



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**School of Linguistic, Speech and
Communication Sciences**

Programme Handbook for M.Phil. courses in:

- Applied Linguistics
- English Language Teaching
- Linguistics
- Speech and Language Processing

AY 2024/25

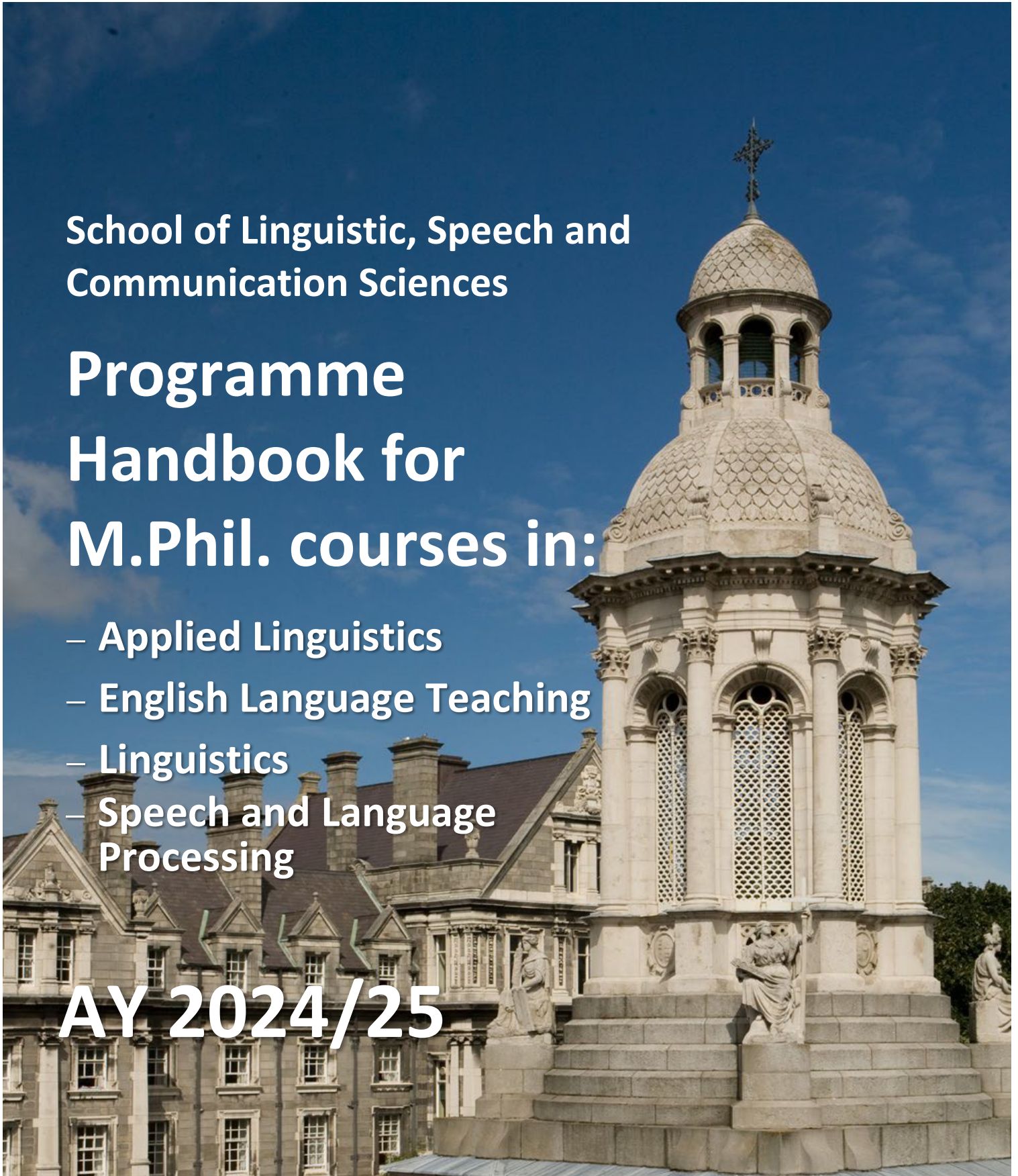


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1. GENERAL COURSE INFORMATION

1.1 Introduction

This handbook applies to all students pursuing a postgraduate degree in Applied Linguistics, English Language Teaching, Linguistics, and Speech and Language Processing. It provides a guide to what is expected of you and the academic and personal support available to you. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are circulated to students via e-mail or Blackboard. Please note that in the event of any conflict or inconsistency between the General Regulations published in the [University Calendar](#) and information contained in this handbook, the provisions of the General Regulations in the Calendar will prevail.

1.2 Course Descriptions

1.2.1 Applied Linguistics

The discipline of applied linguistics investigates a range of issues around language in contemporary society. Among these, the most prominent issues – and the central topics of the M.Phil. in Applied Linguistics – are those surrounding second and foreign language education. It is often said that globalisation has made the learning of additional languages an essential goal in education, but in truth, language learning has been important in most places at most times. In spite of this, language education in its various aspects was under-researched until the 1960s, so that applied linguistics is a relatively young, but increasingly important field.

There are two central strands in the applied linguistics of language teaching and learning. One, usually called second language acquisition, investigates the psychology of language learning, which is a phenomenon that is not confined to the classroom or other instructed contexts. The other, second language pedagogy, focuses on instruction at various different scales: language education policy, curriculum, teaching methods, learning tasks. Given this educational focus, applied linguistics draws not only on linguistics, but also on educational psychology, educational philosophy, social psychology, cognitive psychology, language policy, language planning, literacy and writing practices, and language and technology, among other disciplines.

1.2.2 Linguistics

Linguistics is the systematic study of human language. It has its roots in antiquity, though the twentieth century saw an explosion of research and the development of new theories and

approaches. Linguistics has become an exciting and vigorous area of study, with strong connections to many fields including psychology, sociology, anthropology, cognitive science, computer science, and philosophy.

Language is complex, and linguistics attempts to describe and explain the full range of that complexity, especially speech sounds, the grammar of words and sentences, and how meaning relates to words, grammar and context. The M.Phil. in Linguistics gives due weight to all of these, with core modules in Describing Grammar, Describing Meaning, Describing the Sounds of Languages, and Laboratory Phonetics and Phonology. A varied menu of optional modules gives students the opportunity to investigate social, psychological, historical and advanced topics in linguistic theory.

1.2.3 English Language Teaching

As the importance of English as a global language has continued to grow, English teachers have increasingly sought to deepen their understanding of the nature of language teaching and learning in light of the diverse challenges they face. The M.Phil. programme in English Language Teaching is aimed at meeting the needs of teachers who wish to enhance their career options, and at aspiring English teachers who can benefit from elective modules in English Language Teaching Practice.

The programme will give practising and aspiring teachers the opportunity to explore current issues in ELT, and to deepen their understanding of the theoretical and practical concerns that underlie their teaching. The programme benefits in particular from the CLCS's involvement in the development and implementation of Council of Europe tools that are important in the current debate about language learning, teaching and assessment world-wide: the Common European Framework of Reference for Languages and its Companion Volume.

1.2.4 Speech and Language Processing

Speech processing is the science concerned with how speech communication works: how speech is produced by the speaker and understood by the listener. It is also concerned with how these processes can be analysed and modelled, and with how these models can be used to develop technologies that also produce and understand speech (synthetic voices, speech recognisers). The science and technology involved are fundamental to the understanding and remediation of disordered speech. The science of speech is thus at the intersection of many disciplines, particularly linguistics, psychology, acoustics, and engineering.

Language processing, in parallel, deals with computational theories of grammar and meaning, and provides access to fundamentals of linguistics as a science and as an engineering discipline. As a science, it is concerned with the fact that language is used as a medium for thought as

well as for communication. As an engineering discipline, it is concerned with tools that work: predictive text in telephones, automated personal assistants, web search, and so on. The fact that you are reading this sentence entails that you have taken advantage of one or more language technologies; it would not be visible to you otherwise. The fact that you understand this sentence (or any sentence) begs all of the questions of cognitive science such as what “meanings” are and how people reason with them.

1.3 Contact Details

For inquiries relating to the **academic** aspects of the MPhil programmes, contact the Programme Director at mphil.clcs@tcd.ie.

For inquiries relating to the **administrative** aspects of the MPhil programmes, contact the School Administrative Officer at KWOKCK@tcd.ie.

Staff Name	Role/Title	Email
Prof Craig Sailor	MPhil Programme Director	mphil.clcs@tcd.ie
Prof Elaine Uí Dhonnchadha	MPhil Admissions Director	clcs_mphil_info@tcd.ie
Prof Breffni O’Rourke	Head of Discipline	CLCS.HeadDept@tcd.ie
Prof Paul Conroy	Director of Teaching & Learning (PG)	slscs_dtlp@tcd.ie
Prof Lorna Carson	Head of School	slscs_hos@tcd.ie
Dr Chung (George) Kwok	School Administrative Officer (PG)	KWOKCK@tcd.ie
Ms Natalia Cwik	Senior Executive Officer	CWIKN@tcd.ie
Ms Dara O Siochain	School Manager	SLSCS@tcd.ie

1.4 Timetable of taught modules

Each student takes a total of six taught modules for their course: four obligatory core modules, and two elective modules selected from a list of options.

Generally speaking, all modules for our courses meet once per week on either Mondays or Thursdays, though some exceptions may arise due to timetabling conflicts (see below). Elective modules are held in the morning, while core modules are in the afternoon. Most of our modules meet for two hours each week, but some may meet for three hours (e.g. *LIP12003 Experimental Analysis of Sound Systems*) or have a separate lab-based meeting scheduled each week. Students’ personal timetables are accessible through the [Trinity student portal](#).

Full-time students: each term involves two core modules (one on Monday afternoon and one on Thursday afternoon) and one elective (either Monday morning or Thursday morning).

Part-time students: each term involves one core module: either on Monday of both terms or on Thursday of both terms in Year 1, followed by the remaining two core modules in Year 2. In

addition, they take one elective each year, which may be on Monday or Thursday morning in either Michaelmas term or Hilary term.

Michaelmas term (September-December)

	Monday	Thursday (or Tues)
Morning	[Elective modules]	[Elective modules]
Afternoon	[Core modules]	[Core modules]

Hilary term (January-April)

	Monday	Thursday
Morning	[Elective modules]	[Elective modules]
Afternoon	[Core modules]	[Core modules]

For the complete list of module options available in each term, view the module catalogue at https://www.tcd.ie/slscs/postgraduate/taught-courses/module_catalog.php.

1.4.1 Core modules

The schedule of core modules is below. (Note that *LI7856 Describing Grammar [AL-only]* is exceptionally scheduled on Tuesdays this year due to a timetabling conflict.)

	Applied Linguistics	English Language Teaching	Linguistics	Speech and Language Processing
MT Mon	LI7858: Second Language Curriculum Planning and Implementation [AL]	LIP12025: Second Language Curriculum Planning and Implementation [ELT]	LI7868: Describing the Sounds of Languages	LI7871: Speech Processing 1: spectral analysis
MT Thurs (or: †Tues)	LI7856: Describing Grammar [AL] [†]	LI7878: Describing English Grammar	LIP12027: Describing Grammar [LING]	LI7872: Formal Foundations of Linguistic Theories
HT Mon	LI7859: Language Testing [AL]	LIP12026: Language Testing [ELT]	LIP12003: Experimental Analysis of Sound Systems	LIP12028: Datasets in Natural Language Processing
HT Thurs	LI7857: Language Acquisition	LI7877: Pedagogical Grammar of English	LI7869: Describing Meaning	LI7867: Laboratory Phonetics and Phonology

MT = Michaelmas Term (September-December); HT = Hilary Term (January-April)

1.4.2 Elective modules

Some elective modules are available to all students, and some are only available to students registered on particular MPhil courses. Please check availability below. Other electives may be offered; for the latest information on availability, check the relevant MPhil course webpages at <https://www.tcd.ie/slscs/postgraduate/taught-courses/>.

		Applied Linguistics	Linguistics	English Language Teaching	Speech and Language Processing
MT Mon	*LI7884: English Language Teaching Practice 1			Available	
	LI7883: Multilingualism	Available	Available	Available	Available
MT Thurs	LI7864: Corpus Linguistics	Available	Available	Available	
	LI7897: Speech and Language Technology in Education	Available	Available	Available	Available
	**LI7874: Speech production, hearing, and perception				Available
HT Mon	LI7895: Computer-Assisted Language Learning	Available	Available	Available	Available
	*LI7885: English Language Teaching Practice 2			Available	
	LI7862: Linguistic Pragmatics	Available	Available	Available	
	LI7875: Speech processing 2: acoustic modelling				Available
HT Thurs	LIP12008: Psychology of Language Learning and Teaching	Available	Available	Available	Available
	LI7860: Technology, Language and Communication	Available	Available	Available	Available

* Either *LI7884 English Language Teaching Practice 1 (MT)* or *LI7885 English Language Teaching Practice 2 (HT)* may be chosen, but not both.

** Strongly advised for those wishing to pursue a research dissertation in Phonetics or Speech Analysis. This module also provides a foundation for the core module *LI7867 Laboratory Phonetics and Phonology*.

1.5 Admissions

Applicants are normally required to possess a good primary degree or equivalent qualification. Previous knowledge of the field of interest is not a requirement. The following are additional requirements for Applied Linguistics and English Language Teaching:

Applied Linguistics

Applicants are expected to have at least 6 months of language teaching experience.

English Language Teaching

Preference may be given to applicants with experience of teaching English. Those with limited teaching experience may be advised to choose an elective in English Language Teaching Practice.

Application for admission should be made through the University's online admissions portal. Links to the portal, as well as further information on general admission requirements, language requirements, application procedures, fees, and other matters, can be found on the website of the Trinity College Graduate Studies Office: <https://www.tcd.ie/graduatestudies/>.

2. TEACHING AND LEARNING

2.1 Programme Structure

We offer four Postgraduate Taught courses of study within CLCS (not counting Chinese Studies; see https://www.tcd.ie/Asian/courses/chinese_studies/):

- Applied Linguistics
- English Language Teaching
- Linguistics
- Speech and Language Processing

Each of these courses can be taken either full-time or part-time. The full-time course option lasts one calendar year (from September to August); the part-time course option lasts two calendar years. The part-time option is available only to students who remain in employment while taking the course.

Both course options involve a total of six taught course modules (four core and two optional at 10 ECTS credits each, totalling 60 credits) lasting from September to May, as well as an optional research dissertation / research element component lasting from May to August. The pass mark of 40% applies to all module assignments; the dissertation / research element is graded on a fail/pass/distinction basis (see Section 3.6).

2.1.1 The P.Grad.Dip. award

Students who earn at least 50 credits through their taught modules (where the failed module has a mark of not less than 30%) qualify for the award of *P.Grad.Dip.* (Postgraduate Diploma), a Level 9 qualification according to the [National Framework of Qualifications](#) (NFQ). Students

may choose to exit at that point; if they do, they are deemed to have completed their minimum course requirements, and are presented in due time with their P.Grad.Dip. degree certificate.

The *P.Grad.Dip. with Distinction* may be awarded to candidates who:

- a) have passed all modules,
- b) have an overall average mark of 68% or above, and
- c) have a mark of at least 70% for each of three course modules.

Students wishing to exit with a P.Grad.Dip. should contact the Programme Director after completion of their final coursework assignments in May.

2.1.2 The M.Phil. award

Most students choose to complete the optional research dissertation / research element component as part of the *LI7881 Research Dissertation* module (which has no timetabled lectures). Students whose dissertation / research element earns a 'pass' or 'distinction' receive 30 credits in this module.

To qualify for the award of the *MPhil* degree (also an NFQ Level 9 qualification), students must:

- a) obtain an average of at least 40% over all taught modules,
- b) obtain a 'pass' or 'distinction' grade in the dissertation / research element, and
- c) either pass modules amounting to 60 credits, or pass modules amounting to at least 50 credits where the failed module has a mark of not less than 30%.

Students may be awarded the *MPhil with Distinction* (NFQ Level 9) if they:

- a) pass all modules;
- b) achieve a result of 'distinction' in the dissertation (see Section 3.6);
- c) achieve at least 68% in the unrounded overall average mark for the taught modules; and
- d) achieve at least 70% in each of three course modules.

2.2 Learning Outcomes

2.2.1 Applied Linguistics

On successful completion of the course, graduates should be able to:

- engage in the description and analysis of language

- debate central concepts in applied linguistics and language acquisition
- discuss more advanced topics in the study of language and demonstrate the application of this knowledge to the solution of linguistic problems
- integrate theory and practice in areas of applied linguistics such as language teaching and learning, language policy, language and technology, and the role of language in society
- undertake research in applied linguistics, having due regard to the ethical, empirical, and theoretical aspects of this research
- communicate the results of their research on topics in applied linguistics through written papers, oral presentations, and other means where appropriate

2.2.2 Linguistics

On successful completion of the course, graduates should be able to:

- engage in the description and analysis of language
- debate central concepts in linguistics
- discuss advanced topics in linguistics, incorporating cognitive, formal, and social perspectives on language
- undertake research in linguistics, having due regard to the ethical, empirical, and theoretical aspects of this research
- communicate the results of their research on topics in linguistics through written papers, oral presentations, and other means where appropriate

2.2.3 English Language Teaching

On successful completion of the course, graduates should be able to:

- engage in the description and analysis of the English language
- analyse aspects of English in relation to other languages
- debate central concepts in the applied linguistics of English language teaching
- discuss more advanced topics in the study of the English language and demonstrate the application of this knowledge to the solution of linguistic problems
- integrate theory and practice in the teaching of English such as English language teaching and learning, language policy, language and technology, and the globalisation of English
- undertake research relevant to the applied linguistics of English language teaching, having due regard to the ethical, empirical, and theoretical aspects of this research
- communicate the results of their research on topics in the linguistics of English language teaching through written papers, oral presentations, and other means where appropriate

2.2.4 Speech and Language Processing

On successful completion of the course, graduates should be able to:

- engage in the description and analysis of language
- debate central concepts in speech science
- debate central concepts in language processing, with particular regard to computational models of language
- discuss more advanced topics in speech science or language processing
- undertake research in a chosen field of speech science or language processing, having due regard to the ethical, empirical, and theoretical aspects of this research
- communicate the results of their research on topics in speech science and language processing through written papers, oral presentations, and other means where appropriate

2.3 Module Descriptors

A description of each of our postgraduate modules can be found in the MPhil Module Handbook available on the department's website (<https://www.tcd.ie/slscs/postgraduate/>). Students should familiarise themselves with this material, as they will be required to indicate their choice of module options at a specified time before the start of the academic year.

The School reserves the right to amend the list of available modules and, in particular, to withdraw and add modules. Timetabling may restrict the availability of modules to individual students.

2.4 Staff contributing to the MPhil courses

Below is a list of CLCS-affiliated staff contributing to one or more of our MPhil courses, along with their research interests and areas of expertise. Students may wish to consult this list when seeking out potential supervisors for their dissertation / research element (see Section 3).

(in alphabetical order)

Lorna Carson – Professor in Applied Linguistics

Research interests: autonomy in language learning; second language syllabus and course design; sociolinguistics; language and immigration; multilingualism.

Bronagh Ćatibušić – Assistant Professor in Applied Linguistics (TESOL)

Teaches the modules *LI7859 Language Testing [AL-only]* and *LI7885 English Language Teaching Practice 2*. Research interests include second language acquisition and curriculum development, language pedagogy and assessment, English for academic purposes, child

language acquisition, language and migration, multilingualism and intercultural education.

Valentina Colasanti – Assistant Professor in Linguistics

Teaches the module *LIP12027 Describing Grammar [LING-only]*. Research interests include: generative syntax, syntax-pragmatics interface, language variation and change, and comparative Romance linguistics (especially Italo-Romance).

Colin Flynn – Assistant Professor in Applied Linguistics

Teaches the modules *LI7857 Language Acquisition* and *LI7883 Multilingualism*. Research interests: second language acquisition, language pedagogy, the psychology of language learning (e.g., attitude, motivation, identity), bi-/multilingualism, Irish-language learning and use, minority language maintenance.

Christer Gobl – Associate Professor in Speech Science

Has previously taught the modules *LI7871 Speech Processing 1: spectral analysis* and *LI 7874 Speech Production, Hearing and Perception*. Research interests: the acoustics of speech production; glottal source analysis and modelling; voice quality; auditory/speech perception; vocal expression of emotion; systems for speech analysis/synthesis/ coding; signal processing.

Nathan Hill – Sam Lam Professor in Chinese Studies

Professor Hill's research interests centre on Tibeto-Burman/Sino-Tibetan historical linguistics, including Old Tibetan descriptive linguistics, Tibetan corpus linguistics, Tibeto-Burman reconstruction and comparative linguistics, the history of Chinese, and the typology of evidential systems. He is also interested in applying natural language processing (NLP) to low-resource languages of Asia.

Rowland Imperial – Assistant Professor in Applied Linguistics (TESOL)

Teaches the modules *LI7858 Second Language Curriculum Planning and Implementation [AL-only]* and *LIP12026 Language Testing [ELT-only]*. Research interests: critical sociolinguistics and applied linguistics (TESOL and English for Academic Purposes); sociology and philosophy of education; liberation philosophy and ethics, and reparative justice in language education.

Emanuela Mileva – Adjunct Lecturer

Teaches the module *LI7878 Describing English Grammar*. Research interests: language and medicine, interactive sociolinguistics, discourse analysis, Balkan linguistics, bilingualism, and intercultural communication.

Neasa Ní Chiaráin – Assistant Professor in Irish Speech and Language Technology

[On leave in 2024-25.] Has previously taught the modules *LI7895 Computer-Assisted Language*

Learning: Design, Implementation and Evaluation and *LI7897 Speech and Language Technology in Education*. Research interests: Computer-Assisted Language Learning (CALL), second language acquisition, text-to-speech synthesis, dialogue systems, speech recognition, multimodal interactive language learning platforms, game-based learning, literacy acquisition, Irish, minority languages.

Maria O'Reilly – Teaching Fellow

Teaches the modules *LI 7867 Laboratory Phonetics and Phonology*, *LI 7874 Speech Production, Hearing, and Perception*, and *LIP12003 Experimental Analysis of Sound Systems*.

Breffni O'Rourke – Associate Professor in Applied Linguistics

Teaches the modules *LI 7877 The Pedagogical Grammar of English* and *LI 7860 Technology, Language, and Communication*. Research interests: second language acquisition and pedagogy; computers in language learning; language and discourse in computer-mediated communication.

Conor Pyle – Teaching Fellow

Teaches the modules *LI 7862 Linguistic Pragmatics* and *LI 7856 Describing Grammar [AL-only]*. Research interests: Syntax-semantics-pragmatics interfaces, linguistic typology, dialectology, spoken to sign language machine translation, Australian languages.

Antoin Rodgers – Teaching Fellow

Teaches the modules *LI 7884 English Language Teaching Practice 1* and *LIP12025 Second Language Curriculum Planning and Implementation [ELT-only]*. Research interests include phonetics and phonology (particularly intonation, voice quality, and prosodic modelling), varieties of Irish English, and English language pedagogy and assessment.

Craig Sailor – Assistant Professor in Linguistics

Current MPhil Programme Director and module coordinator for *LI7881 Research Dissertation*. Research interests include: linguistic theory; the architecture of grammar; syntax, phonology, and their interface; cognitive science; non-standard dialects of English.

Sarah Sheridan – Assistant Professor in Deaf Studies

Teaches the module *LIP12008 Psychology of Language Learning and Teaching*. Research interests: psychology of the language learner (e.g., motivation, learner anxiety, learner strategies), translation and interpreting studies, positive psychology in the classroom, and Irish Sign Language.

John Sloan – Assistant Professor in Speech and Language Technology

Teaches the modules *LI7895 Computer-Assisted Language Learning: Design, Implementation and Evaluation* and *LI7897 Speech and Language Technology in Education*. Research interests: Computer-Assisted Language Learning (CALL), second language acquisition, affect in language learning, game-based learning, and virtual learning environments.

Thomas Stephen – Teaching Fellow

Teaches the module *LI7869 Describing Meaning*. Research interests: compositional semantics, the syntax-semantics interface, clausal embedding, argument structure, grammar and cognition, and formal logic.

Elaine Uí Dhonnchadha – Assistant Professor in Computational Linguistics

Teaches the module *LI 7864 Corpus Linguistics* and *LIP12028 Datasets and Natural Language Processing*. Research interests: natural language processing (morphological analysis/generation, part-of-speech tagging, parsing, chunking etc.), corpus linguistics, including learner corpora and spoken corpora, and Irish linguistics.

Carl Vogel – Associate Professor in Computational Linguistics

Teaches the MPhil module *LI7872 Formal Foundations of Linguistic Theories*. Research interests: syntax, semantics, reasoning, stylistics (see <https://www.tcd.ie/slscs/staff/vogel>).

Irena Yanushevskaya – Assistant Professor in Linguistics

Teaches the module *LI 7868 Describing the Sounds of Languages*. Research interests: voice source analysis and parameterisation; voice source dynamics in linguistic and paralinguistic functions of prosody; perception of voice quality and communication of affect; cross language/cultural variation in the decoding of vocal expression of emotions; prosodic analysis; segmental phonetics and phonology.

2.5 Coursework Requirements

Each taught module has its own assessment structure. Unlike undergraduate modules, postgraduate modules tend to involve fewer total assignments; in some cases, the overall mark for a module may be based on just a single substantial assignment (e.g. an essay of 4,000 words). Students should consult the MPhil Module Handbook as well as the syllabus for a breakdown of each individual module's assessment structure.

2.5.1 Presentation

Language. The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language, but must be formatted according to the guidelines for presenting non-English data in Section 4.3.

Length. The discursive component of assignments, including quotations from secondary sources, must not exceed 4,000 words. Word limits for smaller pieces of assessment may be set by individual lecturers. Students are required to note the word count on the front of each assignment. They will be penalized for exceeding the stated word limit.

Formatting requirements. Assignments should be word-processed, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. For instructions on how to format data and examples from languages other than English, see Section 4.3. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.*

Title page. Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (e.g. “MPhil in Applied Linguistics”); the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

Pagination. All pages must be clearly and sequentially numbered.

References. Every assignment must include an alphabetical list of references, presented according to the conventions set out in Section 4.2.

Doubtful cases. Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

2.5.2 Submission

Assignments must be submitted electronically via Blackboard/Turnitin.

Coursework deadlines are set individually for each module, but will not be later than Tuesday 10 December (for Michaelmas term assignments) and Tuesday 22 April (for Hilary term assignments).

Students may request an extension of up to one week only on the grounds of medical need or other extraordinary circumstances. Any such request must be made to the Programme Director prior to the assignment deadline, with a copy of the request supplied to the relevant lecturer. Extensions on medical grounds are given in accordance with general College regulations and must include medical certificates as appropriate.

A request for an extension of more than one week can only be approved by a CLCS committee established to review cases that require extraordinary consideration. A student requesting an extension of more than one week should consult with the Programme Director in the first instance. The committee will only consider requests for a maximum extension of two weeks;

any such request must be supported by adequate documentation.

Unless granted an extension in advance of the submission deadline, students will automatically be penalized for late submission of an assignment: 5 marks for assignments late by a week or less, 10 marks for assignments late by more than a week. Under no circumstances will an assignment be accepted later than two weeks after the submission date. In keeping with College regulations, students who are not able to submit assignments within two weeks of the deadline will normally be expected to go 'off books' and continue their studies in the following year.

2.5.3 Marking Criteria

Although the final degree result is not classified, all coursework assignments are graded according to the scale in general use across College:

Grade	Marks (%)	Grade descriptor
I	70+	Full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought
II.1	60-69	Full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights
II.2	50-59	Full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding
III	40-49	Adequate understanding of key issues and an ability to construct a basic argument
Fail (F1/F2)	<40	Coursework not of a passing standard for a postgraduate programme. A student may fail because of: serious misunderstanding of the question; serious misunderstanding of the main issues and concepts; serious weaknesses in use of sources; poor presentation; poor internal consistency; or poor presentation and/or style. Marks of <30 (F2) are non-compensatable.

Unless stated otherwise for a particular type of assessment, the following general rubric forms the basis for evaluation of all assessed work across the MPhil programmes:

	F	III	II.2	II.1	I
Structure	There may be serious weakness in the internal consistency and organisation of the assignment.	The student has presented ideas and arguments, although the work lacks coherence of clarity in places.	The student has organised ideas and arguments in a structured and logical format, following an adequate academic writing style.	The student has organised ideas and arguments in a structured and logical format, following an appropriate academic style.	The student has masterfully organized ideas and arguments for maximum clarity following an appropriate academic style.
Content	There may be serious weakness in coverage of content.	The student has demonstrated a limited understanding of key concepts related to the assignment.	The student has demonstrated an adequate understanding of key concepts related to the assignment.	The student has demonstrated a good understanding of key concepts related to the assignment topic.	The student has demonstrated a full understanding of key concepts related to the assignment.
Coherence of argument	There may be serious weakness in the organisation of arguments.	The student constructs a basic argument on the basis of their understanding of the subject matter.	The student has supported claims with evidence.	The student has drawn sound conclusions based on clear evidence.	The student has constructed a sustained argument based on a superior understanding of the subject matter.
Independence of thought	The assignment may be wholly descriptive.	The assignment may be largely descriptive.	There is some evidence of independent thought.	The student has generated additional insights.	The student has shown a capacity for developing innovative lines of thought.
Use made of relevant literature	Use of sources may be inadequate, uncritical, irrelevant and/or casually paraphrased or plagiarised.	The student has made minimal use of reliable, relevant sources.	The student used a range of sources in their explanation of key concepts. Arguments were supported but could have been strengthened through more systematic use of sources.	The student has demonstrated a systematic use of sources through research of key concepts, and in support of their arguments and claims.	The student has demonstrated a critical use of sources through extensive research of key concepts, and in support of their arguments and claims.
Presentation	There may be serious weakness in style of presentation (i.e. punctuation, spelling, grammar, referencing, etc.).	The assignment achieves a minimal standard of presentation in spite of errors in formatting, referencing, or writing.	The assignment is presentable, but does not adhere fully to an academic style of formatting, referencing, and writing.	The assignment adheres to an academic style of formatting, referencing, and writing.	The assignment approaches a professional editorial standard.

Students should note that **all coursework marks received as part of student feedback are provisional**. Final marks are agreed at an examiners' meeting after Hilary term and reflect the

evaluations of both Internal and External Examiners. Students are notified of their final module results shortly after this examiners' meeting.

2.5.4 Reassessment of failed coursework

As provided for by College regulations (Section I, §64), a student who receives a fail mark on their coursework due to mitigating circumstances may request permission from the Programme Director to be reassessed. **This request must be made within one week of notification of the failing mark.**

If permission for reassessment is granted, the module coordinator will provide the student with the details for the reassessment assignment (if different from the original). **Work submitted for reassessment must be received within two weeks** following notification of this permission. The mark for reassessed coursework will be capped at pass (40%).

Only one reassessment attempt per assignment is permitted; a failing result on any assignment submitted for reassessment will result in no credits being awarded for that module. Following reassessment, students lacking the minimum 50 credits on the taught module component of the programme will be deemed to have failed the course, and may appeal to the School for permission to repeat the year (see Section 3.7 for related information on appeals).

2.6 Attendance Requirements

Students are required to attend all components of the course and to comply with all course requirements. A student who is unable to attend due to illness or any other reason should immediately inform the Programme Director and the relevant lecturer(s).

It is the responsibility of students to remain in touch with their supervisor and attend supervision meetings at mutually agreed times. They should immediately notify their supervisor and the Programme Director if for any reason they become unable to receive regular supervision.

2.7 Absence from Examinations

College regulation regarding absences from examination (including all forms of assessed coursework) is quoted below from the Calendar (Part III, Section III).

Postgraduate students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student's Programme Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit

examinations. Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted. Further details of procedures subsequent to the submission of medical certificates are available in programme handbooks or from Programme Directors.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Programme Director. The Programme Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

2.8 External Examiners

As part of College regulation concerning the examination of postgraduate work, students' coursework and dissertations will be shared with the appropriate External Examiner (including some who are located outside the EU/EEA; see below).

Our External Examiners this year are as follows:

Name	Title and Affiliation	Course
Terry Lamb	Professor of Languages and Interdisciplinary Pedagogy University College London	Applied Linguistics
Jim McKinley	Professor of Applied Linguistics University of Westminster	English Language Teaching
Paolo Acquaviva	Associate Professor of Italian University College Dublin	Linguistics
Abeer Alwan	Professor of Electrical and Computer Engineering UCLA	Speech & Language Processing

2.9 Student Feedback and Evaluation

By College regulation, students are entitled to receive feedback on all assessed coursework as well as on the dissertation / research element.

Students will have opportunities to provide feedback to the School on their experience with the programme as a whole, as well as with individual modules. All module feedback surveys are anonymous, and the results are used in reviewing and improving aspects of each module and its delivery. These anonymized module feedback results are collated and made available to the lecturer who taught the module, the Head of Department, the Head of School, the

School's Director of Teaching and Learning (UG/PG), and the School Manager.

2.10 MPhil Course Committee

Curriculum review is the responsibility of CLCS and the School, acting on the recommendation of the MPhil Course Committee. This committee meets at least once per term to review the running of the four courses. The committee comprises the following:

- MPhil Programme Director [*as Chair*]
- Head of Discipline, CLCS
- PG Director of Teaching and Learning (DTLP)
- CLCS staff representative
- MPhil Admissions Coordinator

2.11 Class Representatives and the MPhil Staff-Student Liaison Committee

Every year, each MPhil course cohort is expected to elect a student representative. This takes place early in Michaelmas term, and is arranged in coordination with the [TCD Students' Union](#). Information from TCDSU about the nomination/election process will be presented during the Orientation session (Week 0 of Michaelmas term), slides for which will be made available to students after the session.

The class representatives provide a means by which students' interests and concerns can be communicated to the staff in the interest of improving the overall student experience in our programmes. The MPhil Staff-Student Liaison Committee meets once per term for this purpose. This committee comprises the following members:

- MPhil Programme Director [*as Chair*]
- Head of Discipline, CLCS
- AL/ELT staff representative
- LING/SLP staff representative
- Four student class representatives, one from each of the four MPhil courses

3. THE DISSERTATION / RESEARCH ELEMENT

The dissertation / research element represents the most significant component of the MPhil programme. Students undertake a substantial research project of not more than 15,000 words as part of the *L17881 Research Dissertation* module (which has no timetabled lectures) and are expected to work on this project part-time during Hilary term and full-time over the summer. Each student will have a supervisor to provide guidance and feedback, but students are

expected to conduct the majority of the work on their project independently.

Topics for the dissertation / research element are not normally assigned, although in some cases the supervisor may suggest possible topics (particularly in cases where a student's choice of topic is deemed inappropriate for the dissertation / research element).

3.1 Models for MPhil research projects

To qualify for the degree of MPhil in their course, students must complete a substantial research project in satisfaction of the requirements of the 30-credit LI7881 module. Based on Trinity's [5 Model Framework for Postgraduate Taught Research](#), the Programme Director has made three models of research project available for this purpose. In consultation with their supervisor, students select one of these models to pursue in satisfaction of the dissertation / research element component of their course. The available research models are:

1. The **research dissertation** model: involves an extended piece of academic writing on a specific topic using a research methodology agreed between the student and the supervisor. This model is available to students on all MPhil courses.
2. The **practical dissertation** model: involves research carried out and analysed by the student, where the research output is produced in the form of a case study. This model is not normally appropriate for students on the Linguistics or Speech and Language Processing courses.
3. The **portfolio** model: involves original critical and reflective writing. This model is not normally appropriate for students on the Linguistics or Speech and Language Processing courses.

More information about each of these research models (including the process for choosing among them, rubrics, etc.) will be provided by the end of Michaelmas term.

3.2 Supervision

Each student will have a supervisor to provide guidance and feedback about the dissertation / research element. However, students are expected to conduct the majority of the work on their project independently.

By the end of Week 2 in Hilary term, students should have contacted appropriate potential supervisors (see Sections 2.4 and 3.4 for relevant information). Students who have not secured a supervisor by this date will be assigned one by the Programme Director.

Supervisors for the MPhil dissertation/research element are normally recruited from the School's lecturing staff, including staff not lecturing on the MPhil courses. The School may also

recruit adjunct supervisors from outside its core lecturing staff.

All individuals nominated as supervisors by the Programme Director are deemed to have the relevant expertise and necessary qualifications to supervise student research. If students encounter any difficulties in working with their supervisor, they should contact the Programme Director in confidence at mphil.clcs@tcd.ie (see also Calendar Section III, Part III, §15).

More information about what students can expect from the supervision process (e.g. contact hours, timelines for receiving feedback, etc.) will be provided by the end of Michaelmas term.

3.3 Timeline

Students select the general topic area in which they will write their dissertation / research element, and should begin considering possible topics during Michaelmas term. Students will be asked to register the general topic area and/or provisional title of their dissertation one week prior to the start of instruction for Hilary term. (For part-time students, all deadlines here and below apply in the first year, with the exception of the submission deadline.)

By the end of Week 2 in Hilary term, students should have contacted appropriate potential supervisors (see Sections 2.4 and 3.4 for relevant information). Students who have not secured a supervisor by this date will be assigned one by the Programme Director.

Students may begin to receive supervision later in Hilary term. By the second week of May, students are expected to submit a draft table of contents and a rough timeline for completing their dissertation work to their supervisor for approval.

The deadline for final submission of dissertations / research elements is 11:59pm (Ireland time) on **31 August** of the year in which the course is completed. In exceptional circumstances, students may request an extension by contacting the Programme Director after having consulted with their supervisor. If a student is granted an extension but is still unable to submit by the agreed-upon deadline, a request can be made to the Dean of Graduate Studies on medical or *ad misericordiam* grounds (supported by documentary evidence) for a further extension. Any dissertation submitted after 30 September will be examined in the following academic year, delaying the student's graduation.

3.4 Presentation

Language. The discursive component of dissertations must be written in English. Illustrative materials and examples may be in any appropriate language, but must be formatted according to the guidelines for presenting non-English data in Section 4.3.

Length. Dissertations / research elements must not exceed 15,000 words (excluding the

bibliography / works cited). There are no word limits for individual chapters, nor is there a minimum word count for the work overall. Students are required to indicate the total word count in the frontmatter of the submission. They will be penalized for exceeding the word limit.

Formatting requirements. Dissertations / research elements must be word-processed and formatted as follows: A4 format, with double or 1.5 spacing, and margins of at least one inch (2.5 cm) at the top, bottom, left, and right of the page.

Cover sheet. Every dissertation / research element must be submitted with a completed cover sheet attached to the beginning of the document. The cover sheet form can be found on the *L17881 Research Dissertation* module page on Blackboard.

Title page. Every dissertation / research element must begin with a title page that contains the following information (in this order): the title; the full name of its author; the degree for which it is submitted (e.g. 'M.Phil. in Applied Linguistics'); the year in which it is submitted.

Declaration. Immediately following the title page, every dissertation / research element must contain the following declaration, signed and dated:

Declaration

I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.

I agree that the Library may lend or copy this dissertation on request.

Signed:

Date:

Abstract. Immediately following the declaration, every dissertation / research element must contain an abstract which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the work and the author's full name (in that order), and must not exceed one page of single-spaced typescript.

Table of contents. Immediately following the abstract, every dissertation / research element must contain a table of contents listing the main divisions (parts, chapters, sections, sub-sections, etc., as appropriate) and the pages on which they begin.

Pagination. All pages must be clearly and sequentially numbered.

References. Every dissertation must include a full alphabetical list of references, presented according to the conventions set out in Section 4.2.

Doubtful cases. Candidates who are uncertain how to apply the above conventions to their dissertation should consult with their supervisor.

3.5 Submission

Students must submit their dissertation before the deadline (see above) using the Turnitin link provided on the *LI7881 Research Dissertation* Blackboard module page. **A hardcopy version is not required.** On submitting the dissertation, students will also be required to fill out an end-of-course survey. They should also submit the Research Ethics End of Project Report Form if Ethics approval was required for the dissertation.

3.6 Examination

Following the submission deadline, each dissertation / research element is assigned an Internal Examiner and an Internal Moderator. After reviewing the submission using the criteria in Section 2.5.3, an Examiner's Report is produced containing a grade recommendation (pass/fail/distinction) as well as a set of feedback on the examined dissertation / research element. All Examiners' Reports are then made available to the appropriate External Examiner, who reviews the recommendation and feedback in each (and who may propose adjustments). All results for the dissertation / research element are provisional until confirmation at the relevant Court of Examiners in late October. Following publication of the final results, each student will receive a copy of the Examiner's Report for their dissertation / research element.

A dissertation / research element may be awarded a grade of 'distinction' if, in the view of both the Internal and External Examiners, it demonstrates exceptional rigour and critical insight in (i) the literature review; (ii) the formulation of research objectives; and (iii) the design, execution and reporting of an original research study. Such a dissertation / research element will represent an appreciable original contribution to the field and, with appropriate but not extensive revision, might plausibly merit publication.

3.7 Fail result

Students whose dissertation / research element receives a result of 'fail' following the final Court of Examiners have the following options:

- a) They may choose to exit the programme with the P.Grad.Dip. degree award, assuming the other requirements for that award have been met (see Section 2.1.1).
- b) They may choose to undertake an oral examination of their dissertation / research element in keeping with applicable College regulations. Students wishing to avail of this option should notify the Programme Director promptly after receiving their result.
- c) They may choose to appeal the decision to the School Appeals Committee (chaired by the Head of School: slscs_hos@tcd.ie). Students making such appeals can request

either reexamination of the submitted dissertation / research element, or permission to undertake a second attempt (following registration for an additional year and payment of a reexamination fee as specified in the Calendar). College regulations concerning these appeals are quoted below (from Calendar Part I, Section I, §56).

Academic Appeals will be granted in exceptional circumstances only and normally only with appropriate documentary evidence. An Appellant must specify the grounds on which their case is being made. An Academic Appeal will only be heard where the student's case:

- i. is not adequately covered by the ordinary regulations of the College, or
- ii. is based on a claim that the regulations of the College were not properly applied in the applicant's case, or
- iii. Represents an *ad misericordiam* appeal.

[...]

Where a graduate student has passed the coursework component but has failed on the assessment of the dissertation (including an oral examination), and where the student is dissatisfied with the manner in which the dissertation was examined, he/she may appeal in writing, to the relevant School Appeals Committee (chaired by the Head of School: slscs_hos@tcd.ie) for a re-examination of the dissertation. The grounds ((i) to (iii) listed above) for the appeal must be clearly stated and supported by appropriate documentary evidence.

Where a graduate student has passed the coursework component but has failed on the assessment of the dissertation (including an oral examination) and where the student feels that there are mitigating circumstances, he/she may appeal, in writing, to the relevant School Appeals Committee (chaired by the Head of School: slscs_hos@tcd.ie) for permission to repeat the dissertation. The grounds ((i) to (iii) listed above) for the appeal must be clearly stated and supported by appropriate documentary evidence.

If the School Appeals Committee refuses to grant the appeal, or the student is not satisfied with the outcome of the appeal process, he or she may appeal the decision of the School in writing to the Dean of Graduate Studies, clearly stating under what grounds of (i) to (iii) listed above they are appealing and what remedy they are seeking. If the Dean of Graduate Studies denies the appeal, the student may appeal this decision to the Academic Appeals Committee for Graduate Students (Taught).

3.8 Topic areas in which dissertations / research elements may be written

LANGUAGE ACQUISITION

(Bronagh Ótíbušić, Colin Flynn, Antoin Rodgers, Sarah Sheridan)

This area covers all aspects of learning and using (i) a spoken or signed language other than the mother tongue, (ii) two mother tongues, or (iii) three or more languages. Typically, dissertations involve a survey of a particular dimension of the research literature together with some observational or experimental work, the latter often focusing on easily available subjects such as the student's own children or pupils.

SECOND LANGUAGE PEDAGOGY

(Lorna Carson, Bronagh Ótíbušić, Colin Flynn, Rowland Imperial, Neasa Ní Chiaráin, Breffni O'Rourke, Antoin Rodgers, Sarah Sheridan)

Within this area, which in principle has to do with all aspects of the organization of language learning in formal educational contexts, staff are particularly interested in: the development of learner autonomy; the exploitation of media and communication technologies in language learning and teaching; analysis of teacher and pupil performance in the second/foreign language classroom (surveys, testing, interviews, learner consultation, classroom observation, etc.); analysis of factors which impact on second language learning in formal educational contexts (attitude/motivation studies of teachers, pupils, parents, etc. and the interactive effect of various home and school factors on pupil performance in the second/foreign language); educational language planning; computer-assisted language learning; and the teaching and learning of Irish.

SOCIOLINGUISTICS

(Lorna Carson, Valentina Colasanti, Rowland Imperial, Emanuela Mileva, Antoin Rodgers)

Research in sociolinguistics frequently falls into one of three groupings: socially-situated linguistics (e.g. study of the relationship between language and social factors such as socioeconomic class, age, gender, ethnicity, and social network); the sociology of language (e.g. language planning and language rights, language ideologies, language and ethnicity, and the linguistic landscape); and interactive sociolinguistics, which examines the use of language to encode and establish relationships of power, solidarity, and group membership.

COMPUTATIONAL LINGUISTICS

(Elaine Uí Dhonnchadha, Carl Vogel)

Computational linguistics is a cognitive science which attends to formal rigour in linguistic description and processing issues associated with the resulting models. Natural language

processing addresses language technology and representational and efficiency concerns of software systems. Topics across subject areas of linguistics can be treated from the perspective of computational linguistics: e.g. morphology, syntax, semantics, pragmatics.

CORPUS LINGUISTICS

(Neasa Ní Chiaráin, Nathan Hill, Elaine Uí Dhonnchadha, Carl Vogel)

Corpus linguistics is a methodology which touches on virtually all areas of Linguistics and Natural Language Processing. Dissertations using corpus based studies from a wide range of topic areas including linguistic and applied linguistic studies, language teaching/learning/assessment, text processing and understanding, speech recognition and speech synthesis, development of language processing tools and language-learning resources, can be considered.

PHONETICS

(Maria O'Reilly, Irena Yanushevskaya, Antoin Rodgers)

This area of research involves theoretical studies and/or the use of instrumental techniques to describe aspects of languages and of speech focussing on topics that relate to the areas of ongoing research in the Phonetics and Speech Laboratory. The studies may be descriptive, involving analysis of features of the sound system in terms of their production or perception, and should allow inferences on the mental organization of language. The same instrumental techniques may also be applied to the description and remediation of speech disorders.

SPEECH SCIENCE

(Christer Gobl, Neasa Ní Chiaráin, John Sloan)

This area covers a range of topics concerning the description and modelling of speech production as well as the development of techniques that can be used for that end. Ongoing research in the phonetics and speech laboratory is focused particularly on speech analysis methods, modelling of the human voice source/voice quality, and aspects of speech synthesis and perception.

LINGUISTIC THEORY: SYNTAX, PHONOLOGY, SEMANTICS, PRAGMATICS

(Valentina Colasanti, Conor Pyle, Craig Sailor, Thomas Stephen, Elaine Uí Dhonnchadha, Carl Vogel)

Work in these areas seeks to explore current theories of language: what possible forms grammar can take in languages; how different components of grammar (e.g. syntax and phonology) interact with each other; how meaning is conveyed through language; etc. Within

this large range, staff research concentrates on a number of issues, including: the formal properties of grammatical systems; theories of phrase structure and the lexicon; generative and functional approaches to linguistic universals; lexical and compositional semantics; attempts in pragmatics to explain contextual features of meaning, implication, and inference; discourse and narrative-level grammars; computational stylistics and text classification, and computational models of language evolution. Projects in all areas of theoretical linguistics (syntax, semantics, phonology, etc.) may employ a variety of different empirical methodologies, including the use of data from acceptability judgments, psycholinguistic measurements, corpus-based approaches, etc.

TECHNOLOGY IN EDUCATION

(Neasa Ní Chiaráin, Breffni O'Rourke, John Sloan)

The relatively new discipline of Computer-Assisted Language Learning (CALL), is an integrative one that draws on a number of disciplines. Technology is seen as a medium which can be a facilitator in a variety of language learning contexts, including self-directed and classroom-based learning. Exploration of the potential of integrating speech and language technologies in adaptive/personalised learning scenarios is of interest. Dissertations will be welcomed on topics that relate to the areas of ongoing research in the Phonetics and Speech Laboratory and can take various forms, ranging from practical tool development and/or software evaluation through to critical analyses of technologies currently in use, and to more abstract/theoretical considerations in the field of CALL.

BILINGUALISM AND MULTILINGUALISM

(Lorna Carson, Rowland Imperial)

Work in this area may focus on bilingualism or individual and societal multilingualism. Research may be conducted with human subjects (children, adults or seniors) or it may involve the use of online data and policy documents. Research may be in the area of language development, language policy, language testing and assessment, languages in the workplace and languages in education.

LANGUAGE VARIATION AND CHANGE

(Valentina Colasanti, Nathan Hill, Rowland Imperial)

Variation and change are basic properties of language: all languages are subject to variation in different ways across geographic space and between social groups. Since language change is a type of language variation, in modern linguistics the study of these two converge: studying language change helps us to understand variation, and the nature of language variation helps us understand how language changes.

NOTE: Students may seek permission to write their dissertation / research element in some other area provided that the Programme Director deems it relevant and appropriate.

4. ACADEMIC STANDARDS

4.1 Attribution and Academic Integrity

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference (see below). **The following practices are unacceptable and will be treated as plagiarism:**

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/>

We ask you to take the following steps:

- i. Visit the online resources to inform yourself about how Trinity deals with academic integrity and plagiarism at <https://libguides.tcd.ie/academic-integrity>. You should also familiarize yourself with the Calendar entry on plagiarism located on this website and the sanctions which are applied;
- ii. Complete the 'Ready, Steady, Write' online tutorial at <https://libguides.tcd.ie/academic-integrity/ready-steady-write>. **Completing the tutorial is compulsory for all students.**
- iii. Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://libguides.tcd.ie/academic-integrity/declaration>
- iv. Contact the Programme Director or your Lecturer if you are unsure about any aspect of academic integrity or plagiarism.

Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook. **Please note that all instances of plagiarism will be recorded as part of your Student Academic History.**

In cases of suspected plagiarism, the examiners reserve the right to ask the student to present at an oral examination.

4.2 Referencing

Students should ensure that they follow good academic practice in the presentation of their written work. In assignments and dissertations / research elements, references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

- Bialystok (2001) [for reference to a work as a whole]
- Coleman (2002, p. 115) [for reference to one page in a work]
- Tonhauser (2007, pp. 838-841) [for reference to several pages]

For example, 'Research on bilingualism in the home (Hoskins, 2010, pp. 17-20) suggests...'

A complete alphabetical list of references (i.e. a Bibliography, References, or Works Cited section) must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a journal, etc.) has a particular format which should be followed carefully. Wherever possible, references in non-Latin scripts should be transliterated into the Latin alphabet.

The following formats should be remembered as a guide to the most commonly-used published sources:

Bialystok, Ellen. 2001. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge: Cambridge University Press.

Coleman, J. 2002. Phonetic representations in the mental lexicon, in J. Duran and B. Laks (eds.), *Phonetics, Phonology, and Cognition*, pp. 96-130. Oxford: Oxford University Press.

Tonhauser, Judith. 2007. Nominal tense? The meaning of Guaraní nominal temporal markers. *Language* 83: 831-869.

Whenever you refer to an author by name, it should be immediately followed by the year of publication and page number. Make a distinction between direct quotations and paraphrase:

- (*direct quotation*) Milroy (1992, p.151) states: 'These rules, however, are not categorical, but variable'.
- (*paraphrase*) According to Milroy (1992, p.39), such rules are variable.

In the above example, the complete reference to Milroy must go in the **References** at the end of the work. The list of references must be in alphabetical order of (first) author's/editor's name):

Milroy, L., 1992: *Linguistic Variation and Change*. Oxford: Blackwell. (Always include place of publication and name of publisher, in that order.)

If you cite a study you read about in Milroy, you might say in the main text: 'A study by Bertz (1974, cited Milroy 1992, p. 67) shows that...'. Then include as a separate entry in your **References** list a proper reference for Bertz, taking all the details from the reference list in Milroy. (Remember that primary sources are preferable to secondary references: if the work by Bertz, in this case, is important, then you should try to read it first-hand for yourself.)

If you cite an internet source, you may use one of the following formats.

- If you refer to a website as a whole you might say 'According to the Ethnologue (n.d.) website, ...' in the body of the essay. In your References you should include:

Ethnologue (n.d.) <https://www.ethnologue.com/>. Accessed 29 June 2024.

- Alternatively, if you refer to an item where a specific page title and date is available, you might refer to it by a short title such as Cave art (2016) in the text, and include a form in your list of references which includes the page title and the name of the website that hosts the page, as in:

Cave art (2016). 'Cave art: Etchings hailed as 'Iberia's most spectacular'. BBC News website <http://www.bbc.com/news/world-europe-37654544>. Accessed 29 June 2024.

- Alternatively, if you refer to an article with a named author and a specific title, you might refer to the article as if it were a printed paper, as in Liberman (2016), and include a reference such as:

Liberman, Mark (2016). Definiteness, plurality, and genericity. Language Log website <http://languagelog.ldc.upenn.edu/nll/?p=28792> . Last accessed 29 June 2024.

Make a final check that you have a complete match between sources you refer to in your text and those listed in your **References**. Don't add to the list extra authors you have read but not cited.

4.3 Glossing Conventions and Presenting Non-English Data

If you wish to include data from languages other than English in your written work, you must present it in *interlinear gloss* format (https://en.wikipedia.org/wiki/Interlinear_gloss), and give it a unique example number that you can refer back to in the text if you wish.

Interlinear glosses involve at least three lines: the first line presents the example transliterated into the Latin alphabet, the second line presents a word-by-word (or morpheme-by-morpheme) translation or gloss, and the third line presents a free translation in English. Here is an example

from Portuguese:

- (1) Não gosto deste vinho
not like of.this wine
'I don't like this wine.'

Because Portuguese is traditionally written with the Latin alphabet, the language line of example (1) requires no transliteration. However, for a language like Mandarin, the language line will require transliteration. In such cases, if there is a standard transcription system for the language (e.g. pinyin), then this should be used. Here is a glossed example from Mandarin:

- (2) nǐ kàn shénme?
you look.at what
'what are you looking at?'

If you wish, you may optionally include the original orthography of the language in the first line, in which case the transliterated language line should come second. For example:

- (3) 你 看 什麼
nǐ kàn shénme?
you look.at what
'what are you looking at?'

For more information about glossing conventions in linguistics, see the Leipzig Glossing Rules (<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>).

4.4 Research Ethics

All research projects involving human participants require approval by our School's Research Ethics Committee. Ethics approval must be obtained prior to the commencement of data collection; it cannot be applied for or granted retrospectively. Obtaining prior ethical approval is an essential requirement for the acceptance of postgraduate dissertations involving research with human participants.

Students are responsible for ensuring that they obtain ethics approval in a timely manner for any research involving human participants. For more information, including how to apply and the deadlines for application, see the School's Research Ethics Committee website here: <http://www.tcd.ie/slscs/research/ethics/>.

5. STUDENT SUPPORT

In the first instance, all questions and concerns relating to the academic policies, procedures, etc. of the MPhil courses should be addressed to the MPhil Programme Director, Professor

Craig Sailor, at this address: mphil.clcs@tcd.ie. All administrative queries, e.g. requesting transcripts, should be directed to the School Administrative Officer for postgraduate matters, Dr Chung (George) Kwok: KWOKCK@tcd.ie.

Additional resources are available for postgraduates in need of support. [Student Services](#) has developed a [Student Services Handbook](#) outlining the support services provided to postgraduate (and undergraduate) students. Information about some of these services can be found below.

5.1 Postgraduate Advisory Service

The [Postgraduate Advisory Service](#) (PAS) offers free, independent, and confidential support, guidance, and advocacy to registered postgraduate students. They are here to provide support on any matter that may impact upon students' time as a postgraduate at Trinity.

Some of the most common issues students come to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases, financial assistance.

5.2 Postgraduate Supports for Students with Disabilities

Postgraduate students who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students include:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through <http://my.tcd.ie/> via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the following Disability Service links:

- <https://www.tcd.ie/disability/contact/>
- <https://www.tcd.ie/disability/current/Postgrad.php>

Students already registered with the Disability Service are required to initiate contact with the School/Department and request reasonable accommodations as per their LENS report. Students are advised to make contact at least two weeks prior to the assessment date to enable adjustments to be implemented.

5.3 Academic Support

Student Learning Development	https://student-learning.tcd.ie/postgraduate/
The Library	http://www.tcd.ie/library/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/lhc/
English for Academic Purposes	https://www.tcd.ie/slscs/english/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

5.4 Health and Wellbeing Support

Student Counselling	http://www.tcd.ie/Student_Counselling/
Postgraduate Advisory Service	https://www.tcd.ie/seniortutor/students/postgraduate/
Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Student2Student	http://student2student.tcd.ie/
Chaplaincy	http://www.tcd.ie/Chaplaincy/

6. GENERAL INFORMATION

6.1 Emergency procedure

In the event of an emergency, **dial Security Services on Extension 1999.**

Security Services provide a 24-hour service to the College community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone Extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.

6.2 Data Protection

Information on data protection concerning student data is available [here](#).

6.3 European Credit Transfer System (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. Within Postgraduate courses, 1 credit represents 25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain components. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

6.4 Links to Further University Policies and Procedures

The following are links containing further information on University regulations, policies, and

procedures that you may find useful as a student:

- [Calendar, Part III: Graduate Studies and Higher Degrees](#) (contains all official regulations and policies concerning postgraduate students at Trinity)
- [All other academic policies](#)
- [Student Complaints Procedure](#)
- [Dignity & Respect Policy](#)
- [Equality Policy](#)

6.5 Requesting Transcripts

Provisional transcripts (i.e., those showing only the module marks/results) may be requested at any time following the Court of Examiners in mid-May. Final transcripts (i.e., those showing the final overall results and award for the course) become available after the final Court of Examiners in mid-November.

Requests for transcripts can be made using the form provided on Blackboard for the Postgraduate General Module (LIP11000), or by emailing the School Administrative Officer at KWOKCK@tcd.ie. Please include your student number and course of study when requesting a transcript. Transcripts are never issued to a third party, such as a parent or prospective employer without the consent of the person named on the transcript.

7. APPENDIX: COLLEGE REGULATIONS ON ACADEMIC INTEGRITY

Below are the College regulations on academic integrity (Calendar Section III, Part I, §50).

7.1 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential

that we do so with integrity, in an open and explicit manner, and with due acknowledgement.

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct include, but are not limited to:

- Plagiarism: presenting work / ideas taken from other sources without proper acknowledgement. Submitting work as one's own for assessment or examination, which has, been done in whole or in part by someone else, or submitting work which

has been created by using artificial intelligence tools, where this has not been expressly permitted.

- Self-plagiarism: recycling or borrowing content from the author's own previous work without citation and submitting it either for an assignment or an examination.
- Collusion: undisclosed collaboration of two or more people on an assignment or task, or examination, which is supposed to be completed individually.
- Falsification/fabrication.
- Exam cheating: action or behaviour that violates examination rules in an attempt to give one learner an unfair advantage over another.
- Fraud/impersonation - actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.
- Contract cheating: form of academic misconduct in which a person uses an undeclared and/or unauthorised third party to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in whole or in part) any assessment (e.g., exam, test, quiz, assignment, paper, project, problems) for the learner. If the provider is also a student, both students are in violation.

Further examples of the above available at <https://www.tcd.ie/teaching-learning/academic-integrity/>.

7.2 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place. In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

7.3 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at <https://libguides.tcd.ie/academic-integrity/>.

7.4 Procedure in cases of suspected academic misconduct

If academic misconduct as referred to in Section 7.1 above is suspected, in the first instance, the module coordinator may choose to arrange an informal meeting with the student to discuss the instance of concern. Following this informal meeting, or if a meeting is not necessary, the module coordinator must complete the Academic Integrity Form accessed via <https://www.tcd.ie/teaching-learning/academic-integrity/>) which will provide an indicative score and level, as below:

- Level 1: (0 - 200) – Poor academic practice
- Level 2: (201 – 250) – Academic misconduct (minor)
- Level 3: (351 – 500) – Academic misconduct (major)
- Level 4: (500+) – Academic misconduct (severe)

Levels 1 – 3 are normally managed by the School, and all Level 4 cases will be referred directly to the Junior Dean.

Level 1 (0 – 200)

Scores in the range 0-200 are considered to reflect poor academic practice and level 1 consequences should apply. The module coordinator must inform their School's Director of Teaching and Learning (Postgraduate), or their designate, who will either approve the outcome, or if they form the view that the misconduct is more serious, agree an alternative level with the module coordinator.

Levels 2 – 3 (201 – 500)

The module coordinator must inform their School's Director of Teaching and Learning (Postgraduate) or designate of the suspected infringement and proposed consequence. If the Director or designate approves the recommended consequences, the module coordinator will write to the student advising them of the suspected infringement of academic integrity, offering them the option of an appropriate consequence should they admit that misconduct

has taken place.

If the Director or designate forms the view that the alleged misconduct requires further investigation, or if the student disputes the academic misconduct or the consequence, it will proceed to the Academic Integrity Meeting.

7.5 Academic integrity meeting

The Director of Teaching and Learning (Postgraduate), or their designate, writes to the student indicating the nature of the suspected academic misconduct and the evidence for it, and inviting the student to:

- a) respond to the suspicions by completing and submitting the Academic Integrity Response Form (accessed via <https://www.tcd.ie/teachinglearning/academic-integrity/> within an appropriate timeline determined by the School.
- b) indicate whether or not they (and a representative) plan to attend an Academic Integrity Meeting on a specified date.
- c) If the student and or/representative is unable to attend, or chooses not to attend, the meeting will take place as planned. The Academic Integrity Response Form will be the student's submission to the meeting.

The Academic Integrity Meeting is attended by:

- d) DTLP or their designate (Chair)
- e) two academic colleagues from the School (at least one from the discipline to which the module belongs)
- f) the student (and/or a representative of the SU), if they wish
- g) the coordinator of the module, if they wish, but only to present additional evidence

The Academic Integrity Meeting considers:

- h) the assessment or examinations(s) in question
- i) the Academic Integrity Form (and any verbal submissions by the module coordinator, if present)
- j) the student's Academic Integrity Response Form (and any verbal submissions by the student if present)

The Academic Integrity Meeting assesses the abovementioned evidence in order to determine at what level (if at all) academic misconduct has occurred and selects a consequence

appropriate to that level, giving due consideration to any mitigating circumstances. Minutes of the meeting must be recorded. The Chair completes the Academic Integrity Meeting Decision Form (accessed via <https://www.tcd.ie/teachinglearning/academic-integrity/>) which is submitted for approval to the Dean of Graduate Studies. The Dean of Graduate Studies may approve or reject the recommended penalty or seek further information before making a decision. If they consider that the consequences provided for under the above procedure are inappropriate given the circumstances of the case, they may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under Calendar Section 5 (Other General Regulations). If the Dean of Graduate Studies approves the recommended consequence, the Chair communicates the decision to the student.

7.6 Consequences in cases of suspected academic misconduct

If the instance of concern can be dealt with under the above procedure, one of the following consequences will be recommended:

Level 1 (0-200): Poor Academic Practice/Conduct

- Mandatory academic integrity training is required.
- Informal warning – a record is kept for the duration of the learner’s enrolment on the programme of study to inform any future instances of concern.
- The work must be corrected. The student is required to amend all elements identified as poor academic practice. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The corrected work will be assessed. In the case of examinations, the work must be reassessed. The mark for the component/assessment/examination may or may not be reduced.

Level 2 (201-350): Academic Misconduct (Minor Infringement)

- Mandatory academic integrity training is required.
- Formal warning – a written warning is issued by the DTLP or designate, and the instance of academic misconduct is recorded for the duration of the learner’s enrolment on the programme of study.
- The work must be resubmitted. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. The resubmitted work will be assessed. In the case of examinations, the work must be reassessed. The component/assessment/examination mark will be reduced or capped at the pass mark

and might not be confirmed until the reassessment Court of Examiners.

Level 3 (351-500): Academic Misconduct (Major Infringement)

- Mandatory academic integrity training is required.
- Formal warning – a written warning is issued by the DTLP or designate, and the instance of academic misconduct is recorded for the duration of the learner’s enrolment on the programme of study.
- The work must be resubmitted at the reassessment session. The student is required to amend all elements identified as breaching academic integrity. Other content may or may not be altered as appropriate to the assessment and as determined by the School. In the case of examinations, the work must be reassessed. The mark for the module will be capped at the pass mark and will not be confirmed until the reassessment Court of Examiners.

Level 4 (501-615): Academic Misconduct (Severe)

- The Case will be referred directly to the Junior Dean.

If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.