Table of Contents

1. Module description ........................................................................................................ 3
2. Introduction .................................................................................................................... 6
3. Weighting and scope ..................................................................................................... 6
4. Transferable skills ......................................................................................................... 6
5. Supervision .................................................................................................................. 6
6. How to be a supervisee ................................................................................................. 7
7. Selecting a topic ............................................................................................................ 7
   7.1. Illustrative Dissertation Topics .............................................................................. 8
   7.2. Supervisors’ research specialties ............................................................................ 9
8. The proposal .................................................................................................................. 11
   8.1. Dissertation Proposal template ............................................................................ 12
9. Ethics ............................................................................................................................ 14
   9.1. Ethics instructions .............................................................................................. 15
      9.1.1. Introduction .................................................................................................. 15
      9.1.2. Who should consent be obtained from? ....................................................... 16
      9.1.3. Procedure ................................................................................................... 16
   9.2. Ethics Forms Samples ......................................................................................... 24
10. Developing your topic ................................................................................................ 26
11. Statistical Advice ................................................................................................------- 28
12. Data ............................................................................................................................ 28
13. Word Limits ................................................................................................................ 28
14. Marking criteria .......................................................................................................... 29
15. Important Deadlines ................................................................................................. 29
16. Formatting the Dissertation – Organisation of chapters ......................................... 31
   16.1. Preliminary material .......................................................................................... 31
   16.2. The main body of the dissertation ................................................................. 33
17. Formatting the Dissertation – Overall presentation ............................................... 35
   17.1. Headings ....................................................................................................... 35
   17.2. Tables and Figures/Graphs .............................................................................. 36
   17.3. Transcription conventions .............................................................................. 38
   17.4. Referencing conventions ............................................................................... 39

Space for notes .................................................................................................................. 43
1. Module description

Module title: Dissertation

Module code: LS3DI  
Providing Department: DELAL  
Number of credits: 40  
Date: January 2017

Part/Level: Part 3, Level 6

Terms taught: Summer, Autumn, and Spring

Module convenor: Dr Tony Capstick

Pre-requisites: LS1 TAL  
Co-requisites:

Modules excluded: none  
Current from: 2018-19

Aims:
This module aims to build on LS1TAL at Part 1, and to provide students with an understanding of how to engage in an extended piece of original research, with an opportunity to explore further an area of their own interest, and with a broader appreciation of the procedures involved in the development of knowledge.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that the student will be able to:
- identify and explain the main stages in the development of an original idea into a formulated piece of linguistic research
- locate and assemble sources of information on suitable topics for research, including bibliographical and human resources
- appraise critically the evidence for different views and approaches on the selected topic, and to generalise from this to other topics
- organise their knowledge and articulate their arguments effectively in an extended piece of writing

Additional outcomes
The module also aims to encourage the development of oral communication skills through one-to-one supervision sessions. Students will develop their IT skills by use of relevant web resources and the creation, development and management of databases, and the use of computer resources for presentation of their dissertation, and their numeracy by quantitative treatment of empirical evidence, where applicable.

Outline content:
Plenary sessions cover data collection procedures, issues of interpretation of language data, ethical considerations, especially the concept of informed consent, and formats for presentation. Supervision sessions vary in content detail, but provide guidance on the conduct
of the research at all stages, on an individual basis, paying particular attention to the criteria of: originality and imagination in the selection and treatment of the topic; intelligent collection, organisation and use of the data; intelligent and critical use of secondary sources (books and articles); clear, reasoned argumentation and discussion; organisation and clarity of presentation.

**Brief description of teaching and learning methods**

Part 2 Autumn and Spring terms are used for plenary sessions on research strategy and Summer term is used for an individual supervision to discuss the design of the dissertation project, identification of suitable topic involving language issues that will be subjected to linguistic treatment and organisation of a research proposal.

**Autumn Term (Part 2)**

Dissertation Session 1: Week 2 Autumn Term.
In this session we provide students with general dissertation info (how it works, marking criteria, etc) and give them the *Dissertation guidelines booklet*.

Dissertation Session 2: Week 5 Autumn Term. Dissertation Proposal Template & Ethics

Dissertation Session 3: Week 6 Autumn Term. A practical 2-hour session on how to produce a good dissertation proposal.

**Spring Term (Part 2)**

Dissertation Session 4: Week 6 Spring Term. The focus of this session is on methodology. Students will be encouraged to think about their data collection tools and refresh the research design content from LS1TAL.

Week 10: Students to provide the Dissertation coordinator with their topic and proposed methodology.

Week 11: Students are allocated to a supervisor by the end of Week 11 Spring term and are asked to meet with their supervisors to discuss their topic BEFORE submitting their proposal. Students on Semester Abroad will be given the opportunity to have a Skype meeting with their supervisor.

**Summer Term**

Students submit their dissertation proposal to their supervisor for formative feedback in Week 5.

Part 3, Autumn and Spring terms: individual supervision and formative assessment.

**Contact hours**

<table>
<thead>
<tr>
<th></th>
<th>Autumn, Year 3</th>
<th>Spring, Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Tutorials/seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Supervision)</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>144</td>
<td>157</td>
</tr>
<tr>
<td>Grand total hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g. dissertation drafts)</td>
<td>Literature Review &amp; Methodology, (formative) (Week 7)</td>
<td>Results &amp; Discussion (formative) (Week 5)</td>
</tr>
</tbody>
</table>
2. **Introduction**

The following notes are for general guidance only. They are intended for the Dissertation module on the BA in English Language and combinations.

3. **Weighting and scope**

The dissertation is only one part of the work you have to do for your Part 3 assessment, and is worth 40 credits, or the equivalent of two 20-credit option courses, in finals assessment weighting. So that you can keep it in perspective, note that this represents one third of a year’s work, in terms of student effort. For all of you, it is an opportunity to take further some personal interest that may have formed over the period of your BA studies.

The recommended length overall is **9,700-10,300 words**. This may seem a lot now, but you should be aware that most students find themselves *cutting length down* as they prepare for submission: at no stage should you ever be tempted to add words unnecessarily, in the misguided impression that you have to fill the word-length requirement. The best dissertations are highly focused, i.e. they look at a particular topic in a particular way.

4. **Transferable skills**

Students writing a dissertation will be able to demonstrate a wide range of skills and abilities:

- Ability to gather, organize and use evidence, data and information from a variety of primary and secondary sources;
- Ability to identify, investigate, formulate and advocate solutions to problems;
- Ability to construct reasoned arguments, synthesize relevant information and exercise critical judgement;
- Ability to seek and make use of constructive feedback, and to communicate effectively in writing;
- Ability to use information technology for the retrieval and presentation of information;
- Ability to work independently, demonstrating initiative, self-organization and time-management.

5. **Supervision**

The members of staff who are available to supervise your dissertation are limited normally to those who are engaged in full-time teaching. Our aim is to distribute supervision evenly across staff, who are also involved with postgraduate and PhD supervision, and in this regard there are some points for you to note:

(1) Topics may lie in ‘core’ areas as well as the options; this is frequently overlooked;
(2) We may assign you to a supervisor whose interests lie outside the strict area of your topic; this is not a disadvantage, as generic supervision advice is similar across all sorts of topics. You can discuss with your supervisor which other staff members(s) you can consult, from time to time, on subject-specific aspects of your dissertation topic.

(3) You do not need to have lots of hours of supervision to produce a good dissertation. In this sense it is unlike other modules, in which staff contact time is relatively high. You should not need to have more than 2-3 sessions with your supervisor each term, from first discussion of suitable topics to receiving comments on your final draft; in many cases, it will be less. Exceeding this without good reason will be reflected in the marking of the dissertation.

We occasionally have students who are supervised by staff in other departments (e.g. Modern Languages and Clinical Language Studies). Students supervised by staff within Clinical Language Studies will be asked to pay a small amount (around £25) towards consumables, such as the use of standardized tests and other specialised equipment.

6. How to be a supervisee

- Make the most effective use of your time with your supervisor by having ideas sorted as far as possible for discussion beforehand (initially, these may be tentative, but ‘I don’t know what to do’ is NEVER as useful as e.g. ‘I don’t know whether to do X or Y’).

- Later on in the process, you should have more specific queries about, e.g., formulation of research questions, aspects of method, and writing up. Often, half an hour or twenty minutes will be enough for one session.

- Throughout, it is YOUR responsibility to make initial contact, to request all subsequent sessions, and to meet all published deadlines, from start to finish of your dissertation: your supervisor will be responsive, NOT proactive, in this process.

7. Selecting a topic

Your supervisor will be concerned to ensure that you do not set yourself too ambitious a task.

- If you are fairly clear what topic you would like to base your dissertation on, then you should approach a relevant member of staff as soon as possible after the briefing session. In case of difficulty, see the Dissertation Coordinator (Dr Tony Capstick) in the first instance. You will find it helpful to look at the selection of previous dissertation titles and supervisors’ research interests (see sections 7.1 and 7.2 below).

- Depending on the degree programme you are following, the topic you select should involve either the direct analysis of linguistic data (especially for core topics), or empirical data on some aspect of the use of English or other language(s).

In either case, it is important that you should select a topic that allows you to observe and measure language behaviour, or to analyse and evaluate textual practices. Suitable topics may arise from
option modules, from core modules, or the small-scale investigation you carried out in the AEL and LRP modules.

7.1. **Illustrative Dissertation Topics**

**Second Language Learning**
- Morphological and syntactic difficulties in Turkish speakers learning English
- Intonational control of English in French learners
- Lexical errors by Greek learners of English
- Investigation into the acquisition of articles by Chinese second language learners of English
- ‘Foreign Talk’: modifications made by Germans addressing non-native speakers of English

**Sociolinguistics**
- Language attitudes towards the use of English in Cyprus
- Social functions of code-switching within a bilingual family in Reading
- Documenting multilingualism within the NHS in Reading
- To what extent has shortened lexis such as 'amaze' entered the English language and what are the attitudes towards this clipping craze, in terms of differing ages and genders?
- Code-switching on Facebook

- **Child Language Acquisition**
- Children’s phonological simplifications
- Analysis of lexical development in 5-year-olds with special reference to nouns
- Talking to Kohai: a case study on child-directed speech
- Bilingual development of Polish-English children

**English Grammar**
- Ellipses within sports commentaries: differences between radio and TV commentaries
- Changes in the use of the apostrophe over the last 200 years
- Gender and age differences in attitudes to grammaticality in English
- Grammatical analysis of text messages
- Comparison of bilingual Polish and monolingual English children on literacy and numeracy skills
- Acquisition of the English article system by L1 speakers of Polish
- The effects of impaired short term memory on writing ability in children

**Phonetics and Phonology**
- Perception of English vowels
- Syllabification of English: an innate phenomenon?

**Discourse Analysis**
- Language and gender in fairy tales: A comparison between *Snow White and the Seven dwarfs* (1937) and *Snow White and the Huntsman* (2012) using Multimodal Discourse Analysis
- Sarah Millican’s use of taboo language in relation to identity construction within a
male-dominated Community of Practice

- How teasing is used in male friendship groups in the construction of interpersonal power identities?
- Persuasive packaging: A Multimodal Discourse Analysis of shampoo product packaging
- Language and persuasion in court: Closing arguments in the Brian David Mitchell trial case

**Language Pathology**

- A case study of developmental reading difficulties in a university student
- Lexical and syntactic assessment of the expressive language of five language impaired children.

**Languages other than English**

- The assignment of gender to English loan words in German
- English loanwords in contemporary French
- Liaison in Modern French
- Contrastive analysis of English vowels produced by French speakers

7.2. **Supervisors’ research specialties**

**Dr Erhan Aslan**

- Interlanguage pragmatics
- Individual differences in second language acquisition
- Intercultural communication
- Computer-mediated communication
- Language learning and technology
- Language teacher cognition/identity

**Dr Tony Capstick**

- English Language Teaching
- Multilingual literacy
- Language and migration
- Language and globalization

**Dr Michael Daller**

- Vocabulary acquisition
- Vocabulary measurement tools
- Language dominance in bilinguals
- Language assessment
- Language testing

**Dr Clare Furneaux**

- Literacy, especially developing writing skills
• Study skills
• Teaching and learning English as a foreign/second language
• Teaching young learners

Dr Sylvia Jaworska
• Corpus-Based discourse analysis
• Language and politics
• Language and gender
• Language in the (New) media
• Language in advertisement
• Business communication (promotional discourse)

Professor Rodney Jones
• Mediated discourse analysis
• Sociolinguistics
• Language and the new media
• Language and gender/sexuality
• Language and creativity
• Health and risk communication

Dr Fraibet Aveledo
• Child language acquisition (syntax and semantics)
• Bilingualism in adults
• Bilingualism in children
• Linguistic relativity
• Psycholinguistics (grammar and semantics)

Dr Jacqueline Laws
• Grammatical features and bilingualism
• Grammatical features and child language development
• Grammatical features and discourse analysis

Dr Jane Setter
• English phonetics and phonology
• Intelligibility in World Englishes (particularly Hong Kong English)
• Interlanguage phonology
• Speech prosody in atypical populations

Dr Parvaneh Tavakoli
• Issues related to Second Language Acquisition
• Task-based language teaching
• Language testing and assessment
• Teacher education
Project 1: Listening and speaking skills in classroom settings
This involves administering and analysing questionnaires on listening and speaking strategies; analysing recordings of L2 speech (using CLAN and/or PRAAT) for proficiency in terms of morphosyntactic accuracy and fluency; analysing formulaic sequences; running quantitative analyses to test hypothetical associations between strategy use and proficiency scores; also involves qualitative interviews with teachers on efficacy of language strategies for teaching communicative competence.

Project 2: Learning Mandarin
This involves collecting qualitative analyses of why people learn Mandarin, and collecting and analysing recordings of L2 Mandarin speaking and writing, to test development of morphosyntactic accuracy and fluency.

Project 3: Working Memory (WM) effects on L2 learning
This involves administering and analysing short WM tests in a range of languages in order to establish nationally-needed bilingual norms for common WM tests, to help identify potential individual cognitive constraints at early stages of learning an L2.

Project 4: Literacy effects on L2 learning
This involves contributing to an international research project (Simply Cracking Good Stories) to develop suitable level readers for low-literate adult learners, and effects of using such readers to provide extensive reading input on levels of L2 learning.

8. The proposal

The selection and development phases of your dissertation will take place mainly during the spring and summer term (Year 2), and will result in a 1500-word Proposal. This is a written synopsis of your dissertation topic, literature review, research questions/hypotheses, and method of investigation clearly set out, together with a properly-formatted reference list.

You will provide this in time to receive your supervisor’s comments before the summer holidays.

We suggest that you email this to your supervisor by Monday, Week 5, Summer Term (Year 2).

It is very important that you leave at the end of this term having reached this stage. This does not mean that you cannot make changes after this point: most dissertations will go on developing. It
DOES mean that you have an initial blueprint to work with, and most importantly, that you can make effective use of the summer vacation to push the dissertation forward.

In the following pages you can find the Proposal template. An electronic version of this document is also available on Blackboard.

8.1. **Dissertation Proposal template**

(Suggested length not more than 1500 words)

**Student’s Name:**

**Supervisor:**

**Working Title:**

---

**Introduction** (suggested length 150 words)
- Provide a preliminary statement of the area of focus and some background information of the context.
- Set the aims of the study.
- Provide a clear rationale for the study (i.e. why is this study important both in terms of theoretical and practical grounds)

Type your **Introduction** here. The box will expand to fit your text.

**Literature Review** (suggested length 500 words)
- Give a brief account of the relevant research field with a review which summarises the main literature. Be careful to provide text references. Use relevant and recent sources.
- The discussion of research issues should lead into the identification of a research gap which should provide clear justification of the research topic.

Type your **Literature Review** here. The box will expand to fit your text.

**Proposed research questions** (suggested length 100 words)
- Give a clear statement of the research questions (in bullet points)
- You may have research questions, hypotheses or both.

Type your **Research Questions** here. The box will expand to fit your text.

**Methodology** (suggested length 400 words)
- Discuss the procedures you will use, designed to meet the research aims. Decisions to be made, or which have been made, should be clearly justified.
- Give information about the type of participants or materials to be used as data. E.g., are you collecting data from children/adults (give age ranges) or broadcast media, texts etc.? How much data do you intend to collect and why? What is the data selection process? Will it be a convenient, random, stratified sample?

**Methodology**

Type your Methodology here. The box will expand to fit your text.

**Analysis** (suggested length 150 words)
- Explain how you intend to analyse your data. For example, is this a qualitative or a quantitative analysis or both?
- Include plans for any statistical or coding procedures (if relevant).
- How will you present your data? Tables, transcripts, texts?

**Proposed Analysis**

Type your Proposed Analysis here. The box will expand to fit your text.

**Critical evaluation of your research** (suggested length 200 words)
- Anticipate how the results should relate back to the research questions asked, and to the wider literature.
- Outline the advantages and limitations of your study.

**Evaluation**

Type the Evaluation here. The box will expand to fit your text.

----------------------------------------------------------------------------------------------------------------

**Problems you might encounter** (not included in the word count for the proposal)
- Anticipate what problems you might have in undertaking the research.

**anticipated problems**

Type your anticipated problems here. The box will expand to fit your text.

**Timescale for the research** (not included in the word count for the proposal)
- Give a time-scale for the different phases of your research: e.g. completion of Literature Review and Methodology by [date]; ethics application (where relevant) complete by [date]; data-collection complete by [date]; preliminary analysis of results by [date]; first draft of Results and Discussion chapters by [date]; etc. (Consult your submission deadlines, as set out in the notes, and work back from these)

**timescale**

Type your timescale here. The box will expand to fit your text.
List of references (not included in the word count for the proposal)

- You must have at least TEN references, excluding websites. Wikipedia is banned.
- Use relevant and recent sources.
- Use correct referencing conventions (See referencing guidelines in your Part 2 Handbook).

Type your List of References here. The box will expand to fit your text.

9. Ethics

If you are collecting data from human subjects, you have to obtain Ethical Approval. This is a very important issue, which must be handled in a way that can be approved by the School Research Ethics Committee.

You need to obtain ethical approval BEFORE DATA COLLECTION CAN TAKE PLACE.

The University has strict rules on ethical issues and the department can be penalised if correct procedures have not been followed. The following are some issues that you need to bear in mind:

If your dissertation research involves collection of data from human subjects, their participation in this process must meet the criterion of informed consent. This includes data collection procedures such as tape-recording participants in a conversation, or a school classroom activity, distributing a questionnaire, interviewing etc.

There is a system of local, departmental approval for any case NOT involving health services, or invasive techniques. The expectation is that this will be adequate for the vast majority of applied linguistics cases.

Getting informed consent:

The rule of thumb: Are the children/other subjects doing anything other than would be required of them in a normal day’s activities? (Taking them out of the classroom, video-recording, etc. is usually sufficiently different.) This requires consent. For data collected in school settings, the student researcher must be careful to follow recommended School procedures (See the sample letter in section 9.2).

It is good practice to tell subjects the purpose of a recording session. If full disclosure would vitiate the purpose of the research, it is usually possible to give a valid description that stops short of this: e.g., ‘I’m interested in hearing what you think was the most frightening moment in your life’ is true up to the point of getting the subject to produce naturalistic data which contains what you are really focusing on. It’s not clear that subjects would be truly ‘informed’ if they were given technical detail that they did not understand.

What to do with old recordings: the most secure practice is to destroy, in theory; but the data
archive requirement of many research funding organisations runs against this, and the student researcher may feel reluctant to follow this practice. If the data are kept, then they MUST be kept secure, and anonymised.

In the next few pages, you can find information about the procedures (relevant forms are also available on Blackboard).

9.1 Ethics instructions

9.1.1 Introduction

This document should be read in conjunction with the University’s Notes for Guidance on research ethics, available via a link at http://www.reading.ac.uk/internal/res/ResearchEthics/reas-REethicshomepage.aspx

The Department of English Language and Applied Linguistics has an Ethics Committee empowered to process all research applications from members of the department (staff and students) who are conducting projects involving human participants. English Language and Applied Linguistics projects involving vulnerable participants (typically children under 16 years, the elderly and those suffering from certain disabilities) will need a CRB Check.

Its remit is:

- to advise on the form and wording of applications for ethical approval, and to advise on the conduct of research to be compliant with the University’s Guidelines;
- to determine whether it can recommend that the application be approved under the Exceptions clause as given in Paragraph 6 in the Notes for Guidance, and, if not, to require the applicant to submit it to the University’s Ethics and Research Committee;
- if the application falls within the Exceptions clause and satisfies the requirements given below, to grant ethical approval for the project to go ahead.

Your application to the School Ethics Committee must be made BEFORE you begin your data collection.

The deadlines for submission of a form will be published at the beginning of each academic year. English Language / Applied Linguistics projects will be considered on a fortnightly basis, and a response will be given by the end of the week following submission (Check Blackboard for deadlines).

MAKE SURE YOU ALLOW ENOUGH TIME FOR YOUR APPLICATION TO BE CONSIDERED. THIS WILL USUALLY TAKE 7-10 WORKING DAYS FROM THE DAY THE COMMITTEE RECEIVES THE DOCUMENTS.

*Your supervisor will need to check and sign the Project Submission Form before allowing you to submit it to the Ethics Committee. Please note that before signing, your
supervisor may suggest changes for improvement. So you need to allow time for revising your forms. Send your forms to your supervisor at least one week before the deadline.

Responsibility for the ethical conduct of your project lies with the Principal Investigator – in most cases, your supervisor – who makes the application on your behalf.

Ethical approval means that the Committee raises no objections to the project on ethical grounds. Decisions as to its viability rest with the researcher and (where relevant) the supervisor.

9.1.2 Who should consent be obtained from?

(i) Parental signatures are needed for children up to their 16th birthday
(ii) The child’s signature, or at the very least verbal consent, should be obtained for children aged 12 and above, and below that age if it is felt appropriate
(iii) The child’s agreement to go ahead with the research should be obtained in all cases
(iv) Young people aged 16 or over can give consent without parental consent being sought.

9.1.3 Procedure

Each submission to the Ethics Committee must include the following documents.

1. A completed Ethics Committee Project Submission Cover Sheet, given below.

2. A Project Description, explaining:
   - the purpose of the project
   - how participants are to be selected, including criteria and method of approaching participants
   - what the participants will be asked to do (i.e. the procedures)
   - in what form and where the data will be stored, and
   - who will have access to the data

The Project Description is to be read by the School Ethics Committee and should be written in a clear but technical manner.

3. An Information Sheet for the participants (more than one if there are different categories of subject). The following guidance is taken from the Notes for Guidance:

“The Information Sheet must be on headed notepaper and include a contact name and telephone* number. If any of the project investigators are students, this information must be included and their name provided. It must be written in language that is appropriate to the participants and can be easily understood by them. It must include a summary of the research
to be undertaken and its purposes together with a full and clear account of what will be required of the subject. Serious consideration should be given to consent procedures for minors even though consent will have to be sought from parents, guardians or other responsible adults.’ (*This should be a university network number and NOT the researcher’s mobile number.)

The following points need to be covered in the Information Sheet:

(i) How the participants are being selected and contacted.

(ii) The arrangements for informing each participant’s General Practitioner, if necessary;

(iii) The arrangements for expenses and other payments, if any, to be made to the participants;

(iv) The arrangements to allow participants to withdraw at any stage if they so wish;

(v) The arrangements to ensure the confidentiality of any material collected during the project, and arrangements for its storage and eventual disposal;

(vi) The arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this;

(vii) The arrangements for providing participants if they so wish with the research results;

(viii) A standard statement, indicating the process of ethical review at the University undergone by the project, as follows:

‘This project has been subject to ethical review by the School Ethics and Research Committee following the University’s Notes for Guidance on research ethics, and has been given a favourable ethical opinion for conduct’.

A template for the Information Sheet is included below. You should insert your name, and contact details (not your mobile number), as well as the name and contact details for your supervisor, in the top left corner of the page, as shown in the example below (the text on the left shows what appears in the template and the text on the right of the arrow shows an example of how the information should be presented):

ResearcheR:  
[Student’s name]  
Phone: [Number]  
Email: [address]  

Supervisor:  
[Supervisor’s name]  
Phone: [Number]  
Email: [address]  

A copy of the Information Sheet/Consent Form must be provided for retention by each participant.

Researcher:
Alice Green
Phone: 01189333333
Email: a.z.z.green@reading.ac.uk

Supervisor:
Dr Jane Setter
Phone: 0118 3786089
Email: j.e.setter@reading.ac.uk
NOTES:

Point (ii) relates in practice to participants who have been selected because they are clients of the health or social services.

Point (iii) will in almost all cases not apply to SLL projects.

Point (v), last clause: state that the consent forms will be kept securely in the School of Literature and Languages for a reasonable time after the project, and that the data will be kept securely by you and that only you, your supervisor and your examiners will have access to it.

4. **A Consent Form** (or consent forms if there is more than one category of subject), using the format shown below, but with the wording adapted to the project’s particular characteristics.

**PLEASE NOTE:** The consent form must be printed back-to-back with the information sheet. There must be two copies, one copy retained by the subject and the other by the researcher. You will include a copy of the blank or template form as part of the appendix material in your dissertation. The actual, filled-in consent forms contain confidential information (e.g. the names of the subjects involved) and therefore must NOT be bound in your dissertation. They must be submitted to Lesley Hammond at time of final submission, in a separate envelope.

5. In the case of carrying out the study with children below the age of consent (16 for England) and vulnerable adults for a period of frequent and/or intensive visits a Criminal Record Background check will be required. For further information regarding CRB requirements please contact Dr Michael Daller.

In summary, your application for approval should consist of (at least):

1. Project submission cover sheet
2. Project description
3. Information sheet for participants
4. A consent form, printed on the reverse of the Information Sheet
5. The CRB check clearance (if applicable)

After consulting your supervisor regarding the adequacy of your documents, please print them off and hand them to Dr Michael Daller, who will check them and pass them on to the Committee at the time of its next meeting.
If your research instrument is a questionnaire, and you are not recording any details that allow your respondents to be identified, then a separate consent form is not necessary. However, you must include in the header of the questionnaire:

(i) a brief description of the project

(ii) the words: “By completing and returning this questionnaire I understand that I am giving consent for my responses to be used for the purposes of this research project”.

Your ethical approval application for a questionnaire-based investigation should therefore consist of:

- Project submission cover form
- Project description
- Information sheet for participants
- First page of questionnaire

(See also section 12 for more information about questionnaires)
Project Submission

Note All sections of this form should be completed.

Principal Investigator (Supervisor):
Student name:
Department:
Title of Project:
Proposed starting date:
Number of participants that you require consent from (approximate):

Brief description of Project: [300-400 words, to be provided on a separate sheet]

I confirm that to the best of my knowledge I have made known all information relevant to the Ethics and Research Committee and I undertake to inform the Committee of any such information which subsequently becomes available whether before or after the research has begun.

I confirm that a list of the names and addresses of the participants in this project will be compiled and that this, together with a copy of the Consent Form, will be retained. All copies of the Consent Forms will be submitted with a copy of the dissertation.

Signed:

…………………………….(Supervisor)    Date…………………………….

…………………………….(Student)       Date…………………………….
ETHICS COMMITTEE

Consent Form

Project title: [TYPE PROJECT TITLE HERE]

I have read and had explained to me by [TYPE YOUR NAME HERE] the Information Sheet relating to this project.

I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

I understand that my/my child’s [DELETE AS APPROPRIATE] participation is entirely voluntary and that I have / he/she has [DELETE AS APPROPRIATE] the right to withdraw from the project any time.

I have received a copy of this Consent Form and of the accompanying Information Sheet.

Name:

Signed:

Date:
INFORMATION SHEET

[insert the description of the project here, written in language that can be easily understood by the participants. You should explain, at least:

The purpose of the research
How the participants have been selected, and what they are requested to do;
How the data will be collected and how the participants are going to be contacted;
How the data will be stored, to ensure confidentiality, and for how long;
How the data will be anonymised, if necessary;
How participants can withdraw at any stage if they so wish]

This project has been subject to ethical review by the School Ethics and Research Committee, and has been allowed to proceed under the exceptions procedure as outlined in paragraph 6 of the University’s Notes for Guidance on research ethics.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor at the address above or by email at [include supervisor’s email address here]

Signed
Please go through the checklist below and make sure all the boxes can be ticked before submitting your ethics document. Enclose a copy of the completed checklist to your ethics document.

**A. Does your ethics document include**
a Project Submission, Project Description, Information Sheet & Consent Form? □

**B. In your Information Sheet for the participants, have you mentioned the following points? Put a tick in if you have.**

<table>
<thead>
<tr>
<th>Point</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>The data will be securely kept on a password-protected computer or in a locked drawer.</td>
<td></td>
</tr>
<tr>
<td>Only the researcher and their supervisors will have access to the data.</td>
<td></td>
</tr>
<tr>
<td>The data will be used for academic purposes only.</td>
<td></td>
</tr>
<tr>
<td>The data will be anonymous or pseudonyms will be used.</td>
<td></td>
</tr>
<tr>
<td>The data will be destroyed immediately after the completion of the dissertation.</td>
<td></td>
</tr>
<tr>
<td>The participants’ privacy and confidentiality will be carefully observed.</td>
<td></td>
</tr>
<tr>
<td>The participants have the right to withdraw from the study at any time they wish to.</td>
<td></td>
</tr>
</tbody>
</table>

**C. Ensure you have done all the necessary checks.**

<table>
<thead>
<tr>
<th>Task</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you used the University of Reading logo on all the ethics document pages?</td>
<td></td>
</tr>
<tr>
<td>Have you checked your ethics documents with your supervisor?</td>
<td></td>
</tr>
<tr>
<td>Have you and your supervisor signed the finalised ethics documents?</td>
<td></td>
</tr>
<tr>
<td>Have you included a copy of the first page of your questionnaire, if you are using one?</td>
<td></td>
</tr>
</tbody>
</table>

**D. Only for those who will be working at schools with children and if the school has required for a CRB check.**

<table>
<thead>
<tr>
<th>Task</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you submitted a copy of your CRB check?</td>
<td>□</td>
</tr>
</tbody>
</table>
9.2 Ethics Forms Samples

Sample Project Description

The proposed study aims to look at the use of teasing within all-male friendship groups, and how it can be used by in-group members as a tool for power. Much research that has looked into the employment of humour within the workplace has highlighted the hierarchical structure inherently present between subordinate and superior. For instance, Schnurr (2009) looked at how superiors in different communities of practice use teasing to construct their own ‘leader identities’. The main purpose of this study is to show how in so-called ‘symmetrical’ friendship groups there is also evidence to support the concept of in-group hierarchy. In doing so, I hope the study will reveal how some members are more actively involved in initiating and maintaining teasing sequences, while others seem to be more likely to play the role of the target.

For the purpose of the study, two all-male friendship groups from Reading University, with whom I already have contact with, will be sought. Each will consist of approximately four or five participants. They will be video-audio recorded on a weekly basis, over approximately a four-week period. During this period each group will be brought together in a setting agreed upon by all group members. This will be a comfortable environment away from outside interference, to allow for clear audio-recordings (most likely one of the members’ houses). Each recording session will last around an hour, which should provide sufficient instances of teasing for transcription, and may enable the researcher to reduce the number of meetings.

During the transcription process, instances of teasing will be categorized according to their function, and adhering to Boxer and Cortes-Conde’s (1997) teasing continuum framework. At this stage teases will be rated on their level of ‘playfulness’ on a ‘7-point’ scale. Although a subjective approach, this should help to identify whether or not the primary function of the teasing is one of power, or whether in fact it serves a more benevolent purpose.

Furthermore, the recordings will be supplemented by post-interviews with each group member. These semi-structured interviews will be used to gain an in-group perspective on the implementation of teasing, and to see whether or not participants are aware, or in fact believe that there is some pre-existing hierarchical structure.

The data will be stored on an external hard-drive to which only the researcher will have access. It will only be used for the academic purpose of the study. All data will be destroyed following the submission of the dissertation.
INFORMATION SHEET
This project will be completed in partial completion of my BA in English Language degree. The dissertation will focus on the language of humour. Specifically, the purpose of the study is to look at the use of humour within all-male friendship groups aged between 19 and 22.

The study will involve audio-recording the conversations of two all-male groups of friends for approximately 60 minutes a week, for a four-week period. These will be groups of friends from Reading University, with which I, as the researcher, have existing contact. During this time, participants will come together in a setting of their choice, where all group members can converse ‘comfortably’. The location for the recording will have to be agreed by all members. This could be in student halls, student housing, or on University Campus, as just three examples. The researcher will not be present during recordings; therefore the use of the recording equipment will be at the participants’ own discretion.

These recording sessions will be supplemented by semi-structured interviews between the researcher and individual group members. During this time, participants’ will have the opportunity to ask questions about the study itself. The researcher will pose questions that may arise from the recorded data, or from the results themselves. These sessions may also be used to query any issues regarding ambiguity in the transcription of supposed instances of teasing.

The recordings will be stored on an external hard drive, which will remain with the researcher throughout the entirety of the study, to ensure participant confidentiality. The collected data will be used exclusively for completion of the dissertation, and will be destroyed shortly after the dissertation is turned in. Participants will remain anonymous and no reference will be made to their identity throughout the project. Participants can withdraw from the study at any time by contacting the researcher, and are free to have data removed at request if they feel the need to do so.

This project has been subject to ethical review by the University Ethics and Research Committee, and has been allowed to proceed under the exceptions procedure as outlined in paragraph 6 of the University’s Notes for Guidance on research ethics.

If you have any queries or wish to clarify anything about the study, please feel free to contact my supervisor, Dr. Christiana Themistocleous, at the address above or by email at C.Themistocleous@reading.ac.uk.

Signed
Name
Date
Sample letter to School requesting permission to collect data

The Head Teacher
… Infant School
… Road
Reading

Date

Dear Head

I am supervising a second year student who is interested in pursuing an investigation into the language development of primary school aged children, as part of her final year dissertation. She has been following the course in Child Language Development in the course of her second year studies.

I am writing on behalf of the student concerned, N, to ask if she could be allowed to collect data for her project in your school.

She intends to investigate children’s use of verbs, looking at a group of six 4-year olds, made up of 3 girls and 3 boys. The form of the data collection would require each child to be seen individually, for about half an hour, by the student who will act as investigator. The activities will include joint play with a ‘stick-on’ game such as the Press ‘n’ Peel series, in order to encourage the child to talk as naturalistically as possible about the task. The investigator will then broaden the opportunities for the child to talk about past and future events, such as Christmas or summer holidays. The activity would require no special accommodation, but simply a quiet corner in, e.g. a hall or corridor, preferably with a small table and 2 chairs.

The data will be used to supplement the information that we already have from 3, 5, and 7 year olds.

She would aim to collect the data some time between (date) and (date).

We would be happy to provide further information if you feel that it would be possible to use your school for this purpose. We would also ask for your feedback on how we had carried out the investigation, and would be happy to provide you with a summary of the conclusions reached. We would at all stages follow the guidelines of the University’s research ethics committee, including informed consent of parents or other responsible persons and anonymity of data.

We appreciate that schools are increasingly busy places these days, and would aim to cause as little inconvenience as possible

Yours faithfully

(Supervisor)

10. Developing your topic

Start with your own lecture notes for an area that interests you, also, and identify a study which the lecturer has paid particular attention to, and then go and look at it in detail. What is the research question or area of linguistic theory that is being addressed? What details of the method, or
theoretical approach, are provided? Are specific measures or analytical frameworks adopted? What are the results, and what claims are made in the discussion? The point of advising you to do this is so that you get some sense of what is ‘do-able’ with respect to the rather general questions that you may initially formulate.

Once you select a general area, you can search in the current literature for ways of approaching that topic. Use electronic bibliographies such as LLBA (Linguistics & Language Behaviour Abstracts), available through the library, to see how investigators are trying to express research questions in the area, and what the issues of current concern are. Supplement this by going to the current periodicals section of the Library and check the relevant journals there, which have yet to find their way onto the bound volume shelves or into the electronic bibliographies. Make use of electronic versions of the journals too, and check to make sure that the electronic resources that you access are from reputable sources. You can also use Google Scholar. Try as much as possible to find recent publications.

Methods of investigation may be objective (collecting data from observation, of other individuals or groups, or from language corpora), or subjective (using introspection, or intuition-based, types of investigation). In either case, it is important for you to look in some detail at the research designs that are used, and to try to make sense of the analytical frameworks used.

Quite apart from the interest you may have in a particular area, a crucial consideration in topic selection is practicality. Suppose you were interested in the possible influence of TV on children’s language development; you would need to think how would you establish this (e.g. using a baseline of Time 1, exposure to TV...Time 2, testing for predicted language effects), and this may exceed the time constraints of the dissertation exercise.

An aspect of practicality is subject availability. Suppose you were interested in a rare dialect or aspect of language behaviour, and thought of a design which required twenty-four subjects: if the speakers of this dialect were found in far-flung parts of Europe or if the language behaviour (e.g. a particular type of speech error) had an incidence in normal speech of 1 in 200,000 syllables, it would be clear that you had very little chance of collecting enough data for your dissertation in the time available.

If you want to do work with a particular group of language-users, try to ensure that you have some contact, who will help you to collect data from them. It is not your supervisor’s responsibility to find subjects for you! It should also be clear from this brief discussion that in certain areas, if you choose to investigate them, it will be acceptable for you to work with only a small number of subjects, or in certain cases, with a single subject. Your supervisor will provide suitable guidance.
11. Statistical Advice

You must discuss any research design issues with your supervisor initially, with any statistically-informed member of staff subsequently, and if necessary with a tutor from the Mathematics Support Centre (first floor of the Main Library, Whiteknights). If you go to the Mathematics Support Centre, it is important that you take with you a clearly articulated design of your proposed study; and that you go to them BEFORE collecting data.

More information about the Mathematics Support Centre can be found here: http://www.reading.ac.uk/internal/mathssupport/about/ms-about.aspx

12. Data

Once your proposal is accepted then you can begin to collect data. Before you do this, however, make sure that:

(a) you know exactly what data you want, and why, and
(b) that you have access to the subjects you want.

You will have the rest of the term, the Summer vacation and the first half of the Autumn term of your final year to complete that data collection and analysis.

You can collect data using various methods, from interviews and questionnaires, focus groups, texts, TV and radio, internet sources etc. Bear in mind that if you are collecting data from human participants, you will need Ethical approval (see section 9).

You may present data in the Appendix, for instance, all relevant texts, transcriptions, interview questions, corpus analyses etc.

If you are using a questionnaire, you need to include a blank copy in the Appendix. If sensitive information is included in the questionnaire (e.g. real names of participants, addresses etc) then you should submit the completed questionnaires with your dissertation in a separate envelope (i.e. not bound to dissertation). If the questionnaires do not include sensitive information, then you need to keep them, but note that the 1st or 2nd marker might request to see them, if necessary. So keep them in a safe place.

13. Word Limits

Word Range: 9,700-10,300 words.

Dissertations which are under or over this range may be penalized. We give a range (i.e. 9,700-10,300) specifically so that students stay within it. If a dissertation is above the word limit, the examiners may stop reading after the 10,300 words. Or the examiners may decide how under or over the word limit it is and then come to a consensus on how much to deduct.

You must state the word count at the end of the text (i.e. Conclusions chapter), before the List of
References.

The following is NOT COUNTED in the 9,700-10,300 word range:

- All content pages/ list of figures and tables at the start of your dissertation
- List of references at the end
- Appendices
- Abstract (please note that your abstract is to be no longer than 250 words)

All other words ARE included in the word count. This includes all text quotes, in-text references (i.e. Brown, 2000), tables, figures, and any other material within the main text.

14. Marking criteria

Your dissertation will be first-marked by your supervisor, and second-marked by another member of staff. The marking criteria are as follows:

| 1 | Topic: justification of choice on theoretical and practical grounds |
| 2 | Literature: knowledge of the field, evaluation of existing research, identification of significant issues relevant to this study |
| 3 | Clarity of identification of research focus and suitability of research approach in relation to its aims |
| 4 | Clarity of description of procedure (where relevant) and thoroughness and care with which work has been carried out |
| 5 | Quality of analysis of findings (including statistical analysis where relevant) |
| 6 | Quality of discussion of results and concluding remarks, including self-evaluation (awareness of limitations, suggestions for improvement) |
| 7 | Organisation and presentation, style, referencing and expression |

The first 6 criteria are equally weighted, so you can imagine your marker awarding you marks out of 15 on each one, with 10 awarded for the final criterion. Bear this in mind, from the outset, and be aware that some of these criteria will reflect YOUR CONTRIBUTION to supervision sessions, in terms of being organized and showing independent study skills, as well as the CONTENT and PRESENTATION of the finished Dissertation.

15. Important Deadlines

**CHANGE OF TOPIC** – Friday Week 3, Autumn Term
Please note that you are not allowed to change your topic after week 3 of Autumn Term.

**DRAFT LITERATURE REVIEW and METHODOLOGY** – Monday Week 7, Autumn
Term (Year 3)

Your supervisor will only require an electronic version of the draft.

Your supervisor can advise you at this stage on obvious things such as inclusion of chapters/headings, proper formatting of references, whether your methodology is appropriate for your research etc. These things can easily be adjusted at this stage, and can avoid you losing marks unnecessarily.

Do not expect your supervisor to do a first marking at this stage.

Your dissertation draft should not exceed 4,000 words. Include a table of contents which shows headings with numbered sections.

RESULTS and DISCUSSION – Monday, Week 5, Spring Term (Year 3)

Your supervisor will only require an electronic version of the draft.

Your supervisor will comment on the discussion section only, but in order to do so, he or she will need to look at the results/analysis section. This is why you have to submit both. At this stage, your supervisor will advise you on further obvious things such as appropriate headings and subheadings for results and discussion, formatting of tables, figures, etc., and you can also seek advice on issues such as whether you should have distinct chapters for Discussion and Conclusion, or combine them into one, and which materials might be better placed in Appendix vs. main body of the text, etc.

Do not expect your supervisor to do a first marking at this stage.

Your dissertation draft should not exceed 4,000 words. Include a table of contents which shows headings with numbered sections.

FINAL DEADLINE - Hand in TWO TYPED and BOUND copies via the Student Support Centre in Edith Morley – Friday, 12 noon, Week 11, Spring Term AND submit one electronic copy to Turnitin

You do not need to complete a coversheet but remember to obtain a receipt.

*Failing to submit your dissertation by the deadline*

In the case of a single piece of coursework that has a credit-weighting of more than 30 credits, the normal penalties will apply except that, when the piece of work is submitted up to five working days after the deadline, the mark awarded due to the imposition of the penalty shall not fall below the threshold pass mark, namely 40% in the case of undergraduate modules. Where the piece of work is awarded a mark below the threshold pass mark and is submitted up to five working days after the deadline, no penalty shall be imposed be recorded.

Occasionally, domestic, health of other issues arise which make it reasonable for a student to request an extension to the deadline. In such circumstances, you must fill in an Extenuating Circumstances Form. Such requests are only granted where there is a good reason. For more
16. Formatting the Dissertation – Organisation of chapters

You should use a word-processor, and print either double-spaced, or with 1.5 spacing, on one side only, with ample margins. For font, use Times New Romans 12 or Arial 11.

16.1 Preliminary material

This is often numbered separately from the main body of the text, using small roman numerals, e.g. i, ii, iii, etc. The following DO NOT COUNT towards the word limit.

Title page: This should have the final title of the dissertation, your name, your supervisor’s name, the submission date and your degree. The page number is usually not shown, although it is counted as the first page (see Template in next page).

Contents: This should be set out beginning on a new page, and should contain all the major chapters and sections of the dissertation, including List of References, with page numbers.

List of Tables/Figures: This also may be useful, if you have a considerable number of them; it helps your reader to find them quickly. This list should start on a new page.

List of Appendices: You need to include a List of Appendices, if you have data that you need to present in the Appendix. This list should start on a new page.

List of Abbreviations: May be useful, as a general check-list, if you have a number of them, but you should also spell them out in the text on first mention. This list should start on a new page.

List of Keywords: Provide a list of key terms with definitions.

Abstract: This is a brief (up to 250 words) statement summarising the dissertation. It should represent all the major sections/chapters evenly, from the introduction through to the conclusion, briefly reflecting the main findings. This list should start on a new page.

Acknowledgements: You can provide a statement of gratitude for assistance in producing the dissertation.
Multilingualism in Reading: An investigation in the domain of the workplace

John Smith

Degree: English Language

Supervisor: Dr Christiana Themistocleous

March 2019
16.2 The main body of the dissertation

Following this preliminary material, the main body of the text begins with Chapter 1, on a separate, right-hand page, numbered with Arabic numerals 1, 2, 3 ... etc. At this point, dissertations will vary, but one type of standard organisation, for those reporting empirical finding, would be as follows:

Chapter 1 Introduction

Chapter 2 Literature review, research questions and/or hypotheses

Chapter 3 Methodology: (Subject/s, Materials, Procedure, if it is field-work-based, or experimental; or nature of the samples/texts studied, if it is corpus-based; or specification of the way in which intuitions were tested, if it is theoretical)

Chapter 4 Results/Analysis

Chapter 5 Discussion

Chapter 6 Conclusion (Remember to include word count at the end of this chapter)

List of References (does not count towards word limit)

Appendices (does not count towards word limit, see below)

Note that the order of Chapters 4, 5 and 6 will depend on each project. For some projects it might be better to present the Analysis and Discussion in one chapter and then have a final chapter on Conclusion. You must discuss with your supervisor the organization of the chapters.

Appendices need to be included that contain the following information (where applicable):

1) Ethics information: A blank copy of the consent form and the Information sheet to participants (as separate Appendices).

2) A blank copy of all questionnaires administered.

3) Copies of all stimulus materials: sentences, word lists, pictures, diagrams, etc. Video material to be included on a separate CD (attached inside the back cover) and referenced appropriately.

4) Transcripts of all text, interviews and observation sessions analyzed and marked showing the analysis. If this information takes up more than 10 pages, it should be included on a separate CD (attached inside the back cover) and referenced appropriately.

5) Tables of data: Each participant's raw data/means listed in columns. Overall means and standard deviations (which are reported in the main body of the Dissertation) must be included at the bottom of these columns, so that the reader can
trace all means in the main text back to participant contributions in the Appendix.

6) A copy of all interview and observation schedules

7) Any other information that will help readers understand the research procedures better, and/or will allow them to replicate the study.

It is also necessary to ensure the following:

a) All Appendices must have a code (A, B, C, etc. or I, II, III, etc.) and a title, for example:
   
   Appendix A: Ethics Consent Form

B All Appendices with titles and page numbers should be listed at the end of the Contents page.
17. Formatting the Dissertation – Overall presentation

17.1 Headings

Headings: Major chapter/section headings, should be centered on the page and in capitals, with bold font and a large font size (16-20 pt), e.g.

CHAPTER 1 - Title

Within these chapters/sections, all other headings should be aligned with the text on the left-hand side of the page.

Main section headings should be in a font size 2 pts larger than the main text font, in bold, and followed by text on the next line as follows:

1.1 Introduction
The problem has been succinctly stated by Jones (1983) as follows...

Subsection headings should be italicised, in a font size 2 pts larger than the main text font, and followed by text on the next line, as follows:

4.3.2 Why is colour naming difficult?
The problem has been succinctly stated by Jones (1983) as follows...

Sub-subsection headings should also be italicised, in a font size the same as the main text font, and followed by text on the next line, as follows:

3.1.1.1 Nasalisation
This phenomenon is not widespread....

Note that in all cases text should not be indented immediately following a heading; subsequent paragraphs should be indented one tab stop (this is typically 1.27 cm).

Please use only these three kinds of headings. In headings, the first letter is a capital letter; and what follows (except for proper names or technical terms) is lower-case.
17.2 Tables and Figures/Graphs

Be sure you understand the difference between the two types of illustration, and consult your supervisor for advice as necessary. Generally, tables have cells; figures/graphs are charts and diagrams. In many cases, the same data can be presented in either form: it is generally NOT good practice to use both for the same findings.

In either case, they must be numbered, and have captions; they should form part of the text, and they can be inserted without being put on a separate page, but you must ensure that they come at the appropriate places in your discussion. Use the examples in any standard Journal as a guide to the conventions for formatting your own tables and figures. Here is one illustration of the distinct formats that may be used:

<table>
<thead>
<tr>
<th>Group</th>
<th>Rank 1</th>
<th>Rank 2</th>
<th>Rank 3</th>
<th>Rank 4</th>
<th>Rank 5</th>
<th>Ranks 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>be\textsuperscript{11.1}</td>
<td>get\textsuperscript{0.9} do\textsuperscript{1.2} say\textsuperscript{0.9} come\textsuperscript{0.5}</td>
<td>get\textsuperscript{0.8} go\textsuperscript{0.8} realise\textsuperscript{0.5}</td>
<td>have\textsuperscript{1.2}</td>
<td></td>
<td>11.1 1.7 1.2 1.2 0.9 0.8 0.5 0.5</td>
</tr>
<tr>
<td>Aphasic</td>
<td>be\textsuperscript{7.7} do\textsuperscript{1.2} say\textsuperscript{1.0} have\textsuperscript{0.5}</td>
<td>be\textsuperscript{0.9} do\textsuperscript{0.9} know\textsuperscript{0.9} come\textsuperscript{0.7} go\textsuperscript{0.5} get\textsuperscript{0.6} have\textsuperscript{0.5}</td>
<td>say\textsuperscript{0.9} know\textsuperscript{0.4} come\textsuperscript{0.3} go\textsuperscript{0.6}</td>
<td>know\textsuperscript{0.3} come\textsuperscript{0.4} get\textsuperscript{0.5} think\textsuperscript{0.5} talk\textsuperscript{0.3}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2 Verbs occurring at least 4 times for any speaker.

No. ‘1’ corresponds to number of chapter

No. ‘2’ corresponds to number of table within the chapter
FIG. 1.2 *The processes involved in the production of written text*.
17.3 Transcription conventions

You can represent spoken discourse in different ways. The methods below are widely used by scholars.

Example 1

E: that [guy
B: [it’s like a speedo he wears a speedo to class (. ) he’s got incredibly
----------------------------------------------------------------------------------------- 1
E: it’s worse = you know like those shorts women
B: skinny legs you know=
----------------------------------------------------------------------------------------- 2
E: volleyball players wear
B:
----------------------------------------------------------------------------------------- 3

Example 2

1 E: that [guy
2 B: [it’s like a speedo he wears as speedo to class (. ) he’s got incredibly
skinny legs
3 E: it’s worse
4 B: you know=
5 E: = you know like those shorts women volleyball players wear

Key
[ overlap
= latching
( ) pause

There is no standard way of transcribing spoken discourse but you can follow certain conventions or create your own. For ideas see:

17.4 Referencing conventions

Citations within the body of the text, they should be as follows:

When summarising a writer’s ideas:

..... Girdler (1986) claims that pomp rock is...

The Australian accent is generally referred to as .... (Hardcastle & Jones, 1984)

Within a set of citations, citations are arranged alphabetically, in the same order in which they appear in the reference list:

Recent research has revealed that attitudes towards regional dialects have changed (Channell, 1994; Conrad, 2000; Labov, 1966; Reppen, 2010)

Work cited in another reference (Secondary sources):

Labov’s explanation (1994, as cited in Nicholson, 2003) …. 

Use secondary sources sparingly, for instance, when the original work is out of print, unavailable through usual sources, or not available in English.

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:

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:

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

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

At the end of the text, there should be a full List of References, with ALL and ONLY the references you have cited in the text. The List of Reference should be in alphabetical order. Note the different conventions for authored books, unpublished dissertations, chapters from books, articles from journals and edited books. For any sources that are not included here please visit the APA website: www.apastyle.org

Single author books
Dual & triple author books

Journal articles

Edited collection:

Articles from edited collections
McKeachie, W. J. (1975). The decline and fall of the laws of learning. In N. Entwistle and D. Hounsell (Eds.), How students learn. (pp. 41-51) Lancaster: University of Lancaster.

* Note that when citing a chapter from an edited collection, both the chapter and the edited collection need to appear in the reference list as separate entries.

Theses and dissertations

Other unpublished sources


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:


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).

Websites

When there is no author for a web page, the title moves to the first position of the reference entry:


**YouTube**

If both the real name of the person who posted the video and the screen name are known:

Author, A. A. [Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxx

If only the screen name of the person who posted the video is known:

Screen name. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxx

The in-text citations include the author name (whichever that may be) and the date.

**Facebook**

When the date is unknown, use n.d. for “no date”. Describe the source type inside square brackets


When the date can be reasonably certain but isn’t stated on the document, use a bracketed date and “ca.


**Twitter**


**Audio-visual sources**

Videos & DVDs
If the author is unknown:


**Television program**


**Television series**


**Television series episode**


**Magazines and newspaper articles**

*Magazine*

If a magazine or newsletter does not use volume numbers, include the month, season or other designation with the year.


*Newspaper article*

For daily or weekly newspapers, include the day and precede the page numbers with p. or pp.


If the author is unknown:


For articles with no identified author, in text use a short title in double quotation marks (or the full title if it is short) for the parenthetical citation: ("New Drug", 1993, July 15).
Please ensure that you keep this document in a safe place, and pay careful attention to it at every stage in the development of your dissertation.