SUBJECT TEACHING GUIDE

919 - Language Acquisition Research Methodology

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

Academic year 2023-2024

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	919 - 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 EVELYN GANDON CHAPELA
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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 emphasising 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 to the theoretical contents taught in class.	Others	No	Yes	30,00
WRITTEN EXERCISES (70%): Students will do a set of excercises and answer a set of questions in a written form at the end of the course.	Others	No	Yes	70,00
TOTAL				100,00

Observations

According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, "if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests".

ORTHOGRAPHY:
It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.

PLAGIARISM:
Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the second call'.

CITATION NORMS:
The Faculty assumes the APA STYLE as citation criteria for all academic work. Although there are several editions of these guidelines, a BUC link is attached as an initial reference: http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28

Observations for part-time students

These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final theoretical and practical exam on the date established by the University. In any case, students must inform their lecturer of their choice within the first two weeks of the semester by sending an email.

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.

Blanco-Suárez, Z., F. Gallardo-del-Puerto & E. Gandón-Chapela (2020). "The Primary Education Learners' English Corpus (PELEC): Design and compilation". Research in Corpus Linguistics 8(1), 147-163. https://doi.org/10.32714/ricl.08.01.09

Creswell, J.W. (2009). Research Design. Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.). Sage.

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.

Martínez-González, A. & E. Gandón-Chapela (2021). "Boosting English Vocabulary Knowledge through Corpus-Aided Word Formation Practice". Revista Electrónica de Lingüística Aplicada 20(1), 49-70.

Nunan. D. (1992). Research methods in language learning. Cambridge: Cambridge University Press.

Santos Gargallo, I. & S. Pastor Cesteros (dirs.) (2022). Metodología de la investigación en la enseñanza-aprendizaje del español como segunda lengua (L2)/Lengua extranjera (LE), Arco Libros.