

SUBJECT TEACHING GUIDE

919 - Language Acquisition Research Methodology

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

Academic year 2025-2026

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	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA				
Name of lecturer	MARIA EVELYN 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
<p>- 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</p>

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. SUBJECT PROGRAM

CONTENTS

1	1. Introduction to Language Research.
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%): Throughout the course, students will carry out a series of practical assignments related to the theoretical contents taught in class. These assignments, if applicable, can be retaken by submitting them during the extraordinary call.	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. These assignments, if applicable, can be retaken by submitting them during the extraordinary call.	Others	No	Yes	70,00
TOTAL				100,00
Observations				
<p>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".</p> <p>Other general observations:</p> <p>In compliance with Article 33 of the University of Cantabria's Assessment Process Regulations, published in 2023 (https://web.unican.es/estudiantesuc/Documents/Normativa%20y%20Legislaci%C3%B3n/Reglamento%20de%20los%20procesos%20de%20evaluaci%C3%B3n%20de%20la%20UC.pdf), professors will announce the scoring criteria applicable to the requested evaluable tests. Among others, special importance will be given to the following aspects:</p> <p>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.</p> <p>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'.</p> <p>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 (https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28).</p> <p>USE OF ARTIFICIAL INTELLIGENTE (AI): When the use of artificial intelligence (AI) is permitted in an assessable assignment, the faculty will determine the extent to which it may be used. Students may also be asked for additional information, both verbally and in writing, regarding the completion of the assignment. Furthermore, whenever students use AI, they must specify how and for what purpose they used it. In the event of unethical or fraudulent use of AI, the provisions of Articles 31 and 32 of the UC Assessment Process Regulations regarding fraudulent test administration and the corresponding disciplinary regime will be taken into account as a reference framework for assessment decision-making.</p>				
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.