



Universitat de Lleida

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

Coordination: MARTÍN RUBIO, FRANCISCO JAVIER

Academic year 2020-21

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	2	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
MARTÍN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	6	

Subject's extra information

Continuous assessment.

Due to the restrictions derived from the pandemic, a hybrid teaching approach has been adopted. This approach combines on-site sessions with online techniques.

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.

Specific competences

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.

Transversal competences

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

CT5 Acquiring the essential notions of scientific thought.

Subject contents

Unit 1: The qualitative (group) interview

Unit 2: Transcribing as step one of the analysis

Unit 3: Surveys (Likert scale items vs. open-ended questions)

Unit 4: MCA, excerpts and presenting in a conference

Unit 5: Thematic analysis, tables and the scientific article

Methodology

Online teaching, with two kinds of sessions: (1) interactive (via videoconferences with small groups); (2) asynchronous (videos to watch, tasks and feedback...)

Development plan

week 1: research topics

week 2: qualitative data collection

week 3: selecting relevant episodes

week 4: transcription

week 5: qualitative data analysis

week 6: presenting qualitative data findings

week 7: the survey

week 8: implementing a questionnaire

week 12: thematic analysis

week 13: a bit of statistics

week 14: presenting quantitative data results

Evaluation

Mid-term test (25 points) - 5-6-7 May, **online** at each group's class time)

Final test (25 points) - 17 June, **on-site** at 9 am in computer labs 3.48/3.49 (Rectorat Building)

Individual Project: 25 points (5x5)

- (1) record qualitative interview
- (2) identify themes and select episodes
- (3) transcribe the episodes
- (4) write the findings section
- (5) present results orally

Group Project: 25 points (5x5)

- (1) create a questionnaire with at least 3 domains and 20 items
- (2) pilot it, modify it when necessary,
- (3) implement it to at least 50 respondents
- (4) analyze using thematic analysis
- (5) present the results in a powerpoint and explain them

Work incompatibilities:

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).

Bibliography

References:

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Part 1

Day, D. (2008). In a bigger, messo, context. *Journal of Pragmatics*, 40(5): 979-996.

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

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

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]

Qu, S.Q. and Dumay, J. (2011). The Qualitative Research Interview. *Qualitative Research in Accounting and Management*, 8 (3): 238-264.

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

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]

Part 2

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.

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

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

