

University of Warwick  
Centre for Applied Linguistics

MA Degrees in English Language Teaching

**Handbook 2011-2012**

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## Welcome to the Centre for Applied Linguistics

We hope very much that you will enjoy your time at Warwick and that you will find your studies academically rewarding and professionally exciting.

This handbook contains information about your programme, about the Centre for Applied Linguistics and about some of the resources and support available to you during your studies at Warwick.

A number of other sources of information are available to you from the University and some will already have been sent to you. Particularly useful is the detailed information on preparing for Warwick provided by the International Office:

<http://www2.warwick.ac.uk/services/international/offerholders/>. This tells you about studying and living at Warwick as a postgraduate. The Student Union handbook gives information about the facilities and services offered by the Union. The University website and that of the Centre for Applied Linguistics <http://www2.warwick.ac.uk/fac/soc/al> and <http://www2.warwick.ac.uk/fac/soc/al/intranet/> also provide a lot of information. All of these may be of use to you.

Always remember, however, that your academic home while you are at Warwick is this Centre.

We will usually be able to help you with any questions and we will certainly always be willing to try!

### Calendar for 2011 – 2012

Autumn Term	Monday 3 October – Saturday 10 December 2011
Spring Term	Monday 9 January – Saturday, 17 March 2012
Summer Term	Monday 23 April – Saturday 30 June 2012

Students following the MA programmes will work on their dissertations during the summer period and will be required to submit them in September 2012.

MA Programmes in:

English Language Teaching (Studies and Methods)

English Language Teaching

English Language Teaching (with a Specialism in English for Specific Purposes)

English Language Teaching (with a Specialism in English for Young Learners)

English Language Teaching (with a Specialism in ICT and Multimedia)

English Language Teaching (with a Specialism in Testing and Assessment)

Postgraduate Diplomas

Postgraduate Certificates

THE AIMS

The MA programme you are going to follow builds on the knowledge you have already gained through your studies and experience, and aims to develop your skills and your expertise in ways that are relevant and appropriate to your own professional context. The MA degree is a qualification highly valued in the field of ELT. There are six MA programmes, all with their own distinctive professional focus but similarly structured.

The MA programmes listed above are designed to achieve the following specific aims:

- to develop students' knowledge and critical understanding of theories of applied linguistics and education which will be useful in bringing about improvements in professional practice (or building a solid foundation for professional practice, in the case of beginning teachers);
- to develop students' appreciation of the nature and scope of theory, practice, concepts and research, and the relationships between them;
- to develop students' specialised knowledge and skills in selected areas of professional practice, enabling them to fulfil additional professional responsibilities on a principled basis;
- to develop in students a sense of judgement in their future professional lives, in ways appropriate to their own professional context, national, cultural and institutional;
- to develop students' research skills relevant to English Language Teaching (in general, for specific purposes, to young learners, using ICT and multimedia, or in testing and assessment, depending on the chosen degree programme);
- to enable students to fulfil their academic potential and plan their own subsequent development by following a programme of study which is individualised and is based on principles of independent learning;
- to enable students to enhance their development by studying in a learning environment which encourages interaction with other students from diverse contexts but with similar professional needs, experience and interests.

You will have the opportunity to select an individual programme of study which suits your particular interests, enabling you to develop your academic potential and plan wisely for your professional future. The experience of studying alongside other professionals from different situations will also open up new ideas and perspectives.

All of the modules in the course aim to develop skills of critical analysis and communication but each has its own specific objectives. It is important in making your choices that you consider these objectives in relation to your own interests and professional ambitions and also your own context – national, cultural and institutional.

An MA degree, as a postgraduate qualification, requires high academic standards. The MA degrees offered in the Centre for Applied Linguistics have a strong professional orientation and rigorous theoretical foundations. Students can expect to need to read widely, make active use of the extensive academic resources of the University and spend a great many more hours in private study than in class. As well as gaining specialist knowledge and practical skills relating to ELT, you will also develop the generic academic skills of research, analysis, critical reading and effective writing which are central and essential to gaining a qualification at this level.

## AN OVERVIEW OF THE PROGRAMMES

The MA programmes involve an intensive scheme of postgraduate study made up of modules from the following groups:

- Core modules
- Specialist modules
- Additional modules

All students also follow a Research Methodology course and write a Dissertation.

Each student builds up a balanced programme of study which best suits their professional needs and individual interests.

The Postgraduate Diploma involves full participation in terms one and two of the MA.

The Postgraduate Certificate programme involves full participation in the first term of the MA.

During the first term (October to December), you will take five core modules. These introduce you to important ideas from linguistics, psychology and applied linguistics which have influenced the teaching of English. In becoming familiar with these ideas, you will develop an understanding of the nature of theory, practice, concepts and research, and the relationships between them. You will also begin to study research methodology.

During the first part of the second term (which lasts from January to March), you will take two further modules. In most cases, one of these will be directly related to your degree specialism and one will be chosen according to your interests. In the second part of the second term you will follow a specialised double-weighted Professional Practice module in English Language Teaching Studies and Methods, English Language Teaching, English for Specific Purposes, English for Young Learners, ICT and Multimedia, or Testing and Assessment, according to the degree programme you are following. These Professional Practice modules involve students in a wide range of activities and seek to develop professional understanding and specialised practical skills in areas including course

and materials evaluation, design and development, as well as ELT methodology. Throughout the second term you will also continue to study research methodology, learning to use appropriate methods of research into different aspects of the academic and professional field of ELT.

During the third part of the programme (April to September), students are prepared for their dissertation, which usually involves the application of some of the ideas and skills gained in the first two terms to the circumstances or issues of their own professional context. Through the whole experience of preparing for the dissertation, conducting the research and writing it up, you will gain a sound understanding of the nature and range of research in ELT and applied linguistics. The dissertation is 15,000 words long.

There are two opportunities to hand in your dissertation proposal. The first is usually in week 6 of Term 2. If you want to begin your data collection early (e.g. over the Easter break), it is essential that you consult with your personal tutor and put in an early dissertation proposal. You need to get ethical approval too. Most students hand in their dissertation proposal in week 10 of Term 2. If in doubt, consult your personal tutor.

## SPECIFIC PROGRAMMES

### MA IN ENGLISH LANGUAGE TEACHING (STUDIES AND METHODS)

This programme is for students with less than two years' substantial teaching experience.

#### Term One (October to December)

##### Core Modules

All students follow:

ET902-15	ELT Methodology
ET990-15	SLA and Classroom Language Learning
ET904-10	Lexis and Grammar
ET959-10	Spoken English
ET970-10	Text and Discourse Analysis

All students also begin to follow:

ET907-15	Research Methodology
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#### Term Two (January to March)

##### Specialist Modules

All students follow:

ET994-15	Syllabus, Materials, and Task Design
ET964-30	Professional Practice (English Language Teaching Studies and Methods)

##### Additional Modules \*

Students choose one Additional Module from:

ET966-15	ICT in ELT
ET967-15	English as an International Language
ET969-15	Literature and Drama in ELT
ET976-15	Language Testing
ET991-15	English for Young Learners
ET992-15	Professional and Academic Discourse

All students also complete:

ET907-15	Research Methodology
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#### Term Three onwards (April to September)

All students complete:

ET979-45	Dissertation
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Note: *Module code-Credits*

\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change

## MA IN ENGLISH LANGUAGE TEACHING

This programme is open to students with two years' or more substantial teaching experience

### Term One (October to December)

#### Core Modules

All students follow:

- ET965-15 Issues and Research in ELT
- ET990-15 SLA and Classroom Language Learning
- ET904-10 Lexis and Grammar
- ET959-10 Spoken English
- ET970-10 Text and Discourse Analysis

All students also begin to follow:

- ET907-15 Research Methodology

### Term Two (January to March)

#### Specialist Modules

All students follow:

- ET972-30 Professional Practice  
(English Language Teaching)

All students also complete:

- ET907-15 Research Methodology

#### Additional Modules \*

Students choose two Additional Modules from:

- ET966-15 ICT in ELT
- ET967-15 English as an International Language
- ET977-15 Teacher Education and Development
- ET969-15 Literature and Drama
- ET975-15 The Management of Educational Institutions
- ET976-15 Language Testing
- ET991-15 English for Young Learners
- ET992-15 Professional and Academic Discourse

### Term Three onwards (April to September)

All students complete:

- ET979-45 Dissertation

Note: *Module code-Credits*

\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change

MA IN ENGLISH LANGUAGE TEACHING (with a Specialism in English for Specific Purposes)

This programme is open to students with two years' or more substantial teaching experience

Term One (October to December)

Core Modules

All students follow:

- ET965-15 Issues and Research in ELT
- ET990-15 SLA and Classroom Language Learning
- ET904-10 Lexis and Grammar
- ET959-10 Spoken English
- ET970-10 Text and Discourse Analysis

All students also begin to follow:

- ET907-15 Research Methodology

Term Two (January to March)

Specialist Modules

All students follow:

- ET992-15 Professional and Academic Discourse
- ET973-30 Professional Practice (English for Specific Purposes)

All students also complete:

- ET907-15 Research Methodology

Additional Modules \*

Students choose one Additional Module from:

- ET966-15 ICT in ELT
- ET967-15 English as an International Language
- ET977-15 Teacher Education and Development
- ET969-15 Literature and Drama
- ET975-15 The Management of Educational Institutions
- ET976-15 Language Testing
- ET991-15 English for Young Learners

Term Three onwards (April to September)

All students complete:

- ET979-45 Dissertation (in the area of English for Specific Purposes)

Note: *Module code-Credits*

*\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change*

## MA IN ENGLISH LANGUAGE TEACHING (with a Specialism in English for Young Learners)

This programme is open to students with two years' or more substantial teaching experience

### Term One (October to December)

#### Core Modules

All students follow:

- ET965-15 Issues and Research in ELT
- ET990-15 SLA and Classroom Language Learning
- ET904-10 Lexis and Grammar
- ET959-10 Spoken English
- ET970-10 Text and Discourse Analysis

All students also begin to follow:

- ET907-15 Research Methodology

### Term Two (January to March)

#### Specialist Modules

All students follow:

- ET991-15 English for Young Learners
- ET963-30 Professional Practice (English for Young Learners)

All students also complete:

- ET907-15 Research Methodology

#### Additional Modules

Students choose one Additional Module from:

- ET966-15 ICT in ELT
- ET967-15 English as an International Language
- ET977-15 Teacher Education and Development
- ET969-15 Literature and Drama
- ET975-15 The Management of Educational Institutions
- ET976-15 Language Testing
- ET992-15 Professional and Academic Discourse

### Term Three onwards (April to September)

All students complete:

- ET979-45 Dissertation (in the area of English for young learners)

Note: *Module code-Credits*

*\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change*

## MA IN ENGLISH LANGUAGE TEACHING (with a Specialism in ICT and Multimedia)

This programme is open both to students with less than two years' substantial teaching experience ('pre-experience students') and to those with two years' or more experience ('post-experience students').

### Term One (October to December)

#### Core Modules

All students follow:

ET902-15 ELT Methodology (pre-experience students) or  
ET965-15 Issues and Research in ELT (post-experience students)

ET990-15 SLA and Classroom Language Learning  
ET904-10 Lexis and Grammar  
ET959-10 Spoken English  
ET970-10 Text and Discourse Analysis

All students also begin to follow:

ET907-15 Research Methodology

### Term Two (January to March)

#### Specialist Modules

Pre-experience students follow:

ET994-15 Syllabus, Materials, and  
Task Design

All students follow:

ET966-15 ICT in ELT  
ET960-30 Professional Practice (ICT and  
Multimedia)

All students also complete:

ET907-15 Research Methodology

#### Additional Modules \*

Post-experience students choose one Additional Module  
from:

ET967-15 English as an International Language  
ET977-15 Teacher Education and Development  
ET969-15 Literature and Drama  
ET975-15 The Management of Educational  
Institutions  
ET976-15 Language Testing  
ET991-15 English for Young Learners  
ET992-15 Professional and Academic Discourse

### Term Three onwards (April to September)

All students complete:

ET979-45 Dissertation (in the area of ICT/multimedia)

Note: *Module code-Credits*

\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change

## MA IN ENGLISH LANGUAGE TEACHING (with a Specialism in Testing and Assessment)

This programme is open to students with two years' or more substantial teaching experience

### Term One (October to December)

#### Core Modules

All students follow:

- ET965-15 Issues and Research in ELT
- ET990-15 SLA and Classroom Language Learning
- ET904-10 Lexis and Grammar
- ET959-10 Spoken English
- ET970-10 Text and Discourse Analysis

All students also begin to follow:

- ET907-15 Research Methodology

### Term Two (January to March)

#### Specialist Modules

All students follow:

- ET976-15 Language Testing
- ET993-30 Professional Practice  
(Testing and Assessment)

All students also complete:

- ET907-15 Research Methodology

#### Additional Modules \*

Students choose one Additional Module from:

- ET966-15 ICT in ELT
- ET967-15 English as an International Language
- ET977-15 Teacher Education and Development
- ET969-15 Literature and Drama
- ET975-15 The Management of Educational Institutions
- ET991-15 English for Young Learners
- ET992-15 Professional and Academic Discourse

### Term Three onwards (April to September)

All students complete:

- ET979-45 Dissertation (in the area of testing/assessment)

Note: *Module code-Credits*

*\* A limit may be put on numbers taking some Additional Modules, and their availability in any particular year may be subject to change*

## ASSESSMENT

Each module is assessed separately by means of written work submitted at the end of the course. A module normally involves a written assignment totalling 3,000 words, although Term One Lexis and Grammar, Spoken English and Text and Discourse Analysis assignments are shorter, totalling 2,000 words each. Assignments for the Professional Practice modules are 6,000 words in length. The dissertation is 15,000 words long.

(Further details on assessment are given later in this handbook.)

## TIMING

Most students complete the degree as a one-year full-time course of study. It is possible however to take different parts in different years, within a maximum total period of four years.

The Postgraduate Diploma requires attendance during terms one and two and completion of all the assignments for those terms.

The Postgraduate Certificate requires attendance during the first term and completion of all the assignments for this term.

## THE MA STUDENTS

The MA programmes have been designed to meet the professional needs of teachers and aspiring teachers of English language from a variety of international educational contexts.

Course participants may be native speakers of English or they may be speakers of other languages whose proficiency in English is high enough for them to undertake a postgraduate programme at a British university.

They will normally be graduates. Although it is possible to make a special case on behalf of a candidate where the academic history has been unusual but where there are recognisable equivalencies to graduate status, acceptance on these terms is rare.

Those following the MA degrees in ELT, ESP, EYL and Testing & Assessment will be experienced teachers. Course participants will normally have spent several years teaching English and will be able to use this experience in relation to their studies. They will be drawn from a variety of professional backgrounds; some will be teachers of English in primary, secondary or tertiary education and others may be teacher trainers, inspectors, advisers or engaged in working in the private sector of language teaching. Many will already occupy or will come to occupy senior positions to which their MA education will contribute. These MA degrees are not initial training courses and no teaching practice is provided.

Those following the MA degree in English Language Teaching (Studies and Methods) will be intending to become involved in the professional field of English language teaching to speakers of other languages and seeking to develop both academic and practical expertise. Some may have had some limited teaching experience, and this is always worthwhile but is not required. There is no assessed teaching practice within the programme but there is extensive exposure to a range of practical teaching issues and active engagement in teaching activities. Course participants may come

to the course direct from their first university degree or they may have been involved in professional activity in a field other than English language teaching before entering this programme.

Those following the MA in English Language Teaching with a specialism in ICT and Multimedia may or may not have substantial experience but will have a strong commitment to developing skills and understanding relevant to the use of technology for purposes of teaching the English language. They will normally be expecting to pursue their career in situations where institutions are well-equipped with technical resources and they will be keen to develop specialist expertise in this increasingly important field.

#### THE NATURE OF THE YEAR'S WORK AND SOME FURTHER OUTCOMES

The emphasis throughout the course is on enhancing specialist expertise while providing flexibility to suit individual needs and interests. Students are encouraged to shape their own programme of study to suit their professional and personal requirements.

Whilst the course emphasises the importance of developing specialist subject knowledge and understanding within the field of ELT, it also lays emphasis on the development of the generic academic skills of rational argument and analysis, reflection on personal assumptions, capacity to make appropriate judgements on issues of professional policy and practice in a given context and ability to research professional issues rationally and systematically.

A number of different approaches to teaching will be adopted - lectures, seminars, workshops and a range of other activities. For some modules, teaching groups will be divided. There will be opportunities for working with small groups of colleagues with similar interests or students may work on their own throughout. Regular attendance at classes is required and students are expected to be punctual.

During the first term, there will be a series of Group Meetings with Personal Tutors to discuss academic topics relating to the ongoing programme.

For each module that students follow, a written assignment will be completed (see the assessment information). In the early weeks of the MA programme, guidance will be given on the writing of assignments in general and students will be invited to write a short trial assignment on which they will receive feedback from personal tutors. This is an important element in the academic training of all students and every year students comment on how helpful and reassuring it was to have undertaken this work early in the course.

During the writing of the Dissertation, students will work with the help of an individual supervisor and will attend regular tutorials.

In following the whole programme of study for your MA degree, you will find that you are developing not only specialised professional and academic knowledge and skills in ELT but also the more general but essential skills of written and oral communication, problem solving, time management, working with others, using IT, and developing general research skills. All of these can of course be transferred to many different uses!

## DETAILED DESCRIPTION OF COURSE CONTENTS

### Term One – Core Modules

The term lasts for 10 weeks, and participants in all the MA degree programmes study for the following five modules:

#### **SLA and Classroom Language Learning (ET 990-15)**

This module aims to develop and extend students' understanding of key theoretical approaches to Second Language Acquisition (SLA) with a particular focus on instructional contexts; learner characteristics and psychological processes affecting language learning; theories of learning underpinning instructional practices; the classroom as a social environment. The module will use this theoretical knowledge base to analyse and critically evaluate current professional practice in second language learning and teaching contexts, and foster students' skills in enabling their learners to learn efficiently and effectively. Students will be able to explore in depth an issue within the area of second language learning with particular relevance to their own professional context.

#### **Spoken English (ET959-10)**

This module aims to develop skills in the collection, transcription and analysis of spoken language and will be a useful basis for students who wish later to focus on the analysis and development of materials in this area. The module will focus on capturing samples of speech for analysis and teaching purposes, exploring the relationship between context and the construction of talk, understanding different approaches to the analysis of spoken interaction, applying conversation analysis to spoken interaction, and identifying the main features of classroom interaction.

#### **Lexis and Grammar (ET904-10)**

This module focuses on describing and analysing authentic texts from the combined perspectives of lexis and grammar. The overall framework is systemic-functional, which means that we will examine the ways that different word choices and grammar choices by language users work together to make meaning. We will consider word formation, clause structure, and lexico-grammatical patterns in texts. By the end of the module students should feel confident to use lexical and grammatical terminology to describe texts. The application of these ideas to learner language will be discussed where appropriate.

#### **Text and Discourse Analysis (ET970-10)**

The overall aim of this module is to familiarise participants with a variety of purposes and tools for the analysis of written texts. We will seek to raise awareness of the social function of various written texts and discourses, to provide an introduction to the major theories of text and discourse, and to equip participants with the tools to analyse and understand the communicative effects of different texts. By the end of the course, participants should be able to select appropriate tools to analyse texts of their choice for purposes of their choice.

Either:

**ELT Methodology (ET902-15)** (for pre-experience students only)

This module aims to give students a basic theoretical and practical introduction to ELT (English language teaching) methodology. Emphasis will be placed on the value of reflection on students' own learning (and, possibly, teaching) experience, as well as on the need to adapt recent developments and research findings for contextually appropriate lesson planning and course design. The module also aims, then, to enhance: (i) students' capacity to critically reflect on and evaluate key concepts in ELT in the light of their own needs, experience and knowledge of context, and (ii) their ability to develop appropriate skills, knowledge and attitudes for themselves as learners of teaching, in cooperation with others.

Or:

**Issues and Research in ELT (ET965-15)** (for post-experience students only)

This module will enable participants to understand the range of approaches to ELT and to explore their contexts of learning and teaching in order to bring about change in their pedagogic practice. Sessions will start by discussing how learners are positioned in relation to their pedagogic contexts; and how teachers construct their own theories of professional practice in relation to ELT research, the discourse of applied linguistics, and the context of the language classroom. Established approaches and recent developments in ELT methodology will be reviewed and critiqued. The module will conclude by setting out ways in which participants can gather evidence to draw upon their professional practice and bring about change within their language classrooms. In writing the assignment, participants will reflect upon and critique their own experience as language teachers in relation to their contexts, and consider how their own professional practice might be improved.

All students also begin to follow:

**Research Methodology in English Language Teaching (ET907-15)**

This module will extend throughout the winter and spring terms. It is intended to support students in their reading of research articles and to give them a broad overview of a range of methodologies appropriate to different types of applied linguistic research. It will also provide a basis for working on dissertations in the final phase of the course.

**Term Two – Specialist and Additional Modules**

The term lasts for 10 weeks and students follow relevant specialist modules, including one Professional Practice module (40 hours). In most cases they also have the opportunity of choosing an additional 20-hour module in line with their interests. Students also complete the Research Methodology course.

All students will take two 20-hour modules from those listed below. Some of these are compulsory, depending on the student's MA programme (see 'Specific programmes' above), while some of them are open only to pre-experience or to post-experience students, as indicated below. The following modules are likely to be offered unless numbers opting for them are very small or particular course tutors are on study leave.

### **English as an International Language (ET967-15)**

This module looks at the ways in which English has become a language with global significance and considers the issues that this raises. The course aims to help students understand how the social context of language use has a strong influence on the language itself, its speakers, national education policies and the English language classroom. The topics that are covered include: the spread of English, international varieties of English, the characteristics of Lingua Franca English, multilingualism and bilingualism at societal and individual levels, language education policy, and language and culture. The implications of all these for the language classroom are explored.

### **English for Young Learners (ET 991-15) (compulsory for EYL students)**

This option provides some theoretical underpinning for the teaching of English as a second/foreign language to young learners of different ages by focussing on the similarities and differences between child and adult second language acquisition both in formal, instructed and in informal contexts. The content covers research, theory and practice in relation to teaching second languages to young learners, taking examples from a variety of contexts worldwide. The module will encourage students to make links between classroom practices and relevant research and it will provide a forum for students to explore and critically evaluate issues of particular relevance involving teaching young language learners in their own contexts.

### **Language Testing (ET976-15) (compulsory for Testing and Assessment students)**

Testing performs a number of functions within the field of English Language Teaching. It serves a pedagogic function in that it informs the teaching and learning process and a classification function in the area of proficiency testing and for normative and comparative purposes. As a mechanism for data collection it is one of the components of research into language teaching and learning. This option therefore aims to foster a critical understanding of language testing as it applies to a variety of language learning situations.

### **Literature and Drama in English Language Teaching (ET969-15)**

This module examines the place of literature and drama in the EFL/ESL classroom and ways in which the teaching of literature or drama and language can be integrated. The course will emphasise language-based approaches to literary texts. Relevant techniques and themes in stylistics will be introduced and a range of classroom procedures for the teaching of literature and drama explored. The design and development of a literature syllabus will be considered, especially regarding the selection of literary texts and appropriate modes of assessment in literature and drama teaching.

### **ICT in English Language Teaching (ET966-15) (compulsory for ICT&MM students)**

This module provides a hands-on introduction to the varying ways in which ICT (Information and Communication Technology) can be used in English Language Teaching. We will look at the various roles that technology has taken in the classroom: as tutor, as tool and as messenger. We will explore how teachers can harness the rapidly evolving technologies now available to promote more effective language learning. Among the specific uses of technology we will cover are: authoring programs, WebQuests, wikis, blogs, vodcasting, concordancing, mobile learning, and using an Interactive Whiteboard.

### **The Management of Educational Institutions (ET975-15)** (not open to pre-experience students)

This module is intended for students who are involved in, or expect to become involved, in the management of ELT departments and institutions. The emphasis will be on practice and performance, and students will be asked to reflect on their experience whether as managers themselves or as members of a managed team. The course will offer: An introduction to theories of management and organisational models; A consideration of the differences in practice and philosophy in Educational Management in private and state provision of ELT; A study of the skills needed to become an effective manager in an educational context, including: communication, team-building, time management, staff development and appraisal, managing conflict and programme evaluation; Case studies of different institutions and work based on these; The opportunity to engage in simulated 'real-life' situations and develop strategies to deal with them.

### **Professional and Academic Discourse (ET992-15)** (compulsory for ESP students)

This module will engage students in two roles: that of communication analyst and that of specialised language teacher. It provides the necessary background information in relation to specialised course design and will enable the teacher to make informed decisions about needs analysis and materials design. The module covers areas of interest in both academic and professional contexts. In terms of communication analysis, the module will build on the language analysis skills gained in term 1 and consider issues of genre. Various ways of analysing professional and academic discourse will be introduced. Students will become familiar with research into written and spoken professional and academic genres which may be of interest to them. Students will be encouraged to consider issues of grammar, specialised lexis, discourse and genre analysis and how such language descriptions can be fed into language pedagogy.

### **Syllabus, Materials, and Task Design (ET 99415)** (compulsory for ELTSM and pre-experience ICT&MM; not open to post-experience students)

This module builds on the Term 1 module ELT Methodology (ET902), providing a firm foundation for future professional practice in the field of ELT/TESOL. The module is specifically designed for those with little or no substantial teaching experience, and includes a practical micro-teaching component. The module provides opportunities to explore and critically evaluate a range of approaches, concepts, theories, relevant research studies, and debates relating to syllabus, materials, and task design in ELT. It also aims to develop students' abilities to evaluate, adapt and design syllabi, materials and tasks for use in their own teaching, to provide a forum for sharing students' language teaching and learning experiences, and through this to develop students' ability to explore appropriate solutions to professional issues.

### **Teacher Education and Development (ET977-15)** (not open to pre-experience students)

This module is intended for students who are involved in, or expect to become involved in teacher training and development. The module will introduce issues related to the design of courses of teacher training or teacher development. We consider how teachers can be involved in a reflective and active process. We will consider different needs in pre-service and in-service contexts. Attention is also given to topics such as the organisation and conduct of teaching practice, the use of observation within teacher education, the supervision of teachers and teachers in training, the assessment of teaching skills, and the development of teachers' beliefs and critical thinking. Teacher training and development for ELT is the specialist focus but within the wider educational context of all teacher training. We encourage an experiential style of learning in this module through the use of micro-teaching.

In addition to two 20-hour modules from those listed above, during the second half of Term 2 all students will take one of the 40-hour Professional Practice modules listed below, depending on their MA degree programme.

### **Professional Practice (English Language Teaching Studies and Methods) (ET964-30)**

This module is designed to develop and build on the Term 1 module ELT Methodology (ET902) and the Term 2 module Syllabus, Materials, and Task Design (ET994). Its aim is to develop in students a critically reflective view of practice in English language teaching, drawing on observation and analysis of practice, as well as prior research findings. Topics and issues dealt with will relate to: classroom observation and analysis of classroom interaction; teacher skills and strategies; the teaching of grammar and lexis; the development of language skills; and the nature of teacher-initiated research. Substantial attention will also be given to classroom events and the module will make extensive use of practical activities of many kinds.

### **Professional Practice (English Language Teaching) (ET972-30)**

This module aims to enable experienced classroom practitioners to develop skills in syllabus, course and materials design. The course will familiarise students with theories, trends and issues in this field but will primarily aim to develop the practical skills of syllabus and course design and materials writing and evaluation. An important element of this course is the idea of 'presentation' – considering how we can best present materials. It will cover topics such as: syllabus design – linguistic and non-linguistic bases for syllabus; product and process-based approaches to syllabus; conceptual issues in materials design; the relationship between a syllabus, learners' needs, SLA theory and the teaching context; designing an ELT course; developing materials (selecting texts, devising learning activities and tasks, recycling and revising, developing core and supplementary materials, writing the teacher's guide, etc); production issues in materials writing; the role of testing and the writing of tests.

### **Professional Practice (English for Specific Purposes) (ET973-30)**

The Teaching of English for Specific Purposes (ESP) incorporates English for Academic or Educational Purposes (EAP) and English for Occupational Purposes (EOP), and is a well-established branch of English language teaching requiring a specialised approach to course design. This module usually shares core sessions with the Professional Practice (English Language Teaching) module (ET972). Other strands aim to give a broad overview of the field and provide a practical training in course and syllabus design and materials production. By the end of the programme, students should be able to conduct an analysis of the communicative and linguistic needs of a specific group of learners, design an appropriate course for the group, evaluate and select suitable teaching materials and methods, prepare samples of original teaching materials, make recommendations for assessment or testing, and evaluate the course.

### **Professional Practice (English for Young Learners) (ET963-30)**

This module is designed to make direct use of students' experience in the Young Learners' field. In particular students need to design materials for a target group of Young Learners along with an academic rationale for the decisions made in the creation of the materials. The module will examine different types of syllabus that have been used for teaching English at the primary level in different parts of the world. Appropriate means of assessing young pupils' achievements and progress will also be discussed. Some core elements of syllabus design and implementation are shared with

ELT/ESP Professional Practice and this module builds on input from the English for Young Learners specialist option.

### **Professional Practice (ICT and Multimedia) (ET960-30)**

This module aims to allow students to explore in depth on both a practical and theoretical level the issues that using information and communication technology (ICT) and multimedia in the classroom raises. We will build on the principles of English language teaching and theories of language analysis and language learning studied in Term 1 as well as the introduction to ICT given in the module ICT in ELT (ET966). The module will discuss the impact of technology on all aspects of ELT, including blended learning and distance learning contexts. Students will have the opportunity to design materials using a range of technologies for their specific context and will be able to try them out in small peer teaching sessions. By the end of the module, students should be able to assess the potential of a range of learning technologies in their own context and justify their use for the promotion of English Language Teaching.

### **Professional Practice (Testing and Assessment) (ET993-30)**

This module aims to deepen the critical understanding of language assessment developed in the Language Testing specialist interest module (ET976). In this professional practice module, principles of good practice in test design, development and administration will be put into practice and opportunities will be provided to apply knowledge and understanding gained in the specialist module to practical tasks. Hands-on experience will be provided in areas such as qualitative and quantitative test analysis, (re-)design of a test section, development of materials for teacher training or the development of assessment guidelines for teachers. The scope of the professional practice module extends from classroom assessment for formative purposes to large-scale tests for summative assessment. To provide insight and experience in the latter field, the module incorporates a study visit to Cambridge Assessment to develop a critical understanding of managing a large-scale assessment centre. The assignment requires students to apply their knowledge and understanding in either analysing or (re)designing a test section for a carefully specified context, or developing materials for classroom assessment or teacher training.

All students also complete:

Research Methodology in English Language Teaching (ET907-15)

### **Term Three and Beyond – Dissertation Research and Writing**

During this period, students will work on the preparation and writing of their dissertations. The research for and the writing of the dissertation are intended to allow students to develop expert understanding of one or more dimensions of the academic field of English Language Teaching, to develop basic skills of research as relevant in their chosen area and, for many, to put to use some of the knowledge they have gained during the course in applying it creatively to problems and issues in a professional situation familiar to them.

This phase of the course is carefully structured to provide students with an appropriate degree of support in preparing and writing their dissertation. Students will be provided with a booklet called 'Term 3 and Beyond' which contains a much fuller description of the process.

Once students have identified the areas in which they wish to work, individual supervisors will be allocated. Then, throughout this phase, tutorials with supervisors will be used in order to enable students to plan and write their dissertations. There will also be opportunities to critically review relevant research articles and present research proposals within a small group of peers. Students will normally focus on issues relevant to their own professional contexts if their intention is to return to work in a familiar context after gaining the degree.

Students will normally remain in the UK to carry out their research and write the dissertation, but some students may wish to return to their own professional context either to collect data or to complete the dissertation. Students should consult with their supervisors before making firm decisions about their plans. A dissertation of 15,000 words must be submitted by the beginning of September.

## PRELIMINARY READING LIST: 2011/2012

The following list of books will introduce you to the main components of the first part of your MA programme. We recommend that you obtain some of these books and read them, if possible, before the course begins. By 'read', in this case, we mean that you should gain an acquaintance with the main ideas by reading extensively or just by reading sections that interest you.

Further bibliographies will be issued during the course.

### Of general relevance to all modules

Bell, N. 2009. *A Student's Guide to the MA TESOL*. Basingstoke: Palgrave Macmillan.

Richards, J. and Schmidt, R. 2002. *Dictionary of Language Teaching and Applied Linguistics* (3<sup>rd</sup> edition). Harlow: Longman.

### SLA and Classroom Language Learning

Ellis, R. 2003. *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.

Lantolf, J.P. 2000. *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

Mercer, N. 2000. *Words and Minds: How We Use Language to Think Together*. London: Routledge.

Mitchell, R. and F. Myles. 2004. *Second Language Learning Theories*. London: Hodder Arnold.

Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

Singleton, D. and L. Ryan. 2004. *Language Acquisition: The Age Factor*. 2<sup>nd</sup> edition. Clevedon: Multilingual Matters.

Williams, M. and R. Burden. 1997. *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

### Spoken English

Liddicoat, A.J. 2007. *An Introduction to Conversation Analysis*. London: Continuum

McCarthy, M. 1998. *Spoken Language and Applied Linguistics*. Cambridge: Cambridge University Press.

Schegloff, E.A. 2007. *Sequence Organisation in Interaction: A Primer in Conversation Analysis*. Cambridge: Cambridge University Press

Seedhouse, P. 2004. *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell.

ten Have, P. 2007 *Doing Conversation Analysis: A Practical Guide* (2<sup>nd</sup> Edition). London: Sage.

Wong, J. and Waring H. Z. 2010. *Conversation Analysis and Second Language Pedagogy*. London: Routledge.

### Lexis and Grammar

- Bloor, T. and M. Bloor. 2004. *The Functional Analysis of English*. 2<sup>nd</sup> ed. London: Arnold
- Eggs, S. 2004 (2<sup>nd</sup> ed.) *Introduction to Systemic Functional Linguistics*. London: Continuum
- Hoey, M. 2005. *Lexical priming: a new theory of words and language*. London: Routledge.
- Hunston S. and G. Francis. 2000. *Pattern Grammar*. Amsterdam: Benjamins.
- Nation, I.S.P. 2001. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Sinclair, J. 1991. *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.

### Text and Discourse Analysis

- Bloor, M. & Bloor, T. 2007. *The Practice of Critical Discourse Analysis: An Introduction*. London: Hodder Arnold.
- Carter, R. et al. 1997. *Working with Texts*. London: Routledge
- Goatly, A. 2000. *Critical Reading and Writing*. London: Routledge.
- Hoey, M. 2005. *Lexical Priming: A New Theory of Words and Language*. London: Routledge
- Hyland, K. 2005. *Metadiscourse*. London: Continuum
- McCarthy, M. & Carter, R. 1994. *Language as Discourse: Perspectives for Language Teaching*. London: Longman
- Paltridge, B. 2006. *Discourse Analysis*. London: Continuum

Either:

### ELT Methodology (for pre-experience students)

- Carter, R. and Nunan, D. (eds). 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Hedge, P. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press
- Howatt, A.P.R. with Widdowson, H.G. 2004. *A History of English Language Teaching* (2<sup>nd</sup> edition). Oxford: Oxford University Press.
- Johnson, K. 2008. *An Introduction to Foreign Language Learning and Teaching* (2<sup>nd</sup> edition). Harlow: Longman.

McDonough, J. and Shaw, C. 1993. *Materials and Methods in ELT: A Teacher's Guide*. Oxford: Blackwell.

Richards, J. and Rodgers, T. 2001. *Approaches and Methods in Language Teaching* (2<sup>nd</sup> edition). Cambridge: Cambridge University Press.

Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

Or:

Issues and Research in ELT (for post-experience students)

Allwright, D and Hanks, J. (2009). *The Developing Language Learner: An Introduction to Exploratory Practice*. Basingstoke: Palgrave Macmillan.

Breen, M.P. (2001). *Learner Contributions to Language Learning: New Directions in Research*. Harlow.: Pearson

Carter, R. and Nunan, D. (eds). (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.

Edge, J. (2001). (Ed.). *Action Research*. Alexandria, Va.: Teachers of English to Speakers of Other Languages.

Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

Johnson, K. (2008) *An Introduction to Foreign Language Learning and Teaching* (2nd edition). Harlow: Longman.

Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Post-Method*. Mahwah, NJ: Erlbaum.

Richards, J. C. and Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.

## ASSESSMENT

The MA is assessed by means of course work assignments and a dissertation. The Postgraduate Diploma and the Postgraduate Certificate are assessed on the course work of the relevant terms.

In the early weeks of the MA programme, guidance will be given on the writing of assignments in general and students will be invited to write a short trial assignment on which they will get feedback from personal tutors. This is an important part of students' academic training.

Term 1 3 October – 10 December 2011

From the work of this term, you will need to submit five assignments, one on each of the modules you are following. Two of the assignments are 3,000 words in length, but those for Text and Discourse Analysis, Spoken English and Lexis and Grammar are each 2,000 words long. More information will be given when the assignment topics are distributed.

Topics for assignments will be issued by the beginning of the third week of the term. You are advised not to write on a topic before it has been covered in the lecture programme.

Term 2 9 January – 17 March 2012

From the work of this term, you will be required to submit three assignments. You will write an assignment amounting to 6,000 words for the Professional Practice course. You will write a 3,000 word assignment for each of the other two modules you take.

Instructions for these assignments will be handed out in the early stages of each module.

### **Submission Dates:**

Assignment submission dates for term one and term two modules will be available from the Office (S1.74) at the beginning of the respective terms.

Term 3 and beyond (23 April 2012 until September 2012)

Dissertation:

From the beginning of Term 3 you will work on your dissertation.

The dissertation will be 15,000 words in length and each student will be allocated an individual supervisor. Submission date: Wednesday September 5<sup>th</sup>, 2012.

### **Submission Dates and Extensions:**

It is essential that all pieces of work should be handed in on time. This is in the interest of fairness to all students. Except for serious medical reasons (for which a supporting certificate will be needed), extensions are rarely given. Computer failure, disk failure, printing problems or minor ailments are not considered to be an adequate reason for requesting an extension. There is no automatic right to an extension. If work is submitted one or more days after the due deadline and a formal extension has not been granted, students will be penalised by a 3% per day reduction in their assignment grade. If an assignment fails due to late submission a student will normally be required to complete a new prescribed assessment. The Student Staff Liaison Committee have argued very strongly for this system to be observed since it ensures fair and equal treatment for all.

### **Plagiarism**

Your assignments and dissertation must be your own work. It is vital that all the sources that you have used in writing them are acknowledged and fully referenced. This is a fundamental principle of good academic practice and if you do not do so, it is considered by University regulations to be plagiarism, a form of cheating, and can result in a mark of zero. Copying passages of someone else's work and passing them off as your own is also counted as plagiarism. This is the same whether the source is a book, an article, the internet or the work of another student. If you are not sure whether you are plagiarising, please talk to your Personal Tutor.

Further guidance on this matter will be given early in the academic year and regulations will be further detailed when assignment titles are issued by course tutors.

### **Handing in Assignments and the Return of Assignments:**

Work should be handed in at the Main Office no later than 12 noon of the final submission date. The office records each assignment submission.

When assignments have been marked this will be announced via email, and students will then be able to collect their assignments and markers' feedback from the office.

### **Attendance at Classes**

Students are expected to attend all classes within the modules they are following. In any module, a student who fails to achieve a satisfactory attendance record or to complete prescribed coursework may be required either:

- a) to submit additional assessed work: or
- b) to sit a written examination

Any written examination will be a paper specially set for the student concerned. This will count towards the student's grade in that module.

### **The Board of Examiners:**

The Board of Examiners takes the final responsibility for the assessment of student work and for the award of the MA degree and the Postgraduate Diplomas and the Postgraduate Certificates. The Board includes academic staff from Warwick and also an External Examiner whom you will probably have the chance to meet during the year.

Normally, the Board meets two or three times during the course of the year. Interim meetings examine the work of the first two terms and you may be asked to return assessed work so that the External Examiner can read it. The final meeting examines the dissertations and it is at this meeting that the formal recommendations for the award of degrees are made.

Confirmation of the award of the degree will be issued after the final meeting in late October or early November 2011. The degree may be awarded with Distinction or Merit. Students who fail to complete the whole degree may be awarded a Postgraduate Diploma for the successful completion of the work of the first two terms at the appropriate level or a Postgraduate Certificate for successfully completing the equivalent of one term's work at the appropriate level.

Confirmation of the award of a Postgraduate Certificate to students who register only for the Certificate will be issued after the meeting of the Board of Examiners which follows the end of the relevant term.

A student who is required to resubmit the dissertation will have to pay a fee to the Registry in order to do so.

### **The External Examiner:**

The External Examiner sits on the Board of Examiners and takes responsibility for external monitoring of the programme by reading student work and meeting student representatives. This is an important element of the monitoring of quality throughout the British university system and operates for every course in every University. You are likely to have an opportunity to meet the External Examiner for our MA degrees when s/he visits the University for one of the meetings of the Board.

### **The Grading of Assignments:**

Assignments are given percentage grades. The pass mark is 50%. A mark of below 50% is a fail for the award of MA. Percentage grades for pass level assignments fall into three bands: 50–59%; 60–69%; 70–100%. Grades of 70% or above are distinction grades and are infrequent. This is the norm in British universities. Grades are never displayed publicly but returned privately to students with their assignments.

More important than the grade, in many senses, is the feedback which will be given to you by the tutors who read your work. We see the writing of assignments as a very important part of the learning that students do on the course and individuals will have different ranges of interests and different areas of strength. Extensive feedback is given in writing and further discussion with tutors is always available.

If a fail mark is awarded to a student's assignment, he or she may resubmit the assignment and a date will be set for the resubmission. This will normally be four weeks from the date the student collects the assignment from the Centre Office. Tutor advice and support will be given. If the assignment passes at the second attempt, the maximum grade that may be awarded is 50%.

If a student fails an assignment at the second attempt, he/she will be considered for the award of a Postgraduate Diploma or Certificate but will not be able to proceed towards award of the MA. This may also be the outcome if a student fails assignments for modules accounting for more than 60 CATS points in total (equivalent to four 3,000 word assignments), even when he or she has passed each failed assignment on resubmission. However, a student can only be recommended for the award of a Postgraduate Diploma or Certificate if he/she gains 40% or more in assessment for every module. Such cases will be specially considered at meetings of the Board of Examiners.

### **Grading Criteria:**

The grades given for assignments are arrived at by the application of a number of criteria. Credit is given for clear explanation, understanding and analysis of issues and ideas, breadth of well-used reading, the relevance of answers and arguments to the questions set, the originality of thinking, the accurate observation of academic and bibliographical conventions and the good quality of the language and academic style. Grades will be higher or lower depending on the extent to which these criteria are satisfied.

Some further criteria may be used in Professional Practice and other modules which relate to the quality of materials produced or practical tasks completed.

The feedback given on each assignment will refer to the criteria used. The final grade for each assignment is a combined one which takes account of the level of achievement on each of the different aspects of the work.

### **The Presentation of Assignments:**

Students must submit assignments in typed or word-processed format with pages numbered. Very occasional exceptions may be made for the first term's work but students who have not learned word-processing before coming to Warwick must enrol on the available courses and develop their skills. All assignments must be typed after the trial assignment.

A paper on the writing of academic assignments is issued separately. Information on the dissertation is issued later in the year.

All assignments must have on the front page: your ID number, the name of the module for which the assignment is being submitted, the question you have chosen to answer in full and must be presented in a secure folder.

### **Auditing Modules:**

Sometimes, students find it difficult to decide which modules they wish to choose and think that it would be interesting to attend extra classes and thus follow more than the usual number. Unfortunately this is not possible. The MA course is very intensive and a student doing as much

reading as is desirable will not have time to attend further classes! The reading done between classes is often just as important as the contact time, if not more so. There is little to be gained therefore by attending a class but not doing the required out-of-class work each week.

### **Electronic Module Registration (eMR)**

The University uses an Electronic Module Registration system to record students' choices of course modules. The recorded data will subsequently be used to generate students' transcripts. Compulsory course components (Core Modules and Specialist Modules, plus Research Methodology and Dissertation) are automatically entered in your eMR record. However, at the beginning of Term 2 you will need to enter your own Additional Module choices into the eMR system. You will be notified when the eMR system is ready for you to use. You can access the eMR system by logging into My Warwick. The system will remain open for a period of 3 weeks at the beginning of the term during which time you must enter your module choices. Your module choices will then be checked and approved.

## USING THE LIBRARY

We want to give you some guidance about the particular features of the University of Warwick Library in relation to ELT so that you can begin to make full use of library resources as quickly as possible.

The Central Library holds books relevant to your interests in several different areas. For example, books on language, applied linguistics, methodology, management, psychology and so on are held in different sections. You will therefore need to be familiar with the layout of the Library and always make sure you extend your searches widely enough

### Systems of Loan and Reference:

As postgraduate students, you will be able to borrow some books for a term.

Some books which are frequently in demand are put on 3-day loan.

Other books which are likely to be much in demand and which we want to ensure students can have access to are put in the Short Loan Collection. This is very important since a lot of the books on distributed bibliographies will be there. This means that these books can only be read in the library during the day but can be borrowed overnight or for a part of the weekend. They will be found in a special section of the library, not on the normal shelves.

Some books are on permanent reference, and cannot be taken out at all, including books in the Learning Grid.

If you find that a book you wish to borrow is out on loan, you can fill in a reservation slip. If you then hand it in at the issues desk, the book will be reserved for you when it is brought back and the library will inform you when it is available. Alternatively, you can reserve the book yourself through OPAC (the on-line library computer system).

### Journals:

It is extremely important for students to read journals as well as books and to use back issues as well as current ones. The following journals are some of the ones most likely to be directly relevant to your interests, and current and back copies are held in the Central Campus library:

*Applied Linguistics*

*Annual Review of Applied Linguistics*

*ELT Journal*

*English Today*

*English for Specific Purposes Journal*

*Innovation in Language Learning and Teaching*

*International Journal of the Sociology of Language*

*International Review of Applied Linguistics*

*Language Learning*

*Language in Society*

*Language Teaching*

*Language Teaching Research*

*Language Testing*

*Modern English Teacher*

*Modern Language Journal*

*Reading in a Foreign Language*

*Journal of Education for Teaching*  
*Journal of International Education*  
*Journal of Linguistics*  
*Journal of Multilingual and Multicultural Development*  
*Language and Education*  
*Language Awareness*

*RELC Journal*  
*Studies in Second Language Acquisition*  
*System*  
*Teaching and Teacher Education*  
*TESOL Quarterly*

### **Electronic resources:**

Current and recent volumes of many of these journals are also available electronically through the Library website. By accessing the Library's electronic resources, you can print, download or email to yourself the full text of many journal articles from any networked PC, as well as search for articles by keyword, topic, author etc.

### **Articles and chapters**

The Library also houses some materials – articles and chapters – which have been put there by course tutors to supplement resources available to students. Alternatively, tutors may have requested the library to scan copies of relevant chapters for student use – if so, you will be informed of this.

### **Photocopying:**

You may use the photocopiers in the library. Photocopying cards may be purchased from dispenser machines or you can credit your own library cards.

### **Librarians:**

Librarians are a very valuable source of information and will give help if requested.

This is merely a brief outline of essential services. The library itself gives much fuller instructions on the use of different facilities. We simply want to urge you to get involved quickly and extensively. Please note that there will be an introduction to the Library facilities during the first week of term one, and there will also be opportunities later in the year to take part in hands-on workshops using the Library's electronic resources.

### **THE LEARNING RESOURCES ROOM**

This room is number A1.11 on the first floor of the Social Sciences Building.

Here you will find a collection of ELT course materials, books, audio and video cassettes and CD ROM materials as well as historical and country-specific collections of materials and documentation relevant to the teaching of English. The material here is the sort that you will not usually find in the Main Campus Library.

There is equipment which will enable you to listen to tapes, watch videos or try out CALL materials, and there is also a small recording studio with video and audio editing facilities. There are work tables which you may find useful when studying or working on materials, but please note that the room is not intended as a student computer work room.

The resources in this room will be particularly useful for you in Term 2 when you will be creating your own materials or sourcing materials for micro-teaching, but you may also wish to refer to them in Term 1, especially in connection with the courses in ELT Methodology, Issues and Research in ELT or Spoken English.

The materials are very broadly categorised, under headings like:

Skills: Reading, Writing, Listening, Speaking  
General ELT materials [Secondary and Adult]  
Young Learners' materials  
English for Special Purposes  
Tests and Exam materials  
Warwick ELT Archive (historical materials)

Sheila Verrier is in charge of this room and will help and advise you further about procedures for using the room and borrowing materials. Opening hours for the Resources Room are shown on the door, and vary according to the period in the academic year. You may browse, borrow and return materials during the opening hours. Please try to fit in with these hours otherwise things can get very complicated!

Rules for borrowing and using materials:

1. There are some resources (e.g. dictionaries and Warwick ELT Archive materials) on Reference Only shelves and these may not be borrowed.
2. Video materials and CD-ROMs may be viewed on the premises only and may not be borrowed.
3. The Centre does not make master tapes of audio materials available, but our backup teaching copies may be listened to on the premises.
4. All items borrowed must be signed for in the appropriate borrowing book and a ticket placed in the pocket. [Please note, the materials are 'tagged' so passing through the door without a ticket in place sets off an alarm].
5. A maximum of 4 items may be 'out' in anyone's name at any one time.

## COMPUTER FACILITIES

### **Computers at Warwick:**

You will need to use a computer for your studies. If you don't have much experience with computers, don't worry, the University can provide training and on-going help (see below), but you will need to organise things yourself in the first weeks after your arrival so that you can get the best out of the system.

### **Access to the library catalogue**

Computers will give you access to the library catalogue. This lets you find books and periodicals held by the library and enables you to reserve books on loan, check which books you have on loan and renew any that are not reserved. The catalogue can be accessed from any computer on or off

campus via the Internet. The library also provides access to a number of electronic databases that you will find useful for your research. You will be given more information about these on your library tour, and you can also use the library website to search for resources and ask for help. To find the library website go to Quick Links > Library from the University Home Page. The address is <http://www2.warwick.ac.uk/services/library/>.

### **Assignments**

You will need to word-process your written work, that is, type and print it using a computer. Always remember to save your work regularly as you write. Office Windows XP is the operating system at Warwick and Microsoft Word is the word processing software that is used. There are courses and online study materials available to help you with these programs (see below). As a University student you are allowed to store work on the H: drive of the University network. It is recommended that you save important work there as well as on your laptop or USB stick, since it will give you a backup copy that might turn out to be invaluable.

### **E-Submission**

You will also be required to submit your assignments electronically and attach the e-mail receipt to the hard copy of your assignment which you hand in to the Office. The website is titled [E-submission](http://www2.warwick.ac.uk/fac/soc/al/intranet/masters/all_ma/e-submission-pg/) and is accessible here: [http://www2.warwick.ac.uk/fac/soc/al/intranet/masters/all\\_ma/e-submission-pg/](http://www2.warwick.ac.uk/fac/soc/al/intranet/masters/all_ma/e-submission-pg/).

Follow the instructions on that page. If you have any problems or queries about e-submission, e-mail Tilly.Harrison@warwick.ac.uk.

### **Communication**

You will need to use email to receive communications from the Centre and the University. Some Centre tutors use email to arrange appointments with students and organise their courses, and the library uses email to send out reserve notices and notification of fines. The mail client available for Warwick students is currently Live@Edu. Staff will usually try to contact you via your Warwick email address, so you must check this address every day even if you also use another mail client such as Hotmail or Gmail.

### **How to register for IT Services computing facilities**

Registering with IT Services will give you access to the University computing facilities including scanning, printing, the Internet and email. Registration is usually done online at the same time that you register for your course with the university. If you have not done this online before arrival you can go to Rootes in the first two weeks of term for registration. If you are experiencing problems with any aspect of IT Services, the Help and Advisory Counter is on the first floor of the library. Someone there should be able to help you (see below for opening hours).

If you need to register after the initial registration process is finished, press CTRL – ALT – DEL on any of the PCs in IT Services work areas. Type new and press enter or click OK. This will start the registration procedure. Fill in the details that you are asked for – your library card number and date of birth. You will be allocated a log-in name which you should make note of and you will be asked for a password of a minimum of 8 characters. It is advisable to have a strong password which means that you should use a mixture of upper case and lower case letters and include some numbers and other symbols such as @ & £ etc. It may then take up to 24 hours for registration to be complete. Generally accounts remain active until you finish your course (in October of the following year).

### **How to get advice**

The Help and Advisory counter is on the first floor of the Library and it is open from 0900 – 1700 Monday to Thursday and from 0900 – 1600 on Friday. You can ask for advice about any aspect of using computers here. On-line support is available from 0730 until 2000 Monday to Friday. Always

take your library card when visiting the Help and Advisory Counter. You can also email the Help and Advisory service at [helpdesk@warwick.ac.uk](mailto:helpdesk@warwick.ac.uk) or telephone them on 73737.

There are also a number of leaflets available online at this address:

<http://www2.warwick.ac.uk/services/its/service-support/howtofindus/leaflets>. They give more detailed information about topics such as Registration, IT Services Work Areas, XP, Internet Access, Printing etc.

### **Training**

Free taught courses are available to all new students. These courses cover such topics as using word processing, email, presentation, databases, spreadsheets, multimedia, academic and research skills. Places are bookable online and are allocated on a first come, first served basis. For more details go to <http://www2.warwick.ac.uk/services/its/training/> or contact the Help and Advisory Counter.

If you have particular problems that the online training cannot solve or need help on a person to person basis, you may be able to get some individual help from a “student mentor”. Requests to use this service can be made by telephone to the Help Desk on ext. 73737, by emailing the helpdesk [helpdesk@warwick.ac.uk](mailto:helpdesk@warwick.ac.uk) or by a personal visit to Westwood 112 in the IT Services Training Suite between 09:00 and 16:00 Monday to Thursday.

### **What computers to use**

There are open access work areas in many University Buildings – including the Student Computer Centre in Library Road and the Learning Grid in University House which are both open 24 hours. You will need your University card to gain access. Applied Linguistics students often like to work in the library, either on floors 2, 4 or 5, where there are study carrels, or in the Group Study Area in Room 2.04. Some work areas are open 24 hours a day, with University card controlled access. These include the Computer Suites 1 and 2, underneath the main Library; Social Sciences S0.01, S0.02 and S0.04; The Maths/Stats Building A0.01, A0.02 and A0.03.

If you want to buy a computer, the university recommended source is DELL computers where you should be able to get an educational discount. For more information visit <http://www.dell-sci.co.uk/warwick/>. If you have your own computer and you live on campus, you can log into the University network and the Internet from your room. If you have problems with this connection, you will probably find that another course member living in the same residence can show you what to do.

### **Forums and Blogs**

Another means of communication is via computer forums. You may find that your module tutors send messages to a module forum, and you will be expected to read these and respond. In addition, you can look for and join an open forum in an area of interest to you (many Student Union societies have a forum). You can see all the different categories at this website:

<http://forums.warwick.ac.uk/wf/browse/category.jsp>

All Warwick students are also entitled to have their own blog. You can set one up easily from this website <http://blogs.warwick.ac.uk/> - just click ‘Sign Up For a Blog’. Your entries on your blog can be completely private (only you can read them) or open to Warwick students and staff or open to the whole Internet. It is thus a useful way of storing your private reflections on your learning or on life in general at Warwick. However it can also be a way of commenting on issues that you feel strongly about. Other students may then leave comments on your blog. You can search WarwickBlogs by department so it is easy to find blogs by other CAL students.

Printing

Black and white laser printers are available in each of the public access work areas. Sometimes there are queues for printers in work areas, so be careful to print your assignment well before the submission deadline. To print you need to add credit to your printing account before sending the job to the printer. This can be added through a credit card on [my.warwick](http://my.warwick) or at the IT Services Sales Counter.

Finally – remember to keep copies of important files!

There are many ways to lose your data. Laptop hard drives can be corrupted (and laptops can be stolen!), CD's are easily scratched and USB flash drives can get broken or left behind in a computer room. If you value your data, be sure to have at least two copies of each file in separate formats. Every student has their own private file store area on drive H: and if you are using a computer in a university work area it is a good idea to use this drive for storing your files. The file server is backed up to tape every night, so in the event of corruption or hardware failure a copy of the file can be retrieved. You can also access this space via [my.warwick](http://my.warwick). This means that you can download and upload files to your H drive anywhere that you are connected to the Internet.

Computer failure, disk failure or printing problems are not considered to be an adequate excuse for late submission or poor presentation of work, so it is a good idea to know how to save, retrieve and print your files.

## **The Centre Office**

The Centre office is located in Room 1.74 on the first floor of the Social Sciences Building. The Departmental Administrator is Elaine Roberts and she is central to the organisation of the Centre office. The other secretaries are Pratibha Chauhan, Tina Perrins and Maureen Tustin, who work full-time, along with Tracey Howe and Sheila Verrier, who work part-time. All these people are invaluable sources of information and help for students.

### **Communications**

- ◇ Our postal address is:

The Centre for Applied Linguistics  
University of Warwick  
Coventry CV4 7AL

- ◇ The telephone number of the Centre office is 024 7652 3200.
- ◇ The fax number is 024 7652 4318
- ◇ Email: [appling@warwick.ac.uk](mailto:appling@warwick.ac.uk)
- ◇ You can arrange for your mail to be sent to you via the Centre. All student mail will be put into the student pigeonholes located near the Student Common Room. It is very important for everyone to check their pigeonholes regularly, since tutors and others may wish to communicate and will put notes in the pigeonholes in order to do so.
- ◇ It is also essential that you check your email daily. The office staff and tutors will regularly communicate with you through your Warwick university email address and will expect you to have read what they send within 24 hours. Please note that we cannot send emails to personal accounts.

If students wish to leave messages for tutors, they may do so through the tutor pigeonholes in the office.

The departmental noticeboards are located outside the main office (S1.74) and in the corridor leading to A1.05, and students should develop the habit of looking at them regularly for announcements to do with courses, classes, options, etc. There is a second noticeboard located near to Room S1.88 which carries information of interest.

## **Personal Tutors**

All students are allocated a personal tutor who will have a special responsibility for the work and welfare of the individual student throughout their period of study at Warwick. It is quite likely that your personal tutor will teach you at some stage during your course. Whether that happens or not however, he or she will expect to keep in touch with everything you are doing in your studies.

If you have any problems, you should first seek advice from your personal tutor. Problems specifically related to one module or assignment may need to be discussed with the tutor teaching that particular module. In most other circumstances however, personal tutors will be the first point of contact whether problems are academic, personal or of any other kind. Personal tutors will often know whom to contact in relation to a problem even if they do not have the answer themselves.

You will meet your personal tutor quite regularly and all tutors have office hours indicated on their doors when they are guaranteed to be present.

## Tutors

Full details of academic staff are listed on the Centre webpage.

Many of the staff have their offices within the Centre (on the Ground and First floor of the building). Access to tutors is quite easy; they will have notices on their doors indicating when they are available for consultation and students may sometimes just call in. Tutors can also be contacted through the secretaries, through a written note in pigeonholes or, during term time, via email.

Brown, Peter	Room S1.89	P.J.Brown@warwick.ac.uk
Choi, Seongsook	Room S0.36	S.Choi@warwick.ac.uk
Chuang, Fei-Yu	Room S1.91	F-Y.Chuang@warwick.ac.uk
Dammann, Susanna	Room S1.70	S.M.E.Dammann@warwick.ac.uk
Davidson, Andrew	Room S0.38	Andrew.Davidson@warwick.ac.uk
Harrison, Tilly	Room S1.90	Tilly.Harrison@warwick.ac.uk
Harsch, Claudia	Room A0.16	C.Harsch@warwick.ac.uk
Hunter, Duncan	Room A0.15	D.I.F.Hunter@warwick.ac.uk
MacDonald, Malcolm	Room S1.79	M.N.MacDonald@warwick.ac.uk
Mann, Steve	Room S1.77	Steve.Mann@warwick.ac.uk
Pinter, Annamaria	Room S1.86	Annamaria.Pinter@warwick.ac.uk
Richards, Keith	Room S1.81	K.Richards@warwick.ac.uk
Saxena, Mukul	Room S0.33	M.Saxena@warwick.ac.uk
Schnurr, Stephanie	Room S1.70	S.Schnurr@warwick.ac.uk
Sharpling, Gerard	Room A0.19	G.P.Sharpling@warwick.ac.uk
Smith, Richard	Room S.1.87	R.C.Smith@warwick.ac.uk
Spencer-Oatey, Helen (Director)	Room S1.72	Helen.Spencer-Oatey@warwick.ac.uk
Stannard, Russell	Room S0.34	R.Stannard@warwick.ac.uk
Ushioda, Ema	Room S1.92	E.Ushioda@warwick.ac.uk
Wharton, Sue	Room S1.75	S.M.Wharton@warwick.ac.uk
Woodford, Rose	Room S1.82	R.Woodford@warwick.ac.uk

## Student/Staff Liaison Committee

This committee is set up each year, in line with University regulations, in order to provide a forum for discussion between staff and students of any matters people wish to raise. Matters may relate to courses and the meetings may be a forum for presenting student views and feedback and also for discussion of possible course changes. Other issues may also be raised, for example relating to resources, services, social matters or any problems students may wish to put on the agenda.

The Chair and the Secretary must be students and the student representatives must be elected by their class fellows (one for each degree programme). Staff members may represent their own and others' views.

A final report is written each year summarising the discussions of the Committee. An official pamphlet spelling out the purposes and duties of the SSLC is issued by the University and made available to all members of the Committee.

### **Registration**

Everyone will have received information from the Academic Office about registration. It is important for students to complete their registration procedures as soon as possible in order to get their University card which gives access to all the services of the University.

### **Personal Development Planning (PDP)**

Personal development planning (PDP) is a structured and supported process undertaken by an individual to reflect on their own learning, performance and/or achievement and to plan for their personal, educational and career development. In keeping with University policy, the Centre wishes to ensure that all MA students have regular opportunities to engage in reflection on their personal, academic and professional development in a broad and holistic sense. Through meetings with personal tutors and through various PDP-related tasks and activities within the modules, students will be encouraged to engage in personal development planning and reflection.

### **The Graduate School**

As a student registered on a postgraduate degree, you will be a member of the Graduate School of the University of Warwick. Warwick is one of the UK's leading research universities and as such is committed to providing high quality postgraduate research training and education. The Graduate School is also concerned with improving the quality of life for postgraduate students at Warwick. It is responsible for co-ordinating their social needs and ensuring that their interests have a central role in University activities. The Graduate School is represented on all the University's major committees concerned with academic life, resource allocation, examinations, student welfare and training, and also works closely with the Students' Union in supporting the interests of graduate students.

### **International Office**

The International Office does everything possible to help international students make the most of their time at Warwick. All new international postgraduate students receive comprehensive pre-departure information from the International Office. For online information, please visit:

<http://www2.warwick.ac.uk/services/international/offerholders/>

The International Office also organises an extensive programme of social activities and trips to places of interest throughout the year, and provides opportunities for students to enjoy the hospitality of British families.

The staff in the International Office work closely with the Students' Union's 'Advice and Welfare Services' office and with the Senior Tutor's Office, which provides professional counselling services for any student with academic or personal problems. In addition, members of the University's staff who have special interests in different parts of the world have been appointed as Overseas Students Advisors, and are available to offer help and advice on any matter to the main nationality groups represented on campus.

## Counselling Services

The University Welfare Service is co-ordinated by the University Senior Tutor. Several professional counsellors and a financial adviser work from his offices. All are available for confidential help and advice if you need to look beyond your personal tutor for support. They can help with personal and emotional problems and can also advise on some financial matters. The receptionist is Marie Proctor in the Student Development and Support Centre, ground floor, University House.

Sexual, racial and personal harassment: The University and the Students' Union regard all forms of harassment as unacceptable and are prepared to take disciplinary action against offenders. Both the University and the Students' Union are committed to creating a community that is free from harassment and discrimination. Sexual, racial and personal harassment can seriously worsen conditions for staff and students at the University.

The University and the Students' Union have prepared Guidelines on Sexual, Racial and Personal Harassment (which can be seen on insite in the Campus Life [Health and Welfare] section). The guidelines include advice on identifying and addressing harassment, formal procedures which can be followed and details of sources of support. The Guidelines are also available from the office of the Director of Student and Ancillary Services.

Abusive behaviour policy. The university in general, and in particular, regards any abusive or threatening behaviour towards its staff in a very serious light. We will do all we can to support our staff if they are confronted with such behaviour. We operate a zero tolerance policy on abusive, aggressive or threatening behaviour in the classroom, within the department, and in the office. Further action will be taken where students demonstrate this form of inappropriate behaviour. Tutors are not obliged to teach any student who is behaving in an aggressive manner to the tutor or others.

Equality and diversity. The university is fully committed to equality and diversity issues, and we also implement equal opportunities into our programme. This means that on this course, just as within the university as a whole, everyone is respected and treated as an equal, regardless of race, religion, social background, sexuality or disability, and all students are asked to respect this ethos. We ask particularly that you do not speak privately to classmates in your own language when there are members of another nationality group present in the room, or when you are doing group activities. You are asked to be very careful about the language you use in class and the way that you address, or describe other people. Comments that are critical of, or draw unwanted attention to others' ethnicity, faith, culture, beliefs, manner of speech, sexuality, age, disability or physical appearance are to be avoided, and classes must be conducted in a spirit of tolerance and understanding. All staff and students have a right to be treated with respect and all students have the right to be fully included in discussions and conversations that are going on within the classroom.

Full details of the university's equality and diversity policy may be found at:

<http://www2.warwick.ac.uk/services/equalops/>

Disability. If you have any additional requirements or disabilities that you feel may affect you during your studies, or in your assessments, please let us know as soon as possible so that we can support you to the best of our ability. If you wish to find out more about the university's policy on disability, or if you wish to contact the university's disability co-ordinator, please visit the following web site:

<http://www2.warwick.ac.uk/services/equalops/disability/>

If you have health issues that it is helpful for us to know about, you can discuss these with your personal tutor, but if you do not feel able to do so, it is also possible to speak to the senior tutor or

the counselling service. Some students find that they need regular breaks – if you are in this position, again, please let us know as soon as possible.

### **Students' Union**

All students may become members of the Student Union and can join any student society or indeed set up their own if they can find 30 people with similar ideas! The Union offers a number of services including an Advice and Welfare Service. Full details of Union activities and services may be found in the Student Union Handbook.

### **In-session Language Support**

International students following academic courses at the university are invited to register for English language support classes if they wish to do so, or if this is advised by their academic tutors. These classes are organised by the Centre for Applied Linguistics, for students from across the University. The sessions focus specifically on the development of those language skills needed for successful academic study. The service comprises classes of one or two hours duration. Consultations with a writing tutor in the Spring term (where requested) are also part of the service provided, and to assist students in developing their understanding of the language of dissertations, further workshop sessions are arranged in the Summer term, according to need. An English language class, at a pre-intermediate level, is offered to partners of international staff and students at the university.

English classes begin in the third week of term (Monday 17 October 2011) and continue until the end of the Spring term (Friday 16<sup>th</sup> March 2012). Further classes are organised in the Summer term according to demand. Students wishing to take part in this programme must register online before the programme starts. Most classes will take place either at lunchtime (12-2pm) or in the late afternoon (5-7pm). Further details of the times and locations of classes can be found at the following website: [http://www2.warwick.ac.uk/fac/soc/al/learning\\_english/insessional/](http://www2.warwick.ac.uk/fac/soc/al/learning_english/insessional/)

### **Advice on Further Studies after your MA**

Each year the Centre accepts a small number of MA students for doctoral studies in ELT and Applied Linguistics. It is important to note that, in the UK, progression from a Masters degree to doctoral studies is not seen as automatic. Only a small percentage of students move on to do a PhD. To be considered by Warwick or any good British university you will need:

- To have very good grades at Master's level (generally 65% and above for most of your coursework and a high quality dissertation)
- To write a sound (and often substantial) proposal for your thesis and to do this independently without consulting tutors.
- To obtain good references which confirm that you are academically very able and capable of sustained independent research work.

If you wish to apply for a PhD, a sensible procedure would be to look at Internet information on the Centre for Applied Linguistics or other departments of ELT/Applied Linguistics/Education to see if any staff have your research interests; then to ask for information and application forms. Further information on our PhD programme is available on the website, in the Centre office and from Tutors. Appropriate people in the Centre to approach for references would be the tutor who teaches the field you are interested in, your dissertation supervisor or your personal tutor.

<http://www2.warwick.ac.uk/services/gov/complaintsandfeedback>

<http://www2.warwick.ac.uk/services/aro/academiccomplaints/>

There are both informal and formal channels for making a complaint or providing feedback about a department or service at the University of Warwick. The University encourages informal resolution where appropriate. If there are issues you would like to raise within the Centre for Applied Linguistics, your first port of call should be your personal tutor. If your issue involves a particular module, you might also contact the appropriate module leader.

There is also a formal Student Academic Complaints Procedure. Full details of the various channels are detailed on the website, along with information about the Office of the Independent Adjudicator and support open to students across the University.

### **Academic Appeals**

Under certain defined circumstances and as per the University Calendar (University Regulations) students may appeal against decisions relating to their academic progress or outcomes. Postgraduate taught students have the right to appeal if it is decided that their performance merits the award of a lower qualification than the one for which they were registered or does not merit the award of a qualification at all.

Further information and details of the process can be found in the University Calendar (see Regulations 8, 37.5 and 38.9) or at:

<http://www2.warwick.ac.uk/services/aro/academiccomplaints/studentappeals/>.

MA Programmes in:

English Language Teaching (Studies and Methods)

English Language Teaching

English Language Teaching (with a Specialism in English for Specific Purposes)

English Language Teaching (with a Specialism in English for Young Learners)

English Language Teaching (with a Specialism in ICT and Multimedia)

English Language Teaching (with a Specialism in Testing and Assessment)

Postgraduate Diplomas

Postgraduate Certificates

Induction arrangements for the beginning of term

The term begins on Monday 3 October 2011

Programme for Monday 3 October 2011

Introductory talks will take place at the following times and you will have the opportunity to meet Course Tutors. You should attend only the meeting for your degree.

MA in English Language Teaching (Studies & Methods)	10.30am Room A0.23
MA in English Language Teaching	
MA in English Language Teaching (Specific Purposes)	12.30pm
MA in English Language Teaching (Young Learners)	Room A0.23
MA in English Language Teaching (Testing & Assessment)	
MA in English Language Teaching (ICT & Multimedia)	2.00pm Room A1.05

Rooms A0.23 and A1.05 are in the Social Sciences Building

**The rest of the week:**

A special introductory programme is organised for the first week of term involving:

- Small Group Meetings with personal tutors
- Introductory lectures and seminars for Spoken English and Issues & Research in ELT / ELT Methodology
- An Introduction to the trial assignment
- A visit/guided tour of library facilities
- An introduction to the use of computer facilities
- A welcome lunch

Centre for Applied Linguistics  
Marking Scheme for Taught Master's Courses

%	Comprehension	Analysis	Critique	Presentation
<b>70-100</b>	Use of appropriate range of relevant sources, well understood and fully appreciated.	Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understands the relevant theories and applies them to answering the question.	Critical evaluation of the problems. Ability to set sources and view-points in context and evaluate contributions. Methodological awareness and theoretical appreciation.	Fluent and well-structured. Clear and articulate. Proper referencing and bibliography.
<b>65-69</b>	Very good understanding of many different sources, well summarised and applied appropriately.	Very competent answer. Pertinent issues identified clearly. Theoretical models applied very appropriately. Arguments very well-presented with insightful comments relevant to the question.	Critical awareness of the main issues and ability to argue cogently. Very coherent commentary on evidence and materials used.	Well-structured. Ideas explained very clearly and presented neatly. Proper referencing and bibliography.
<b>60-64</b>	Good understanding of main sources, well summarised and used in a relevant way.	Competent answer bringing out useful points and substantiating them. Relevant application of theoretical models. Well-presented arguments and intelligent comments relevant to the question.	Appreciation of main issues and ability to make appropriate critical points. Well-ordered commentary on evidence and materials used.	Generally well-structured. Clear and neat presentation. Proper referencing and bibliography overall.
<b>50-59</b>	Some understanding of the literature. Adequate, though limited, range and use of source material.	Limited application and/or understanding of theoretical models. Some relevant discussion.	Sensible, though limited, commentary on evidence and materials used. Mainly descriptive rather than critical.	Satisfactory organisation and presentation. Relevant, if limited, referencing and bibliography.
<b>40-49</b>	Some evidence of appropriate reading, but poor understanding of basic concepts.	Little relevance to the question. Lack of analytical approach.	Irrelevant comments. Lack of any critical or appreciative framework.	Inadequate organisation. Lack of coherence. Too many spelling, grammatical or typographical errors. Inadequate referencing.