



Programme Handbook 2018-19

**MA in English Language
Teaching: Online**

1. Introduction

Welcome to your postgraduate studies in English Language Teaching: Online at the University of Southampton! We hope that you will find this approach to English teacher education challenging and enjoyable, and that it will live up to your high expectations of postgraduate study at one of the UK's leading research universities.

You should read this Handbook in conjunction with the [Faculty of Humanities Postgraduate Taught Handbook](#), which provides a wide range of information on academic and pastoral matters. There is also a great deal of material available on the University website, and if you use all these sources actively, these will answer most of your questions.

We hope that the material included in this handbook is generally correct, up to date and useful and we would be grateful for any comments and suggestions you may have on how to improve it.

Some important locations for you are:

Online MA platform

This is the Blackboard virtual learning environment where you will communicate with tutors and fellow participants, participate in online forums/tutorials and workshops, access specially prepared course materials, listen to or watch talks from University of Southampton staff, and explore the resources available for your course.

SUSSED

SUSSED is the general University portal for registered students and staff, which gives you access to a wide range of resources online. You can also access the Library via SUSSED (see the 'Library' tab in the top menu), which is where many of the electronic resources (e-books, articles, and digitised resources) needed for your programme are located.

The 'Links to Information and Services' section, under the 'Students' tab on SUSSED provides a comprehensive guide to all student support services. These may not all be directly relevant to you as an online student, but they will give you a better sense of belonging to the wider university community as well as to the online community you will play a part in building online as the course progresses. You can also enrol here which you must do at the start of every academic year (September/October).

Dr Alasdair Archibald
Programme Convenor, MA in English Language Teaching: Online
September 2018

General overview of the programmes

The MA in English Language Teaching: Online provides you with postgraduate level study in eight important areas of current theory and practice in applied linguistics and language teaching. The programme comprises eight taught modules of 15 CATS (7.5 ECTS) points plus a dissertation (60 CATS), giving a total of 180 postgraduate CATS (90 ECTS) points for the programme.

Successful completion of the first four taught modules would give you the award of Postgraduate Certificate in English Language Teaching: Online if you should choose to exit the programme at this point. The last four taught modules make up the Postgraduate Diploma in English Language Teaching: Online, which is available for those not wishing to proceed further. Successful completion of the dissertation is necessary for the full Masters award. An overall average of 50% in your assessed work is a prerequisite for progression and for satisfactory completion. As you may only receive one award for the MA programme, successful completion of the MA renders the Postgraduate Certificate and Diploma obsolete.

The programme was developed collaboratively by the University of Southampton and the British Council. Staff in Modern Languages and Linguistics at the University of Southampton have considerable expertise in the programme content; they run a highly regarded Masters in ELT and have expertise in the design of online materials. The British Council has an established Open and Distance Learning Unit for teacher education and training, has run distance programmes at Certificate and Diploma level for a number of years and has developed procedures and resources for successful delivery of such programmes.

Modern Languages and Linguistics at the University of Southampton continues to develop and enhance e-learning methodologies and it sees this innovative collaborative programme as an opportunity to offer well-supported quality-assured professional training and qualifications online and at a distance. Both the University of Southampton and the British Council are committed to promoting and investing in e-learning technology and associated methodologies in order to increase the access of teachers of English worldwide to the skills, ideas and materials they need from the United Kingdom.

The University has overall responsibility for the programme and for ensuring the quality of your learning experience. It has planned the overall design of the programme (in consultation with the British Council), established assessment procedures and administrative systems. The University of Southampton together with the British Council has been responsible for the preparation of the course materials. The University of Southampton is responsible for the organisation and running of the programme's Virtual Learning Environment (VLE).

The British Council and the University of Southampton will be responsible for the delivery of the course, with British Council tutors and tutors from the University providing academic support for your studies. The University is responsible for the programme's internal and external moderation procedures. Successful completion of the programme will lead to the award of the University of Southampton's MA in English Language Teaching: Online. This is a classified award.

Delivery of the programme is through e-learning technologies. You will access course materials and communicate with tutors and fellow learners through the University of Southampton's dedicated online MA Blackboard Virtual Learning Environment (VLE). This platform provides tasks, readings and other web-based resources, in addition to access to the University's online library. Asynchronous forums, synchronous chat rooms and individual emails are the main communication tools you will be using during the course to interact with tutors and fellow participants.

You will be in regular contact with the University through Blackboard, and will study the MA as a non-resident student of the University of Southampton from your own home or using the internet access and facilities offered by your own institution. The programme is open to students from around the world.

The MA in ELT: Online is normally studied over two and a half years (5 semesters) part-time. The programme has five 16-week semesters running from September to January and February to May each year.

This programme comprises eight 15-credit weighted modules:

1. LING 6018 Language Analysis for Teaching
2. LING 6021 Principles of Communicative Language Teaching
3. LING 6019 E-Learning for English Language Teaching
4. LING 6020 Critical Appraisal of Language Teaching Methodologies
5. LING 6025 Global Englishes
6. LING 6026 Discourse Analysis
7. LING 6024 Second Language Learning
8. LING 6027 Research Skills for Dissertation Study

The programme is delivered in part-time mode and the normal study plan is as shown below.

Semester 1	Semester 2
1. Language Analysis for Teaching 2. Principles of Communicative Language Teaching	3. E-Learning for English Language Teaching 4. Critical Appraisal of Language Teaching Methodologies
Semester 3	Semester 4
5. Global Englishes 6. Discourse Analysis	7. Second Language Learning 8. Research Skills for Dissertation Study

Semester 5	
Dissertation	

Aims and learning outcomes of the programme

For details of programme aims and learning outcomes, please see the Programme Specification for this course, available through the [MA in ELT: Online pages](#) on the University website.

2. Assessment

As a postgraduate student on the programme, you will be enrolled in the Faculty of Arts and Humanities and assessed under the general regulations applying in the Faculty. The following is a short guide to the main assessment requirements and procedures for the modules. (The University's definitive regulations can be found in the University Calendar, see <http://www.calendar.soton.ac.uk>. For a fuller explanation, see the [Faculty of Humanities Postgraduate Taught Handbook](#).)

The formal requirements for assessment are:

- satisfactory attendance and satisfactory contributions to online forum discussions and presentation tasks
- completion to a satisfactory standard of coursework totalling 4-5,000 words or equivalent from each of eight 15-credit modules
- submission by the due date of a dissertation of 15-20,000 words on a topic arising out of the programme and approved by the Programme Convenor

Coursework

Your marks for each module will come from a number of different pieces of assessed work. You should refer to each of the module specifications for further information about the assessed work required for each module.

Coursework deadlines for the modules are specified under each of the module areas on Blackboard. These deadlines will typically be the Monday of Week 16 in Semester 1 or Semester 2. Modules vary somewhat in terms of the type and number of assignments, to achieve all intended learning outcomes. It may be, therefore, that interim course deadlines will be set on one or more modules.

You are expected to produce and submit your coursework in electronic form.

There is general guidance on coursework procedures in the [Faculty of Humanities Postgraduate Taught Handbook](#), plus additional guidance on style, referencing etc in Appendix 2 of this Handbook. All work will be marked and moderated by tutors. All marks should be regarded as provisional until the end of the academic year; work is then moderated by the external examiner.

Academic integrity

The University of Southampton has strict policies relating to academic integrity. Plagiarism is a serious offence which may result in your exclusion from the course. Please read the [Faculty of Humanities Postgraduate Taught Handbook](#) for full details of the University's policies on academic integrity. You can also refer to the University's statement on academic integrity available through SUSSED / Student Resources Online. Consult your tutor if you have any concerns about this issue.

Submission of work: logging and procedures

All assessed work must be submitted by **4:00pm UK time** on the set deadline day.

Assignments must be uploaded in Word files to [e-Assignments](#). **You must ensure that you have a copy of the assignment in your own files.**

Using e-Assignments for Humanities students

The University of Southampton e-Assignment system has been produced to provide online hand-in, assessment and feedback of student assignments. Submissions made into the system will be passed on to academic staff for marking.

To login and see the assignments you have outstanding please go to <http://www.assignments.soton.ac.uk>

Then follow these instructions:

- Login with your normal University credentials
- Select the 'My Assignments' link from the left hand navigation menu
- Click the 'Submit' button for the assignment you wish to submit
- Read and tick the box to accept the University academic integrity declaration
- Click Next to proceed
- Use the Browse buttons to select your assignment
- Click the upload files button to upload your documents
- Click Next to proceed
- Select the name of your documents to confirm they have uploaded successfully and are the documents you intended to upload
- Tick the box to confirm the files are correct
- Click Next to proceed
- Click Finish to finalise your submission, this will generate an onscreen and emailed receipt for your work

For more information see the information on e-Assignments in the VLE.

Submission of work: deadlines and penalties

All deadlines for assessed work are set at **4:00pm UK time** on a date set by the programme coordinators. Further information regarding the deadline for each assessment will be made available once you have commenced the course.

Some modules may have interim assessment requirements, deadlines for which will be by arrangement with the module tutor; **again, work must be submitted to e-Assignments by 4:00pm UK time.** For further details please see the [Faculty of Humanities Postgraduate Taught Handbook](#).

Assignment length

Most assignments will include an indication of the length of the work required. This should give you an indication of the amount of study and the depth of discussion that is expected in the assignment. Please pay attention to these guidelines and try to make sure that your work fits the assignment brief as closely as possible.

Late submissions and special cases

Where there are extenuating circumstances which prevent you from submitting an assignment by the deadline, you must notify your Year Coordinator and submit a Special Considerations form, also providing any available evidence/support of your circumstances. You can download the Special Considerations form from Section B, 1.1 of the [University Calendar](#). If you fail to submit your Special Considerations form on the same day that you upload your assignments, you will need to email them to J.Glenn@soton.ac.uk (please also copy modlang@soton.ac.uk in your email) as soon as possible after the deadline. Your case will then put forward to a University of Southampton Special Considerations Board for a decision.

In the case of extenuating circumstances, you can also request an extension of up to 10 working days. Please also note that extensions must be requested by midday (UK time) on the day of the deadline, so please keep us informed of any problems.

Please read the [Faculty of Humanities Postgraduate Taught Handbook](#) for details of types of extenuating circumstances that will be considered. The Faculty also has a policy on penalties for late submission of work, details of which are also in the [Faculty of Humanities Postgraduate Taught Handbook](#).

Return of work

The Faculty has policies on timescales for the marking and return of assignment submissions. Details can be found in the [Faculty of Humanities Postgraduate Taught Handbook](#). Once marked and moderated, your module tutor will load your marked assignment on e-Assignments and you will receive an email notifying you. You will be able to download your assignment from the e-Assignments page. It will have a Feedback Sheet with comments and an agreed mark. Please note that your mark is provisional until confirmed by the University of Southampton examination board. For full details on the

return of work, as well as feedback and marking procedures, please see the [Faculty of Humanities Postgraduate Taught Handbook](#).

Resubmission/Referrals of work

Where a student fails core modules, there may be an option to take Referral assessments. For full details of the Faculty's policies around resubmissions and referrals, please see the [Faculty of Humanities Postgraduate Taught Handbook](#).

Feedback on your work

You will receive written feedback within four weeks of the submission deadline. Please note that the internally agreed coursework marks are provisional, until they are confirmed by a formal Examination Board (held in mid-July). End-of-course assessment is carried out in conjunction with an External Examiner.

MA coursework is marked using the 100 point Marking Scale described in the [Faculty of Humanities Postgraduate Taught Handbook](#). On this scale there is a pass mark of 50+, a merit mark of 60+ and a distinction mark of 70+. You will be undertaking a wide variety of assessment tasks, and task-specific criteria may be developed to support the assessment of different types of task (e.g. for oral presentations, teaching simulations or practical tasks). Where additional task-specific criteria are used to complement the general Marking Scale, you will be informed in advance.

Progressing to the Dissertation

The August Examination Board scrutinises and confirms all coursework marks. Students who have satisfactorily passed the coursework element of their programme will proceed to submit their MA Dissertation.

Final examination procedures

All dissertations are double-marked, using the 100 point Scale. Final marks and awards are confirmed at an autumn Examination Board.

For all information related to the classification of awards, please see the University calendar, in particular, [Section 4 of the calendar](#), the document titled "Progression, Determination and Classification of Results: Postgraduate Master's Programmes (for new students starting in the 2018-19 academic year)".

3. The Learning Environment

The Virtual Learning Environment (VLE) for the MA in ELT: Online programme is Blackboard. This is the University of Southampton's online course management platform for the MA in ELT: Online. General and weekly discussion with your tutors will take place through Microsoft Teams. You can explore the important features of the course learning environment and of Microsoft Teams by viewing the screen capture videos under 'Getting Started' on the course homepage.

Studying Online

If this is the first time you have studied in an online learning environment it will be a very different kind of 'classroom' to those you have experienced before.

Forms of Electronic Communication in Traditional and Virtual Classrooms

Mode of Communication	Face-to-Face	Electronic Synchronous	Electronic Asynchronous
One to one	Conversation Individual Tutorial	Online chat Voice over Internet (VoIP) Video/audio calls on Teams/Skype	Email
One to Many	Lecture	Streaming Audio or Video	Email Microsoft Teams
Many to Many	Role Play Debate Discussion Mixers Tasks	Video Conferencing Audio Conferencing Chat room	Conference Forum Discussion List Newsgroup

(Adapted from Maier & Warren, 2000)

Communication with tutors and other participants will be mainly asynchronous, through forums and email, the communication modes in the fourth column above. The most important difference between this virtual classroom and the more traditional face-to-face kind is that

- flexibility - there are no class hours, you 'attend' when you want
- communication is not spoken but written, for the most part
- the teacher is 'present' but not all the time
- feedback or responses to what you say (write) may not always be immediate
- the amount of information that is available online is much greater than in traditional classrooms

These differences all add up to an overriding and crucial difference about online learning. You have a lot more control over and responsibility for your own learning. However, in order to help you manage your learning and develop new kinds of study skills the MA tutors and materials pay a lot more attention to online learning processes as well as course content in trying to support you in your learning experience.

Support for Students and their Learning

We support you and try to help you structure your online studies in a number of ways:

Induction and technical support

The 'Getting Started' section of the course contains detailed information about the course, including resources and guidance on using Blackboard, Microsoft Teams and the University of Southampton Library. Any technical issues with Blackboard and Teams can be directed to the University of Southampton Serviceline team on serviceline@soton.ac.uk.

Further contact details at the University of Southampton can be found in the 'Who to ask' section accessible from the MA course homepage.

Organising your time

You will be required to devote 10 hours a week to each module in a semester: approximately 5 hours working with the interactive tasks and online discussion forums, 5 hours working independently. The weekly discussion tasks will typically take the whole week, and the instructions will tell you about deadlines for posting contributions to the different parts of a discussion task.

Course Documentation

All the information you need about the course content and procedures, assessment, administrative procedures and regulations, and communication between you, your tutors and the University of Southampton can be found in the 'Getting Started' and 'Course documents' sections of the course. For each of the 8 modules of the programme you will have a Module Guide with guidance on study arrangements for the topics in a module, and for the organisation of your study time.

Contact with tutors

When you enrol at the University you will receive a student email system which you set up during the registration and orientation period. **It is crucial that you check your University of Southampton email on a regular basis (at least twice a week).** Aside from email contact in which you may receive feedback on tasks and activities, you will have the opportunity to discuss work with your tutors via the VLE and Teams. You will also be in contact with tutors via the weekly discussion forums and the weekly discussion tasks.

Course materials

Interactive learning materials, tasks, readings and other web-based resources will be available on the VLE as well as access to the up-to-date online library resources of the University. Online library tutorials give guidance on how to use these.

Students with special needs

We will endeavour to provide specialist support for you if you have learning differences or a disability.

Quality Assurance

The University of Southampton Programme Convenor will oversee all Quality Assurance to do with the programme.

Your assessed work will be moderated by the University according to standard University policies on marking in order to ensure maintenance of standards.

If an issue arises during the course, you will have the right to file an official complaint. This will be to the University of Southampton's Programme Convenor in the first instance (A.N.Archibald@soton.ac.uk). A three person committee at the University will investigate the complaint. Failing a satisfactory resolution, you will have the right to appeal to the University according to established complaints procedures, for details see the [University website](#).

Fellow Learners

One of the most important sources of support for you will be your fellow learners on the course. Building a learning community and the mutual support and encouragement that this provides is an integral part of tutors' and learners' online activities and interaction, and is very much dependent on each of you visiting the course site regularly and participating in meetings and discussions.

Ethical practice

When undertaking your Masters dissertation or research, you are expected to take ethical considerations into account, and in all cases complete an ethics checklist in consultation with your supervisor. Where your research involves human participants such as language learners or teachers, you will be required to complete further documentation and get your research approved by the Research Governance Office of the University (ERGO). Details and forms are available [here](#) and through SUSSED. Please note that without research approval it will not be possible to award you a grade for your dissertation.

4. Learning Resources

Computing Services

Once you have received your student identity number, you must enrol as a member of the university at: www.soton.ac.uk/enrol. You can also create your university computing account at: www.subscribe.iss.soton.ac.uk. Advice and help in using computing services is available through Serviceline@soton.ac.uk.

The Library

Information about the library can be found through www.sussed.soton.ac.uk, your SUSSED access, which will tell you about how to use the library and how to access electronic resources. There is also a guide to the library's electronic resources on the VLE in the 'Getting Started' section of the course.

Access generally

You will need to set your computer up with VPN (Virtual Private Networking) software to ensure that you have access to resources via the University of Southampton Library; information on how to do this is available under the 'Getting Started' section of the course.

E-books and E-journals

For each module in the VLE there will be a module guide with a list of key texts for the module and guidance on how to access them if they are e-resources, or what you will need look for in your own university library.

We hope that you enjoy the course and wish you every success in your studies. We welcome feedback and comments on the content of this Handbook.

5. Enrolment

Please note you must enrol with the University at the beginning of your programme **and** at the beginning of each academic year (usually September/October). You can do this on the [University's enrolment webpages](#). If you do not **enrol and re-enrol** each subsequent year you will be withdrawn from the programme.

6. Disclaimer

Every care has been taken to ensure that the information in this Handbook is accurate. However it does not form part of any contract between the student and the University or its representatives

Appendix 1: External web links for language scholars and researchers

We do not feel that a permanent list of specific websites is helpful, as they change frequently, and vary in how often they are maintained. However, below you will find a short list of reliable sources which contain links to a range of major valuable sites. You can use these to make your own links. We also establish links to useful sites within our virtual learning environment.

1. British Council gives access to information about many aspects of language teaching.
<http://www.britishcouncil.org>
2. BAAL (British Association for Applied Linguistics) *links to many language associations, departments and resources* <http://www.baal.org.uk>
3. International Association for Applied Linguistics: AILA <http://www.aila.info/en/>
4. The International Language Association: <http://www.icc-languages.eu/links/156-the-national-centre-for-languages-cilt>
5. Euromosaic *is valuable for information about languages in Europe*
<http://www.uoc.edu/euromosaic/>
6. Ethnologue *provides information about languages in the world*
<http://www.ethnologue.com/>
7. Vienna-Oxford International Corpus of English (VOICE) *comprises naturally occurring, non-scripted face-to-face interactions in English as a lingua franca (ELF)*
www.univie.ac.at/voice
8. Economic and Social Research Council *funds social science research*
<http://www.esrc.ac.uk/>
9. Higher Education Subject Centres *for information on learning and teaching in higher education:*
English: <http://www.english.heacademy.ac.uk/>
10. The major Associations for International English Language Teachers:
TESOL: <http://www.tesol.org>
IATEFL: <http://www.iatefl.org>

Please let us know of other good links, or of any problems with these.

Appendix 2: Style sheet for dissertations, theses and essays

This Style Sheet is intended to supplement other available guides by providing more specific help with the most economical ways of referencing submitted work. It applies to essays and assignments as well as to dissertations and theses, and follows conventions that are acceptable in published books and in journals.

Please note that there are many different acceptable ways of referencing. If you are trying to publish in a particular journal, you should follow the guidance provided for prospective authors. We shall expect you to be consistent and clear in referencing, but what is given below, closely following what is known as the "Harvard" style, is the one we find most economical and convenient. The purpose of a consistent set of style conventions is to enable you to be honest and unambiguous in your presentation.

1. References to other people's work

a) *In the text*

If you refer to or summarise anyone else's ideas, a general reference to the book or article should be provided, with the author's name, and the date of publication, either in brackets (Jenkins, 2009) or as part of the text "As Jenkins (2009) indicates...". If a particular section is being referred to, give that: (Mitchell & Myles, 2004, Ch. 3) or (Beswick, 2007: 82-6). If you quote exactly, always give the page reference: (Jenkins, 2009: 23). For page references some people use "p.", for "page", & "pp.", for "pages", but a colon saves typing time. If you have recently referred to the author in the text, a simple (2001: 25) or (pp.26-7) may be adequate without repeating the author's name - but be careful to ensure that it is completely clear that you are referring to the immediately preceding name given. If in doubt give the name. The conventions *ibid*, *op.cit.*, etc. are to be avoided, because they involve the reader in constantly searching back for the original reference; hence they are confusing for both author and reader. Publications by institutions, such as government departments or organisations, which do not give an author's name, should be listed under the name of the body, or its acronym. The first use of an acronym should also spell out its full title, e.g. (DfEE, Department for Education and Employment); after that (DfEE) will be enough.

For website and internet references, be very cautious about using them as authoritative sources, for there is no filter to prevent material on the web from being complete rubbish or lies. However, sites are still important as sources of official material, and increasingly for serious research and discussion. But you need to be discriminating. In the text you should give the institutional origin of the site or the name of the web-page author and the date: "(DfEE, 1999)" "(Archibald, 2004)", as for any citation. If you simply want to list interesting website addresses that you have not quoted from or discussed, do not include them in the bibliography, but give them as a separate appendix.

b) *In the bibliography*

The bibliography should consist only of references; thus it should only list works you have cited, or quoted from. The bibliography should contain all such works, listed in alphabetical order of author. Each entry should contain:

(1) First author's surname, comma, initials, (comma, next author's surname, comma, initials, with "and" or "&" before the final author...) (2) year of publication, comma, (3) title of work, (4) publishing details.

If the work is a complete publication in itself, give capital letters for all main nouns in the title, and italicise it. Then put a full stop, followed by place of publication, colon, and publisher.

e.g. Hicks, G 2009, *The Derivation of Anaphoric Relations*. Amsterdam: John Benjamins.

If the work appears in a journal, put the title in single inverted commas, and only capitalise the first word; do not underline or italicise. Then a full point before the final inverted comma, then the title of the journal, capitalised and italicised, followed by volume numbers (but not publisher), colon, page numbers of the article.

e.g. Baker, W 2009, The cultures of English as a lingua franca. *TESOL Quarterly*, 43(4): 567-592

If the work appears as a chapter in a book, treat the title as in the journal article, i.e. put the title in single inverted commas, and only capitalise the first word. Then ...in... then the author(s) of the collection, comma, title italicised, full stop, publisher, colon, pages.

e.g. Mitchell, R 2009, 'Current trends in classroom research'. In Long, M and Doughty, C. (eds) *The Handbook of Language Teaching*. Wiley-Blackwell: 675-706.

The entry for "Long & Doughty" would then also come as a separate book in its appropriate place (but note that for edited collections you should add (ed.) or (eds) after the author(s).

e.g. Long, M and Doughty, C. (eds) 2009 *The Handbook of Language Teaching*. Wiley-Blackwell

For website and internet references, place them under the heading you have used in the text (institution or author) and give the appropriate title followed by the website address, and the date you consulted it.

e.g. Department for Education and Employment (2000) *Pupil mobility in schools*. http://dfee.gov.uk/research/2000_2001.htm (consulted 10/12/01)

Archibald, A 2004, Writing in a Second Language. *Guide to Good Practice for learning and teaching in Languages, Linguistics and Area Studies*. <http://www.llas.ac.uk/resources/gpg/2175> (consulted 14/9/10)

c) *Common problems*

More than two authors: Use (Roberts et al, 2000) in the text but put all authors in the bibliography entry: Roberts, C, Byram, M, Barro, A, Jordan, S, & Street, B 2000, *Language Learners as Ethnographers*. Clevedon: Multilingual Matters.

More than one author of the same surname: use initials (Widdowson, H G, 1978) (Widdowson, P, 1976).

More than one reference with same author and year: use "a", "b" etc. (Jenkins, 2006a) for the first reference mentioned in your text, (Jenkins, 2006b) for the second, and so on, and list in this way in the bibliography.

Reports, etc without authors: Normally list under the body commissioning the report, e.g. (DES, 1989), (NATE, 1999), (CILT, 2001) and put in bibliography with DES, NATE or CILT as the "author", spelling out the acronym in brackets: DES (Department of Education and Science) 1989...

References without dates provided: (Smith, n.d.) ("not dated") if it is a published work (if you know roughly when it appeared, it may be helpful to put (Smith, n.d.? 1941).

References to private correspondence: (Smith, personal communication) is sometimes used - but use very sparingly and normally only for contact with significant scholars, or relevant subjects. Only quote your grandmother if her memory is a significant source and in a context where oral sources should be used.

References to unpublished lectures, conference papers, etc: Again, use very sparingly, normally only for significant public statements by significant scholars, and give exact date if possible in the bibliography, e.g. McIntyre, D 1999, *The Usefulness of Universities in Teacher Education*. Sir James Matthews Lecture, University of Southampton, 20 May 1999 (unpublished). The text entry should be (McIntyre, 1999) as normal.

Several sources for the same discussion: Use semi-colons between references, with a single set of brackets, e.g. (Popper, 1994a; McIntyre, 1999; NATE, 1999; Roberts et al, 2000)

2. Quotation:

Less than two lines or about 25 words should be in the text in inverted commas, e.g.:

Communicative competence is often related to Hymes' assertion that "there are rules of use without which the rules of grammar would be useless" (Hymes, 1972:15). However, this fails to address the question of whether "rules of grammar" are actually the concern of communicative competence or not.

Longer quotations should be indented, without inverted commas, and single spaces. e.g.:

According to Mitchell and Myles (2004:5), the study of how we acquire a second language is valuable for two basic reasons:

1. Because improved knowledge in this particular domain is interesting in itself, and can also contribute to more general understanding about the nature of languages, of human learning and of intercultural communication, and thus about the human mind itself, as well as how all these are interrelated and affect each other.
2. Because the knowledge will be useful. If we become better at explaining the learning process, and we are better able to account for both success and failure in SLL, there will be a payoff for millions of teachers and tens of millions of students and other learners, who are struggling with the task.

Never quote or paraphrase closely without giving the source. If you do, it will be regarded as plagiarism (see the section on academic integrity, p.11).

3. Internal Organisation of Chapters:

There are many different acceptable formats, and we would not wish to lay down any one system. You should discuss the best system with your tutor.

In general, though, sub-headings will be useful to clarify the argument, and to indicate the relationships between your main sections and sub-sections. Some people like to number all their sections (1, 1.1, 1.2; 2, 2.1, 2.2, 2.3, 2.4; 3, 3.1...), and feel this helps them to cross-refer. Others feel this breaks up the flow of the text. Take advice on this, and use whatever format enables you to make the clearest argument.

4. Notes:

On the whole it is better not to use footnotes. If you feel they are unavoidable (e.g. for translation of brief foreign language quotations in the main text), then discuss this with your tutor. For the reader, if you cannot put them on each page, it is better to have them all together at the end of the thesis than at the end of each separate chapter.

Any suggestions for helpful brief additions to these notes will be greatly appreciated.