

AN INTRODUCTION TO RESEARCH IN LINGUISTICS

Introducción a la investigación en Lingüística

MODULE/Módulo	SUBJECT/Materia	YEAR/Curso	SEMESTER/Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	An introduction to research in Linguistics	2019-2020	1	5	Compulsory
PROFESSOR/ Profesor(es)		DIRECCIÓN COMPLETA DE CONTACTO PARA TUTORÍAS/CONTACT (Dirección postal, teléfono, correo electrónico, etc.)			
Dr. Ana Díaz Negrillo Dr. Rocío Montoro Dr. Salvador Valera Hernández		Departamento de Filologías Inglesa y Alemana Campus Universitario de Cartuja s/n 18071, Granada – España			
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		Salvador Valera Hernández Office F28 Telf.: 958-241000 (Ext. 20250) Email: svalera@ugr.es			
		HORARIO DE TUTORÍAS/OFFICE HOURS			
		Ana Díaz Negrillo 1st term: Tue & Thu 9.30-12.30 2nd term: Mon & Wed 11.30-12.30; 15.30-17.30			
		Rocío Montoro 1st term: Tue & Thu 9.00-10.30; 12.30-14.00 2nd term: Tue & Thu 9.30-12.30			
		Salvador Valera Hernández 1st term: Mon & Wed 10.30-13.30 2nd term: Mon 8.00-14.00			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTHER MASTERS WHERE IT COULD BE OFFERED /			

	Otros másteres a los que se podría ofertar
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics	
PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)	
Students are expected to demonstrate their proficiency in English at C1 level (CEFR) or above. They are also expected to focus their research interests on any aspect of English linguistics.	
BRIEF DESCRIPTION OF COURSE CONTENTS Breve descripción de contenidos (según memoria de verificación del máster)	
<p>This course offers a theoretical and practical introduction to research methods in linguistics. The course focuses, mainly though not exclusively, on corpus-based research methods in linguistics and addresses how these can help investigate a variety of aspects in English linguistics, such as the analysis and/or construction of corpora, both native and second language (L2) corpora. Corpus-based approaches to the study of language are complemented by an overview of qualitative approaches to English too. Crucially, this course also addresses aspects of academic writing in linguistics including the analysis of empirical papers in linguistics, how to structure a paper as well as how to present the hypothesis, aims, methods and results of linguistics research.</p>	
GENERAL AND SPECIFIC COMPETENCIES Competencias generales y específicas del módulo	
<p>General competences:</p> <p>Students:</p> <p>CG4. Can use new technologies as learning and research tools, as well as a means of communication and dissemination.</p> <p>CG5. Can understand longer and complex texts of any kind.</p> <p>CG6. Can present descriptions of complex issues in a variety of formats (written, oral and digital) and can draw their own solid conclusions.</p> <p>CG1. Can develop the appropriate skills in interpersonal relations and interlinguistic mediation.</p> <p>CG2. Can become successful autonomous learners.</p> <p>CG3. Can search for information (oral, printed, audiovisual, digital or multimodal), and transform it into knowledge.</p> <p>CB6 – Students should be able to acquire the appropriate knowledge as basis for original, critical thinking in their own research practice.</p> <p>CB7. Students should be able to apply the new acquired knowledge combined with appropriate problem-solving skills to the research area of their choice.</p> <p>CB8. Students should be able to integrate various types of knowledge and draw conclusions from it, as well as reflect upon the social and ethical responsibilities associated with the publication of their research output.</p> <p>CB9 - Students should be able to justify their research methods and data choice as well as communicate their research outputs clearly and competently both to specialised and non-specialised audiences.</p> <p>CB10 - Students should acquire the necessary skills to become fully independent researchers.</p> <p>Specific competences</p> <p>CE1 – To learn and critically assess the latest linguistic theories, methodologies and research in English Linguistics (understood amply).</p> <p>CE3 – To design and conduct original research; i.e., to be able to write original research papers following the</p>	

appropriate academic conventions including the formulation of a valid hypothesis, the presentation of a framework of analysis, the analysis proper as well as a solid conclusion.

CE4 - To be able to present and support with solid arguments the research aims, methodology and results of a research paper in English, whether the object of analysis is literature in English or English linguistics.

CE8 - To be aware of the various theoretical approaches and research principles (research planning, data sampling, data collection, data processing and analysis) in the various subdisciplines in English linguistics, among others, lexicography, sociolinguistics and historical linguistics.

CE9 - To be aware of corpus linguistics principles as well as their application to a variety of interdisciplinary domains.

CE10 - To develop the ability to apply the principles of linguistics beyond the domain of theoretical linguistics, for example in subdisciplines such as pragmatics, discourse analysis, philosophy of language, gender studies, (literary and non-literary) stylistics, film language or language acquisition and language teaching.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

- To identify and apply the most suitable procedure and data source in each research project.
- To identify and apply the most suitable computerised corpora and their resources to each research project.
- To learn how to use the most popular corpus software and corpus resources.
- To sample, collect and process (quasi) experimental data in applied linguistics.
- To understand the basics of experimental design in linguistics (variables, hypotheses, basic designs).
- To use statistical software so as to analyse linguistic data with basic statistical techniques (t-tests and correlations).
- To analyse the sections of an empirical paper in linguistics and to apply such analysis to students' own research/dissertation.
- To learn how to structure a research paper in linguistics according to standardised conventions in linguistics (planning, organization, drafting).
- To learn how to present clearly the aims, methods and results of empirical research in linguistics.

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

1. Research in linguistics (Salvador Valera Hernández)

1.1. Research design

1.2. Dissemination

2. Research methods in (applied) linguistics: learner corpora (Ana Díaz Negrillo)

2.1. Learner corpora: types and applications

2.2. Learner corpus design, annotation and analysis

3. Research methods in (applied) linguistics: discourse analysis (Rocío Montoro)

3.1. Corpus-based approaches to the analysis of (different types of) discourse

3.2. Quantitative vs. qualitative approaches

3.3. Hypothesis formulation, falsifiability and replicability

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

Aijmer, K. (2013) *Understanding Pragmatic Markers. A Variational Pragmatic Approach*. Edinburg: Edinburgh University Press.

Aijmer, K. & Rühlemann, Ch. (eds) *Corpus Pragmatics. A Handbook*. Cambridge: Cambridge University Press.

Burke, M. (ed.) *The Routledge Handbook of Stylistics*. Abingdon, Oxon: Routledge.

Díaz-Negrillo, Ballier, N. & Thompson, P. (Eds.) (2013). *Automatic Treatment and Analysis of Learner Corpus Data*. Amsterdam & Philadelphia: John Benjamins.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Granger, S., Gilquin, G. & Meunier, F. (2015) *The Cambridge Handbook of Learner Corpus Research*. Cambridge University Press: Cambridge.

Lozano, C., Díaz-Negrillo, A., & Callies, M. (forthcoming). Designing and compiling a learner corpus of written and spoken narratives: COREFL. In C. Bongartz & J. Torregrossa (Eds.), *What's in a Narrative? Variation in Story-Telling at the Interface between Language and Literacy*. Frankfurt/Main: Peter Lang.

McEnery, T. & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press.

Paquot, M., & Plonsky, L. (2017). Quantitative research methods and study quality in learner corpus research. *International Journal of Learner Corpus Research*, 3(1), 61–94.

Sotirova, V. (ed.) *The Bloomsbury Companion to Stylistics*. London: Bloomsbury

Taylor, Ch., & Marchi, A. (eds) (2018) *Corpus Approaches to Discourse*. Abingdon, Oxon: Routledge

Wray, A. & Bloomer, A. (1998) *Projects in Linguistics. A Practical Guide to Researching Language*. London: Arnold.

RECOMMENDED LINKS

Enlaces recomendados

Antconc. <http://www.laurenceanthony.net/software/antconc/>

L2 corpora at UGR. <http://www.learnercorpora.com/>

Learner corpora around the world. <https://uclouvain.be/en/research-institutes/ilc/cecl/learner-corpora-around-the-world.html>

MHRA: <http://www.mhra.org.uk/style/download.html>

UAM corpus tool. <http://www.corpustool.com/>

Wmatrix: <https://ucrel-wmatrix4.lancaster.ac.uk/>

EDUCATIONAL METHODS

Metodología docente

The teaching methodology includes the following activities:

Contact activities:

- Lectures
- Seminars
- Oral presentations
- Individual/group work
- Office hours/feedback

Non-contact activities:

- Self-study
- Assignment

EVALUATION

Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Assessment components weight

Students are expected to take part in class tasks and to submit one assignment per lecturer. The evaluation instruments and percentages are, therefore, as follows:

1. Participation in class activities (**30%**, **10%** per course section).
2. Written assignments (**50%**)

one for section *Research methods in applied linguistics: learner corpora* (A. Díaz Negrillo) (**25%**)

ne for section *Research methods in (applied) linguistics: discourse analysis* (R. Montoro) (25%)

3. Oral presentation (20%), for section *Research in linguistics* (S. Valera Hernández).

Evaluation criteria

Contents:

- Relevance
- Comprehensiveness
- Degree of detail
- Potential development

Form:

- Structure
- Use of English
- Style sheet conformity

ADDITIONAL INFORMATION

Información adicional

Only students wishing to focus on English Linguistics need to take this course. Those students who have chosen to specialise in English Literature have to choose the course “Introduction to research methods in literatures in English since the middle ages to the 21st century” instead.