



**University of  
Reading**

**School of Literature and Languages**

**Department of English Language and  
Applied Linguistics**

**Doctoral Training Programme in  
Applied Linguistics**

**STUDENT HANDBOOK**

**2018-19**

## Alternative Formats

The material in this handbook can be provided in alternative media. Please discuss your requirements with the Department's Disability Rep, Mrs Lesley Hammond – [l.m.hammond@reading.ac.uk](mailto:l.m.hammond@reading.ac.uk)

## DISCLAIMER

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

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in order to reflect best practice and academic developments for the benefit of students, to improve the programme and your experience of it, to meet the requirements of external or accrediting bodies, as a result of staff changes, or changes to the law. In such circumstances, revised information will be issued. Information provided by the School in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

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

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For all administrative enquiries, please use the 'Ask a question' tab on your Me@Reading Student Portal. This will ensure your enquiry is logged and referred to the correct member of the support team for reply. You can also speak to your Student Support Co-ordinator (located on the ground floor of the Edith Morley Building - Support Centre Helpdesk) if there is anything you would like to discuss in person.

[http://student.reading.ac.uk/essentials/\\_support-and-wellbeing/support-arrangements/support-centres.aspx](http://student.reading.ac.uk/essentials/_support-and-wellbeing/support-arrangements/support-centres.aspx)

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# 1. INTRODUCTION

## 1.1 Introduction and Welcome

As Programme Director of the PhD programme in Applied Linguistics offered by our Department, and on behalf of our colleagues, we would like to welcome you to Reading and to express the hope that you will find your time here both rewarding and enjoyable. This Handbook has been produced to help you in your studies. Please keep it and refer to it when you have queries about the programme.

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

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

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

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

Some of you may have had no previous opportunity to conduct systematic research study in applied linguistics, or of studying 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, first year as a PhD student, as you develop interests and knowledge in these areas. The Doctoral Training Programme requires students to be able to work especially independently and the emphasis will be strongly on building your awareness of the nature of research in general and in your field of interest, and on developing your own research proposal effectively, so that your status as a PhD student can be confirmed soon after the first year of study.

My colleagues and I look forward to working with you during the coming year on the Doctoral Training Programme and beyond that for the remainder of your PhD studies with us.

*Jacqueline Laws*  
*Programme Director for PhD in Applied Linguistics*

## 1.2 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.

### 1.3 Overview of ‘Essentials’ and Key Academic Policies and Procedures

<http://student.reading.ac.uk/essentials> & <http://student.reading.ac.uk/essentials/the-important-stuff.aspx>

Essentials contains all the essential information that students will need during their time at University. It includes information in relation to:

- campus life (including accommodation, safety, Reading University Students’ Union, student activities and information for international students);
- study (including courses and Departments, opportunities for study abroad, guidance on examination and assessment, and resources available to students including IT, the Library and Study Advice);
- personal and study support (including health and wellbeing, support for students with disabilities and specific learning difficulties and study support);
- rules and regulations (including examinations and assessment, appeals, the student complaints procedure, extenuating circumstances, withdrawals and transfers and the *Students with Parental Responsibilities Policy*).

It is the responsibility of students to familiarise themselves with the content of Essentials, and to use it as a reference when required.

### 1.4 Aim of the Programme Handbook

The aim of this Programme Handbook is to provide specific information on the Department of English Language and Applied Linguistics and how it supports its postgraduate programmes as well as other sources of important information.

More general information about the University and key academic policies and procedures can be found in Essentials (<http://student.reading.ac.uk/essentials> & <http://student.reading.ac.uk/essentials/the-important-stuff.aspx>), further details of which are provided in section 1.3 of this handbook. It is the responsibility of students to familiarise themselves with the Programme Handbook and with the content of Essentials, and to use them as a reference when required. It is particularly important that you read (or familiarise yourself with) the key academic policies and procedures listed in the Overview of ‘Essentials’ and Key Academic Policies and Procedures, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.

Programme specifications can be found via the following link:

<http://www.reading.ac.uk/progspeccs/index.aspx>

## **1.5 Health and Safety**

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

<http://student.reading.ac.uk/essentials/campus-and-local-area/safety-and-security.aspx>

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

The University's Health and Safety Services website is also given below

<http://www.reading.ac.uk/internal/health-and-safety/hs-home-2.aspx>

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



## **2. PROGRAMME INFORMATION**

### **2.1 General structure**

#### **2.1.1 Introduction**

The Department of English Language and Applied Linguistics offers a suite of postgraduate programmes, including those leading to Master's degrees in Applied Linguistics, TESOL, and Applied Linguistic Research. This handbook describes the Doctoral Training Programme in Applied Linguistics for first year PhD students. As you will see, most of this programme will also be attended by students on our MRes in Applied Linguistics and the PhD (Taught Track & Thesis) programme; the difference between the programmes is that students on the MRes and PhD (Taught-Track & Thesis) programmes produce a Dissertation at the end of this year, whereas you will be producing an extended research proposal which sets out detailed plans for the next 3-4 years of your PhD research.

#### **2.1.2 Overview of the postgraduate modular system**

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

The University's taught and research 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). At the beginning of their programme students will register for specific modules, each of which carries a credit-weighting. Assessment may take place within a module, or a module may be assessed during the University's formal examination periods for taught postgraduate programmes. Assessment may be based on submitted work, or on an examination, or on a combination of the two. At the end of the programme, students will receive a transcript of the modules taken and the marks obtained.

As mentioned above, each module is assigned a credit value. Each credit equates approximately to 10 hours of work (including all contact hours such as lectures or classes, as well as further reading and any assessments) for the average student.

This programme may be completed on a full-time basis, in which case the normal period for completion is 12 months. It is expected that full-time students remain in Reading during term-time to benefit from supervision and library facilities. Students should consult the PhD Programme Director concerning any absences.

Completion of the Doctoral Training Programme involves the successful completion of taught compulsory research-related and option modules. The options are drawn from a list of modules currently offered in the School (see Appendix 2), and although in general every module is available each year, because of staff availability it is not possible to guarantee that all published options will run in any one year. Every effort will be made to avoid timetable clashes between options, but from time to time this may be unavoidable. There is also a School policy that in order for an option to be viable it must normally be taken by a minimum of five students who are registered for a degree.

The PhD programme is overseen by a Board of Studies, composed of staff members directly concerned with the delivery of programmes at postgraduate level.

## 2.2 Programme Specifications

Below are the Programme Specifications for the PhD programmes in Applied Linguistics. You will also find a full copy of these Programme Specifications on the web at:

[www.reading.ac.uk/progspecs/](http://www.reading.ac.uk/progspecs/)

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

- a two letter code, which indicates the School or subject area to which the 'module' belongs - normally 'LS' for English Language/Applied Linguistics modules within the Department of English Language and Applied Linguistics;
- a single digit indicating the 'Level' at which the module is placed. Your taught modules are offered at the 'M', or Masters, Level (Level 7 on the National Qualifications Framework). This terminology is set down in the framework for degree qualifications drawn up by the Quality Assurance Agency, the body which regulates standards in UK Higher Education, to which the University is expected to comply.
- 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.
- on optional modules, the final character 'R' signifies that this version of the assessment is only relevant to PhD students.

## 2.2.1 Outline of the Doctoral Training Programme

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Programme length:	12 months F/T, 24 months P/T
Programme Director:	Dr Jacqueline Laws
Board of Studies:	PhD in Applied Linguistics

The Doctoral Training Programme is organised in five units. Units A, B and C relate specifically to the first year of study, whereas Units D and E are relevant throughout the period of the PhD programme:

Unit A: Research-Related Module

Unit B: Advanced Modules in Applied Linguistics

Unit C: Confirmation to PhD Status

Unit D: Advanced Research Activities

Unit E: Graduate School: Reading Researcher Development Programme (RRDP)

Detail on the content of these units is provided below in sections 2.3.1 to 2.3.5.

## 2.2.2 Summary of programme aims

The Doctoral Training Programme in Applied Linguistics provides intensive research and subject-specific related training for the first year of your PhD studies. It aims to provide students with a range of historical and theoretical perspectives, and specialist knowledge in particular areas of applied linguistics research, and with technical expertise in related research methods. The programme also aims to foster an independent approach to learning. In order for your status as a PhD student to be confirmed, it is essential that all elements of this programme be undertaken.

## 2.2.3 Transferable skills

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

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

## **2.2.4 Additional information for visa national students**

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

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

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

## 2.3 Structure of the Doctoral Training Programme

### 2.3.1 Unit A: Core Research-Related Module

The following research-related module is compulsory:

Autumn term

LSMAPAL *Academic Practices in Applied Linguistics*

Spring term

LSMPRO *Extended Research Proposal*

### 2.3.2 Unit B: Advanced Modules in Applied Linguistics

Students must choose two option modules from the following:

		<i>Credits</i>	<i>Level</i>
<u>Autumn Term</u>			
LSMCLR	<i>Child Language Development</i>	20	M
LSMSLR	<i>Second Language Learning Principles</i>	20	M
LSMADAR	<i>Approaches to Discourse Analysis</i>	20	M
LSMCBLR	<i>Corpus-based Approaches to Language Description</i>	20	M
LSMICR	<i>Intercultural Communications</i>	20	M
<u>Spring Term</u>			
LSMEWR	<i>English in the World</i>	20	M
LSMTPR	<i>Language Testing Principles</i>	20	M
LSMYLR	<i>Teaching Young Learners</i>	20	M
LSMSOR	<i>Sociolinguistics</i>	20	M
LSMIBR	<i>Issues in Bilingualism</i>	20	M
LSMLMGR	<i>Language and Migration</i>	20	M
LSMVOR	<i>The Teaching and Learning of Vocabulary</i>	20	M
LSMITR	<i>New technologies in Language Learning &amp; Teaching</i>	20	M
LSMLCR	<i>Language Curriculum Design</i>	20	M

These optional modules incorporate teaching on modules provided for the MRes in Applied Linguistics, MA in TESOL and MA in Applied Linguistics programmes (each of the codes given is the code for an existing MA module, with the addition of the letter R in final position, to indicate 'Research'. Full details of the content of these modules can be found at Appendix 2.

#### 2.3.2.1 Selection of 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 within the first few weeks of term what the uptake is for each module. Early on in the Autumn Term, therefore, you will be asked to complete a form indicating your choices of options for the Autumn and Spring Terms. Any changes to this selection will need to be discussed with your Programme Director. The Master's programme secretary, Amanda Horn, must be kept up-to-date with any changes to your programme. Options with low numbers may not be offered. **Please note that not all options are offered each year. Options with low numbers will not run.**

### 2.3.3 Unit C: Confirmation to PhD Status

All students who are registered for a Higher Degree by Research in the Department of English Language & Applied Linguistics are required during the first year to produce an Extended Research Proposal that will be considered by their Research Committee, which will normally be composed of their supervisors and two other members of the Department. The aim of the procedure is to ensure that the student has identified a sound and viable research topic and has a plan of research which should lead to the production of an acceptable thesis. The ability to draft an acceptable proposal is seen as evidence that the student is ready to proceed to the next phase of doctoral research and as such provides part of the basis of the evaluation of the student's work in the first year. It is the most important part of the evidence the Department uses in making its recommendation for **Confirmation to PhD or MPhil** in the second year. Recommendation for Confirmation will be given only when the proposed research plan is judged to be satisfactory.

Thus, the purpose of the core module LSMPRO, listed under section 2.3.1, is to guide you through the stages of your own extended research proposal as you prepare it; we will refer you to proposals from past students, where relevant. You will draft sections of the proposal, which will then be commented upon by the group. By the end of the Spring Term, you should be close to completing your extended proposal.

The following is a guide to the various stages you will go through in order to develop your Extended Research Proposal, from the end of Welcome Week through to the deadline of **Friday 14<sup>th</sup> June 2019**:

Discussions with your supervisors, whom you will see at least on a monthly basis. They will assist you to develop your proposal and you will conduct a thorough literature search of the topic and related areas. You will produce a 3,000-5,000 word Literature Review during the course of the Autumn term and Christmas vacation.	Weeks 1-11 Autumn Term
<b>Submit completed Literature Review to your supervisors.</b>	<b>14<sup>th</sup> Jan 2019</b>
You will have a clear idea of the area you wish to research and ideally some of the methodologies you will want to employ. You will develop these ideas through discussion with the module convenor of LSMPRO: Extended Research Proposal and your fellow-students; again you will discuss your progress with your supervisors at least at monthly intervals. <b>Present your research plans at the PhD conference (15 minutes).</b> You will produce a document describing the methodological techniques you will be employing in your research during the course of the Spring term and Easter vacation.	Week 1 Spring term Weeks 1-11 Spring term <b>25<sup>th</sup> March 2019</b>
<b>Submit completed Methodology to your supervisors.</b>	<b>22<sup>nd</sup> April 2019</b>
Prepare your 8,000-10,000 word Extended Research Proposal over the Summer term. Submit at least two drafts to your supervisors for feedback.	Weeks 1-8 Spring term
<b>Submit completed Extended Research Proposal to Jacqueline Laws</b>	<b>14<sup>th</sup> June 2019</b>
Confirmation Panel	Between September and November 2019.

#### 2.3.3.1 Structure and content of the Extended Research Proposal

The following outline, which roughly follows the format of a PhD thesis, represents the structure that will be expected for the Extended Research Proposal:

## **Title**

- 1. Background and Rationale for the Study**
- 2. Literature Review** (add sub-section headings, as appropriate)
  - 2.1 ...
  - 2.2 ...
  - 2.X Research Questions and Hypotheses
- 3. Methodology** (some of these heading may not apply)
  - 3.1 Design
  - 3.2 Participants
  - 3.3 Preparation of Materials
  - 3.4 Procedures
  - 3.5 Data Preparation (e.g., the development of a coding system and criteria to be used)
  - 3.6 Ethical Procedures
- 4. Results**
  - 4.1 Data Types for Analysis
  - 4.2 Statistical Analysis and Anticipated Outcomes
- 5. Final Comments**
  - 5.1 Predicted problems and limitations
  - 5.2 Time Plan for the Study (add as an Appendix)

## **References**

**Appendices** (as appropriate, but the Time Plan must be included).

Some guidance on the type of information that must be included in each section is provided below:

**Title:** The proposal must have a title, which will be the working title for your thesis.

**Background and Rationale for the Study:** The proposal should begin with an introduction that contains a brief account of the phenomenon being investigated and the aims of the research to be conducted.

**Literature Review:** In this chapter, you will need to set out the theoretical background to the research, including reference to previous research, leading to a discussion of the specific issues with which the proposed research will be concerned and the key concepts which will be used. Some detailed discussion of individual works in the literature may be appropriate; in any case, a summarising overview supported by bibliographical references is expected. It should be made clear in what way the proposed research will add to our present knowledge of the issues in question. In the final subsection of this chapter, the particular focus of the research should be stated in terms of one or more research questions and, where appropriate, explicit hypotheses.

**Methodology:** The proposed experimental design and method for collection of the data should be described in some detail, as should the source(s) of the data and the conditions under which it will be collected. There should be a description and justification of categories of analysis to be applied to the data (e.g. grammatical or phonological units; discourse or text units; performance scores; social categories). It is also required that full details of the piloting of test materials are provided, and the procedure for conducting the pilot study must be described in considerable depth – one of the criteria for approving the proposal is that the assessment panel deem the piloting procedures to be appropriate and sufficiently robust for the planned research. Students must demonstrate that they will be in a position to collect the data themselves, and NOT rely on a colleague or contact to collect the data on their behalf: it is essential that students are responsible for gathering all the data relevant to their research. If appropriate, the nature of coding systems to be applied, either already in existence or developed as part of the study must be described in as much detail as possible, and procedure proposed for inter-rater reliability checking must be discussed. Consideration of ethical

issues raised by the research design must be made and, where necessary, an application for approval of the project by the School Ethics Committee submitted. If more than one future study is planned, the proposed methodology must be presented in a separate section for each.

**Results:** The details of any measurements to be collected and the statistical procedures to be followed must also be described and justified. Where statistical analysis is proposed, it is expected that the procedure(s) to be adopted have been discussed with your supervisor. An indication may be given of the anticipated outcome of the research and the results that will be looked for as confirmation of this outcome. If a pilot study had already been conducted, the results from should be written up in the proposal.

**Final Comments:** It is essential that you identify at this stage any problems and/or limitations you envisage with the proposed study. These issues will demonstrate to the Confirmation Panel that you fully understand the implications of your research you are about to conduct. Finally, a detailed timetable of the various phases of the research up to submission of the thesis should be provided in an Appendix (see details below), but include a brief comment that refers to it in this Chapter. The more detailed this timetable, the more likely the committee will be that the plan of work is feasible.

**References:** A list of references should be included. All works mentioned in your text, including those quoted from secondary sources, must be fully referenced. See section 2.4.1 for details of the referencing conventions that must be followed.

**Appendices:** This must provide a Time Plan that spans from the beginning of July 2019 to the end of the minimum registration period in weekly intervals; and from the date of the minimum registration to the end of the maximum registration period in monthly intervals. Other supporting material, such as proposed stimulus material, or draft questionnaires may also be included in the Appendix.

The format to use for the plan is provided in the example below:

Date	Target	Tasks
04/07/2019	Update Literature Review	Reading note-taking
11/07/2019		Reading note-taking
18/07/2019		Extend LR
25/07/2019		Extend LR
01/08/2019	Prepare Test Materials	...
08/08/2019		...

The overall length of the Extended Research proposal must not be greater than 10,000 words excluding references and appendices. A committee may refuse to read a proposal which is longer than this limit. The proposal must be word-processed on A4 paper using a 12 point font and 1½ spacing. Margins should not be less than 25 mm on all sides. The proposal must have page numbers and a contents list referring to the page numbers of sections, Tables, Figures and Appendices.

In addition to an electronic copy sent by email, three printed copies of the proposal should be handed in to the PhD Programme Director, Dr Jacqueline Laws, by 12:00, noon on Friday 14<sup>th</sup> June 2019. You must also keep one copy for yourself.

### 2.3.3.2 Preparing the Extended Research Proposal

The research plans embodied in your Extended Research Proposal will need to reflect an approach that has been agreed with your supervisors. It is recommended that you submit the initial draft to your supervisors and arrange to have one or two meetings with them, as required, in order to determine the focus of the planned research and to agree on the methodological details.



### 2.3.3.3 Confirmation Panel Procedure

The proposal will be read by the Confirmation Panel comprising two academic staff, neither of whom is the student's supervisor. The two panel members will have been selected on the basis that they are specialists in the research area being reviewed. They will exchange views on the proposal prior to the Confirmation Panel meeting, which is likely to be held within a month of the submission of the Extended Research Proposal. It is our practice to involve the student in the evaluation procedure by asking them to attend this meeting, partly as practice for the oral examination (the 'viva') after the final thesis has been submitted. Because this exercise is a kind of 'practice viva', the student will be expected to prepare for the panel in a similar manner: they must prepare to be questioned on all aspects of the proposal and justify the approach they have adopted. In addition, they must identify areas which they feel are weak and prepare answers to questions on these areas. Unlike the final viva, the student's supervisor(s) will also be present at the CoR panel.

If the proposal is wholly satisfactory and no questions arise, the student will be told at the Confirmation Panel meeting that he or she is now free to proceed to the next phase; this is an extremely unusual occurrence, and therefore do not expect this to be the outcome. On the majority of occasions, the Confirmation Panel's report will require the student to provide either a revised proposal, or some supplementary material. Permission to continue to the next phase will not be granted until the revisions specified have been presented, and accepted by the Confirmation Panel; normally the revisions have to be implemented within a 3-month period of the student receiving the Confirmation Panel's report.

The evaluation of the proposal by the Confirmation Panel is a valuable and constructive process, since it gives the student the opportunity to benefit from the views of academic staff of varied expertise and experience and not just from the advice of the supervisor. Once the proposal has been accepted, the student should have a clear idea of how and within what time-scale all the further stages of the research are to be conducted.

### 2.3.3.4 Criteria for assessing the Extended Research Proposal

The criteria that the Confirmation Panel will be using when evaluating the Extended Proposal include the points listed below. They will be looking for:

1. Evidence of extensive, appropriate reading and interpretation of relevant literature in a specified field of applied linguistics.
2. A well-argued theoretical justification for the study and evidence that the study is original and fills an important research gap.
3. A set of well-expressed Research Questions that are clearly derived from the discussion of the literature and the justification for the study.
4. Hypotheses relating to each Research Question that articulate the predicted outcomes, where possible.
5. Clearly described methodological, piloting and inter-rater reliability checking procedures.
6. An overview of statistical analysis procedures (data comparison types to be made and statistical tests to be used).
7. Identification of and response to relevant ethical considerations in the proposed research.
8. A realistic and feasible time plan for the planning, preparation, data collection, data analysis and writing-up the PhD thesis (from the beginning of July 2019 to the end of September 2021 [minimum registration period] in weekly intervals; from the beginning of October 2021 to the end of September 2022 [maximum registration period] in monthly intervals).
9. Clarity of presentation and appropriate organisation of material.

## **2.3.4 Unit D: Advanced Research Activities**

There are four advanced research activities which all PhD students must engage in:

- Presentation at DELAL research seminars
- Presentation at the Language Studies PhD Conference
- Contribution to the Language Studies Working Papers
- Attendance at Applied Linguistics Circle seminars, CeLM talks and other research presentations organised by the Department of Modern Languages and European Studies, the Institute of Education and the School of Psychology & Clinical Language Sciences.

### **2.3.4.1 Presentation at DELAL research seminars**

Research groups are composed of staff and research students who share research interests. They meet two or three times a term to present and discuss practical and/or theoretical issues relating to their current research; both PhD students and academic staff are invited to contribute. First-year research students may be asked to give a presentation to a research group, but beyond that participation is required each year of the programme.

Presentation at these research groups contributes to satisfying the requirements of the Annual Progress Review process.

### **2.3.4.2 Presentation at the Language Studies PhD Conference**

All PhD and MRes students present their work at the annual Language Studies PhD conference, usually held in the penultimate week the Spring term. As a first year student, you will be required to give a 15-minute presentation on your research topic; in later years, you will be allocated a 30-minute slot.

It is very important that you present your research at the PhD Conference, because it provides an excellent forum for receiving both written and oral feedback from staff and doctoral students not only from the Department of English Language & Applied Linguistics and other departments within the School of Literature and Languages, but also from staff and doctoral students from the Institute of Education, Clinical Language Sciences and Psychology, all of whom also regularly contribute to the conference.

In order to satisfy the requirements of the **Annual Progress Review** process, it is essential that all PhD students present at least two oral presentations each year. The PhD Conference provides an excellent opportunity for fulfilling one of these, and department-run research group meetings provide another (see section 2.3.4.1 above).

### **2.3.4.3 Language Studies Working Papers (LSWP)**

The Department of English & Applied Linguistics founded a School-wide online publication of research papers produced by staff and PhD students in 2009, the Language Studies Working Papers (LSWP). The tenth volume of this annual publication will be released in 2019. You can download past papers from the department website at:

<http://www.reading.ac.uk/english-language-and-applied-linguistics/Research/elal-research-language-publications.aspx>.

Having started out as a School-wide enterprise, it has now become a University-wide publication: contributions on language-related issues are invited from not only our department, but also from the Department of Modern Languages & European Studies, the Department of English Literature, the International Study and Language Centre, the Institute of Education and the School of Psychology which includes Clinical Language Sciences.

Contributions on language-related research are invited from all academic staff and PhD students; submissions may include any unpublished work, such as papers based on presentations given at departmental conferences, as well as research work in progress which relates either to a research project or your thesis (the text used in the LSWP paper can be reused for the thesis). Submissions do not have to be in the form of a complete study, as they may also relate to the various stages of your PhD work, i.e., a summary of your Literature Review, early findings, or a more in-depth discussion of your results. In addition, we would also consider conference summary reports and book reviews that you feel would be of interest to other PhD students and members of staff.

Papers published in the LSWP are anonymously peer-reviewed, and address language-related topics such as academic literacy, discourse and sociolinguistics, phonetics and phonology, first and second language skills and processing, Italian Studies, German Studies and French Studies. The editorial team is currently composed of Roopa Leonard, who is a Year 2 PhD student in the Department of English Language & Applied Linguistics, and Sophie Payne, who is a final year PhD student in the Department of Modern Languages & European Studies. We encourage PhD students to be on the editorial team; involvement in a publication of this kind is very useful for acquiring editorial skills, and we encourage PhD students to review submissions to the LSWP according to their areas of expertise.

An LSWP panel session is included as the last slot in the PhD Conference programme each year; this allows the current editorial team and past authors and reviewers to discuss their experiences and the benefits they have gained from their involvement in the production of the LSWP. It is hoped that you will take advantage of the opportunity to contribute to the LSWP during your time here.

#### **2.3.4.4 Attendance at research presentations**

You will receive notification of research presentations organised by various related departments in the University. Presentations will include Applied Linguistics Circle seminars, CeLM talks and other research presentations organised by the Department of Modern Languages and European Studies, the Institute of Education and the School of Psychology & Clinical Language Sciences. Attendance by all students and staff at these presentations is expected by the Head of Department, Professor Rodney Jones, because these talks will help you to keep up to date with the latest research in your discipline and related areas.

#### **2.3.5 Unit E: Graduate School: RRD**

The Reading Researcher Development Programme (RRDP) sessions are run by the Graduate School; they consist of 2-hour workshops that cover a variety of topics from how to write a research paper to how to survive the viva. These courses are delivered by experts from within the University and outside speakers. It is a University requirement that PhD students attend 5 of these in their first year, 3 in the second and 3 in the third year of their doctoral studies. The timetable is available from the Graduate School website:

<http://www.reading.ac.uk/graduateschool/skillstrainingprogramme/gs-timetable.aspx>

and courses can be booked through the RISIS web portal. The Graduate School keeps a record of how many courses each PhD student has attended, and as part of the Annual Review Process, it is necessary to report on the courses taken.

## 2.4 PROGRAMME ASSESSMENT

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

<u>Mark</u>	<u>Interpretation</u>
70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Good standard (Pass)
<u>Failing categories:</u>	
40 – 49%	Work below threshold standard
0 – 39%	Unsatisfactory Work

Assessment of components for the Doctoral Training programme: Where a unit has an assessment component, feedback is given on each piece of work by a member of staff. We expect all Higher Degree students to achieve the equivalent of a B grade, or 60% according to the normal British university marking scale on all optional modules. If a student doesn't achieve this mark, they may be offered extra help with the particular topic by means of further feedback from a member of staff.

Module grades will be reviewed during the Confirmation of Registration process together with the Extended Research Proposal; where module grades fall close to the boundary, the student will be considered for progression based on evidence of merit in the particular field of their chosen research and/or evidence that their grades had progressed significantly during the course of the first year of the programme.

### 2.4.1 Presentation of Assessed work

During the first year of your PhD programme, there will be a series of compulsory departmental study skills seminars for postgraduate students (called LSMALAL: Academic Practices in Applied Linguistics), and information about the conventions for study in this institution. Please make sure that you attend all these sessions, so that you have the opportunity to learn about study in this new context. (See also section 3.8.8 below which gives information on Study Skills advice available to all students at the University, and special support available in the English Language and Applied Linguistics Department.) Below we point to a number of issues which will be handled in greater detail during those seminars.

#### General presentation

##### *a) Assignments*

**One** paper copy of each assignment should be submitted, accompanied by one assignment cover sheet. You will also be required to submit a copy on-line via TurnItIn. All pages of the assignment should be numbered. The assignment must include a title page (in addition to the cover sheet) with full details of the assignment title and the number of words in the assignment. It is important to structure your assignment by making clear paragraph boundaries, and by giving headings (and subheadings where necessary), which may be numbered. You should type or print clearly on one side of paper only, use one-and-a-half (1.5) line spacing and use a clear font such as Times or Helvetica font size twelve. Note also information on referencing conventions below.

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

#### 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 (3<sup>rd</sup> floor, call number: 808.066 AME), for information on how to cite types of sources not represented here, or for any additional information on how to

paraphrase, quote, and format academic papers, including how to format tables, figures, and appendixes. Some information (including online tutorials, FAQs, and sample papers) can also be viewed on the official APA website (at [www.apastyle.org](http://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 double-spaced.

If you quote something which you know contains an error, and you wish to show that you are aware of this, put “sic” in brackets after the offending item. If you quote sentences which are linguistically deviant when you are illustrating a language point, or giving examples of errors, follow the convention of preceding the sentence with an asterisk (\*).

## **Presentation of the bibliography**

### **1. Single author books**

Lunzer, E. A. (1968). *The regulation of behaviour*. London: Staple Press.

Edited collection:

McKay, S. L., & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.

### **2. Dual & triple author books**

Towell, R. & Hawkins, R. (1994). *Approaches to second language acquisition*. Clevedon: Multilingual Matters.

Ausubel, D. P., Novak, J. D., & Hanesian, H. (1978). *Educational psychology: A cognitive view*. New York: Rinehart and Winston.

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

### **3. Journal articles**

Gregg, K. R. (1993). Taking explanation seriously; or, let a couple of flowers bloom. *Applied Linguistics*, 14, 276-94.

### **4. 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.

### **5. Theses and dissertations**

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

Hauptmann, P. (1970). An experimental comparison of a structural approach and a situational approach to foreign language teaching. Unpublished doctoral dissertation. University of Michigan, Ann Arbor, MI.

### **6. Other unpublished sources**

Odmak, J. (1979, January). Communicative competence, markedness, and second language acquisition. Paper presented at the 54th annual meeting of the Linguistic Society of America.

Westmoreland, R. (1983). German acquisition by instructed adults. Unpublished

manuscript, Department of Second Language Studies, University of Hawaii, USA.

### **7. Reviews**

Channell, J. (1997). Review of the book *Pragmatics*, by G. Yule. *ELT Journal*, 51, 271-274.

### **8. Module Materials**

Furneaux, C. (2012). *Language Curriculum Design: MA Module Materials*. Reading: School of Languages and European Studies, University of Reading.

### **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).

Paulsen, M. F. (1998). *Theoretical frameworks for CMC-based teaching systems. Teaching techniques for computer-mediated communication: Chapter 2*. Retrieved from: <http://home.nettskolen.nki.no/~morten/cmcped/fot/Chapter2.html>

Sloane, B. (1995). Crime statistics. *Social Work Review* 2 (3). Retrieved from: [swr@howard.gov.uk](mailto:swr@howard.gov.uk)

### **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: Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.

## **2.4.2. 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 Learning will refer the matter to the Senate Standing Committee on Academic Misconduct, which may lead to a student being failed in all assessments for the relevant Part of their programme or removal from membership of the University.

The University's definition of academic misconduct is stated in the Guide to Assessment for Taught Postgraduate Students, and on the Examinations Office website at <http://www.reading.ac.uk/exams/policies/exa-misconduct.aspx>

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

### ***Using Turnitin***

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

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

### ***Copying***

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

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

### ***Falsifying Data***

Falsifying data, evidence or experimental results is another form of academic misconduct.

### ***Plagiarism***

**For the purposes of the University regulations, plagiarism is defined as the fraudulent representation of another's work as one's own.** This applies whatever the sources of the material (for example, a published source, the web, or the work of another student), whether the material is copied word for word or paraphrased, and whatever the extent of the material used. **In addition, self-plagiarism is not allowed. This is submitting work/text more than once for credit.** Wilful and deliberate disregard for good academic practice in respect of attribution of material will be construed as plagiarism.

#### *How can you avoid plagiarism? General advice*

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

<http://www.reading.ac.uk/studyadvice/studyresources/reading/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 sub-sections ‘Citation within the body of the text’ and ‘Presentation of the bibliography’.)

### *Examples*

#### Original text:

“Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. They may also have opportunities to practise their second language ‘voice’ in songs and games that allow them to blend their voices with those of other children. Older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.

Young children in informal settings are usually exposed to the second language for many hours every day. Older learners, especially students in language classrooms, are more likely to receive only limited exposure to the second language. [Lightbown, P. & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press, p32.]

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

Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. They may also have opportunities to practise their second language ‘voice’ in songs and games that allow them to blend their voices with those of other children. Older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.

Young children in informal settings are usually exposed to the second language for many hours every day. Older learners,.....

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

In an informal second language learning context, younger learners are normally allowed to remain silent until they are ready to speak. They may also be able to practise their second language in songs and games which allow them to join in with other children. Older students are frequently forced to speak – to meet classroom requirements or for the purpose of carrying out everyday tasks such as shopping, medical visits or job interviews. In informal settings, young children usually have many hours of exposure every day to the second language. ....

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

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

#### Poor practice

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

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

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

Lightbown and Spada (2006: 32) point out that younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. On the other hand, older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews. ....

#### Acceptable practice

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

Some commentators have pointed out significant differences between younger and older L2 learners. It has been noted that: 'Younger learners, in an informal second language learning environment, are usually allowed to be silent until they are ready to speak. .... Older learners are often forced to speak – to meet the requirements of a classroom or to carry out everyday tasks such as shopping, medical visits or job interviews.' (Lightbown and Spada, 2006: 32)

#### Better practice

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

Second language acquisition can be seen to operate under different conditions at different ages. For example, Lightbown and Spada (2006) have noted that whereas younger learners are allowed a silent period in the early stages, older learners are frequently under pressure to communicate in the classroom and often outside it.

#### Best practice

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

Some commentators on second language acquisition tend to ignore the ways in which the age of the learners will affect conditions of learning. Thus Cancino et al (1978) discuss learning processes using data from learners whose ages range from 5 to 33 with little discrimination amongst them. However, Lightbown and Spada (2006) have pointed out big differences between learning conditions for younger and older learners in terms of such features as freedom to be silent and amount of input....

#### *Plagiarism and its detection*

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

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

#### *Consequences*

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

### 2.4.3 Learner Responsibilities

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

- To comply with University Charter, Statutes, Ordinances and Regulations as set out in the University Calendar.
- To attend punctually lectures, seminars, practicals, fieldwork and tutorials as required.
- To complete and hand in all written or practical coursework on time.
- To provide reasons and, if necessary, supporting documentation for absences or missed deadlines.
- To not normally undertake more than 16 hours of paid employment per week during term-time, if studying full-time. On intensive programmes such as ours, it is not advisable to work at all. Students who want to work should switch to part-time study.
- To ensure that the University is informed of changes to registration or other personal circumstances.
- To respond to evaluation questionnaires or other requests for information and student opinion.
- To act with due regard for the health and safety of others and for University property.

### 2.4.4 Assessment procedures: General University and School regulations

Further information on examinations and assessment can be found in the Guide to Assessment for Taught Postgraduate Students (<http://www.reading.ac.uk/exams/student/exa-guidePG.aspx>) and on the Examinations Office website (<http://www.reading.ac.uk/exams/>).

#### Submission of coursework

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

#### *Penalties for late submission*

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

- (a) Minor pieces of work (defined as pieces of work counting for no more than 10% of the total credits for a module): Minor pieces of work which are submitted late will be treated as non-submitted work. A mark of zero will be recorded and included in the calculation of the mark for the module.
- (b) Major pieces of work (defined as pieces of work counting for more than 10% of the total credits for a module):
  - Where the major piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days;
  - Where the major piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.

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

**Please note that the University requires us to adhere strictly to the assignment deadline date and time, in order to be fair to all students. This is 12 noon on the specified deadline date. Even if the assignment is received 5 minutes after the deadline, the penalty will be imposed. If you are unable to meet the deadline, you must contact your module tutor in advance of the deadline and keep them informed of any extenuating circumstances.**

#### *Face-to-Face interview with regard to coursework*

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

#### *Formative assessment*

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

#### Academic misconduct

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

#### Examination Arrangements for Students with Disabilities

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

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

#### Extenuating Circumstances

If there are 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, School Offices, the Health Centre, the Counselling Service and from the University website at <http://www.reading.ac.uk/exams/student/exa-circumstances.aspx> (a copy is also appended to this Handbook). The completed form should be submitted **at the earliest opportunity** to the Programme Administrator, Anne Whitbread not later than the deadline specified in the Guidance accompanying the form on the website.

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

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

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

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

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

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

Extenuating circumstances forms are treated in strictest confidence. Exceptionally, in a case where a student has highly sensitive circumstances which they are reluctant to disclose within the School, the student may submit an extenuating circumstances form directly to the Faculty Manager (JFO).

#### Student Counselling and Wellbeing Services

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

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

- Peer Support: a friendly, informal and confidential service provided by students, for students: <http://www.reading.ac.uk/internal/peersupport/peer-homepage.aspx>
- A series of talks designed to provide information on a range of topics such as understanding emotions, increasing concentration, managing stress, getting things done and managing transitions:  
<http://www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.aspx>

Online resources: leaflets on a range of topics are available on the Service's website <http://www.reading.ac.uk/internal/counselling/advice/cou-onlineadviceandleaflets.aspx>

#### Student Maternity Policy

A link to the student maternity policy is given below:

<http://www.reading.ac.uk/internal/student/rules-and-regulations/stdserv-maternity-policy.aspx>

#### What to do if you are struggling

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

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

### Anonymous Marking

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

### Classification

The Marking Criteria and Classification Framework for Taught Postgraduate Programmes, which applies across the University, may be found in the Postgraduate Guide to Assessment: <http://www.reading.ac.uk/exams/student/exa-guidePG.aspx> and <http://www.reading.ac.uk/exams/policies/exa-class.aspx>

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

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

### Internal and external moderation

The School has a policy of internally moderating all work. This means that a proportion of all work (or all work, in the case of dissertations) is seen by a second marker. The first and second markers then agree an internal mark which goes forward to the Examiners' meetings.

All students' work is examined by a committee of Internal Examiners and a sample of work (including all failed work) is also considered by an External Examiner, who is an expert from the field from another Higher Education institution. The External Examiner is invited to Reading for two External Examiners' meetings, at the first of which students will meet him or her. Students should be aware that marks and grades given to them by module lecturers during their degree programme are provisional and subject to moderation by the External Examiner, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks therefore only reach their final form after they have been scrutinised and approved by the appropriate Examiners' Meeting, which takes place at the end of the programme.

### External Examiners

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

The University appoints at least one External Examiner for each of its award-bearing programmes. External Examiners are normally drawn from other universities or, in the case of programmes with

a strong professional dimension, from among relevant, suitably qualified professionals. They must meet rigorous criteria for appointment and be in a position to offer independent and impartial judgments. They are involved in scrutinising draft examination papers, moderating the marking of assessments, and determining the overall result for each student.

Each External Examiner is required to produce a report on the programme(s) to which he or she has been appointed. External Examiners' reports are considered by 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](http://www.reading.ac.uk/exams/staff/exa-EE.aspx) )

### Re-examination and reviews

Students who fail an Autumn term module are encouraged to resubmit the assignment (based on the feedback provided by the module convenor), as soon as possible in the Spring or Summer terms. Students who fail a Spring term module are likewise encouraged to resubmit as early as possible in the Summer term. Early submission will help to distribute workload so that the maximum amount of time can be allocated to the Extended Research Proposal. **NB: Re-submission of coursework/an exam will not be accepted as extenuating circumstances in any request for a submission extension for the Extended Research Proposal.**

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

**Note that resubmitted work is marked only on a pass/fail basis, and the maximum mark which can be achieved for a re-submission for degree classification purposes is therefore 50%. However, in addition, the mark which would have been awarded without this 'capping' will be recorded on the student's transcript.**

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

### *Appeals*

#### Appeals for review of marks

A student who considers that he or she has been awarded unfairly a mark for a module may request that the mark be reviewed, provided that the grounds for the request do not relate to the academic judgement of the Examiners. The procedures relating to students' requests for review of alleged assessment irregularities in relation to module marks are available at: <http://www.reading.ac.uk/exams/policies/exa-appeal.aspx>



### Over-length assessed work

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

### Informed Consent

The Department's Ethics Committee must give approval for any research study involving the collection of data from human subjects. Details on how to get ethical approval for a research project are available on the Applied Linguistics website at:  
<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>

## **2.4.5 Working with Academic Integrity**

'Academic integrity' describes the values held to be essential in university study in the UK. The five core values have been identified as:

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

(Adapted from International Center for Academic Integrity (1999), *The Fundamental Values of Academic Integrity*, online at <http://www.academicintegrity.org/icai/assets/FVproject.pdf>, accessed 11 Nov 2016.)

### **What does this mean for my academic writing?**

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

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

You may have used a simplified referencing system at school or college, with only direct quotes given citations, or no in-text citations but only a bibliography. At university, you need to give a citation whenever you refer to an idea that you derived from a source. This is the case whether you

use a direct quote, a paraphrase, or just a mention. There are many different styles of referencing, and you will need to find out which one is used in your department and how to set out your citations and bibliographies. You will need to learn how to cite a variety of sources correctly, and get into the habit of doing this accurately and with attention to detail.

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

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

## 2.5 ADMINISTRATION OF COURSEWORK

### 2.5.1 General Criteria for Essay Grading

The University's taught postgraduate marks classification was provided at the beginning of section 2.4. Where a unit has an assessment component, feedback is given on each piece of work by a member of staff.

The criteria for achieving the classifications outlined above can be found on the following pages in Table 1. In addition to those criteria, you may wish to consult the Marking Criteria and Classification Framework for Research Postgraduate Programmes, which applies across the University. This can be found at:

<http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>

### 2.5.2 Submission and return of coursework

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

You will also need to hand in **one copy of all assessed work** to the relevant drop box in the Support Centre by **12.00 midday** on the date of submission. All work should be submitted with a cover sheet indicating the candidate's number (or name), module title, assignment topic, plagiarism statement and word count. Each assignment must include a title page (in addition to the cover sheet) with full details of the assignment title and the number of words in the assignment. See section 2.3.5 above for information concerning deadlines and penalties for late submission. Written assignments should be typed with one-and-a-half (1.5) line spacing. (NB, you should also keep a full copy of each piece of work submitted, electronically and on paper).

It is the University's policy that you should receive timely, structured and appropriate feedback on work, whether written or oral, which has a primarily formative purpose. Whilst such feedback may be oral, normally it will be written and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments, whether positive or negative, should provide the basis for you to improve and develop. The member of staff or the School responsible for the module will tell you, at the time when a piece of work is set, if not before, the date on which the work will be returned and feedback given.

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

Members of staff should give you an indication of the date when you should expect to receive your feedback. When your work has been marked, you will be notified by e-mail. If you have any queries concerning the feedback provided on any individual assignment, these should be addressed to the lecturer responsible for the module or, in case of particular difficulties, to the relevant Programme Director.

In summary, the assessment process is as follows:

1. Assignment tasks are set by lecturers.
2. The completed assignment is submitted by the approved deadline with a cover sheet and title page to the Support Centre drop box by 12.00 midday on the given date. This work will be date-stamped before the assignment is submitted for marking.
3. The first marker assesses the assignment according to the criteria given for the assignment.
4. A second marker considers a representative sample of scripts from each batch of assignments, including any that do not achieve a pass mark.
5. Internal moderation takes place.
6. Feedback to students is usually given in writing in relation to the marking criteria within 15 working days of assignment submission
7. A batch of assignments (a representative sample, including any failed assignments) is sent to the External Examiner for external moderation.
8. At the External Examiner's Meeting the external examiner comments on and confirms the final grades.
9. The assignment results are ratified at the final examiners' meeting. In the case of failed assignments, students receive notification about resubmission, where relevant.

Table 1: General Criteria for PG Essay Grading

	<b>Coverage / understanding of topic, and breadth of reading</b>	<b>Argumentation and application of information</b>	<b>Coherence and expression</b>
<b>Dist.</b>	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.	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.	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.
<b>Merit</b>	The essay may omit one or two key points which a reader would expect to be covered, but coverage of the topic is still substantial. There is indication of fairly wide reading involving both lecturer-provided and outside material, including some primary sources. There are no major errors of understanding, though there may be one or two minor ones. Throughout the essay, the writer shows the ability to find links between different sources in the literature.	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.	
<b>Pass</b>	The essay contains several key points, but may also reveal one or two important gaps and contain irrelevant material. Reading for the essay is limited to lecturer-provided material and a few major secondary sources and possibly one or two primary sources. There may be at least one major error of understanding, and several minor ones, but overall, the writer understands the relevant background material for the essay. The ability to make links between sources will usually be limited at C level, but there will be some evidence of it.	Most points are clearly presented, though some ambiguities may also be present. There is a mixture of supported / well-argued points, and unsupported / weakly argued ones. There may not be much evidence of critical evaluative ability, but there will be some evidence of the ability to apply theory to practice, where relevant. There should be some evidence that the writer has studied and understood the module, and is not merely resorting to ‘folk wisdom’, or regurgitation of lecture notes or other source	There may be some functionless repetition and awkward side- or back-tracking, but over most of the paper the development of the ideas will be such that that the reader can follow the thread and relate parts to each other and to the whole. Overall organisation into sections is appropriate. There may be some infelicities or ambiguities in the expression which may involve poor use of grammar and vocabulary, but these do not frequently obscure the meaning. Academic referencing will be mainly appropriate, though occasional inconsistencies and errors will be allowed.

... (Continued on next page )

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

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

### 2.4.3 Deadlines for Assessment

The deadline for submission of assignments is normally the first day of the term following the one in which a module is taught; so for a module taught in the Autumn Term, the deadline for assignments will be the first day of the Spring Term. Examinations are normally sat in the last week of the term in which the relevant module is taught.

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

It may be helpful for you to draw up your own schedule of assessment for your programme. What follows is an example of an assessment schedule showing the deadlines associated with these assessments. **This is just an example schedule. Details of the timing of assignments for the coming year may vary from those produced below.** A full list of timings of modules will be available at the available at the Welcome Week Meeting in late September.

#### **Example Assessment Schedule for the Doctoral Training Programme in Applied Linguistics**

<b>Example Option Modules</b>	<b>Term taught</b>	<b>Assessment due</b>
LSMSLR: Second Language Learning Principles	Autumn	Week 1 of Spring Term
LSMTPR: Language testing Principles	Spring	Week 1 of Summer Term
<b>LSMPRO: Extended Research Proposal</b>	Spring	Friday, 14 <sup>th</sup> June 2019

## 3. SCHOOL and GENERAL ACADEMIC INFORMATION

### 3.1 Key dates

Term dates and closure days may be seen on the website below:

<http://www.reading.ac.uk/17/study/study-termdates.aspx>

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

Autumn Term Monday 1<sup>st</sup> October – Friday 14<sup>th</sup> December 2018

Spring Term Monday 14<sup>th</sup> January – Friday 29<sup>th</sup> March 2019

Summer Term Monday 23<sup>rd</sup> April – Friday 14<sup>th</sup> June 2019

Degree congregations (graduation ceremony) will be held in mid-December and early July each year.

### 3.2 Communication between staff and students

#### 3.2.1 Communication by email

The University provides all students with a University email account and email is used regularly in the University as a default form of communication between staff and students. Students must use their official University email address when communicating with the University.

As a bare minimum, teaching staff and students are required to check their email accounts **at least three times a week** during term-time. We recommend that you check your account more frequently than this.

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

- the University guarantees that your University of Reading email account will be available to you for the entire duration of your studies;
- the University guarantees that suitable, supported email software will be available to you for the entire duration of your studies;
- the University offers an email service to standards of availability, reliability, performance and security which it determines and which are under its own control;
- email sent from non-University mail accounts may be classified as SPAM and hence not read.

Information is also provided electronically using the Blackboard Learn portal ([/www.bb.reading.ac.uk/](http://www.bb.reading.ac.uk/)), where students can find detailed information on modules and school specific information; the RISIS web portal ([www.risisweb.reading.ac.uk/si/sits.urd/run/siw\\_lgn](http://www.risisweb.reading.ac.uk/si/sits.urd/run/siw_lgn)), where students can find personal information; and Essentials (<http://student.reading.ac.uk/essentials>).

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



## **Your term time addresses and phone numbers**

All students are required to maintain their student record via the RISISweb Portal ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)). This includes entering an up to date local contact address (i.e. your term-time address) and (where possible) mobile phone numbers. It is very important that we have these details in case of an emergency and to send, or forward, correspondence to you if needed.

## **Me@Reading Student portal**

Current students will have access to the new Me@Reading Student portal from the beginning of the Autumn Term.

The portal is an all-encompassing web platform, where you can access RISIS, Blackboard, university events, your inbox, tailored content and more. What the portal does:

- Makes it easier for you to find interesting news, events and articles, relevant to you, from careers events to alumni stories. So you won't miss out on the exciting stuff your department is doing, or the event you wouldn't have known about otherwise.
- Keep everything you need in one place; no more opening multiple tabs for RISIS, Blackboard, or your inbox.

Find more information on the portal at <http://student.reading.ac.uk/essentials.aspx>.

## **3.2.2 Staff office hours**

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

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

### 3.3 School and department staff contact details

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

#### Head of School

Professor Gail Marshall

[email@reading.ac.uk](mailto:email@reading.ac.uk)

[g.marshall@reading.ac.uk](mailto:g.marshall@reading.ac.uk)

#### Head of Department

Professor Rodney Jones

[r.h.jones@reading.ac.uk](mailto:r.h.jones@reading.ac.uk)

#### DELAL Lecturing Staff

	e-mail	Extension	Room number HumSS
Dr Erhan Aslan	<a href="mailto:erhan.aslan@reading.ac.uk">erhan.aslan@reading.ac.uk</a>	6317	210B
Dr Mohammed Ateek	<a href="mailto:m.a.ateek@reading.ac.uk">m.a.ateek@reading.ac.uk</a>	7044	214
Dr Fraibet Aveledo	<a href="mailto:f.aveledogonzalez@reading.ac.uk">f.aveledogonzalez@reading.ac.uk</a>	8139	216
Dr Tony Capstick	<a href="mailto:tony.capstick@reading.ac.uk">tony.capstick@reading.ac.uk</a>	6669	218
Dr Michael Daller	<a href="mailto:m.daller@reading.ac.uk">m.daller@reading.ac.uk</a>	7260	210C
Prof Clare Furneaux	<a href="mailto:c.l.furneaux@reading.ac.uk">c.l.furneaux@reading.ac.uk</a>	8986	217
Dr Sylvia Jaworska	<a href="mailto:s.jaworska@reading.ac.uk">s.jaworska@reading.ac.uk</a>	7885	211
Prof Rodney Jones	<a href="mailto:r.h.jones@reading.ac.uk">r.h.jones@reading.ac.uk</a>	8515	212
Dr Jacqueline Laws	<a href="mailto:j.v.laws@reading.ac.uk">j.v.laws@reading.ac.uk</a>	7460	215
Prof Jane Setter	<a href="mailto:j.e.setter@reading.ac.uk">j.e.setter@reading.ac.uk</a>	6089	210A
Dr Parvaneh Tavakoli	<a href="mailto:p.tavakoli@reading.ac.uk">p.tavakoli@reading.ac.uk</a>	6092	209B
Prof Jeanine Treffers-Daller	<a href="mailto:j.c.treffers-daller@reading.ac.uk">j.c.treffers-daller@reading.ac.uk</a>	7260	210C
Dr Christiana Themistocleous	<a href="mailto:c.themistocleous@reading.ac.uk">c.themistocleous@reading.ac.uk</a>	7457	209A

#### Administrative Staff

<b>Marina Krouski</b> Postgraduate Research Administrator (for general PhD issues, <b>not PhD programme-related issues</b> )	<a href="mailto:m.krouski@reading.ac.uk">m.krouski@reading.ac.uk</a>	8631	Graduate School
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Teaching and Learning support teams are the first port of call for students for anything ranging from a query about campus cards, advice on changing programme or with module selection, submitting extenuating circumstances forms and placements advice, to any other general or programme specific question. For full information regarding how and when you can access the service and who does what, please visit the [Support Arrangements](#) page.

### **3.4 Students with disabilities, disabling conditions or specific learning difficulties (such as dyslexia)**

The University of Reading welcomes students with disabilities and specific learning difficulties and has a dedicated Disability Advisory Service. This service offers advice and guidance to prospective and current students and co-ordinates a range of support and services to enable all students to participate as fully as possible in University life.

If you have, or think you may have, a disability and have not yet informed the Department or the University, you should inform your supervisor or contact the Disability Office (Tel: 0118 378 8921; Email: [disability@reading.ac.uk](mailto:disability@reading.ac.uk)). If you feel you need any help, or are not getting the help you require, please contact Department's Disability Officer: Mrs Lesley Hammond e-mail: [l.m.hammond@reading.ac.uk](mailto:l.m.hammond@reading.ac.uk)

You may obtain a copy of the University's Information Sheets for students with disabilities and/or specific learning difficulties such as dyslexia and dyspraxia from the Student Disability Service, Student Services, Carrington Building ([disability@reading.ac.uk](mailto:disability@reading.ac.uk)). Tel: 0118 378 8921.

You should also be aware of the following sources of help:

**The Disabilities Information page on the website:** <http://www.reading.ac.uk/Disability>

**University Study Advisers:** Tel: 0118 378 4242; Email [studyadvice@reading.ac.uk](mailto:studyadvice@reading.ac.uk)  
Or call in: Room 103, 1<sup>st</sup> Floor, The Library (Front desk staffed 10 – 4 in term time.)

The University Counselling Service: **Tel: 0118 378 4216/4218; Email**  
[counselling@reading.ac.uk](mailto:counselling@reading.ac.uk)

University Library Disability Co-ordinator: **Matthew Holtby** ([m.c.holtby@reading.ac.uk](mailto:m.c.holtby@reading.ac.uk))

### **3.5 Complaints Procedures**

A student who has a complaint about his or her programme should in the first instance talk to his or her Programme Director about the problem; most difficulties are soluble at this level. If the student is not satisfied, the problem should next be discussed with the Head of School. A student who is unable or unwilling for good reason to take a complaint by this route should see the Dean. If none of these avenues of complaint yield 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/stdserv/Student-Complaints-Procedure-RV2015.pdf>

### **3.6 Academic Engagement**

You are academically engaged if you comply with the academic requirements stated in the University's Statement of learner responsibilities (section 2.4.3), in particular those requirements relating to engagement with your supervisor, attendance and participation in academic classes and submission of coursework. Where problems arise you should speak to your supervisor in the first

instance, or with the Programme Director who will advise you. If a problem of academic engagement is identified, it will be raised with the Graduate School.

### **3.7 Student Evaluation of Programmes**

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

Secondly, we have a Postgraduate Student-Staff Committee which consists of a student representative from each programme or student group, and normally two members of staff. The committee meets twice a year and gives students an opportunity to discuss issues arising from the postgraduate programmes. The committee nominates a student to attend the Graduate School Students' Representative Committee. The current representative is **Tuija Knowles** ([t.k.knowles@pgr.reading.ac.uk](mailto:t.k.knowles@pgr.reading.ac.uk)).

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

## 3.8 Facilities

### 3.8.1 Libraries

There are library facilities in the Main University Library. The Applied Linguistics / TESOL collection is housed in the Main University Library at Whiteknights. Our liaison librarian in the Main Library is **Jackie Skinner**, who will be pleased to help with any queries you may have.

If there are books that you would like to see added to the main University Library collection, please suggest these in writing (giving full details) to the Department's library representative.

### 3.8.2 IT (Information Technology)

#### Central computing services

The Graduate School RRD Programme includes sessions on the use of computing services and on using electronic bibliographic resources.

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

These facilities offer PCs with:

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

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

In the Edith Morley Building, computers are available for use in Rooms 172 and 173 from 8.00am until 9.00pm Monday – Friday. Computers are also available in the Palmer Building Room G09 (24 hours) and Room G05b (building opening hours) and in the Main Library.

Students are encouraged to bring their own computers to the University. It is important to be aware that IT Services is unable to provide support for the set-up networking and maintenance of personal machines other than use of software also available on IT Services facilities. IT Services provides a series of free training sessions every term. For information, consult the IT Services webpage.

#### S@IL

The S@iL (Student Access to Independent Learning) Facilities at the Main Library include PC classrooms, group study PCs and a presentation practice room equipped with technology table and video camera. The help desks within the Main Library are also access points for study skills and careers advice.

Please also consult the section on Academic Support at the following website

(<http://www.info.reading.ac.uk/internal/student/academic-support/stdserv-academic-support.aspx>) and refer to the relevant documents issued by the Library and IT Services for further information.

### **Department provision**

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

**The Corpus Facility** (within the Self-access Centre for Language Learning, room 230 Edith Morley) is intended in the first instance for students researching corpora and databases such as the British National Corpus. We also have our own research corpora and databases and these can be accessed from machines in this self-access centre. The facility uses the latest software in word and speech analysis. The PC workstations are multi-language, and include corpora analysis software and statistics packages.

### **3.8.3 Photocopying**

Self-service black and white photocopiers are available in the Main Library. Further details can be found via the library website:

<http://www.reading.ac.uk/library/using/services/lib-photocopying.aspx>

### **3.8.4 Study Material**

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

### **3.8.5 Applied Linguistics Circle and Department Research Seminars**

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

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

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

Details of these events will be published within the School and on the departmental English Language and Applied Linguistics webpage.

### **3.8.6 The Graduate School and Events for PhD students**

In addition to the Reading Researcher Development programme, the Graduate School organises other events to encourage PhD students from different disciplines to meet and discuss views. General information and news about events and facilities available to PhD students can be viewed at:

<http://www.reading.ac.uk/graduateschool/currentstudents/gs-cs-home.aspx>

### **3.8.7 Language learning opportunities**

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

Your Programme Director's agreement will be necessary and classes cannot be offered if there is a clear timetable clash with your Doctoral Training Programme.

Further information can be obtained from the IWLP Secretary (ext 7318), email [IWLP@reading.ac.uk](mailto:IWLP@reading.ac.uk) or visit our Web page: <http://www.reading.ac.uk/iwlp>.

### **3.8.8 Study Skills: Advice and Resources**

#### **Study Advice**

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

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

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

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

Appointments are available every day in the Main Library, Whiteknights, First floor – see website for details: [www.reading.ac.uk/internal/studyadvice/](http://www.reading.ac.uk/internal/studyadvice/)

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

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

### **Opportunities for developing transferable skills**

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

The University encourages a broad and varied student experience, both through study and extracurricular activities such as societies and volunteering. Knowing what opportunities are available and how they lead to personal development is now much easier through the Skills Opportunities At Reading (SOAR) website at [www.reading.ac.uk/SOAR](http://www.reading.ac.uk/SOAR). This links to information about resources and events offered by providers such as the Library, IT Services, Study Advisers, RUSU, Mathematics Support Centre and the University Language Centre.

### **Academic Support available to PhD students**

#### Academic support

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

Departmental Study Skills support is provided in the form of two-hour seminars (LSMAPAL: Academic Practices in Applied Linguistics) in the Autumn Term, which discuss study skills issues in relation to our specific programmes.

#### English language support

Departmental English language support is provided for students on the PhD in Applied Linguistics programme who need it, based on their English test scores. It consists of a compulsory weekly class in the Autumn Term for students who have been identified as needing this support, focusing on the written language skills required to complete a core assignment on Second Language Acquisition, which is set for all students. These fundamental academic writing skills are then transferable to the writing of assignments in other modules on the Doctoral Training Programme. Individual tutorials are assigned for each of these students in the Spring term and additional tutorials can be arranged with the tutor in the Spring and Summer Terms.

International students at the University can also ask to attend the In-sessional English Support programme, which offers general academic writing and/or speaking and listening classes to students across the University. These classes are free to international students; other students must pay. To register you need to get a form from the International Study and Language Institute (ISLI), complete it and ask your personal tutor to also sign the form. You then must return the form to ISLI. Registration for the Autumn Term's classes takes place during week 1 of term.



Details are available at: <http://www.reading.ac.uk/IESP/>. For further information e-mail: [iesp@reading.ac.uk](mailto:iesp@reading.ac.uk)

### 3.9 Useful books

*A useful reference for this very early stage of your PhD:*

Phillips, E.M. and Pugh, D.S. 2010. *How to get a PhD*. Milton Keynes: McGraw Hill / Open University Press.

*A book that stresses the importance of writing at all stages of doctoral research and which deals with approaches to writing:*

Murray, R. 2006. *How to write a thesis*. Milton Keynes: Open University Press.

*A useful and accessible introduction to a range of types of research in our field:*

Paltridge, B. and Phakiti, A. 2015. *Research Methods in Applied Linguistics: A Practical Resource*. Bloomsbury Academic.

*Good textbooks for those doing experimental work are:*

Hatch, E. and Lazaraton, A. 1991. *The Research Manual: Design and Statistics for Applied Linguistics*. Rowley, MA: Newbury House.

Scholfield, P. 1995. *Quantifying Language*. Clevedon: Multilingual Matters.

For qualitative work:

Hammersley, H. and Atkinson, P. 1995 (2nd. ed.) *Ethnography*. London: Routledge

Silverman, D. 2010. *Doing Qualitative Research*. Los Angeles/London: Sage.

Richards, K. 2003. *Qualitative enquiry in TESOL* Basingstoke: Palgrave Macmillan

For survey work:

Brown, J.D. 2000. *Using surveys in language programs*. Cambridge: Cambridge University Press.

Dörnyei, Z. and Taguchi, T. 2010. *Questionnaires in second language research: construction, administration, and processing*. London: Routledge.

## 4. How we support students

### 4.1 University support for students and their learning

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

Student guidance and welfare support are provided by Student Support Co-ordinators, Personal Tutors, School Senior Tutors, the Students' Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service. Student and Applicant Services also offer advice and support in a number of areas, including finance and academic issues such as withdrawals and suspensions. For more information, see <http://student.reading.ac.uk/essentials>

#### Support Centres

Your Student Support Coordinators in the Support Centres are dedicated to helping you with any queries you may have about your programme or other aspects of student life.

You can visit your Student Support Coordinator for support on all teaching, learning and wellbeing issues. They can assist you with a range of things - from submitting essays, to help with changing a module or filling in an Extenuating Circumstances Form (ECF).

Support Centres are open weekdays 8.30am - 5pm during term time and weekdays 9am - 4pm outside of term-time. No need to book an appointment, simply come by and your Student Support Coordinator will be happy to help.

Each School has a dedicated Student Support Coordinator; details are available online: <http://student.reading.ac.uk/essentials/support-and-wellbeing/support-arrangements/student-support.aspx>. Students can visit any Support Centre for general advice.

Timetabling: <http://www.reading.ac.uk/internal/crbt/crbt-timetabling/crbt-studenttimetabling/crbt-student-timetabling.aspx>

Office locations and contact details are listed in the table below:

<b>Support Centre location</b>	<b>Phone number</b>
Edith Morley	0118 378 4243
JJ Thompson	0118 378 7488 0118 378 7648 0118 378 4101 0118 378 7487
Earley Gate	0118 378 6041 0118 378 6649 0118 378 7491
Foxhill House	0118 378 5671
London Road	0118 378 2608 0118 378 2611

If you're unable to visit in person, you can call the Support Centre or ask a question online via the 'Questions' button on the Me@Reading student portal.

There is an administrative disability representative for each School within the Support Centres; in most Schools there are also academic disability representatives. For the School of Literature and Languages, your administrative disability representative is Mrs Lesley Hammond ([l.m.hammond@reading.ac.uk](mailto:l.m.hammond@reading.ac.uk) or 0118 378 8140). The disability representatives support the Disability Advisory Service to implement recommended reasonable adjustments for students in relation to programme delivery and assessment, for example, with regard to special arrangements for in-class tests, green stickers for hard copy assignments or to arrange a personal emergency evacuation plan.

## 4.2 Feedback to students

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

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

- i) Dissertations;
- ii) Final year projects (normally 40 credits in weight);
- iii) Assessments where there is input from a professional external body that might unavoidably delay the marking process;
- iv) Assessments where for logistical reasons there are staggered submission dates (e.g. practicals)

For more information see

<http://www.reading.ac.uk/web/FILES/qualitysupport/feedbackonstudentperformance.pdf>

It is the University's policy that you should receive timely, structured and appropriate feedback on work which has a primarily formative purpose. Whilst feedback may be delivered in a number of ways it will often be written and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments should provide the basis for you to improve and develop. The member of staff or the School responsible for the module will tell you, at the time when a piece of work is set, if not before, the date on which the work will be returned and feedback given. If you do not receive your feedback by this date you should contact your module convenor.

Feedback on performance in written examinations, if sought, is also available from Schools. The School is responsible for determining the nature and extent of feedback which is appropriate to the circumstances, subject to the proviso that students who are resitting a module are entitled, if they so

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<sup>1</sup> For the purposes of this policy, a working day is defined as excluding Saturday and Sunday. This definition applies to all students, regardless of location. Public/national holidays in the country where the relevant module is being delivered and University closure days are not normally considered to be working days. When setting deadlines for submission of coursework, module convenors should take into consideration public/national holidays in the country or countries where staff who will be responsible for marking and provision of feedback are located. For UK campuses, the University is normally closed on the 8 Public Holidays for England and Wales (New Year's Day, Good Friday, Easter Monday, May Bank Holiday, Spring Bank Holiday, Summer Bank Holiday, Christmas Day and Boxing Day). It is also normally closed for a small number of additional days during the year, referred to as 'closure days', usually around the Christmas and Easter public holidays. Further details can be found at: [www.reading.ac.uk/17/study/studytermdates.aspx](http://www.reading.ac.uk/17/study/studytermdates.aspx).

request, to guidance on their performance and how they might improve their performance. In the case of students who are not resitting, more generic feedback, which does not specifically address each individual exam question, may be appropriate. You do not have an entitlement to have access to your examination scripts.

If you would like feedback on your overall progress, module providers will give you an indication of your progress in an individual module, while feedback on progress on your programme will normally be given by your personal tutor or in some instances by the programme director or programme advisor.

### **4.3 Support Centre Staff**

For full information regarding how and when you can access the service and who does what, please visit the **Support Arrangements** page.

**For all administrative enquiries, please use the ‘ask a question’ tap on your me@reading portal. This link can be used for any query which will then be forwarded to the relevant member of the support team. You can also speak to our Student Support Co-ordinator in person, located on the Front Helpdesk in the foyer of the Edith Morley Building.**

Mrs Afia Opoku-Agyeman (from mid-October - Ms Pagan Aspinall) - Student Support Coordinators

Edith Morley Ground Floor Foyer - Support Centre Helpdesk

Ext 4243

e-mail: [ssc.sll@reading.ac.uk](mailto:ssc.sll@reading.ac.uk)

Ms Amanda Horn – Programme Administrator (for module-related matters)

Edith Morley Support Centre Back Office

Ext 8512

e-mail: [sllpgt-admin@reading.ac.uk](mailto:sllpgt-admin@reading.ac.uk)

To contact staff from outside the university the telephone extension should be prefixed by 0118-378\*\*\*\*



**School of Literature and Languages**

**Doctoral Training Programme in**

**Applied Linguistics**

**STUDENT HANDBOOK**

**APPENDICES**

**2018-2019**

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# Appendix 1

## University Extenuating Circumstances

Please refer to the Essentials websites for information about extenuating circumstances.

<http://student.reading.ac.uk/essentials/the-important-stuff/an-a-to-z-of-policies-and-procedures.aspx>

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

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# **Appendix 2**

## **Module Descriptions**

**for**

**Doctoral Training Programme in**

**Applied Linguistics**

## **DISCLAIMER**

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

Note: The contents of this catalogue are based on the information available at the time of printing and do not take into account periods of sabbatical leave taken by members of teaching staff.

<http://www.reading.ac.uk/module/>

## ABOUT THIS CATALOGUE

This catalogue provides a list of all (and only) the modules offered to postgraduate students (subject to availability) in the School of Literature and Languages who are following the Doctoral Training Programme for the PhD in Applied Linguistics.

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

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

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LSMAPAL	Academic Practices in Applied Linguistics	2-3
LSMCLR	Child Language Development	2-5
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LSMADAR	Approaches to Discourse Analysis	2-9
LSMEWR	English in the World	2-11
LSMPRO	Extended Research Proposal	2-13
LSMICR	Intercultural Communication	2-15
LSMIBR	Issues in Bilingualism	2-19
LSMTPR	Language Testing Principles	2-21
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LSMSLR	Second Language Learning Principles	2-27
LSMSOR	Sociolinguistics	2-29
LSMYLR	Teaching Young Learners	2-31
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LSMLMGR	Language and Migration	2-35

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Module title: **Academic Practices in Applied Linguistics**

Module code: **LSMAPAL**  
Level: **M (7)**

Providing School/Department: **ELAL**  
Number of credits: **0**  
Number of ECTS credits: **0**

Terms in which taught: **Autumn**

Module convenor: **Parvaneh Tavakoli**  
\*Other teaching staff: **Clare Furneaux**

Pre-requisites: **None**  
Modules excluded: **None**

Co-requisites: **None**  
Current from: **2015-16**

***Summary module description***

Academic Practices in Applied Linguistics is a non-credit bearing module that is developed in order to provide academic help and support to post-graduate students in DELAL.

**Aims**

This module aims to introduce academic practices and skills that students require in becoming a post-graduate student in the educational context of the UK, and on these programmes. The module aims include:

- introducing and discussing issues related to identifying and following appropriate academic practices and conventions,
- identifying and using relevant resources,
- developing critical reading and reflective writing skills.
- enhancing study skills at Level 7.

**Intended learning outcomes:**

*Assessable outcomes*

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

- familiarity with academic study skills needed to complete their programme;
- ability to identify resources that hold the information related to their course;
- skills in reading critically and identifying the disciplinary debates in relevant areas of their work;
- ability to evaluate ideas;
- awareness of the marking criteria and assessment practices in the Department;
- ability to evaluate the different texts they read for different modules;
- an awareness of issues related to good practice and avoiding plagiarism.

*Additional outcomes*

The module aims to encourage students' critical analytical skills with respect to a wide range of issues related to academic practices including reading, writing and assessment. Through group and pairwork, students will develop skills of collaboration, reflective thinking, and teamwork. In addition, student will practice:

- oral skills through class discussions, pair and group work;
- working with feedback.

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

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

### **Outline content:**

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

### **Study hours**

	Autumn	Spring	Summer
Lectures	10		
Workshops/events	8		
Other guided contact time	2 (Library visits)		
Guided independent study	80		
Total hours	100		
Number of essays or assignments	n/a		
Other (eg, major seminar paper)	n/a		

**Summative Assessment Methods (%) – n/a**

**Formative Assessment Methods** – becoming a PG student tasks

*Penalties for late submission:* n/a

*Length of final examination:* n/a

*Requirements for a pass:* n/a

*Reassessment arrangements:* n/a

## Module title: **Child Language Development**

Module code: **LSMCLR**  
Part/Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Autumn**

Module convenor: **Fraibet Aveledo**

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

Co-requisites:  
Current from: **2006-07**

### **Aims:**

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

### **Intended learning outcomes:**

#### *Assessable outcomes*

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

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

#### *Additional outcomes*

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

### **Outline content:**

The first half of the module focuses on the documented grammatical development of one child, Sophie, from the age of 2 to 4 years. This provides a general outline of typical early phases of language development, based on the analysis of samples of child language data. The difficulties of encoding certain linguistic features will be discussed; and practical solutions will be proposed that reflect the way in which a child acquires its lexis and syntax. Students will be introduced to current computational resources including CHILDES and SALT; hands-on practice in using SALT for analysing child data is an important element of this part of the course.

The second part of the module continues the data-driven approach but links it to findings in the literature relating to the development of morphology, the sound system, vocabulary and syntax. There will also be an analysis of the quality, syntactic accuracy and quantity of speech directed at children by their carers. Emphasis will be laid throughout on using child language data to apply linguistic concepts.

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

Lectures based on tasks and analysis of data; practical computer-aided language analysis

**Study hours:**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Lectures	20		
Seminars	0		
Guided independent study	180		
Total hours	200		

**Assessment:***Coursework:*

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

*Relative percentage of standard coursework: 30%*

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

*Relative percentage of standard coursework: 70%*

*Examinations:*

n/a

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

*Reassessment arrangements:* Resubmission of coursework by August in the year the module is taken.



## Module title: **Corpus-Based Approaches to Language Description**

Module code: **LSMCBLR**

Level: **M**

Terms in which taught: **Spring**

Providing Department: **ELAL**

Number of credits: **20**

Pre-requisites: **none**

Modules excluded: **none**

Module convenor: **Dr Sylvia Jaworska**

Co-requisites: **None**

Current from: **2013/14**

### **Aims:**

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

### **Intended learning outcomes:**

#### *Assessable outcomes*

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

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

#### *Additional outcomes*

The module aims to encourage the development of students' critical and evaluative skills. Through group-work and individual tasks students will be encouraged to develop independent thinking, teamwork and presentation skills.

**Outline content:**

The course will cover the following topics: history and key concepts of Corpus Linguistics (frequency, collocation, colligation, keywords, semantic prosody); corpus design, sampling and representativeness; corpus annotation; web-corpora; working with corpus software; use of corpora to study language variation and change; corpora in (critical) discourse studies; corpora in second language acquisition research (learner corpora); applications of corpora in language pedagogy.

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

Interactive lectures combined with practical computer sessions

**Study hours**

	Autumn	Spring	Summer
Lectures		20	
Seminars		0	
Guided independent study		180	
Total hours		200	
Number of essays or assignments		1	
Other (portfolio)		1	

**Assessment:****Coursework**

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

**Relative percentage of coursework:**

Portfolio 40%; Assignment 60%.

**Examinations**

None.

**Requirements for a pass**

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

**Reassessment arrangements**

Reassessment arrangements: Resubmission of coursework by August in the year the module is taken.

Module title: **Approaches to Discourse Analysis**

Module code: **LSMADAR**

Part/Level: **M**

Terms in which taught: **Autumn**

Pre-requisites:

Modules excluded: **none**

Providing Department: **ELAL**

Number of credits: **20**

Module convenor: **Sylvia Jaworska**

Co-requisites: **None**

Current from: **2015-16**

Maximum number of students: **35**

***Summary Module Description***

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

**Aims**

The module aims to:

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

**Intended learning outcomes**

*Assessable outcomes*

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

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

*Additional outcomes*

The module aims to encourage students' critical analytical skills with respect to a wide range of samples of language in use, written and spoken. Through group and pairwork, students will develop skills of collaboration, in addition to independent analysis, critical reading and report writing skills.

**Outline content**

The following topics will be introduced and discussed: speech-act theory, politeness, conversation analysis, interactional sociolinguistics, notions of coherence and cohesion, genre, critical discourse

analysis, multimodal discourse analysis and corpus linguistics. Issues will be introduced with reference mainly to English discourse. The data for analysis will be drawn from such sources as spontaneous informal conversations, television interviews, newspaper articles and academic texts.

**Brief description of teaching and learning methods**

This module consists of weekly 1 hour lecture and 1 hour seminar dedicated to practical excises, group work and discussions.

**Contact hours**

	Autumn	Spring	Summer
Lectures	10		
Seminars	10		
Guided independent study	180		
Total hours	200		
Grand total hours	200		

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

	%
Written assignment, including essay	70 (essay)
Practical skills assessment	20 (recording and transcription)
Set exercise	10 (MC test)

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

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

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

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

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

*Reassessment arrangements:* Re-examination by coursework (written assignment and practical skills assessment) to be submitted by 1 September

Module title: **English in the World**

Module code: **LSMEWR**  
Part/Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Spring**

Module convenor: **Jane Setter**

Pre-requisites: **core compulsory modules**  
Modules excluded: **none**

Co-requisites:  
Current from: **2003-4**

**Aims:**

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

**Intended learning outcomes:**

*Assessable outcomes:*

By the end of his module it is anticipated that the student will be able to:

- describe and analyse the context in which the English language developed into an international language
- discuss the relationships between standard English, literacy, and the economy
- identify the ways in which English has been spread throughout the world
- describe identify the principal international varieties of English
- discuss and evaluate the notion of “official language” and “national language”
- demonstrate critical understanding of arguments concerning the role of English as an educational medium of instruction
- critically assess a range of views on the global dominance of English

*Additional outcomes*

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

**Outline content**

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

**Brief description of teaching and learning methods**

Interactive lectures.

**Study hours**

	Autumn	Spring	Summer
Lectures		20	
Seminars		0	
Guided independent study		180	
Total hours		200	

### **Assessment**

#### *Coursework*

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

*Relative percentage of coursework: 80%*

Weekly multiple choice online questionnaires

*Relative percentage of coursework: 10%*

Participation in a research project

*Relative percentage of coursework: 10%*

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

***Reassessment arrangements:*** Resubmission of coursework by August in the year the module is taken.

## Module title: **Extended Research Proposal**

Module code: **LSMPRO**  
Part/Level: **M**

Providing Department: **ELAL**  
Number of credits: **10**

Terms in which taught: **Spring**

Module convenor: **Jacqueline Laws**

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

Co-requisites:  
Current from: **2011-12**

### **Aims**

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

### **Assessable learning outcomes:**

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

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

### **Additional outcomes:**

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

### **Outline content:**

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

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

there will be five 2-hour seminars focusing on general principles in developing a literature review and research questions, and on data sources collection and analysis. For each of these areas there will be lecturer-led general discussion, followed by student presentations of their research.

**Study hours**

	Autumn	Spring	Summer
Lectures			
Seminars		20	
Independent guided study		80	
Total hours		100	

*Course work*

PhD students will be required to submit a 10,000-word research proposal as the basis for confirmation to PhD status by Friday of the final week of the Summer term.

*Task criteria:*

In this assessment the students are expected to:

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



## Module title: **Intercultural Communication**

Module code: **LSMIC**

Level: **M**

Providing Department: **ELAL**

Number of credits: **20**

Terms in which taught: **Autumn**

Module convenor: **Erhan Aslan**

Pre-requisites: **None**

Modules excluded: **None**

Co-requisites: **None**

Current from: **2018-19**

### **Summary module description**

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

### **Aims**

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

### **Intended learning outcomes**

Assessable learning outcomes:

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

- 1) describe and explain different theories in intercultural communication and spoken discourse as well as methods used in language analysis such as discourse analysis and conversation analysis;
- 2) collect and analyse authentic texts, conversations and social behaviours in various face-to-face and/or virtual professional contexts and connect findings to the relevant theories in intercultural communication;
- 3) discuss the impact of intercultural communication on globalisation, interpersonal relationships in different contexts, ideology and identity construction across communities and social networks;
- 4) differentiate between face-to-face and online communication patterns in intercultural exchanges in both personal and professional encounters.

Additional outcomes:

The module will enable students to increase their awareness of the differences across cultures as they relate to communication. Students will also become familiar with different modes of communication and

be able to reflect and talk about their own face-to-face and online interactions with people of their own and other cultures.

**Outline content**

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

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

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

**Contact hours:**

	Autumn	Spring	Summer
Lectures	10		
Seminars	10		
Fieldwork	50		
Guided independent study	130		
Total hours by term	200		
Module total hours (10 credit module = 100 hours)	200		

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

Method	Percentage
Written assignment	40
Mini research project and presentation	30
Reflective journal	30

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

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

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

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

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

The University policy statement on penalties for late submission can be found at:

<http://www.reading.ac.uk/web/FILES/qualitysupport/penaltiesforlatesubmission.pdf>

You are strongly advised to ensure that coursework is submitted by the relevant deadline. You should note that it is advisable to submit work in an unfinished state rather than to fail to submit any work.

**Assessment requirements for a pass:**

A mark of 50% overall.

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

Re-submission of coursework by August 2019

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## Module title: **Issues in Bilingualism**

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

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Spring**

Module convenor: **Fraibet Aveledo**

Pre-requisites: **None**  
Modules excluded: **None**

Co-requisites: **None**  
Current from: **2009-10**

### **Aims:**

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

### **Intended learning outcomes**

#### *Assessable outcomes*

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

- define & provide examples of key concepts in bilingualism research, e.g. individual v societal bilingualism; territorial bilingualism; terms in reference to bilinguality, e.g. balanced v dominant; additive v subtractive; monocultural/bicultural;
- describe some of the difficulties in measuring and defining bilinguality;
- discuss issues related to second language acquisition in childhood; describe the nature, process and variability in bilingual acquisition through an examination of simultaneous and consecutive bilinguals;
- discuss issues of lateralisation & age effects in second language acquisition, early vs. late bilinguals, L2 children vs. L2 adults;
- describe the nature and circumstances of language attrition;
- describe how a child's bilingual experience influences cognitive development;
- describe the application of the theories and models of bilinguality to education and the development of bilingual literacy;
- explain the nature of language variation in the individual and in society – e.g. 'code-switching', 'speech repertoires', 'diglossia', 'language change';
- describe 'language attitudes' and their impact on bilingual proficiency, language choice, identity and language shift;
- 

### **Outline content**

The topics to be covered during the module are as follows: 'Defining and measuring bilingualism'; 'Bilingual acquisition'; 'Bilingualism and cognition'; 'Bilingualism and education'; 'Language attrition'; 'Language attitudes', 'Language change'; and 'Code-switching'.

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

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

### **Study hours**

	Autumn	Spring	Summer
Lectures		20	
Seminars		0	
Guided independent study		180	
Total hours		200	

### **Assessment**

#### *Coursework*

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

#### *Relative percentage of standard coursework :*

100%

#### *Examinations*

None

#### *Requirements for a pass:*

A grade of at least 50% in the essay.

#### *Reassessment arrangements*

Resubmission of coursework by August in the year the module is taken.

## Module title: **Language Testing Principles**

Module code: **LSMTPR**  
Part/Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Spring**

Module convenor: **Parvaneh Tavakoli**

Pre-requisites: **Core compulsory modules**  
Modules excluded: **none**

Co-requisites:  
Current from: **2003-04**

### **Aims**

This module provides formal instruction in some key concepts and perspectives to the assessment of English as a second language. By discussing the underlying principles of language testing, assessment and measurement, this module aims to introduce the main theoretical debates of this discipline and highlight the prime concerns and challenges that it faces. The different sessions will focus on evaluation, design and development of some English language tests. Different internationally recognised tests and assessment processes are examined in light of theoretical concepts and practical values. Through hands-on activities, the module provides an opportunity to learn about the different stages of language test design and to start designing and developing language tests.

### **Intended learning outcomes**

#### *Assessable outcomes:*

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

- define the nature of the construct they wish to measure;
- identify the distinguishing characteristics of a range of different types of test;
- select appropriate test type and test methods in line with the specification;
- construct a reliable and valid test of reading, writing, speaking, listening or general proficiency to meet a specified need;
- indicate the major issues and principles involved in the development of a test.

#### *Additional outcomes*

Students will develop their skills of numeracy.

### **Outline content**

Topics to be covered include: Tests and their Uses, Theoretical Issues , Test Performance, Test Development and Construction, Testing the Receptive Skills: Listening, Testing the Receptive Skills: Reading, Testing the Productive Skills: Writing, Testing the Productive Skills: Speaking, Reporting and Interpreting Test Scores, Directions in Language Testing.

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

A combination of input, discussion and tasks.

**Study hours**

	Autumn	Spring	Summer
Lectures			20
Seminars			0
Guided independent study			180
Total hours			200

**Assessment***Coursework*

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

*Relative percentage of standard coursework:* 100%

*Examinations:*

N/a.

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

*Reassessment arrangements:* Resubmission of coursework by August in the year the module is taken.



# Module title: **New Technologies in Language Learning and Teaching**

Module code: **LSMNT**  
Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Term in which taught: **Autumn**  
Pre-requisites: **none**  
Modules excluded: **none**

Module convenor: **Erhan Aslan**  
Co-requisites: **none**  
Current from: **2018-19**

## **Summary module description**

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

## **Aims**

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

## **Intended learning outcomes**

Assessable learning outcomes:

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

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

Additional outcomes:

Students will develop:

- 1) increased understanding of the theoretical and pedagogical aspects of the applications of technology in language learning and teaching;

- 2) familiarity with concepts and issues in internet and computer technologies as they are used in language learning and teaching;
- 3) an ability to author simple language learning multimedia activities.

### **Outline content**

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

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

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

### **Contact hours:**

	Autumn	Spring	Summer
Lectures	10		
Seminars	10		
Guided independent study	180		
Total hours by term	200		
Module total hours (10 credit module = 100 hours)	200		

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

Method	Percentage
Technology-enhanced L2 Classroom Activity	40
Reading Quizzes	10
Final project	50

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

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

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

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

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

The University policy statement on penalties for late submission can be found at:

<http://www.reading.ac.uk/web/FILES/qualitysupport/penaltiesforlatesubmission.pdf>

You are strongly advised to ensure that coursework is submitted by the relevant deadline. You should note that it is advisable to submit work in an unfinished state rather than to fail to submit any work.

**Assessment requirements for a pass:**

A mark of 50% overall.

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

Re-submission of coursework by August 2019

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## Module title: **Second Language Learning Principles**

Module code: **LSMSLR**  
Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Autumn**

Module convenor: **Parvaneh Tavkoli**

Pre-requisites: **None**  
Modules excluded: **None**

Co-requisites: **None**  
Current from: **2011-12**

### **Aims:**

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

### **Intended learning outcomes**

#### *Assessable outcomes*

By the end of this module students should be able to

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

### **Outline content**

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

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

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

### **Study hours**

	Autumn	Spring	Summer
Lectures	20		
Tutorials/seminars	10		
Guided independent study	170		
Total hours	200		

### **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 standard coursework:* 100%

#### *Examinations*

None

#### *Requirements for a pass*

A grade of at least 50% in the essay.

*Reassessment arrangements:* Resubmission of coursework by August in the year the module is taken.

## Module title: **Sociolinguistics**

Module code: **LSMSOR**  
Part/Level: **M**

Providing Department: **ELAL**  
Number of credits: **20**

Terms in which taught: **Spring**

Module convenor: **Rodney Jones**

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

Co-requisites:  
Current from: **2009-10**

### **Aims**

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

### **Intended learning outcomes**

#### *Assessable outcomes*

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

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

#### *Additional outcomes*

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

### **Outline content**

The module begins by critically considering the notions of 'society' and 'a 'community of practice' focusing on the relationships between the individual, language and their surrounding context. The social function of language is illustrated, and links between language variation and linguistic theory are considered, as are terms such as *variety, language, accent* and *dialect*.

Quantitative and qualitative approaches are compared and illustrated through the work of Labov and Hymes. Bilingualism at the societal and the individual level is discussed, as is the related topic of cross-cultural communication. These are linked to issues of gender, power, language attitudes and language planning.

Communication Accommodation/convergence/divergence and its social role are discussed. This is then linked to cross-cultural communication and the applicability of social functions of language on a universal scale. These are also linked to issues of gender, power, language attitudes and language planning.

**Brief description of teaching and learning methods**

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

**Study hours**

	Autumn	Spring	Summer
Lectures		20	
Tutorials/seminars		0	
Guided independent study		180	
Total hours		200	

**Assessment**

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

*Relative percentage of standard coursework :* 100%

***Examinations:***

N/a.

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

***Reassessment arrangements:*** Resubmission of coursework by August in the year the module is taken.



## Module Title: **Teaching Young Learners**

Module code: **LSMYLR**

Providing Department: **ELAL**

Part/Level: **M**

Number of credits: **20**

Terms in which taught: **Summer**

Module convenor: **Janet Enever**

Pre-requisites: **Core compulsory modules**

Co-requisites:

Modules excluded: **none**

Current from **2003-04**

### **Aims**

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

### **Intended learning outcomes**

#### *Assessable outcomes*

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

- Critically discuss key issues in the teaching of foreign languages to school-aged children and young teenagers;
- Evaluated strengths and weaknesses in current materials and programmes, and justify these claims in relation to current debate;
- Select and exploit materials for teaching foreign languages to young learners from a principled perspective.

#### *Additional outcomes*

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

### **Outline content**

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

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

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

### **Study hours**

	Autumn	Spring	Summer
Lectures			20
Seminars			0
Guided independent study			180
Total hours			200

### **Assessment**

#### *Coursework*

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

*Relative percentage of standard coursework:* 100%

*Examinations:* n/a

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

*Reassessment arrangements:* Resubmission of coursework by August in the year the module is taken.

## Module title: **The Teaching and Learning of Vocabulary**

Module code: LSMVOR  
Level: M

Providing School/Department: **ELAL**  
Number of credits: **20**

Terms in which taught: Summer  
**Daller**

Module convenor: **Prof Jeanine Treffers-**

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

Co-requisites:  
Current from: **2014-2015**

### **Aims:**

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

### **Intended learning outcomes:**

*Assessable outcomes* - to provide a firmer understanding of:

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

### *Additional outcomes*

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

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

### **Outline content:**

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

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

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

**Study hours**

	Autumn	Spring	Summer
Lectures			20
Tutorials/seminars			0
Guided independent study			180
Other contact (e.g. study visits )			
Total hours			200
Number of essays or assignments			1
Other (e.g. major seminar paper)			

**Assessment:**

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

**Relative percentage of coursework:** 100%

**Examinations:** N/A

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

**Reassessment arrangements:** Resubmission of coursework by August in the year the module is taken.

## Module title: **Language and Migration**

Module code: **LSMLMGR**

Part/Level: **M (7)**

Providing School/Department: **ELAL**

Number of credits: 20

Number of ECTS credits: **10**

Terms in which taught: **Spring**

Module convenor: **Dr Tony Capstick**

Pre-requisites: **None**

Modules excluded: **None**

Co-requisites: **None**

Current from: 2017-18

### *Summary module description*

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

### **Aims:**

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

### **Assessable Learning Outcomes:**

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

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

**Outline content:**

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

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

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

**Study hours:**

	Autumn	Spring	Summer
Lectures		20	
Seminars			
Guided independent study		180	
Grand total hours		200	

**Summative Assessment:**

Students will write on paper of around 3,000-3,500 words on a set topic:80%

Students will take a multiple choice set exercise as a test: 20%

**Formative assessment methods**

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

Requirements for a pass: 50%

Reassessment arrangements: Resubmission of coursework by August in the year the module is taken.

# **Appendix 3**

## **Members of Staff:**

### **Pen Portraits**

## MEMBERS OF STAFF: PEN PORTRAITS

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

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

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

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

**Sylvia Jaworska** completed an MA in Germanic Philology and Applied Linguistics at the University of Gdansk (Poland) and the University of Siegen (Germany). She holds a PhD in Applied Linguistics from Aston University (Birmingham). She is also a visiting lecturer in the Department of English Language and Linguistics at Rhodes University in South Africa. Sylvia's main research interest is in the area of Corpus Linguistics and Discourse Analysis. She combines corpus and computational methods with discourse-analytical techniques to study language use and linguistic practices in a variety of social and professional contexts including (new) media, education, business and advertising. Sylvia is also interested in the application of Corpus Linguistics to research in Second Language Acquisition, Language Pedagogy and Academic Discourse including languages such as English, German and Polish.

**Rodney Jones** is Professor of Sociolinguistics. He holds a PhD in Linguistics from Macquarie University, an MA in Teaching English as a Second Language from City University of Hong Kong, and an MFA (Master of Fine Arts) in Creative Writing from the University of Arkansas. For the past twenty



years he has worked in the English Department of City University of Hong Kong, where he served as Head of Department from 2012 to 2014. His research interests include language and new media, health communication, language and sexuality, and creativity and language teaching. For the past two decades he has worked with Ron Scollon and other colleagues in developing an approach to discourse known as Mediated Discourse Analysis, the principles of which are outlined in his book with Sigrid Norris, *Discourse in Action: Introducing Mediated Discourse Analysis* (Routledge, 2005). He has authored and edited twelve books and published more than fifty journal articles and book chapters. Among his most recent books are *Discourse Analysis: A Resources Book for Students* (Routledge, 2012), *Understanding Digital Literacies* (with Christoph Hafner) (Routledge, 2012), *Health and Risk Communication: An Applied Linguistic Perspective* (Routledge, 2013), and *The Routledge Handbook of Language and Creativity* (Routledge, 2015). His new book, *Spoken Discourse*, will be published by Bloomsbury in 2016.

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

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

**Parvaneh Tavakoli** is Associate Professor in Applied Linguistics and a Fellow of Higher Education Academy. Parvaneh completed a PhD in Applied Linguistics at King's College London in 2004. Her career started with teaching English as a Foreign Language in language schools in Iran in 1991 and she then moved to a university context to teach ESP and EAP. Since 1998, she has been teaching at 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 the London Metropolitan University. Some of the modules she has recently taught are Linguistics and Language Teaching, Language Testing & Assessment, Second Language Acquisition, and Research Methods. Her main research interests include second language acquisition, task-based language teaching, learning and assessment, and the impact of globalization on higher education.

**Christiana Themistocleous** completed her PhD in Linguistics in 2009, at the University of Manchester. Christiana also holds an MA in Linguistics from the University of Manchester (2003) and a BA (Hons) in English Language and French from Anglia Ruskin University, in Cambridge (2002). In 2014, Christiana became a Fellow of the Higher Education Academy by successfully completing the Postgraduate Certificate in Academic Practice, at the University of Reading. Before joining the University of Reading,

Christiana worked as a Lecturer at the University of Manchester, where she taught courses in Sociolinguistics, both at undergraduate and postgraduate levels. Previously, Christiana was awarded an assistantship in the Comenius Programme (funded by the British Council and the European Commission), to work as an English Language Teaching Assistant, in Seville, Spain. Christiana's main teaching and research interests fall within the area of Sociolinguistics and include societal multilingualism, language and new media, discourse analysis, and sociolinguistics of writing.

# **Appendix 4**

## **Avoiding Plagiarism**

# What is Plagiarism? How to avoid it

Extract from the Academic Integrity Toolkit <http://libguides.reading.ac.uk/academicintegrity>

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

Using someone else's words directly without accurately acknowledging their authorship (whether this is from a published source or another student)

Using ideas from someone else's work without accurately acknowledging their source

Colluding with another student to produce the same or similar work

Passing off someone else's original work (e.g. a commissioned essay) as your own

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

You are not careful about recording details or note-making

You do not learn how to cite references to comply with university standards

You do not fully understand the role that references play in your academic writing

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

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

## Things you can do to avoid unintentional plagiarism

- ✓ **Read your feedback carefully** – if your referencing has been criticised, find out what you are doing wrong and put it right before your next submission. A 'second offence' may be treated much more seriously, even if it is for another marker.
- ✓ **Develop good note-making and record keeping practices** – be thorough and accurate, avoid doing 'cut and paste' research, read a paragraph then write in your own words what you have understood and how it relates to your assignment brief.
- ✓ **Find out when you need to use a citation** – acknowledge every idea you get from your research – not just direct quotes.

- ✓ **Understand how to use references to support your discussion** – referring to other people's work and showing how it helped to build your own ideas is a way of sharing your research journey and situating your work in the body of work in your discipline.

### **Joint or Group Work**

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

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

If you are in any doubt about what is acceptable when working together, you should ask your lecturers.

# Understanding plagiarism: examples of good and poor practice in using written sources

## Introduction

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

### Original text:

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

R. Niblett (1999) *The Excavation of a Ceremonial site at Folly Lane, Verulamium*, London: Britannia Monograph 14, p.412.

### Unacceptable practice

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

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

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

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

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

Family burial enclosures have been found at King Harry Lane. But at Folly Lane there is no convincing reason to suppose that the burial is of anything other than one individual. Probably a man in view of the nature of the pyre goods. This difference suggests...

**Further advice on how to paraphrase can be found in the References section**

**<http://libguides.reading.ac.uk/academicintegrity/writing-references> of the Academic Integrity Toolkit (<http://libguides.reading.ac.uk/academicintegrity>).**

### Poor practice

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

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

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

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

### **Acceptable practice**

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

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

### **Further information on the use of citations can be found in the Citation section**

<http://libguides.reading.ac.uk/academicintegrity/citations> of the Academic Integrity Toolkit (<http://libguides.reading.ac.uk/academicintegrity>).

### **Better practice**

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

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

### **Best practice**

(8) However an essay that just comprises paraphrasing of other people's views can still result in a fairly derivative essay. The best practice overall is where you take other people's ideas and you intermesh them, rather than sequentially paraphrasing them.

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# **Appendix 5**

**RUSU**

**Reading University Students' Union**



## Academic Representation



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

- Visit [www.rusu.co.uk/course reps](http://www.rusu.co.uk/course reps) to find out more about Course Reps, and how to get involved.
- Visit [www.rusu.co.uk/school reps](http://www.rusu.co.uk/school reps) to find out more, or to contact your School Reps [Reps](#).

## Get involved in student representation!

This is a great opportunity! You receive training, it is a great way to meet other students and it will look great on your CV as the skills you develop will help you get the job of your dreams! There are a number of representative roles to put yourself forward for whilst at University. If you want to learn more about the different elected roles, or would like to find out how to run in a RUSU election, go to [rusu.co.uk/elections](http://rusu.co.uk/elections)

## What can RUSU do for me?



### Change It!

RUSU organises and supports campaigns that have been put forward by students via [www.rusu.co.uk/changeit](http://www.rusu.co.uk/changeit). Campaigns aim to raise awareness and ultimately make change amongst the student community on issues that affect you on campus, in the community and at a national level.

You can submit an idea for change at any time on [www.rusu.co.uk/changeit](http://www.rusu.co.uk/changeit) and view current campaigns at [www.rusu.co.uk/campaigns](http://www.rusu.co.uk/campaigns)

If you want to get involved in campaigns email [changeit@rusu.co.uk](mailto:changeit@rusu.co.uk) or visit the ARC Centre (Advice & Representation Centre) and ask to speak to the Campaigns Coordinator.

Using Change It is a great way to direct your Students' Union so get involved!

## How does RUSU support students?

### RUSU Advice Service

Need some housing, money or academic advice? The RUSU advice team offer free, impartial and expert advice helping students with a wide range of issues, from financial, to academic.

The advice team are based in the ARC in the RUSU building or go to [www.rusu.co.uk/advice](http://www.rusu.co.uk/advice) to find out how to get in touch.

### RUSU Nursery Service

There are many student parents with young children. RUSU provides an excellent nursery facility, Little Learners Nursery, for children aged 3 months to school age. If you're a parent and have your children here at Reading, you can apply for a place by visiting [www.rusu.co.uk/nursery](http://www.rusu.co.uk/nursery) for more information.



## How can RUSU enhance your student experience?



### Societies

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

[www.rusu.co.uk/activities](http://www.rusu.co.uk/activities).

### Sports

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

Go to [www.rusu.co.uk/activities/sportandleisure](http://www.rusu.co.uk/activities/sportandleisure) for a full list of teams and groups and find out how to get involved.



**KNIGHTS**



### Volunteering

Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting [www.rusu.co.uk/volunteering](http://www.rusu.co.uk/volunteering).

## For more information...

Visit our website at [www.rusu.co.uk](http://www.rusu.co.uk) or follow us on Twitter @RUSUtweets and Facebook /RUSUnews You can also drop by and visit us in the RUSU building located on Whiteknights Campus.