

## Programme Specification

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### Integrated PhD in Applied Linguistics (English Language Teaching) (2019-20)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	5
Accreditation details	None
Final award	Doctor of Philosophy (PhD)
Name of award	Integrated PhD in Applied Linguistics (English Language Teaching)
Interim Exit awards	Postgraduate Diploma in Higher Education Postgraduate Certificate in Higher Education
FHEQ level of final award	Level 8
UCAS code	
Programme code	7247
QAA Subject Benchmark or other external reference	
Programme Lead	Alasdair Archibald (aa3)

## Programme Overview

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### Brief outline of the programme

The IPHd in Applied Linguistics/ELT offers a new route towards a doctorate by incorporating both taught elements and independent doctoral research. Students will gain insights into state-of-the-art knowledge in Applied Linguistics with a focus on English Language Teaching and the relevant research methods through the taught elements of this degree. On successful completion of the first (taught only) Part, students will be able to focus on one particular area of research to follow through in line with the requirements of a PhD.

The programme is particularly suited to teachers and educationalists with experience, who wish to study for a PhD and feel they would benefit from having a year to become (re-)familiarised with the subject area and relevant research methods.

Note that this programme runs over five Parts. The first Part is entirely devoted to Masters-level taught modules.

Part 2 to 4 encompass the independent PhD research, and include an additional 45 credits in Part 2 and 3.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

## Educational Aims of the Programme

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The aims of the programme are to:

- Provide you with broad based training in applied linguistics research methods;
- Equip you with the knowledge and skills needed to undertake doctoral research in applied linguistics, sociolinguistics, language acquisition and/or English language teaching (ELT);
- Develop your analytical, research and personal skills relevant to a range of careers in applied linguistics/ELT research and teaching;
- Support you to devise, implement and successfully complete a substantial research investigation (the PhD thesis), which will make an original contribution to knowledge in the field.

The programme comprises a taught element, incorporating research skills and subject specific knowledge; professional and transferable skills development; and a research project leading to submission of a PhD thesis.

## Programme Learning Outcomes

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### Knowledge and Understanding

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On successful completion of this programme you will have knowledge and understanding of:

- A1. Standard descriptive terminology and concepts in applied linguistics, sociolinguistics, language acquisition and/or English language teaching, plus in-depth knowledge of description, theory and research in at least ONE of these subfields;
- A2. The philosophy, epistemology and ethics of research in applied linguistics/ English language teaching;
- A3. General principles and major traditions of research design, data collection and data analysis for applied linguistics/ English language teaching;
- A4. Applied linguistics research techniques and skills, including qualitative, quantitative and computational methods;
- A5. Descriptive and inferential statistical techniques.

## **Teaching and Learning Methods**

During Part 1 you will develop your knowledge and understanding of applied linguistics/ ELT and of research methodology in these fields through taught modules involving lectures, tutor-led and student-led seminars, tutorials, and workshops. You will gain hands-on experience of e.g.: the design and trialling of research instruments; techniques for the collection of linguistic data; transcription of natural language data; working with linguistic corpora; analysis of classroom interaction; the use of software packages for data analysis. You will develop your autonomous capability as a researcher through group and individual projects and investigations, supported by module tutors; as the programme progresses you will take increasing responsibility for leading sessions, presenting your individual work, organising and leading workshop activities, and providing peer feedback and support. Students progressing to M Phil/ PhD will produce a personal research proposal which will underpin your studies in Parts 2-4.

During Parts 2 and 3 you will further develop your knowledge and understanding through additional work. You will refine your personal research proposal, conduct independent library research, and apply your knowledge and understanding of research methods through detailed planning and implementation of a substantial independent research project. You will make formal and informal presentations of your work, defending it in critical discussion, and take part in a variety of workshops and seminars which will deepen your understanding of the field.

Throughout Parts 2, 3 and 4 you will have the support of a supervisory team and will deepen your knowledge and understanding through regular tutorial meetings and critical discussion of your work with members of the team.

## **Assessment Methods**

Formative assessment of your written and practical work is a substantial element of the learning and teaching process in Part 1, and you will have regular tutorials with module tutors to plan coursework and receive feedback. You will be allocated a personal academic tutor, and will have timetabled meetings with them to review progress and set learning targets.

All modules studied in Part 1 will also contribute to summative assessment of your general knowledge and understanding in the field. You will write some extended essays, but most modules will be assessed through a range of shorter tasks allowing you to demonstrate achievement of the module learning outcomes. This may take the form of: shorter essays; annotated bibliography; critical research review; reports on design/ trialling of research instruments; reports on workshop tasks; records of oral presentations; data analysis tasks. In addition students progressing to M Phil/ PhD will draft a formal proposal for an individual research thesis.

Your knowledge and understanding of your specialist research topic will be assessed through further taught modules plus a variety of research related tasks during Parts 2 and 3 and through the research thesis written during Parts 2, 3 and 4. Progress relating to your research thesis will be assessed formatively by the end of Part 3 through a confirmation examination normally leading to transfer to PhD registration. Summative assessment of the research thesis will include a viva voce examination with internal and external examiners.

## Subject Specific Intellectual and Research Skills

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On successful completion of this programme you will be able to:

- B1. Understand the significance of alternative epistemological positions in applied linguistics/ English language teaching, and their relationship with theory construction, research design, and the selection of analytical techniques;
- B2. Understand and evaluate the main existing traditions of description, theory and research in at least one of applied linguistics, sociolinguistics, language acquisition and English language teaching;
- B3. Formulate researchable problems in applied linguistics, and/ or English language teaching and choose among alternative approaches to applied linguistics research;
- B4. Evaluate and apply a range of applied linguistics research methods and tools;
- B5. Manage research, including collecting and managing data and conducting and disseminating research in ways consistent with professional practice and research ethics;
- B6. Design, implement and evaluate independent research investigations in applied linguistics and/ or English language teaching, including a major individual project (the research thesis);
- B7. Assess the practical implications of theoretical developments in linguistics and related disciplines.

## Teaching and Learning Methods

Activities particularly designed to enhance these subject specific skills include tutor-led and student-led seminars and tutorials, workshops, and group and individual projects, undertaken from Part 1 onwards. To support you in design and conduct of your PhD project from Part 2 onwards, you will receive support from a supervisory team through regular individual tutorials, make regular presentations of your work in different forums, and engage in critical discussion about it.

## Assessment Methods

Extended essays and oral presentations will assess your critical understanding of the main epistemological and methodological traditions in applied linguistics research, and their practical implications. Group and individual projects, reports on instrument trials, workshop tasks and presentations will assess your practical research skills. The PhD thesis will assess your ability to plan and manage all aspects of a major independent research project which makes an original contribution to knowledge in applied linguistics/ English language teaching. Progress relating to your research thesis will be assessed formatively by the end of Part 3 through an upgrade examination leading to transfer to PhD registration. Summative assessment of the research thesis will include a viva voce examination with internal and external examiners.

## Transferable and Generic Skills

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On successful completion of this programme you will be able to:

- C1. communicate applied linguistics/ ELT research in a variety of written formats;
- C2. communicate applied linguistics/ ELT research orally, including giving independent formal presentations;
- C3. identify, select and draw upon a wide range of research resources, printed and electronic;
- C4. develop and maintain a personal research bibliography;
- C5. use information technology appropriately to support and present your research;
- C6. demonstrate interpersonal skills whilst working with others in the investigation of problems, and in the presentation of arguments and evidence;
- C7. understand ethical issues involved in applied linguistics research and professional activity;
- C8. Plan, manage and supervise programmes of research in an academic context.

### Teaching and Learning Methods

During Parts 2 and 3, under the guidance of your supervisory team, you will assess your own needs and undertake a range of activities relevant to the development of advanced transferable academic skills. These will include e.g. formal oral presentations of your work; participation in taught modules on transferable skills, such as the communication of research; advanced training in the use of information technology to support research; drafting and revising articles for possible publication arising from your research; participation in a range of training workshops on personal and career development.

### Assessment Methods

Regarding formative assessment: Through the mechanism of the Faculty of Humanities "Research Activities Record", and in consultation with your supervisory team, you will evaluate your personal needs for skills development, and plan and document a range of activities undertaken to address these.

Regarding summative assessment: At the end of Part 1 you will submit for formal assessment an extended research proposal; at the end of Part 2 you will make a formal oral presentation of your project. During Parts 2 and 3 you will create an "Advanced Skills Portfolio" documenting your mastery of a range of transferable skills which will also be formally assessed.

## Programme Structure

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The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

### Part I

Programme details:

This 4 year full time programme consists of a menu of taught modules, research seminars and workshops, and research supervision. Through these activities you will earn a total of 60 ECTS/120 CATS points at Masters level (Level M), and 210 ECTS/420 CATS points at Doctoral level (D level), in line with the QAA Framework for higher education qualifications (see <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp#annex2> ). You will gradually build up your skills across the various stages of the programme.

In Part 1 you will study 120 credits (60ECTS) of taught modules. As part of these taught modules (LING6035) you will complete an extended research proposal (5000 words) for formal submission and assessment at the end of Part 1 (15 M level credits/ 7.5 ECTS points). In order to progress to Part 2 you will need to achieve a minimum grade of 65% on the proposal, and also achieve a minimum average grade of 60% on your other taught modules.

Intermediate exit point, end of Part 1: Having completed the taught element of Part 1 successfully, (having passed 120 M level credit points with an average mark of at least 50%), it is possible either to exit with a PG Diploma, or to transfer to an MA programme (MA Applied Linguistics Research Methodology). The requirements for the MA are completed by undertaking a dissertation of 15,000 words (30 ECTS points/60 CATS) for during the supplementary period at the end of Part 1.

Part 2 and Part 3 (22.5 ECTS/45 CATS points)

All taught modules taken in Part 2 and 3 must be passed at 60% or above.

To be admitted to Part 2, you will have submitted a satisfactory extended research proposal for formal assessment (7.5 ECTS/15 CATS) and have achieved an average of 60% across your other taught modules. Having finalised your proposal, during Part 2 you can expect in addition to undertake substantial development of your literature review and theoretical framework, to formulate your research questions, to create your fieldwork design and to undertake pilot fieldwork, where applicable.

Part 2 and Part 3 (22.5 ECTS / 45 CAT points)

your progression examination at the end of the academic year of your Part 2 study will provide 15 D level credits (7.5 ECTS) towards your total.

In Part 3 you should complete the "Advanced Skills Portfolio" as part of your preparation for your confirmation at the end of Part 3. The role of the Portfolio is to document the development of your transferable and generic skills. Following self-assessment of your skills development needs using the Research Activities Record, you will work towards completion of this Portfolio. To achieve this you will be expected to attend an appropriate selection of research training activities offered by the Faculty of Humanities during Parts 2 and 3, and to play an active part in the activities of the Centre for Applied Language Research, including its student discussion group and annual student conference. The Portfolio itself will comprise e.g. records of presentations given, of teamwork activities undertaken, of personal development activities such as CV writing or careers consultations, or examples of the application of bibliographic or IT skills, plus reflective evaluations of the activities described. This work together with the confirmation examination will provide 30 D level credits (15 ECTS).

### Part 3 and Part 4 (Research Thesis: 180 ECTS/360 CATS points)

During Parts 3 and 4 the main focus of your Integrated PhD will be your individual research project. In Part 3 you can expect to finalise the design of your project, to carry out your main fieldwork, and to begin data analysis. An important goal for this Part is the formal assessment of your progress through the Upgrading procedure which results in transfer to PhD candidature.

Intermediate exit point, end of Part 3: If you do not wish to submit yourself to the Upgrading process, and proceed to completion of a full scale PhD thesis, it is possible to complete a shorter thesis (50,000 words) to be examined for the degree of MPhil at any time from the end of Part 3.

In Part 4 you will work throughout on completion of your PhD thesis with the support of your supervisory team. You will be expected to submit the completed thesis (75,000 words) at the end of Part 4 (or no later than September of the following Part). You will be offered training and preparation for the PhD viva examination, which is normally held 6-8 weeks after submission.

Throughout Parts 3 and 4 you will be expected to continue your participation in the activities of the Centre for Applied Language Research, including regular presentation and discussion of your own ongoing research and that of others. An ongoing programme of workshops and seminars will be provided by the Faculty, the Faculty and the Discipline in which you will further develop your transferable skills, e.g. developing your professional career plan and vocational applications of your research.

Alternative exit, end of Part 4: If you fail to satisfy the examiners in your PhD examination, you may be given permission to apply for award of the degree of MPhil.

(In the European Credit Accumulation and Transfer Scheme, the equivalent value is 60 ECTS points at M level and 210 ECTS points at D level.)

The taught modules comprise both research methods and content modules, plus workshops offering further research and subject specialist training. The taught modules follow a core plus options structure, and are drawn from a wide range of postgraduate modules in applied linguistics/ English language teaching offered in the Faculty of Humanities (SOH), and from the Research Training Programme of the Faculty of Education (SOE).

You will be allocated a personal academic tutor from the start of the programme, normally your future lead research supervisor. You will meet regularly on a one to one basis with your tutor/ supervisor from the beginning of the programme. Your supervisor will be joined from Part 2 onwards by other member(s) of your supervisory team, and they will support the planning and carrying out of your research project and the production of your thesis. They will also support your personal self-evaluation and skills development activities using the SOH Research Activity Record, and oversee the production of your Advanced Skills Portfolio during Parts 2 and 3.

You will register from the beginning of the Integrated PhD as an MPhil/ PhD student. Progression to Part 2 of the programme is conditional on successful completion during Part 1 of M level study modules comprising 120 credit points (60 ECTS points), and on formal submission of a satisfactory research proposal (5000 words: 15 credit points/ 7.5 ECTS points at D level). Thereafter, progression to upgrade from MPhil to PhD is dependent upon successful completion of further assessed modules and Advanced Skills Portfolio (totalling 45 credit points/ 22.5 ECTS points at D level). This upgrading process to PhD registration will normally take place at latest by the end of Part 3.

While you can normally expect to complete the full programme within the minimum 4 year period of full time study, a further writing up period of up to one year is allowed. The PhD thesis must finally be submitted within 5 years of first registration.

**Part I Core**

LING6006 Language and Society 7.5 ECTS (15 CATS)

OR

LING6005 Second Language Learning 7.5 ECTS (15 CATS)

OR

LING6014 English as a World Language 7.5 ECTS (15 CATS)

Code	Module Title	ECTS	Type
RESM6303	Qualitative Methods 1	5	Core
RESM6304	Quantitative Methods I	5	Core
LING6001	Research and Enquiry in Applied Linguistics	7.5	Core
RESM6102	Research Design and Practice	5	Core
LING6004	Description of Language	7.5	Compulsory
LING6035	iPhD Research Proposal Linguistics	7.5	Compulsory

**Part I Optional**

LING6006 Language and Society 7.5 ECTS (15 CATS)

OR

LING6005 Second Language Learning 7.5 ECTS (15 CATS)

OR

LING6014 English as a World Language 7.5 ECTS (15 CATS)

Code	Module Title	ECTS	Type
LING6007	Assessment of Language Proficiency	7.5	Optional
LING6008	Autonomy and Individualisation in Language Learning	7.5	Optional
LING6012	Critical Appraisal of Language Teaching Methodologies	7.5	Optional
LING6013	Current Issues in Language Teaching Methodology	7.5	Optional
LING6009	Discourse Analysis	7.5	Optional
LING6014	English as a World Language	7.5	Optional
LING6014	English as a World Language	7.5	Optional
LING6042	English as medium of instruction in global education	7.5	Optional
LING6028	Intercultural Communication	7.5	Optional
LING6043	Language ideologies in a globalising world	7.5	Optional
LING6006	Language in Society	7.5	Optional
LING6006	Language in Society	7.5	Optional
LING6010	Language Teacher Education	7.5	Optional
LING6005	Second Language Learning	7.5	Optional



LING6005	Second Language Learning	7.5	Optional
LING6044	Teaching Foreign Languages to Younger Learners	7.5	Optional
LING6011	Writing and Written Language	7.5	Optional

## Progression Requirements

The programme follows the University's regulations for *Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes* and *Progression, Determination and Classification of Results: Postgraduate Master's Programmes* as set out in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

## Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

## Methods for evaluating the quality of teaching and learning

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group
- National Student Survey

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Professional body accreditation/inspection [delete if not applicable]
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Higher Education Review by the Quality Assurance Agency

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

## Career Opportunities

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Career destinations for this programme are found in academic, in leadership positions in educational settings, both in management and in programme delivery, e.g. at tertiary level. In general, a PhD will enable you to further develop the key skills employers seek such as: time management; problem solving; team work; deadline and project management; cultural awareness; working independently; using your initiative; relationship-building; critical thinking and research analysis. Above all, you will learn to communicate your ideas and enthusiasm for your research to a wide range of audiences.

## External Examiner(s) for the programme

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Name: Suzanne Graham

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

## Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

### Additional Costs

Type	Details
Software Licenses	All software is provided
Hardware	It is advisable that students provide their own laptop or personal computer, although shared facilities are available across the University campus.
Computer discs or USB drives	Students are expected to provide their own portable data storage device.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.</p>
Laboratory Equipment and Materials	All laboratory equipment and materials are provided.
Printing and Photocopying Costs	<p>Where possible, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy.</p> <p>A list of the University printing costs can be found here: <a href="http://www.southampton.ac.uk/isolutions/students/printing/">http://www.southampton.ac.uk/isolutions/students/printing/</a></p>

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).