>
</table>
Example 2

<table>
<thead>
<tr>
<th>Part One by distance study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One term at Reading: 3 option modules</strong></td>
</tr>
<tr>
<td>a) Spring Term (January-March) + Research Design</td>
</tr>
<tr>
<td><strong>Or</strong> b) Summer Term (April to July)</td>
</tr>
<tr>
<td><strong>NB No Research Design module; option modules only</strong></td>
</tr>
<tr>
<td><strong>Dissertation</strong> to be submitted between six months and one year of completing option modules at Reading (dissertation track)</td>
</tr>
<tr>
<td><strong>Or</strong></td>
</tr>
<tr>
<td>One term at Reading: Last 3 option modules (taught track)</td>
</tr>
<tr>
<td>a) Spring Term (January to March)</td>
</tr>
<tr>
<td><strong>Or</strong> b) Summer Term (April to July)</td>
</tr>
</tbody>
</table>

Example 3

<table>
<thead>
<tr>
<th>Part One by distance study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Two by distance study</td>
</tr>
<tr>
<td><strong>One term at Reading: 3 option modules (taught track)</strong></td>
</tr>
<tr>
<td>a) Spring Term (January to March)</td>
</tr>
<tr>
<td><strong>Or</strong> b) Summer Term (May to July)</td>
</tr>
</tbody>
</table>

2.3.4 Presentation of assessed work

You will receive the Study Skills booklet, which goes into more detail on areas of importance here. Below we point to a number of central issues which are handled in greater detail in those materials

**General presentation**

*a) Assignments*

Assignments must be submitted with a School cover sheet on each copy (see Appendix 8) and a title page (discussed in Section 2.4.2).

To help the marker provide written feedback:

- number all pages
- number all paragraphs (this can be done by hand on printed scripts). It is not necessary to use an elaborate decimal numbering system, as a simple paragraph numbering sequence will be sufficient to help target remarks in written feedback, eg, ‘In Paragraph 13 you say that....’
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.

Grammar, spelling and punctuation are important. If you are using a word processor, do not forget to run your assignment through the spelling checker before you save and print out the final draft. Also do not forget to read through the final draft to make sure it makes sense, especially if you have used the ‘cut and paste’ facility on a word processor. On the last page of the text of an assignment (ie before the bibliography and any appendices), note the number of word in the text.

Please do not place assignments in plastic folders; an A4 document stapled at the corner is sufficient.

b) The dissertation
The maximum length of a dissertation is normally 15,000 words (60 pages of 1.5 line-spaced A4). Two copies of the completed dissertation should be submitted in typescript (1.5 line-spaced A4), in soft binding. Copies should be handed to Amanda Horn, and not to your supervisor. One copy will be returned to you, the other retained by the School. You must also submit an assignment cover sheet.

Details of the content of the dissertation will be discussed at a later stage. We refer you also to useful information on presentation and referencing below and in the Study Skills booklet. 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 subsections below dealing with ‘Citation within the body of the text’, ‘Presentation of the bibliography’ and ‘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 English Language Teaching
   School of Literature and Languages
   The University of Reading"

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

Appendices
It is very useful to put background information relevant to your text in appendices at the end of an assignment. Appendices do not normally include continuous text. Do NOT use your appendices as places to put text which you have removed from the main body of the essay to keep within the word limit. Depending on the topic of your assignment, they could include: a table showing the education system where you work; tables of contents from textbooks used/discussed in the assignment; examples of teaching activities; examples of student work. Please ensure that any appendix is referred to in the text and has a title. Also any sources referred to in an appendix must be properly referenced and included in the bibliography.

Referencing conventions: Citation within the body of the text

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 appendices. 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) says that…
Discussing the same issue, Stern (1983) says that …

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

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, 1969)
Three to five authors: (first citation)
(Smith, Jones, & Byrd, 1969)

Three to five authors: (subsequent citations)
(Smith et al., 1969)

More than five authors: (all citations)
(Smith et al., 1986)

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

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

Within a set of citations, citations are 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 doublespaced.

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, and do not include retrieval dates unless the source material may change over time (e.g., Wikis).


10. Work cited in another reference
Only the sources you actually read should appear in your bibliography. So, if you have given in your text: ‘….Berwick (1990, as cited in Ellis, 2008)….’, you will only put in your bibliography:

2.3.5 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 Faculty Director of Teaching and Learning who has powers to impose more severe penalties. In the most serious cases, the Faculty Director of Teaching and 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](http://www.reading.ac.uk/exams/policies/exa-misconduct.aspx)

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

**Copying**
It is clear to all that, if a student is asked to do a piece of work, then simply copying all or part of someone else’s work is not acceptable: copying is cheating and regarded seriously as academic misconduct. More importantly, perhaps, it is not sensible. If there is a purpose in asking a student to do a piece of work it will be to promote or assess the student’s learning, and copying contributes nothing to that purpose. Equally, you should never employ anyone to write an essay for you: this is a variant of copying.
It is recognised that part of learning may be the sharing of ideas through collaborative work and discussion with other students. 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 in consultation with other students on the programme 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 purpose of the University regulations, plagiarism is defined as the fraudulent representation of another's work as one's own. This applies whatever the source of the material (for example, a published source, the web, or the work of another student), whether the material is copied word for word or paraphrased, and whatever the extent of the material used. In addition, self-plagiarism is not allowed. 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. If in doubt, ask your tutor.

*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/sta-plagiarism.aspx](http://www.reading.ac.uk/studyadvice/studyresources/reading/sta-plagiarism.aspx)

*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 subsections ‘Citation within the body of the text’ and ‘Presentation of the bibliography’.)

**Examples**

*Original text:*

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


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

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

(2) Changing the order of a few words, and substituting a few vocabulary items, does not constitute acceptable paraphrasing:

In an informal second language learning context, younger learners are normally allowed to remain silent until they are ready to speak. Older students are frequently forced to speak – to meet classroom requirements or for the purpose of carrying out everyday tasks such as shopping, medical visits or job interviews. In informal settings, young children usually have many hours of exposure every day to the second language. 

(3) It is best not to use even relatively short phrases without marking them as quotations. While one might pass 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 barely acceptable, as it 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:

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

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

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

**Acceptable practice**

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

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

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

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

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

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

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

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

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

2.3.6 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, available online:
  http://www.rdg.ac.uk/Calendar/
- To complete all the reading and tasks required for the programme.
- To complete and hand in all written or practical coursework on time.
- To provide reasons and, if necessary, supporting documentation for missed
deadlines.
- To ensure that the University is informed of changes to registration or other
  personal circumstances, especially changes to contact details (address,
telephone, fax, e-mail).
- To respond to evaluation questionnaires or other requests for information and
  student opinion.
- We also ask that you include your name and DELAL student number in all
  correspondence with MA programme staff. If referring to a particular module,
  please also give the title of that module.

2.3.7 The examination procedure

It is a University requirement in respect of all written examinations that scripts
remain anonymous until marking has been completed. For this programme,
assignments are not marked anonymously. The University reserves the right to
retain coursework for the purposes of programme review (both external and internal).

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 examination scripts and 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 the External Examiners’ meeting, at which time students may meet him or her if they are on campus. Students should be aware that marks and grades given to them 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.

Please note that the School is legally bound by examination regulations presented in the University Calendar. In cases of uncertainty over regulations, staff consult with the University’s Examinations Officer.

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

University Code of Practice on the Assessment of Taught Programmes

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

http://www.reading.ac.uk/exams/policies/exa-policies.aspx

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 Staff Student 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)

2.3.8 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 resubmission 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 assessment. If a candidate who fails the programme at the first attempt has already been offered a resit for any modules, he or she will have had opportunity for the two assessments at such modules and will only have the right to resit modules which he or she has not previously been offered the opportunity to resit.

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

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

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

If you choose to re-submit an assignment, you can re-write on the original assignment topic, using the feedback you received from the module tutor. You can re-take an exam with a subsequent cohort.

Re-submissions should normally be made in time for the usual module deadlines, ie with the next cohort for the compulsory core modules (timelines are on the DELALWeb page at:

http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/ell-research-for-current-students.aspx

and for the twice-yearly option module assignment deadlines.

It is advisable to consult your personal tutor when making decisions about which work to resubmit and when.

Students who fail their programme at the second attempt are normally required to leave the University. All students have the right to make a case to the Senate Committee on Failures in Examinations for an exceptional third attempt at the assessment failed. Such a case should only be made on the basis of exceptional circumstances. Details of this Committee and the Standing Committee on Examination Results, which considers requests for the review of results, are given in the Guide to Examinations (contact Amanda Horn for a copy) and on the Exams Office website at: http://www.rdg.ac.uk/Exams/

2.3.9 Extenuating circumstances

If there are special circumstances which you think might affect or have affected your performance in examinations or assessment, you should complete the University’s standard form for notification of extenuating circumstances. The form is available from Amanda Horn, from the University website at http://www.reading.ac.uk/exams/student/exa-circumstances.aspx, and a copy is also appended to this Handbook in Appendix 1. The completed form should be submitted at the earliest opportunity to the MA in ELT by Distance Study Programme Director, Clare Furneaux. It is expected that the form should normally be submitted at least one week before the respective examiners’ meeting (contact Amanda Horn for dates, if necessary). If you are seeking an extension of a coursework deadline, the form should be submitted before the deadline submission date for that piece of work. If you wish to delay taking an examination, the form should be submitted one month before the examination period. In exceptional, emergency cases, please contact Amanda Horn for advice.
Some form of supporting evidence is normally required to support your case, such as a letter from a counsellor, doctor, employer or your Personal Tutor. You should attach any supporting evidence to the extenuating circumstances form. In the case of personal or family illness, the supporting evidence should be a letter from your doctor/counsellor or a medical certificate. Please note, page 3 of the form is for students studying at Reading who use the University Medical Practice or the University Counselling Service.

You are responsible for notifying the Department of English Language and Applied Linguistics of any circumstances which you consider might have affected your performance or your ability to complete a piece of coursework by the deadline, and for providing the relevant supporting evidence. If you do not submit an extenuating circumstances form, your circumstances will not be considered.

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

If your ability to complete an assessment has been affected by extenuating circumstances, various actions are possible. For example:

- You may be offered an extension to a deadline to submit a piece of coursework
- You may be deemed not to have sat (DNS), which means that you are permitted a further attempt at an examination or assessment as if for the first time.
- The mark for the module may be calculated by a variant of the normal method, for example, a piece of work may be set aside and the mark calculated on the remaining work
- The mark for the module may be set aside.

If you use the extenuating circumstances form to request an extension to a deadline for completion of assessed coursework or the removal of a penalty for late work, you must have valid extenuating circumstances. Some examples of reasons not usually considered valid are set out in the Guidance notes which accompany the form (also appended here in Appendix 1).

In exceptional circumstances, eg, serious illness, it may be possible for a student to suspend their registration for a specified length of time (usually up to one year) thereby extending their final 5-year deadline for completion of the programme. To discuss a suspension, please contact Amanda Horn, or your personal tutor.

2.3.10 Examination Arrangements for Students with Special Needs

A number of arrangements can be made for students with special needs. Examples of such arrangements include allowing the student extra time, allowing the student to take rest breaks, or arranging for the student to use an amanuensis or reader (if available at the local examination centre). These arrangements will be made on an individual basis with the School’s Disability Officer, Mrs Rosemary Crabtree, e-mail: r.a.crabtree@reading.ac.uk Please make sure you ask for your special needs to be taken into account in examination arrangements at least 3
months before the examination period. Failure to do this may mean that you have to delay taking the examination until the next occasion it is offered.

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 their personal tutor. The report will be reviewed by the University Study Advisers, who will either make recommendations based upon it, or will ask the student 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 with their personal tutor, or with the School’s Disability Officer. (Please also see section 3.5)

2.3.11 Penalties for late submission

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

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 – ie all work for the MA in ELT programme): In the case of major pieces of work, 10% of the total marks available for the piece of work will be deducted from the mark where the piece of work is submitted up to one calendar week after the original deadline (or any formally agreed extension to the deadline). Once this period has elapsed, a mark of zero will be recorded.

You are strongly advised to ensure that coursework is submitted by the relevant deadline. You should note that it is advisable to submit work in an unfinished state (whether by the deadline or before the expiry of the week’s period of grace) rather than to fail to submit any work. As insurance against loss through computer problems, we also urge you to save word-processed assignments regularly while you are working on them, and to keep at least one back-up copy of all your work.

2.3.12 Informed consent

The School Ethics Committee must give approval for any assignment or dissertation involving the collection of data from human subjects. Details on how to get ethical approval for a research project are available on the DELAL website at

http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/ell-research-for-current-students.aspx
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

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

Overlength assessed work

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

<table>
<thead>
<tr>
<th></th>
<th>Coverage / understanding of topic, and breadth of reading</th>
<th>Argumentation and application of information</th>
<th>Coherence and expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dist. 70-100%</td>
<td>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>Merit 60-69%</td>
<td>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 lecture-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>
</tr>
<tr>
<td>Pass 50-59%</td>
<td>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 lecture-provided material and a few major secondary sources and possibly one or two primary sources. There may be at least one major error of understanding, and several minor ones, but overall, the writer understands the relevant background material for the essay. The ability to make links between sources will usually be limited at C level, but there will be some evidence of it.</td>
<td>Most points are clearly presented, though some ambiguities may also be present. There is a mixture of supported / well-argued points, and unsupported / weakly argued ones. There may not be much evidence of critical evaluative ability, but there will be some evidence of the ability to apply theory to practice, where relevant. There should be some evidence that the writer has studied and understood the module, and is not merely resorting to ‘folk wisdom’, or regurgitation of lecture notes or other sources.</td>
<td>There may be some functionless repetition and awkward side- or backtracking, 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 invoke 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>
</tbody>
</table>

… (Continued on next page)
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Below threshold standard 40-49%</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>Unsatisfactory 0-39%</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.)

Alan Tonkyn (2000), revised 2004
2.3.14 University reporting of results

The University will record your results as Pass or Fail and a complete results list will be sent to all students in a cohort by the University's Examinations Office. This is to satisfy a statutory requirement for the University to publish results. Other possible results include: 'Result not yet available', 'Result withheld', and 'Deemed not to have sat'.

If a student’s result is recorded as ‘Deemed Not to Have Sat’ it means that the Faculty Examiners’ Meeting has received mitigating evidence from the student which it considers sufficient to discount the attempt at the examination or assignment. Students with this result may sit their examination/submit their assignment at the next opportunity as if for the first time.

Students are reminded that it is their responsibility to keep their personal tutor informed of any medical or personal problems which might affect their examination performance.

If a student’s result is recorded as ‘Result Not Yet Available’, it means that for some reason the result was not available at the time of producing the results. A student who is not already aware of the reason why their result is not available should contact DEIAL.

If a student’s result is recorded as ‘Result Withheld’, it means that they are in debt to the University. Students should discuss the situation with the Faculty of Arts and Humanities Office. Their result will not be released until the debt is paid or an agreement regarding the payment of the debt has been reached.

2.4 Administration of coursework

2.4.1 Selection of Modules

The descriptions of the MA programmes above indicate the structure of the degrees in terms of obligatory and option modules. Where choices need to be made concerning option modules, we refer you to the appended module descriptions (Appendix 2). Although correct at the time of printing, we draw your attention to the fact that some information regarding module content and assessment may from time to time be altered by the lecturer concerned, but we will make every effort to communicate this information to you.

We recognise that it is sometimes difficult to make decisions about option choices on the basis of the module descriptions alone. For our own internal planning, however, we need to know your first set of option choices by a date specified on the current timelines (available on the Webpage or from Amanda Horn). Towards the end of your study for the core modules, therefore, you will be asked to complete a form indicating your choice of options for the next part. Taught track students must return the Final Option Choices form (Appendix 13) at least two months before they wish to start studying these options. Any changes to this selection will need to be discussed with the Programme Director.

The MA in ELT by DS programme administrator, Amanda Horn, must be kept up-to-date with any changes to your MA programme.

2.4.2 Submission and return of coursework

You should always have two paper copies of each assignment: your own copy and the paper copy which you submit. The one which you submit will be retained by DEIAL. Among other things, it has to be made available to the External Examiner. Please ensure you also keep an
All assessed work should be submitted to the MA in ELT by DS programme administrator, Amanda Horn to arrive at the School on or before the deadline specified. Work is date-stamped on submission. All assignments should be submitted with a cover sheet indicating the candidate’s departmental student number and name, module title, assignment topic, plagiarism statement and word count. There is a copy of this form at the end of the Handbook for you to photocopy in case you lose the one sent out with the module materials. Please note that assignments which are not accompanied by a cover sheet will not be marked.

Please make sure that the following information is on the actual assignment itself (not just on the cover sheet, which is removed before the assignment is given to the examiners):

- your name, e-mail address and your Deparmental student number; this is the number given to you in the welcome letter from Amanda Horn. (see Section 3.2.1)
- the assignment title
- the number of words (excluding bibliography and any appendices) should be noted at the end of the assignment.

DELIAT does not acknowledge receipt of assignments. However, if you would like acknowledgement, please enclose a self addressed postcard with each mailing of an assignment/assignments. On the card, please write your name and the assignment module title (eg English in Context). The Programme Administrator will then date stamp the card on receipt of your assignment and post it to you. Alternatively, e-mail Amanda Horn asking her to e-mail you when it is received.

Feedback
It is the University’s policy that you should receive structured and appropriate feedback on your assignments. Feedback will be provided in written form by the marker 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. Assignment feedback may be e-mailed if you have put your e-mail address on the assignment title page. You will receive a paper copy of feedback not sent by e-mail.

It is University policy not to give feedback on exams. However, for the MA in ELT by Distance Study exams you will receive a limited amount of feedback on your individual answers, where appropriate, combined with general comments and feedback on the overall performance on the exam of all the candidates. It is not possible to give detailed feedback as you do not have a copy of your script.

In general we aim for this feedback to be within a period of 4 weeks from the exam period or submission date (though, please note, an assignment extension may result in delayed feedback). If you have not received feedback for an assignment or an examination, please contact Amanda Horn.

It is not normal practice for students and tutors to enter into correspondence/discussion about marks or feedback, unless there are specific points of feedback that the student does not understand.

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 Programme Director.

In summary, the assessment process is as follows:

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

There is an Assignment Submission Checklist in Appendix 9 we recommend you go through before submitting the final draft.

2.4.3 Deadlines for Assessment

The deadline for submission of core module assignments is given on the Core Modules Timelines for specific cohorts. The current timelines are available on our webpage at:

http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/ell-research-for-current-students.aspx

Option modules may be submitted by 15 March and 15 September each year. You may submit between zero and three assignments at one deadline. You do not have to wait for a submission deadline to submit your work: you can do this at any time. You should note, however, that your work will not be marked until the next deadline and you will not receive feedback until four weeks after that date.

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 personal tutor or the programme director. Students are encouraged to discuss the content of the assignments, ideally by e-mail, in good time with the module lecturer.

2.4.4 Examinations

Examinations may be taken at DELAL. However, most students on the MA in ELT by Distance Study programme are living outside the UK and are unable to come to England. These students must arrange to take the examinations at a convenient centre in their own country, e.g. a local British Council Office or a local University/educational establishment. The examination centre and the invigilator must be approved by DELAL. You are required to take two examinations, both of which are for compulsory modules. **Make a note now of the two exam periods on the timeline for your Cohort, so that you keep them free from other commitments.**

Candidates who are taking their examinations at a distance must plan ahead to secure a place and an invigilator: start planning now! The timeline you receive with this Handbook gives the dates on which the exams can be taken and the deadlines for submitting the name of your examination centre and the name of your invigilator. The procedure for arranging an examination is as follows:
a. If you know of other MA in ELT by Distance Study students living near you who will be taking the exam with the same Cohort, you can contact them to see if you can take the exam together.
b. Contact a local institution and arrange for a place where the exam can take place.
c. Arrange a local invigilator and agree on the date and time for the exam. An invigilator would normally be an academic member of staff at a local academic institution. If you are able to find someone who is known to DELAL, this is preferable, but obviously this may not be possible.
d. Once you have found an invigilator, ask him/her to complete a copy of the ‘Invigilation of Examinations’ form. (You have been sent two copies of the form and there is an additional copy in Appendix 7).
e. Please check that all the details on the form have been completed fully, accurately and legibly and that the Invigilator has signed the form.
f. Then send the form to Amanda Horn before the deadline on your timeline for receipt by DELAL of the arrangements you have made for the exam. **Please note that it is NOT possible to change the exam time or date after this form has been received by DELAL.**
g. Before the exam, we will send the examiner the exam paper and details of procedure.
h. At the exam, you will need to present an identity document containing a photograph. Only national documents are valid, e.g. a passport, an identity card or a driver’s licence. Student cards, library cards etc. will **not** be accepted.

Any payment for invigilation must be settled by you.

Please note the following important points about examinations:
- Computers cannot be used in either examination.
- Please inform Amanda Horn at DELAL when you send in the ‘Invigilation of Examinations’ form of any public holidays taking place immediately before your exam date if you think they may affect delivery of your exam paper to your Invigilator, and suggest alternative arrangements.
- If you do not sit the examination on the date and at the time agreed, with the agreed Invigilator, you will fail the examination (unless there are exceptional mitigating circumstances, which the University Examinations Officer will have to approve).
- If, for any reason, your examination script is not received by DELAL, you will have to take the exam again, at a date agreed by you and DELAL.
- **Please ensure that your Invigilator returns your examination script to DELAL in the fastest and most reliable way possible, keeping a copy of any receipt.** We strongly recommend a reliable courier service (such as DHL). If your script arrives after the others have been examined, it will have to wait for marking until the next examination period.
- We will only contact your Invigilator or you again if the exam script is not received or we have a query about the conduct of the examination; we will not confirm receipt of the script.

For details on examination procedure, please see the document ‘Instructions for candidates for DELAL MA in ELT by Distance Study examinations’ in Appendix 6.

**2.4.5 Changing cohorts for submission of work**

As outlined in 2.3.2 above, the first Part of study on the programme is tightly structured, with sequential deadlines for assessment for the 5 core modules. If at any stage, you feel it is not possible for you to keep to the deadlines for the cohort you enrolled with, you can choose to ‘drop a cohort’. This means you will submit work with the next or a subsequent cohort, still keeping the overall 5-year deadline of the cohort in which you registered. This is quite a common practice: over the years, many of our students have chosen to do this, because of
changes in their circumstances. See Section 2.3.9 above for details on requesting an extension to coursework deadlines.

For current cohort timelines, contact Amanda Horn or see our Web site at:

http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/ell-research-for-current-students.aspx

If you chose to join another cohort for submission of work, we will continue to send you the compulsory module materials with the Cohort in which you enrolled if:
   a. you tell us this is what you want;
   b. you have paid the appropriate fees (ie if you are paying by instalments, and want to receive all the compulsory modules, you must pay the second instalment before any further materials can be sent to you).
This allows you to continue studying at your own pace.

We have found from experience that students do not like to be chased up and constantly reminded that there is another deadline looming. We, therefore, leave it up to students who change cohorts to let us know when they are ready to take the next exam, or submit the next piece of work. It is, therefore, very important that you keep in touch with us and tell us what your plans are (even if they change later!). Please keep Amanda Horn and your personal tutor informed of your decisions and which Cohort you will be submitting work with. If you wish to take one/both of the two exams with a different cohort, please make sure you have submitted the Invigilation of Examination form(s) by the appropriate deadline(s).

It is only for the compulsory, core modules that there are cohort-specific deadlines; after those have been completed, students can submit option module assignments twice a year.

2.4.6 Choosing Options

For the Diploma and MA courses, students choose three option modules (using the Option Choices form in Appendix 11). On the form, you are asked to choose three options in the order in which you would like to study them. The first option will be sent to you for the option module start date on the timeline, provided that you have paid the first instalment fee for this Part. You will be sent all three options after full payment for three option modules has been received.

For taught track students, the same procedure of selection of options and mailing applies for the next three option module choices (using Appendix 13).

In the Option Choices forms, you are invited to indicate your choice of options. Wherever possible we will send you options in this order. However, we may sometimes over-ride your chosen order. We strongly recommend that, if you choose either/both of the skill options (Spoken Language and Written Language), these should be studied first as they can feed into other option modules. We will, therefore send you Written Language or Spoken Language before other options. In addition, we may send you an option earlier than requested if the tutor is going to be away for any reason later on (eg on sabbatical) or if it means a group of students will start studying an option at the same time and, therefore, be able, perhaps, to consult each other on Blackboard. If you have a very strong reason for wanting to do the options in a particular order, please indicate that on the Option Choices form.

2.4.7 Taught or dissertation track?

This is an important decision and one which you should be considering from the beginning of your course of study with us. The choice is between:
• breadth: the taught track offers a chance to take 6 module options AND
• depth: the dissertation track offers the chance to study one area in great depth, including conducting a piece of research, which gives insights into the processes involved in researching in our field.

Your choice will be affected by factors such as:
• personal interest
• employer/local institutional expectations
• future career plans.

You are not expected to make a final decision about which track to follow until you have finished the compulsory modules. It is obviously then advantageous to decide as soon as possible, so that you can select the most appropriate options and plan when to study the Research Design module, if you opt for dissertation track. Read Section 2.5.1 below before deciding and you should also contact your personal tutor if you wish to discuss which track you wish to pursue.

**Informing DELAL of your track choice**

The procedure for letting DELAL know which track you have chosen is as follows:
1. Complete the form ‘MA in ELT dissertation track form’ in Appendix 12 if you wish to opt for dissertation track;
2. Return it to Amanda Horn as soon as possible. The latest point is with your second option module assignment OR *September 15* in the year before you wish to start Research Design if you are choosing dissertation track.
3. Return the ‘Taught track final option choices form’ in Appendix 13 to Amanda Horn if you wish to opt for taught track.

**2.5 Administration of the dissertation**

**2.5.1 Dissertation track requirements**

A dissertation is a major academic undertaking; it requires independent thought and research into a topic of your choosing over a considerable period of time. By its nature, a dissertation requires:
• that you explore the literature in your chosen area (hence the need for library access)
• that you are able to conduct a research project on your own at a distance. This has logistical implications (eg do you have access to the kind of sources of data you will need?) and academic implications (are you capable of research at this level by distance study?).

**IT/library resources**

Students who wish to pursue the dissertation track must have:
• access to e-mail and the World Wide Web
• access to a good library, with relevant collections of journals and books.

Alternatively, students can come to Reading. Students with access to e-mail and the WWW can study Research Design at a distance and come to Reading to use the library. The amount of time needed for this will depend upon your dissertation topic and how quickly you are able to do your literature search. We anticipate that most students will need between two weeks and a month for a literature search at Reading.

Students without access to e-mail, the WWW and an appropriate library who wish to do a dissertation, will need to come to DELAL for the 10-week Spring Term (January-March). During this term, students attend the Research Design module on campus, use the University library and discuss their proposed research with their dissertation supervisor. They then maintain
contact with their supervisor while doing their dissertation at a distance. If you also study for option modules during this term at Reading, we recommend you stay on (for example, for another two weeks) after the end of term to allow time to focus on your dissertation literature search.

**Academic resources**
In addition to access to a suitable library, we feel that any student whose marks on the programme are not on average 60% or above would find it difficult to produce a dissertation at a distance. We VERY strongly recommend that students with an average of less than 60% on modules either follow taught track or come to Reading for the Spring term for the campus-based Research Design module and dissertation tutoring.

**Research Design Module**
Students wishing to follow dissertation track must take the Research Design module. This module leads to the production of a Dissertation Proposal and aims to equip students with the skills needed to produce a dissertation. The Research Design module in distance study mode is available for study with paper-based reading and on-line activities as a group once a year, in the Spring Term, from January to March. The exact dates will be announced on Blackboard; classes on campus and working through the printed materials in distance mode will usually be concentrated in the first five weeks of the term (ie mid January to end February).

Students interact with each other on Blackboard. It is important that everyone sticks to the same, tight timeline, as they are all expected to submit responses to tasks to Blackboard for discussion by others by set deadlines.

To follow this Module on-line, you would, therefore, need to be able to commit regular amounts of time (around 8 hours) on Research Design each week and to undertake to submit work for discussion and to discuss other people’s work on Blackboard. The module tutor will also be involved in the discussion but the focus will be on collaborative, interactive discussion on-line by students all studying the same issues at the same time.

**Dissertation track students must complete at least two option modules before starting the Research Design module** as many students choose to write a dissertation in an option module area.

**2.5.2 Selecting topic and supervisor**

Opportunities to develop ideas towards a dissertation topic are offered during the Research Design module, and involve online discussion with the module lecturer, with fellow-students and with your personal tutor.

The first stage in the process of identifying a supervisor is to identify a potential topic for your research and discuss it with your personal tutor. For this you should prepare a brief proposal using the template given out during the Research Design module. Copy this mini-proposal to the Research Design module tutor. You will be allocated a supervisor during this module on the basis of these initial ideas, 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. In consultation with your supervisor you will then produce a 1000-word maxi-proposal.

Once you have discussed and agreed the contents of your maxi-proposal, a final copy of this should be given to your supervisor via Amanda Horn.
2.5.3 Dissertation supervision

During the course of preparing your dissertation you will need a considerable amount of contact with your supervisor. This would normally include correspondence 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. To help guide you in the amount of contact time with your supervisor, you should bear in mind that the average supervision time given per dissertation to students on campus is between 2 and 3 hours, although some students need more than this.

Although individual supervisors may differ in the way they conduct supervisions, there are two general points about supervision at MA level. Firstly, your supervisor will not write the dissertation for you. His or her role is to react to and channel your ideas; the ultimate responsibility for initiating, organising and writing the project must be your own. Secondly, it is not our practice to have the supervisor read a full version of your dissertation before final submission. However, they will read one or two chapters, if submitted at agreed times. Since dissertation writing is essentially an independent process, you should be aware that excessive supervision will 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.

Please note that staff are not normally available for consultation during the non-teaching periods: the University closure periods (which typically include a week at Christmas/New Year and four days at Easter in April) and the University Summer Vacation period (early July to early October).

2.5.4 Assessment and feedback

Students submit two copies of their dissertations. Dissertations are marked by the supervisor and another staff member. In addition, the external examiner may also be consulted. You will receive a copy of the dissertation back with comments and a provisional agreed mark.

Markers bear in mind the following criteria when marking:

1. Demonstration of familiarity with previous work.
2. Degree of understanding of the problem(s) discussed.
3. Thoroughness and care with which the work as a whole has been carried out; the amount of work involved.
4. Appropriateness and accuracy of data analysis (including statistical analysis).
5. Quality of discussion of results and concluding remarks; awareness of shortcomings and suggestions for improvement.
6. Coherence and completeness of write-up.
7. The amount of supervision required, if this is felt to be excessive.
8. Originality in research design and commentary. (At the same time, work uninformed by the content of the course, and which could have been produced readily before studying on the programme, is not regarded as satisfactory.)

2.5.5 Submission dates

Past experience has taught us that it is not advisable for students to spend years on a dissertation. As outlined in Section 2.3.2 above, MA in ELT by DS students have 5 years within which to complete the programme. This applies to dissertation track students as the maximum
amount of time in the programme. However, once the Dissertation Proposal has been accepted by a dissertation supervisor, you will have one year in which to complete and submit the dissertation.

You must submit the 1000 word maxi-proposal for the study to your supervisor by 15 March in the year in which you have studied Research Design.

Once this proposal has been accepted by your supervisor, a copy of the final, agreed proposal should be sent to Amanda Horn. There should be no further changes to the topic. This is to protect you from time-consuming falsestarts. You then have until March 15 of the following year in which to complete and submit your dissertation.

The deadline for dissertation submission must be taken extremely seriously. However, if you cannot complete the dissertation within a year of doing Research Design, you must request an extension to your dissertation submission deadline. Do this on an extension to coursework form (available in Appendix 1 here) in the usual way (see 2.3.11 above).

Students are reminded that they are allowed a second attempt at their dissertation, should they fail at the first attempt. Resubmission must then be within 12 months of the original submission date. The second attempt should not normally involve a complete retake of the whole process with a different dissertation. Students may expect to receive support for this within the confines of the learning outcomes of the dissertation module, and students will be responsible for relevant resubmission costs.

2.6 Tuition Fees

2.6.1 Tuition fees for the MA in ELT by Distance Study

Tuition fees are charged separately for each part at the rate for the current academic year (October-September). Fees are payable before the start of each part, and can be paid in two instalments for each Part.

When you have completed the compulsory, core modules, the University Finance Office will invoice you for three options (this is typical of one year of study. You can study more option modules in a year if you let Amanda Horn know.

The dissertation fee is equivalent to the fee for three option modules. This fee includes payment for the Research Design Module. If you take this Module and then decide to change to the taught track (ie if you then choose to do three option modules and not do a dissertation), you will be charged for the Research Design Module separately.

The University increases fees each academic year by approximately 3%. Additional expenses that you will incur should be minimal, but are likely to include costs for postage/courier services for assignments and exams, telephone calls, examination centres, local libraries, optional purchase of books and photocopies of optional reading. In addition, some countries charge customs duties on books and cassettes, which you, the recipient, must pay.

Please note that materials cannot be sent without payment being received first. This means that if you are paying by instalments, you must have settled the second payment for a Part before the materials for the remainder of the Part can be sent to you.
2.6.2 Tuition fees for combined routes

If you decide to combine Distance Study with courses taken on campus at Reading, different fee structures will apply, as British universities distinguish between EU students and International students on campus-based courses:

If you come to Reading to study and do not qualify for EU student status, the fees will be considerably higher (approximately 60% more) than for Distance Study. If you qualify for EU-student status, the fees will be lower than for Distance Study. Please contact Amanda Horn for current campus-based fees.

2.6.3 Payment of Fees

DELAL is part of the Faculty of Arts, Humanities and Social Science within the University of Reading. Certain administrative matters, including invoicing for fees, are done through the Faculty Office. **Invoices are e-mailed to all students at their Reading University e-mail address** (see Section 3.2.2 below). Payment can be made on-line via the Student Webpage [http://www.reading.ac.uk/internal/student/stdserv-home.aspx](http://www.reading.ac.uk/internal/student/stdserv-home.aspx) If you have any queries concerning payment of fees, please e-mail studentpayments@reading.ac.uk

Any invoice will ask you to send your fee payment directly to the relevant part of the University’s finance system. DELAL benefits from this University-wide service but, as a result, we are not directly involved in dealing with payments. This means we do not know what contact there has been between you and the University’s financial administration unless we are informed. Please deal directly with Student Payments as far as possible, but keep Amanda Horn informed if you have difficulties making payments or receive unexpected invoices. In communicating with her, it will help if you can give as much information as possible (eg dates and numbers on invoices).

If for any reason you withdraw from the programme, you will not be charged for modules you have not been sent materials. You will, however, be charged for modules for which the materials have been sent.
3. SCHOOL and GENERAL
ACADEMIC INFORMATION

3.1 Key dates

Core module timelines are available from Amanda Horn and on the DELAL Web page, at:

http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/ell-research-for-current-students.aspx

Deadlines for submission of option module assignments and dissertations (see 2.5.5 above) are 15 March and 15 September each year.

Degree congregations (graduation ceremonies) are typically held in early July and mid-December each year. Amanda Horn can give you the exact dates for a specific year.

3.2 Communication between staff and students

3.2.1 Student identification numbers

You have two numbers which you will need to use in contacting people at the University:
1. The 8-digit University Student Record Number which you received from the Faculty Office in their first communication with you. This is the number by which you are referenced on the University central computer. Please use this number in all correspondence with that office and the University Finance Office.
2. Your DELAL number from Amanda Horn. This contains your cohort number, the year that you enrolled and the fact that you are a distance study student (DS). The fact that you have enrolled with DELAL with a specific cohort is important for procedural reasons: it determines your final deadline and the regulations under which you are on the programme (as outlined in this Handbook). Other cohorts may have different regulations, so it is vital that, in any correspondence with Amanda or tutors, you tell us your DELAL number.

3.2.2 Communication with Reading

The University uses e-mail as its ‘official’ (default) form of communication between staff and students. We would prefer that you used this method of communication with the programme administrator, module tutors and personal tutors. (See 3.3.3 & 3.3.4 below.) You should not submit coursework using e-mail, unless requested to do so.

Please supply Amanda Horn with your current postal and e-mail contact addresses and phone numbers as soon as possible, and keep her up-to-date with any changes to these contact details. DELAL staff will typically use your own e-mail address. You will be given a University e-mail address, to which all other University e-mail messages will be sent. See Hint 2 in Appendix 4 (How to Use Blackboard) on how arrange the automatic forwarding of e-mails to the University address to another e-mail address.
### 3.2.3 Staff contact details

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone *</th>
<th>e-mail address</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Horn</td>
<td>+44 118 378 8512</td>
<td><a href="mailto:a.j.horn@reading.ac.uk">a.j.horn@reading.ac.uk</a></td>
<td>MA in ELT by Distance Study Programme Administrator</td>
</tr>
<tr>
<td>Vivien Berry</td>
<td>n/a</td>
<td><a href="mailto:v.e.berry@reading.ac.uk">v.e.berry@reading.ac.uk</a></td>
<td>Module Tutor for: Language Testing</td>
</tr>
<tr>
<td>Jon Clenten</td>
<td>+44 118 378 6317</td>
<td><a href="mailto:j.cleon@reading.ac.uk">j.cleon@reading.ac.uk</a></td>
<td>Module Tutor for the Teaching and Learning of Vocabulary and Spoken Language</td>
</tr>
<tr>
<td>Francesca La Morgia</td>
<td>+44 118 378 6472</td>
<td><a href="mailto:f.lamorgia@reading.ac.uk">f.lamorgia@reading.ac.uk</a></td>
<td>Module Tutor for Grammar</td>
</tr>
<tr>
<td>Clare Furneaux</td>
<td>+44 118 378 8986</td>
<td><a href="mailto:c.l.furnee@reading.ac.uk">c.l.furnee@reading.ac.uk</a></td>
<td>MA in ELT by Distance Study Programme Director. Module Tutor for: Language Curriculum Design, Written Language, Teaching English to Young Learners,</td>
</tr>
<tr>
<td>Sylvia Jaworska</td>
<td>+44 118 378 7885</td>
<td><a href="mailto:s.jaworska@reading.ac.uk">s.jaworska@reading.ac.uk</a></td>
<td>Module Tutor for English in Context</td>
</tr>
<tr>
<td>Terry Phillips</td>
<td>+44 120 777 412</td>
<td><a href="mailto:terry@philipselt.com">terry@philipselt.com</a></td>
<td>Module Tutor for: Management in ELT</td>
</tr>
<tr>
<td>Jane Setter</td>
<td>+44 118 378 6089</td>
<td><a href="mailto:j.e.setter@reading.ac.uk">j.e.setter@reading.ac.uk</a></td>
<td>Module Tutor for: Pedagogic Phonetics and Phonology and Intercultural Communication</td>
</tr>
<tr>
<td>Parvaneh Tavakoli</td>
<td>+44 118 378 6092</td>
<td><a href="mailto:p.tavakoli@reading.ac.uk">p.tavakoli@reading.ac.uk</a></td>
<td>Module Tutor for: Second Language Learning Principles, Research Design</td>
</tr>
<tr>
<td>Richard West</td>
<td>n/a</td>
<td><a href="mailto:r.i.west@reading.ac.uk">r.i.west@reading.ac.uk</a></td>
<td>Module Tutor for English for Specific Purposes</td>
</tr>
</tbody>
</table>

*NB1 These numbers are for dialling from outside the UK. If you are in the UK, omit 44 and insert 0 before the next number.

NB2 Module tutors are as specified above at the time of printing (November 2013). Tutors may change.
3.3 Tutorial support

There are two kinds of tutors you will have contact with:
- a personal tutor, whom you may contact at any time during the programme;
- module tutors for each module, whom you will be able to contact for the period of
time you are working on their module.

3.3.1 Your personal tutor

All MA course members are assigned a personal tutor. These have an advisory rather than a
教学 function. You can consult them about choice of modules, track, any personal
difficulties you may have, or any issues that you feel unable to take up with the teacher of a
module or the programme director. You will be assigned a tutor at the start of the programme
and you should then have some introductory email contact with him/her. Thereafter, there are
no fixed or regular contact points; you should simply consult your tutor as you need.

Staff are sometimes away on professional visits; please get in touch with Amanda Horn if you
are having difficulty contacting your personal tutor.

3.3.2 The module tutor

Each module has a tutor (the writer of the DELAL materials for that module and/or the staff
member who teaches it at Reading). This person can be contacted while their particular
module is running.

The module tutor will deal with questions that arise about the module. The tutor may:
- refer you to relevant reading in the module materials or reading material provided;
- pose other, related questions to guide you towards discovering the answer for
  yourself;
- provide the answer.

If you have access to the Internet, we would normally expect you to discuss academic questions
that arise during your studies with fellow students on the DELAL MA in ELT by Distance Study
Web Board (see Section 3.4). We also expect all students with a question about a module to:
- read through the materials very carefully;
- consult the reference materials that they have available;
- discuss issues with professional contacts locally.

If, however, after doing all of the above, you come up against an issue which still needs
discussion with a member of the academic staff, do contact the module tutor for the module
you are currently working on. Each set of module materials will give you the name and email
address of the module tutor. This tutor may suggest your correspondence is posted to a
Blackboard Discussion Board so other students can benefit from it. If you are not on email, you
can contact the tutor at the DELAL address and fax number.

3.3.3 Modes of contact with tutors

You may contact tutors via email, fax, letter or phone. We would prefer phone contact to be
reserved only for those cases where there is no alternative. Please remember that, whichever
mode you use, we cannot guarantee an immediate reply because of teaching and other
commitments. In addition, promptness of reply will be affected by the nature of your query:
some questions will clearly take longer to reply to than others. However, we will always try to
answer as soon as possible. Please indicate clearly in all correspondence which module you are
referring to (if appropriate) and your DELAL candidate number.
You will be able to contact tutors directly by e-mail. Please send your message in the e-mail, not as an attachment. Use attachments for longer texts (eg an assignment outline). It is appreciated if you respond to an e-mail from a member of DELAL staff to acknowledge that you have received it.

If you are contacting a tutor by letter or fax, please address your query to Amanda Horn at DELAL, with the tutor’s name in brackets after Amanda’s on the address. She will pass it on to the tutor or, if they are away, to a back-up tutor. If you have any difficulty contacting any of your tutors, please contact Amanda Horn.

3.3.4 Frequency of contact with tutors

This is a tricky one! We cannot specify exactly how much contact there should be. Students on the face-to-face course at Reading may have up to three half-hour sessions with their personal tutor during each term of the MA, but obviously can ask questions during and after classes. Module tutors often have a 30-minute tutorial with an individual student to go over their outline for an assignment. We all understand that you are studying under completely different circumstances and need support, which we will do our best to provide.

The module tutor cannot read extracts from your assignment. When working on a module, however, we recommend that (like the campus-based students) you give the module tutor a fairly detailed outline of your assignment. For example, this could be a page/page and a half of text with headings and sub-headings, outlining the scope of the assignment and the direction it will take. Please make sure you do this in enough time before the deadline for the assignment for the tutor to respond and for you to act on any recommendations.

If tutors feel that e-mail contact with an individual student is becoming excessive they will point this out.

3.4 Communication between students

The first way of making contact with other students on the programme is by the MA in ELT by Distance Study Blackboard site, through which you can be in touch with other students around the world who are doing the MA in ELT; some will be in the same cohort as you and others will be on other modules.

Blackboard has Discussion Board forums for each Module and cohort-specific ‘Coffee Lounges’ for cohorts during the core module stage. Please post messages about a specific module in the module forum; the Coffee Lounges are for general academic or personal matters. There is also an Announcements site where we place messages with items of information for students.

The Blackboard Discussion Board can become a major source of peer support, both academic and personal. Its major function is probably academic: it provides a place for students to discuss the academic issues that are raised by the materials they are working through. A good discussion board can simulate a discussion in the face-to-face common room between students attending the same lectures. We would expect a large number of academic problems to be solved through discussion among students. DELAL staff members are also registered with Blackboard and may become involved in some discussions.

Remember: postings to the Discussion Board are not moderated. This means that all postings can be read by registered members of the Blackboard site. Please reflect what this means in terms of “netiquette”. Guidelines on this are in Appendix 5. We reserve the right to remove an inappropriate message and/or terminate an individual’s access to the Discussion Board if inappropriate messages are being posted.
For details on how to gain access to Blackboard see Appendix 4. Using Blackboard as part of the programme is discussed in the Study Skills materials. Please post a message to your cohort’s coffee lounge as soon as you can introducing yourself.

You can also contact other students individually. You will find a list of the names of students in your cohort on the appropriate Discussion Board Coffee Lounge. You can find individual student’s University of Reading e-mail addresses through Blackboard (by clicking on Communication and then ‘Send e-mail’, then ‘Select Users’).

We would encourage you to contact other people on the programme who live in the same region as you. It is good to be able to phone or meet up with people locally, if you can.

3.5 Students with disabilities, disabling conditions or specific learning difficulties (such as dyslexia)

If you have, or think you may have, a disability or special needs that could affect your study on the programme, you should inform your tutor or contact the Disability Office (Tel: +44 118 378 8921; e-mail: disability@reading.ac.uk webpage: http://www.reading.ac.uk/Disability). You can also contact the School’s Disability Officer, Rosemary Crabtree – r.a.crabtree@reading.ac.uk

3.6 Complaints procedures

A student who has a complaint about any part of his or her programme of study should in the first instance talk to his or her programme director about the problem; most difficulties can be resolved 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 contact the Faculty Director of Teaching and Learning, or the Sub-Dean of the Faculty. If none of these avenues of complaint yields a satisfactory response, the student should write to the Director of Student Services.

Should you wish to make a complaint about an issue, whether on your course or to do with the University more widely, please consult the following procedures:
http://www.reading.ac.uk/web/files/qualitysupport/studentcomplaints.pdf

You can find a summary of the University’s Student Complaints Procedures at http://www.info.reading.ac.uk/student/stderv-home.aspx as well as summaries of procedures for making academic and disciplinary appeals.

A full copy of the University’s Student Complaints Procedures can be found at: http://www.reading.ac.uk/internal/student/rules-and-regulations/student_complaints_procedure.aspx

3.7 Neglect of work

Your coursework record is held with Amanda Horn. You may check your coursework record at any stage during your degree programme. Where problems arise you should discuss these with 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 contacted by the Head of School. A formal warning, giving clear deadlines and requirements, will then be given and relevant staff
notified (personal tutor, Head of School and programme director). If these requirements are not met, the student will be referred to the Faculty Director of Teaching and Learning.

3.8 Student Evaluation of Programmes

There are a number of ways in which we aim to receive feedback from students on their reactions to the programme. This feedback is summarized and fed into subsequent modules and module revision. It is also important for module tutors and programme directors to know how successful a course has been overall and in its individual modules. For a distance study programme such as the MA in ELT, student feedback is absolutely crucial, as there is not the ongoing feedback of a face-to-face programme. We need to know from you what has worked well and what has been less successful. Please, please send us your feedback!!

Firstly, a written feedback form is distributed with each module as part of the School’s obligatory evaluation procedure. This is attached to the cover sheet for assignments. Please fill in and return the feedback sheet with your assignment or after your exam. You do not need to put your name on these sheets, but we need to know which set of materials you have received so we ask you to indicate which Cohort you are in. This feedback sheet is detached from the assignment along with the cover sheet before marking, collected centrally and then passed on to the module tutor for that module.

Secondly, we have a Postgraduate Student Staff Committee which consists of a student representative from each year and each programme or student group, and normally two members of staff. The committee usually meets once a term on campus in Week 9 and gives students an opportunity to discuss issues arising from the postgraduate programmes. The committee nominates a student to attend the Faculty Students’ Representative Committee. Thus, views from the students can be represented at Faculty level and students can have access to information from Faculty Board.

It is obviously not easy for distance study students to attend meetings at Reading, however, we would like to identify a distance study student representative. Other students can contact this person by email and he/she can submit issues to the Staff Student Committee by e-mail, or in person. The process for selecting the student representative and for them to contact the Student Staff Committee will be discussed on Blackboard.

Finally, an end-of-programme questionnaire is distributed to students.

You are, of course, most welcome to contact us at any time with queries/comments on the programme or any particular module.

3.9 University of Reading: Library services

As a registered student, you can have on-line access to our library catalogues and to many electronic resources. The main University of Reading Library services home page is at: http://www.library.rdg.ac.uk/

From this page, you can link to the University Library on-line catalogue, Unicorn, and to other on-line services. There are also links to online guides which will show you how to use Unicorn and many of the electronic resources available. A useful starting point is the subject guide at: http://www.library.rdg.ac.uk/subjects/linguistics/index.html

The E-journal Finder is where you can access on-line articles to journals the University subscribes to.
3.10 Graduation

Students graduate officially from the University of Reading in mid-December and early July every year. You will be very welcome to come to Reading for this ceremony, but you can also graduate in your absence. It is only after this ceremony that you will receive your certificate and can claim the qualification. Because of the timing of examiners’ meetings and University deadlines, all Reading students who wish to graduate in the December must have submitted all work by the end of September. Reading students who wish to graduate in July must have submitted all work by the middle of May. For MA in ELT by Distance Study programme students, this means you must ensure work has been submitted by the appropriate deadlines for the MA in ELT by Distance Study programme.

Please note that no student can graduate (or receive their final grades) if they owe the University any money (eg fees or charges for photocopying).

Please contact Amanda Horn for exact dates if you are thinking of coming to graduation. Information on graduation is on the Graduation Office webpage at http://www.rdg.ac.uk/Graduation/. If you come or not, you must complete the graduation registration form at http://www.rdg.ac.uk/graduation/. This form confirms the name that appears on the certificate and your contact details.

3.11 After the MA: Staying on to do research

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

a) M.Phil. by examination

The first year of this two-year full-time degree comprises the taught MA course that you are following. After successful completion of the assessment for this course at an appropriate standard, the student proceeds to a second year in which there are two pieces of assessment:
1. An original dissertation of not more than 30,000 words
2. A three-hour written paper in the general area of the dissertation topic.
   It is also possible to follow this course part-time.

b) M.Phil or Ph.D by research

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

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

Please note that DELAL does not currently offer a fully distance MPhil/PhD programme and students are typically required to attend at least the first two terms full time at Reading.
If you are interested in furthering your study in this way, contact the School Director of Research.

Funding

A number of competitive University Postgraduate Studentships are available (see http://www.reading.ac.uk/life/life-money-pg.aspx for details). Application has to be made early in the Spring Term. British and EU students may apply to the Arts & Humanities Research Board and the Economic and Social Research Council for studentships. The closing date for these is 1st May.
Appendix 1

Extenuating Circumstances Form

Available online at:

http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx
Extenuating Circumstances Form

Use this form for any request for the University to consider circumstances affecting your examinations or assessed coursework. **Before completing this form, please read the attached notes.**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student No:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail address:</td>
<td>Date of birth:</td>
</tr>
<tr>
<td>Degree programme:</td>
<td>Part (0/1/2/3/4/PG):</td>
</tr>
<tr>
<td>School:</td>
<td>Personal Tutor:</td>
</tr>
</tbody>
</table>

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant Examiners and officers of the University who are responsible for considering extenuating circumstances. I also understand that this claim for extenuating circumstances will be kept on my University record and may be referred to at subsequent examiners’ meetings. **Note that fraudulent claims for extenuating circumstances are taken extremely seriously by the university and could result in your removal from the university.**

<table>
<thead>
<tr>
<th>Signature of Student:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**1. Specify the overall period of time when your work has been or will be affected by your circumstances**

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
</table>

**2. Complete the table**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Work Affected e.g. practicals, coursework (CW), exams</th>
<th>Staff Name</th>
<th>Date e.g. date of practical, CW deadline, examination</th>
<th>Requested Action e.g. authorise absence (for compulsory classes), grant CW extension (also specify length), take into account my circumstances in examinations.</th>
</tr>
</thead>
</table>
3. About your extenuating circumstances (the nature of the problem and how it has affected/will affect your work)

<table>
<thead>
<tr>
<th>Supporting evidence submitted? Yes / No</th>
<th>Supporting evidence to follow? Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence to be submitted by:</td>
<td></td>
</tr>
</tbody>
</table>

In the case of medical or counselling evidence, if you consulted a doctor/practitioner not attached to the University Medical Practice, please provide a medical certificate or letter from the practitioner.

If you consulted the University Medical Practice or the University Counselling Service, please provide the following information:

- Doctor’s/counsellor’s name
- Date(s) of consultation(s)

I give my consent for the University Medical Practice / University Counselling Service to disclose information from my confidential records which is relevant to the present request both to the relevant officer of the University and to the relevant Examiners.

Signature of Student:__________________________________________________________ Date:__________________________________________

It is important that you submit this form no later than the relevant deadline specified in the guidance notes—even if the supporting evidence is not yet available. Forms submitted late may not be accepted unless extreme circumstances prevented submission. Your form should be in a sealed envelope clearly marked ‘Extenuating Circumstances Form – Confidential’, together with your name and degree, and should be submitted to the School Office of the School responsible for your degree programme.
Request to the University Medical Practice / University Counselling Service

To be completed by the School Director of Teaching and Learning or other nominated member of academic staff

I request that a representative of the University Medical Practice/University Counselling Service countersign this form. I indicate below the action which the Special Cases Sub-Committee might consider if the student’s account of the circumstances is confirmed (e.g. disregarding a piece of work or module mark, recommending Deemed Not to have Sat, extension to deadline for submission of coursework).

☐ Authorised Absence
☐ Coursework Extension
☐ Set Alternative Coursework or Disregard Work
☐ Recommend DNS
☐ Other:

Signature  E-mail  Tel ext

Date sent to University Medical Practice / University Counselling Service

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

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

Yes / No
Please circle, as appropriate

Comment from Doctor/Counsellor:

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

Signature  Date

Please return the form to the School Office indicated overleaf.

For use by School

Information received  Yes / No

Date form returned from the Medical Practice/Counselling Service

Action taken/comments

Decision

Student notified  YES / NO  Relevant members of staff notified  YES / NO

Signature  Date
Extenuating Circumstances

Guidance to Students - please also refer to the following webpage:

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

Extract from website

We are required to keep records of any action we take in respect of course assessment in which an individual student is treated differently from others. We need to record information about illness or other problems which may have affected examination performance or which may form the basis of a request for suspension of a student’s course, or an extension to a deadline to submit coursework.

This document sets out what we ask you to do. Please answer every question and submit the form to the School Office of the School responsible for your degree programme as soon as possible after your illness or other circumstance and not later than the deadline specified below.

If you are seeking an extension for coursework, you should submit the form, if possible, before the deadline for coursework submission.

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/module.

You are responsible for notifying your School of any circumstances which you consider might have affected your performance or your ability to complete a piece of coursework by the deadline.

If you do not submit this form, your circumstances will not be considered.

Claims will be considered where:

- your performance or ability to work has been impaired by your circumstances; and
• the circumstances were beyond your control (such as illness, death or severe illness of close relative or partner, a physical attack, or other events of comparable effect).

**Deadlines for submission**

The University has set deadlines by which students are required to submit Extenuating Circumstances Forms. If a form is submitted after the relevant deadline, your circumstances will not normally be taken into account. 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. Please refer to website for the deadlines for 2013-14

Except for the categories indicated on the website, extenuating circumstances forms in respect of postgraduate students must be submitted as soon as possible after the illness or other circumstance and not later than deadlines published by the School.

**Extensions**

An extension to a deadline for completion of assessed coursework is one possible outcome of a request for consideration of extenuating circumstances. If you use this form to request an extension, you must have valid extenuating circumstances. Note that an extension may not be granted if your reasons are not valid. Some examples of reasons not usually considered valid are set out below. If you are seeking an extension, you should indicate a revised submission date that you consider reasonable given your particular circumstances.
Confidentiality

The information which you provide on this form will be kept in strict confidence and will be restricted to those who are involved in deciding the action to be taken in the light of your circumstances. The decision on your request will be passed to those who need to know, but the detailed circumstances will remain confidential.

Completing the form

The following guidance relates to the numbered sections of the form:

1. Specify the overall period of time when your work has been or will be affected

Please give the dates or period of time during which your problems have affected your work and ability to study. You should consider carefully the time period you specify as the University will not normally consider circumstances which fall outside of this period.

2. Modules/examinations/coursework affected and the action you would like us to take

If your problem has affected your coursework or exam for one or more modules, please list the modules affected and complete the table.

If your ability to complete an assessment has been affected by extenuating circumstances, various actions are possible. For example:

- You may be offered an extension to a deadline to submit a piece of coursework.
- You may be deemed not to have sat (DNS), which means that you are permitted a further attempt at an examination or assessment as if for the first time.
- The mark for the module may be calculated by a variant of the normal method, for example, a piece of work may be set aside and the mark calculated on the remaining work.
- The mark for the module may be set aside.

You should indicate in this section of the form what action you would like us to take in consideration of your circumstances. If you are seeking an extension, you should indicate a revised submission date that you consider reasonable given your particular circumstances.

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

Describe concisely the circumstances which you consider to have had an adverse effect on your ability to study and describe how these have affected your performance or ability to complete a piece of coursework by the deadline, or to take an exam. (Continue on a separate sheet if necessary).

Note that the following would NOT normally be considered as valid extenuating circumstances:

- Computer or printer failure
- Bunching of deadlines
- Job interview
- Falling behind due to paid employment
- Minor illness such as coughs and colds
- Illness after the deadline has passed
- Attendance at weddings and other "rites of passage" ceremonies
- Religious festivals (unless they cover a significant portion of the assessment period or fall on the day of an examination, in which case the student is expected to give reasonable advance warning).
- General feeling of anxiousness/depression unless backed up by medical evidence
- Holidays
- House moves
- Ignorance of rules and regulations

4. Supporting evidence

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

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

Please note that it is your responsibility to provide the supporting evidence. All evidence must be submitted by the time of the relevant Special Cases Sub-Committee meeting. Only in exceptional cases will extenuating circumstances be considered after this meeting.

**Submitting the form**

It is important that you submit the form to the Departmental Office of the School responsible for your degree programme as soon as possible and not later than the deadline specified, so that the information can be taken into account.

Your form should be in a sealed envelope clearly marked with your name and degree and the words 'Extenuating Circumstances Form - Confidential'.

Each School or department has nominated a 'first point of contact' that you may speak to or email regarding the submission of the form. We recommend you contact this person so that they know to expect your form, especially if it is near the deadline, and so that you can post it to the right address or hand deliver it at a time when the person is available.
Appendix 2 Module Descriptions for MA in ELT by Distance Study

These module outlines are correct at the time of printing and are here to inform you and help you make your option choices. However, these descriptions do not have any official status. While every effort has been made to ensure the accuracy of these descriptions, some discrepancies between the descriptions and the modules themselves may be inevitable. As modules are always under possible revision, modules may change in detail before you start them. In addition, module tutors can change. Please check the Blackboard Discussion Board forum for the name and contact details of the current module tutor.

The descriptions are presented in alphabetical order by module title.
Module title: **English for Specific Purposes**

Module code: ** LSMDES **  
Providing Department: **ELAL**  
Part/Level: **M**  
Number of credits: **20**  
Module convenor: Richard West

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

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

**Intended learning outcomes**  
*Assessable outcomes*  
By the end of the module, students should be able to:  
• account for the rise of ESP and explain the main approaches to it;  
• carry out a needs analysis, selecting from the currently used methods;  
• conduct an ESP course, taking into account the features of the local situation;  
• select authentic materials in a principled way;  
• analyse the linguistic features of the authentic materials, making a principled decision on which features to exploit;  
• evaluate, select and supplement published materials in a principled way;  
• determine appropriate classroom methodology for an ESP course;  
• design appropriate tools for the evaluation of an ESP course;  
• select appropriate test instruments for an ESP course;  
• critically evaluate current approaches used in courses for Business English;  
• critically evaluate current approaches used in courses for English for Academic Purposes.

*Additional outcomes*  
The development of autonomous learning skills through engagement with distance study module materials.

**Outline content**  
This module covers the following topics: Review of needs analysis, including participants' own needs, language analysis for ESP, consideration of examples of course design for ESP, introduction to EAP: course design, methods and materials, introduction to Business English methods and materials, review of the role of the teacher in ESP, testing and evaluation.
Brief description of teaching and learning methods
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone.

Assessment

Coursework
A 3-4,000 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 for the next appropriate distance study submission deadline.
Module title: **English Grammar**

Module code: **LSMDEG**  
Providing Department: **ELAL**  
Part/Level: **M**  
Number of credits: **10**  
Module convenor: **Francesca La Morgia**

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

**Aims**

This module for MA in ELT students aims to increase the sophistication of participants’ understanding of the ways in which the English language can be described at sentence level and above. Participants will be introduced to the major formal and functional units involved in the construction of sentences.

**Intended learning outcomes**

**Assessable outcomes**

By the end of the module students will be able to demonstrate:

- 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 awareness of the formal and functional components of the noun phrase, and the premodifiers and determinatives in particular;
- an ability to discuss critically issues which arise from such analyses, with particular reference to pedagogic contexts.

**Additional outcomes**

The module will promote the development of autonomous learning skills through engagement with distance study module materials. Through access to web-based materials, students will have an opportunity to develop IT skills. Through the online discussion board they can develop their online interaction skills.

**Outline content**

The description of language: levels and units. Grammar: types of grammar; starting points for grammar. Levels of grammatical analysis: function and form in clause and phrase. The noun phrase: noun classes and categories. The verb phrase: the structure and communicative grammar of the verb phrase.
Brief description of teaching and learning methods
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. There is a CD-Rom and Web version of parsing practice tasks and explanations The module tutor can be contacted by e-mail, letter or phone. Students interact with each other and the module tutor through the online discussion board.

Assessment

Coursework
N/a

Examinations
A two hour examination consisting of a compulsory parsing test and one essay question.

Relative percentage of examination: 100%

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

Reassessment arrangements: Re-assessment by exam when the examination is offered in distance mode.
Module title: English in Context

Module code: LSMDDT
Part/Level: M
Providing Department: ELAL
Number of credits: 10
Module convenor: Sylvia Jaworska

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

Aims
This module aims to introduce and apply frameworks for the description and analysis of 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, and will consider applications and implications of such description for the language classroom.

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 models of discourse analysis, and knowledge of the terminology and concepts of each of these
• sensitivity to the differing perspectives offered by these approaches and ability to synthesise these models
• ability to select appropriate models in accordance with specific goals of analysis, justify this selection and evaluate their applicability to data
• a critical awareness of the application of discourse analysis to social and educational contexts.

Additional outcomes
The module will promote the development of autonomous learning skills through engagement with distance study module materials. The module also aims to encourage students’ critical analytical skills with respect to a wide range of samples of language in use.

Outline content
The following topics will be introduced and discussed: units of meaning in communication, pragmatics, structure of interaction, conversation analysis, notions of text structure and cohesion, genre, contrastive rhetoric, and critical discourse analysis. Issues will be introduced with reference mainly to English discourse. The data for analysis will be drawn from such sources as television interviews, classroom interaction, newspaper articles, academic texts and casual conversation.
**Brief description of teaching and learning methods:**
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles. The module tutor can be contacted by e-mail, letter or phone.

**Assessment**

*Coursework*
A 2,000 – 2,500 word (max) assignment from a choice of set topics.

*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 for the next appropriate distance study submission deadline.
Module title: Intercultural Communication

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

Module convenor: Jane Setter

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

Aims
This module aims to consider ways of conceptualising culture; to extend students’ awareness of the relationship between cultural and individual factors in behaviour; to clarify the relationship between cultural factors and communication style; to critically consider the effects of this relationship on inter-cultural contacts; to explore ways in which intercultural content can be incorporated in the language curriculum; to familiarise students with a range of inter-cultural training activities.

Intended learning outcomes

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

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

Additional outcomes
The module will promote the development of autonomous learning skills through engagement with distance study module materials. It will also promote heightened awareness of the cultural specificity of all human beings’ experience.

Outline content
The topics to be covered during the module are as follows: What is Culture?; Cultural Categories and Dimensions; Differences in Communication; Research on inter-cultural
communication; Developing Pragmatic Competence; Developing Intercultural Communication; Activities for developing inter-cultural communicative competence

**Brief description of teaching and learning methods**
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone.

**Assessment**
*Coursework*
One essay of 3000 – 4000 words from a choice of two topics.

*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 for the next appropriate distance study submission deadline.
Module title: **Language Curriculum Design**

Module code: **LSMDLC**
Part/Level: **M**
Providing Department: **ELAL**
Number of credits: **10**

Module convenor: **Clare Furneaux**

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

Co-requisites: 
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
The module will promote the development of autonomous learning skills through engagement with distance study module materials. Through online discussion students should develop their online 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
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. Students are invited to contribute responses to specified tasks to the online discussion board and to interact with each other in that forum. The module tutor can be contacted by e-mail, letter or phone. Students interpret and discuss an example of language curriculum design work, produced as a simulation, in the light of the study they have done for the module.

Assessment
Coursework
N/a

Examinations
A 2-hour examination at the end of their study for the module consisting of a question based on the simulation materials.

Relative percentage of examination: 100%

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

Reassessment arrangements: Re-assessment by exam when the examination is offered in distance mode.
Module title: Language Testing

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

Module convenor: Vivien Berry

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

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

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

Additional outcomes
The module will promote the development of autonomous learning skills through engagement with distance study module materials. Students will develop their skills of numeracy.

Outline content
Topics to be covered include: fundamental concepts in language testing; the testing of reading and listening comprehension; the testing of oral interaction; the testing of writing; the testing of general proficiency; critically evaluating language tests; the formative and summative use of language tests.

Brief description of teaching and learning methods
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone.
Assessment

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

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 for the next appropriate distance study submission deadline.
Module title: **Management in ELT**

Module code: **LSMDML**
Part/Level: **M**
Providing Department: **ELAL**
Number of credits: **20**
Module convenor: **Terry Phillips**

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

**Aims**
This module aims to introduce students to key management concepts and principles; to develop an awareness of the importance of management practices in ELT; to provide students with criteria for evaluating their own and other people’s management practices; to establish a basis for further development as a manager.

**Intended learning outcomes**

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

- relate different approaches to management to their work;
- relate management processes to organisational culture;
- distinguish between strategic, tactical and operational management;
- critically apply marketing and quality assurance principles and practices;
- interpret and explain basic financial information;
- apply theories of motivation to work performance;
- apply cultural dimensions to analysing and explaining issues arising in the multicultural workplace;
- analyse management problems by reference to relevant management concepts and principles.

*Additional outcomes*
The module will promote the development of autonomous learning skills through engagement with distance study module materials. Students should also perform more effectively as managers and members of a team; make well informed management decisions in their own workplace; communicate more effectively with members of their own organisation; appraise their own and other people's performance; apply the principles of good practice in managing staff;

**Outline content**
The module covers the following topics: defining management; strategy and objectives; tactical management; marketing and Quality Assurance; finance for the non-financial manager; budgeting and costing; organisations; teams and team work; motivation; recruitment and performance evaluation; conflict and management; managing interculturally and managing change.
**Brief description of teaching and learning methods**
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone.

**Assessment**

*Coursework*
A 3,000-4,000 word assignment.

*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 for the next appropriate distance study submission deadline.
Module title: **Pedagogic Phonetics & Phonology**

Module code: **LSMDPH**
Part/Level: **M**
Providing Department: **ELAL**
Number of credits: **10**
Module convenor: **Jane Setter**

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

**Aims**
This module aims to familiarise students with the phonetic and phonological systems within the larger system of the English language; and to provide a basis for evaluating the descriptive adequacy of claims made by linguistic theories. It also aims to impart a high level of competence in the transcription of English sounds, stress, and intonation.

**Intended learning outcomes**

*Assessable outcomes*

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

- understanding of their personal teaching principles and their implications for teaching pronunciation;
- an ability to describe in detail major features of English pronunciation in natural connected speech;
- an ability to detect and describe pronunciation errors in the speech of learners of English;
- an ability to propose teaching strategies for helping learners overcome specified pronunciation problems in accordance with teaching principles.

*Additional outcomes*

The module will promote the development of autonomous learning skills through engagement with distance study module materials.

**Outline content**

Major areas in the segmental and non-segmental sound-structure of English; survey of a range of methods which are widely used in the teaching of English pronunciation; consideration of the implications of a variety of teaching principles for the teaching of pronunciation; practical experience in proposing teaching strategies and types of materials suitable for helping particular students with specific pronunciation problems.
**Brief description of teaching and learning methods**

Students work through specifically written distance study module materials (which include a set of cassettes), doing tasks and reading commentaries on those tasks. The module tutor can be contacted by e-mail, letter or phone. Students interact with each other and the module tutor through the online discussion board.

**Assessment:**

*Coursework*

Students will complete a written assignment of 2,000-2,500 words on the pronunciation features of a given non-native speaker of English. The following aspects are to be observed:

- An outline and discussion of the candidate’s personal teaching principles for the teaching of pronunciation;
- Selection and description of an area in which the speaker differs from a native speaker, with examples and transcription of the differences;
- Evaluation of existing published learning materials with respect to the feature selected;

An outline of a developing sequence of teaching and learning activities to help the learner, in a manner in keeping with your stated principles.

*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 for the next appropriate distance study submission deadline.
Module title: **Research Design and Dissertation**

**Module code:** LSMDDI  
**Providing Department:** ELAL

**Level:** M  
**Number of credits:** 60

**Module convenor:** Parvaneh Tavakoli

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

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

**Aims:**
This module comprises a taught component on research design and methodology which then leads to preparation of the dissertation. The module aims to describe and exemplify the nature of academic research in general, and to outline different approaches to research in the field of applied language studies. The module presents principles of design, data-gathering and analysis in both quantitative and qualitative research, and an introduction to some basic principles and techniques in descriptive and inferential statistics. Students are introduced to some key ethical questions in relation to the conduct of research, and consider key aspects of the dissertation-writing process.

**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 wider-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
The module will promote the development of autonomous learning skills through engagement with distance study module materials. Students should have developed the skills needed to conduct an extended piece of research, including time management, and written communication skills.

Outline content

Brief description of teaching and learning methods
During the taught phase of the module, content will be conveyed by distance study materials and on-line discussion via the discussion board and e-mail contact with the module tutor. Towards the end of, and after, the taught phase, each student will be guided in online tutorials by a supervisor.

Assessment
Coursework
A Dissertation of 15,000 words

Relative percentage of coursework: 100%

Examinations: N/a

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

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

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

**Intended learning outcomes**

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

*Additional outcomes*
The module will promote the development of autonomous learning skills through engagement with distance study module materials.
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
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone. Students interact with each other and the module tutor through the online discussion board.

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

Relative percentage of coursework:
100%

Examinations: N/a

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

Reassessment arrangements: Assignment essay to be submitted for the next appropriate distance study submission deadline.
Module title: **Spoken Language**

**Module code:** LSMDSP  
**Providing Department:** ELAL  
**Level:** M  
**Number of credits:** 20  
**Module convenor:** Jon Clenton

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

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

**Intended learning outcomes**

**Assessable outcomes**
By the end of this module, students should be able to:
- describe key features of the psycholinguistic processes of L2 listening and speaking;
- summarise current views of the types of skills needed to comprehend spoken English, and link listening skill development techniques to major lesson phases;
- identify factors influencing the choice of a model of spoken English for L2 teaching;
- show awareness of the benefits and limitations of focused oral practice, especially drills;
- list defining features of pedagogical tasks used in L2 teaching and the features (including teacher interventions) which influence learner output;
- define and exemplify the main types of L2 communication strategies;
- identify specific features of speech for assessment purposes within a framework of models of speaking proficiency;
- list types of speaking test and factors for consideration in rating scale production;
- critically analyse spoken language teaching materials or assessment instruments in relation to the nature of the listening and speaking processes and of spoken language.

**Additional outcomes**
- Students should develop an awareness of the way in which the teaching of L2 speaking and its role in the curriculum have changed over the last fifty years.
Outline content
The topics to be covered during the module are as follows:
The listening and speaking processes: psycholinguistic views; the nature of
interactional and transactional spoken language; teaching listening skills: methods
and materials: stages and emphases in the listening process; teaching speaking-
models and an historical overview; input and practice in teaching speaking; extended
speaking, communication strategies and task-based learning; the roles of the teacher,
learner and materials in L2 speaking; assessing speaking: what, why and how can we
assess?

Brief description of teaching and learning methods:
Students work through specifically written distance study module materials, doing
tasks and reading commentaries on those tasks. They also receive core readings in the
form of selected articles and a cassette. The module tutor can be contacted by e-mail,
letter or phone. Students interact with each other and the module tutor through the
online discussion board.

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

Relative percentage of coursework: 100%

Penalties for late submission: Standard penalty specified by the School.

Examinations: N/a

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

Reassessment arrangements: Assignment essay to be submitted for the next appropriate
distance study submission deadline.
Module title: Teaching English to Young Learners

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

Module convenor: Clare Furneaux

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;
• evaluate strengths and weaknesses in current materials and programmes, and justify these claims in relation to current debate;
• select and exploit materials for teaching foreign languages to young learners from a principled perspective

Additional outcomes
The module will promote the development of autonomous learning skills through engagement with distance study module materials.

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; and resources and materials.
Brief description of teaching and learning methods
Students work through specifically written distance study module materials, doing
tasks and reading commentaries on those tasks. They also receive core readings in the
form of selected articles. The module tutor can be contacted by e-mail, letter or phone.

Assessment

Coursework
A 3-4,000 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 for the next
appropriate distance study submission deadline.
Module title: The Teaching and Learning of Vocabulary

Module code: LSMDVO  Providing Department: ELAL
Part/Level: M  Number of credits: 20
Module convenor: Jon Clinton

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

Aims
This module aims to explore all aspects of the learning and teaching of vocabulary, providing students with an understanding of the theory underlying current practice. This will involve study of some aspects of linguistics (semantics, lexis and grammar) and of psychology, in addition to exploration of practical techniques for presenting vocabulary to L2 learners.

Intended learning outcomes
Assessable outcomes
By the end of this module, students should be able to:
- relate aspects of the theory of vocabulary acquisition and learning to the evaluation of a vocabulary textbook, dictionary or a series of lessons.

Additional outcomes
- Knowledge of the range, variety, sources and changing nature of English vocabulary
- Understanding of meaning relations between words, specifically types of sense and reference relation
- Ability to explain one method of ascertaining how many words are known by users of English
- Understanding of what is involved in knowing a word
- Knowledge of the range of strategies for acquiring words
- Ability to evaluate some of the main approaches to incorporating vocabulary into the language syllabus.

Outline content
This module covers the following topics: basic terminology; how words mean; dictionaries and wordlists; vocabulary acquisition; pedagogic implications; social and literary perspectives; special purpose vocabulary
Brief description of teaching and learning methods
Students work through specially written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and a core textbook. The module tutor can be contacted by e-mail, letter or phone.

Assessment
Coursework: A 3-4,000 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 for the next appropriate distance study submission deadline.
Module title: **Written Language**

Module code: **LSMDWL**
Part/Level: **M**
Providing Department: **ELAL**
Number of credits: **20**
Module convenor: **Clare Furneaux**

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

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

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

*Additional outcomes*
The module will promote the development of autonomous learning skills through engagement with distance study module materials. Students own reading and writing skills and strategies will be developed.

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

**Brief description of teaching and learning methods**
Students work through specifically written distance study module materials, doing tasks and reading commentaries on those tasks. They also receive core readings in the form of selected articles and core textbooks. The module tutor can be contacted by e-mail, letter or phone.
**Assessment**

*Coursework*

A 3-4,000 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 for the next appropriate distance study submission deadline.
Appendix 3 Members of academic staff: Pen Portraits

Here are some details about DELAL academic staff involved with the programme. For more information about us all (and even photos!), see the DELAL website, at http://www.reading.ac.uk/english-language-and-applied-linguistics/Aboutus/elalstaff-list.aspx

**Vivien Berry**  
Vivien is an independent language testing consultant who specializes in conducting validation studies of major language proficiency tests. She holds a PhD in Language Testing from King’s College, London and an MA and Diploma in Advanced Studies in Education (DASE) from Lancaster University. She spent fifteen years at the University of Hong Kong where she taught courses in language testing and supervised PhD students in the Faculty of Education and the Graduate School. She was a founding member of the International Language Testing Association (ILTA) and served on the Executive Board for six years. She is currently the Convenor of the British Association of Applied Linguistics (BAAL) Special Interest Group (SIG) on Language Testing, Evaluation and Assessment (TEA). Her major interests are in the ethical use of language tests, validation and performance tests. She has also taught in Japan, Turkey, Saudi Arabia, Oman and England.

**Jon Clenton** holds a BA (Hons) degree in Communication Studies from Sheffield Polytechnic (now Hallam University) and an MA degree in Applied Linguistics from the University of Sussex. His PhD (from the University of Swansea) relates to the development and the assessment of productive vocabulary knowledge in L2 (English) learners. He also holds a Cert. TEFLA (The Bell School) as well as a Diploma in TESOL from Trinity College. His research interests include the assessment of productive vocabulary knowledge, interpreting L2 development in terms of bilingual models, and conceptual development in bilingual learners. Jon has also worked at the University of Sussex, and at Osaka University in Japan.

**Clare Furneaux** Graduated in English and History from the University of Bristol and did postgraduate studies at the universities of Manchester, Reading and London’s Institute of Education. Her doctoral thesis focused on academic literacy. Has taught EFL in Malaysia, Nepal, China, Japan and Jordan. Current professional interests: EAP, study skills, teaching writing and teaching young learners. Clare is the Programme Director of the MA in English Language Teaching by Distance Study, and the Department’s Director of Postgraduate Teaching & Learning.

**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 (Aston University, Birmingham) in Applied Linguistics in the area of Second Language Acquisition and Language Policy. Before coming to Reading, Sylvia taught Corpus Linguistics, Second Language Acquisition and German as a Foreign Language at Queen Mary, University of London. Sylvia was also a visiting lecturer in the Department of English Language and Linguistics at Rhodes University (South Africa), where she taught Corpus Linguistics and Discourse Analysis. Sylvia’s main research interests are Corpus Linguistics, especially the application of corpus tools and methods to research in Second Language Acquisition, Language Pedagogy and Academic Discourse. She also combines Discourse Analysis with Corpus Linguistics to examine discursive strategies in gendered and racist language.
Francesca La Morgia holds a degree in Linguistics and Philology (Universita degli Studi La Sapienza, Roma), a Diploma in teaching Italian as a foreign language (DILIT International House), an M.Phil in Applied Linguistics (Trinity College Dublin) and a PhD in Language Acquisition (Dublin City University). She has recently joined the University of Reading, where she is teaching various modules at undergraduate and postgraduate level.

Before coming to Reading, Francesca taught Linguistics in Dublin City University and University College Dublin. She has also taught Italian as a foreign language in University College Dublin, the Italian Cultural Institute and other schools in Ireland. Francesca’s PhD focused on the development of the weak language and the role of the input in bilingual first language acquisition. Her main research interests are monolingual and bilingual child language development, the acquisition of syntax, language processing at interfaces, heritage language description and Italian Linguistics.

Terry Phillips

Terry is a DELAL Associate and freelance writer, trainer and consultant. He has worked in ELT for 25 years and conducted marketing and consultancy visits to more than 20 countries. He has written over 40 published books in all areas of ELT. Now runs a personal tuition service on the Internet. Terry teaches on the Management in ELT option and wrote the distance study materials for this course together with Ron White.

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

Parvaneh Tavakoli did a BA in English Translation and an MA in TEFL at Iran University of Science and Technology before she 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 undergraduate 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 London Metropolitan University. Some of the modules she has recently taught are Teaching Methodologies, 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 issues related to English language teacher education.
Appendix 4: How to use Blackboard

1. Getting into Blackboard

Go to: http://www.reading.ac.uk/

If this is your home PC, you can click on Favourites and then Add to Favourites so you can store this address.

Now click on ‘Student’ in the top right corner to go to the Student Home Page. Look for the ‘Other links’ section on the left side of this page. Click on Blackboard Learn login to go to the Blackboard Home page for University of Reading; this is currently https://www.bb.reading.ac.uk/
Now log into Blackboard using your University Username and Password.

(The layout of the Student pages changes from time to time, so you may have to search around a bit and scroll down if the Blackboard Link is not visible.)

* If you have a problem with logging in, ensure that the Caps and/or Shift Locks are not selected and enter the username and password again, carefully.

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<table>
<thead>
<tr>
<th>Hint 1. If you wish to change your password</th>
</tr>
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<tbody>
<tr>
<td>Go to <a href="http://www.reading.ac.uk/internal/its/itsinternalHome.asp">http://www.reading.ac.uk/internal/its/itsinternalHome.asp</a> Then click on 'Online Password Change' in the See Also section on the right.</td>
</tr>
<tr>
<td>Alternatively, you can go straight to <a href="https://password.reading.ac.uk/">https://password.reading.ac.uk/</a></td>
</tr>
</tbody>
</table>

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2 Finding our course

2.1 When Blackboard opens, click on the Enrolments tab at the top.
2.2 Then click on STEFLDX-05-6NR: MA TEFL/ELT
2.3 You should then get this screen:
3. Course area buttons

The buttons on the left let you navigate around the course Blackboard site. Here is a rough indication of what can be found where, but material tends to be added as the course develops, so you will need to check in Announcements each time to see if there is anything new you need to look at.

**Announcements**  
Messages from the MA ELT programme administrators

**Course Information**  
Programme specifications, staff contact details document, timelines for the core modules

**Staff Information**  
Contact details for Amanda Horn and Clare Furneaux.

**Course Documents**  
Programme forms (change of address, option choices etc), examples of Student Handbooks

**Assignments**  
Assignment submission checklist.

**Communication**  
You can click on e-mail here, and select users of this site to e-mail to.
Hint 2. Forwarding e-mails from your University e-mail address to another e-mail address

Blackboard e-mail facility sends to University e-mail addresses only. If you would like to have these (and other e-mails sent to your university e-mail address) automatically forwarded to another e-mail address (ie the one you usually use), go to http://www.reading.ac.uk/internal/readinglive/Changes/its-rl-resends.aspx

Discussion Board
This is the main area of use of Blackboard. There is a separate discussion forum for each module, for discussion related to academic matters, and there are also coffee lounges for non-module specific issues or just chit-chat, and a Study Skills forum. See below (Section 6)

External Links
Web links to useful sources of information on the internet will appear here.

Tools
We are not using these on the MA ELT programme yet.

4. Problems accessing Blackboard

Most people find Blackboard quite easy to use from the student point of view. However, like any computer system it takes a day or two to get familiar with it. In the early stages you may have a problem with your login or getting into Blackboard. It is also possible that there is a problem with your browser; for the latest information on this see the links in 5. below.

If you do have problems accessing Blackboard, contact Clare Furneaux for initial advice: c.l.furneaux@reading.ac.uk Please tell her as much as you can about the specific problem, including information about your computer (Windows or Mac?), and browser plus version number (eg Internet Explorer 7). She may need to refer your problem to IT services, so the more information you can give the better.

5. Help with using Blackboard

The latest help will be found by going into Blackboard and clicking the E-learning support "Tab" which will normally be seen on the screen on the line of "tabs" which are shown on the line below the University crest.

6. Using the Discussion Board

Click on the Discussion Board button. Put the cursor under the title of the Module you are studying, or coffee lounge you wish to enter, and click. This will open up that forum and you will see the message threads.
Reading and replying to messages
If you click on any of the thread titles (under ‘Thread detail’), the messages in that thread will appear. To the right of the message, you will see a ‘Reply’ button. Click on this. Type your message in the message box and then click on ‘submit’. This will add your message in the discussion thread below the one you are replying to.

Sending a message to the Discussion Board
First, you need to decide which conference it is appropriate to send your message to. Click on the name of the conference, and then click on the ‘Add New Thread’ box at the top to the right of the blue buttons. A message box will appear. Give your message a clear title, in the space next to ‘Subject’, and then type your message in the box below. There are various word-processing tools you can select from the toolbar above the message space. You can also add an attachment. When you are finished, click on ‘Submit.’ You can remove or modify your message by clicking on the keys to the right of the ‘Subject’ line above the message box.

If you are paying for the time that you are connected to the Internet, you might want to type your messages in Word, before you make a connection, and then open your Internet connection, go to the discussion board, and copy and paste each message into the appropriate message box. Paste by clicking on the paste icon in the toolbar (it looks like a brown briefcase to me!).

Closing the Blackboard session
When you want to finish your session, click on ‘Logout’ at the top of the screen.

For practice in using Blackboard, work through Unit A of the Study Skills materials you received with this Student Handbook.

7. Answers to some frequently asked questions

How do I print a message?
When you are looking at the message, right-click on the message, and choose ‘Print’.

Can I send attachments to the board?
Yes. Click on ‘Attachment’ in the new message page. Then you can browse your files to find the file to attach.

What do I do if I forget my username or password?
Contact IT Services at Reading at its-help@reading.ac.uk, telling them what has happened. Explain you are a distance study student and that you cannot come in person to collect a new username and password.
What do I do if I have a technical problem?
In the first instance, contact the Clare Furneaux: c.l.furneaux@reading.ac.uk at DELAL. Give as much information as you can, as she may have to forward your query to IT Services.

What do I do if I have a complaint to make about comments made by other members of the discussion board?
Send complaints to Clare Furneaux or to your tutor. Please do not send them to the discussion board, because this is against netiquette.
Appendix 5 MA in ELT by DS Discussion Board: Rules & Guidelines

The MA in ELT by Distance Study Discussion Board on Blackboard has been set up with the aim of creating an online forum for discussion of issues relating to language teaching, to research and to study. It is not only a forum for discussion of ideas, but also a place for the sharing of experiences, and it is hoped that the board will give students a sense of community that might otherwise be lacking in a distance study course. For that reason, it is important that everyone who belongs to the board feels free to express their thoughts, and their feelings, openly, in a supportive environment, without fear of demeaning criticism. As an electronic discussion board is a relatively new medium of communication for many, we have established the following rules and guidelines for use for this board.

Rules

Members of the MA in ELT by Distance Study Discussion Board are required to abide by the following rules:

1. Do not ‘flame’ other members of the board. ‘Flame’ is the term used to describe any kind of derogatory comment, or set of comments made by one member of the board to other member(s), whether in the public forum of the discussion board, or off-board. When you respond to someone’s ideas, you must not make comments that are derogatory of, or which imply contempt for the person or their ideas.

2. Do not post material that may be offensive to other members of the board. It is not possible to define exactly what constitutes offensiveness but members are required to have due respect for the feelings and values of all other board members, and to refrain from activity that causes offence. Please remember that MA in ELT programme students come from a wide variety of backgrounds and cultures. If a certain posting is judged by other members of the board to cause offence, the person who made the original posting must accept the judgement.

3. Do not allow non-members access to the Board. The username and password that you have been given are strictly for your use, and must not be shared with anyone else.

If any contributor to the discussion board violates these rules, the Board Manager (Clare Furneaux) has the right to remove the offender from the Board. In most instances, the Manager will give a warning first.
General Discussion Board Netiquette Guidelines

These are descriptions of general good practice on this or any other web discussion board.

1. When replying to a message, **only include sections of the previous message that you need to refer to in your comments**. Messages that contain the full text of the previous few messages use up a lot of storage space and take a long time to download (which may cost other students money!).

2. **Make sure that you have a meaningful subject line**, so that your readers will have a clear idea of what the message contains. If your message relates to a particular Module, please include the Module title in your subject line. Good example - "LCD: My thoughts on the Skehan article." Poor example - "Interesting Ideas." General messages can be signalled ‘General: (topic)’ in the subject line.

3. **Don’t send commercial "advertisements"** to the board.

4. **Capitalize words only to highlight an important point**, to distinguish your comments in the middle of quoted text, or to distinguish a title or heading. You could alternatively use "asterisks" around a word to make a strong point. Capitalizing whole words that are not titles is generally seen as SHOUTING, and this can be irritating to other members of the Board.

5. When reacting to someone else’s posting, **address the ideas, not the person**. Personal arguments are invariably hurtful, and thus are not acceptable.

6. **Be careful of judging the "tone" of the posts of others.** It may seem that what someone else wrote was written in a condescending or harsh way to you, but it may not have been intended that way by the person who wrote it. Remember that on the Internet we don’t have the usual indicators from voice or facial expression to judge by.

7. If you want to forward someone else’s posting to another board or to people outside the DSMA Blackboard site, **ask the writer for permission** first.

8. **Be careful when using humour or irony.** You are communicating in an intercultural context without the benefits of voice tone, paralinguistic features nor the opportunity to adapt your message in the light of immediate feedback, so it is important to make your tone explicit; one solution is to use emoticons, such as the smiley §). **Sarcasm is, as a general rule, to be avoided.**

The Board Manager has the right to delete or edit your messages if they are duplicate messages (for example, you accidentally sent the message more than once), if they are judged to be libellous, offensive and/or abusive. The Manager’s decision is final.

**What to do if you want to complain about any message on the MA Blackboard Discussion Board:**

Send complaints to the Board Manager ([c.l.furneaux@reading.ac.uk](mailto:c.l.furneaux@reading.ac.uk)).
Appendix 6: Instructions for candidates for DELAL MA in ELT by Distance Study examinations

Before the examination

On the day of the examination, you should report to the examination room at least 15 minutes before the start of the examination. Remember to bring your identity document (see Section 2.4.4. of the Student Handbook) and your DELAL student number.

Please read the notes on 'Academic Misconduct' at the following website: http://www.reading.ac.uk/internal/exams/Policies/exa-misconduct.aspx
Contact your personal tutor immediately if you have any questions.

10 minutes before the start of the examination

3. The Invigilator will ask to see your candidate identity document before allowing you to enter the examination room. This must contain a photograph and must be a national identity document (eg a passport, identity card or driver's licence), not a student card, library card etc. You will then be allowed to take your seat IN SILENCE.

4. You cannot refer to any books or documents during the exam, except those provided in the examination materials. You may have nothing with you at your desk except pens, highlighter pens, pencils, erasers, rulers, correction fluid, drinking water and any medicines you require. All bags/books etc should be placed at the front of the room near the Invigilator. Any mobile phones should be switched off and placed near the Invigilator.

5. Once you have entered the examination room you may not leave again until the examination has finished or as detailed in paragraph 12 below.

6. All candidates should be seated at their desks 5 minutes before the start of the examination.

5 minutes before the start of the examination

7. The Invigilator will announce that the examination will start in 5 minutes and that candidate(s) must now write their candidate number on each sheet of answer paper provided. You must not write your name anywhere. If you wish to contact the Invigilator during the examination (eg to ask for more paper or to leave the room), do so by raising your hand.

8. You will be told to turn over the examination paper and the Invigilator will read out the rubric at the top of the examination paper.
Start of the examination

9. At the time appointed for the start of the examination, the Invigilator will announce the start of the examination, that there is 10 minutes allocated for reading the question paper on top of the examination time.

30 minutes after the start of the examination

10. No further candidates may be admitted.

During the examination

11. No candidate will be allowed to enter the examination room more than 10 minutes before the start of the examination or after the first 30 minutes of the examination period. No candidate will be allowed to leave until at least 30 minutes have elapsed after the start of the examination or during the last 20 minutes of the examination.

12. Candidates may only leave the examination room with the Invigilator’s permission. That is:
   a. to visit the toilet.
   b. finishing the examination before the full time has elapsed.
      Candidates who wish to leave the examination early must hand in their examination script to the Invigilator.

13. No smoking is allowed in the examination room. You may bring drinking water with you and any medicines you require.

14. No candidate may in any circumstances speak to or communicate with any other candidate in the examination room. Strict silence must be observed during the examination and in the period immediately prior to the examination and whilst scripts are being collected.

15. The duties of the Invigilator include the prevention of any collaboration between candidates and the use of notes, books etc. and reporting any irregularities during the examination to DELAL.

10 minutes before the end of the examination

16. The Invigilator will warn you that you have 10 more minutes in which to write.

At the end of the examination

17. The Invigilator will announce the time and you must stop writing immediately.

18. You will be told to check that your answer scripts are numbered and arranged in the correct order.
with your student number (not name) on each page. You will then attach your papers with the fastener provided on your desk. You should also attach any unused sheets of answer paper.

19. You must remain silent until the answer scripts have been collected.

20. You may then leave the room. You may take your own copy of the question paper, but no spare answer sheets.

21. Please make sure you make all necessary payments for the examination, including: the Invigilator’s fee, the cost of the examination room hire, the cost of postage by the Invigilator of your examination script to DELAL.

22. Please note that DELAL does not acknowledge receipt of examination scripts. We will, however, contact your Invigilator if the script is not received or there are queries about the conduct of the Examination.
Invigilation of Examinations

Please ensure that your invigilator completes and signs the following form. You should then return the completed form to the MA in ELT by Distance Study Programme Administrator, Department of English Language and Applied Linguistics, University of Reading, URS Building, Whiteknights, PO Box 219, Reading, Berks, RG6 6AW, England.

**PLEASE COMPLETE THIS FORM IN BLOCK CAPITALS**

<table>
<thead>
<tr>
<th>Name and address of candidate</th>
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<table>
<thead>
<tr>
<th>Name of invigilator</th>
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<th>Contact address of invigilator</th>
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<tr>
<th>Address to which examination material should be sent</th>
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<th>Invigilator's place of work</th>
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<th>Invigilator's position/job title</th>
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<th>Place/location of examination</th>
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<th>Date and time of examination</th>
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| Signed ......................................... Date ............................. |
Please complete this form and attach it to the front of your assignment. This form is separated from your assignment before marking, so please make sure you also have a title page with essential information: see item 19 on the Assignment Submission Checklist in your Handbook.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Personal Tutor:</th>
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<tbody>
<tr>
<td>Candidate Number:</td>
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<tr>
<td>Module title/code (e.g. English in Context LSMDDT):</td>
<td>Module Tutor:</td>
</tr>
</tbody>
</table>

Type of Assignment and/or Essay Title:

Number of words in assignment:

Year of study:

I confirm that this is solely my own work, that the use of all material from other sources, public and private, has been properly and fully acknowledged in the text and that I have presented an accurate word count. I have proofread* and corrected this essay to the best of my ability. I understand that:

- Cheating and plagiarism, in the absence of mitigating circumstances, will normally result in the School’s Director of Teaching and Learning awarding the piece of work a zero;
- the mark given is provisional. The final mark is confirmed at the Examinations Board relating to this module;
- penalties for late submission (without extension permission) will be applied in accordance with University regulations (see the section in Handbook on Programme Assessment).

* Tick as applicable:
  - I have had help proof-reading this assignment. The proof-reader has made no changes to content.
  - I have not had help proof-reading this assignment.

Signature:

Date:

Your assignment should be posted to: The MA in ELT by Distance Study Programme Administrator, School of Literature and Languages, Department of English Language and Applied Linguistics, HUMSS Building, University of Reading, Whiteknights, PO Box 218, Reading, Berks, RG6 6AA, England

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Appendix 9: Assignment Submission Checklist
Before you submit the final draft of your assignment, go through this checklist:

Content:
1. Have you dealt with all aspects of the assignment topic?

Presentation:
2. Have you read through your assignment for typing mistakes?
3. Have you read through your assignment for problems caused by ‘cutting and pasting’ parts of the text (eg missing words/lack of cohesion)?
4. Is your assignment divided up into sections and sub-sections, with clear headings?
5. Has 1.5 line spacing been used?
6. Are the pages numbered?
7. Are the paragraphs numbered?
8. Are all appendices numbered and labelled?
9. Are all appendices referred to in the text?
10. Are all figures/diagrams numbered and given a clear title?
11. Are all figures/diagrams referred to in the text?

Referencing:
12. In the text, are all verbatim quotations acknowledged as such (by either indenting or putting in inverted commas)?
13. Are all verbatim quotations given author’s name, date and page reference?
14. Are all references to the literature in the text given author’s/authors’ name/s and date?
15. Are primary sources not consulted by you but cited elsewhere referenced appropriately in the text (eg ‘… cited in Ellis 1994’)?
16. Does the bibliography consistently follow an acceptable set of conventions (eg those given in Section 10 of the Student Handbook)?
17. Does the bibliography include all books, articles and websites which you have referred to in the text (including those in Appendices)?

DELAL conventions:
18. Is the number of words noted at the end of the main body of the assignment (ie before appendices and the bibliography)?
19. Is there a title page, with your name, DELAL student number (not the Student Record Number issued by the Faculty of Letters), your e-mail address, the Module title and code and the assignment title?
20. Have you attached a completed ‘Assignment Cover Sheet’ and a module feedback sheet?

Clare Furneaux
Appendix 10: Notification of Change of Address

It is very important that you notify us of any change in your address. If your contact details change, please photocopy the form below, complete it and return it to The MA in ELT by Distance Study Programme Administrator, Department of English Language and Applied Linguistics, URS Building, University of Reading, PO Box 219, Whiteknights, Reading, Berks, RG6 6AW, England

<table>
<thead>
<tr>
<th><strong>MA in ELT by Distance Study</strong></th>
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<td>The following changes will be effective from (date) ........................................</td>
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<th><strong>New Address</strong></th>
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<tr>
<th><strong>New Telephone Number</strong></th>
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<th><strong>New e-mail address</strong></th>
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<tr>
<th><strong>Further Information (e.g., notification of any temporary absences or temporary changes of address with dates)</strong></th>
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Appendix 11: Option Choices form

University of Reading
School of Literature and Languages
MA in ELT by Distance Study

Please indicate below which option modules you will be taking for the MA in ELT by Distance Study. Taught track students: these are your first three option choices.

Your Name ..................................................................................................................

When did you begin the MA programme? Month: ..........(June/November)
Year: 20.....

DELAL Student Number ..........................................................................................

Proposed date for starting option modules:

Month ................. (June/November) Year ...........

Proposed course of study (NB This choice is not binding at this stage):
- Diploma in ELT
- MA in ELT taught track
- MA in ELT dissertation track

<table>
<thead>
<tr>
<th>Title of Module Option</th>
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<tbody>
<tr>
<td>1st Option</td>
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<tr>
<td>2nd Option</td>
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<tr>
<td>3rd Option</td>
</tr>
</tbody>
</table>

Please return this form by the date specified on your cohort timeline (or, if in doubt, at least two months before you wish to start studying these options) to:
The MA in ELT by Distance Study Programme Administrator
Department of English Language and Applied Linguistics
University of Reading
URS Building
Whiteknights
PO Box 219
Reading
RG6 6AW
England
Appendix 12: MA in ELT dissertation track form

Name:  

Current email address:  

DELAL student number:  

1. Option modules I have completed:  

2. Option modules I am currently working on:  

3. I have regular access to email and the World Wide Web:  YES  NO (pls circle)  

4. a) I have local access to an appropriate academic library, with the following EFL/Applied Linguistics/related journals (please list titles, to give us an idea of the range of materials available):  

   b) I do not have access to an appropriate academic library, but I plan to:  
   (please outline what action you will take to overcome this problem – eg visit Reading, giving proposed approximate dates)  

5. My marks for assessed modules to date are as follows: (please list module titles and marks)  

6. I would like to study Research Design starting in January 20…….(please complete)  

7. The area in which I might do a dissertation is*:  

Signed:  

Date:  

* This does not commit you, but gives us an idea of your current thinking.  

PLEASE RETURN THIS FORM TO AMANDA HORN AT DELAL WITH YOUR SECOND OPTION MODULE ASSIGNMENT OR BY 15 SEPTEMBER IN THE YEAR BEFORE YOU WISH TO STUDY RESEARCH DESIGN IF SELECTING DISSERTATION TRACK
Appendix 13: Taught Track Final Option Choices Form

University of Reading
School of Literature and Languages
MA in ELT by Distance Study

Please indicate below which options you will be taking to complete the taught track course:

Your Name ..............................................................................................................

When did you begin the MA programme? Month ..........(June/November)
Year..........

Candidate Number ..........................................................................................

Proposed date for beginning final three option choices:

Month ............... (June/November) Year ............

<table>
<thead>
<tr>
<th>Title of Option</th>
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<tr>
<td>1st Option</td>
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<tr>
<td>2nd Option</td>
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<tr>
<td>3rd Option</td>
</tr>
</tbody>
</table>

Please return this form at least two months before you wish to start studying these options to:

The MA in ELT by Distance Study Programme Administrator
Department of English Language and Applied Linguistics
University of Reading
URS Building
Whiteknights
PO Box 219
Reading
RG6 6AW
England