

Doc. 300.1.2

Date: 25.2.2021

Higher Education Institution's Response

- **Higher Education Institution:**
University of Nicosia
- **Town:** Nicosia
- **School/Faculty:** Humanities and Social Sciences
- **Department:** Languages and Literature
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme

In Greek:

TESOL (18 μήνες, 90 ECTS, Μάστερ, Εξ Αποστάσεως)

TESOL (18 μήνες, 90 ECTS, Μάστερ)

In English:

TESOL (18 months, 90 ECTS, Master of Arts, Distance Learning)

TESOL (18 months, 90 ECTS, Master of Arts)

- **Language(s) of instruction:** English

- **Programmes' Status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1/2 and 300.3.1/1) must justify whether actions have been taken in improving the quality of the department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1/2 and 300.3.1/1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance

1.2 Design, approval, on-going monitoring and review

1.3 Public information

1.4 Information management

The MA in TESOL DL programme and Conventional programme (henceforth the 'MA TESOL programmes') have been considered to be fully compliant with all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC has confirmed that the MA TESOL programmes are well-designed and coherent, with clear aims and objectives which reflect the four purposes of higher education of the Council of Europe. The procedures and policies for quality assurance concerning the programme, design and development were found to be sound and well-documented. The semester structure was seen as clearly specified ensuring smooth transitions, and courses were found to be monitored internally and externally according to international standards. Based on the documents provided and the online site visit, the EEC also noted a number of additional strengths in relation to the programmes and their design and development. These pertained to the programmes' courses which are continually evaluated and updated where needed, the range of electives among which students can choose from, the student career information which is clearly offered, the programmes' information which is effectively managed, and the public information about the programmes which is clearly presented and available. Finally, the EEC positively noted that student feedback is taken seriously and is acted upon at different levels.

The EEC further noted that even though staff seem to stay in touch with some graduates, perhaps relations with alumni can be intensified. We concur with this suggestion which is welcome and we will discuss it at a departmental level. We note that currently the programme is using social media (i.e. its own Facebook page) in order to communicate with its alumni, but the possibility of an alumni association at a departmental level or the possibility of an annual/biannual workshop conference will be investigated.

2. Teaching, learning and student assessment (ESG 1.3)

Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment
- 2.4 Study guides structure, content and interactive activities

The MA TESOL DL programme was considered to be fully compliant with criteria 2.2 and 2.3, and partially compliant with criteria 2.1 and 2.4. The MA TESOL Conventional programme was considered to be fully compliant with all the criteria.

For both the DL and the Conventional programme, the EEC positively noted that the process of teaching and learning is flexible and student-centred, and that theory and practice are well-balanced. A set of core courses is mixed with a variety of elective courses and students are expected to proceed as autonomous learners within their individual programme of studies. Assessment procedures were found to be consistent, appropriate and transparent. Relevant regulations and guidelines were noted as being available to both students and staff. More specifically, one of the strengths that the EEC identified concerned the theoretical part of the MA TESOL programmes which is supplemented by practical considerations in terms of both research methodology and classroom practice. It was noted that in a number of classes, students are presented with different research tools and are also involved in various aspects of the TESOL practice. A further strength identified concerned the technology used, the pedagogical methodology adopted and the assessment processes applied which were found to be generally compatible with each other. Finally, the EEC noted as a strength that the cooperation and communication between teachers and students, and among students is supported by the technology, for example through group work and peer-reviewing.

In regard specifically to the MA TESOL DL programme, the committee positively noted that very good technical infrastructure is updated regularly allowing smooth communication and cooperation as well as access to necessary materials and literature. The faculty's many years' experience in delivering DL courses and programmes was also positively commented on. The EEC further noted that even though "the programme is compatible with e-learning delivery", "DL students do not appear to have the opportunity to take part in actual teaching practice, e.g., visit schools, interact with students, etc.". We thank the committee for this observation and we note that the great majority of our DL students are experienced teachers, typically teaching full-time while studying our programme. However, for the novice DL student teachers who are currently not teaching, we will look at providing online access to TESOL classes running through the language centre of the University of Nicosia, or providing them with opportunities for online, one-to-one tutoring (free of charge for students).

The EEC has also made recommendations for further improvement regarding the content of the MA TESOL programmes. The committee felt that, academically, it is essential for students to write a thesis and it was suggested that an obligatory research thesis may be especially important for students wishing to pursue further studies at PhD level.

The recommendation of the EEC is noted and we fully appreciate the academic value of an obligatory thesis element. This has been an issue of internal discussion also in the past. The current University policy across Cyprus (set by the Cyprus Agency of Quality Assurance in Higher Education) is that the thesis is not mandatory in Master-level programmes and the MA in TESOL has abided by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development. We note that an important number of our distance-learning students are mature, practising EFL teachers with years of teaching experience who choose to enrol in our programme in order to get a broader scope of pedagogical knowledge through a number of different areas in the field of TESOL offered within our electives, rather than through the implementation of research on one topic of specialisation.

Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with competing a Masters-level dissertation, the programme committee has committed itself to more strongly encouraging students to opt for the thesis option. We have now added a section in the Student Handbook (Appendix A – please see student Handbook p.18-19) which explicitly states the advantages of such an option for students who write an MA dissertation. We also aim to encourage our students to opt for the thesis option through student mentoring and advising. In addition, the research components of the electives offered will also be strengthened by either explicitly covering certain research method issues specifically relevant to the elective content, and/or by having students link more explicitly/systematically theory with practice/collection and analysis of primary data as part of their long assignments. The programme committee is also exploring the possibility of guiding students on specific topics of interest from semester 1 and matching them to faculty members so that they become more ready to pursue a thesis on a chosen specialisation when the time comes. These ideas will be further explored.

At the same time, recognising the importance for our students to develop their research skills, the programme introduces the Research Methods course (TESL590DL/TESL590) as a core course in semester 1, in order to help students utilise these research skills in each of the courses they study (not just for a final dissertation). It is also noted that the two electives that currently replace the thesis require students to complete assignments of a total equivalent number of words to the thesis. In addition, they require students to apply their secondary research skills and collect some primary data, and/or conduct classroom-based research.

The EEC further suggested the introduction of some quantification of the learning activities in the text of the syllabi in order to make the calculation of ECTS workload more transparent and available to students. We note here that our syllabi are fully compliant with the template issued by DIPAE, and that that the information provided in the syllabi of courses and their format has to be consistent across the whole the university. It is also noted that the Study Guide of our DL courses state the expected study time for each weekly unit (15-20 hours) which corresponds to 10 ECTS credits for each course.

The EEC has further encouraged the Department “to consider anonymising examination material to ensure the blind application of grading criteria”. Blind examination marking is not a policy which currently exists within our University, or within the Cypriot and Greek higher education systems. Nevertheless, we welcome this suggestion and our Department will raise this issue at university level.



A further recommendation put forward by the EEC pertaining to the DL TESOL programme related to “peer-reviewing procedures that are more adapted to this reality” that “should be developed and used, for example asynchronous and progressing mutual assessment of assignments and tasks”. The suggestion of the EEC is positively received and the programme committee will examine the possibility of introducing the ‘Peer review tool’ https://docs.moodle.org/310/en/Workshop_activity within its courses by arranging in-house workshop seminars for its faculty in Spring 2021. It will further make an effort to introduce grading Rubrics as tools for assessing teamwork. The teaching faculty of the programme will make every effort to encourage a greater cooperation between students and have them act as ‘critical friends’ in providing constructive feedback to each other’s work.

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

The MA TESOL programmes have been considered to be fully compliant with all criteria of this section. No deficiencies in the quality indicators have been identified and a number of strengths have been identified by the EEC.

The EEC positively noted the dedicated faculty members with excellent research output related to the courses they teach, teaching experience, professional qualifications, and many international collaborations. The committee noted that there is expertise and publications in learning technology, as well as publications on the link between education and research. It was further noted that several grants, (international) projects and publications show that staff members are involved in innovation, and that during the on-site visit, several innovative teaching methods with the use of new technologies were mentioned. More specifically, the EEC has confirmed that the teaching staff of the DL TESOL programme is experienced in delivering e-learning courses.

The committee further confirmed that the recruitment process is very transparent and clear and promotion criteria explicitly take three areas of service into consideration: research, teaching and administration, showing that good teaching is recognised and rewarded. The committee further noted that the Department has tenured an adequate number of staff members in the relevant subdisciplines, with an appropriate range in rank to ensure that objectives and planned learning outcomes of the study programme can be obtained and sustained.

With the specific reference to the DL programme, the EEC further confirmed that the teaching staff is regularly engaged in professional and teaching-skill training and development, and is regularly supported with compulsory introductory and regular training. It was also confirmed that there are special organisational structures and procedures that support faculty in the use of ICT for learning in DL courses.

As a suggestion for further improving the DL programme, the EEC recommended “more focus on the pedagogical advantages and challenges of technology used in e-learning education, and on the interaction of learning and teaching by the use of technology”. We fully endorse this recommendation. We note that the faculty of the programme are fully committed to promoting further its DL students’ engagement with the programme and with each other through the promotion of the the four C’s of 21st Century skills: Critical thinking, Creativity, Collaboration, Communication. Every effort will therefore continue to be made to engage our DL students

through the use of various interactive DL tools and activities (e.g., forum discussions, wikis, video activities, quizzes, lesson design, journal keeping, portfolio building and others) through our courses. Appendix B provides a sample of such activities in two online courses taught in Fall 2020 and Spring 2021. Furthermore, we would like to point out that: (1) As of May 2017, it is the University's policy that all faculty members attend the seminars and training sessions offered each semester by the DL Unit, (b) The aforementioned seminars and training sessions include, among others, training in the latest e-learning interactivity tools, and (c) The course leaders in DL programmes conduct weekly checks to ensure that faculty members constantly update their materials and class activities, so that these may be in line with the most recent available digital tools at the University.

With specific reference to the Conventional MA TESOL programme, the committee commented that "it is not entirely clear how the members of the teaching staff are supported with regard to the development of their teaching skills". We would like to explain that the University offers to all faculty the following teaching training opportunities:

- Faculty Professional Development Seminar on Teaching and Learning Theory and Practice - a 36-hour professional development seminar that leads to a Certificate, in the areas of contemporary teaching methods, new technologies in learning and online education. The Seminar is the outcome of the collaboration between the Pedagogical Support Unit (PSU), the e-Learning Pedagogical Support Unit (e-PSU), the Department of Education, the Technology Enhanced Learning Centre (TELC) and the University of Nicosia Library,
- 13-week Research Skills development Program – Open to all faculty,
- Moodle Training – offered by the Technology Enhanced Learning Centre,
- WebEx Training courses for Faculty (SWAY, WEBEX BREAKOUT SESSIONS, WEBEX PERSONAL ROOMS, ONEDRIVE, OFFICE 365, MOODLE INTEGRATION, ARTICULATE STUDIO 360, STORYLINE etc.).

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

The MA TESOL programmes have been considered to be fully compliant with all the criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC found that the student admission process appears to be carefully thought out and appropriately publicised. These involve both special rules and dedicated committees for the admission of applicants to different courses. The committee noted as a strength that the admission regulations provide for a number of alternative means of certification of English language proficiency, which may be easily accessible to applicants from distinct backgrounds, while there are detailed special provisions in place for applicants with various disabilities. It was further noted that a set of rules for monitoring student progress and for the recognition of work done in other institutions have been set up and are available to students. The Diploma Supplements issued for both degrees follow the relevant guidelines and provide sufficiently detailed descriptions of the content of each course of study and of the individual student's accomplishments.

The EEC further confirmed that a number of alternative certification documents are available, as appropriate certification may be required in different circumstances. In all cases, the relevant rules seem to be quite straightforward, directing students to the competent authorities.

The EEC noted the two points below as areas of improvement and recommendations:

- a) The alternative means of certification of English language proficiency (which may indeed be useful to applicants from different backgrounds) are not always equivalent and some confusion may arise as to the exact level of attainment required.
- b) On the other hand, when it comes to the Leaving Certificate minimum requirements, the information provided ("15 out of 20") may not be sufficiently informative to applicants from different educational backgrounds.

In relation to (a) we would like to note that the English language proficiency examinations that we accept in order to verify candidate's language proficiency have carefully been checked for equivalence following the Common European Framework of Reference for Languages (CEFR) and the Cambridge English Scale (<https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>), and are fully compliant with DIPAE guidelines on English language proficiency <http://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/534-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika>.

These examinations are stated in the Student's Handbook and the university's website as follows:

- A British Council International English Language Testing System (IELTS) score of 7 (or above) with a minimum score in each component of Reading, Writing, Listening and Speaking of 6.0,
- or TOEFL 580 (paper-based test) or 237 (computer-based test) with a score of not less than 4 in TWE or TOEFL internet-based test score of 92 or more, with not less than 22 Writing, Listening 21, Reading 22 and Speaking 23,
- or Cambridge Certificate of Advanced English (CAE) or Certificate of Proficiency in English (CPE) overall score of 176 or above, with 176 in writing and no sub-section below 169 -OR- Grade C if taken before January 2015,
- or Cambridge Michigan ECPE Proficiency – Pass,
- or Pearson Test of English score of 59 or more overall, with a minimum writing score of 59 and no other subsection below 51;
- or IGCSE minimum score ‘B’.

In regards to recommendation (b) above, we would like to remind the committee that the Leaving Certificate (“15 out of 20”) is not one of the entry requirements of the MA TESOL programme. We believe this point was made with reference to the other programme examined on the same day (i.e., the BA English Language and Literature) and not this postgraduate programme.

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

The MA TESOL programmes have been considered to be fully compliant with all criteria of this section. No deficiencies in the quality indicators have been identified.

The EEC noted the well-functioning activities and materials that are planned using the possibilities of ICT, and the special pedagogical planning unit that is in place to support students and teachers participating in e-learning education. The committee further noted the good library facilities are also available for DL students which offers a vast amount of resources and material for students that they can work on. It was further noted that the infrastructure of the university is state-of-the-art and able to handle any increase in the number of students.

The committee further commented positively on how the instructors provide students with additional material that offers them guidance and understanding of the courses. Students were found to be satisfied with their instructors' guidance and support, and the flexibility of the online course. The committee additionally noted that courses are successfully held online due to the COVID-19 pandemic and the live sessions and recordings are available to students at any given time. Finally, student mobility within the EU is active for both studies and internships.

With specific reference to the DL TESOL programme, the EEC has further made suggestions for further improvement, as follows:

- a) Since technology is changing fast creating new possibilities for education but also new risks, an explicit plan is necessary for regular revision of its use and for the corresponding learning activities,
- b) Student mobility for studies outside the EU is low and can further be improved.

We welcome these recommendations. Regarding recommendation a), the programme will continue to lend itself to an internal evaluation process which takes place every two years within the University of Nicosia in order to maintain and/or improve the quality of the programme and update/revise its learning activities. The Internal Program Evaluation Process (IPEP) involves both an Internal Team of Reviewers (ITR) and an External Team of Reviewers (ETR) both of which offer feedback for improvement and updating. In order to keep up with the revisions that might become necessary as a result of the technological changes and the fast-creating new possibilities for education, the MA TESOL faculty will continue to participate in the training courses offered every semester by the Technology Enhanced Learning Centre of the University of Nicosia. The



programme coordinator will continue to monitor the content of the courses by conducting checks to ensure that faculty members regularly update the content of their courses accordingly.

Regarding student mobility outside Europe, the programme committee will investigate what opportunities exist, mainly with similar postgraduate programmes within the international partners of the University of Nicosia (i.e., Ilia State University, Georgia; Centro Universitario de Grande Dourados, Brazil; Zhejiang University Ningbo Institute of Technology, China).

With specific reference to the Conventional TESOL programme, the EEC recommended “fostering a sense of community for students who are currently studying online during the pandemic” (e.g. creating opportunities for optional online get-togethers, tea parties, etc.’. We realise that fostering such a sense of community would be very important for campus students during the pandemic. We note, however, that our MA TESOL Conventional programme did not run in 2020 due to the low number of applicants. These applicants were directed to our DL programme.



**Additional for distance learning programmes
(ALL ESG)**

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

N/A



7. Additional for joint programmes (ALL ESG)

N/A

C. Conclusions and final remarks

We would like to express our gratitude to the External Evaluation Committee (EEC) for their professional and thorough work during the evaluation of the MA in TESOL (Distance Learning and Conventional) programmes. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. The detailed discussion of all issues pertinent to the programme under evaluation led to a fruitful discussion between the members of the EEC and the official representatives of the University and faculty members of the programmes. The discussion proved to be extremely helpful due to the expertise of the members of the EEC and their willingness to share their suggestions and recommendations for further improving the programme. The demanding set of questions allowed us to elaborate on the pedagogical foundations of the programmes and expand upon the content of the application form.

We have assessed and reviewed carefully the EEC report. We are pleased to note that the report is extremely positive, and we thank the EEC for their positive comments and for identifying the strengths of our MA TESOL programmes.

In the concluding remarks of the report, the EEC notes that “the committee did not have the opportunity to look at students’ work: assessments, projects, examination papers, essays, etc., so it was impossible to take a view of the academic level of the students’ work or of the quality of the feedback given to students. Even though it may not strictly be part of the requirements on this occasion, the Department might consider making some student work available for future evaluations”.

Response/Action: Samples of our student work, examination papers and corrected assignments/theses are available for the EEC upon request.

We would also like to thank the committee for noting areas for further improvement and for providing specific recommendations for the strengthening the quality of our programmes. We fully acknowledge that all programmes are always amenable to further improvement, and indeed we have been constantly working towards further improving our programmes since they were initially accredited. Accordingly, the suggestions for further improvement offered by the EEC are taken very seriously into account. We consider the suggestions of the EEC as very helpful and we will try to incorporate them to the widest extent possible. We thank the committee for all the suggestions/recommendations. We summarise these and our response/actions in the points that follow below:

1. Relations with alumni can be further intensified.

Response/Action: We concur with this suggestion which is welcome and we will discuss it as a departmental issue. We note that currently the programme is using social media (i.e. its own Facebook page) in order to communicate with its alumni, but the possibility of an alumni association at departmental level or the possibility of an annual/biannual workshop conference will be investigated.

2. Recommendation to make the Thesis Obligatory an obligatory element.

Response/Action: The recommendation of the EEC is noted and we fully appreciate the academic value of an obligatory thesis element. This has been an issue of internal discussion also in the past. The current University policy across Cyprus (set by the Cyprus Agency of Quality Assurance in Higher Education) is that the thesis is not mandatory in Master-level programmes and the MA in TESOL has abided by this policy in order to offer flexibility that responds to the needs of the local market and to our students' pedagogical needs for a broader professional development. We note that an important number of our distance-learning students are mature, practising EFL teachers with years of teaching experience who choose to enrol in our programme in order to get a broader scope of pedagogical knowledge through a number of different areas in the field of TESOL offered within our electives, rather than through the implementation of research on one topic of specialisation.

Nonetheless, recognising the value of the thesis element and the significant immediate and long-term benefits associated with competing a Masters-level dissertation, the programme committee has committed itself to more strongly encouraging students to opt for the thesis option. We have now added a section in the Student Handbook (Appendix A – please see student Handbook p.18-19) which explicitly states the advantages of such an option for students who write an MA dissertation. We also aim to encourage our students to opt for the thesis option through student mentoring and advising. In addition, the research components of the electives offered will also be strengthened by either explicitly covering certain research method issues specifically relevant to the elective content, and/or by having students link more explicitly/systematically theory with practice/collection and analysis of primary data as part of their long assignments.

The programme committee is also exploring the possibility of guiding students on specific topics of interest from semester 1 and matching them to faculty members so that they become more ready to pursue a thesis on a chosen specialisation when the time comes. The Research Methods course (TESL590DL) being offered as a core course in semester 1, helps students utilise their research skills in each of the courses they study (not just for a final dissertation) but can also enable the course leader to identify student research interests, match students' interests with relevant faculty and encourage students to pursue the MA thesis in the final semester.

It is also noted that the two electives that currently replace the thesis require students to complete assignments of a total equivalent number of words to the thesis. In addition, they require students to apply their secondary research skills and collect some primary data, and/or conduct classroom-based research.

3. Content of Programme: The introduction of some quantification of the learning activities in the text of the syllabi in order to make the calculation of ECTS workload more transparent and available to students.

Response/Action: We note here our syllabi are fully compliant with the template issued by DIPAE, and that the information provided in the syllabi of courses and their format has to be consistent across the whole the university. It is also noted that the Study Guide of our DL courses state the expected study time for each weekly unit (15-20 hours) which corresponds to 10 ECTS credits for each course, and is consistent across all MA courses.

4. Content of Programme: The Department to consider anonymising examination material to ensure the blind application of grading criteria.

Response/Action: Blind examination marking is not a policy which currently exists within our University, or within the Cypriot and Greek higher education system. Nevertheless, we welcome this suggestion and our Department will raise this issue at university level during the next School meeting.

5. DL Programme - Peer-reviewing procedures that students could be more involved in through, for example, the asynchronous and progressing mutual assessment of assignments and tasks.

Response/Action: The suggestion of the EEC is positively received and the Programme Committee will examine the possibility of introducing the 'Peer review tool' https://docs.moodle.org/310/en/Workshop_activity within its DL courses by arranging in-house workshop seminars for its faculty in Spring 2021. It will further make an effort to introduce grading Rubrics as tools for assessing teamwork. The teaching faculty of the programme will make every effort to encourage a greater cooperation between students and have them act as 'critical friends' in providing constructive feedback to each other's work.

6. DL Programme - More focus on the pedagogical advantages and challenges of technology used in e-learning education, and on the interaction of learning and teaching by the use of technology.

Response/Action: We fully endorse this recommendation and we note that the committee has commented positively on all aspects of this criterion. We view this as a suggestion for further improvement. We note that the faculty of the programme are fully committed to promoting further its DL students' engagement with the programme and with each other through the promotion of the the four C's of 21st Century skills: Critical thinking, Creativity, Collaboration, Communication. Every effort will therefore continue to be made to engage our DL students as much as possible through the use of various interactive DL tools and activities (e.g., forum discussions, wikis, video activities, quizzes, lesson design, journal keeping, portfolio building and others) through our courses. Appendix A provides a sample of such activities in two online courses taught in Fall 2020 and Spring 2021. Furthermore, we would like to point out that: (1) As of May 2017, it is the University's policy that all faculty members attend the seminars and training sessions offered each semester by the DL Unit, (b) The aforementioned seminars and training sessions include, among others, training in the latest e-learning interactivity tools, and (c) The course leaders in DL programmes conduct weekly checks to ensure that faculty members constantly update their materials and class activities, so that these may be in line with the most recent available digital tools at the University.

7. Student Admission: (a)The alternative means of certification of English language proficiency are not always equivalent and some confusion may arise as to the exact level of attainment required. (b)The Leaving Certificate minimum requirements ("15 out of 20") may not be sufficiently informative to applicants from different educational backgrounds.

Response/Action: In relation to a) we would like to note that the English language proficiency examinations that we accept in order to verify candidate's language proficiency have carefully been checked for equivalence following the Common European Framework of Reference for Languages (CEFR) and the Cambridge English Scale (<https://www.cambridgeenglish.org/exams->

[and-tests/cambridge-english-scale/](http://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/534-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika)), and are fully compliant with DIPAE guidelines on English language proficiency <http://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/534-02-07-2020-epipeda-gnosis-tis-anglikis-glossas-gia-foitisi-se-programmata-ptychiaka-kai-metaptychiaka-ta-opoia-prosferontai-sta-anglika>. These examinations are presented in the Student's Handbook and the university's website.

In regards to (b) above, we would like to remind the committee that the Leaving Certificate ("15 out of 20") is not one of the entry requirements of the MA TESOL programme. We believe this point was made with reference to the other programme examined on the same day (i.e., the BA English Language and Literature) and not this postgraduate programme.

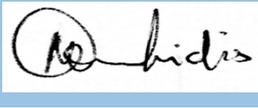
8. DL Programme - Learning resources and Student support: (a) explicit plan is necessary for regular revision of its use and for the corresponding learning activities, (b) Student mobility for studies outside the EU is low and can further be improved.

Response/Action: We welcome these recommendations for further improvement. With specific reference to a), the programme will continue to lend itself to an internal evaluation process which takes place every two years within the University of Nicosia in order to maintain and/or improve the quality of the programme and update/revise its learning activities. The Internal Program Evaluation Process (IPEP) involves both an Internal Team of Reviewers (ITR) and an External Team of Reviewers (ETR) both of which offer feedback for improvement and updating. In order to keep up with the revisions that might become necessary as a result of the technological changes and the fast-creating new possibilities for education, the MA TESOL faculty will continue to participate in the training courses offered every semester by the Technology Enhanced Learning Centre of the University of Nicosia. The programme coordinator will continue to monitor the content of the courses by conducting checks to ensure that faculty members regularly update the content of their courses accordingly.

Regarding (b) (student mobility outside Europe), the programme committee will investigate what opportunities exist, mainly with similar programmes within the international partners of the University of Nicosia (i.e. Ilia State University, Georgia; Centro Universitario de Grande Dourados, Brazil; Zhejiang University Ningbo Institute of Technology, China).

We would like to thank the committee once more, both for the positive and fair evaluation, as well as the constructive comments and suggestions and the fruitful discussion that we had with its members during the lengthy virtual visit. We also thank the committee for the time and thoroughness it dedicated to the evaluation of the MA TESOL programmes and for helping us improve through the suggestions made. The majority of the recommendations of the committee refer to further improvement, and some need discussion and potential decision at Departmental/School/Senate level as they are not applicable only to this specific programme. The recommendations and evaluation of the committee are seriously taken into account for the further improvement of the programme. We consider this endorsement under the conditions of external peer review as a resounding vote of confidence in the MA TESOL programmes and their potential for academic success and growth.

C. Higher Education Institution academic representatives

<i>Name</i>		<i>Signature</i>
Prof. Philippos Pouyioutas	Professor, Rector	
Prof. Panayiotis Angelides	Professor, Vice Rector for Academic Affairs & Quality Assurance	
Prof. Klimis Mastoridis	Professor, Dean School of Humanities & Social Sciences	
Dr Polina Mackay	Associate Professor and Head of Department	
Prof. Maria Economidou-Kogetsidis	Professor, MA TESOL Programme Coordinator	
Dr Christine Savvidou	Associate Professor, Senior Faculty Member	

Date: 25.2.2021

Appendix A

MA TESOL DL Handbook



UNIVERSITY *of* NICOSIA

LANGUAGES and LITERATURE DEPARTMENT

**MA in TESOL Distance Learning
(Teaching English to Speakers of
Other Languages)**

**PROGRAM/STUDENT
HANDBOOK**

(Academic year 2020-2021)

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Welcome the the Programme

I would like to offer you a very warm welcome to the Department of Languages and Literature, and to the Distance Learning MA program in TESOL! We are certain you have made a good choice in joining the programme and we are looking forward to working with you throughout your studies here at the University of Nicosia.

We have developed this MA in TESOL to prepare you for employment in the area of Teaching English to Speakers of Other Languages or in the wider field of education and EFL course development. The programme is designed both for those with teaching experience and for those with little or no substantial teaching experience but who wish to gain a substantial postgraduate qualification in the field of teaching English. As such, it provides a strong professional foundation for developing practical teaching skills and aims at developing in the student an understanding of a range of disciplines and areas of professional activity which underpin the field. This MA will therefore equip you with a solid theoretical foundation, linguistic knowledge, cultural understanding, and pedagogical training essential to the various aspects of TESOL.

The faculty members this programme includes a multicultural group of specialised and experienced academics and ESOL professionals all of whom have doctorate degrees from some of the best European and American universities. They have a wide range of experience in teaching and researching in the field and are well equipped to provide the pedagogical and pastoral support you need. Our MA faculty are actively involved in research and are dedicated not just to teaching and research excellence but also to helping you maximise your educational potential and to preparing you for your career or possible further study. We are therefore proud of our research achievements and are constantly building on these through ongoing research activities. As a team, we also continually strive to enhance the courses we offer to ensure that we provide our students with high quality and engaging programmes of study.

Please make use of us and rest assured that every support and guidance will be made available to you during this academic journey. Both myself and the other members of the course team are committed to supporting your learning 'journey' in order to ensure that you fully benefit from your time here at Unic.

We welcome you again to our MA TESOL DL programme and wish you every success in your studies!



Prof. Maria Economidou-Kogetsidis

MA TESOL Programme Coordinator

☎Tel: (357) 22842353

✉Email: Kogetsidis.m@unic.ac.cy

MA in TESOL DL – Key Aims and Expected Outcomes

This MA TESOL program has the following **key aims**:

- to provide students with a strong professional foundation for developing practical teaching skills in relation to TESOL;
- to further students' understanding of English language teaching;
- to equip students with the linguistic knowledge, cultural understanding, and pedagogical training essential to the various aspects of TESOL;
- to provide theoretical and/or practical support for actual situations within the language classroom;
- to develop students' skills in critical reading and ability to design a research project;
- to provide the theoretical and/or practical basis required for the study of a doctoral degree.

Key Learning Outcomes

On completion of this program, students will have the ability to:

- critically analyse relevant professional issues affecting current educational practices in the area of English language learning and teaching;
- reflect on and evaluate the quality of language teaching and learning;
- fully and confidently defend their ideas on language teaching and learning both orally and in writing;
- design, evaluate, develop and implement lessons and materials in English language teaching;
- design, develop and apply research in their chosen area of specialisation;
- create and evaluate course curricula in relation to English language teaching and learning;
- critically assess and reflect upon one's own practice and development as an English language teacher.

Duration of Program

The program is a three-semester, full-time program of study (minimum 18 months: Fall – Spring - Fall). A part-time study option is therefore also available.

Admissions Criteria

The program admits students in the Fall and Spring semester. Applications for admission to the program are considered only from candidates that fulfill the entrance criteria as described below:

Academic requirements

- All applicants for entrance in the MA TESOL program offered by the Department should have at least a lower second class (2:2) Bachelor degree (or equivalent) in English Language/ English Linguistics and/or English Literature from a recognised university.
- Teaching experience is not essential but preferred. Tutoring experience is helpful.
- Applicants with a lower grade or whose degree is from other Social science or Humanities disciplines such as Education, Psychology, Foreign languages, Sociology, Law, Politics etc., will be considered on their own merits. Examples of such merits are teaching experience, professional

references, a teacher training qualification, academic achievement in first degree, an interview with the candidate.

Other requirements

- Two academic reference letters.
- Personal Statement: A letter highlighting the applicant's individual competences and strengths and providing his/her reflections regarding the expectations and value of the program as well as to his/her personal advancement and career development.

If the applicant's first degree was not taught in English then we will need evidence of his/her English Language proficiency, which should be as follows:

- A British Council International English Language Testing System (IELTS) score of 7 (or above) with a minimum score in each component of Reading, Writing, Listening and Speaking of 6.0,
- or TOEFL 580 (paper-based test) or 237 (computer-based test) with a score of not less than 4 in TWE or TOEFL internet-based test score of 92 or more, with not less than 22 Writing, Listening 21, Reading 22 and Speaking 23,
- or Cambridge Certificate of Advanced English (CAE) or Certificate of Proficiency in English (CPE) overall score of 176 or above, with 176 in writing and no sub-section below 169 -OR- Grade C if taken before January 2015,
- or Cambridge Michigan ECPE Proficiency – Pass,
- or Pearson Test of English score of 59 or more overall, with a minimum writing score of 59 and no other subsection below 51;
- or IGCSE minimum score 'B',

English language test validity

- Some English Language test results are only valid for two years. Your English Language test report must be valid on the start date of the course.

PROGRAM PATHWAY

MAJOR REQUIREMENTS [40 credits]		ECTS
TESL-500DL	Exploring Language for TESOL	10
TESL-590DL	Research Methods in TESOL	10
TESL-510DL	Language Teaching Methodology and Course Design	10
TESL-505DL	Second Language Acquisition	10
TESL-515DL	Language Skills and Materials Development	10
		50 credits
*MAJOR ELECTIVES [students choose 50 credits]		
TESL-521DL	Teaching English to Young Learners	10
TESL-522 DL	Teaching English for Specific Purposes	10
TESL-523 DL	Teaching Grammar	10
TESL-531 DL	Bilingualism and Multilingualism in the Language Learning Classroom	10
TESL-532 DL	Sociocultural Perspectives in TESOL	10
TESL-541 DL	Educational Technology in TESOL	10
TESL-542 DL	Content and Language Integrated Learning (CLIL)	10
TESL-550 DL	Teacher Education in TESOL	10
TESL-595DL	Thesis	20
		40 credits
		Total requirements: 90 CREDITS

The Master Degrees require completion of a minimum of 30 credits/75-180 ECTS, according to particular programme requirements. All requirements for the specific programme and major must be completed.

A minimum cumulative grade point average (CPA) of 2.0/4.0 is required in order for students to graduate.

*The full list of electives indicated may not all be offered every year, and this may depend on how many students choose that particular elective or on tutor availability. It will not be possible to offer every option each academic year. When accepting your offer of a place to study on this programme, you are accepting that not all of these options will be running.

Semester Breakdown

In order to be able to fully appreciate and make the most of these courses, it is recommended that you follow them as set out by semester.

SEMESTER 1 [30 ECTS]	
TESL-500DL Exploring Language for TESOL	10 ECTS
TESL-590DL Research Methods in TESOL	10
TESL-510DL Language Teaching Methodology and Course Design	10
	[30 credits]
SEMESTER 2 [30 ECTS]	
TESL-505DL Second Language Acquisition	10
TESL-515DL Language Skills and Materials Development	10
+	
1 ELECTIVE GROUP A	10
ELECTIVES GROUP A:	
TESL-521DL Teaching English to Young Learners	10 ECTS
TESL-522DL Teaching English for Specific Purposes	10
TESL-523DL Teaching Grammar	10
ESL-541DL Educational Technology in TESOL	10
	[30 credits]
SEMESTER 3 [30 ECTS]	
3 ELECTIVES (or 1 ELECTIVE + THESIS)	
ELECTIVES GROUP B:	10 ECTS
TESL-531DL Bilingualism and Multilingualism in the Language Learning Classroom	10
TESL-532DL Sociocultural Perspectives in TESOL	10
TESL-542DL Content and Language Integrated Learning (CLIL)	10
TESL-550DL Teacher Education in TESOL	10
	20

TESL-595DL Thesis	[30 credits]
	Total: 90 credits

Course Prerequisites

Students must complete some course(s) before proceeding to others and the various prerequisites for each course are shown in the table below.

		Prerequisite(s)
CORE COURSES		
TESL-500DL	Exploring Language for TESOL	NONE
TES-590DL	Research Methods in TESOL	NONE
TESL-510DL	Language Teaching Methodology and Course Design	NONE
TESL-505DL	Second Language Acquisition	TESL-590DL
TESL-515DL	Language Skills and Materials Development	TESL-590DL
ELECTIVES		
TESL-521DL	Teaching English to Young Learners	TESL-500DL, TESL-590DL, TESL510DL
TESL-522DL	Teaching English for Specific Purposes	TESL-500DL, TESL-590DL, TESL510DL
TESL-523DL	Teaching Grammar	TESL-500DL, TESL-590DL, TESL510DL

TESL-541DL	Educational Technology in TESOL	TESL-500DL, TESL-590DL, TESL510DL
TESL-531DL	Bilingualism and Multilingualism in Language Learning Classroom	TESL-500DL, TESL-590DL, TESL510DL
TESL-532DL	Sociocultural Perspectives in TESOL	TESL-500DL, TESL-590DL, TESL510DL
TESL-542DL	Content and Language Integrated Learning (CLIL)	TESL-500DL, TESL-590DL, TESL510DL
TESL-550DL	Teacher Education in TESOL	TESL-500DL, TESL-590DL, TESL510DL
TESL-595DL	Thesis	TESL-500DL, TESL590DL, TESL505DL, TESL510DL, TESL-515DL

Faculty

Highly qualified and experienced faculty, form the educational human centre for the teaching of the subjects in the degree. A solid proportion of the faculty, with doctorates, form an energetic hub of researchers and publishers. The following are the teaching faculty of the program.

NAME	FULL-TIME OFFICE/TELEPHONE
<p>Prof. Maria ECONOMIDOU-KOGETSIDIS Professor/ Program Coordinator</p> <p>PhD in Cross-Cultural Pragmatics, University of Nottingham, UK MA Applied Linguistics & TESOL, University of Leicester, UK BA Humanities, University of Luton, UK Certificate in TESOL, Trinity College, University of London</p>	<p>Education Building 3rd floor 302A Tel: 22-842353 kogetsidis.m@unic.ac.cy</p> 

<p>Dr Chris ALEXANDER Assistant Professor Head of the Distance Learning IT Unit</p> <p>EdD in Applied Linguistics and TESOL (Computer Assisted Language Learning), Bristol University, UK. MA in Applied Linguistics and TESOL, Leicester University, UK PGCERT (TESOL) Postgraduate Certificate in TESOL, Leicester University, UK CTEFLA (Certificate in Teaching English to Speakers of other Languages)</p>	<p>Millennium Bldg M118b, 1st floor Tel: 22-84 1635 alexander.c@unic.ac.cy</p> 
<p>Dr Katarzyna Alexander Associate Lecturer</p> <p>PhD in Linguistics, the University of York, UK. BA/, MA in English Philology from Adam Mickiewicz University in Poznan, Poland</p>	<p>Education Building 3rd floor/301 Tel: 22842344 alexander.k@unic.ac.cy</p> 
<p>Dr Katherine Fincham Lecturer</p> <p>EdD in Bilingualism, University of Edinburgh, Scotland, UK. MSc Teaching English as a Second Language, University of Southern California, Los Angeles, California, USA. BA, Political Science and Communication (International Relations), University of Southern California, Los Angeles, California, USA.</p>	<p>Education Building 3rd floor 304 Tel: 22-84 2356 fincham.k@unic.ac.cy</p> 
<p>Dr Androulla PAPAKYRIAKOU Assistant Professor Director of the Centre of Modern Languages</p> <p>PhD in General Linguistics, Humboldt University, Germany. BA/MA in German Language and Literature, Humboldt University, Germany.</p>	<p>Education Building 3rd floor 305 B Tel: 22-84 2361 papakyriakou.a@unic.ac.cy</p> 

<p>Dr Christine SAVVIDOU Associate Professor</p> <p>EdD, Teacher Education, Nottingham University, UK. M.Ed. English Language Teaching, University of Manchester, UK. PGCE, Postgraduate Certificate in Education, Loughborough University, UK. BSc. Sociology & Social Admin. Loughborough University, UK.</p>	<p>Education Building 3rd floor 302A Tel: 22-84 2347 savvidou.c@unic.ac.cy</p> 
<p>Dr Andry SOPHOCLEOUS Assistant Professor</p> <p>PhD in Applied Linguistics, Kingston University, London, UK. MA in Language Acquisition, University of Essex, UK. MA in Translation Studies, University of Surrey, UK. BA in Linguistics with German, University of East London, UK.</p>	<p>Education Building 3rd floor 302 Tel: 22-84 2351 sophocleous.a@unic.ac.cy</p> 

Faculty – Short Biographies

Dr Chris ALEXANDER is Assistant Professor in Computer Assisted Language Learning (CALL)/e-learning and also Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages). His Doctorate in Education (Applied Linguistics and TESOL/CALL) is from Bristol University and his Masters in Applied Linguistics and TESOL is from Leicester University. He is currently Head of the Distance Learning IT Unit at the University of Nicosia. He has researched how to develop effective Internet pedagogies for TESOL and is currently researching learning design and LAMS/Moodle use. He has worked at the University of Adam Mickiewicz in Poland and has also worked as a Director of three large British Council EFL Schools in the UK. He is a member of the Editorial Board for a number of well-known international CALL/TESOL journals and has many paperback and online publications.

Dr Katarzyna Alexander holds a PhD in Linguistics from the University of York, (the UK), and an MA in English Philology from Adam Mickiewicz in Poznan (Poland). Her research interests include voicing patterns of Greek Cypriot plosives as well as perception of voicing in English plosives by Greek Cypriot learners of English, and its influence on spelling in English by Greek Cypriots. Her research in sound perception is carried out within Exemplar Theory framework. She has taught English as a Foreign

Language in various institutions in Poland, the UK and Cyprus. She also has done many Polish-English and English-Polish translations. Katarzyna is interested in using Internet technology in teaching English. She was one of the authors of an online English course offered by "Idea" language centre in Poznan (Poland). In addition, she has designed several Internet lessons for low-level learners of English, and she has assisted in the creation of e-learning materials for the Business Communications BADM231 course at the University of Nicosia.

Dr Maria ECONOMIDOU-KOGETSIDIS is Professor of English and Applied Linguistics at the University of Nicosia, the Coordinator of the MA TESOL program and the former Head of the Department of Languages and Literature. She holds a PhD in Cross-cultural Pragmatics (Applied Linguistics) from the University of Nottingham, an MA in TESOL and Applied Linguistics and a BA in Humanities from the University of Luton (Bedfordshire). She has been working at the University of Nicosia since 2002 and prior to this she worked as an ESL lecturer in Dunstable College in the UK and as an ESL instructor at 'Intercollege' in Limassol as an EFL lecturer. She is a certified IELTS examiner for the British Council and an IGCSE English as a Second Language Certified Oral Examiner for the University of Cambridge International Examinations. Her research areas are interlanguage and intercultural pragmatics, cross-cultural communication sociopragmatics, pragmalinguistics and politeness. Her publications have appeared in the *Journal of Pragmatics*, *Intercultural Pragmatics*, *Journal of Politeness Research* and *Multilingua*. Her current research focuses on the pragmatic performance and development of Greek and Greek Cypriot learners of English, on interlanguage request modification, e-requests and e-politeness, and on the methodological comparison of request data. She is a reviewer for the *Journal of Pragmatics*, the *Journal of Intercultural Pragmatics*, *TESOL Quarterly*, the *British Journal of Educational Research* and the *Australian Journal of Linguistics*.

Dr Katherine FINCHAM-LOUIS is Lecturer at the University of Nicosia. She holds a Doctorate in Education from the University of Edinburgh, a M.Sc. in Education with a specialty in Teaching English as a Second Language from the University of Southern California, and a B.A. in Political Science, Social Science and Communication from the University of Southern California. Her research interests include bilingualism and multilingualism, language learning and young people, language and identity, research with children and young people, social justice and inclusion, minority rights, school experience and youth in divided societies.

Dr Antroula PAPAKYRIAKOU is Assistant Professor in the Department of Languages and Literature and also the Director of the Centre of Modern Languages. She holds an MA in German Language and Literature and a PhD in General Linguistics from the Humboldt University (Berlin, Germany). She has served as a member of the Senate of the University of Nicosia (2008 – April 2014), the Senate of Intercollege (02.2003-02. 2006) and the Senate of the Humboldt-University/Berlin (1990-1992). She acted as a Coordinator (team from Cyprus) of the European project European Curricula in New Technologies and Language Teaching (Socrates program, Comenius 2.1) and participated also in the European project Language Network for Quality Assurance. In the past, Dr Papakyriakou was a lecturer at the Department of English and General Linguistics of Technische Universität Berlin and she also worked at the Centre for General Linguistics, Typology and Universals. Her research interests include the Syntax-Semantics interface, Content and Language Integrated Learning, Multilingualism Didactics and the use of technology in language teaching.

Dr Andry SOPHOCLEOUS is Assistant Professor of English and Sociolinguistics at the University of Nicosia. She holds a PhD in Sociolinguistics from Kingston University, a Master’s Degree in Language Acquisition from the University of Essex and another Master’s Degree in Translation Studies from the University of Surrey. She completed her BA Degree in Linguistics with German at the University of East London. Her research interests include: bidialectalism, language and identity construction, style and sociolinguistic variation, language and education, language and culture, language planning, and language and computer-mediated communication. Her publications have appeared in *Sociolinguistic Studies*, *Linguistics and Education*, the *Journal of Language, Identity & Education*, *Language, Culture and Curriculum* and in the *International Journal of Multilingualism*. Her research currently focuses on the literacy development of bidialectal kindergarten children and on the expression on identity in written interactions.

Dr Christine SAVVIDOU is Associate Professor at the University of Nicosia and the Coordinator of the PhD in TESOL program. She holds an EdD in Teacher Education from the University of Nottingham (UK) and an MEd in English Language Teaching from the University of Manchester (UK). For over two decades, she has gained extensive experience in teaching and examining English as a Foreign Language. Her current research interests and publications are in the fields of teacher education, professional development and narrative research methods. Her publications have appeared in the *Journal of Teacher Development*, *Intercultural Education*, *Teachers and Teaching: Theory and Practice*, *Intercultural Education*, *The Internet TESL Journal*, and *Technology, pedagogy and education*. She has been working at the University of Nicosia since 2001.

Faculty Research Areas

Faculty in the Department who teach on this postgraduate program are established researchers who actively participate and present in international conferences, and publish in their fields through journal articles and books. Their research areas are noted below:

Dr Chris Alexander	Technology: the writing process, Evaluation, Testing, Research Methodology, Computer Assisted Language Learning (CALL) and LAMS
Dr Katarzyna Alexander	Phonetics/phonology, sound perception and production in language variation, sound perception and production in SLA, exemplar theory, the influence of sound perception difficulties in SLA on spelling
Prof Maria Economidou-Kogetsidis	Pragmatics in Language Teaching Interlanguage Pragmatics, Intercultural Pragmatics Sociopragmatics/ Pragmalinguistics, Linguistic Politeness/ Cross-cultural politeness.

Dr Katherine Fincham	Bilingualism/Multilingualism, Young Learners and Language Acquisition, Language and Identity, Social Justice and Research, Social Justice and Education, Immigrant Rights.
Dr Androulla Papakyriakou	Syntax-Semantics-Interface Language for Specific Purposes (LSP) Content and Language Integrated Learning (CLIL) Multilingualism Didactics, The use of technology in language teaching, Translation.
Dr Christine Savvidou	Narrative Inquiry, Professional Development, Teacher Education, Digital Storytelling.
Dr Andry Sophocleous	Language and identity construction , Style and sociolinguistic variation, Language and politics, Language policy and language planning

METHODS OF ASSESSMENT

In general, there will be four components to the assessment of courses:

These are:

- Final examinations that may include multiple choice and/or essay questions (60%).
- Assignments/projects that will require students' critical thinking and/or hands-on approach. Case studies will aim to illustrate the application of theories to real life situations, which in turn will provide useful skills and guidance for the effective completion of the final project.
- Individual student participation in group discussions/forums/wikis.
- . Individual online quizzes
- Shorter exercises in the form of contribution to a forum, contribution to a wiki etc. which aim to demonstrate your understanding of specific topics as well as to develop collaboration among course participants (mainly for the distance-learning mode).

Although there is a general guideline regarding course assessment, not all courses are assessed in exactly the same way. The variety of the assessment methods necessitates from the learning outcomes of each course in terms of the subject as well as the expected skills and abilities.

MAJOR REQUIREMENTS

TESL-500DL (Exploring Language for TESOL) [Course leader: Dr Kasia Alexander]

This course aims at providing future English language teacher students with the skills to describe English language in terms of sounds, words, grammar (morphology and syntax), and meaning (semantics and pragmatics). It is therefore an introductory graduate course to the scientific study of language in order to enable teacher students to consider how they can analyse learners' language to understand their language development.

TESL-590DL (Research Methods in TESOL) [Course leader: Dr Maria Economidou-Kogetsidis]

This course aims to develop a knowledge and understanding of research techniques relevant to the language teaching and learning context. It illustrates the nature of academic writing and the structure of the research process. The ultimate scope of the course is to have each student satisfactorily prepared for writing long academic essays and for conducting small-scale and larger-scale academic research.

TESL-505DL (Second Language Acquisition) [Course leader: Dr Antry Sophocleous]

This course aims at providing students with a foundational critical perspective of the theories, methods and research applications of second (L2) language acquisition, with a view to identifying key trends and principles relevant to classroom-based and informal pedagogies. The course covers issues such as the effect of the age at which a second language is learned on the learner's rate of acquisition and attainment profile, the influence that the first language exerts on the acquisition of a second, other individual difference variables, and a number of psycholinguistic and sociocultural aspects of second language acquisition. While the content is heavily driven by theory the approach is to make the theory accessible to language teachers.

TESL-510DL (Language Teaching Methodology and Course Design)[Course leader: Dr Christine Savvidou]

This course offers a comprehensive survey and analysis of second language curriculum design, and examines current methodologies and materials used for TESOL. It enables student teachers to acquire knowledge in the theory and techniques in designing the language curricula and gives them the opportunity to interact with materials and suggested reading in order to understand the key issues in the field.

TESL-515DL (Language Skills and Materials Development) [Course leader: Dr Katherine Fincham]

This course focuses on developing a communicative approach to the teaching of the four language skills (reading, writing, speaking, listening), and a theoretical and practical approach to materials design, evaluation and development. It involves students developing a practical understanding of the principles and procedures of the design, implementation and evaluation of language teaching materials for the language skills. Through familiarisation with current approaches and methods in coursebook and materials design students will work with and adapt a range of published teaching

materials for a variety of specific contexts. It will also pay attention to issues of cultural and linguistic appropriacy, age and level of learners and current teaching methodology.

MAJOR ELECTIVE COURSES

TESL-521DL (Teaching English to Young Learners) [Course leader: Dr Antry Sophocleous]

This course offers an overview of theoretical and practical approaches to teaching ESL to young learners. It introduces students to social and psychological perspectives on first and second language acquisition such as the notion of the language acquisition device, the critical period hypothesis and social constructivist theories of language learning. Building on the theoretical perspectives explored, students consider principles for developing curriculum frameworks including syllabus and materials design and classroom methodology. Students also have opportunities to investigate and critically evaluate published resources aimed at teaching languages to young learners. Students will apply knowledge of the principles and practices to a range of practical teaching contexts. This course is aimed at developing teachers as reflective and responsive practitioners.

TESL-522DL (Teaching English for Specific Purposes) [Course leader: Dr Antroula Papakyriakou]

The course introduces students to theory and practice of developing courses for learners with specific professional purposes for learning a language. It introduces students to the basic principles and techniques in ESP course design. Participants look at practical aspects of the course design like syllabus, materials, methodology and assessment. Participants discuss also resources which can support the teacher, including electronic ones.

TESL-523DL (Teaching Grammar) [Course leader: Dr Antroula Papakyriakou]

The course explores current perspectives on the teaching and learning of grammar in the second/foreign language classroom. It introduces participants to modern approaches to teaching grammar and offers ideas for the creative and the communicative teaching of grammar. The course includes also a practical component (lesson plans for introducing grammatical categories, resources etc.).

TESL-541DL (Educational Technology in TESOL) [Course leader: Dr Chris Alexander]

This course aims to help students to acquire a thorough understanding of current theories and practices in the use of technology in the language classroom, and to become able to use technology as a means to enhance language learning. The course also aims to help students acquire teaching techniques for reading, writing, listening and speaking using technology and to build in students the confidence and ability to identify and critically evaluate the use of digital technologies in both formal educational settings and the informal educational processes of society.

TESL-531DL (Bilingualism and Multilingualism in the Language Learning Classroom) [Course leader: Dr Katherine Fincham]

The course aims to help students explore the history of bilingualism and bilingual education, and to develop an understanding of language development and use in those who speak more than one language. Students will be introduced to concepts such as code-switching, language mixing and language comprehension in children, and will explore the cognitive differences and similarities between bilinguals and monolinguals in the context of learning languages. The course will also analyse the concepts and issues of bilingual education programs, language planning and bilingual education policies, and explore the main concepts, policies and research surrounding bilingualism and bilingual development. Finally, the course will analyse the societal and cultural aspects of bilingual development and foreign language education.

TESL-532DL (Sociocultural Perspectives in TESOL) [Course leader: Dr Maria Economidou-Kogetsidis]

This course aims to help students understand how cultural assumptions and expectations affect communicative styles, and to recognise and analyse some frequent causes of intercultural miscommunication. This will be achieved by familiarizing students with the study of linguistic politeness and with important issues in theory and methodology of intercultural and interlanguage pragmatics. The course also aims to introduce students to the key issues in relation to culture and second/foreign language learners' pragmatic performance, and to guide them in the analysis of non-native language speakers' pragmatic deviations from the target language, as these can often lead to intercultural miscommunication. The course will also teach students how to raise their learners' pragmatic awareness and how to help them use English appropriately in a given sociocultural context.

TESL-542DL (Content and Language Integrated Learning (CLIL))[Course leader: Dr Antroula Papakyriakou]

The course introduces students to various models/applications of content and language integrated learning (CLIL). Students familiarise themselves with current research on methodology and study real examples from other European countries. Students identify examples of good practice in Europe and reflect on possible applications in the local context. The different models of cooperation among language and non-language teachers are examined and strengths/weaknesses of the various models are identified. Students learn how bilingual/multilingual models can be improved so as to support language learning (CLIL methodology/ Content and Language Integrated Learning).

TESL-550DL (Teacher Education in TESOL) [Course leader: Dr Christine Savvidou]

This course is about how language teachers can continue with their professional development once their initial teacher education is over. The need for continuing professional development is a recurring theme in language teaching and has led to the emergence of teacher-led initiatives such as action research, reflective teaching and team teaching. This course provides a coherent and strategic approach to teacher development. It examines different approaches for facilitating professional development in language teaching such as self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team

teaching, and action research. This course will benefit all those in second language teaching who are interested in lifelong education and professional development.

TESL-595DL (Thesis) [Course leader: MA TESOL coordinator]

Students are expected to mount an extensive piece of scholarly research. In consultation with a selected supervisor, students will choose their own subject from the issues dealt with during the program in the field of language teaching or education. They will demonstrate critical and analytical skills commonly used in a thesis project and will apply empirical knowledge to a body of literature relevant to their chosen topic of investigation. Upon completion of their thesis project, the students will defend their work by participating in an assessed oral viva/presentation (oral examination of the thesis that will adjust and finalise the grade).

ADVANTAGES OF WRITING A THESIS (TESL-595DL)

Even though TESL595DL is not a required course but an optional elective, there are significant immediate and long-term benefits associated with competing a Masters-level dissertation, especially if you wish to pursue further studies at the PhD level.

Research and Employability: A thesis gives you the valuable opportunity to delve into interesting research for greater depth of learning in your career area. Employers often prefer students with a thesis paper in their portfolio, because it showcases their gained writing skills, authoritative awareness of the field, and ambition to learn. If you plan to continue study within your discipline, the secondary or original research you conduct for your MA thesis will not only prepare you for the next level of research practice within your education, but it can also give you a head start on your future dissertation or research-based coursework if you choose to pursue your thesis topic further.

Transferable skills: In addition, successfully completing a Master's thesis testifies to the fact that you have the necessary research, academic writing, time-management and planning skills for your career or for further research. Choosing a manageable topic and figuring out how to approach it prepares you for project management in the workplace. Learning how to consolidate differing opinions into a report while asserting your own ideas and opinions will be useful in report and review writing. Thesis writing teaches you to develop flexibility when an original argument or potential data source falls flat, and it certainly forces you to manage your time and organize your thinking more than shorter essays and reports do. Perhaps most importantly, thesis writing pushes you to express yourself authoritatively and fluently in writing. The communication skills you hone through thesis writing will transfer to any career path you choose.

Faculty Parnership: There are few opportunities to work with a faculty member during university that are as meaningful or useful as the thesis writing experience. Faculty advisers meet with students one-on-one to discuss the student's ideas, comment on her outline or writing and offer challenges or pieces of advice for the next stage of writing. This level of intensive mentoring is rare, and it tends to push students to new levels with their thinking and their writing. Plus, faculty thesis advisers usually make suitable references for future jobs, internships and graduate school applications.

Publishing: Whether or not you choose to enter an academic career, publishing your thesis can be beneficial both to you personally (a recognition you can add to your resume) and to your field. Original research and astute criticism keep the academic disciplines vibrant, and most disciplines have several journals where accomplished thesis writers can potentially publish their work. If this is something you are interested in, ask your thesis supervisor whether your work is publishable, and if so, where. Then query journals with a short abstract about your thesis and see if any of them are interested.

[source: [Thesis Writing Benefits \(synonym.com\)](http://Thesis Writing Benefits (synonym.com))]

We advise you to start thinking about a research area/topic you are passionate about early on in your MA. Aim to discuss your ideas with the most relevant faculty member before you get to the third semester so that you are more prepared to choose your topic and embark on writing your thesis when the time comes. **Please also make sure you read carefully the information found further down in the 'Thesis Guide' to familiarize yourself with what this option entails.**

GUIDELINES/ CRITERIA FOR MARKING ESSAYS

Below are the criteria used by faculty for grading students' submitted work:

A A-
90-100%

Work of substantial quality which provides a full and balanced answer to the question set, and which might display originality through intellectual insights or the methodological approach adopted. The work should be elegantly structured to show clearly how the conclusions are reached, and all stages in the argument should be fully supported by academic evidence. There should be evidence that alternative opinions or approaches have also been evaluated, and that all necessary research has been done. The bibliography should confirm this, and accurately reflect the wide range of work which has led up to the essay. There should be an absolute minimum of technical errors in grammar, spelling and punctuation. This work could be considered for publication in a peer-reviewed journal.

B B+
83% - 89%

Very good work which has successfully analysed the question and has developed an answer which clearly deals with the issues it raises. There could be some perceptive remarks which show that the essay does not merely summarise existing thought on the subject. The structure should lead efficiently to the conclusions, and sufficient academic evidence to convince the reader should be provided. The essay should relate its own answer to the principal schools of thought on the subject. Appropriate research should be carried out to defend the conclusion. A full and accurate bibliography should be provided. There should be very few technical errors.

C+ B-
77% - 82%

A good essay which has obviously dealt with the terms of the question and has provided a sound answer. The answer is likely to be orthodox and derived from existing academic thought. The structure should be generally clear with few digressions or irrelevancies, and it should provide a foundation for

the conclusions. The academic sources which have been used should be acknowledged and documented where appropriate, particularly in the bibliography. The bibliography should show that sufficient preparatory work has been done. Some technical errors are permissible.

C- C
70% -76%

A fair piece of work which has succeeded in identifying the issues implied by the question but has not fully dealt with all its ramifications. The level of thought indicates that there are areas which could be more fully developed. The structure should be adequate to outline an argument but there may be some fairly major discrepancies and digressions. The main intellectual debates relevant to the bibliography should show that the fundamental aspects of the question have been investigated. Technical mistakes may occur, but they should not obscure major aspects of the essay's argument.

D- D+
60% - 69%

A fair piece of work which has identified only a number of issues implied by the question and has therefore not provided sufficient academic evidence to justify an answer. A particularly important aspect of the question have been neglected or misunderstood. The structure may be inappropriate to the nature of the essay or lead to a number of irrelevant points being made. There may be significant omissions in research and in the bibliography. Some of the technical errors may contribute to the difficulty of establishing the relevance of the answer.

F
30% -59%

An essay which is particularly misguided in its approach and has therefore failed to deal with the question. The structure may be especially confused and the issues at stake may be entirely neglected or misinterpreted. There may be crucial omissions in research and in preparatory reading. The bibliography may be missing, unjustifiable, or irrelevant. Technical errors may be so bad that much of the essay is incomprehensible.

F
10% -39%

An essay which is based on fundamental errors in all respects, and cannot be considered as an attempt at degree-level work.

F
0-9%
Reserved for cases of plagiarism

WHAT IS EXPECTED OF THE STUDENT

- ✓ Access the course platform at least 4 days per week;
- ✓ Check course and program messages/announcements on a daily basis;
- ✓ Study the course material according to the guidelines of the lecturer;
- ✓ Be respectful towards the lecturer and fellow students;
- ✓ Communicate with the lecturer during his/her student advising hours for any academic problems or concerns;
- ✓ Adhere to deadlines, schedule and specifications of the course;
- ✓ No late coursework will be accepted unless there is a serious reason. Documented evidence is required to support such cases
- ✓ Cheating and plagiarism under any circumstances is a serious offence which leads to severe punishment. In such cases, disciplinary action will be taken and you may receive a zero grade on your coursework/exam and fail the course;
- ✓ Contact the lecturer when experiencing academic difficulties or have any questions about the course;
- ✓ For any technical difficulties, inability to access the platform etc. contact the Distance Learning Technical Support by email at dl.it@unic.ac.cy or by phone at +357 22841662 or 22841663.
- ✓ Students are expected to take part in the Forum by posting their work but also reading and giving feedback to their peers. Participation in the Forum will also prepare them to their final exam as some of the Pre- and Post-Lecture questions will be included in the exam

WHAT THE STUDENT CAN EXPECT FROM THE FACULTY

The student on the program can expect all faculty to:

- ✓ Treat the student fairly in accordance with academic regulations and expectations.
- ✓ To keep the published and advertised office hours.
- ✓ Aid the student to reach his or her full potential in accordance with academic regulations and expectations.
- ✓ Be punctual during Webex sessions
- ✓ Be willing and able to answer student's academic queries.
- ✓ Be willing and able to answer student's academic queries.
- ✓ Respond to students' email enquiries in a timely manner. Students should expect a response within 2-3 working days.
- ✓ Mark work in a timely fashion. Provide constructive written feedback for assessed work.
- ✓ Be tolerant of opinions which differ from his or her own.

COMPLAINTS PROCEDURES

If you wish to make a complaint about any aspect of an individual course, the first person you should speak to is the faculty member for that course, who may then pass on the complaint to the Head of the Department. If you do not feel comfortable doing this, then please go directly to the Head of the Department, Dr Polina Mackay (mackay.p@unic.ac.cy) or the MA Coordinator Prof. Economidou-Kogetsidis (Kogetsidis.m@unic.ac.cy).

All complaints can be made in confidence at first. If, however, formal proceedings are required

against a faculty member, the student will have to make a written and signed statement.

All complaints are taken with the utmost seriousness, and the Head of the Department will do all they can to rectify the situation within the University's regulations.

USEFUL CONTACT DETAILS

Technical Issues

For technical issues, such as accessing the platform, use of technology and other tools used in the course etc., you may contact:

Distance Learning Technical Support Unit

Email address: dl.it@unic.ac.cy

Telephone: +357 22367356/7/8/9

Course Website: <http://courses.unic.ac.cy>

Administrative Issues

For administrative issues, such as registrations, tuition payments etc., you may contact:

Distance Learning Unit

Email address: DL@unic.ac.cy

Website: www.unic.ac.cy

University Library

http://www.library.unic.ac.cy/Distance_Learning.htm

Helpdesk at: Email: libithelp@unic.ac.cy

Tel: 00357-22 842100 and +30 698 347 8547

Operating Hours: Monday – Friday, 11:30 – 17:30.

Academic Advisors

Ms. Andri Michaelidou

Email: Michaelidou.an@unic.ac.cy

Telephone: +357 22842008

Ms. Antonia Kokkinou

Email: Kokkinou.a@unic.ac.cy

Telephone: +357 22842014

Digital Library – Frequently asked questions

<https://courses.unic.ac.cy/mod/book/view.php?id=18007>

- *What does the Library provide?*

The Library provides to Distance Learning students access to electronic resources, such as **Databases, E-journals and E-Books**, all provided through well known publishers such as Wiley, Taylor & Francis, Springer, Sage, Emerald, Elsevier, Cambridge, Oxford, APA and IEEE, as well as through various vendors of electronic databases and eBooks such as EBSCO and Proquest.

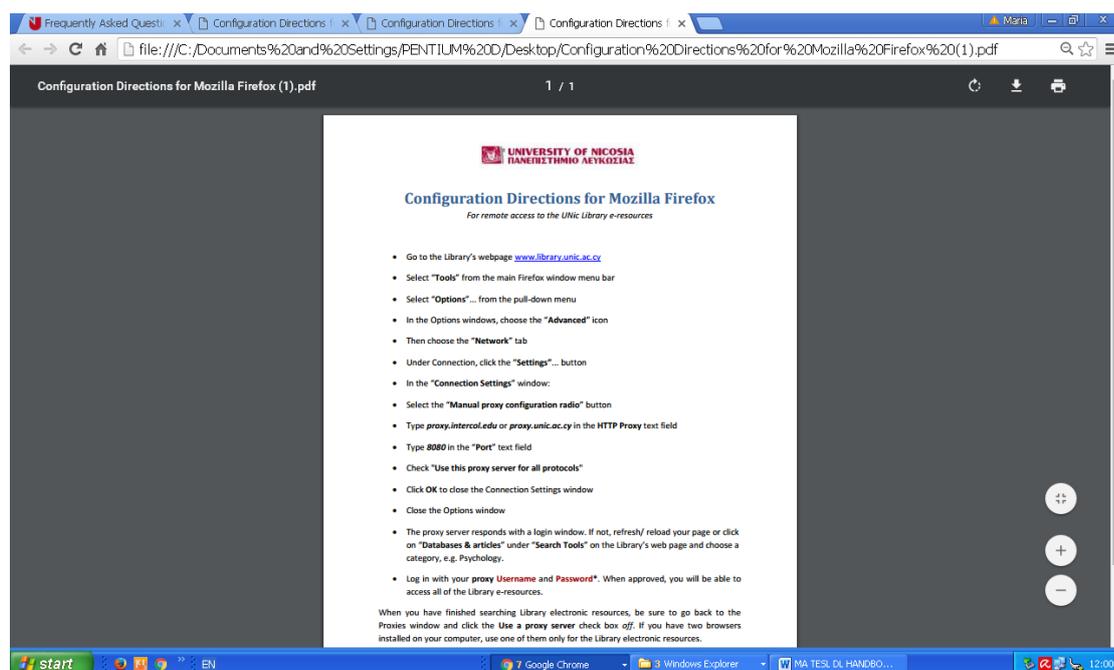
- *How do I access the Library's electronic resources?*

To access the Library's e-resources from off-campus, you must be **currently enrolled as students of the University** and to have received **your student ID number** beginning with **U...** (e.g. U012N9564).

Upon acceptance and registration with the University, the Library is informed to create an account for you. Once your Library account is activated, you will receive an email to inform you that you can **connect with the University's proxy server** and gain full access to the Library electronic resources.

How do I connect with the University's proxy server to gain access?

Click here: <https://courses.unic.ac.cy/mod/book/view.php?id=18008&chapterid=72>



- *Does the proxy restrict my access to other webpages?*

When you connect to the Internet through the proxy server you may be unable to load other webpages. If you have only one browser installed on your computer, when you finish your research in the Library e-resources you should change your proxy settings (un-configuring your browser) for **no proxy** connection. It is advisable to have two browsers installed at any time on your computer. One browser should always be configured to use the proxy service for using Library e-resources and the other one for surfing on the web (with **no proxy configuration**). In doing so, you can avoid configuring and un-configuring your browser all the time.

- *What is Refworks?*

RefWorks is a web-based bibliographic management tool (citation manager) that allows you to create a database of citations or references to resources (books, journal articles, web sites, etc.). It facilitates the insertion of citations within a research paper as in-text references, footnotes, or endnotes, and the creation of a formatted bibliography using a citation style of choice. All major citation styles are supported (e.g., APA, MLA, Chicago, etc.).

To use RefWorks you must first **sign up for an individual account**. To be able to create a new account you should be connected with the university's proxy server as described **here**.
<https://courses.unic.ac.cy/mod/page/view.php?id=18013>

Instructions on how to use Refworks can be found **here**.
<https://www.youtube.com/user/ProQuestRefWorks>

- *Can I use UniCAT to find electronic material?*

UniCAT is the on-line Library catalogue of all **print** material held in University's libraries, so **you cannot have access to electronic material here**. For searching electronic material, use one of the electronic resources suggested **here**.

<https://courses.unic.ac.cy/mod/book/view.php?id=18008&chapterid=78>

- *What is my username and password for the University's proxy server?*

When you **change your proxy settings**, the proxy server responds with a login window. Your credentials are:

Username: your Student ID Number beginning with **U**..... (in capitals)

Password: your date of birth in reverse order (**yr/mo/day***)

Example:

Username: **U000N0100**

Password: **19900310** (for 10th March 1990)

* Password must be entered in the format **yyyymmdd**

yyyy = year, i.e. **1990**

mm = month, i.e. **03** (March)

dd = day of the month, i.e. **10th** day of the month]

When does my Library account expire?

Your Library access rights are valid for one academic semester. At the end of every semester all the Library accounts are automatically **blocked**. After your official registration for the new academic semester, your Library account is activated again.

In case you need Library access, between the end of the academic semester and your official registration for the new semester, please contact the **Library Distance Learning Service**.

- *Does the proxy work with all the browsers available?*

The proxy server is browser independent, that is, any browser should work with the University's proxy solution. However, if you have problems that are not related to login information, please try a different browser.

Also, you may be unable to configure your browser, if you try from another company/institution where proxy is restricted it, e.g. your workplace. It is advisable to have two browsers installed at any time on your computer. One browser should always be configured to use the proxy service for using Library e-resources and the other one for surfing on the web (with **no proxy configuration**). In doing so, you can avoid configuring and un-configuring your browser all the time.

- *Should I have cookies and Javascript enabled in my browser?*

Make sure you have cookies and Javascript **enabled** in your browser and any pop-up blocker software **disabled**. These settings are located under:

Mozilla Firefox > Tools – Options

Internet explorer > Tools – Internet options

Google Chrome > Settings – Content settings

- *What might be the problem if I am not able to have access from off-campus?*

You may have entered an incorrect username and/or password. Repeat the process and make sure you type the correct credentials.

You may need to de-activate/shut down any firewall and/or antivirus software on the computer you are trying to access the proxy server from. Some companies or Internet Providers may be using a proxy

server to restrict Internet access. Because of this you may be unable to configure your Web browser to use the Remote Authentication Proxy Server simultaneously. In this case you will not be able to utilize this service.

- *How do I search for electronic material on my topic?*

You can search for electronic material by two different ways.

1. Search by specific **type** (journal articles, books) or **publisher** (Wiley, Cambridge) using the links below:

Databases

E-Journals

E-Books

2. Search simultaneously **various Library resources*** by using the Library Search button on the Library's home page:

- o Library Search

*Please note that some Library resources may be excluded.

you will not be able to utilize this service.

- *What is Library Search (EDS)?*

Library Search is the discovery service for searching the Library's entire collection. Available on the Library's home page enables you to search databases, books and journals all at the same time, with results displayed simultaneously on a single screen.

However, please note that **some of the Library e-resources/platforms may be excluded.**

- *How do I contact the Library?*

The Library Distance Learning Service provides ongoing support for the use of electronic resources:

- via email: *libdistance@unic.ac.cy*
- by telephone: *+357 22842102 & +30 698 347 8547*

Operating Hours: *Monday – Friday, 11:30 – 17:30.*

*For queries regarding access problems, please make sure you provide us with your off-campus **Username & Password** and a **print screen** of a particular error message, view or item showing the problem as it appears on screen.

List of policies and regulations

1. Plagiarism

If there is suspicion of plagiarism, the lecturer reserves the right to request that the student **carries out a viva/ presentation** in front of a committee appointed by the Coordinator or the Head of Department.

2. Extensions

If there are **extenuating circumstances*** preventing a student from completing a graded assignment an extension may be requested BEFORE the deadline by contacting the lecturer of the course and upon provision of sufficient justification on the part of the student. The definition of 'Extenuating circumstances' and some examples of such circumstances are presented below. The lecturer reserves the right to request the submission of a medical certificate from the student or to reject the student's request.

Extenuating Circumstances

Extenuating Circumstances are serious and exceptional circumstances or events which are unexpected and unavoidable and outside of the student's control. Examples of these may be serious illness or accident, death or serious illness of a close relative or friend or serious disruption to personal life – such as divorce, burglary, major fire or major court proceedings.

Examples of problems that are **NOT** normally valid as reason for ECs are:

-Minor medical conditions such as: colds, headaches, minor accidents or injuries, sleeping problems and minor anxiety and stress.

-Social obligations and similar avoidable commitments such as holidays, weddings, parties and sporting fixtures.

-Avoidable study related factors such as computer crashes, corrupted or lost disks, printer malfunction, deadline congestion or lost notes.

<http://www.cumbria.ac.uk/StudentLife/Support/YourStudies/AssessmentandExams/ExtenuatingCircumstances.aspx>

3. Incomplete (I) and Deferred (DE) grades

Students who receive an 'Incomplete' grade in relation to their coursework have a **maximum of 30** days to submit all the required coursework (provided that this has been authorised by the lecturer and that no earlier deadline has been agreed). After this period, a new grade is entered by the lecturer. This grade is calculated based on the student's completed coursework.

An 'I' (incomplete) grade cannot be changed into a 'Deferred' (DE) grade without following the official departmental procedure. The procedure requires (a) the student to complete the "DE Claim form" (see attached) and provide a detailed justification as to why a 'DE' is requested, (b) the lecturer's

authorisation of the request by signing the form, (c) the MA/BA coordinator's authorisation by signing the form, and (d) the Head of the Department's authorisation by signing the form. Unless all 3 people authorise the request, an 'I' grade cannot be changed into a 'DE'.

DISTANCE LEARNING students whose 'Incomplete' grade automatically becomes a 'DE', have 30 days to complete all pending assignments. If the student requires an extension then the lecturer needs to consult with the Program coordinator or the HoD.

The above comply with the same rules regulations and procedures that govern all programs of the University. According to the document titled 'University of Nicosia Academic Policies' also found on https://legacy.unic.ac.cy/exchange/kogetsidis.m/Inbox/Additional%20departmental%20policies%20%26%20regulations.EML/academic_policies_university.pdf/C58EA28C-18C0-4a97-9AF2-036E93DDAFB3/academic_policies_university.pdf?attach=1 :

The grade of "P" (Pass) (awarded for practical courses that are not examined by a written final exam and for practicum work) is not used in computing a student's grade point average (GPA or CPA), but the credits earned are included in the earned hours.

- Incomplete work (grade "I") must be made up in one month after the end of the semester or else the faculty member will record zero marks in that particular exam or area of work.
- A "W" is given for a course from which the student withdrew (WS) or was administratively withdrawn (WA).
- "Ws" & "Fs" will be shown on final reports but only "Fs" will appear on official transcripts.
- A grade may be deferred (**DE**) when the faculty member concerned has certain doubts regarding the student's work or if the work to be completed will be submitted after a period of one month.

4. Change of Grades

Once the student's grade has been submitted, no changes can be made. The student has no right to request a change of grade from the lecturer and the lecturer has no right to proceed with a change-of-grade unless otherwise authorised by the Coordinator **and** the Head of Department. If the student disagrees with the grade he/she can proceed with a grade petition.

Grade Petitions

Students wishing to dispute their semester grades have up to one month after the announcement of results to demand a second marking of their paper by completing a Grade Petition Form available at the Department of Academic Affairs.

5. Grades and Internal Moderation process of the MA TESOL

All final grades of the MA TESOL are to be checked and signed by the MA Coordinator before submission. The lecturer and the coordinator examine together 'F' and borderline cases.

In cases where a student's final grade is **two or more grade bands** away from the average of other courses' grades, then the lecturer examines the case with the MA Coordinator and invites a colleague (if possible) to double mark any assignments to ensure that *marking standards have been*

appropriately applied. Lecturers have the right to apply this moderation process any time they wish to have student's work double marked for greater accuracy and fairness.



UNIVERSITY *of* NICOSIA

**DEPARTMENT OF LANGUAGES AND LITERATURE
SCHOOL OF HUMANITIES**

DEFERRED CLAIM FORM

SECTION A: STUDENT DETAILS (PLEASE COMPLETE IN BLOCK CAPITALS)

Name	
Student ID No	
Program	
Year/Level of study	
Surname(s)	
Academic Year	

SECTION B – DETAILS OF THE COURSE AFFECTED

COURSEWORK

Course Code	Course Title	Name of Lecturer	Submission date	Was an extension granted?	Date of extension

SECTION C: DETAILS OF THE NATURE OF THE CIRCUMSTANCES

Extenuating Circumstances are serious and exceptional circumstances or events which are unexpected and unavoidable and outside of the student's control. Examples of these may be serious illness or accident, death or serious illness of a close relative or friend or serious disruption to personal life – such as divorce, burglary, major fire or major court proceedings. The term does not include minor illnesses or the everyday frustrations of life which you are expected to manage your study around.

Examples of problems that are **NOT** normally valid as reason for ECs are:

- Minor medical conditions such as: colds, headaches, minor accidents or injuries, sleeping problems and minor anxiety and stress.
- Social obligations and similar avoidable commitments such as holidays, weddings, parties and sporting fixtures.
- Avoidable study related factors such as computer crashes, corrupted or lost disks, printer malfunction, deadline congestion or lost notes.

Students with long term ill health, pregnancy, special needs, disability or any other condition that may adversely affect their studies should divulge such circumstances, to the University, before the commencement of the academic year or as soon as known so that appropriate arrangements can be made. These types of circumstances should not be considered as extenuating circumstances. However, complications as a result of pregnancy could be claimed as part of the EC process if they have adversely affected a student's performance.

INDICATE BELOW THE NATURE OF THE CIRCUMSTANCES:

<input type="checkbox"/> a serious personal illness <input type="checkbox"/> the death, or serious illness, of a close family member, friend or person <input type="checkbox"/> other sudden or unforeseen circumstances <u>beyond reasonable control</u>
Details: (Please give brief details of the nature of the circumstances you believe have affected your performance/attendance, in what way, and to what extent.

SECTION D: DOCUMENTARY EVIDENCE

Details of ECs should be brief but include all relevant facts and **must** be supported by evidence from an independent source, eg. a medical practitioner. All supporting documentation must be dated and relate specifically to the duration of the assessment claimed on the form.

Evidence to support ECs of a non-medical nature could include a statement from a person who can verify your circumstances from a position of authority and whose evidence is impartial and objective.

LIST THE DOCUMENTARY EVIDENCE YOU ARE SUBMITTING WITH THIS REPORT E.G. MEDICAL CERTIFICATE ETC:

Type of documentation		If unable to supply documentary evidence immediately, please indicate when you are able to provide corroborative documentation. NB. The University will not contact individuals to obtain evidence on your behalf
1.		
2.		
3.		
4.		

SECTION E: DECLARATION

I declare that the information on this claim is correct and complete to the best of my knowledge and I authorise the University to, if required, make enquiries to verify the accuracy of the information I have supplied. I understand the information will be disclosed to Head of the Department and the Coordinator and/or the Departmental Postgraduate Programs committee. I will inform the University immediately if there are any changes to these circumstances which have any significance to this application.

Signature:	Date:
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Claim approved

	Yes	No	Signature/Date
Lecturer			
Porgramme Coordinator			
Head of Department			



UNIVERSITY *of* NICOSIA

UNIVERSITY OF NICOSIA

Department of Languages and Literature

Thesis Guide

TESL-595 (Thesis)

Acknowledgement of Sources:

This document has used material from a diverse variety of sources but primarily from the Henley Dissertation Guide for Students and the MBA Thesis Guide for Students (University of Nicosia)

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1. Introduction

1.1. What is a Thesis?

In order to complete TESL-595 (Thesis), you must demonstrate an ability to undertake an investigation of a significant and specific teaching/learning/educational issue and to reflect on it in an insightful manner. This is the main purpose of the Thesis.

The Thesis is therefore a piece of research which demonstrates a student's ability to apply the knowledge and skills gained throughout his/her studies to a specific area in a *methodical* and *analytical* manner. It offers you the opportunity to link your own interests and requirements with the skills and ideas that you have developed during the program in a challenging and satisfying piece of work. At the same time, it is a chance for you to reflect on your learning and personal development needs so that you complete the program better equipped to tackle future challenges.

You are required to investigate a teaching/learning issue from both a *theoretical and practical perspective* using research methods that can be applied in TESOL. The Thesis gives you an opportunity to conduct research into an area of your own choosing (pending approval of your Thesis supervisor) that will help you to develop your knowledge, understanding and skills. You are able to pursue your own area of investigation within the scope of recognized academic practice. The content of the work submitted must be unique and original to your Thesis and may not be repeated from previous assignments or projects.

1.2 The Nature of your Thesis

At the beginning of your Thesis you will need to decide on its nature. One option is to use the Thesis to address a teaching/learning 'problem', or part of it, for the benefit of students/learners as well as teachers. If you conduct research only within your own teaching context your findings may not be generalisable to the wider learner population and the conclusions that you are able to draw may be more limited. However, you should still demonstrate that you are aware of the potential implications of your findings to a wider situation when drawing your conclusions and you should discuss the limitations of the research.

Alternatively, your Thesis may not be based on one context alone. If you are able to conduct research across a number of educational/learning/teaching contexts you will be more likely to be able to draw generalisable conclusions. With generalisable results you will be able to draw conclusions that are applicable to the wider TESOL/educational context.

A Thesis may on the other hand address a more conceptual issue or may decide to take an existing theory or model that you have discovered during your studies and apply it into a specific setting.

Finally, the Thesis must include primary and secondary research. It should generally take the form of:

- A systematic comparison within of an area of knowledge
- A critical analysis of a situation or a problem
- A proposal for an investigation
- An interpretation of already known facts (in a specified area)
- A piece of original research duly treated statistically if needed.

1.3 The Objectives of the Thesis

The objectives of the Thesis are as follows:

- To allow you to apply the knowledge that you have acquired during your MA TESOL studies to a specific learning/teaching/educational issue.
- To provide you with an opportunity to study a topic, that is of interest and relevance to you, in a detailed and thorough way.
- To expose you to the principles and process of academic enquiry and language teaching/learning research.
- To enable you to demonstrate your ability to think conceptually, as well as develop and communicate structured and rational thinking.

1.4 The Learning Outcomes

Below is a summary of the learning outcomes that you should have achieved upon completion of your Thesis.

1.4.1 Knowledge and Understanding /Cognitive and Intellectual Skills

1. Formulate the research questions for your selected research topic;
2. Develop a comprehensive and critical understanding of the body of knowledge within your chosen Thesis topic.
3. Conduct a biographical survey of the subject area;
4. Critically analyse information and evidence from a wide range of academic sources. You should be able to develop and communicate a cohesive argument in support of a particular theoretical position. You should also understand the uses and limitations of a range of research methods and data analysis techniques that can be used to evaluate outcomes the field.

5. Evaluate and argue alternative approaches to theories and models from your use of applied research.
6. Identify and appraise options and make practical recommendations for action and implementation, if applicable.

1.4.2 Behavioural Skills

7. Self-manage your own time and prioritise activities. Have an appreciation of your own competencies and skills in relation to the planning and organisation of a research project.
8. Work autonomously, exercising initiative and personal responsibility for the achievement of your stated objectives.

2. Managing your Thesis

2.1 Self-Management

As you enter the Thesis stage of the MA TESOL you will notice a change of learning experience. Until this point your program of study will have been relatively structured and you may have worked collaboratively with fellow students.

The Thesis is intentionally an individual piece of work in which you have to exercise your own initiative and demonstrate both self-reliance and independent working. It will be your own responsibility to drive forward the progress of your work and to organise, plan and manage the various activities that will be involved.

We strongly recommend that you spend time at the outset of your Thesis, and specifically when preparing your proposal, that you consider your own time management, use of resources and support systems that you will require in order to successfully manage and complete the Thesis. It is your responsibility to set a realistic time schedule at the time of writing your proposal and then to monitor and maintain progress against your intended schedule. You must set your own deadlines and then adhere to agreed dates for the delivery of work to your supervisor.

You will be assigned a Thesis supervisor who is a member of faculty specialized in your chosen subject area. The role of the supervisor is to support you from both an academic and personal perspective.

The total time allocated for the completion of your thesis is 4 months (from June – September). In special cases where unforeseen circumstances occur, you can apply in writing to the MA TESOL Coordinator and to your supervisor for a further extension of 2 additional months.

2.2 The Role of the Supervisor

The role of the supervisor has three aspects:

- To provide you with support, advice and encouragement regarding the process of preparing and completing your Thesis.
- To give you regular advice and direction in terms of the academic content of your Thesis in relation to your subject discipline.
- To be responsible for maintaining the University's academic standards.

2.3 Developing a Relationship with your Supervisor

You should make contact as quickly as possible with your supervisor and agree with him or her how you wish to work together. Your supervisor will indicate to you a preferred means of communication that may include telephone, email or face-to-face meeting depending on location, time availability, type of program and personal commitments. It is important that at the start of the relationship clear expectations are set by both parties regarding contact times and ways of working.

Due to the varying work schedules of faculty, each supervisor will have a slightly different preferred way of working particularly with regard to being contacted, giving feedback and reviewing drafts of work. Talk to your supervisor at the start and reach a mutual working agreement. It is important that you are aware that it is your responsibility to keep in contact with your supervisor. Following, table 1 provides you with a summary of the expected responsibilities for both the student and supervisor through the Thesis process.

Table 1: Student and Supervisor Responsibilities

Student Responsibilities	Supervisor Responsibilities
<p>At the start:</p> <ul style="list-style-type: none">○ Identify topic area○ Identify research problem and question○ Think about research methodology and methods○ Read appropriate literature○ Speak to relevant people with experience of your topic○ Clarify your objectives○ Prepare and submit a proposal that meets the University's accepted standard	<p>At the start:</p> <ul style="list-style-type: none">○ Gives constructive feedback on proposal submission(s)○ Helps the student to identify and understand the appropriate literature○ Provides guidance on reading○ Ensures the student is clear about the focus of the work and clarifies objectives○ Agrees research methods, structure and time schedule○ Assists with Research Project design and research questions.○ Asks questions and gives you advice on implementation of your proposal

Table 2: Student and Supervisor Responsibilities

Student Responsibilities	Supervisor Responsibilities
<p>In the middle:</p> <ul style="list-style-type: none"> ○ Refine the literature review and finalize the methodology ○ Develop outline and objectives for each chapter ○ Carry out the research plan accepting possible adjustments ○ Identify deviations from the plan/difficulties ○ Begin write up and review of chapters ○ Keep in touch with your Supervisor and take advice. 	<p>In the middle:</p> <ul style="list-style-type: none"> ○ Questions and gives advice ○ Responds to questions relating to your work and gives written or verbal feedback ○ Comments on implementation of your research method and overall progress.
<p>At the end:</p>	<p>At the end:</p>
<ul style="list-style-type: none"> ○ Recognise the importance of the research and drive the plan forward. ○ Collect data, analysis and interpret. ○ Formulate conclusions and specify areas for further research. ○ Sends drafts as the work nears completion ○ Submits final draft and be prepared to re-write/edit as necessary. ○ Keep in touch with your Supervisor and take advice. 	<ul style="list-style-type: none"> ○ Comments on drafts and provides written feedback. ○ Is supportive and willing to provide advice and encouragement ○ Is one of the two markers of the final submission.

3. The Thesis Topic

3.1. Selecting a Topic

You may choose any topic area for your Thesis as long as it relates to a learning or teaching or educational issue. It may be a new topic to you or alternatively you may develop a topic you have worked on earlier in the program, a module assignment, or an elective you have studied.

You need to begin to think about areas of interest that you could investigate as soon as possible. The task of selecting a topic can be one of the most difficult in the Thesis process. Students often spend many weeks and months reading and thinking about a potential topic. We strongly recommend that you select a topic that you find interesting and personally rewarding. You will need to sustain your motivation and enthusiasm throughout many long and difficult periods of the Thesis and you may find this difficult to do if you are not motivated to understand and really interrogate the subject area.

Your starting-point for finding a topic may be to try to answer some of the questions below:

- Is there a learning/teaching/educational problem or issue perhaps relating to your teaching job or organisation that you would find interesting to investigate?
- Is there a subject area that, if you were to become more of an expert in it, would enhance your career?
- Did you come across any theory or model during your program studies that you found intriguing, challenging or feel is highly appropriate or relevant to your own situation?
- Is there an area in TESOL/Education that you feel is currently under-researched and there is scope for further investigation?

Initially you are likely to be thinking in very broad terms about the topic. You will need to begin reading as early as possible in order to gain a good understanding of the broad topic area. However, whilst reading, you should be thinking about an actual issue, problem or concept upon which you can focus. Essentially, your topic must have a conceptual or theoretical basis that underpins the practical problem or issue that you are investigating.

Although you are likely to be thinking in broad terms at the initial conceptual stage, recognize that when you undertake your research your topic must be feasible and focused.

When you select a topic make sure it satisfies the following conditions:

- You can access data;
- You have the skills and interest to pursue it to completion;
- The scope is tight enough that it can be achieved within the given time and length (**15,000 words**) constraints.

4. The Proposal

The Proposal Stage

Once you have decided upon your topic and research question(s) you have to prepare a proposal for submission. Your proposal (approximately 2000 words including references) will have to be submitted in writing and orally present it (in person or via Skype) to your supervisor and 1-2 other faculty members for approval before allowing to proceed with your thesis. This would allow you to receive valuable feedback and successfully transition to the next stage.

The proposal will receive a Pass/Fail grade.

4.1 The Objective of the Proposal

At the beginning of any research project it is usual to write a proposal that identifies the key objectives, methods and resources involved in conducting the research.

The proposal is in effect a plan in which you set out a statement of your intended investigation and the methods by which you will conduct the work. The proposal is intended to ensure that you have clearly considered all elements of your intended investigative study prior to commencing actual data collection or writing. Without a proposal that has been clearly worked through, you may advance in your work making errors that may be costly in terms of time, money and emotional energy.

We do encourage students to start thinking about their Thesis topic as early as possible.

The proposal stage particularly requires you to answer the following questions:

- What is the focus and boundaries of the topic I have chosen (what it will and will not include)?
- What is the aim and objectives of the Thesis?
- Is the proposed research feasible (is the research beyond my capabilities in terms of scale and scope)?
- What knowledge and understanding already exists regarding the topic?
- What method will I use to conduct my research?
- Do I have the skills, competencies and resources to conduct the research and analyse the findings?
- What time scale is involved in completing the work and is this within my existing registration time?
- What resources will I need to undertake this research?

4.2 The Structure of the Proposal

As an indication, your proposal should be around 2000 words in length and must be divided into four areas as indicated below.

4.2.1 Thesis Title

For the submission of the proposal you will need a working title which indicates clearly the subject area of the Thesis. You may adjust the wording of the title up to the point of final submission after discussion with your supervisor.

4.2.2 Research Aim and Objectives

Aim

The aim is a general statement of the intent or direction for the research; what are you trying to achieve?

Objectives

Objectives are specific and clear statements of the intentions and outcomes of your research. What are you trying to achieve?

Objectives should be followed by the Justification (justification is the rationale for doing the research; why the research needs to be done).

4.2.3 Brief Literature Review

In this section you summarise the key literature that you have so far read and state how the ideas or findings within them have relevance to your work. Your literature review section must provide support for the research question that you intend to investigate. It is recommended that you provide at least 10 key academic literature references with your proposal. It is expected that your final Thesis will cite between 40 to 50 relevant and credible references. You must use the APA/Harvard-style reference system in both the body of the text and your Reference section.

4.2.4 Research Methodology

This section presents your proposed research method. You should state whether you are intending to undertake qualitative or quantitative research and give justification for your decision. The method should be clearly explained giving details of your intended sample, research instrument and data collection method. (Note that at this stage you are not required to have designed your research instrument i.e. questionnaire or interview schedule. The specific questions for your questionnaire or interviews will be developed by you as your understanding of the literature grows.) You should make clear your intended data analysis technique(s) and how you intend to present your findings. Identify any potential practical and ethical implications in relation to your research activity.

4.2.5 References

This is a bibliography of all works cited in the literature review and methodology sections.

(a) for books

surname, initials and year of publication, title, place of publication, publisher, e.g. Casson, M. (2006), *Alternatives to the Multinational Enterprise*, London: Macmillan.

(b) for chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, place, publisher, pages, e.g. Bessley, M. and Wilson, P. (2005), "Public policy and small firms in Britain", in Levicki, C. (Ed.), *Small Business Theory and Policy*, London: Croom Helm, pp.111-26.

(c) for articles

surname, initials, year "title", journal, volume, number, pages, e.g. Yip G. (2004), "Global Strategy", *Chief Executive Journal*, Vol. 110, January, pp. 26-30.

5. Literature Review

5.1 What is a Literature Review?

The start-point for undertaking any research has to be the current body of knowledge that exists about the topic. In some instances this may be very extensive if it is a topic that is well researched and written about. In other cases, the topic may be relatively new or under-researched. Even where you are in exploratory mode with a relatively new topic, you must undertake an exhaustive review of the topic, perhaps from the perspective of an alternative discipline, or in terms of allied theories or concepts in order to develop your own perspective.

The purpose of the literature review is to review and critically analyse documented evidence and theory relating to your topic and to identify what is, and what is not, known in the area. Your aim is to document what other authors have discovered about the subject and related ideas, so that you can present your topic within the context of the existing body of knowledge. The objective is to critically analyse existing thinking and to show linkage to your ideas about the topic. If you are in explanatory mode, it is likely that you will be basing your own research investigation upon the application of an existing theory to a specific learning/teaching/educational context. You therefore need to critique existing theory and show how it relates to your own research question(s).

You should begin reading generally around your topic as soon as you are aware of your area of interest for the Thesis. Reading will assist you to focus in on the specific topic and research question(s) of your work. You should begin reading prior to preparing your proposal and be able to identify the key articles or papers relevant to your proposed research. Your literature review and reading will continue throughout the early stages of your Thesis and you should take guidance from your supervisor regarding both the quantity and quality of your references.

5.2 Types of Literature

The type and standard of the literature that you consult is very important. Your objective is to both review and critique existing theoretical knowledge and ideas and to do this you should consult literature of a good quality academic standard. The majority of your references should be drawn from peer-reviewed academic journals and good quality textbooks. 'Grey' literature is literature not published through conventional publication outlets (E.g. government policy reports, conference papers, technical reports, educational documents) should be used cautiously. It is your responsibility to assess the validity of the literature for your thesis.

5.3 Undertaking your Literature Review

Finding appropriate literature may seem a daunting task at first. You may think your topic is so specific that literature does not exist. This is rarely the case. The problem is usually limiting the scope of the literature search, rather than not finding enough.

Having identified literature you will need to critically analyse the publications that you find in order to evaluate their relevance to your work. Your discussion of the literature should be more than a summary or description of the content of the literature. Rather you should critique them in terms of the perspective taken on the subject, and the relevance and linkage to your own research question. Your review should develop key arguments from the literature either thematically or by concept (rather than by author) and show where there is consensus or controversy around a particular issue. You should write in a succinct, clear and logical way that relates the research question within the context of the literature. Ultimately your literature review should provide a clear framework for your research.

A literature review is typically no less than 3,500 words or more than 5,000 words. When citing literature in your Thesis you must use the accepted APA/Harvard Referencing system. All sources (including tables and diagrams) must be acknowledged and referenced. Whilst you may use direct quotes from an article, you should use these sparingly and ensure they are always referenced.

6. Conducting your Research

The purpose of this section is to introduce you to the nature of research and to provide guidelines regarding the University of Nicosia's expectations of the research component of your Thesis.

6.1 Types of Research

The nature of the topic you have chosen and the issue(s) under investigation will affect the type of research approach you need to undertake, and more fundamentally the type of Thesis you will create. Many alternative research designs exist, however they are most often categorized according to three types:

Exploratory research is undertaken when there is little existing knowledge or theory about the topic. It involves the exploration of a new or previously under-researched topic. Exploratory research is used to develop a better understanding. The research design is likely to use qualitative methods and it is not intended to test specific research hypotheses.

Descriptive research is used to describe or define a phenomenon or situation. Such an approach is usually well structured and aims to measure the characteristics or features of the phenomenon or situation under investigation. The start point for the investigation may be existing theory and hypotheses may be used to identify the variables to be measured. The research design may involve quantitative methods and the use of descriptive statistics. Alternatively qualitative methods such as case study method or structured interview can provide relevant descriptive data.

Explanatory research may also be referred to as 'causal research'. It seeks to identify and explain the relationship between two or more variables that influence or affect a phenomenon or situation. The researcher will develop hypotheses to be tested and collect data that supports or refutes the hypotheses. The approach is likely to employ quantitative methods of either experimentation or survey design.

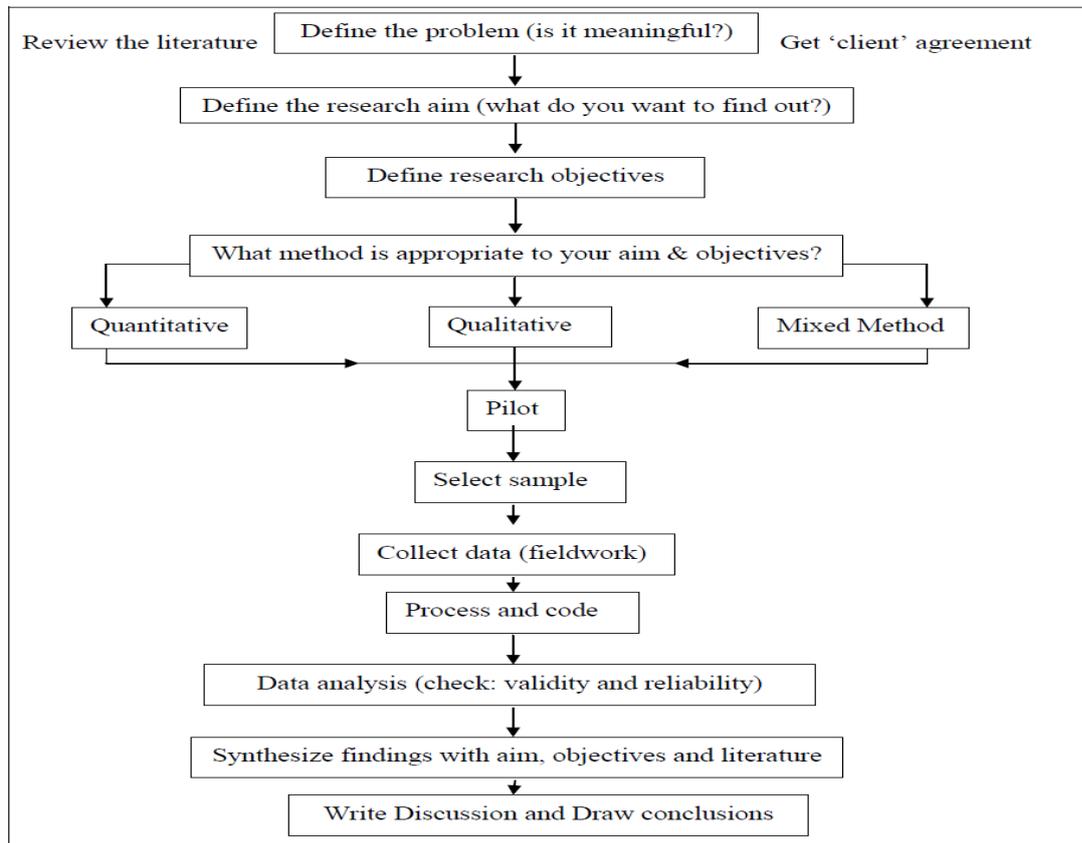
Whilst these three broad categories exist, research design may draw from more than one approach. It is most likely that your work will be aiming to either test theory (a mix of describing and explaining the phenomenon against an existing theory) or to build theory (a mix of exploring and describing a new phenomenon).

6.2 What is Research Design?

Your research design is the plan that you intend to follow in order to carry out your research study. It covers all stages in the research process including decisions regarding the research method you will use and how you will ultimately analyse your data. You have a series of decisions to make regarding your research design and these will be based on your research question, the nature of the topic area/phenomenon under investigation and the resource available to you.

Below we provide you with a research process flow diagram showing the logical stages of your research study.

Figure 1. Field Research Flow Chart



You should devote time to considering your research design at the proposal stage. You are required to identify your proposed research design in your proposal and give a complete discussion and justification of your design within your final Thesis. In developing your research design you should be answering the following questions:

- What is the most appropriate research method? Which method will provide me with the type of data that will enable me to answer my research question?
- Amongst whom should I conduct my research? What is the population group relevant to my research question? How will I identify a sample of respondents to take part? How many people should take part in my sample? How will I gain access to them?
- How will I design my research instrument to collect my data (e.g. questionnaire or interview schedule)?
- Which is the most appropriate analysis technique to use to conduct my data analysis?
- What practical issues will I have to consider?

The answers to these questions (and others) will dictate the final design that you use.

6.3 Research Guidelines

Most Theses involve the student in gathering new information (primary data) about their particular research question. You should discuss and agree the research method with your supervisor prior to commencing any work. You should be aware that research is an iterative process. You may need to revisit your ideas and thoughts about your research design in the light of your literature review. Similarly you may revisit the literature in the light of your findings. Be prepared that your work may not follow a linear process, but rather you may change and adapt your thinking as your work progresses.

6.3.1 Methodology:

- Make sure you are aware of the different research methods within the qualitative and quantitative perspectives and ensure that you can justify your selection within your research design discussion in your final Thesis.
- You should demonstrate an understanding of the methodology you have chosen, providing a critical discussion i.e. discussing both strengths and limitations of the method in your final Thesis.

6.3.2 Fieldwork:

- You may use existing research instruments (e.g. a published questionnaire) but must acknowledge sources at all times.
- Questionnaires or interview schedules devised by yourself should have a pilot test in advance of being applied to collect final data.
- For quantitative surveys you should aim for a sample size of 50-100 completed questionnaires. It is recognised that in some cases a lower number may be acceptable, but the student must then acknowledge the limitations of the sample size. You should consider the effect of sample size upon your subsequent statistical analysis.
- When conducting a survey you should consider in advance your likely response rate from the sample to whom you distribute the questionnaire. In order to achieve a sample of 75 questionnaires you will need to distribute considerably more questionnaires.
- For qualitative interviews you should aim to conduct a minimum of 10 and focus groups a minimum of 4.
- You must gain your supervisor's approval to your questionnaire or interview schedule prior to release to respondents or interviewees.

- All fieldwork must be carried out in an ethical manner and with due respect for people's privacy.

Please note that you should keep the following information as your supervisor, examination committee, School or University may request them at any time:

- Completed questionnaires as completed by the interviewees
- Written transcripts following any interviews and focus groups
- SPSS or Excel electronic file that allowed the performance of the analysis
- Audio/video-recorded interviews/ observations etc.
- Any other information that may be asked by the committee and could justify the originality of your research.

6.4 Practical Considerations

When designing your research you should consider the practical issues and constraints that will affect the quality and timeliness of your work.

- **Time:** Be realistic about the time that it will take to access your sample, collect data and undertake your analysis. In particular, if you are conducting qualitative in-depth interviews it may take a considerable amount of time to gain appointments and then to actually conduct the interview. You should also schedule in extra time in the event that errors occur in your data or difficulties occur with data collection or analysis.
- **Achieving sample size:** Be realistic about the response rate that you are likely to obtain. Try to calculate in advance how many questionnaires you will need to distribute in order to achieve a useable sample size. You should discuss with your supervisor any requirements in terms of sample size/response rate for your discipline.
- **Researcher skills:** Before embarking on your chosen research method you should consider whether you have the skills and knowledge to undertake the work (e.g. case study analysis can involve working with large quantities of different types of data, in-depth interviews or focus groups require interviewing skills).
- **Data Analysis:** If you are conducting quantitative research, consider in advance how you will analyse your data and again, whether you have the necessary skills. Decide in advance whether you will conduct descriptive and/or inferential statistics and what type of software you will use (Excel or SPSS). Similarly for qualitative research, you will need to understand qualitative data analysis techniques.
- **Anonymity and confidentiality:** There is an ethical issue relating to the anonymity and confidentiality of personal data. You should ensure anonymity by referring to participants in your research by using generic roles (e.g. student, teacher) or by using pseudonyms (e.g. Respondent A, Respondent B).

- **Cost and resources:** Be aware of the financial cost that may be involved in conducting your research (e.g. printing and mailing questionnaires). Additionally you may need to gain access to resources such as software. If you will need support from others within your organisation (e.g. access to data or authority to distribute a questionnaire) you should ensure that you have this in advance of commencing your research.

6.5 Ethical Guidelines

Your project must comply with the guidelines for ethical practices in research. Please refer to the guidelines published by the British Association for Applied Linguists which can be found at www.baal.org.uk/about_goodpractice.htm. Alternatively you can refer to a copy of the Revised Ethical Guidelines for Education Research, published by British Education Research Association. www.bera.ac.uk/system/files/3/BERA-Ethical-Guidelines-2011.pdf

7. Writing up the Thesis

7.1. Introduction

The transition from investigation to writing is rarely an abrupt one. It is seldom the case that a student stops collecting data one day and begins writing on the next. However, you should attempt a formal start, and a specific timetable for the completion of draft chapters.

The preparation of a complete draft has to be given priority over other tasks, even though the process of writing up material often reveals gaps in information. Such problems should be noted in passing and marked down for future attention, but the business of pressing on with the draft should not be interrupted.

It almost always takes some time to settle down to writing after a concentrated period of investigation; the general pattern is for the writing to proceed slowly at first and to speed up as the final chapters are reached.

The need for clear writing should also be emphasized. There is always a temptation to use obscure words and complicated forms of expression so as to demonstrate a knowledge and command of jargon and complex literary structures. This temptation should be resisted! Any piece of writing should be accessible to as many people as possible, although it may be that some concepts can only be expressed accurately in technical language.

7.2 An Explanation of Each Part of the Thesis

The Thesis should be presented in sequence as follows:

7.2.1 Preliminaries

The preliminaries pages are numbered in low case Latin numbers and include the following:

Title page: not numbered, but counted

Blank page: not numbered, but counted

Declaration of Acceptance: not numbered but counted

Acknowledgements: numbered iv

Abstract – about five hundred words: numbered v

Table of Contents: numbered in Latin numbers (i.e. vi)

List of Tables – if applicable- numbered in Latin numbers

List of Figures – if applicable- numbered in Latin numbers

List of Appendices – if applicable- numbered in capital letters

7.2.2 Main Body

The Main Body pages are numbered in Arabic numerals on the top right corner of the page. The proposed chapters are as follows:

Chapter 1 Introduction

Chapter 2 Literature Review

Chapter 3 Research Methodology

Chapter 4 Analysis/Research Findings

Chapter 5 Conclusions and Recommendations

7.2.3 End Part

The End Part consists of Appendices (if any) and References are numbered as before. More specifically:

The Appendix or Appendices are numbered in upper case (i.e. Appendix A, B etc) and their page numbers are as before.

References are listed as indicated in APA/Harvard style and their page numbers are as before.

Further information for using appendices is provided below.

7.3 Word Count

The expected word count for the Thesis is **15,000 words** plus an additional 500 words for an abstract. In addition you may include appendices and, where appropriate, attachments. Whilst the target length for the Thesis is 15,000 words, a Thesis will be accepted within the range of -10% (13,500) to +20% (18,000) words.

7.4 Writing Style

You should aim to communicate the content of your Thesis clearly and concisely. You should refer to some of the recommended Thesis examples for guidance on writing style. Below we list some guidance points that you should consider before beginning to write .

- It is common practice to write a Thesis in the 3rd person rather than the 1st. You should write in the 3rd person unless your supervisor advises you not to do so.
- Lay out a structure at the start. Prepare a draft Table of Contents and agree this with your supervisor at an early stage.
- Make linkages (a paragraph will do) at the beginning and end of each chapter to ensure a logical flow throughout your work. Use headings and sub-headings (as necessary) and paragraphs to subdivide ideas into manageable chunks for your reader.
- The Thesis must be written in English. Whilst you may reference a literature source from another language you must discuss the reference in English. Use correct syntax and grammar and ensure that your work does not contain any spelling, typographical or grammatical errors. If you can, you should ask a friend or colleague to proof-read your work for such errors.
- Use diagrams, charts and tables where they can underpin or strengthen your argument. Always refer to them in the text if they are used and ensure you include all 'Figures' and 'Tables' listed in your Table of Contents.
- Include appendices at the end of your Thesis – but use them sparingly (they are not a device for circumventing the word limit!). They may include copies of questionnaires, documents or data that relate to more than one part of the Thesis.

- It may be helpful to write your Introduction last after you have finished the body of the text and therefore are aware of the content and direction of your work. However you should write it before your abstract which is a final summary of the totality of your work.
- Do not attempt to write your Thesis correctly the first time. It is better to get something down on paper and then revise it several times than to assume you can articulate your thoughts perfectly the first time.
- Always submit a draft. Your supervisor will be experienced in Thesis development. He/she can give you an objective view of your efforts and suggest ways you can improve your work. Take careful notes of the feedback and ask for clarification if you are not sure of anything.
- Always check your work. Read it and re-read it and if you can, get someone else to read it. In terms of the presentation of your work, University's expectations are listed below.
- Clear use of English language, reasonably grammatically correct and with correct spelling (English or American). Please use a spell-checker.
- Use of an academic style of writing for example:
 - support all statements with evidence or reference
 - do not use 'in my opinion'
 - use of humour is not expected
 - avoid use of English that includes slang or comments in the vernacular
- A title that is grammatically correct and without spelling mistakes.
- Very sparing, if any, use of footnotes.
- Correct use of prose, with minimal use of bullet points. Your work should tell a convincing story with clear logical development of your argument and clear linkage between sections.
- Referencing to be in APA/Harvard style.
- Diagrams, tables and figures must all have a title and be numbered. They must be acknowledged if taken or adapted from a source. They must be relevant and easy to comprehend and with adequate explanation and clearly referenced within the text.
- Any images/inserts/illustrations used must be relevant and appropriate to academic standards.
- You must include a word count to include text and tables but excluding appendices and reference list.
- Do not put your student name or other detail as a footer or header to each page.

7.5 How to Reference the Literature in your Thesis

You must clearly identify and reference within your Thesis, any words you use that are not your own. Similarly if you make reference to work by another author (including models, measurement scales or diagrams) you must cite the original author and source. References are contained within the text of a Thesis to enable any reader who is interested to be able to find the complete details of the work you have drawn upon. The Department of Languages and Literature requires that you use the APA/Harvard system of referencing, both within the body of your work and also within your reference list at the end of your work.

'Reference section' is the term used for the section of all the documents you have cited in your Thesis and is found at the end of the body of your work, but before your appendices. These are listed in alphabetical order. The reference section is useful to those marking your work to see the scope of your reading in the preparation of your final Thesis. It is also useful for future readers to access your cited references.

7.5.1 Citing References within the Text

There are two conventions that you may follow in terms of writing your text when citing authors. Below are examples:

'The resource based view of strategy has been developed into a knowledge-based view of the firm (Grant, 1996)'

Or

'Grant (1996) led the way in extending the resource based view of the firm into a knowledge-based view of the firm.'

In the first example the author is provided as the evidence to support the statement. In the second the author is being identified or named as developing the idea. Both approaches are acceptable within a piece of text.

In terms of citing references within your text, it is common practice to cite the author and year (e.g. Brown (2002) or where you are citing several authors (e.g. Brown, 2002; Smith, 2006). When referring to two authors you should use (Brown and Smith, 2002) and when referring to more than two authors it is common to use: (Richards et al, 2005).

If you are presenting a direct quotation, you are also required to provide the page number and place the author's words in quotation marks (single or double):

'In student-faculty e-mail interaction, this might translate into messages which are at an inappropriate level of directness, or which might not be sufficiently mitigated when request speech acts are involved, particularly for nonnative speakers of English' (Biesenbach-Lucas, 2006: 83).

7.5.2 Referencing (as it appears in the Reference Section)

(a) for books

surname, initials and year of publication, title, place of publication, publisher, e.g.

Cohen L. (2006), *Research Methods in Education*, London: Routledge.

(b) for chapter in edited book

surname, initials and year, "title", editor's surname, initials, title, place, publisher, pages, e.g.

Makri-Tsilipakou, M. (2001). "Congratulations and bravo!", in Sifianou, M., Bayraktaroglu, A. (Eds.), *Linguistic Politeness Across Boundaries: The Case of Greek and Turkish*, Amsterdam: John Benjamins, pp. 137-176.

(c) for articles

surname, initials, year "title", journal, volume, number, pages, e.g.

Carter, R (2009). Spanish requests strategies: A cross-cultural analysis from an intercultural perspective. *Language Sciences, Volume 18 (3)*, 651-670

If there is more than one author list surnames followed by initials. All authors should be shown.

7.6 Bibliographical sources on how to write your Thesis

The bibliography below is available in print through University of Nicosia

<http://www.library.unic.ac.cy>

- Clark, Irene L. (2007) *Writing the successful thesis and dissertation: entering the conversation*. Upper Saddle River, NJ: Prentice Hall.
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7.7 Plagiarism

Plagiarism is the knowing presentation of another person's thoughts, writings or ideas as one's own. It includes the incorporation of another person's work from published or unpublished sources without indicating through the use of quotation marks and source referencing that the material is derived from those sources. The penalties are likely to be severe. A proven charge of plagiarism is likely to lead to the removal of the offender from the program or the removal of the degree if already awarded.

Please be aware that in addition to the normal tutor screening, the University uses a software program designed to review both electronic and paper-based scripts for plagiarism.

7.8 Plagiarism declaration

When submitting your completed research project, you also need to complete and sign the plagiarism declaration form provided below. This form needs to be attached to your Thesis as shown in Section 10: A Sample Final Project.

PLAGIARISM DECLARATION FORM



DEPARTMENT OF LANGUAGES AND LITERATURE MASTER'S THESIS

Students please fill in this section

Student name and number:

Due date:

Course code: ----TESL-595-----

Thesis title:

Supervisor

DECLARATION

I declare that:

- (a) all the work described in this report has been carried out by me – and all the results (including any survey findings, etc) given herein were first obtained by me – except where I may have given due acknowledgement to others;

- (b) all the prose in this report has been written by me in my own words, except where I may have given due acknowledgement to others and used quotation marks, and except also for occasional brief

phrases of no special significance which may be taken from other people's work without such acknowledgement and use of quotation marks;

- (c) all the Figures and diagrams in this report have been devised and produced by me, except where I may have given due acknowledgement to others.

I understand that failure to meet these guidelines may result in one or more of the following penalties being imposed.

- 1. A reduced mark (including a mark of zero) being recorded for this work.**
- 2. A reduced mark (including a mark of zero) being recorded for the course.**
- 3. A formal reprimand (warning) being placed on my student record at Departmental and/or University level which may be taken into account whenever references are written.**
- 4. Reporting of the incident to the University Disciplinary Committee.**
- 5. Suspension or expulsion from the University.**

I understand that the Department reserves the right to run spot checks on all coursework using plagiarism software.

Signature: _____

Date: _____

7.9 Appendices

Appendices normally contain secondary, or supporting material, whose inclusion in the main body of the report would either make the project difficult to read, or is not very important. For example, this may include transcribed language data, copy of the questionnaire used, supporting letters from organizations, cover letters etc. If there is more than one appendix they should all be numbered with capital letters, e.g., Appendix A, Appendix B, etc.

Students are advised to be prudent when including appendices in assessments. They are also advised that there are no specific marking criteria or mark allocation available for appendices. Hence, the assessment process focuses on the appropriate use of appendices.

To assist in the decision as to whether appendices should be included or not in an assessment, students should consider the following points:

- Appendices should add value or detail to the discussion and analysis that is undertaken in the main body of the final year project. Hence, models, theory and discussion that demonstrate critical evaluation and analysis of issues related to the module being assessed should always be presented within the main body of the text. This discussion should make sense without referring to the appendices. In practice, using bullet points in the text (which does not constitute analysis) and putting the detailed analysis in the appendices is not acceptable practice.
- The appendices offer students the opportunity to give greater relevant and appropriate detail to support the main analysis and discussion.
- Appendices should always be referenced at the appropriate point within the discussion in the main body of the text.
- The inclusion of appendices should not be viewed as an opportunity to include anything that cannot fit in the word-count in the appendices. As already noted the main body of the text must make sense without referring to the appendices.
- As a guide, we would not normally expect appendices to exceed 1/4th of the length of the final year project.

7.10 Final Thesis Layout

Your Thesis must begin with a title page, abstract and a table of contents page which must be numbered. You may include, although it is not obligatory, a dedication and/or acknowledgements page between the title page and the contents page.

The University of Nicosia requires three hard copies (to be accompanied by an electronic copy in the form of a CD) of the final Thesis printed and bound as follows:

- The Thesis must be typed on A4 sized paper.
- The text must have 1.5 line spacing and a 12 p. font.
- Margins must be 3 cm on the left side, 2.17cm on the right and 2 cm top and bottom margin.
- Alignment must be justified.
- Chapter and section headings emboldened.
- Must contain a contents page at the start.
- Your Thesis must have page numbers (bottom centre is recommended).

8. Submission and Assessment Process

The MA TESOL Thesis must be submitted to the student’s Supervisor. It will be graded by your Supervisor and another faculty member who will be chosen by the Head of Department in consultation with your Supervisor. Your final mark will reflect the quality of your work and the depth to which you have mastered the various points at issue.

The student might be invited to present their Thesis to a committee and answer questions to defend his/her work if there is suspicion that the submitted project is not the student’s own work. The questions will be specifically related to the Thesis topic (literature review, research methods used, results analysis, conclusions).

8.1 Copies

The student should submit two bound copies and an electronic copy to the student Supervisor. If the student has received grade A or A- for the Thesis one of the copies must be sent to the library. This will be deposited in the library and becomes the property of University of Nicosia.

8.2 Grades

The Thesis grades follow those used for assignments during the MA TESOL program. Details of the grading system are shown below:

<i>Letter Grade</i>		<i>Numerical Grade</i>

A	Excellent	93-100
A-		90-92
B+	Very Good	87-89
B		83-86
B-		80-82
C+	Good	77-79
C		73-76
C-		70-72
D+	Poor but acceptable	67-69
D		63-66
D-		60-62
F	Failure	0-59

Once the final Thesis has been submitted, you cannot subsequently amend or withdraw it. The criteria by which a Thesis will be assessed and graded are as follows.

8.2.1 Pass Grades

To pass, the MA TESOL, Thesis must clearly demonstrate the following criteria to the satisfaction of the examiners, whose decision shall be final:

- Clear objectives and clear definition of the problem, issue or hypothesis addressed;
- Adequate and appropriate research/investigation design and methodology undertaken in a straightforward and justified manner;
- Straightforward and accurate analysis and interpretation of research findings using appropriate methods;
- Identifies and correctly uses and reviews the relevant literature in an appropriate manner;
- Critical and logical discussion that demonstrates a sound understanding of the chosen subject/topic and links theory to practice;
- Clear and valid conclusions that follow on naturally from the objectives and substance of the Thesis;
- Provides the necessary evidence to support the chosen line of argument;
- Accurate source referencing.
- Coherent content that is consistent with the title/topic;
- Appropriate presentation, structure and sequencing of context, including clear tables and charts where appropriate;
- Appropriate appendices to support the substance of the work;
- Clear English with accurate spelling but not necessarily completely accurate grammar;

- Is within the required word length.
- Follows the requirements set down in this Thesis Guide.
- Tidy overall design and presentation and bound as specified.

The actual pass grade awarded is dependent upon the extent to which the foregoing criteria are met, or exceeded. In particular, an 'A' grade will only be awarded to a Thesis that demonstrates originality of approach, novel or new insights and is a potentially publishable scholarly piece of work. Only a small number of Theses can be expected to be awarded a grade 'A'.

The assessment sheets used by the examining committee are provided below:

Marking Criteria	Grade	Comments
Write-up is based on the MA TESOL Thesis guidelines Project title (clear, concise relevant) Thesis structure (preliminaries, main body, end part) and style of presentation Use of references	/20	
Clarity of research aim, objectives and purpose of study Clarity of research problem / hypothesis (es) / statements	/10	
Content / outline of theory from books and journal articles Relevance to topic and research aim/objectives Coherent literature review section	/20	
Research methodology used Relevance of research method (s) adopted to collect data Primary vs. secondary data Quantitative and/or qualitative Sampling procedure used Includes limitations of study	/20	
Data analysis methods (s) and relevance with research aim and objectives Ability to link theory with practice	/20	
Quality and value of conclusions and recommendations Practical implication Future directions of research	/10	
Total	/100	
Additional Comments:		

8.2.2 Specific Grading Criteria

The grades of the final Thesis are based on the specific criteria below:

Grade band %	Subject-specific knowledge & understanding	Research skills	Communication skills
A 90-100	<p>Demonstrates excellent subject-specific knowledge, which robustly</p> <ul style="list-style-type: none"> • Identifies key relevant facts/theories/concepts/contexts/frameworks • Uses essential terminology • Shows awareness of complexity of subject matter and issues • Distinguishes between theoretical/critical approaches, • Demonstrates ability to review and assess the relevant literature 	<p>Demonstrates excellent research skills with robust</p> <ul style="list-style-type: none"> • Capacity to plan and carry out study and research tasks with minimum guidance • Identification of clear and concise research objectives • Capacity to apply relevant research, analytical and problem-solving skills • Understanding and justification of appropriate methods and techniques • Consideration of research ethics 	<p>Demonstrates excellent writing skills with robust</p> <ul style="list-style-type: none"> • Ability to construct a coherent, central argument supported by literature and/or own findings • Capacity to synthesize and communicate findings & ideas concisely • Capacity to communicate ideas and findings in appropriate academic style & tone • Presentation and organisation of material • Written expression (natural fluency and grammatical control)
B 80-89	<p>Very good subject-specific knowledge, which competently</p> <ul style="list-style-type: none"> • Identifies key relevant facts/theories/concepts/contexts/frameworks • Uses essential terminology • Shows awareness of complexity of subject matter and issues • Distinguishes between theoretical/critical approaches, • Demonstrates ability to review and assess the 	<p>Demonstrates very good research skills with competent</p> <ul style="list-style-type: none"> • Capacity to plan and carry out study and research tasks with minimum guidance • Identification of clear and concise research objectives • Capacity to apply relevant research, analytical and problem-solving skills • Understanding and justification of appropriate methods and techniques • Consideration of research ethics 	<p>Demonstrates very good writing skills with competent</p> <ul style="list-style-type: none"> • Ability to construct a coherent, central argument supported by literature and/or own findings • Capacity to synthesize and communicate findings & ideas concisely • Capacity to communicate ideas and findings in appropriate academic style & tone • Presentation and organisation of material • Written expression

	relevant literature		(natural fluency and grammatical control)
C 70-79	<p>Thesis demonstrates satisfactory subject-specific knowledge, which adequately</p> <ul style="list-style-type: none"> • Identifies key relevant facts/theories/concepts/contexts/frameworks • Uses essential terminology • Shows awareness of complexity of subject matter and issues • Distinguishes between theoretical/critical approaches, • Demonstrates ability to review and assess the relevant literature 	<p>Demonstrates satisfactory research skills with adequate</p> <ul style="list-style-type: none"> • Capacity to plan and carry out study and research tasks with minimum guidance • Identification of clear and concise research objectives • Capacity to apply relevant research, analytical and problem-solving skills • Understanding and justification of appropriate methods and techniques • Consideration of research ethics 	<p>Demonstrates satisfactory writing skills with adequate</p> <ul style="list-style-type: none"> • Ability to construct a coherent, central argument supported by literature and/or own findings • Capacity to synthesize and communicate findings & ideas concisely • Capacity to communicate ideas and findings in appropriate academic style & tone • Presentation and organisation of material • Written expression (natural fluency and grammatical control)
D 60-69	<p>Thesis demonstrates weak subject-specific knowledge, which only partially</p> <ul style="list-style-type: none"> • Identifies key relevant facts/theories/concepts/contexts/frameworks • Uses essential terminology • Shows awareness of complexity of subject matter and issues • Distinguishes between theoretical/critical approaches, • Demonstrates ability to review and assess the relevant literature 	<p>Demonstrates weak research skills with limited</p> <ul style="list-style-type: none"> • Capacity to plan and carry out study and research tasks with minimum guidance • Identification of clear and concise research objectives • Capacity to apply relevant research, analytical and problem-solving skills • Understanding and justification of appropriate methods and techniques • Consideration of research ethics 	<p>Demonstrates weak writing skills with limited</p> <ul style="list-style-type: none"> • Ability to construct a coherent, central argument supported by literature and/or own findings • Capacity to synthesize and communicate findings & ideas concisely • Capacity to communicate ideas and findings in appropriate academic style & tone • Presentation and organisation of material • Written expression (natural fluency and grammatical control)

F 59 and below	Work awarded an F grade does not meet the minimal requirements of the final year thesis. Quality of research is inadequate, arguments are unsound or too derivative, presentation is unscholarly and writing is poor. F grade is also awarded for evidence of plagiarism
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9. The oral viva/defence

Following the assessment of the thesis, there will be an oral examination of the thesis and its theme which will finalise the grade. This 1-hour oral presentation/viva component is a compulsory part of TESL595 (Thesis) in order to ensure authenticity of authorship and allow the student to present and defend his/her MA thesis. The meeting can take place either as a face-to-face meeting or as an online meeting. The student's supervisor, second reader and the programme coordinator will make up the committee members.

The viva counts 10% towards the total grade of the thesis and the grading is based on the grading criteria found on the form below. Unless the student successfully passes this component, she/he will not be able to pass the TESL 595 course.



UNIVERSITY of NICOSIA

ORAL DEFENCE AND PRESENTATION OF MA TESOL THESIS (TESL595)

10% of total Grade

Name of Student		Student ID No.	
Programme			
Research Title			
Semester			
Supervisor			
Second reader			
Programme Coordinator			

* Note: Excellent: 5 Very Good: 4 Good: 3 Fair: 2 Poor: 1

Item	Evaluation Criteria	Weight (A)	Marks
1.	Introduction and Feasibility of Study <i>(Background information, problem statements, aims/objectives)</i>	20	
2.	Literature Review <i>(Relevant literature, organization of issues etc.)</i>	20	
3.	Research Methodology <i>(Description of method, participants, experimental design, etc.)</i>	20	
4.	Overall Performance/ Quality of presentation <i>Presentation skills</i>	10	
5.	Answering questions (Q and A)/Defence	30	
Total <i>(Note: The marks are as guidance for examiner/supervisor to make the overall decision)</i>		100	
OVERALL DECISION (Tick ✓ the appropriate box)	<input type="checkbox"/> SATISFACTORY (PASS)	<input type="checkbox"/> SATISFACTORY# (PASS) <i>With major amendments</i>	<input type="checkbox"/> UNSATISFACTORY#

Written comments must be provided if decision is either one of these two categories.

Comments for candidate's reference/improvement:

Signature: _____

Name : _____

Date : _____

10. List of policies and regulations

- The student must see his/her supervisor **at regular intervals**. The supervisor reserves the right not to accept a Research Project which has been completed by a student **who attended no meetings** with the supervisor and thus received no guidance or feedback. Meetings are obligatory in order for the supervisor to confirm that the project is the student's own work.
- If there is suspicion of plagiarism, the Supervisor reserves the right to request that the student **carries out a viva/ presentation** in front of a committee appointed by the Head of Department.

Appendix B

A sample page of activities in the 'TESL-510DL' (Language Teaching Methodology and Course design) and 'TESL-515DL' (Language Skills and Materials Development) which emphasize the use of "Wiki", "Forum", "Video" and "Portfolio".

Course: TESL-510DL (Section 01) x +

courses.unic.ac.cy/course/view.php?id=10173

UNIVERSITY of NICOSIA Home Lecturers UNIC Portal English (en)

Maria Economidou-Kogetsidis

Unit 1: Learning Objectives & Outcomes

Hidden from students

Teaching Materials

Unit 1: Language teaching methodology - An introduction

Celce-Murcia, 2013

Read and summarise the main developments in language teaching methodology: Celce-Murcia, M., & UCLA, E. (2013). Language Teaching Methods from the Greeks to Gattegno 1 2. *Mextesol Journal*, 37(2).

Additional/Supporting Materials

Hidden from students

Formative/Summative Assessments

Exercise 1: What do you think?

Exercise 2: Read and summarise

Exercise 3: Watch and answer

Communication Tools

Hidden from students

Key Concepts & Terminology Wiki

Recent activity

Activity since Wednesday, 3 February 2021, 9:13 AM

Full report of recent activity...

No recent activity

Type here to search

9:13 am
05/02/2021

+ Reflective Portfolio Edit

+ Add an activity or resource

+ 1 February - 7 February Edit

+ Week 1 Edit

+ Scope, Learning Objectives and Outcomes Edit

+ Keywords Edit

+ References Edit

+ Teaching Materials Edit

+ Video: Why do we study materials development? Edit

+ Video: The Framework Edit

+ Video: Approaches to Materials and Methods Edit

+ Approaches to Materials and Methods Edit

+ Formative/Summative Assessments Edit

+ Video Edit

Video

Watch the video on the 'debate' over Communicative Language Teaching

