Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Linguistic, Speech and Communication Sciences
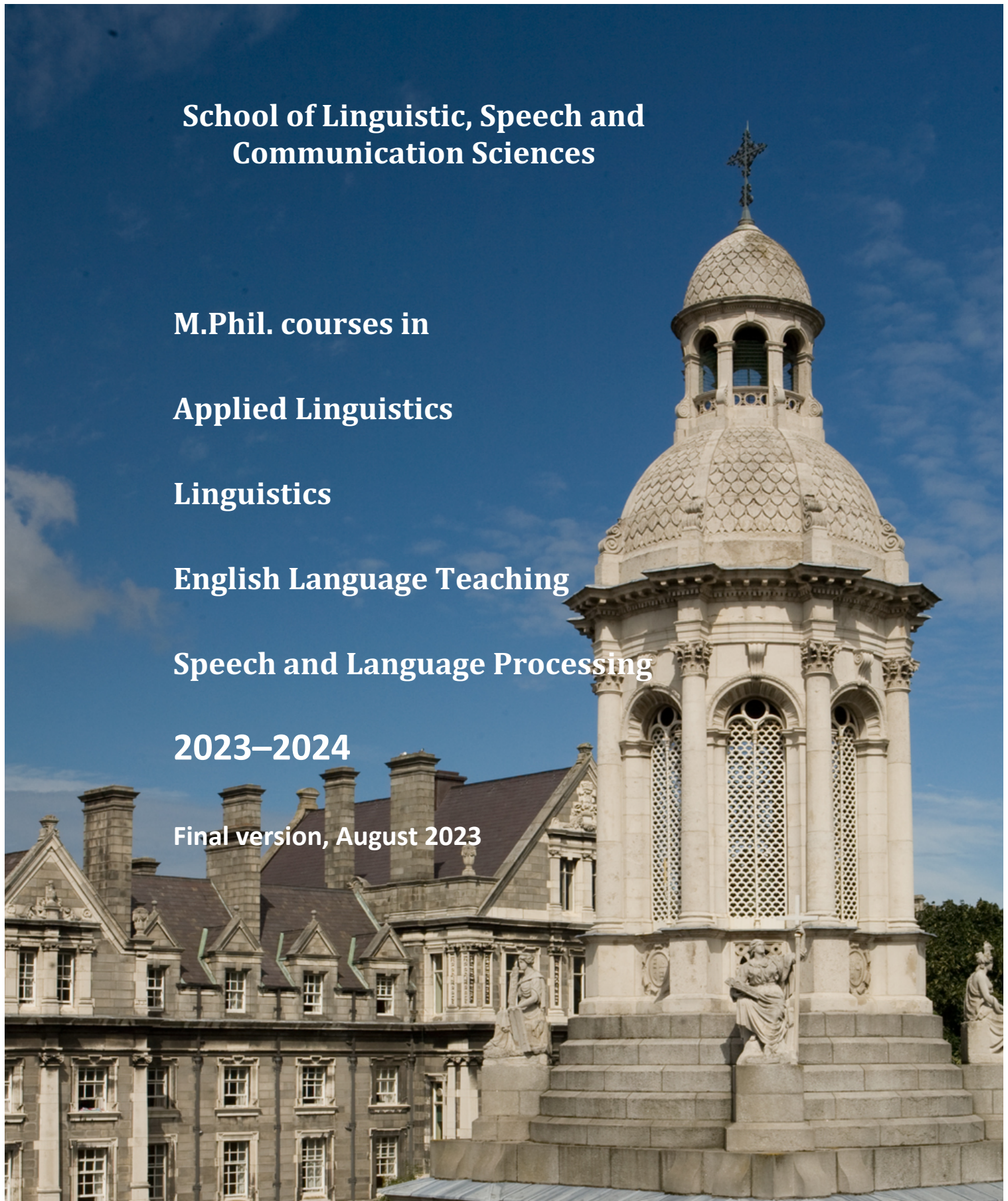
M.Phil. courses in

Applied Linguistics

Linguistics

English Language Teaching

Speech and Language Processing

2023–2024

Final version, August 2023

Contents

Introduction

A note on this handbook

This handbook applies to all students doing the M.Phil. in Applied Linguistics, Linguistics, English Language Teaching 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 notified to students via e-mail or by notices on the notice board outside the Centre for Language and Communication Studies (CLCS) office. Please note that in the event of any conflict or inconsistency between the general regulations published in the Calendar of the University of Dublin and the information contained in the course handbook, the provisions contained in the Calendar will prevail.

The Centre for Language and Communication Studies offers MPhil courses in Applied Linguistics, Linguistics, English Language Teaching and Speech and Language Processing. Descriptions can be found below.

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.

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.

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.

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.

Learning outcomes

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

Applied Linguistics

- 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

Linguistics

- engage in the description and analysis of language

- debate central concepts in linguistics and phonetics

- 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

English Language Teaching

- 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

Speech and Language Processing

- 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

Staff contributing to the MPhil courses

(in alphabetical order)

Lorna Carson – Associate 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 *LI 7858 Second Language Curriculum Planning and Implementation, LI 7859 Language Testing*, and *LI 7884 English Language Teaching Practice 1*. 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 *LI 7856 Describing Grammar.* 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*, *LI7883 Multilingualism* and *LI7879 Research Methodology*. 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

Teaches the modules *LI 7871 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.

Neasa Ní Chiaráin - Assistant Professor in Irish 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, 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 in Phonetics

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

Breffni O'Rourke – Associate Professor in Applied Linguistics

Teaches the modules *LI 7877 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 in the Centre for English Language Learning & Teaching

Has previously taught the modules *LI 7862 Linguistic Pragmatics*, *LI7856 Describing Grammar, LI7869 Describing Meaning.* Research interests: Syntax-semantics-pragmatics interfaces, linguistic typology, dialectology, spoken to sign language machine translation, Australian languages.

Antoin Rodgers – Teaching Fellow in English Language Teaching

Teaches the modules *LI 7858 Second Language Curriculum Planning and Implementation*, and *LI 7859 Language Testing*. 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 Course Coordinator; has previously taught the module *LI 7878 Describing English Grammar*. 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

Has previously taught the modules *LI 7883 Multilingualism, LIP12008 Psychology of Language Learning and Teaching* and on the tutorial series *LI 7879 Research Methodology*. 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.

Elaine Uí Dhonnchadha – Assistant Professor in Computational Linguistics

Teaches the module *LI 7864 Corpus Linguistics* and *LIP12005 Corpora in Speech and 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.

Course administration

Admission

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 web site of the Trinity College Graduate Studies Office
site http://www.tcd.ie/Graduate_Studies/.

Duration

The course is taken full-time in one calendar year (September to August) or part-time
in two calendar years. The part-time option is available only to students who remain
in employment while taking the course.

M.Phil. Course Coordinator and support services

The M.Phil. Course Coordinator is *Dr Craig Sailor*. General questions and problems to
do with the course should in the first instance be addressed to mphil.clcs@tcd.ie with
"MPHIL query:" in the subject line.

Students are urged to familiarise themselves with the various student support services that are available to them in College. Details are provided on College websites, e.g.:

- https://www.tcd.ie/collegehealth/

- https://www.tcd.ie/seniortutor/students/postgraduate/

- www.tcd.ie/disability/

Attendance / keeping in touch

Students are required to attend all components of the course and to comply with all course requirements. A student who is unable to attend because of illness or for any other reason should immediately inform the course coordinator and the relevant lecturer. Students who are persistently absent from their course without explanation may be excluded from the assessment process.

It is the responsibility of students to remain in touch with their supervisor and attend for supervision at mutually agreed times. They should immediately notify their supervisor and the course coordinator if they change their address.

M.Phil. Course Committee

The course is managed by a coordinator and a CLCS M.Phil. course committee, which manages all M.Phil. degrees in CLCS. The committee meets at least once in each teaching term to review the running of the four courses. The committee comprises the following members:

- Head of Discipline, CLCS: Breffni O'Rourke
- Course Coordinator [*as Chair*]: Craig Sailor
- PG Director of Teaching and Learning: Kathleen McTiernan
- CLCS Representative: Bronagh Ćatibušić
- Admissions Coordinator: Elaine Uí Dhonnchadha
- Four student representatives, one from each of the four M.Phil. courses, elected early in Michaelmas term.

Programme of study

Dates of terms for 2023-24

The induction course for all incoming M.Phil. students in CLCS runs during the week beginning **4 September 2023**. Students are expected (but not required) to attend all sessions.

Michaelmas teaching term 2023 will begin on **Monday 11 September**. Hilary teaching term 2023 begins on Monday **22 January 2023**. Teaching lasts for 12 weeks in each term, with a reading week in week 7.

The Research Methodology tutorial series is taught on Wednesday afternoons in Michaelmas Term. All students must attend these tutorials; part-time students take them in their first year.

Course content

The degree consists of four obligatory core modules and two electives selected from a list of options, as shown below:

CORE MODULES

Michaelmas Term (MT):   (September-December)

Hilary Term (HT):   (January-April)

	Applied Linguistics	**English Language Teaching**	**Linguistics**	**Speech and Language Processing**
MT Mon	Second Language Curriculum Planning and Implementation	Second Language Curriculum Planning and Implementation	Describing the Sounds of Languages	Speech Processing 1: spectral analysis
MT Thurs	Describing Grammar	Describing English Grammar	Describing Grammar	Formal Foundations of Linguistic Theories
HT Mon	Language Testing	Language Testing	Experimental Analysis of Sound Systems	Corpora in Speech and Language Processing
HT Thurs	Language Acquisition	Pedagogical Grammar of English	Describing Meaning	Laboratory Phonetics and Phonology

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 webpages: https://www.tcd.ie/slscs/postgraduate/taught-courses/.

		Applied Linguistics	Linguistics	English Language Teaching	Speech and Language Processing
MT Mon	*English Language Teaching Practice 1			Available	
	Multilingualism	Available	Available	Available	Available
MT Thurs	Corpus Linguistics	Available	Available	Available	
	Speech and Language Technology in Education	Available	Available	Available	Available
	**Speech production, hearing, and perception				Available
HT Mon	Computer-Assisted Language Learning	Available	Available	Available	Available
	*English Language Teaching Practice 2			Available	
	Linguistic Pragmatics	Available	Available	Available	
	Speech processing 2: acoustic modelling				Available
HT Thurs	Psychology of Language Learning and Teaching	Available	Available	Available	Available
	Technology, Language and Communication	Available	Available	Available	Available

* Either English Language Teaching Practice 1 (MT) or 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 core module Laboratory Phonetics and Phonology.

Timetable

Each term, **full-time students** take two core modules, one on Monday afternoon and one on Thursday afternoon as timetabled below. Students take one elective, which will be on Monday morning or Thursday morning depending on the elective chosen.

Part-time students take one core module each term. In their first year they may choose to take either the Monday core modules (both terms) or the Thursday core modules (both terms). In their second year, they take the remaining two core modules. They take one elective each year, which may be on Monday or Thursday morning in either Michaelmas term or Hilary term.

Note: due to timetabling issues, it may be necessary to schedule a module at a time other than those noted above.

Michaelmas term (September-December)

	Monday	**Wednesday**	**Thursday**
Morning 10am-12/1pm	[Elective modules]		[Elective modules]
Afternoon 4pm-6/7pm	[Core modules]	*Research Methodology*	[Core modules]

Hilary term (January-April)

	Monday	**Wednesday**	**Thursday**
Morning 10am-12/1pm	[Elective modules]		[Elective modules]
Afternoon 4pm-6/7pm	[Core modules]		[Core modules]

See module catalogue https://www.tcd.ie/slscs/postgraduate/taught-courses/module_catalog.php for the list of options available in each term.

Areas in which dissertations may be written

LANGUAGE ACQUISITION

(Bronagh Ćatibušić, 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 Ćatibušić, Colin Flynn, 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, 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)

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, 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 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. A corpus-based methodology can be used in all areas of linguistic research including syntactic, semantic, pragmatic and lexical aspects of language.

TECHNOLOGY IN EDUCATION

(Neasa Ní Chiaráin)

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, Caitríona O'Brien)

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)

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 in some other area provided that the course coordinator deems it relevant and appropriate.

European Credit Transfer System (ECTS)

The ECTS is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a study programme. The ECTS weighting for a course module is a measure of student input or workload for that module, based on factors such as the number of contact hours, the number and length of written or oral presentations, class preparation and private study time, laboratory classes, and so on. In Trinity College, one ECTS unit is defined as 20-25 hours of student input. Thus, for example, a 10-credit module is designed to require a total of 200-250 hours of student input, including class time, reading, and work on assessments.

Each module in the M.Phil. course is weighted at 10 credits; the research dissertation and the preparation that goes with it (including the Research Methodology tutorial series) is weighted at 30 credits. In keeping with College and international norms, the total ECTS weighting for the M.Phil. course is thus 90 credits.

ECTS credits are awarded to a student only upon successful completion of the course year. Students who fail a year of their course will not obtain credit for that year, even if they have passed certain course components.

Module descriptions

A description of each course module is given on our website. Students should familiarise themselves with this material as they will be required to indicate their choice of options at a specified time **before** the start of the academic year. Books marked as "*(textbook)*" are essential to the module in question and all students will need their own copy. Students are responsible for placing their own book orders with a bookseller of their choice.

Assessment

METHOD

Students are assessed on the basis of their performance in

- six modules: four core and two optional (10 credits each, total 60 credits)

- a dissertation (30 credits)

All modules and the dissertation are weighted according to their ECTS credit value. The pass mark of 40% applies to all module assignments; the dissertation is graded on a pass/distinction/fail basis. To qualify for the award of the M.Phil. degree, students must (i) obtain an average of at least 40% over all taught modules, (ii) obtain a pass grade in the dissertation, and (iii) either pass modules amounting to 60 credits, or pass modules amounting to at least 50 credits where there is a mark of not less than 30% in the failed module.

Reassessment of failed coursework

As provided for by College regulations (Section I, §64, p. 27), a student who receives a fail mark on their coursework due to mitigating circumstances may request permission from the Course Coordinator to repeat the assignment. Work submitted for reassessment must be received within **two weeks** of notification of the original mark in order to progress to the dissertation supervision phase of the course. *The student should consult the course coordinator in the first instance, as soon as possible after receipt of the grade in question.* The mark for reassessed coursework will be capped at pass (40%).

Progression to dissertation

Students will normally be debarred from writing and submitting a dissertation (i) if they fail to submit a detailed plan and work schedule for their dissertation by the deadline specified in the Dissertations section of this handbook and/or (ii) if they achieve under 50% in each of two taught modules amounting to 20 credits. Provided that they satisfy the examiners in respect of their course work (see above), such students may be awarded a Postgraduate Diploma.

M.Phil. with Distinction

Students may be awarded the M.Phil. with Distinction if they (i) pass all modules; (ii) achieve a Distinction in the dissertation; (iii) achieve at least 68% in the unrounded overall average mark for the taught modules; and (iv) achieve at least 70% in each of three course modules.

A dissertation may be awarded a 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 will represent an appreciable original contribution to the field and, with appropriate but not extensive revision, might plausibly merit publication.

Award of Diploma

Students may decide for personal reasons not to write a dissertation, or they may be debarred from doing so by the court of examiners (see above). Provided that they satisfy the examiners in respect of their course work, such students will be awarded a Postgraduate Diploma. The Postgraduate Diploma with Distinction may be awarded to candidates who (i) have passed all modules, (ii) have an overall average mark of 68% or above and (iii) have a mark of at least 70% for each of three course modules.

Academic standards in student work

RESEARCH ETHICS

Students are given guidelines with regard to research ethics. Students doing individual research, e.g. for the dissertation, must ensure that they have complied with School regulations on obtaining ethical approval for this research. Where approval from the School's Research Ethics Committee is required, students are responsible for ensuring that they obtain it in a timely manner. Further information is available at http://www.tcd.ie/slscs/research/ethics/.

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

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

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://libguides.tcd.ie/academic-integrity/levels-and-consequences

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 Course Coordinator 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.

REFERENCES

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations 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 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. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week: the following forms 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 14 October 2016.
- 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 14 October 2016.
- 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 14 October 2016.

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.

If you use data from languages other than English, please provide a word for word gloss and a translation into English, as shown in the following example for Portuguese. Examples should be consecutively numbered.

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

Assignments

PRESENTATION

Language. The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

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. *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 (M.Phil. 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 above.

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.

SUBMISSION

Assignment must be submitted electronically via Blackboard/Turnitin. Michaelmas term assignments are due before midnight on **Tuesday, 12 December**, and Hilary term assignments are due before midnight on **Tuesday, 23 April 2024**.

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 course coordinator 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

course coordinator 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 if the assignment is less than eight days late and 10 marks if the assignment is between eight and 14 days late.

Under no circumstances will an assignment be accepted later than two weeks after the submission date. Students who are not able to submit assignments within two weeks of the deadline will normally be expected to go 'off books' and to continue their studies at a later date in keeping with College regulations.

GRADES

Feedback is given on a standard form, using the following headings:

- Content

- Coherence of argument

- Technical Accuracy (where applicable)

- Use made of relevant literature

- Independence of thought

- Presentation

- Overall comment

Although the final degree result is not classified, assignments are graded according to the scale in general use in the university:

I   70+

II.1   60-69

II.2   50-59

III   40-49

F   0-39

In general the four classes are to be interpreted as follows:

I   Demonstrates a 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   Demonstrates a 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   Demonstrates an adequate understanding of key issues and an ability to construct an argument on the basis of that understanding.

III   Demonstrates a basic understanding of key issues and an ability to construct a basic argument.

Students should note that grades received as part of student feedback are provisional; final grades reflect the evaluations of the external examiners as well as the internal examiners and are decided at the Court of Examiners meeting in mid-June. Students are notified of their final module results after the meeting of the Court of Examiners.

Dissertations

As well as following the programme of study summarized above, students write a dissertation of not more than 15,000 words in one of the areas of research described above.

Students select the general area in which they will write their dissertation 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 by **12 January**. By the end of Week 2 in Hilary term, students should contact appropriate potential supervisors (see the *Staff contributing to the MPhil courses* section on p. 7, and the *Areas in which dissertations may be written* section on p. 14). Students who have not secured a supervisor by this date will be assigned one. (For part-time students, these deadlines apply in the first year.)

Students may begin to receive supervision later in Hilary term, and are expected to have drawn up a detailed plan and work schedule for their dissertation by **10 May 2024** (Note: part-time students must submit a plan in their first year).

The final date for submission of dissertations is **31 August** of the year in which the course is completed. Students who are granted an extension by the Dean of Graduate Studies (on medical or *ad misericordiam* grounds) beyond 30 September will be examined in the following academic year.

Students whose dissertation receives a fail mark may be entitled to a *viva voce* examination on the dissertation in keeping with applicable College regulations; the course coordinator should be consulted in the first instance. Students whose dissertation fails to satisfy the examiners, or who fail a reassessment assignment, may, on the recommendation of the court of examiners and on payment of the prescribed annual fee, be allowed to register for a further year and revise and submit their dissertation/coursework.

PRESENTATION

Language. The discursive component of dissertations must be written in English. Illustrative materials and examples may be in any appropriate language.

Length. The discursive component of dissertations must not exceed 15,000 words. Students are required to attach to their dissertation a note of the total word count. They will be penalized for exceeding the word limit.

Formatting requirements. Dissertations 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.

Title page. Every dissertation 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 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 must contain an abstract which summarizes the methods used and the conclusions reached. The abstract must be headed with the title of the dissertation 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 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 above.

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

SUBMISSION

A PDF version of the dissertation must be submitted online not later than midnight on 31 August in the year in which the course is completed. Students must submit their dissertation online via Blackboard. **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. Extensions require the approval of the MPhil Course Coordinator and may entail the payment of additional fees.

College regulations on plagiarism

CALENDAR STATEMENT ON PLAGIARISM – PART III, 1.32

1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. Examples of Plagiarism

Plagiarism can arise from actions such as:

(a) copying another student's work;

(b) enlisting another person or persons to complete an assignment on the student's behalf;

(c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv)   come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

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.

4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. 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 plagiarism is available at http://tcd-ie.libguides.com/plagiarism.

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the

penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a   reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and

guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available at https://www.tcd.ie/seniortutor/students/postgraduate/.

Where?

The PAS is located on the second floor of House 27. They are open from 8.30 – 4.30, Monday to Friday. Appointments are normally available from 9am to 4pm; Phone: 01 8961417; Email: postgrad.support@tcd.ie.

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what they offer, see the PAS website (link above).

Postgraduate Supports for Students with Disabilities

Postgraduate students (both taught and research) 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 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 Disability Service Contact page.

https://www.tcd.ie/disability/contact/

https://www.tcd.ie/disability/current/Postgrad.php

Student responsibilities for departmental assessments/course tests

Students are required to initiate contact with the School/Department and request reasonable accommodations as **per their LENS report, or email received following their needs assessment** for particular assessments for School/ Department administered assessment. Students are advised to make contact **at least two weeks prior** to the assessment date to enable adjustments to be implemented.

Students' Union

Trinity Students' Union and Graduate Students' Union

Every student at Trinity College is automatically a member of the Students' Union and/or the Graduate Students' Union. The Students' Union, whose elected Officers (President, Education, Welfare, Communications and Entertainment) represent student interest and provides a range of student services. In House 6 in Front Square you will find the Students' Union offices, a shop, a travelcard office, photo services and bookshop. The Students' Union Officers are also in House 6 where you can avail of confidential academic and welfare advice services. There is also a Students' Union shop at the entrance to the Hamilton Building and in Goldsmith Hall. For more information please visit www.tcdsu.org

The Graduate Students' Union is an independent body which represents postgraduate students in Trinity College Dublin. All postgraduate students of the College, including postgraduate research students and those on higher degree and higher diploma courses, automatically become members of the Union upon registering with the College. The GSU has two full-time sabbatical officers who represent postgraduates on every level of College, from class rep issues to structures and policy at Board. The GSU also provides advice on academic and welfare issues faced by postgrads, and offers three main facilities: dedicated postgrad study space in the 1937 Reading Room, the GSU Common Room on the first floor of House 7, (normally open daily from 8am to 7pm Monday to Friday) and the GSU office in Room 28, House 6. Keys can be purchased at the Students' Union Office on the ground floor. Although the GSU works in partnership with the Students' Union, the GSU is the only postgraduate representative organisation recognised by College.

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).