



UNIVERSITY *of* NICOSIA

PhD in TESOL
(Teaching English to Speakers of Other Languages)

Department of Languages and
Literature

School of Humanities and Social Sciences

**HANDBOOK OF REGULATIONS
AND PROCEDURES**

Revised February 2023

A HANDBOOK OF REGULATIONS AND PROCEDURES

This handbook contains the regulations and procedures relating to the PhD in TESOL at the Department of Languages and Literature of the University of Nicosia. The Handbook is revised on a regular basis. Students should ensure that they are using the most up-to-date version. If you have any questions in relation to the programme, please do not hesitate to contact the Department of Languages and Literature Doctoral Program Coordinator.

Contact Information:

Dr. Christine Savvidou,

Associate Professor

PhD Programme Coordinator

Department of Languages and

Literature

University of Nicosia

46 Makedonitissas Ave.

PO box 24005

1700 Nicosia - Cyprus

Tel.: 22 842347

E-mail: Savvidou.c@unic.ac.cy Office: Education Building – 301A

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1. Department of Languages and Literature

Today, the University of Nicosia is a leading university in Cyprus - in line with our enduring motto: "Excellence in Education". To this end, the University offers more than 100 conventional face-to-face (on campus) and distance learning programmes at the Bachelor, Master and Doctorate level, hosting more than 11,500 students from all over the world. Our state-of-the-art premises, and our innovative e-learning platform that provides access to extensive online learning resources, help foster a multicultural learning environment that promotes cooperation, friendship and understanding. As an entrepreneurial digital university, we respond to, and shape the needs of, the knowledge-based society we live in. Both our core educational services (delivery of learning) and our administrative support operations employ advanced Information Communication Technology. We thus provide a fully digital educational environment that promotes teaching and learning innovation, inspired by technology and driven by pedagogy.

As a student in the Department of Languages and Literature at UNIC, you will join a lively community of international students, including those on the Erasmus or Global Semesters programs. You will be taught by renowned faculty, with a long list of publications in their respective areas of interest and a good track record of involvement in high quality research. Our department offers comprehensive degrees, providing training in three key areas: foreign language teaching and linguistics; analysis of humanities subjects, including literature, culture, philosophy and digital writing; and content management, editing and publishing in English. We provide you with a wealth of transferable skills that can be applied in a variety of professions, including language teaching, linguistics, literature, social media writing and management, market research, translation and interpretation, cultural services and publishing companies. Our graduates also benefit from a high rate of employment across a range of sectors. The department offers the following programmes:

The **BA in English Language and Literature** provides students with skills relevant to such a double major. The courses of the literature component are designed to give the student good knowledge of the literary history of Anglophone literature and the cultural conditions under which it is written. The courses of the linguistics component aim to provide the student with a thorough grounding of the principles underpinning the study of English language and the diversity of linguistic study. The TEFL courses aim to provide students with the knowledge and skills relevant to teaching English with emphasis on classroom management and the use of technology.

The **Master's in Teaching English to Speakers of Other Languages** provides students with a strong professional foundation for developing practical teaching skills in relation to TESOL and to further students' understanding of English language teaching..

The **Master's in Teaching Greek to Speakers of Other Languages** is designed to provide students with knowledge and skills relating to second language acquisition approaches with specific emphasis on teaching Greek. The program is also designed to enable students to develop transferrable skills relating to the field and especially in the area of teaching.

2. Introduction - PhD in TESOL Programme

The TESOL doctoral program is designed to meet the increasing demand for specialists and researchers in Teaching English to Speakers of Other Languages in schools, universities, government, and other organisations throughout the world. The doctoral program is a PhD program by Coursework and Thesis that aims to enhance the ability of ESL/EFL teachers, teacher educators, researchers, and curriculum/materials developers to create, conceptualize, design and implement a substantial research project that generates new knowledge and contributes to theory and practice within the field of TESOL.

The program therefore prepares practitioner-scholars with a focus on but not limited to:

- TESOL theory and methodology
- Applied EFL and ESL research
- Design, implementation, evaluation and administration of second language programmes
- Curriculum and materials development
- Cultural, sociolinguistic and psycholinguistic factors of second language acquisition
- Integration of technology in second language teaching
- Teacher training/development/ education

The minimum number of years for completing a Doctoral Degree is three (3) and the maximum number of years is eight (8).

3. Programme Objectives

The general objectives of this PhD programme are to provide students with a rigorous and intellectually challenging degree that prepares them to become autonomous researchers among the many aspects of TESOL, varying with individual interests and areas of speciality. Doctoral students are expected to design and conduct an independent research project and produce a Thesis (80,000 words). Through their research project, students are expected to evidence an original contribution to knowledge, develop or apply innovative research and advance scholarly knowledge and professional practice in the field of TESOL. More specifically the program aims to:

1. Develop students' in-depth understanding and critical analysis of current literature and research methodology in the field of TESOL;
2. Provide students with a critical awareness of current problems and debates within the field, and enhance their skills in critical evaluation of theoretical and empirical literature relevant to TESOL and their area of specialization.
3. Provide students with the research skills and competencies to be able to undertake an original and significant research project that merits publication in the field of TESOL.
4. Develop students' skills in communicating TESOL-related research knowledge to specialist and non-specialist audiences.
5. Enable students to make a significant and original contribution to the field of TESOL through the advancement of scholarly knowledge and professional practice.
6. Enable students to become autonomous and expert researchers in the field of TESOL with an understanding of the quality of research required for potential peer-reviewed publications.

4. Program Learning Outcomes

Upon successful completion of this program, students are expected to:

1. Have demonstrated a systematic understanding of basic principles of research design, including an understanding of how to conceptualize TESOL/applied linguistics research, formulate researchable problems, and construct and test hypotheses.
2. Have demonstrated originality in the application of knowledge, together with a practical understanding of how research and inquiry are used to create and interpret knowledge in their field.
3. Have made a contribution through original research that extends the frontier of knowledge in TESOL by developing a substantial body of work, some of which merits national or international refereed publication.
4. Have managed successfully all the stages of a substantial research project, including managing data, and conducting and disseminating research in a way that is consistent with both professional practice and the normal principles of research ethics.
5. Have identified and critically explained issues and areas needing development in their specialised TESOL fields.
6. Have demonstrated ability of critical analysis, evaluation and synthesis of new and complex ideas, and challenge current assumptions and accepted practice within areas of TESOL.
7. Have exhibited competence in the use of quantitative and qualitative methodologies in TESOL inquiry, and to have exhibited skills in the use of quantitative and qualitative data analysis methods.
8. Have developed skills in the dissemination of findings to the wider academic community, initially through writing-up their Thesis and then through publishing their work in internationally refereed publications and/or presenting at academic conferences and seminars.
9. Have demonstrated a reflective approach to their research, professional development and their own area of practice.
10. Be able to act autonomously in the planning and implementation of research.
11. Be able to communicate with their peers, the larger scholarly community, the profession and with society in general and promote their areas of expertise.

Throughout the duration of PhD TESOL studies, several milestones are used to assess student progress as indicated in the following table:

TIME	MILESTONES	PROGRAMME LEARNING OUTCOMES												
		1	2	3	4	5	6	7	8	9	10	11		
Semester 1	Research Methods course (PhD-700)	x	x			x		x						
Semester 2-3	Research Proposal (PhD-710)	x	x			x	x	x		x	x			
Semester 4-5	Comprehensive written exam	x	x	x		x	x	x		x				x
Semester 6	Submission of Thesis/ Public Lecture/ Viva	x	x	x	x	x	x	x	x	x	x	x	x	x
Continuous	Annual Progress Review	x	x		x						x	x		x

5. TESOL Doctoral Programme Faculty

Faculty Name	Rank	Qualifications	Specialization	Allocation
Chris Alexander	Associate Professor Head of TELC	EdD in Applied Linguistics and TESOL, MA in Applied Linguistics and TESOL	TEFL, E-learning, Technology: Evaluation, Testing, Research Methodology, Computer Assisted Language Learning (CALL) and LAMS	Thesis supervisor
Niki Christodoulou	Assistant Professor	EdD in Teacher Education MEd in TESOL, BA in International Relations and French	Teacher Education, Teacher Professional Development, Reflective Mentoring, Reflective Practice in Teaching, Teacher Empowerment	Thesis supervisor
Maria Economidou-Kogetsidis	Professor	PhD in Cross-cultural Pragmatics (Applied Linguistics) MA in Applied Linguistics and TESOL BA in Humanities	Interlanguage (L2) Pragmatics, Pragmatics & Foreign/ Second Language Teaching, Intercultural/ cross-cultural Pragmatics, Linguistic Politeness/ Cross-cultural politeness, Email Pragmatics, Acquisitional Pragmatics, Teachers' Pragmatics, Development of pragmatic competence in the L2 classroom	Thesis supervisor
Katherine Fincham	Lecturer	EdD in Education (Bilingualism) MSc in TESOL BSc in Political Science and Communication	TEFL, Bilingualism/ Multilingualism, Young Learners and Language Acquisition, Language and Identity, Social Justice and Research, Social Justice and Education	Thesis supervisor
George Georgiou	Assistant Professor	Postdoc in Speech-Language Pathology Postdoc in Linguistics PhD in Linguistics MA in Education BA in Greek Philology	Phonetics/phonology, speech perception/production, psycholinguistics, experimental linguistics, bi-/multilingualism, bidialectalism, Greek language, L2 acquisition, factors affecting L2 acquisition, teaching of phonology in classroom, speech-language pathology	Thesis supervisor
Aretousa Giannakou	Lecturer	PhD in Linguistics MPhil in Research in Second Language Education MA in Literature BA in Hispanic Language and	Second language acquisition, Bilingualism/Multilingualism, Heritage language acquisition, Language attrition, Syntax-pragmatics interface, Greek language, Spanish language, Latin American Spanish language and	Thesis supervisor

		Philology BA in Primary Education	culture, Teaching methodology, Intercultural education, the role of L1 in L2 learning	
Polina Mackay	Professor Head of Department	PhD in Anglophone Literature MA in Anglophone Literature BA in English Language and Literature	Literature in Teaching, Teaching Literature in TESOL, Intercultural Education in Foreign Language Teaching	Thesis supervisor
Antroula Papakryiakou	Assistant Professor	PhD in General Linguistics MA in German Language and Literature	Syntax-Semantics-Interface, Language for Specific Purposes (LSP), Content and Language Integrated Learning (CLIL), Multilingualism Didactics, Technology in language teaching, Translation, Bilingual Education	Thesis supervisor
Christine Savvidou	Associate Professor PhD TESOL program coordinator	EdD in Teacher Education (Language Teacher Education) MEd English Language Teaching, PGCE, BSc (Hons) Sociology & Social Administration	TEFL, Teacher Education, Narrative Inquiry, Professional Development, Digital Storytelling	Thesis supervisor

6. Faculty Short Profiles:

Dr Chris ALEXANDER is currently the Head of the Technology Enhanced Learning Centre (TELC) and was previously the Head of the Distance Learning IT Unit at the University of Nicosia. He has been pioneering TEL innovation at UNIC since 2004 with, for instance, the development of the NEPTON Test, the Language Lab, E-learning/blended learning/Distance Learning. He has also headed the development of five apps and many other IT projects for the University, and has acquired a wealth of hands-on TEL/IT experience during this period. The TEL Centre has a central role in supporting the TEL agendas of the University. In particular, it works in partnership with academic staff and IT/DL teams supporting the University learning and teaching strategy to raise awareness and enable the best and most appropriate use of new technologies. He is an Assistant Professor in Technology Enhanced Learning and also Applied Linguistics and TESOL (Teaching English to Speakers of Other Languages). His area of specialisation is TEL-related. His research interests include Technology Enhanced Learning, Learning Design, Learning Analytics, accessibility, ML/AI, GDPR, NGDLE. His Doctorate in Education (Applied Linguistics and TESOL) is from Bristol University, and his Thesis focused on TEL implementation. His Masters in Applied Linguistics and TESOL is from Leicester University. He has published widely in the area of TEL and Learning Design (e.g. in three edited collections with papers from top international Learning Design/TEL experts). He is a member of the Editorial Board for a number of international CALL/TESOL journals. He is an accomplished pianist/accompanist/composer, and has given a number of professional concerts as an accompanist in several EU countries; he is also a qualified teacher of the pianoforte (The Guildhall School of Music).

Dr Niki CHRISTODOULOU is Assistant Professor at the University of Nicosia. She holds a Doctorate in Teacher Education from the University of Nottingham (U.K.), an MA in Education and Teaching English as a Second Language (TESOL) and a BA in International Relations and French, both from the American University in Washington D.C. Before joining the University of Nicosia in 1993, Niki taught English as a Second Language (ESL) to immigrant students in the United States for five years. For the last twenty-five years, she has been teaching English as a Foreign Language (EFL) courses at the University of Nicosia. Her presentations in international and local conferences as well as her

publications are in the fields of teacher development, teacher education and reflective practice in TEFL. Her research interests lie in the areas of Reflective Practice, Reflective Mentoring, Teacher Autonomy and Empowerment, Appreciative Inquiry and Positive Psychology. The title of her recently published book is *Reflective Development through the CARE Model– Empowering Teachers of English as a Foreign Language* (2016). In addition, Niki is a Certified Life Coach, Certified Neuro-Linguistic (NLP) Coach and Certified NLP Practitioner.

Dr George (Georgios) GEORGIU is Assistant Professor at the Department of Languages and Literature of the University of Nicosia. Currently, he is the coordinator of the *Cyprus Linguistics and Humanities Research Group*, which is listed in the official centers/institutes of the University of Nicosia. He holds a BA in Greek Philology, an MA in Education (with distinction), and a PhD in Linguistics (with distinction) from the University of Cyprus. He also worked as a postdoctoral researcher at RUDN University where he served as the Head of the Phonetic Lab, and the Cyprus University of Technology. His research interests lie in the areas of phonetics, phonology, psycholinguistics, and speech-language pathology. He published more than 30 research papers in high-impact peer-reviewed journals such as *Applied Acoustics*, *Cognitive Processing*, *International Journal of Bilingualism*, *Journal of Autism and Developmental Disorders*, *Speech Communication*, etc. His publication record also includes several book chapters, papers in conference proceedings, edited volumes, and monographs. He presented papers to over 30 conferences globally and delivered over 10 invited lectures. He is an academic editor of the reputable journal *PLOS ONE* and a reviewer of several high-indexed journals. He is a member of the *International Speech Communication Association* (ISCA), the *European Association for Signal Processing* (EURASIP), and other academic societies. He won several research grants on a national and international basis (Cyprus University of Technology, RUDN University, Marie Skłodowska-Curie fellow scheme) and many awards and scholarships (e.g., UNIC's Research Recognition Award, PhD scholarship by the Cyprus State Scholarship Foundation).

Dr Aretousa GIANNAKOU is a lecturer in the Department of Languages and Literature of the University of Nicosia. She holds a PhD in linguistics from the University of Cambridge, an MPhil in Research in Second Language Education from the University of Cambridge, a MA in Hispanic American Literature from the University of Chile, a BA in Spanish Language and Philology from the University of Athens and a BA in Primary Education from the University of Athens. She joined the University of Nicosia as a full-time faculty member in September 2019, having also taught Spanish and Portuguese linguistics at the University of Cambridge and Modern Greek at the University of Chile. She has extensive experience in teaching Greek as a second/foreign language in Chile, seconded by the Greek Ministry of Education for 6 years, and in the UK. She has also worked as a teacher in Greek state education. Her research interests include comparative syntax, bilingualism, second language acquisition, the syntax-discourse/pragmatics interface, language attrition, heritage languages and their speakers, as well as educational issues related to all the above. Her work has been presented at international conferences worldwide, such as in Cambridge, London, Colchester, Washington D.C., Utrecht, Leiden, Toulouse, Rethimno, Ghent and Holguín.

Professor Polina MACKAY is Professor of Anglophone Literature and Head of the Department of Languages and Literature. She holds a PhD in Anglophone Literature from the University of London, an MA in Anglophone Literature from the University of Warwick and a BA in English Language and Literature from the University of Cyprus. She has been working at the University of Nicosia since 2008, and has taken an active role in academic leadership positions, including as Programme Coordinator. In these roles she led the effort to develop programmes in foreign language teaching. Her current research focuses on gender in modern and contemporary literature with publications appearing in such journals as *Comparative American Studies* (Taylor & Francis) and *Comparative Literature and Culture* (Purdue UP) and in books published by leading publishers, including Cambridge UP, Palgrave and Routledge. Her teaching interests include literature in teaching, teaching literature and

intercultural education in the foreign language classroom.

Professor Maria ECONOMIDOU-KOGETSIDIS is a Professor of English and Applied Linguistics at the University of Nicosia and the Coordinator of the MA TESOL Program. She holds a PhD in Cross-cultural Pragmatics from the University of Nottingham, an MA in TESOL and Applied Linguistics from the University of Leicester and a BA in Humanities from the University of Luton (Bedfordshire). She has been working at the University of Nicosia since 2002 and she is also currently a certified IELTS and IGCSE examiner for the British Council. Her research areas are interlanguage and intercultural pragmatics, cross-cultural communication, sociopragmatics, pragmalinguistics, email requests and politeness. Her publications have appeared in a number of peer-reviewed journals such as the Journal of Pragmatics, Intercultural Pragmatics, ELT Journal, Journal of Politeness Research and Multilingua. She is a co-editor of the John Benjamins edited volume 'Interlanguage Request Modification' published in 2012. 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. 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 among others. She is also an Editorial Board Member of the Intercultural Communication Education Journal.

Dr Katherine FINCHAM is a Lecturer at the University of Nicosia. Katherine has a BSc in Political Science and Communication from the University of Southern California, Los Angeles, USA, and an MSc in Teaching English as a Second Language from the School of Education at the University of Southern California, Los Angeles, USA. She has worked as an ESL practitioner for over twenty-five years and has taught in the USA, Canada and Cyprus. She has worked extensively in the development and implementation of the English language courses and programme at the University of Nicosia. In 2012 she completed her EdD with the University of Edinburgh, Scotland, by exploring the role of language and identity issues for bilingual children in state elementary schools in Cyprus. She is currently Lecturer at the University of Nicosia and her research interests include bilingualism/multilingualism, bilingual and multilingual education, language and identity, translanguaging, participatory research, immigrant rights, linguistic rights and social justice in education.

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 programme, 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 Christine SAVVIDOU is Associate Professor at the University of Nicosia and PhD TESOL programme coordinator. She holds an EdD in Teacher Education from the University of Nottingham (UK), an MEd in English Language Teaching from the University of Manchester (UK), a PGCE in Primary Education and BSc in Sociology and Social Administration from the University of Loughborough. For over two decades, she has gained extensive experience in teaching and examining English as a Foreign Language as she has worked in all sectors of education in the UK and Cyprus since 1988. Her doctoral studies looked at professional development in language teaching and her current research interests

and publications are in the fields of teacher education and professional development in TESOL and narrative research methods. She currently teaches courses in language teaching methodology and language teacher education on the MA in TESOL. 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.

7. Admission Process

The admission process is in two stages, as outlined below:

Stage One: Applications for admission to the PhD TESOL programme will be considered only from candidates that fulfill ALL criteria as described below:

- 1) **Accredited Bachelor's degree**
- 2) **Accredited Master's degree** in TESOL, or Applied Linguistics, or English Language/ Linguistics
- 3) **Teaching experience:** at least one year
- 4) **English language proficiency:** Applicants should provide evidence of English language proficiency equivalent C1-C2. The following table is indicative:

University of Cambridge Exams	IELTS	TOEFL(IBT)	Pearson Test of English (Academic)	Common European Framework
CPE Certificate of Proficiency in English Grade C or above	8.5 – 9	88-120	>85	C2
CAE Certificate in Advanced English Grade C or above	7 – 8	70-88	76-85	C1

5) **Application form:** Applicants must submit an application form for admission and enrolment to the programme. The application form requests general information about the applicant, their qualifications, relevant experience etc.

6) **Initial Research Proposal:** Applicants must submit an initial proposal (2.000-2.500 words, excluding references) outlining the research topic, aims and objectives, research questions and proposed research methodology as follows:

- Title
- Literature review (brief)
- Identifications of gaps in existing literature and rationale for proposed research
- Aims and objectives
- Research hypotheses
- Research methodology
- Ethical Considerations (if applicable)
- Time plan for completion
- References

7) **Statement of Purpose:** Applicants are required to submit a comprehensive outline highlighting their academic and individual competencies and state why they believe they are suitable for admission to the Programme, as well as their reflections regarding the expectations and value of the Programme for their personal advancement and career development.

8) **Letters of Recommendation:** Applicants must obtain two recommendation letters from individuals who have known the applicant in an educational and/or professional environment. At least one of the recommendation letters must be from an academic institution where the applicant has studied previously.

9) **Previous theses/dissertations** and any published work of academic relevance (if any).

Stage Two:

10) **Individual Interviews:** On submission and review of ALL the above requirements, the Department Doctoral Programme Committee may invite applicants to an individual interview of the applicant prior to making a final evaluation. The Department Doctoral Programme Committee, having examined the applicant's suitability against the entry criteria, having reviewed the application and interviewed the applicant, will determine his or her suitability and the appropriateness of their initial proposal.

Final Evaluation:

Admission to the PhD TESOL programme is based on a structured two stage process of (1) written application and (2) interview implemented. If all criteria are met in the written application, the interview is used to confirm the student's suitability and eligibility for admission to the programme. If applicants meet ALL criteria, the Departmental Postgraduate Programmes Committee will exercise its judgment, taking into account the overall quality, merit and feasibility of the research proposal, the quality of any prior research work of the candidate and the candidate's academic and other relevant qualifications as included in the curriculum vitae and the applicant's performance during the individual interview. Final decisions for admission are based on the applicant's eligibility, research fit and availability of faculty to supervise.

8. Programme Structure

The Programme consists of 180 ECTS which are distributed to semesters as follows:

Course Type	Course code	Course Title	Teaching hours	Credits
Year 1 - SEMESTER 1				
Taught	PhD-700*	Research Methods	36 hrs	15
Research Proposal (contd. to semester 2)	PhD-710	Research Proposal	N/A	15
Year 1 - SEMESTER 2				
PhD Thesis	PhDS-100	PhD Thesis	N/A	30
Year 2 - SEMESTER 3				
PhD Thesis	PhDF-100	PhD Thesis	N/A	30
Year 2 - SEMESTER 4				
PhD Thesis	PhDS-100	PhD Thesis	N/A	30
Year 3 - SEMESTER 5				
PhD Thesis	PhDF-100	PhD Thesis	N/A	30
Year 3 - SEMESTER 6				
PhD Thesis	PhDS-100	PhD Thesis	N/A	30
			Total: 180 ECTS	

*Teaching hours for PhD-700 will be arranged taking into account the needs of students. For the duration of the course, students also have access to online materials (online videos, lectures, readings).

9. Detailed description of stages

SEMESTER
Semester 1 Research Methods [PhD-700] Research Proposal I [PhD-710]
Semester 2 Final Research Proposal [PhD-710 contd.] Literature Review and Methodology I Annual Progress Review 1
Semester 3 Literature Review and Methodology II Data Collection and Analysis (Stage I – Pilot Study)
Semester 4 Data Collection and Analysis I (Stage II – Main Study) Comprehensive written exam*

Annual Progress Review 2
Semester 5
Write-up I
Semester 6
Write-up II and Submission of Thesis / Public Lecture/ Viva (Oral Defense)

***Comprehensive written exam.**

According to the general guidelines of the PhD TESOL programme, the doctoral student must pass the comprehensive exam between the fourth and fifth semesters of the programme. In case of failure, the doctoral student must retake the comprehensive exam, at the latest before the end of the sixth semester. In case of a second failure, progress will be reevaluated at the annual progress review. The type, the organization and the evaluation process of the comprehensive exam are regulated by the Departmental Postgraduate Programmes Committee of the Department of Languages and Literature.

The comprehensive written exam may be in the form of short research papers that the doctoral student undertakes at home determined by the members of the three-member Committee and the questions that they address to the candidate. More precisely, the comprehensive exam can take place as follows: Each member of the three-member Committee proposes two questions. The main Research Supervisor gathers them together and sends them to the doctoral student, who has two weeks to choose to answer 3 of the 6 questions (approximately 3000 words for each answer) before the end of the examination period.

10. Academic Standing

In order to be officially registered, students are required to submit for approval within 12 months from the time of registration to the Department Postgraduate Committee, a Final Research Proposal (8000 words), which should include the following:

- Title
- Literature review (brief)
- Identifications of gaps in existing literature and rationale for proposed research
- Aim and objectives
- Research hypotheses
- Research methodology, data collection and analysis methods
- Ethical Considerations
- Expected output
- Time plan for completion
- References

11. The Thesis

At the end of their studies, in order to be awarded the PhD degree, students are required to write a Thesis (80,000 words maximum) that presents in a coherent and academically appropriate manner the research project conducted, the findings and implications arising from the study.

There is no requirement to adopt a particular structure to the Thesis, but there are expectations with respect to the content of the Thesis (A suggested thesis template is found in the appendices). The Thesis must follow the style of the American Psychological Association publication guidelines. A typical Thesis

structure is as follows:

Thesis - Content and Description

Title

The Title should be clear, concise and must communicate to the reader the essence and focus of your project. It is advisable to formulate a working title at an early stage as it usually helps to focus the work.

Abstract

The Abstract is a concise statement of what you did and what you found as a result of your research project – it gives the essential points that emerge from your research, such as the rationale for the study your method, the key findings, and a conclusion that relates to the rationale. Although it appears at the beginning of your thesis, it is usually written last.

Chapter 1: Introduction

Chapter 1 serves as a starting point to the thesis and is an introduction to the topic for your readers. It should provide a clear rationale for the study and the context of the work and should also state the “research problem” in practical and theoretical terms. The chapter should end with a discussion of identified gaps in the literature and a presentation of the research questions and hypotheses.

Chapter 2: Literature Review

Chapter 2 should define the main terms of the study, present a concise and critical review of relevant literature and synthesize existing work in the field, whilst drawing out conceptual and methodological issues.

Chapter 3: Methodology

The Methodology chapter presents and justifies the methodology chosen for the empirical part of the study. It is expected that the following sections will be included:

- a. Design
- b. Participants
- c. Materials
- d. Procedure
- e. Ethical considerations
- f. Methods to be used to collect and analyse the data

Chapter 4: Data Analysis and Results

This chapter describes the conceptualisation, design and execution of the Study, and presents the main findings. A discussion of how the design of the Study was informed by the Pilot Study (e.g. changes in methodology or data analysis methods) is expected at the beginning of the chapter.

Chapter 5: Discussion

This chapter should start by interpreting your research findings in terms of the research problem and research questions. A discussion of the various findings in relation to the theoretical issues and literature outlined in the Literature Review should follow.

Chapter 6: Conclusion

This is the final chapter, in which the contribution of the work should be summarised, and appropriate conclusions should be drawn. These may include implications for future research and practice, limitations of the project and suggestions for improvements if the study was to be repeated.

References

This section should include an exhaustive and accurate list of the literature mentioned in the thesis. It should be presented in ascending alphabetical order and using the APA style referencing system.

Appendices

The Appendices should include any useful information for the reader, which is redundant to the main text of the thesis, such as the Informed Consent Form and the Instruments that used to collect data (e.g. questionnaires, interview schedules, observation schedules). It is important to refer to any Appendices in the main text of the Thesis report so that the reader can consult them if necessary.

12. The Examination Committee and Doctoral Degree Defence

The Examination Committee is responsible for conducting the Doctoral Thesis Defence and Examination and assessing the student in relation to the award of the Doctoral Degree.

The Examination Committee consists of one independent external examiner (from another University/Research Institute) and one TRF independent internal examiner (who has not supervised or assisted the student during his/her studies). Independence also implies the independence of the examining team in all respects relating to both the specific programme of work and any close personal relationships with the Supervisory Team or the student. The examiners who must be experts in the fields of the student's Thesis and preferably hold the rank of Professor or Associate Professor are appointed by the Department Postgraduate Programmes Committee considering the recommendation of the student's Main Supervisor. The external examiner is responsible for ensuring that the academic standards of the research degrees awarded by the University are comparable with those at similar institutions.

The two member Examination Committee is chaired by an Independent Chair (usually the DPPC's Chair) who is responsible for chairing the oral examination and ensuring that the associated administration of the examination is completed satisfactorily. The Chair does not examine the Thesis and has no voting rights. Both examiners and the Chair should not have any conflict of interest. Where the student is a full time faculty member or an administrative staff of the University then a second external examiner (instead of an internal examiner) will be appointed.

At least one of the examiners should have experience of examining doctorate degree students. An examiner with no previous doctorate degree examination experience will only be approved if s/he has experience of successfully supervising a degree student to completion, attended a workshop on the examination of doctoral degrees and acted as an observer in an examination.

The Independent Chair could be one of the Vice Rectors of the University

The Thesis defence includes the following stages:

- a. presentation of the Thesis in the form of a public lecture
- b. oral examination (viva) of the student by the Examination Committee (members of the Supervisory Team, Doctorate Degree students, Research Advisors can attend the oral examination as observers, only with the consent of the student)
- c. private deliberation of the Examination Committee and decision on the outcome of the exam
- d. writing a detailed report substantiating the decision and the recommended outcome of the examination.

The oral examination (viva) is used to assess both the written submission and the candidate. It serves several different functions, such as:

- a. providing the student with the opportunity to defend the Thesis through high level debate with experts in the subject
- b. giving the examiners the opportunity to explore any doubts they may have about the material presented in the Thesis
- c. determining that the candidate is indeed the author of the written materials submitted
- d. enabling the examiners to check that the candidate has a thorough understanding of the theoretical framework, issues, methods and statistical analysis involved

For the Thesis defence the following arrangements need to take place:

- a. Once the Thesis is submitted and the Examination Committee has been appointed, the Independent Chair of the Examination Committee sends the Thesis and the Code of Practice and Regulations for Doctoral Programmes to the two examiners
- b. The date of the Thesis defence is set after consultation with the examiners and the student; the date should be within 1 to 3 months from the date that the Thesis was sent to the examiners
- c. Each examiner is asked to write an independent preliminary report on the Thesis and submit it to the Chair at least ten days before the Thesis defence. Typically, the preliminary report identifies particular areas which the examiner believes should be explored with the student during the oral examination, and, if possible, a tentative recommendation, based on an assessment of the Thesis, for the result of the examination. Tentative recommendations should not be communicated to the student in advance of the oral examination
- d. The Chair sends to each examiner the other examiner's report after receiving both reports
- e. If the examiners have any queries about the Thesis which they wish to raise with the supervisors in advance of the oral examination, they are at liberty to do so. If the examiners have any queries about the University's requirements for the award of the degree and about the regulations, they should raise them with the Chair of the Examination Committee. All matters relating to the examination are confidential and examiners should not contact any third party, other than the supervisors
- f. After the viva, the examiners draft a joint report explaining their decision which is subsequently submitted to the Department Postgraduate Programmes Committee and the Office of the Vice Rector for Faculty and Research. This report is then forwarded to the Supervisory Team and the student
- g. The student fully complies with any changes requested by the Examination Committee, within a given time framework
- h. The Examination CommThe Examination Committee reviews the revised Thesis and confirms that it fully addresses the requested changes

13. Library facilities

Please ask your supervisor to arrange a seminar with the reference librarian in your first semester.

a. Off-campus access

Distance learning students have access to Distance Library Services which are available to off-campus University of Nicosia students. The University Library Information Gateway (www.library.unic.ac.cy) gives access to local, national and international sources including the online catalogue (UniCAT), the on-line **databases, E-books, Journals** and the **Interlibrary Loan Services**.

The system enables students to search out the 95,000 books of the library collection, to reserve material, to view outstanding loans and renew books accordingly, through online access. In addition to the main collection, the library has a reserve collection (for short loan) and a reference collection. Access is given to a wide range of networked electronic sources relevant to the subject area of study including on-line databases.

Through the installation of the MetaLib portal (an Ex-Libris Product), students have local and remote access to all the resources. MetaLib enables users to search databases and e-journals at the same time or do a search of our catalog. Through a subject search, results in abstracts or full-text from different sources and publishers, are displayed simultaneously on a single screen, making access easier and faster. At the same time through the "A-Z" function of SFX, users can search alphabetically in the electronic resources for specific journal titles.

b. Print collections

Most of the required reading for the proposed doctoral programme is available in print. Those titles that are currently not available will be ordered and made available before the start of the programme.

The library currently holds a large number of language-related books. A key word subject search shows the following resources: "Language" (3509 books); "English language" (1375 books); "teaching" + "language" (664 books), "teacher education" (170), "language acquisition" (146 books), "teaching English" (385 books), "second language" (91 books), "second language acquisition" (73 books), "first language" (71 books).

c. Journals and on-line access

There are 55 subject-related journals in print and a great number of these are supported with additional online access. Some of the most relevant journal titles are the following:

Title	Online	Print
IRAL: International Review of Applied Linguistics	EBSCO 1990- ProQuest 1997-	2003-2010
ELT Journal	EBSCO 2001- ProQuest 2001-09	2003-2011
English Language and Linguistics	ProQuest 2001-	2004-2010
Language Teaching Research	ProQuest 1998-	2008-2010
Language and Cognitive Processes		2002-2011
English Teaching Professional		2004-2010
Language and Education		2005-2011
Language Teaching	ProQuest 2002-	2004-2010

Studies in Second Language Acquisition	ProQuest 2001-	2004-2010
Journal of Child Language	ProQuest 2001-	1999-2010
Teachers and Teaching: Theory and Practice :the journal of the International Study Association on Teacher Thinking		2004-2011
The Curriculum Journal	EBSCO 1998-	2004-2010
Teaching Education		2004-2011
Journal of Research in Childhood Education: JRCE	ProQuest 1997-2009	1998-2010
Journal of Pragmatics	Elsevier Backfiles 1977-1994 Elsevier Freedom collection 1995-	2003-2010
Journal of Child Language	ProQuest 2001-	1999-2010
Journal of Curriculum Studies	EBSCO 1997-	1997-2011
Multilingua		2004-2010
Journal of Language and Social Psychology		2004-2010
Language & Communication	Elsevier Backfiles 1981-1994 Elsevier Freedom Collection 1995-	2004-2010
Journal of Multilingual and Multicultural Development		2004-2011
English Teaching Forum	Changed to Forum Free E-journals 1993-	2003-2011
Journal of in-service Education	EBSCO 2006-2008	
International journal of Social Research Methodology: Theory & Practice	EBSCO 1999-	2005-2009
International journal of Cultural Studies		2002-2010

d. Frequently asked questions

- *How do I access the library catalog from home?*

Go on our web page www.library.unic.ac.cy. You can search for material in the search box or click in the Catalog button for print books. Print journals available in our library and at our other two campus libraries.

The library catalogue as well as all Databases, eJournals and eBooks can be accessed from anywhere on campus as well as from your office or home (click on Off-Campus Access for more details on how to get connected).

In the case where you find materials available in another campus library, you can call the Circulation Desk and ask to have them placed on hold for two days before you can pick them up. After the two days, they will be put back on the shelves, if not requested by you.

- *How do I borrow?*

You can check out the items you need to borrow at the Circulation Desk using your student ID card or your Library Membership card ([Join the Library](#)). The date of return is stamped at the back of the book. It is your responsibility to remember the dates for materials to be returned/ renewed and avoid the fine.

- *How many items can I borrow?*

PhD students can borrow up to 15 books at any one time.

- *How do I return my loans?*

You can return your loans to the Circulation Desk, before or on the date indicated at the back of the book otherwise a fine will be issued.

- *How do I renew my items?*

You can keep your books longer if you renew them. You can do this either at the (1) Circulation Desk or (2) Online:

(1) For renewal at the Circulation Desk, present the books to be renewed and your student ID card/Library Membership card.

(2) For online renewal follow instructions below:

- Open UniCAT catalog
- Click on My Account (top centre of the page)
- Enter your student ID number in both User ID and Verification fields to Log on
- Click on the underlined number next to the word Loans
- Click on the underlined number on the left hand side of the book details (Author, Description) to renew each book individually
- Click on Renew.
- Follow the same process until you RENEW all of your books
- Check if each book has been renewed. There should be a new Due Date for returning or renewing each item.

If you cannot complete the above process avoid the fines by contacting us at (+357) 22842100.

- *How do I search for journal articles?*

Click on eJournals and go to Journals Collection to find general information on on-line journals. You can, also, search for journals in databases by clicking on Databases.

- *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.

- *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 at <https://courses.unic.ac.cy/mod/page/view.php?id=18013>

For Instructions on how to use Refworks see <https://www.youtube.com/user/ProQuestRefWorks>

- *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.

e. Other Learning Facilities

The University of Nicosia IT infrastructure provides high-speed connection to appropriate services and Internet through a number of high performance local area networks (LAN) using 1 GB hybrid backbone built on copper and fiber optics technology.

The computer facilities of the University cater to the needs of undergraduate and postgraduate students. The Computer Center is equipped with the hardware needed to support teaching and research in areas of expertise within the University.

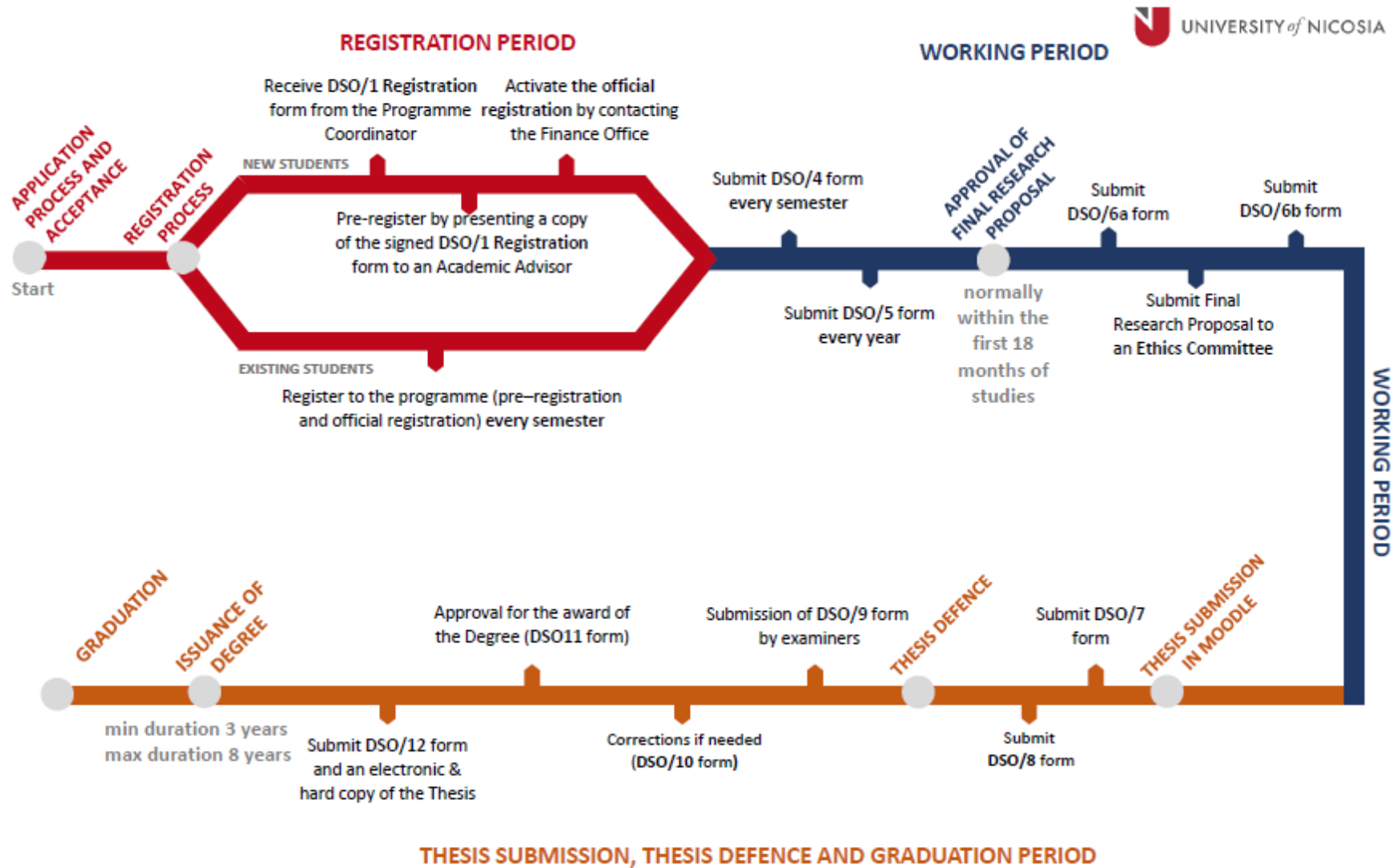
The University has built comprehensive e-Learning infrastructure for development and delivery of a high quality e-content. The infrastructure consists of Moodle (Modular Object Oriented Distance Learning Environment) and LAMS (Learning Activity Management Systems) for content delivery, content and streaming media servers as well as proper development tools (Articulate, Camtasia Studio and others).

14. Recommended initial reading

The bibliography below is recommended for doctoral students who have just entered the programme. These publications lay out the roles and expectations of PhD students and offer initial guidelines.

- Adams Ron (2013) Demystify your Thesis. Victoria University document
- Lynch, T. (2014). Writing up your PHD (qualitative research). English Language Teaching Centre, University of Edinburgh.
- Petre, M. (2010). The unwritten rules of PhD research. McGraw-Hill Education (UK).
- Phillips, E., & Pugh, D. (2010). How to get a PhD: A handbook for students and their supervisors. McGraw-Hill Education (UK).

15. Flow chart: a snapshot of the PhD student's research journey



16. Managing your Thesis

- *Research Plan*

Supervisors will assist their students to plan their research studies, including helping students to define their research topic, to identify schemes and specific tasks, to identify the relevant research literature, data bases and other relevant sources, and to be aware of the standards in the discipline. The supervisor and student should design a programme of research in which (subject to research progress) the student aims to have written up all or much of the thesis by the end of his/her period of registered study (ie normally three years for a full-time doctoral student). For full-time doctoral students, aiming for this deadline will facilitate the completion of the entire doctoral examination process within four years.

Supervisors should have a reasonable knowledge and understanding of the University's regulations governing research study and the University, Faculty and departmental procedures governing research study and supervision. They are required to advise their research students on these regulations and procedures or, if they feel a question is outside their knowledge, to direct their students to other sources

- *Self-management*

The doctoral degree is a long individual, journey 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 doctoral 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.

17. The student-supervisory relationship – roles and responsibilities

- Allocation of the supervisory team

The Supervisory Team is a three-member committee appointed by the Department Postgraduate Programmes Committee (DPPC). The DPPC, in consultation with the student, first appoints the student's Main Supervisor, hereafter referred to as the Main Supervisor, and then the other two supervisors following the recommendation of the Main Supervisor. The committee is chaired by the Main Supervisor. The Main Supervisor and at least one other member of the committee are usually faculty members of the Department or School. The other member of the committee may be a faculty member from another Department or another University/Research Institute. (Appendix - Code of practice and Regulations for Doctoral Programmes, point 4, page 6)

- Roles of the supervisors:

- To provide you with support, advice and encouragement regarding the process of preparing and completing your doctoral 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.
- To be willing and able to answer student's academic queries.
- To respond to students' email enquiries in a timely manner.

- To provide constructive written feedback in a timely fashion. The supervisor should request written work as appropriate, and read and provide constructive criticism on it within a reasonable time.
 - To be tolerant of opinions which differ from his or her own.
- Developing a relationship with your main 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 programme 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

	AT THE START	THROUGHOUT	AT THE END
STUDENT RESPONSIBILITIES	<ul style="list-style-type: none"> • Identify topic area • Identify research problem and questions • Clarify your objectives • Think about research methodology and methods • Read appropriate literature • Speak to relevant people with experience of your topic • Prepare and submit a proposal that meets the University's accepted format and standards • Apply for ethical clearance • Recognise the importance of the research and drive the plan forward 	<ul style="list-style-type: none"> • Meet regularly & set goals at each meeting • Keep in touch with your supervisor and take advice • Produce written work prior to meetings, as a basis for discussion • Refine the literature review and finalize the methodology • Develop outline and objectives for each chapter • Carry out the research plan accepting possible adjustments • Collect data, analysis and interpret. • Identify deviations from the plan/difficulties • Begin writing from the beginning and revise chapters as you proceed 	<ul style="list-style-type: none"> • Formulate conclusions and specify areas for further research. • Send drafts as the work nears completion • Submit final draft and be prepared to re-write/edit as necessary. • Prepare for the viva and final presentation
SUPERVISOR RESPONSIBILITIES	<ul style="list-style-type: none"> • Give constructive feedback on proposal submission(s) • Help the student to identify and understand the appropriate literature • Provide guidance on reading • Ensure the student is clear about the focus of the work and clarify objectives • Agree research methods, structure, and time schedule • Assist with Research Project design and research questions. • Ask questions and give advice on implementation of your proposal 	<ul style="list-style-type: none"> • Question and give advice • Respond to questions relating to your work and give written or verbal feedback • Comment on implementation of your research method and overall progress. • Comments on drafts and provides written feedback. 	<ul style="list-style-type: none"> • Be supportive and willing to provide advice and encouragement • Advise on readiness for submission and guide on submission process • Provide guidance and give mock exam in preparation for Viva examination

18. Supervisory meetings

Supervisors should expect to meet their PhD students sufficiently often to ensure progress is being achieved. An explicit agreement concerning the frequency and duration of supervisory meetings should be made at the beginning of each academic year.

The frequency that students and supervisors meet depends on the needs of individual students, and also varies according to stage of research. However, it is recommended that supervisory meetings should take place once or twice a month, as a minimum requirement.

A record of dates of meetings, decisions taken and work submitted (this will include the date of submission and the date of response) will be kept by the Main Supervisor, the PhD Programme Coordinator and the Office of the Vice Rector for Faculty & Research (Forms: DSO/4, DSO/5, and DSO/7). These records need to be considered and discussed during the Annual Progress Meeting of the doctoral student. It is also recommended that students should keep their own records.

Supervisory meetings may be held with any member of the Supervisory Team, as long as the Main Supervisor is informed of such meetings at all times.

19. Developing as an academic

It is argued (Kiley, 2009) that becoming an academic is a 'rite of passage' throughout PhD students' education. It involves more than the final submission of the thesis and the viva. Supervisors will encourage you to attend research lectures by visiting professors, attend and presenting at conferences, participate in formal and informal departmental groups and committees, participate in skills seminars and workshops and write for publication. There is an expectation that students, accompanied by structured support, publish throughout their studentships so as to ensure that they have a progressive engagement with their disciplinary community.

Postgraduate students are encouraged to seek out opportunities to develop as an academic. The PhD TESOL programme offers opportunities to participate in pedagogical workshops, research skills training and seminars, conference participation, research colloquia, postgraduate mobility exchanges, amongst others. Students are also strongly encouraged to participate in the PhD TESOL student research group which meets monthly to present work-in-progress and discuss research related issues with peers. The programme coordinator informs students of opportunities as they arise.

20. Integrity in Research

Researchers at the University are expected to be morally responsible for research processes (choice of topics, methods of enquiry and the integrity of the research) but also for the research outputs. As such, they should adopt and respect the relevant codes of ethical standards that regulate their scientific research. (Code of Practice 1.14 https://unic.ac.cy/wp-content/uploads/unic_institutional_values_code_of_practice_booklet_2_003.pdf)

The University of Nicosia utilizes an internet-based plagiarism detection software in order to prevent plagiarism, investigate authorship and provide feedback.

The University of Nicosia expects researchers to conduct research to the highest ethical standards following the ethical guidelines from relevant professional associations (e.g. British Educational Research Association https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf or British Association for Applied Linguistics https://baalweb.files.wordpress.com/2017/08/goodpractice_full.pdf)

Before progressing to data collection stage, students are expected to seek ethical approval from their national or institutional bodies in the context in which the research will be conducted. Students intending to conduct research in Cyprus can apply to the Cyprus National Bioethics Committee (CNBC) http://www.bioethics.gov.cy/moh/cnbc/cnbc.nsf/index_en/index_en?OpenDocument

In cases where application to the CNBC is not appropriate, the UNIC Research Ethics Committee (UREC) will review applications for ethical approval. Supervisors will advise students of the procedures.

21. Funding

For information on research funding for PhD students including scholarships, conference funding, faculty tuition assistance, student teaching assistantships, please contact the programme coordinator.

22. Student Teaching Assistantships (STA)

The university is committed to an equitable, supportive, and professional environment for doctoral education. Apart from the development of doctoral students as researchers, the university also supports their development as educators. All doctoral students are invited to participate in the STA scheme and to attend to preparatory faculty development seminars and training sessions. STA helps students develop academic rigor and creativity, independent judgment, intellectual honesty, and the ability to communicate their knowledge.

This policy is designed to promote effective communication of expectations between doctoral students on assistantships, the faculty members involved and the University.

In order to qualify for a Student Teaching Assistantship (STA), students registered on a PhD programme should satisfy the following criteria:

1. Must be in good academic standing
2. Must have demonstrated oral and written proficiency in the language of instruction
3. Must have demonstrated competency in the subject to be taught
4. Must have completed training sessions on pedagogy

STAs should be given very clear instructions about their teaching responsibilities and any training requirements. Responsibilities may include the following or a combination of the following activities:

- Assist with preparing and administering course material, assignments, and examinations
- Assist with grading course assignments and examinations
- Prepare and conduct tutorials
- Lead discussions and/or laboratory sections
- Assist in teaching a session of a course
- Coordinate work of students when needed

The assignment will be made in consultation with the individual student, and upon the recommendation of the faculty member and the relevant Head of the Department to the Vice Rector for Faculty and Research. The relevant form (DSO/STA) must be completed and submitted for approval no less than two months in advance of the academic semester.

Upon assignment, the relevant Head of Department in consultation with the faculty member involved, must provide STAs with appointment letters indicating:

- the type and length of the teaching assignment. These assignments are normally no more than 3 hours per week
- the responsibilities expected of the assignment

- the training requirements
- the supervision and evaluation procedures
- the non-employment/non-contractual status of the assignment

The faculty member is responsible at the end of every semester to provide a letter of formative evaluation to the assigned STA. In cases where the STA's performance is judged unsatisfactory, the assistantship may be terminated upon the recommendation by the faculty member and the relevant Head of the Department to the Vice Rector for Faculty and Research.

The STA Policy is offered to the doctoral students as an opportunity for practicum experience and it is not considered as an employment by the university. Even though there are no financial remuneration associated with STAs, a scholarship, on the STA's doctoral fees will be granted in return for their services. Students who are eligible for more than one type of Financial Aid will be awarded the scholarship or grant with the highest percentage or amount. The policy may vary across schools.

23. Counselling services and student support

The University of Nicosia is committed to supporting the mental health and wellbeing of all students. Students are always at the centre of attention and the University facilitates a student-centred learning environment that promotes active self-learning and imparts life-long learning skills and competences to students. In addition to the support students receive from the faculty and their respective academic department they also receive individual support through various services and departments. These include among others the Centre for Research and Counselling Services (ΚΕΣΥ Κέντρο Έρευνας και Συμβουλευτικών Υπηρεσιών), the Student Affairs Department, Academic Advising and Support Departments etc.

Centre for Research and Counselling Services (KESY)

Counselling and Psychological Support Services are available to all UNIC students through the Counselling Services Centre (CSC). The services of the CSC are offered in combination to the services of the Centre for Therapy, Training, and Research (KESY) which offers a spectrum of psychological services to the general public and the university community.

Matters that affect the academic or personal life of the students sometimes become obstacles to their everyday lives and academic performance and can be addressed through the services of the CSC.

The CSC operates at the KESY premises and it's on campus office which is located at **Humanities Building, Room 201B**.

The on-campus office is in operation during the days and times listed below in the timetable.

Timetable

Monday 9am- 12pm

Tuesday 9am - 12pm and 2pm-5pm

Wednesday 9am - 12pm and 2pm - 5pm

Thursday 9am - 12pm

Friday 2pm - 5pm

For appointments and information please call at 22795100.

More information about the services can be found at KESY (Centre for Therapy, Training and Research) <https://www.unic.ac.cy/centres/academically-affiliated-institutions/centre-for-therapy-training-and-research-kesy/>

24. Useful Contact Details

Admissions

46 Makedonitissas Avenue, CY-2417
P.O. Box 24005, CY-1700
Nicosia, Cyprus
Phone: +357 22 841 528
Email: admissions@unic.ac.cy

Technical Issues

For technical issues, such as accessing learning platforms, use of technology and other tools used in during your studies, you may contact:

Online Learning Support Unit
Email address: olsu@unic.ac.cy
Telephone: t. +35722367000 | t. +302103001845

University Library

Sunday: During midterm and exam period
Monday: 08:00-20:00
Tuesday: 08:00-20:00
Wednesday: 08:00-20:00
Thursday: 08:00-20:00
Friday: 08:00-20:00
Saturday: 09:00-17:00

Phone (+357) 22 842100
Email libithelp@unic.ac.cy
Address: 46 Makedonitissas Avenue, 2417, Nicosia, Cyprus

UNIVERSITY OF NICOSIA

The Full Title of the Thesis

The Full Name of the Author

PhD (Doctor of Philosophy) in TESOL

Month /Year

<p>Name Surname</p>
<p>NICOSIA PhD YEAR</p>



UNIVERSITY *of* NICOSIA

The Full Title of the Thesis

The Full Name of the Author

A thesis submitted to the University of Nicosia
in accordance with the requirements of the degree of
PhD (Doctor of Philosophy) in TESOL
Department of Languages and Literature (*optional*)
School of Humanities and Social Sciences

Month /Year

Abstract

The abstract is a summary of the whole thesis (up to 500 words). It presents all the major elements of your work in a highly condensed form. It should include the aim and purpose of your research, a brief description of the methodology, the main results/findings and outlines the implications and contribution of your study. If the thesis is written in a language other than English, then the abstract and keywords should also be translated to English, on a separate page.

Keywords: Keywords (up to 12) are important words that distinct and highlight the focus of the thesis. If the thesis is written in a language other than English, then the keywords should also be translated to English, on a separate page.

Dedication

In the dedication section, you may want to dedicate your work to people who have substantially supported you (financially, psychologically or otherwise) in completing your Thesis. This can be people like very close family members and friends.

Acknowledgements

In the acknowledgements section, you normally thank people who have somehow helped you or supported you in completing your Thesis. This can be your supervisors, colleagues, and friends.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Nicosia. This thesis has been composed solely by myself except where stated otherwise by reference or acknowledgment. It has not been previously submitted, in whole or in part, to this or any other institution for a degree, diploma or other qualifications.

Signed

Date

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Abbreviation Index *(examples follow)*

CSR	Corporate Social Responsibility
CR	Critical Realism
EP	Embedded Premium
IQ	Interview Question
IS	Information Systems
PJ	Procedural Justice
RO	Research Objective
RQ	Research Question
WOM	Word of Mouth

CHAPTER 1 INTRODUCTION

1.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

1.1 Heading

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.....
.....

1.2 Heading

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1.2.1 Subheading

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.....
.....

1.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.

CHAPTER 2 LITERATURE REVIEW

2.0 Introduction

Every chapter should include a short introduction which describes the content of the specific chapter.

2.1 Heading

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2.1.1 Subheading

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2.2 Heading

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.....
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2.2.1 Subheading

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2.8 Conclusion

Every chapter should include a short conclusion which describes the content of the specific chapter.