



Universitat de Lleida

DEGREE CURRICULUM
**TOOLS FOR RESEARCH IN
ENGLISH STUDIES**

Coordination: MARTÍN RUBIO, FRANCISCO JAVIER

Academic year 2018-19

Subject's general information

Subject name	TOOLS FOR RESEARCH IN ENGLISH STUDIES			
Code	101260			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based
	Bachelor's Degree in English Studies	2	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	4		2
	Number of groups	1		1
Coordination	MARTÍN RUBIO, FRANCISCO JAVIER			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			
Language	English C1.2			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BLOCK ALLEN, DAVID MARTIN	dblock@dal.udl.cat	,8	
MARTÍN RUBIO, FRANCISCO JAVIER	xabierm@dal.udl.cat	2,5	
SABATÉ DALMAU, MARIA	maria.sabate@dal.udl.cat	2,7	

Subject's extra information

Maria's office hours: Wed. 10-11:30 and by appointment (office 2.20)

Learning objectives

The objective of this course is to provide an introduction to the field of scientific research tools, both quantitative and qualitative. It includes the description and use of the ethnographic interview, the group discussion, and its transcription methods, and also includes the questionnaire (online). Analysis techniques are also presented through the described tools, focusing on the use of graphics and illustrations, MCA, narrative analysis and coding of emotions, with an eminently practical approach. Finally, tools are provided for the written and oral academic presentation of data collected through the tools learned, culminating with the completion of a project of use and analysis of data applying techniques, processes and tools worked throughout the course.

Competences

General competences

CG1 Applying the scientific method.

CG12 Planning and organising academic work

CG14 Employing specialised ICT for the scientific study of the English language, as well as to its literatures and cultures.

CG15 Searching for and managing information and using a diversity of sources and types of documentation.

Competències Específiques

CE6 Identifying and implementing the basics of scientific research in English linguistics, literature and culture.

CE8 Carrying out basic tasks within a linguistics and literary research group.

CE13 Applying different disciplines and methodologies to the study of linguistic and communicative phenomena.

Competències transversals

CT3 Acquiring the capacity to use the new technologies and ICT tools.

CT5 Acquiring the essential notions of scientific thought.

Subject contents

Unit 1: Introduction to research

Unit 2: Tools for research: the ethnography-based interview

Unit 3: Tools for research: the ethnographic-based group discussion

Unit 4: Transcription of qualitative data

Unit 5: Tools for research: The (online) questionnaire

Unit 6: Codification and analysis of quantitative data: graphs and figures

Unit 7: Codification and analysis of qualitative data: Content analysis (MCA, narrative analysis, Emotion coding)

Unit 8: Excerpts for articles and conference presentations

Methodology

See Evaluation

Development plan

Week 1 [Xavi] SUBJECT PRESENTATION AND OVERALL SENSE OF THE SUBJECT (14th and 15th/Feb)

Week 2 [David Block] **Unit 1:** Introduction to research (21st and 22nd/Feb)

Week 3 [Maria Sabaté-Dalmau] **Unit 2:** Tools for research: the ethnography-based interview (28th/Feb and 1st/March)

Week 4 [Maria Sabaté-Dalmau] Unit 2 (7th/March) and Unit 3 (8th/March)

Week 5 [Maria Sabaté-Dalmau] **Unit 3:** Tools for research: the ethnography-based group discussion (14th and 15th/March)

Week 6 [Xavi] **Unit 4:** Transcription of qualitative data (21st and 22nd/March)

Week 7 [Xavi] **Unit 4:** Transcription of qualitative data (28th and 29th/March)

Deadline for project proposal 2nd/April: 5% of final grade.

Week 8 [Xavi] **Unit 5:** Tools for research: the online questionnaire (4th and 5th/April)

Week 9 [Xavi] **Unit 6:** Codification and analysis of quantitative data: graphs and figures (11th and 12th/April)

Week 10 [Xavi] MID-TERM TEST (25%) units 1 to 6 (26th/April)

Week 11 [Xavi] Feedback from test (2nd and 3rd/May)

Week 12 [Maria Sabaté-Dalmau] **Unit 7:** Codification and analysis of qualitative data: Content analysis (MCA, narrative analysis, Emotion coding) (9th and 10th/May)

Week 13 [Maria Sabaté-Dalmau] Unit 7: Codification and analysis of qualitative data: Content analysis (MCA, narrative analysis, Emotion coding) (16th and 17th/May)

Week 14 [Maria Sabaté-Dalmau] **Unit 8:** Excerpts for articles and conference presentations (23rd and 24th/May)

Week 15 [Maria Sabaté-Dalmau] In-class task based on Units 7 and 8 (25%) (30th/May) and feedback (1st/June)

Weeks 16 and 17 [David Block] **Project presentations (5% of final grade) (negotiate dates)**

Deadline for written project: 15th/June : 15% of final grade

THU 20/6/2018, 9h (room 1.03): Final test units 7-8 (25%)

Evaluation

Mid-term test (26th April) (25% of final grade) Units 1-6

Final test (official date; THU 20/6/2018, 9h (room 1.03) (25% of final grade) Units 7-8

Practical task in class (week 15, 30th May) (25% of the final grade)

Final group project Groups of 3 (deadline 15th June) (25% of the final grade)

Determine your RQ at the start, and then build the project: **5% project proposal**; [deadline 2nd/April]

Oral presentations: 5% (6th and 7th/June)

Written project: 15% [deadline 15th/June] These are the elements that will be looked into: research questions, data selection/collection, data analysis and quality of final report.

Please note:

INCOMPATIBILITATS LABORALS: Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or Secretaria de Lletres (in the Rectorat building).

* In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. The student who uses any fraudulent device related to the test and/or carry electronic devices not allowed must leave the test and will be subject to this UdL penalisation regulation or in any other internal regulations of the UdL.

Bibliography

References:

Unit 1: Introduction to Research (David)

Silverman, D. (2011). *Designing a research Project*. Interpreting qualitative data. London: SAGE. (pp. 27-56)

Silverman, D. (2011). *The potential of qualitative research. Eighth reminders*. Interpreting qualitative data. London: SAGE. (pp. 441-464)

Silverman, D. (2013). *Focusing a research Project*. Doing qualitative research. Sage: London (pp. 17-42)

Unit 2: Tools for Research: the ethnography-based interview (Maria)

Codó, E. (2008). Interviews and questionnaires. In Wei, L. and M. G. Moyer (eds.) *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell. (158-170) (Only questionnaires).

Cohen, L., Manion, L., & Morrison, K. (2011). *Interviews*. Research methods in education. London; New York: Routledge. (349-383)

Silverman, D. (2011). *Interviews*. Interpreting qualitative data. London: SAGE. (pp.161-206)

Unit 3: The ethnography-based focus group (Maria)

Morgan, David L. 1988. *Focus groups as qualitative research*. Thousand Oaks, CA: Sage.

Silverman, D. (2011). *Focus group*. Interpreting qualitative data. London: SAGE. (pp.207-228)

Sutter, E. A. (2000). Focus groups in Ethnography of Communication: Expanding topics on Inquiry beyond Participant Observation. *The Qualitative Report*, 5 (1/2). Available online: <http://nsuworks.nova.edu/tqr/vol5/iss1/1/> [Retrieved 18 December 2017]

Unit 4: Transcription of qualitative data (Xavi)

Bezemer, J. and Mavers, D. (2011). Multimodal transcription as academic practice: a social semiotic perspective, *International Journal of Social Research Methodology*, 14 (3): 191-206. DOI: 10.1080/13645579.2011.563616.

Cowan, K. (2013). Multimodal transcription of video: examining interaction in Early Years classrooms, *Classroom Discourse*, 5 (1): 6-21. DOI: 10.1080/19463014.2013.859846.

Nikander, P. (2008). Working with Transcripts and Translated Data, *Qualitative Research in Psychology*, 5: 225-231. Available online: http://people.uta.fi/~pirjo.nikander/nikander_on_transcripts_2008.pdf [Retrieved 24 July 2017]

Unit 5: The (online) questionnaire (Xavi)

Black, I.R., Efron, A., Ioannou, C. and Rose J.M. (2005). Designing and Implementing Internet Questionnaires Using Microsoft Excel, *Australasian Marketing Journal*, 13 (2): 61-72. DOI: 10.1016/S1441-3582(05)70078-1.

Dewaele, Jean-Marc, (2018). "Cunt": On the perception and handling of verbal dynamite by L1 and Lx users of English, *Multilingua*, 37(1): 53-81.

Illum, S.F., Ivanoc, S.H., and Liang, Y. (2010). Using virtual communities in tourism research, *Tourism management*, 31 (3): 335-340. DOI: doi:10.1016/j.tourman.2009.03.012

Stieger, S. and Ulf-Dietrich, R. (2010). What are participants doing while filling in an online questionnaire: A paradata collection tool and an empirical study, *Computers in Human Behaviour*, 26: 1488-1495. DOI:10.1016/j.chb.2010.05.013

Unit 6: Codification and analysis of quantitative data: Graphs and figures (Xavi)

Rodrigues, V. (2013). Tips on effective use of tables and figures in research papers, Editage, 4 November. Available online: <http://www.editage.com/insights/tips-on-effective-use-of-tables-and-figures-in-research-papers>

Unit 7: Codification and analysis of qualitative data: Content analysis (MCA, narrative analysis, Emotion coding) (Maria)

Martin-Rubió, X. and Cots, J.M. (2016). Englishization at a global space: students and staff making sense of language choice, *Language and Intercultural Communication*, 16 (3): 402-417. DOI: 10.1080/14708477.2016.1168051

Sabaté i Dalmau, M. (2016). The Englishisation of higher education in Catalonia: a critical sociolinguistic ethnographic approach to the students' perspectives. *Language, Culture and Curriculum*, 29 (3): 263-285. DOI: 10.1080/07908318.2016.1153108.

Saldaña, J. (2013). *The coding manual for qualitative researchers*. London: Sage.

Unit 8: Excerpts for articles and conference presentations (Maria)

Moyer, M. G. and Wei, L. (2008). Disseminating research: a guide to conference presentation and journal publication. In Wei, L. and M. G. Moyer (eds.) *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell. (354-360).

Saracho, O. N. (2017). Writing and Publishing Qualitative Studies in Early Childhood Education, *Early Childhood Education Journal*, 45 (1): 15-26. DOI: 10.1007/s10643-016-0794-x