Universitat de Lleida

DEGREE CURRICULUM

TOOLS FOR RESEARCH IN ENGLISH STUDIES

Coordination: SABATE DALMAU, MARIA

Academic year 2021-22

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
	Bachelor's Degree in English Studies	2	COMMON	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	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	SABATE DALMAU, MARIA
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows (subject to change depending on the evolution of COVID19*): FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows: 1. Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher 2. Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.). *In case of further COVID19 mobility restrictions, all THU/FRI classes will take place virtually.
Important information on data processing	Consult this link for more information.
Language	English C1.2

Distribution of credits	Classes will be conducted in a face-to-face format, on THU & FRI, from 11-13h, in room 2.44. In case PROCICAT issues a notice, classes will be conducted in a hybrid manner: Thursday sessions (11-13:00h) will take place in a virtual mode (through synchronous videoconference; or via teaching materials provided in video or audio format as well as in print, to be used during the class-session time). On Fridays (11-13:00h) classes will take place in room 2.44. ** In case students cannot attend classes due to residence, transport, health or confinement reasons, they will have to notify instructors immediately, via email, providing justification (or other information required by the teacher). In these cases, instructors will conduct the class synchronously via streaming, record it or prepare alternative materials.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	3	by appointment
SABATE DALMAU, MARIA	maria.sabate@udl.cat	3	by appointment

Subject's extra information

Learning objectives

The objective of this course is to provide an introduction to the field of scientific research tools, both quantitative and qualitative, departing from an overview of what scientific research shall consist of (aims and objectives, research questions, theoretical underpinnings, methods, data and informants' information, analysis technique, and an overview of results expected/obtained). The course includes the description and use of the ethnographic interview, the group discussion, and their transcription methods, and it also includes the questionnaire (online). Analysis techniques are also presented through the described tools, focusing on the use of graphs and illustrations, 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, culminating with the completion of an individual and a group project consisting of the use and analysis of data by applying the techniques, processes and tools worked throughout the course.

Learning outcomes:

- To apply the basic formalization of linguistic phenomena (especially at the morphological and syntactic levels).

- To analyze, use and evaluate resources and applications related to language technologies (such as proofreading, and translation of corpora).

- Employ at different levels of use the basic tools in editing and managing data for research in linguistics and literature (such as word processors, spreadsheets, calculation, databases and bibliographic management). - - To apply the basic concepts and methodologies to be able to propose an original research exercise in the field of English Studies.

- To acquire tools for analysis, synthesis and management of different documentary collections.

Competences

Basic competences

CB5 Developing the necessary learning competences to start higher-education studies with a high degree of autonomy

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

The course will consist of the following 8 units:

INTRODUCTION

Unit 1: What is scientific research? What is the rationale behind the choice of qualitative and quantitative scientific research tools?

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Unit 2: Ethnographic fieldwork and the relevance of context

Unit 3: The qualitative interview (individual/group; open/semi-structured/structured formats) and the Focus Group

Unit 4: Transcribing as step one of the analysis: The CHILDES system

QUANTITATIVE TOOLS

Unit 5: Introduction to Quantitative Research Tools

Unit 6: Sampling (target population: the group and the individuals)

PRESENTACIÓ DE DADES

Unit 7: Design of Questionnaires

Unit 8: Data Collection & Reporting Results

Methodology

See 'development plan'

Development plan

This is the development plan for the course:

Week	THURSDAY & FRIDAY in room 2.44), from 11-13h	Assessed activity (only important deadlines are marked, as classwork is assigned on a daily/weekly basis in ACTIVITATS)

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1: 10/11 Feb. (MARIA) INTRODUCTION	**Unit 1**: What is scientific research? What is the rationale behind the choice of scientific research tools? (Main research topics within Applied Linguistics; differences between qualitative/quantitative tools)	
2: 17/18 Feb. (MARIA) INTRODUCTION	**Unit 1**: What is scientific research? What is the rationale behind the choice of scientific research tools? (Main research topics within Applied Linguistics)	
3: 24/25 Feb. (MARIA) QUALITATIVE T4R	**Unit 2:** Ethnographic fieldwork and the relevance of context (the tenets of qualitative data collection)	
4: 3/4 Mar. (MARIA) QUALITATIVE T4R	**Unit 3**: 3.1. The qualitative interview: and 3.2. The Focus Group	
5: 10/11 Mar. (MARIA) QUALITATIVE T4R	**Unit 3**: 3.1. The qualitative interview: and 3.2. The Focus Group	
6: 17/18 Mar. (MARIA) QUALITATIVE T4R	**Unit 4:** Transcribing as step one of the analysis: The CHILDES system	
7: 24/25 Mar. (MARIA) QUALITATIVE T4R	**Unit 4:** Transcribing as step one of the analysis: The CHILDES system *Individual project presentations (transcription of an excerpt, presentation of the analysis orally)* - time slot *tba* in Recursos	(!) Individual project presentations
8: 31 Mar (MARIA) QUALITATIVE T4R	*Individual project presentations (transcription of an excerpt, presentation of the analysis orally)* - time slot *tba* in Recursos	(!) Individual project presentations (!) Mid term exam (online, units 1-4, COMPUTER ROOM 3.48)
8: 1 Apr. (ANCA) 9: 7/8 Apr. (ANCA) QUANTITATIVE T4R	**Introduction to Quantitative Research Tools +COIL Project** **Unit 5:** Introduction to Quantitative Research Tools; Presentation of the Research Process; Research Design & Research Problem **Unit 5:** Theory Variables; Formulation of Hypothesis; Quantifiable Data; Practice: Analysis Scales	
11 April-18 April (both included): Easter break		
10: 21/22 Apr. (ANCA) QUANTITATIVE T4R	**Unit 6:** Sampling (target population: the group and the individuals) Tools for Data Collection	
11: 28/29 Apr. (ANCA) QUANTITATIVE T4R	***Students Day (partial cancellation of classes 28/4)*** **Unit 7:** Design of Questionnaires Questionnaire sample analysis	
12: 5/6 May (ANCA) QUANTITATIVE T4R	**Unit 8:** Data Collection Data Analysis & Statistics	

13: 12/13 May (ANCA) QUANTITATIVE T4R	**Unit 8**:Reporting Data Tables & Figures Interpretation of Results	
14: 19/20 May (ANCA) DATA PRESENTATION	Oral presentations Presenting the results	**Oral Presentations (in groups)**
15: 26/27 May (ANCA) DATA PRESENTATION	Overall Content Revision Final Exam	**27th May: Final Exam (based on units 5-8) in the computer room 3.48**

Evaluation

This is a continuous assessment course. The final mark is the result of **the average mark** of the following evaluation tasks. **It is mandatory to pass items 1 and 2 with a mark of 5/10 (or higher)** in order to obtain a mark.The unfulfillment (or no presentation) of one or more of the requirements set for the course **will result in a FAIL as the final grade**.

1. **Mid-term exam (**31/3/2022, 11-13h, aula 3.48 computer lab**): 25%**

2. **Final exam** (27/05/2022 - computer room 3.48 (Rectorat building)**: 25%**

3. **Individual project** (qualitative tools): **25%** (based on 5 items; assessment grids will be available to students):

(1) Established objectives and research questions ('the 5 RQs' - what, where, when, how,why?)

(2) theoretical underpinnings and references (choice of discipline)

(3) Justification of the methodology chosen (tools and data): Model example of a questionnaire or an interview

(4) Expected contribution; justification of the relevance of the findings for English Studies and Lletra

(5) Results presentation in a PPt and orally (C1.2)

4. **Group project** (quantitative tools) + **COIL** (Collaborative Online International Learning) project: based on various tasks completion and meetings with international partners linked to the group project: 15% + 10% =**25%**

Group project --> based on 5 items (assessment grids will be available to students):

(1) creating a questionnaire

(2) piloting it, modifying it when necessary,

(3) implementing it to at least 20 respondents

(4) analysing the results using thematic analysis

(5) presenting the results in a powerpoint and explaining them (C1.2)

Note that:

· **Plagiarism (direct and indirect copying from an unacknowledged source) will result into the failure of the task with plagiarised work. Plagiarism will be reported to the Department's staff.**

· No late work will be accepted.

. NO PRESENTAT: Students with a final average mark of 30% or lower may obtain a NO PRESENTAT.

. NO RECUPERACIÓ: Since there are no assessed task which account for more than 30% of the final mark, there is no possibility for any retake or resit for the subject.

· Students who work full time (or part-time during class hours) 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).

· Use of ICTs: 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.Instructors will take the ICT involved as proof without destroying any piece of evidence, and will inform the coordinator of the degree program.

Bibliography

PLEASE NOTE THAT READINGS AND CLASS MATERIALS WILL BE PROVIDED ON A WEEKPLY BASIS IN CLASS (AND IN RECURSOS)

References to be consulted:

RESEARCH ON LANGUAGE:

Blaxter, I. Christina Hughes and Malcolm Tight. (2006). *How to Research*. Berkshire: Open University Press.

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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

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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

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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]

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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