

## SUBJECT TEACHING GUIDE

M1611 - Language Acquisition Research Methodology

Master's Degree in the Learning and Teaching of Second Languages

Academic year 2020-2021

1. IDENTIFYING DATA			
Degree	Master's Degree in the Learning and Teaching of Second Languages	Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training		
Discipline			
Course unit title and code	M1611 - Language Acquisition Research Methodology		
Number of ECTS credits allocated	3	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
Name of lecturer	MARIA EVELYNT GANDON CHAPELA
E-mail	evelyn.gandon@unican.es
Office	Edificio de Filología. Planta: + 2. DESPACHO PROFESORES (228)
Other lecturers	SUSANA PERALES HAYA

### 3.1 LEARNING OUTCOMES

- They critically and analytically read empirical studies on Second Language Acquisition .  
They formulate novel, sensible and theoretically interesting questions related to the field of Second Language Acquisition.
- They select adequate materials and techniques to give answer to particular research questions in the field of Second Language Acquisition.
- They appropriately analyse data from research on Second Language Acquisition .
- They assess the results of their own research in the light of findings from other investigations on the field of Second Language Acquisition.
- They create and use computerized corpora to obtain linguistic data usable in a corpus-based research

#### 4. OBJECTIVES

This subject aims at providing students with basic knowledge of research methodologies in the area of Second Language Acquisition, by emphasizing the differences between qualitative and quantitative research , as well as the use of learner corpora. Moreover, it seeks to acquaint students with the various written and oral conventions typically used to present research results in this field.

#### 6. COURSE ORGANIZATION

CONTENTS	
1	1. Introduction to Language Research a. The good language researcher b. The stages of language research c. Validity d. Reliability
2	2. The quantitative Paradigm in Language Research a. Quantitative data collection b. Quantitative data analysis
3	3. The qualitative Paradigm in Language Research a. Qualitative data collection b. Qualitative data analysis
4	4. Research in Corpus Linguistics a. Types of Corpora b. Corpus Design
5	5. Reporting research a. Oral reports b. Written reports

## 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
CLASSROOM WORK (30%): students will carry out a series of practical activities throughout the course. These activities are related with the theoretical contents taught in class.	Others	No	Yes	30,00
WRITTEN EXERCISES (70%): Students will do a set of exercises and answer a set of questions in a written form at the end of the course.	Others	No	Yes	70,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>LANGUAGE ACCURACY: accuracy at the orthographic, grammatical and lexical levels in all scholarly works is compulsory to pass the subject.</p> <p>REFERENCES: APA guidelines will be used for all academic papers. You can find these guidelines at the UC library weblink: <a href="http://www.buc.unican.es/node/9388/">http://www.buc.unican.es/node/9388/</a></p> <p>PLAGIARISM: En lo relativo a la realización fraudulenta (plagio) de las pruebas de evaluación, la calificación se ajustará a lo establecido en el artículo 32 del Reglamento de los procesos de evaluación de la Universidad de Cantabria: "La realización fraudulenta de las pruebas o actividades de evaluación supondrá directamente la calificación de suspenso '0' en la asignatura en la convocatoria correspondiente, invalidando con ello cualquier calificación obtenida en todas las actividades de evaluación de cara a la convocatoria extraordinaria".</p>				
<b>Observations for part-time students</b>				
Part-time students who cannot attend lessons regularly (less than 80%) have to pass a final theoretical and practical exam, which accounts for 100% of the course mark. Those part-time students who attend lessons regularly (over 80%) can qualify for the same evaluation system as full-time students'.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

- Alonso-Alonso, M. R. (2009). Writing for academic purposes: A handbook for learners of English as a second language. Muenchen: Lincom.
- Alonso-Alonso, M. R. (2011). "Research methods in Second Language Acquisition". In S. House (ed.), Inglés: Investigación, innovación y buenas prácticas. Teacher development. Barcelona: Editorial Grao.
- Dörnyei, Z. (2007). Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies. Oxford: Oxford University Press.
- Gass, S. M. & A. Mackey. (2007). Data elicitation for second and foreign language research. Mahwah, NJ: Lawrence Erlbaum.
- Hunston, Susan. (2002). Corpora in applied linguistics. Cambridge: Cambridge University Press.
- Larsen-Freeman, D. & M. H. Long. (1991). An introduction to second language acquisition research. New York: Longman.
- Mackey, A. & S. M. Gass. (2005). Second language research: Methodology and design. New Jersey: Lawrence Erlbaum.
- Nunan. D. (1992). Research methods in language learning. Cambridge: Cambridge University Press.