



COURSE DATA

DATA SUBJECT

Code: 44230
Name: Research methods and resources: Language and Linguistics
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Research methods and resources: Language and Linguistics	COMPULSORY

COORDINATION

ROSCA - ANDREEA

SUMMARY

This course offers students the theoretical foundations and practical tools necessary to develop, justify, and present research projects in the field of English language and linguistics. It introduces students to the scientific method and highlights the connection between research objectives, hypotheses, and the appropriate selection of methods, whether quantitative, qualitative, or mixed. Special attention is given to the design of research instruments, including questionnaires, interviews, and multimodal discourse analysis tools, as well as to principles of sampling, data validity, and ethical research practices. Students explore research methods suitable for analysing spoken, written, and digital language, with a particular focus on the distinction between digitised and natively digital data. The course also provides an introduction to statistical techniques for quantitative data analysis, covering both descriptive and inferential statistics, alongside digital linguistic resources and corpora. Throughout the course, students are encouraged to apply inclusive, non-sexist academic language and to reflect on ethical and social responsibility in research, fostering alignment with Sustainable Development Goal 5 (Gender Equality).

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

This course does not have any enrolment restrictions linked to other subjects within the curriculum. However, it is recommended that students have a C1 level of English.

COMPETENCES / LEARNING OUTCOMES

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Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to conduct academic research in diverse areas of English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

DESCRIPTION OF CONTENTS



1. Basic issues in research

This unit provides an overview of key stages in research, including topic selection, state of the art, formulation of research questions and hypotheses, and choice of methodology. It also introduces the structure and purpose of a research proposal, relevant subfields of Applied Linguistics, and the basic principles of quantitative research.

2. Quantitative research

This unit introduces the basic concepts of statistical analysis in language research. It covers the distinction between descriptive and inferential statistics and provides guidelines for selecting and applying appropriate statistical tests.

3. Qualitative research

This unit introduces qualitative research approaches, focusing on thematic analysis, key directions in discourse analysis, and the study of digital discourse.

4. Mixed methods and Corpus linguistics

This unit provides an overview of mixed methods research, focusing on how to integrate quantitative and qualitative data within a single study. It introduces common mixed methods designs and their applications. The unit also offers a practical introduction to corpus linguistics, covering types of corpora, how to access them, and their use for linguistic analysis.

5. Research workshop - Presentation of research proposals

This unit focuses on the design, structure, and presentation of research proposals. Students prepare a clear and coherent project, including research aims, methodology, and expected outcomes. The unit also develops academic writing and oral presentation skills. A practical workshop format allows for feedback and improvement of the proposals.

Learning outcomes

Understand the scientific research method

Identify contexts for quantitative and qualitative research

Understand how the method contributes to the overall coherence of a research project



Identify various methods and models and their applicability depending on whether written, oral, or digital language is being analyzed

Learn to distinguish between ethical and emic research

Preparation of various instruments such as different questionnaires and interviews

Use of non-discriminatory language in various academic, written, and oral contexts

Use of technological tools and resources for research purposes

Use of statistical techniques for interpreting results

Understanding and appreciating, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	24,00
Total hours	24,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	12,00
Independent study and work	12,00
Preparation of lessons	20,00
Preparation for assessment activities	3,00
Resolution of case studies	2,00
Total hours	51,00

TEACHING METHODOLOGY

Theory-based classes:

Introduction of theoretical content through lectures

Practical classes:

Set readings: autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets or online questionnaires, writing outlines or summaries



Oral presentation of set readings, oral or written summaries
Theoretical and practical problem solving: tasks, compilation of data for analysis

- MD1 Introduction of theoretical content through lectures or master classes, supported by ICT tools when appropriate.
- MD2 Pair discussion or group debate
- MD3 Reading of relevant material (independently or with classroom discussion, information selection and concept connection, study, completion of reading logs, outlines, or summaries)
- MD5 Solving theoretical-practical problems (exercises, compilation of corpora for analysis, and analysis of written, oral, audiovisual, digital, and/or multimodal texts from different genres)

EVALUATION

Assessment breakdown:

Type of assessment % of final grade:

- a) Portofolio and class participation 60%
- b) Research proposal 40%

Assessment breakdown for first call

- 6 portfolio tasks
- Final research paper with oral presentation

Assessment breakdown for second call

- The mark for the portfolio will be carried over to the second call
- Final research paper with oral presentation
- If there is no portfolio mark, then the student will take a written exam and do an oral presentation of a research Project

To pass the subject students need to get at least 50% in each section.

Portfolio and class participation: Students will be assigned different tasks to be done during class sessions or at home. Students are expected to actively take part in the discussions and debates on topics dealt with in class, as well as to present some of the work they have done.

Research proposal: In the last session students will have to present a brief research proposal, individually or in groups, applying the methods and resources dealt with in class.

IMPORTANT: Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be the student's own **original work**. Assignments involving **fraudulent collaboration** or generated with the help of **artificial intelligence** (ChatGPT or others) will not be accepted, unless their use is part of the course content and explicitly authorised by the instructor.



Both in the research project and in the practical tasks, correct spelling and grammar will be required. Each spelling, punctuation, or expression mistake will result in a reduction of the grade obtained, which may lead to failing the assignment.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30th, 2017. ACGUV 108/2017.

REFERENCES

Core

Cantos Gómez, P. (2013). *Statistical Methods in Language and Linguistic Research*. Sheffield: Equinox.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics. Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.

Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. Houndmills, Basingstoke, Hampshire (UK): Palgrave Macmillan.

Litosseliti, L. (ed.). (2018). *Research Methods in Linguistics (2nd edition)*. London: Bloomsbury.

Rasinger, S. M. (2008). *Quantitative Research in Linguistics. An Introduction*. London: Bloomsbury Academic.

Supplementary

Aek Phakiti, Peter De Costa, Luke Plonsky & Sue Starfield (Eds.). (2018). *The Palgrave Handbook of Applied Linguistics Research Methodology*. London: Palgrave Macmillan.

Bednarek, M. (2018). *Language and Television Series. A Linguistic Approach to TV Dialogue*. Cambridge: CUP.

Creswell, John. (2009) (3rd ed.). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks/London/New Delhi: SAGE Publications.

Flowerdew, Lynne. (2012). *Corpora and Language Education*. Basingstoke: Palgrave Macmillan.

Groom, Nicholas and Jeannette Littlemore (2011). *Doing Applied Linguistics: A Guide for Students*. London and New York: Routledge.

Perry, F. L. (2017). *Research in Applied Linguistics: Becoming a Discerning Consumer*. New York:



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Timmis, Ivor. (2015). *Corpus Linguistics for ELT. Research and Practice*. New York: Routledge.

Yin, Robert K. (2011). *Qualitative Research from Start to Finish*. New York/London: The Guildford Press.

Zappavigna, M. (2012). *Discourse of Twitter and Social Media. How We Use Language to Create Affiliation on the Web*. London: Continuum.