



Universitat de Lleida

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

Coordination: SABATE DALMAU, MARIA

Academic year 2023-24

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/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	COMMON/CORE	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	FOREIGN LANGUAGES AND LITERATURES			
Teaching load distribution between lectures and independent student work	<p>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*):</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h</p> <p>NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows:</p> <ol style="list-style-type: none"> Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.). 			
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.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	3,5	By appointment. (office 2.24)
SABATE DALMAU, MARIA	maria.sabate@udl.cat	2,5	By appointment. (office 2.20)

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 (applicable to the disciplines of language and linguistics as well as literature and culture), 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 get familiarised with, and to command, qualitative research tools (in language, linguistics, literature and culture), including ethnographic observations, interviews, focus groups and surveys.
- 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 get familiarised with, and to command, quantitative research tools (in language, linguistics, literature and culture), including the design of an online questionnaire, the use of graphics and illustrations and the use of statistical techniques to analyse the quantitative data.
- To apply the basic concepts and methodologies to be able to propose an original research exercise in the field of English Studies and of the LLETRA Degrees.
- 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 (MARIA)

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

QUALITATIVE TOOLS (MARIA)

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 (ANCA)

Unit 5: Introduction to Quantitative Research Tools

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

PRESENTATION OF DATA (ANCA)

Unit 7: Design of Questionnaires

Unit 8: Data Collection & Reporting Results

Methodology

The methodology used in the classroom will consist of a combination of theoretical and practical classes, case studies, oral presentations, written assignments, collaborative networking with other universities, tutorials, readings, and evaluation tasks.

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)
1: 8/9 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: 15/16 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)	
3: 22/23 Feb. (MARIA) QUALITATIVE T4R	Unit 2: Ethnographic fieldwork and the relevance of context (the tenets of qualitative data collection)	
4: 29 Feb./1 March (MARIA) QUALITATIVE T4R	Unit 3: 3.1. The qualitative interview and 3.2. The Focus Group	
5: 7/8 March (MARIA) QUALITATIVE T4R	Unit 4: Transcribing as step one of the analysis: The CHILDES system	
6: 14/15 March (MARIA) QUALITATIVE T4R	<i>Project presentations by two students - time slot tba in Recursos</i>	<i>Project presentations by two students - time slot tba in Recursos</i>
7: 21/22 March (MARIA) QUALITATIVE T4R	<i>Project presentations by two students - time slot tba in Recursos</i> Compulsory mock exam in class (21/3)	Compulsory mock exam in class (!) Exam 22/3/24 (online, units 1-4, COMPUTER ROOMS 3.48/3.49A, 11-13h)
25 March-1 April (both included): Easter break		
8: 4/5 Apr. (ANCA) QUANTITATIVE T4R	Unit 5: Theory Variables; Formulation of Hypothesis; Quantifiable Data; Practice: Analysis Scales	
9: 11/12 Apr. (ANCA) QUANTITATIVE T4R	Unit 6: Sampling (target population: the group and the individuals) Tools for Data Collection	
10: 18/19 Apr. (ANCA) QUANTITATIVE T4R	Unit 7: Design of Questionnaires Questionnaire sample analysis	
11: 25/26 Apr. (ANCA) QUANTITATIVE T4R	Festa de l'Estudiantat (cancellation of classes on 25/4, from 11h onwards) Unit 7: Design of Questionnaires	

12: 2/3 May (ANCA) QUANTITATIVE T4R	Unit 8: Data Collection Data Analysis & Statistics	
13: 9/10 May (ANCA) QUANTITATIVE T4R	Unit 8: Reporting Data Tables & Figures Interpretation of Results Presenting the results	
14: 16/17 May (ANCA) DATA PRESENTATION	Oral presentations	Oral Presentations (in groups)
15: 23/24 May (ANCA) DATA PRESENTATION	Oral presentations Overall Content Revision	Oral Presentations (in groups)
16: 3 of JUNE Final Exam (Units 5-8), rooms 3.48/3.49, at 9h		

Evaluation

This is a continuous assessment course. The final mark is the result of the average mark of the following evaluation tasks, divided into four blocks. The no presentation of one or more of the 4 evaluation tasks established for each block will result in a FAIL (4 or lower) as the final grade of the course, with no possibilities of resit.

BLOCK 1: EXAM ON SCIENTIFIC RESEARCH AND QUALITATIVE TOOLS

1. Exam units 1-4 (22/3/24): **25%**

BLOCK 2: ORAL PRESENTATION OF THE ON QUALITATIVE TOOLS FOR RESEARCH

2. Group project, Oral presentations by 2 students (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 PowerPoint and orally (C1.2)

BLOCK 3: EXAM ON QUANTITATIVE TOOLS FOR RESEARCH

3. Final exam of units 5-8 (3/06/2024 at 9h – computer rooms 3.48/3.49A (Rectorat building): **25%**

BLOCK 4: ORAL PRESENTATION OF THE PROJECT ON QUANTITATIVE TOOLS

4. **Group project** (quantitative tools) based on 5 items (assessment grids will be available to students): **25%**

(1) creating a questionnaire

(2) piloting it, modifying it when necessary,

(3) implementing with at least 10 respondents

(4) analysing the results using thematic analysis

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

(!!) PLEASE NOTE THAT:

The use of the English language will be taken into account in all assessment activities (level C1.2). Clear instructions for each activity will be provided to students (rubrics).

HANDING IN ASSESSED TASKS: Assessment tasks will be handed in ONLINE (via Sakai), on the established date (see Development Plan). Late work will not be accepted and it will not be taken into consideration in the assessment.

. **NO PRESENTAT:** Students with a final average mark of 30% or lower may obtain a mark of NO PRESENTAT. The final mark will not be NO PRESENTAT if students failed the course.

. **NO RESIT EXAM:** Since there are no assessed tasks which account for more than 30% of the final mark, there is no possibility for any retake or resit of any assessment task for the subject. If the final mark is FAIL or NO PRESENTAT, no general resit exam will be provided.

. **ALTERNATIVE EVALUATION:** Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment **within five (5) days after the beginning of the semester**. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

The alternative evaluation will consist of 4 blocks: a project on qualitative methods (25%), a Project on quantitative methods (25%), and a written exam for units 1-4 (25%) and another one for units 5-8 (25%). These items will be handed in and the exams will be conducted on the established day by the Faculty for the final official exam (3/6/23, 9h-12h, rooms 3.48 & 3.49A).

. **ACADEMIC FRAUD OR SPONTANEOUS COPYING:** If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Bibliography

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

References to be consulted (NOT in alphabetical order):

RESEARCH ON LANGUAGE:

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

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

Heller, M. (2008). Doing Ethnography. In *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (pp. 249-262). Oxford: Blackwell.

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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]

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Dorney, Z. (2003). *Questionnaires in Second Language Acquisition*. New Jersey: Lawrence Erlbaum.

Pandey, P & Pandey, M.M. (2015). *RESEARCH METHODOLOGY: TOOLS AND TECHNIQUES*. Buzau: Bridge Center

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