



Master of Arts in English Language Teaching

2011-2012

Course Booklet

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This booklet is also available online at: <http://www.ul.ie/flcc/subjects/elt/>

Please note that the information contained in this booklet is not binding and may be subject to change during the course of any academic year.

ELT/Linguistics faculty members involved in the programme 2011/12:

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Dr Elaine Vaughan
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Email: elaine.vaughan@ul.ie
Office: BM-025

Faculty members from other sections also contribute to the programme.

External Examiner: Professor Hilary Nesi, Coventry University.

Adjunct Professor: Michael McCarthy, Adjunct Professor, Department of Languages, Literature, Culture and Communication, University of Limerick; Professor of Applied Linguistics, University of Nottingham

Course Structure

Autumn Semester			Spring Semester			Summer Semester		
Core Modules credits			Core Modules credits			Core Modules credits		
LI5931	Language Systems 1	9	LI5922	Language Systems 2	9	TE6001	Dissertation 1	9
TE6011	SLA Theories and Classroom Applications	9	TE6012	Language Pedagogy for ELT	9	TE6002	Dissertation 2	21
RM6011	Research Methodology in Languages and Cultural Studies	3	LI6012	Linguistics for Language Teaching	3			
Elective Modules credits			Elective Modules credits					
TP5921	Teaching Practice 1	9	TP5912	Teaching Practice 2	9			
EF6001	English as a Foreign Language 1	9	EF6002	English as a Foreign Language 2	9			
LI6011	Materials Development for Language Teaching	9	LI6002	ICT and Language Studies	9			

Students do all three core modules and one elective from three in each semester (entry criteria apply to some of the electives). Choice of elective modules will be made in agreement with the Course Team. A least one module of Teaching Practice (TP) is compulsory for all students with less than 3 years' proven ELT experience, **with the following exception**: students whose first language is not English and whose English proficiency level is not deemed sufficient for TP.

RM6001 is graded on a Pass/Fail basis.

TP Normal grading and non-repeatable.

TP is not guaranteed at all levels.

All other modules are graded on a Normal basis.

Total credits for Coursework: 60.

Students successfully completing the two taught semesters of the programme (60 credits) may opt to exit the programme at the end of Semester 2 with a

Graduate Diploma in English Language Teaching.

The Dissertation modules are non-timetabled modules.

Total credits for Dissertation: 30.

Total Number of Credits for **MA Programme**: 60 taught + 30 dissertation = 90

Total Number of Credits for **Graduate Diploma**: 60

Module Descriptions

CORE MODULES

LI5931 Language Systems 1

Syllabus: An introduction to the various approaches to the study of language: structuralism and functionalism, prescriptive and descriptive grammars. Corpus linguistics and the study of language. Basic syntactic concepts: the word, the phrase, the clause, the sentence. Time, tense, aspect, and mood. The English tense system. Articulatory phonetics: speech organs, place and manner of articulation of the English consonant and vowel systems. The International Phonetic Alphabet and transcription of sounds. Suprasegmental aspects of speech: intonation, rhythm, stress.

Co-ordinator: Dr Máiréad Moriarty

LI5922 Language Systems 2

Syllabus: Morphology: derivations, inflections, compounding. Modality: epistemic and deontic meanings, modal verbs and other ways of expressing modality. Conditionality and hypotheticality. The spelling and pronunciation of English. Semantic concepts and relations. Discourse analysis: pragmatics, genre, exchange structure, conversation analysis, politeness, speech functions and acts, critical discourse analysis and issues of power, spoken and written discourse. Corpus-based discourse analysis.

Co-ordinator: Dr Elaine Vaughan

TE6011 SLA Theories and Classroom Applications

Syllabus: Introduction to SLA (Second Language Acquisition): what is language? Child language acquisition, the process of language acquisition & principle theories behaviourism, innatism, interactionism, CLA vs SLA, Application of Behaviourism to SLA, Interactionist theories in SLA (esp. Vygotsky). Bilingualism. Classroom management & skills teaching includes: classroom interaction patterns, instructions, elicitation, questioning techniques, the teaching of productive and receptive skills (speaking, writing, reading listening), vocabulary teaching. The second half of the semester will continue with lesson planning, contemporary teaching approaches (Communicative Language Teaching and Task Based Learning), learning styles & strategies, motivation, influence of prior learning, teaching pronunciation, reflective practice.

Co-ordinator: Gosia Barker

TE6012 Language Pedagogy for ELT

Syllabus: Teaching grammar, error analysis. Language teaching methodologies (student presentations) e.g. Grammar Translation, the Direct Method, Audiolingualism, TPR (Total Physical Response), the Silent Way, Suggestopedia, the Natural Method, the Lexical Approach, Cooperative Language Learning. Using authentic materials e.g. music/song, literature, newspapers, audio-visual material (DVD etc.). ICT for language learning. CLIL, ESOL, EAL. Teaching mixed ability groups. Teaching young learners. Assessment, evaluation, examinations (IELTS etc).

Co-ordinator: Dr Freda Mishan

LI6012 Linguistics for Language Teaching

Syllabus: This module provides an up-to-date introduction to the study of linguistics and sociolinguistics. The nature of the relationship between language and society is examined, with reference to the multilingualism and language variation. The students will become familiar with approaches to the study of language use in contemporary Sociolinguistics, with the aim of providing an in-depth understanding of both practical and theoretical knowledge of major paradigms and interpretive traditions in sociolinguistics and examining how these relate to language teaching.

Co-ordinator: Dr Máiréad Moriarty

RM6011 Research Methodology

Syllabus: The nature of research and the research question. Research methodologies: qualitative versus quantitative approaches, survey research (sampling, questionnaire design etc.), text analysis and critical discourse analysis, content analysis, conversation and interaction analysis, interviews, classroom observation, action research, case studies, analysis of film, literature, visual arts, etc., ethical issues, reliability and validity. Electronic tools: literature databases and search skills, Excel, electronic reference managers (Endnote). Academic writing: structure, workplan and presentation. Literature review and referencing. Planning and writing a research proposal. Overall structure: from research question to thesis.

Co-ordinator: Dr Máiréad Moriarty

ELECTIVE MODULES

TP5921 Teaching Practice 1 and TP5912 Teaching Practice 2

Syllabus: Teaching practice sessions, which involve teaching foreign students on campus, are DVD recorded and reviewed under the guidance of a trainer who will discuss teaching performance.

Co-ordinators: TE5921 Gosia Barker, TP5912 Freda Mishan

EF6001 English as a Foreign Language 1 and EF6001 English as a Foreign Language 2

Syllabus: Advanced language Practice: advanced grammar work, further development of listening, reading, writing and speaking abilities. Discussion of texts from a variety of registers. Debates on topical issues. Exploitation of English language media: press, radio, television and new media. Essay, report and review writing.

Co-ordinator: Fiona Wheeler

LI6011 Materials Development for Language Teaching

Syllabus: Applying language acquisition theory to materials development, developing coursebook evaluation criteria, adapting and supplementing the coursebook, development of learning tasks, developing original materials: design criteria, authenticity, materials design development process: piloting and revising.

Co-ordinator: Dr Freda Mishan

LI6002 ICT and Language Studies

Syllabus: The module will give a grounding in language learning and ICT. It will cover a number of applications of ICT for language learning, including: Virtual learning Environments, shared workspaces etc. Sourcing, creating, and evaluating on-line resources (covering, for example, blogs, wikis). Dedicated, generative and authoring packages e.g. Hot Potatoes, Author Plus. Using internet communications technologies for language learning (e.g. email, chat). Corpus linguistics, corpora and concordancing. ICT & autonomous learning environments. Audio-visual resources in language studies. The technologies covered in the module will inevitably evolve in line with new applications of ICT for language learning.

Co-ordinator: Dr Liam Murray

The MA in English Language Teaching is a taught programme with an important hands-on element. **Attendance at the contact hours of all modules is expected.**

Books to be Purchased for Use on the MA Programme

For Language Systems:

Carter, R., and M. McCarthy, 2006. *The Cambridge Grammar of English*. Cambridge: Cambridge University Press.

Culpeper, J., Katamba, F., Kerswill, P., Wodak, R. and McEnery, T. 2009. *English Language. Description, Variation and Context*, New York: Palgrave Macmillan.

For SLA Theory & Classroom Applications/Language Pedagogy & ELT:

Harmer, J., 2007. *The Practice of English Language Teaching*. 4th ed. London: Longman.

Carter, R. and D. Nunan (eds), 2001. *Teaching English to Speakers of Other Languages*. New York: Cambridge University Press.

For Linguistics:

Fasold, R. and J. Connor-Linton, 2006. *An Introduction to Language and Linguistics*. Washington: Cambridge University Press.

For Teaching Practice:

Any contemporary comprehensive dictionary of English from a reputable publisher.
Course Books to be used during TP (please wait to be advised which course book to buy by the module coordinator in Week 1).

For Materials Development:

Tomlinson, B. (ed.), 2003. *Developing Materials for Language Teaching*. London: Continuum.

For ICT and Language Studies:

Dodigovic, M., 2005. *Artificial Intelligence in Second Language Learning: raising error awareness*. London: Multilingual Matters.

Coordinators and lecturers on individual modules will provide you with further book lists.

Marks and Standards

UL's marks and standards (grading system) are available in the Academic Regulations Handbook available through the Student Academic Administration website at: <http://www.ul.ie/studentacademicadmin/>

The following table lists the grades awarded to students. The percentages are those agreed by the Department of Languages & Cultural Studies for modules on the MA in ELT programme. The other columns are taken from the University of Limerick Students' Handbook.

<u>%</u>	<u>Grade</u>	<u>Award Equivalent</u>	<u>Quality Point Value (QPV)</u>	<u>Credits Awarded</u>
≥75	A1	First Honours	4.00	Yes
≥70	A2	First Honours	3.60	Yes
≥65	B1	Honours 2.1	3.20	Yes
≥60	B2	Honours 2.1	3.00	Yes
≥55	B3	Honours 2.2	2.80	Yes
≥50	C1	Honours 2.2	2.60	Yes
≥45	C2	Third Honours	2.40	Yes
≥40	C3	Third Honours	2.00	Yes
≥35	D1	Compensating Fail	1.60	Yes
≥30	D2	Compensating Fail	1.20	Yes
<30	F	Fail	0.00	No
	NG	Fail	0.00	No
	G	Audit	-	No
	I	Certified Illness/Immediate Family Bereavement (Uncapped repeat)		No
	M	Awarded in case of projects spanning multiple semesters; or sequences of definitely linked Modules		No

Guidelines for Professional Conduct in Teaching Practice

Students engaging in teaching practice should be aware that they are taking on a professional role and they are asked to adhere to the following guidelines:

- Appropriate dress
- Appropriate professional behaviour with respect to the students and staff
- Punctuality in starting and concluding the lesson
- Absence: if absence is unavoidable, students should contact their team teacher, the lecturer scheduled to supervise their class and the TP coordinator. If at all possible, the class should be covered by the team teacher
- Attendance at all teaching practice preparation sessions
- Fulfilment of all TP procedures and requirements as specified in the TP booklet, in particular thorough lesson planning and submission of lesson plan to the supervisor before the lesson.

Postgraduate Students' Association (PSA)

Welcome to the University of Limerick and to the Postgraduate Students' Association or PSA. As a postgraduate student of UL you are automatically a member of the PSA, it's one of only two representative organisations specifically catering for postgrads in the country. While ULSU is responsible for matters such as campaigns that affect the entire student population; the PSA looks after postgrads in relation to issues that solely affect postgrads. According to the PSA Mission Statement it is the PSA's duty to represent postgrads in all matters relating to the postgraduate experience - which includes:

- Education Issues
 - Issues relating to supervision.
 - Issues relating to lecturing.
 - Issues relating to timetabling and assessment.

- Welfare Issues
 - Childcare Bursaries for single parents.
 - Financial Aid Loans – the PSA administers over a fund that supplies a limited number of interest-free hardship loans.
 - The PSA is a resource that can direct you to the medical and counselling services that UL offers.
 - Free Legal Aid – the PSA provides free legal aid to postgrads and details are available from our website www.postgrads.ie
 - A place to come to talk to someone in confidence.

- Representation
 - The PSA President sits on a multitude of committees and forums representing the postgrad point of view. These vary from Governing Authority to the Student Experience Committee.

- Events
 - Wine receptions in the common room.
 - Club-nights in town.
 - Table-quizzes and pub-nights in campus bars.
 - PSA Annual Charity Ball.
 - PSA Kids parties for the children of postgrads at Halloween, Christmas and Easter.

The PSA Common - The PSA Centre is located in the Stables Courtyard and contains the Presidents Office and the PSA Common Room. The Common Room (CR) is a hub of postgrad social activities on campus. Day to day, postgrads have access to free tea and coffee making facilities, the major daily newspapers, a microwave, fridge and toaster through the CR. It is also a venue for smaller events and is open from 9am until 11pm Mon-Thursday and 9am-5pm on Friday.

The PSA is your organisation and it is there to serve you. Keep up to date with what's happening by visiting the website regularly www.postgrads.ie and follow us on facebook and twitter. Remember – if you have any issue related to the postgrad experience in UL – come to the PSA for help, it's what we're here for.

**Class Representatives:
Procedure for election of Taught Post-Graduate Class
Representatives**

- The prospective candidate must complete a nomination form by attaining the required signatures. This nomination form is supplied by the Students' Union and is available on the following 2 pages.
- The candidate must then submit this form to the Students' Union.
- There is one Class Representative for every 25 students in a course.
- If there are more candidates than Class Representative positions, then the ULSU Education Officer or a nominee of ULSU only will conduct the election during the first available class, with the permission of the lecturer.
- Each of the candidates will be afforded a period of time to address the class and then the members of the class will vote via secret ballot.
- The ballots will be removed from the lecture and the result will be announced at the end of the class, time permitting, or emailed out by the Education Officer.
- If student has not completed the aforementioned steps then he or she is not a registered Class Rep for the purpose of email privileges, information, training, etc.

The class reps handbook is available from the Students Union website at:

<http://issuu.com/ulsu/docs/classreps>

Class Representative Nomination Form Academic Year 2010/2011

I, _____ (Name), _____ (ID Number) of
 _____ (1st 2nd, 3rd, 4th Year or PG) in _____
 _____ (Course) wish to put myself forward as a Class
 Representative.

Course Code: _____ **LM390** _____
 College Email Address: _____@studentmail.ul.ie
 Personal Email address: (frequently checked) _____
 Mobile Number: _____

Proposed By

Name:	ID Number:
1. _____	_____
2. _____	_____

Seconded By

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Signed: _____
 ID Number: _____
 Date: _____

Notes & Regulations

- All Proposers and Seconders must be registered for the same Course and Year as the Nominee.
- A Candidate may not propose any Candidate to any position more than once for a given election.
- All registered students are eligible to stand as a candidate for the position of Class Rep.
- Class Representatives serve from the date they are elected until the close of nominations in the Autumn Semester or until they are deemed resigned.
- A nominated candidate cannot nominate anyone to the same position for which they are running themselves.
- Those nominated and unopposed are deemed elected.
- Nominations details are as follows:

Nominations		Open of Nominations	Close of Nominations	Councils *
Sem 1	Round 1	Monday Orientation Wk @ 9am	Wed Week 1 @ 5pm	Tues Week 2
Sem 1	Round 2	Thurs Week 1 @ 9am	Wed Week 3 @ 5pm	Tues Week 4
Sem 1	Round 3	Thurs Week 3 @ 9am	Wed Week 5 @ 5pm	Tues Week 6
Sem 1	Round 4	Thurs Week 5 @ 9am	Wed Week 7 @ 5pm	Tues Week 8
Sem 1	Round 5	Thurs Week 7 @ 9am	Wed Week 9 @ 5pm	Tues Week 10
Sem 1	Round 6	Thurs Week 9 @ 9am	Wed Week 11 @ 5pm	Tues Week 12
Sem 2	Round 7	Thurs Week 11 @ 9am	Wed Week 1 @ 5pm	Tues Week 2
Sem 2	Round 8	Thurs Week 1 @ 9am	Wed Week 3 @ 5pm	Tues Week 4
Sem 2	Round 9	Thurs Week 3 @ 9am	Wed Week 5 @ 5pm	Tues Week 6
Sem 2	Round 10	Thurs Week 5 @ 9am	Wed Week 7 @ 5pm	Tues Week 8
Sem 2	Round 11	Thurs Week 7 @ 9am	Wed Week 9 @ 5pm	Tues Week 10
Sem 2	Round 12	Thurs Week 9 @ 9am	Wed Week 11 @ 5pm	Tues Week 12

* **Class Reps Council takes place at 6pm in Jonathan Swift**

- **Council Meetings take place on Tuesdays @ 6pm in the Jonathan Swift in Weeks 2, 4, 6, 8, 10 & 12. Class Representatives who have missed more than two consecutive Councils without giving apologies will automatically deemed resigned. Class Reps can submit apologies for no more than 3 Class Reps Councils per semester.**
- **ALL Classes are entitled to a minimum of one Class Rep, including Postgraduate Classes.**
- **Class Reps must represent the views of their entire class and not give preferential treatment to any one person/group.**
- **Class Representatives may resign by giving one day's notice to their class and the chairperson of the council.**
- **Vacant positions may be advertised in An Focal/the ULSU webpage.**
- **Class Representatives may be recalled by their class by simple majority vote at a class meeting provided: A week's notice is given and the meeting is chaired by a member of the Students' Union Executive.**

For further information contact sueducation@ul.ie or call (061) 213491 and please forward your apologies for Council to roisin.monaghan@staffmail.ul.ie if unable to attend meetings.

Submitting this form to ULSU, indicates that you are aware of, and accept, its provisions and ordinances and you also accept that your contact details may be passed on to relevant third party

Guidelines for Coursework

Both written and oral presentations will form a substantial part of the coursework that you have to undertake for your MA degree. The guidelines and strategies discussed below address the major concerns of such tasks.

Oral presentation

- Introduce your **topic/goal**. Clearly state the issue involved and/or the reason for your choice of topic. Give a single-sentence/ brief summary of your talk.
- Make sure the format of your presentation is (well) **structured**. Outline the main points of the talk (usually about three), and add an introduction and conclusion.
- Keep in mind the objective of your talk (to interest, inform, persuade, etc). Avoid too much detail (of procedure, data analysis, and literature review) when highlighting the **main ideas** you want to transmit.
- In your development, you can use quotations but it is important that you make clear which words are not your own as you are citing a passage.
- **Key moments** in a talk: *opening lines*: the opening lines of a talk set the tone for the rest of it; it may be effective to memorize them; *bridging* (i.e., transitions from one idea to the next); *ending*: remind the audience of the main points and of the relevance of the topic to their field.
- Consider **planting questions** with audience or suggest a point that you could discuss further during discussion time.
- Talk to your audience, **do not read** to them. Remember, a few overhead transparencies/ a one-page handout will serve as a visual outline to help you through the talk and will focus the audience attention. However, minimize the amount of text and use **key points** only.
- Speak loudly and clearly. Engage the **audience**. Make frequent eye contact. Vary your speaking tone and emphasis.
- Make sure you don't go over the **time limit**.
- Know your talk well enough to give it, without notes, in easy-to-follow conversational sentences. You should **practice** delivering it aloud in order to learn it well, to make its length fit in the time allocated, and to hear how it sounds.
- You should be prepared to answer questions after your presentation.
- Do not forget the old adage, "*Tell them what you're going to tell them; tell them; then tell them what you've told them*" can be applied to all talks.

Essays, Assignments and Projects: Presentation

Please use the COVER SHEET on the following page on ALL assignments

School of Languages, Literature, Culture and Communication
MA English Language Teaching

Assignment Cover Sheet

Name:	ID. number:
Module title:	Module code:
Lecturer/s:	
Essay / Project / Assignment Title:	
Word count:	
Submission date:	
[for lecturer use only] Second Marker:	
Grade:	

Essays, Assignments and Projects: Researching and writing

Choose your topic carefully. Do some **preliminary reading** to determine how deep your interest goes and what kind of material will be available for your essay.

Once you have chosen the topic, you should try to formulate as exactly as possible the **question/ hypothesis** you will seek to answer/ explore in your essay. It will help organize your essay and give it direction. It must feature in your introduction.

Before you begin working on the essay it is wise to discuss the topic/ question with your supervisor.

Planning the essay is your first and most important task. This includes dividing your time between three stages: researching, writing, and editing.

Always read books and articles (from either **primary** or **secondary sources**) interactively and critically: **take notes** and **look for arguments**, points or observations that can be used to support or contrast your views.

Virtually all essays are made up of: (i) an introduction; (ii) a main body/ argument; (iii) the conclusion. In the main body of the essay you are given the opportunity to demonstrate your skills in **selecting** the relevant material, **synthesizing** it with your own words, and in providing a **coherent reflection** and an **in-depth (personal) analysis** of the subject.

ATTN: The greatest danger inherent in the research essay is **PLAGIARISM**. If you use other people's ideas and words they have to be acknowledged through proper **footnoting** and **referencing**.

- Once you have a fairly complete and well-**organized** draft, you should revise sentences, paying special attention to **transitions** from sentence to sentence, and from paragraph to paragraph -a **paragraph** should be devoted for each **main idea** and its supporting **evidence**.
- In the conclusion, sum up your findings concisely referring to a wider context.
- **Proof-read** the final copy for spelling and punctuation errors. Make sure that quotations and footnotes are accurate and that the **bibliography** contains all articles, books and internet sites you have used (it is advisable to construct it as you write the essay).

Further support for academic writing is offered by the following centres:

The centre for teaching and learning
The regional writing centre

<http://www.ul.ie/ctl/>
www.ul.ie/rwc

Guidelines for the writing up and submission of MA dissertations

Notes to Students:

The length of the dissertation is between 12,000 and 15,000 words and must include a strong element of application to language teaching.

Dissertations must include a section on how ethical considerations have been dealt with. In order to ensure your research adheres to the UL ethical guidelines, please read carefully **Appendices 2-4, Guidelines for Research on Human Persons by Faculty or Students**. If you have questions in relation to ethics issues, discuss these with your supervisor and/or contact the College of Humanities Ethics Representative, Darina Slattery Darina.Slattery@ul.ie

1. Supervisors

Your dissertation supervisors will be decided on according to topic and to supervisor availability (for research areas of the various faculty members within LCS please see faculty profiles and their research interests at <http://www.ul.ie/~lcs/>). All proposals should be initially submitted to the Course Director. Please indicate on your proposal if you have already discussed your research with a full-time member of faculty whom you would like to have as supervisor. All past MA in TEFL/ELT dissertations are available in the library for viewing and details may be found through the library catalogue. The following is a list of possible supervisors and their areas of research interest:

Name	Dr David Atkinson
Section	Spanish
Email	david.atkinson@ul.ie
Room Number	LC1017
Research areas or general research topics to supervise	

Name	Dr Jean Conacher
Section	German/Centre for Applied Language Studies
Email	jean.conacher@ul.ie
Room Number	MC1004
Research areas or general research topics to supervise	Learner autonomy and self-directed language learning, Information and Communication Technologies (ICTs) and new learning environments; experiences of German native speakers learning English.
	http://www.ul.ie/lcc/Jean-Conacher

Name	Dr Fiona Farr
Section	ELT/Linguistics
Email	fiona.farr@ul.ie
Room Number	
Research areas or general research topics to supervise	Language in context and language variety; Language teacher education; Corpus-based discourse analysis and pragmatics; Corpus linguistics and its applications; Irish-English.

Dr Farr not available 2011/12

	http://www.ul.ie/llcc/fiona-farr/
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Name	Angela Farrell
Section	ELT/Linguistics
Email	angela.farrell@ul.ie
Room Number	AM069
Research areas or general research topics to supervise	ELT theory and practice; Corpus-based discourse analysis; sociolinguistics and ELT/ESOL; SLA research
	http://www.ul.ie/llcc/angela-farrell/

Name	Barbara Geraghty
Section	Japanese
Email	barbara.geraghty@ul.ie
Room Number	LCO013
Research areas or general research topics to supervise	Learner autonomy; culture and language teaching; motivation
	http://www.ul.ie/llcc/barbara-geraghty/

Name	Dr Helen Kelly-Holmes
Section	ELT/Linguistics
Email	helen.kelly.holmes@ul.ie
Room Number	C1079
Research areas or general research topics to supervise	Sociolinguistic aspects of ELT; Discourse analysis and ELT (esp. media and political texts); Minority language groups in Ireland and teaching English; ELT and globalization; Marketing and economic aspects of ELT.
	http://www.ul.ie/llcc/Helen-Kelly-Holmes

Name	Dr Freda Mishan
Section	ELT/Linguistics
Email	freda.mishan@ul.ie
Room Number	SG08
Research areas or general research topics to supervise	Materials development for language teaching; ICT & language teaching; Problem-based learning; Teaching English as an International Language (EIL) ; Language and culture; Phonetics and phonology
	http://www.ul.ie/llcc/freda-mishan/

Name	Dr Máiréad Moriarty
Section	ELT/Linguistics
Email	Mairéad.Moriarty@ul.ie
Room Number	C1078
Research areas or general research topics to supervise	language policy, language ideologies, language practices, media sociolinguistics and situations/places of language contact.
	http://www.ul.ie/llcc/mairead-moriarty/

Name	Dr Liam Murray
Section	French
Email	Liam.murray@ul.ie
Room Number	CS122
Research areas or general research topics to supervise	Technology and language learning

	http://www.ul.ie/llcc/liam-murray/
Name	Joan O'Grady
Section	University of Limerick Language Centre
Email	Joan.OGrady@ul.ie
Room Number	LC023
Research areas or general research topics to supervise	Content and Language Integrated Learning Motivation and Chinese learners of English
	http://www.ul.ie/llcc/Joan-OGrady

Name	Dr Mícheál Ó hAodha
Section	History
Email	micheal.ohaodha@ul.ie
Room Number	
Research areas or general research topics to supervise	"Marginal" Languages – Traveller Cant, Gammon, Parlari and Linguistic Registers; Bilingualism, Discourse Analysis, Politeness Theory

Name	Dr Íde O'Sullivan
Section	Shannon Continuing Professional Development Writing Centre, Centre for
Email	Ide.osullivan@ul.ie
Room Number	ER2-017
Research areas or general research topics to supervise	Academic writing, development of new literacies to enhance learners' writing skills; corpus linguistics, most notably learner access to corpora; and second language acquisition research.
	http://www.ul.ie/llcc/ide-osullivan

Dr Ide O'Sullivan not available 2011/12

Name	Joan O'Sullivan
Section	University of Limerick Language Centre
Email	Joan.osullivan@ul.ie
Room Number	LC2- 013
Research areas or general research topics to supervise	Corpora and Irish – English; Linguistic accommodation; ICT and Language Learning
	http://www.ul.ie/llcc/joan-osullivan

Name	Dr Darina Slattery
Section	Technical Communication Section
Email	Darina.slattery@ul.ie
Room Number	FG022
Research areas or general research topics to supervise	The Application of Pedagogical Theory/ Instructional Design to Courseware Development (for any subject, including ELT).
	http://www.ul.ie/llcc/darina-slattery

Name	Dr. Agnieszka Skrzypek
Section	ELT/Linguistics
Email	Agnieszka.Skrzypek@ul.ie
Room Number	LC2008
Research areas or general research topics to supervise	Short-term memory in first and second language learning; enhancing the retention of L2 vocabulary and collocations; computer assisted language learning (CALL) and working memory; learner autonomy; age and the classroom learning of additional languages.

Name	Dr Elaine Vaughan
Section	ELT/Linguistics
Email	Elaine.Vaughan@ul.ie
Room Number	BM-025
Research areas or general research topics to supervise	Corpus linguistics, especially corpus-based discourse analyses; Pragmatics and language in context; Irish English; Workplace discourse and discourses of language teaching and learning; investigating communities of practice; (im)politeness and the pragmatics of humour and laughter. http://www.ul.ie/llcc/Elaine-vaughan

2. Your entitlements

You are entitled to a series of individual meetings with your supervisor. You should have a *minimum* of three half-hour sessions (or the equivalent), but further sessions will be negotiated with your supervisor, as necessary. The frequency and format of these communications should be negotiated individually with your supervisor.

3. Your responsibilities

Fixing a schedule of meetings:

It is your responsibility to approach your supervisor initially and to arrange a schedule of meetings. Please do this as soon as you have been allocated a supervisor. It is strongly recommended you remain based in Limerick until you have completed your dissertation.

You should ensure that you have fixed up dates/times and details of suitable methods of communication with your supervisor, particularly over the summer period.

Being prepared for supervision meetings

Always make sure that you have something specific to show and/or discuss with your supervisor during a meeting. Work to be discussed should normally be submitted to your supervisor at least a week in advance of your meeting. It is your responsibility to ensure that any work submitted electronically is compatible with your supervisor's system.

Deadline for submission of the research proposal

Friday of Week 2 of the Spring Semester to the Course Director.

Submission of work during second semester

You are required to submit approximately 3000 words detailing your work to date by the end of Week 10, Spring semester. The content and format of this submission should be agreed with your supervisor.

4. Your supervisor's responsibilities

Your supervisor will provide individual supervision (or equivalent), as described above.

S/he will comment on your ideas, provide advice about structure, research methods, content, readings and referencing guidelines.

It is strongly advised that your supervisor see draft copies of your chapters as you complete them. Please note that any work you wish to have read by your supervisor must be submitted to them **at least one month before official submission** (see deadline below) to allow sufficient time for reading, feedback and making changes before the submission deadline, unless otherwise agreed.

5. Deadlines and grading process for the dissertation

The following timeframe has been agreed by the MA in ELT Course Board:

- Soft bound copies of dissertation submitted by students at least 9 weeks before Winter Exam Board.
- Soft bound copy of dissertation, two reports and one grade, posted to the external examiner at least 6 weeks before Winter Exam Board.
- Required changes to be made to dissertations are communicated to students by supervisors at least 3 weeks before Winter Exam Board.
- Students submit final hard bound copies at least 1 week before Winter Exam Board.

Using these timeframes, the following dates apply to the AY 2011/2012 (please note that these dates may change if the UL Winter Exam Board date changes):

- Submission of full draft: **31st August 2012**- students submit full draft to supervisor (unless otherwise agreed with supervisor)
- Submission softbound copy: **28th September 2012**- students submit two soft-bound copies to Claire Ryan, LLCC Office, Millstream Building MC1002
- Internal grading complete: **19th October 2012**- two reports (electronically) and one soft bound copy of dissertation from internal examiners and supervisors to CD to be sent to external examiner
- External Examination: **4th November 2012** - all reports back from external examiner and forwarded by CD to supervisors/internal examiners. Supervisors liaise with students re changes to be made.
- Submission of final copies: **13th November 2012** - students submit 3 hard-bound copies to Claire Ryan, LLCC, with signed letter confirming that all recommended changes have been made.
- Winter Exam Board: **1st December, 2012**

6. Marking of the dissertations

The dissertation part of the MA programme is accounted for in two separate modules. TE6001 is worth 9 credits, awarded exclusively by the supervisor for the research *process*, including the written submission in Week 10 of Semester 2. For the TE6001 module grade, supervisors email a short report to the course director after internal correction has taken place. The report form used for TE6001 giving the grading criteria can be found below.

TE6002 is worth 21 credits. The grade for TE6002 is decided by internal examiner and supervisor based on the criteria attached below, and finalised in conjunction with the external examiner. This is a *product* grade only. For the TE6002 module grade, two independent reports, one each from the internal examiner and the supervisor, along with one agreed grade, are sent through the course director to the external examiner, along with one soft-bound copy of the dissertation. The report form used for TE6002 giving the grading criteria can be found below.

Upon submission of the softbound copy of the dissertation, it is examined independently by the supervisor, an internal examiner, and by the external examiner. Two grades are awarded for each dissertation, a process and product grade (see above). **Please note that these grades are awarded and confirmed on the basis of the softbound copy.** Corrections and changes may be recommended at this point. It is essential that students stay in contact with their supervisors in relation to making these recommended changes before submitting their hard-bound copies.

Dissertations are graded in line with the UL grading schemes as outlined above. A pass (i.e. **a grade of C3 or above**) in both dissertation modules is an obligatory requirement for the successful examination of this programme.

Students have a right to see all three reports (supervisor's, internal examiner's, and external examiner's). Supervisors are responsible for making these available to students at the appropriate time(s).

Please note these implications for grades:

Penalties for going over the word count: for every 10% in excess of the specified word limit there will be a penalty of 5% deducted from the student's TE6002 grade.

Penalties for late submission:

Unless granted an extension due to certified illness or bereavement (see **6. Extensions** below): A penalty of 5% will be deducted from the student's TE6002 grade for overdue submission of the softbound copy.

Submission of the dissertation grades for the College of Humanities faculty board examination meeting will be contingent on the recommended changes being made and attested to in writing by the student concerned (see **Confirmation of corrections**, below). Where deadlines are adhered to, graduation normally takes place at the Winter Conferring Ceremonies in January.

Grades are not available until after the Winter Exam Board and students will be notified of grades and graduation details by Student Administrative Affairs.

6. Extensions

Extensions may be granted by the course board in *exceptional circumstances* on the basis of certified illness or bereavement. Students may apply for such extensions to the course board, through the course director. This should normally be done before the end of August. Any extension may result in delayed graduation. Granting of extensions is at the discretion of the course board. Applications for extensions should be submitted on the relevant form (see **Appendix 1**), with attached certification.

In all cases (except when official leave of absence is granted by UL) a Fail grade for the dissertation will be awarded one year after the official deadline for submission of the dissertation has passed.

7. Supervisor availability

Please note that there will be periods when your supervisor is NOT available for meetings. Academic staff are required by the University to use the non-teaching summer months for research, writing, giving conference papers - and holidays! This is why it is essential that you fix your schedule of meetings well in advance.

8. Presentation Specifications

Production Specifications

It is recommended that the thesis be submitted on A4 size white 80g/m² paper. Only one surface of the paper may be used. A standard 10 pitch or 12 pitch typeface shall be used with double or one-and-a-half line spacing in the body of the text. One of the following typefaces is preferred: Courier, Helvetica, New Century School Book, ITC Bookman, Times, ITC Avant Garde Gothic. For footnotes and indented quotations single spacing may be used. Margins at the binding edge should be not less than 40mm, and the other margins not less than 20mm.

Pagination

Pages should be numbered consecutively throughout the text, including those pages incorporating photographs or diagrams which are included as whole pages. Where the thesis consists of more than one volume, the pagination should indicate the Arabic number of the volume as well as the page number referring to the particular volume. Appendices should be named alphabetically, and each appendix paginated consecutively but separately from the main text and from each other.

Page numbers should be located centrally at the bottom of the page and approximately 20mm above the edge of the page.

Title Page

The title page of each volume of the thesis should contain the following information:

- (1) The full title of the thesis, and the sub-title, (if any);
- (2) If there is more than one volume, the total number of volumes and the number of the particular volume;
- (3) The full name of the author (as recorded on his/her birth certificate) with, if desired, any qualifications or distinctions;
- (4) The award for which the thesis is submitted to the University;

- (5) The name of the University;
- (6) The name(s) of the supervisor(s) of the research;
- (7) The name of the external examiner of the MA in ELT programme
- (8) A declaration that the work is the original work of the author and that it has not, in full or part, been previously submitted to this or any other institution
- (9) As the last line on the page, the statement 'Submitted to the University of Limerick, (Month) (Year).

Abstract of Thesis

An abstract in English or Irish not exceeding 300 words or one page in length, should be bound as an integral part of the thesis, and should precede the main text. The abstract should be printed in single spacing and should indicate the author and title of the thesis in the form of a heading.

Word Count

A word count for the dissertation should be included on the abstract page. Word counts should exclude bibliographical references and appendices, but include tables, charts, graphs etc.

Confirmation of corrections

Appended to the final hardbound copies of the dissertation (but not bound into them), include a letter confirming that you have made the recommended changes to your dissertation. The letter should consist of: the name of the thesis, your own name and ID, the wording 'this letter is to confirm that all recommended changes have been made to this dissertation', followed by your name, signature and date.

The forms used for grading of TE6001, MA Dissertation 1, and TE6002, MA Dissertation 2 are below.

Department of Languages and Cultural Studies
MA ELT DISSERTATION PROCESS REPORT TE6001

Student's Name:	Student's ID. Number:
Dissertation Title:	
Supervisor:	
Internal Examiner:	
Grade:	
Date:	

Commentary (including: *time management, meeting of deadlines, liaison & feedback, initiative, attitude, capacity for working independently, research methodology skills, organisation of empirical study, other...*)

**Department of Languages and Cultural Studies
MA ELT DISSERTATION PRODUCT REPORT TE6002**

Student's Name:	Student's ID. Number:
Dissertation Title:	
Supervisor:	
Internal Examiner:	
Report submitted by Supervisor / Internal Examiner (delete as applicable)	
Agreed Grade (Supervisor & Internal Examiner):	
Date:	

	excellent	good	satisfactory	poor	Comments
Research objectives					
Clear and appropriate					
Focus					
Originality					
Research methodology					
Design					
Implementation					

Findings					
Treatment of data					
Analysis and interpretation of findings					
Structure and organisation					
Argumentation					
Sources					
Literature review					
Use of evidence and sources					
Range of sources used					
Referencing (including in-text and bibliography)					
Presentation					
Writing style (grammar, spelling, punctuation, cohesion, coherence, etc.)					
Technical presentation (formatting, tables, charts, table of contents, appendices etc.)					
Overall comments:					

10. Guidelines for the citation of references in your dissertation.

There are established systems for referencing the work of others. It is important to be consistent in how you reference, in other words, do not mix systems. For the presentation of MA dissertations in ELT, the Harvard System is preferred. Guidelines for the Harvard System can be found online at:

<http://www.ul.ie/~library/referencing/harvard.html>

Guidelines for Direct Quotation

(1) Quotes of three lines or less

These should be kept in the body of the text and surrounded by single quotation marks. See below:

Harvard

In 1944, the Minister for Industry and Commerce stated that ‘the Great Southern Railway had saved £1.25 million in expenditure and brought a reduction in fares of between 10 and 12 per cent’ (Barrett, 1982: 3). The Railways Act 1927 gave railway companies permission to operate their own road services.

OR

Barrett (1982: 3) points out that in 1944, the Minister for Industry and Commerce proclaimed that ‘the Great Southern Railway had saved £1.25 million in expenditure and brought a reduction in fares of between 10 and 12 per cent’. The Railways Act 1927 gave railway companies permission to operate their own road services.

(2) Quotes of more than three lines

These should be indented from both margins and reduced to a smaller font size and to single line spacing. No quotation marks are used:

Harvard

Newman (1995: 58) points to European birth rates, which, he claims, are now below replacement level. Informed opinion expects the present low level of fertility to be maintained. The most obvious outcome of this decline is the expectation that there will be a smaller working population and more elderly people. In so far as tourism is concerned, Newman (1995: 59) predicts that

this may lead to a more mobile market of younger people, while at the other end of the scale, surveys at present are fairly unanimous in showing a decline in the incidence of holidaying with advancing age. There will be no additional demand created out of an expanding population base and in fact the reverse may well apply. Population will in general be a negative factor affecting the development of travel demand.

Shortcuts with Authors' names

- **When there are three or more authors**

A book, report or article etc. may have been written by various authors. If there are three authors, only refer to all three authors in the first reference. Subsequently, the term *et al*, meaning *and others*, may be used after the first author's surname, for example:

Byrnes, Fern, and Grice (1998: 42) admit that future development of tourist facilities might require substantial investment in infrastructure. The expansion of areas in which tourism is the predominant industry would involve the development of travel corridors to tourist entry points. It might be felt that such a trend would be undesirable since it implies the creation of an artificial environment which contradicts the 'natural' image of Ireland (Byrnes *et al*, 1998: 45).

Page Numbers

The page number **must** be given when direct quotation is used.

Harvard

The reference can come before the quotation, as shown above, or it can be placed below it in brackets, next to the right margin, see below:

Newman (1995: 58) points to European birth rates, which, he claims, are now below replacement level. Informed opinion expects the present low level of fertility to be maintained. The most obvious outcome of this decline is the expectation that there will be a smaller working population and more elderly people. In so far as tourism is concerned, Newman predicts that

[...] this may lead to a more mobile market of younger people, while at the other end of the scale, surveys at present are fairly unanimous in showing a decline in the incidence of holidaying with advancing age [...] there will be no additional demand created out of an expanding population base and in fact the reverse may well apply. Population will in general be a negative factor affecting the development of travel demand.

(Newman, 1995: 59)

Leaving out words and sentences

Three dots [...] (just like these), surrounded by square brackets may be used to indicate where part of the quotation has been left out. Avail of this option whenever you can as it helps to reduce the amount quoted to its most relevant elements. Look at the last example again – see how three dots were used at the beginning of the quote and in the middle.

References/Bibliography

The list of books, articles etc. which you have referred to in your dissertation or footnotes must also be listed in full at the very end of the dissertation. This list is often called a *Bibliography*, but in fact it is more accurate to call it *References*.

Bibliography literally means *list of books* published on a specific subject or by a particular author.

How to Write your Reference List

- A reference list comes at the very end of the dissertation. The author(s) of the book, chapter or article referred to in the body of your dissertation is/are entered in alphabetical order of surname (see the reference list at the end of this book).
- If an author has more than one entry, the most recent publication date is entered first.
Green, H. 1999.
Green, H. 1996.
- Single authored publications are always listed before jointly authored publications.
- If a publication has no author, establish who commissioned the book or report (for example, Dept of Justice) and enter this body in the alphabetical order of the reference list. For example,

Society for the Environment, 2000. *Review of Environmental Policy in Ireland 1997-2000*, Dublin: Lutter Press.

Formats for Referencing

The first step is to identify the type of publication, and then just follow the formats shown below.

Book	
Harvard System	
<ul style="list-style-type: none">• ONE AUTHOR (sequence = surname/first name initials/year of publication/book title/place of publication/publisher) Pirie, D.B., 1985. <i>How to Write Critical Essays – a guide for students of literature</i>. London: Methuen.• MORE THAN ONE AUTHOR (notice the inversion of first name – surname sequence after the first author's name) Richards, J.C., J. Platt and H. Platt, 1992. <i>Dictionary of Language Teaching and Applied Linguistics</i>. London: Longman.	

Edited Book	
Harvard System	
<ul style="list-style-type: none"> • ONE EDITOR <p>Lynch, H.M. (Ed.), 1978. <i>Communication and Culture</i>. Oxford: Oxford University Press.</p> <ul style="list-style-type: none"> • MORE THAN ONE EDITOR <p>Rice, T. and B. Nolan, (Eds) 1994. <i>Children's Rights</i>. Dublin: Link Press.</p>	
Chapter in Edited Book	
Harvard System	
<p>Sequence = author of chapter/author's initial/year of publication/title of chapter (no inverted commas)/names of editor(s) (note first name + surname)/title of book/place of publication/publisher/page numbers of chapter</p> <p>Green, B., 1994. Children's Rights – A case study of Romania. In: T. Rice and B. Nolan, (Eds), <i>Children's Rights</i>. Dublin: Link Press, 65-87.</p>	
Journal Article	
Harvard System	
<p>White, S., 1989. 'Backchannels across cultures: A study of Americans and Japanese'. <i>Language in Society</i> 18(2): 59-76.</p>	
A Newspaper Article	
Harvard System	
<p>Daly, D., 1995. "Will Passengers benefit?", <i>Sunday Times</i>, January 31st, p.19.</p>	

Referencing a Website

If you take material from a website, it needs to be referenced. It is referenced in the same way as a book, chapter, article etc. except you must note the URL (website address) and when you accessed the website. For example,

- a. Murphy, G. 1999. 'Salazar and Modern Portugal', <http://www.politicportugal/tbc/tcg-bt/info>, (accessed 14.05.2000).

If there is no obvious author, then begin with the name of the website. For example,

- b. Higher Education Authority, 2004. Student Statistics, <http://www.heai.ie> (accessed: 27/07/04).
- c. Northern Ireland, Department of Employment and Learning. Student Enrolments on Higher Education Courses: Northern Ireland 2001/02, <http://www.delni.gov.uk/docs/select/ACF50FF.pdf> (accessed: 20/07/03).

In-text website referencing should as far as possible avoid giving the web address and should include whatever information can be taken from the full reference. Using the examples from above the following in-text citations would be used:

- a. (Murphy, 1999)
- b. (Higher Education Authority, 2004)
- c. (Northern Ireland, Department of Employment and Learning website)

Referencing a Corpus

Where possible, corpora should be referenced just like other items such as books. So include details of editors, year, place of publication etc, and also the web address for the corpus homepage, for example,

Farr, F., and A. O’Keeffe, (Eds), 2004. *The Limerick Corpus of Irish English (LCIE)*. University of Limerick. <http://www.ul.ie/~lcie/>

General Formatting Checklist

1. All quotations need page references.
2. Use italics for linguistic examples and words from other languages only.
3. Section headings: check font size, format and capitalisation and make them consistent – and cross check with table of contents.
4. Include a table of contents, lists of charts, figures, extracts, etc at the beginning of the dissertation. Word will generate an automatic **table of contents (TOC)** if you use **built-in heading styles** (search Help in Word) – an automatic TOC saves you a great deal of time and trouble.
5. Give all tables, figures, and charts proper titles and number them consecutively, either in the entire dissertation or within chapters.
6. Keep the formatting/shading on tables consistent.
7. No 2 titles should be the same in section of your dissertation so make them specific.
8. Use BrEng spellings except in quotations – ise vs –ize etc
9. When giving examples to illustrate you point in the lit review chapters/sections, if the examples are from someone else then always give the page reference, if the examples are your own then put (author’s example), if they are from your primary data then give details.
10. Abstracts should be written in the present tense.

11. Sections should be numbered within chapters, so 2.1, 2.2 etc and subsections numbered 2.2.1, 2.2.2 etc. In general, try to avoid sections numbered with more than three digits.
12. If you introduce an abbreviation/acronym early on then use it consistently afterwards if that's what you say you'll do, e.g. ELT
13. Include a list of abbreviations/acronyms at the beginning/opening chapter.
14. Graphs should be called 'charts'.
15. Only and always use [] if you've modified the text.
16. In multi ref lists check that they are always presented chronologically – this may mean separating two works by the same author at times. If there are two works from the same year then they are presented alphabetically for that year.
17. In refs at the end:
 - thesis titles should get caps – just like books titles
 - check caps and quotation marks in book chapter headings and journal articles and make them consistent
 - check that all pg numbers are in for chapters in books etc
 - check any forthcoming refs in case they've now been published
 - for more than one work by the same author, present them chronologically
 - for authors with single and co-authored works, the single authored works are listed first (chron), and then the co-authored works (chron).
18. Appendices should have page numbers independent of the body of the text and of each other (so each new appendix starts with page 1)

Appendix 2



UNIVERSITY of LIMERICK
O L L S C O I L L U I M I N I G H

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE

Guidelines for Research on Human Persons by Faculty or Students

Introduction

These guidelines relate to all research activities across FAHSS, including research by faculty, students and others. The fundamental principle underlying the guidelines is that all research activities involving the use of human beings participating in research must be reviewed and approved by FAHSSREC. Researchers may not solicit participation or begin data collection until they have received ethical approval from the REC. What follows are guidelines, not rules, and they can be adapted according to the research requirements of individuals.

All research must be performed “as written”, that is, that the investigators do not make substantive changes in the research design, the selection of participants, the informed consent process, or the instrumentation during the course of the study. If substantive changes are necessary, re-application is required.

Stages of Application Process

- 1 Fill in Application form(s), with supervisor where necessary. All applications must be accompanied by an Information Sheet and Consent Form. Where required, the Advanced Ethics Application Form should also be used.
- 2 Submit form to FAHSS REC (or Department/School Representative for FYP and Taught MA/LLM students)
- 3 Committee/Representative review application and give applicant feedback
- 4 Where necessary, applicant revises application and returns to Chairperson, FAHSS REC
- 5 Applicant is given formal ethical approval by Committee
- 6 Applicant contacts research participants with Information Sheet seeking consent to participate in research project
- 7 Applicant conducts research

NB No applications should be sent to ULREG (formerly ULREC). All applications are dealt with at a Faculty Level.

Application Procedure

All applicants must complete the checklist attached. The purpose of this checklist is to establish if the applicant needs to submit the Advanced Ethics Application Form (Appendix C), or the shorter FAHSSREC application form.

If the answer to all questions is “No” then the FAHSSREC Application Form should be completed and submitted. If the answer to any question is “Yes” then the Advanced Ethics Application Form should be completed and submitted, along with an Information Sheet and a Consent Form (see Appendices). These forms should be submitted both electronically and in hard copy (with all relevant signatures) to Carol Noonan at carol.noonan@ul.ie, Room FG-013, School of Law.

Where the research involves patients in hospital or employees of the HSE, ethical approval must be sought from the HSE REC rather than the University. All applications should include an information sheet and a consent form.

All applications must be typed: handwritten applications will not be accepted. Please ensure that all relevant signatures and accompanying documentation are included with the application: the application will be returned without consideration if it is not complete.

Upon applying for REC approval, your application will be reviewed at the next FAHSSREC meeting. These are held once every month, though in the summer months, they are not held as frequently. Applicants should, therefore, strive to submit an application between Sept-May.

You can contact your faculty representative for your department for advice on completing this form. These are Brendan Halpin (Sociology), Darina Slattery (LLCC), Tom Lodge (Politics), Ciara Breathnach (History) Jane Edwards (Irish World Academy) and Jennifer Schweppe (Law).

Faculty, PhD, Research Masters and Research Associates

It is the duty of all faculty, PhD students, Research Masters students and Research Associates to ensure that their project is ethically sound. Where the research involves human participants, all researchers must in the FAHSSREC Application form, and make the relevant application depending on their answers to the checklist (ie, if they answer “No” to all questions, the FAHSSREC Form is completed, if they answer “Yes” to any question, the Advanced Ethics Application Form should be completed). Once the form is completed, it should be forwarded to the FAHSS REC Administrator, Carol Noonan (carol.noonan@ul.ie) and it will be considered at the next FAHSS REC meeting.

FYP and Taught Masters Research

It is the duty of all students to ensure that their project is ethically sound. Where the research does not involve human participants, this will be done as part of the Author’s Declaration, which should include a statement to the effect that “I understand the ethical implications of my research, and this work meets the requirements of the Faculty of Arts, Humanities and Social Sciences Research Ethics Committee.”

Where the research involves human participants, FYP and Taught Masters students must fill in the FAHSSREC Application form, preferably with their supervisor, and make the relevant application depending on their answers to the checklist (ie, if they

answer “No” to all questions, the FAHSSREC Form is completed, if they answer “Yes” to any question, the Advanced Ethics Application Form should be completed). These applications should be forwarded to the FAHSSREC representative in their department for tentative approval, who will subsequently commend the application to the Committee for their final approval. Where the representative is not willing to approve the proposal for any reason, they will send it back to the applicant who should, upon review, forward it to the FAHSS REC Administrator, Carol Noonan (carol.noonan@ul.ie) and it will be considered at the next FAHSS REC meeting. Students intending to carry out research involving human participants should be aware of the following deadlines: FYPs – Friday Week 3 First Semester; **Taught Masters – Friday week 6 Second Semester**. The form is available from your supervisor, the representative in your Department, Jennifer Schweppe or Carol Noonan.

Where students have sought and received ethical approval, they should include evidence of this (such as an email from the Committee) in their thesis.

If any student conducts research on human participants without ethical approval, this could be a disciplinary matter, and may have an impact on the grade received. The actual decision will be made on a case by case basis and decided by the relevant course board.

Guidelines for Applicants

The main principle of the research ethics policy of the University of Limerick is that informants participating in any research are provided with information on the project they may be participating in, (including details of what is expected of them, arrangements for confidentiality, how the information collected will be used and their rights as informants) and give their consent to participate by signing a consent form or by providing an indication of consent on the questionnaire itself.

What follows are some brief guidelines on particular aspects of research. It is important to note that these are guidelines: the Committee will in fact deal with each application on a case by case basis.

Research involving participants under the age of 18

There are three tiers of research that can be done on participants under the age of 18:

- Research in schools related to schooling
- Research in schools not related to schooling
- Research on under 18s which is not done in a school environment.

For all categories of research of this type, applicants should fill in the Child Protection Guidelines and have Garda Clearance. The signed Child Protection Declaration should be included with the application form.

For research done in schools it is vital that the school give informed consent to the research being carried out. The teacher involved with the particular student group may also need to give their informed consent. For this type of research, we recommend that an “opt-out” letter be sent to parents, where they are given an Information sheet on the research which is carried out, indicating that if they *do not* want their child involved in the research, they can opt out of the project. Where the subject matter of the research is particularly sensitive or contentious, it may be

necessary to get the express permission of parents to conduct the research, even in schools, and in these circumstances, an “opt-in” letter should be sent to parents.

Where research is being carried out on participants under the age of 18 outside a school environment, an opt-in consent form is vital. It may also be necessary to have an independent observer present at the time the research is being carried out to safeguard the welfare of the participants.

Sometimes research is carried out in a classroom which does not involve direct communication with the students themselves. In these circumstances, it is advisable to inform parents that the research is being carried out, by way of an “opt-out” letter.

In all cases involving research on participants under the age of 18, reference should be made to the University of Limerick Child Protection Guidelines (available at www.ul.ie/researchethics) and the acceptance of these guidelines should be indicated through the Child Protection form (also available at www.ul.ie/researchethics).

Guidelines for research involving University Students

Surveys are often carried out on students for the purposes of evaluating teaching. Students should always be made aware that they do not have to participate in the research, and anonymity should always be respected. It is suggested that, where possible, an external individual should conduct the research (such as the Centre for Teaching and Learning, or an independent faculty member) and that the anonymised data should be presented to the researcher. These are general guidelines, however, and it is accepted that there may be exceptions to these general principles. Where a researcher intends to depart from these general principles, reasons should be given why. Researchers should ensure that no participant in the study is under the age of 18.

Guidelines on the re-use of State or University Data

Data can be collected by the University or a State Department for one purpose, and re-analysed by a researcher for a completely different research question (for example, data on Sulis, Online Student Records etc). Where a researcher proposes to do this, informed consent should be obtained from the body who has ownership of the data. The data received should be made anonymous where appropriate, and the research cannot go beyond the boundaries of the consent agreement. Researchers should always be aware of the terms of the Data Protection Act 2003 when conducting this type of research.

Guidelines where identity is being revealed

On occasion, it will be impossible to produce meaningful research while protecting the identity of the research participant(s). Where this is the case, interviewees should be told about the general purpose of the research before the interview begins, which is best done through a preliminary, independent contact so that the interviewee has time to reflect on any concerns they may have about the topic under investigation.

If guarantees of anonymity are given these should always be respected (ideally, though, key research findings should not be supported only by non-attributable anonymous interviews - at the very least permission should be sought to identify informant's position, occupation, or whatever other descriptive information might give their testimony authority).

Permission for direct quotation needs to be obtained (such permission should indicate the context of quotation - whether it is for publication or merely for inclusion in an unpublished dissertation). The researcher should establish whether the permission for quotation has a time limit.

The informant should be offered the opportunity to review the transcript; if the interview has not been tape recorded but instead the researcher has reconstructed the conversation from notes or shorthand then the review of the transcript is essential. If the interview is used extensively for a published work the informant should be sent a copy of the final publication (or at least a photocopy of the sections in which their own words appear).

Generally speaking interview testimony should not be used to discredit the participant or in way that might cause them embarrassment; this is an issue for judgement - well known personalities in public life who are used to journalistic commentary may constitute an exception to this rule. If information is given by the informant for background only, and not for attribution, this should be respected. The same moral ethics about confidentiality apply to academic researchers as those which apply to journalists.

The researcher should establish whether they can make the transcript available to other researchers, and if so what any conditions of access and use may be.

Guidelines regarding research in other jurisdictions

Where research is being carried out in a jurisdiction other than Ireland, efforts should be made to secure ethical approval from a local research ethics committee. Where this is not possible, ethical approval should be sought from the FAHSSREC.

Guidelines regarding email surveys and consent

Oftentimes, surveys will be sent out by email, where participants are asked to click a link and fill in the survey at an online resource, such as surveymonkey or similar. Where this is the case, it can be counter-productive to ask for a signed consent form. If this is the case, along with the Information Sheet contained in the email, the issues relating to Consent should also be included, along with a statement to the effect that by clicking the link, the participant is deemed to consent, though he or she can withdraw at any time.

Guidelines regarding the storage of information

Information should be stored in a secure place, such as a locked cabinet in an office, and/or on password protected/encrypted files. All data must be kept for seven years after collection.

Guidelines regarding Information Sheets and Consent Forms

All information sheets and consent forms should have the official UL logo at the top of the page. They should also include contact details of the primary investigator, the researcher and ULREG. Where the researcher is a student, contact details of their supervisor should also be included.



**FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE
CHECKLIST**

All applicants must fill in this checklist. If you answer “No” to all the questions, please then fill in the application form. If you answer “Yes” to any of these questions, you must also fill in the Advanced Ethics Application Form (Appendix C) which is specifically designed with social research methodologies in mind. All applications must be accompanied by an Information Sheet and Consent Form (Appendices A+B)

1. Does this application involve research with:

a. People under the age of 18	Yes	No
b. People with psychological impairments	Yes	No
c. People under the control or influence of others (eg, people in care, prisoners)	Yes	No
d. People with learning difficulties	Yes	No
e. Relatives or parents of sick people	Yes	No
f. People who only have a basic knowledge of English	Yes	No
g. Students with whom the researcher has a teaching or supervisory relationship	Yes	No

2. Does this application deal with:

a. Personally sensitive issues, such as suicide, bereavement, gender identity, sexuality, fertility, abortion, gambling, financial arrangements	Yes	No
b. Illegal activities, illicit drug taking substance abuse, engaging in criminal behaviour	Yes	No
c. Any act that might diminish self-respect or cause shame, embarrassment or regret?	Yes	No
d. Research into politically sensitive and/or racially/ethically and/or commercially sensitive areas?	Yes	No
e. Issues which might otherwise give rise to a risk of loss of employment for the participant?	Yes	No

3. Does the proposed research procedures involve:

a. Use of personal records without consent	Yes	No
b. Deception of participants or use of placebos	Yes	No
c. The offer of inducements to participate	Yes	No
d. Audio or visual recording without consent	Yes	No
e. Invasive physical interventions or treatment	Yes	No
f. Research that might put researchers or participants at substantial risk?	Yes	No
g. Storage of data for less than 7 years?	Yes	No
h. Revealing the identity of participants?	Yes	No
i. Dealing with topics, using methodologies, or reporting of findings in a way that is likely to cause pain, discomfort, embarrassment, or changes of lifestyle for the participant?	Yes	No



FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE
APPLICATION FORM

All applicants must complete this form and include an information sheet and consent form with their application. If you have ticked “yes” to any question on the checklist, please complete this form **and** the “Advanced Ethics Application Form”.

For Office Use Only: Application No.: _____

Applicant Details:

Name:

ID Number:

E-mail Address:

Department/Programme of Study:

Type of Project (FYP/MA/PhD/Faculty):

Funding Body (where appropriate):

Project:

Supervisor/Other Investigators:

Signature of Applicant _____

Date

Signature of Supervisor/HoD _____

Date

Project Details:

1. Research Plan: (100-200 words)
2. Research Purpose (100-200 words)
3. Research Methodology (100-200 words)

Ethical Considerations for the Proposed Research:

1. **Who** will your informants be?
2. How do you plan to **gain access to/contact/approach** your potential informants?
3. What arrangements have you made for **anonymity or confidentiality** (if appropriate)?
4. What, if any, is the **particular vulnerability of your informants**?
5. What arrangements are in place to ensure that informants know the **purpose of the research** and what their part in the research will be?

6. How will you ensure that informants are aware of their **right to refuse** to participate or **withdraw** at any time?
7. What are the psychological and/or physical **safety issues** for the researcher and/or the informant (if any) that arise from the research, and how will you deal with them?
8. How do you propose to **store** the information, and for how long?



FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE
APPENDIX A - INFORMATION SHEET

The Information Sheet to be provided to participants should include the following:

1. Brief description of topic and method – interview/group discussion etc. The description should briefly explain what a participant will be expected to do.
2. Amount of time involved for participant.
3. Where the research will take place- will participant have any say in this?
4. Any risks or benefits to participant.
5. Explanation of participant's right to anonymity. (Do not promise anonymity unless it can be guaranteed)
6. Rights of participant not to answer questions and withdraw at any time. Also right to contact ULREG if have any concerns about participating in the research.
7. Contact information: name of researcher/supervisor and Chair of ULREG Include e-mail addresses and phone numbers for researcher and supervisor, where appropriate, as well as for ULREG. Details for ULREG are as follows: Chairperson of ULREG, c/o Anne O'Dwyer, Castletroy, Limerick. Email: Anne.ODwyer@ul.ie or phone at 061 202672



FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE
APPENDIX B – CONSENT FORM

Consent Section:

I, the undersigned, declare that I am willing to take part in research for the project entitled “Name of Research Project”.

- I declare that I have been fully briefed on the nature of this study and my role in it and have been given the opportunity to ask questions before agreeing to participate.
- The nature of my participation has been explained to me and I have full knowledge of how the information collected will be used.
- I am also aware that my participation in this study may be recorded (video/audio) and I agree to this. However, should I feel uncomfortable at any time I can request that the recording equipment be switched off. I am entitled to copies of all recordings made and am fully informed as to what will happen to these recordings once the study is completed
- I fully understand that there is no obligation on me to participate in this study
- I fully understand that I am free to withdraw my participation at any time without having to explain or give a reason
- I am also entitled to full confidentiality in terms of my participation and personal details

Signature of participant

Date

**UNIVERSITY OF LIMERICK RESEARCH ETHICS AND GOVERNANCE
COMMITTEE**

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES

APPENDIX C – ADVANCED ETHICS APPLICATION FORM

For Office Use Only: Application No.: _____

Please attach your completed Faculty Ethics Form to this application and answer the following questions where relevant, with a maximum of 300 words per question.

You must answer the following questions:

1. What are the ethical issues involved in your research?
2. Explain why the use of human participants is essential to your research project.
3. How will you ensure that informed consent is freely given by participants?

Answer the following questions where relevant to your research project (you must answer at least one):

4. How will you ensure that vulnerable research participants are protected? (Please state clearly if you abide by the Child Protection Guidelines and/or have Garda Clearance where necessary) *(You must answer this question if you have ticked “yes” to any question in Part 1 of the checklist)*
5. How will you protect participants if your research deals with sensitive issues? *(You must answer this question if you have ticked “yes” to any question in Part 2 of the checklist)*
6. How will you protect participants if your research deals with sensitive research procedures? *(You must answer this question if you have ticked “yes” to any question in Part 3 of the checklist)*
7. Outline how you intend to comply with any established procedures which have been approved by ULREG for your research.
8. How will you manage data protection issues?