

ET120-15 Research, Academic and Professional Skills

21/22

Department

Applied Linguistics

Level

Undergraduate Level 1

Module leader

Jo Angouri

Credit value

15

Module duration

10 weeks

Assessment

50% coursework, 50% exam

Study location

University of Warwick main campus, Coventry

Description

Introductory description

What is research and how can we do it? What skills do you need to successfully conduct research? And, which of these skills are also relevant to the professional world? This module addresses questions like these, as it helps you to develop the research, academic and professional skills you need to be successful at university and beyond. You will explore different approaches to research and see how research has been conducted on a range of real life issues and concerns connected to language, culture and communication. The lectures will provide you with knowledge about different research methods and the process of conducting research in general. The seminars, on the other hand, will help you develop your analytical toolkit that will serve you in multiple contexts, including your future workplace. This course also sets the foundation for ET214 and ET215 where you will conduct more extensive language, culture and communication research projects in topics that interest you.

[Module web page](#)

Module aims

This module aims to:

- Introduce students to basic concepts in research and essential characteristics of effective research.
- Introduce a range of data collection methods and analytical options, both quantitative and qualitative, relevant to language, culture and communication.
- Familiarise students with ethical issues in research.
- Familiarise students with current issues in researching language, culture and communication.
- Introduce students to academic conventions, procedures and considerations relevant to study in higher education.
- Enable students to develop key communication skills and use these effectively.
- Enable students to develop relevant academic skills and deploy these in their work.

The module will contribute primarily to the achievement of Course Aims #3 and #4:

#3 Provide a solid foundation in relevant research skills and methods, both quantitative and qualitative.

#4 Enable students to analyse cross-linguistic features and contexts, and authentic cross-cultural and intercultural discourses using both quantitative and qualitative methods.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The syllabus is designed to familiarise students with the landscape of research and to prepare them for more advanced work in Years 2 and 3. It will cover the following topics:

- What counts as evidence? Defining research
- Paradigmatic orientations in research
- Overview of quantitative, qualitative and mixed method research
- Research ethics
- Data collection and analysis procedures
- Culture in the research process
- Formulating a research question
- Academic conventions and procedures (referencing systems, plagiarism, etc.)

Learning outcomes

By the end of the module, students should be able to:

- Subject knowledge and understanding
- Specify the minimum criteria for adequate research.
- Identify different approaches to research and the paradigmatic orientations underlying these.
- State the criteria, considerations and procedures necessary to ensure that ethical requirements are met.
- Identify and describe core methods for collecting data in language, culture and communication.
- Describe relevant procedures for analysing data quantitatively and qualitatively.
- Identify key issues in research on language, culture and communication.
- Demonstrate familiarity with and ability to use appropriately generic features of research designs and procedures found in published research articles.

Indicative reading list

Agresti, A. & Finlay, B. (2008). Statistical methods for the social sciences (4th ed.). Upper Saddle River: Pearson Prentice Hall.

Bryman, A. (2008). Social Research Methods (3rd edition). Oxford: Oxford University Press.

Carbaugh, D. (2005). Cultures in Conversation. Mahwah NJ: Lawrence Erlbaum.

Creswell, J. W. (1998). Qualitative Inquiry And Research Design: Choosing Among Five Traditions. Sage Publications, London, New Delhi

Heigham, J. and Croker, R. A. (eds) (2009). Qualitative Research in Applied Linguistics: A Practical Introduction. Basingstoke: Palgrave Macmillan.

Oliver, P. (2003). The Student's Guide to Research Ethics. Maidenhead: Open University Press.

Silverman, D. (2010). Doing Qualitative Research (3rd edition). London: Sage.

Research element

All assessment includes original research project. This involves the design as well as carrying out projects on core areas of module and programme overall.

Interdisciplinary

This module enables the students to develop skills in designing and carrying out a research project in line with social science traditions and methodological paradigms. As such it is a core module and plays a central role in allowing the students to work across disciplinary boundaries.

International

The assessment is based on students' original work. The students are encouraged to work on projects and questions that are of interest to them and in line with their life experiences, language biography and geopolitical contexts they have experienced at home or in their studies.

Subject specific skills

- Specify the minimum criteria for adequate research.
- Identify different approaches to research and the paradigmatic orientations underlying these.
- State the criteria, considerations and procedures necessary to ensure that ethical requirements are met.
- Identify and describe core methods for collecting data in language, culture and communication.
- Describe relevant procedures for analysing data quantitatively and qualitatively.
- Identify key issues in research on language, culture and communication.
- Demonstrate familiarity with and ability to use appropriately generic features of research

designs and procedures found in published research articles.

Transferable skills

- Read and critically respond to relevant academic articles and books
 - Participate in group tasks and discussions
 - Communicate effectively in English in mixed cultural groups
 - Show understanding of the ethical dimension in research and respond appropriately to ethical challenges
 - Plan and manage time effectively
 - Formulate precisely focused, answerable questions.
 - Identify relationships between questions and procedures designed to provide responses to them.
 - Perform basic calculations and follow specifiable analytical procedures in order to develop responses to specific questions.
 - Recognise cultural and organisational patterns and signals in written and spoken texts
 - Identify and respond to a professional/intercultural issue or situation requiring further investigation.
 - Conduct systematic literature reviews by using different search engines and strategies (EBSCO, Google Scholar, Harzing's Publish or Perish, etc.)
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Study

Study time

| Type | Required |
|----------------|-----------------------------|
| Lectures | 9 sessions of 2 hours (12%) |
| Seminars | 9 sessions of 1 hour (6%) |
| Other activity | 4 hours (3%) |
| Private study | 119 hours (79%) |
| Total | 150 hours |

Private study description

Reading subject materials, homework tasks, assignments and revision.

Other activity description

Revision sessions

Costs

No further costs have been identified for this module.

Assessment

You do not need to pass all assessment components to pass the module.

Assessment group C2

| | Weighting | Study time | Eligible for self-certification |
|----------------------|-----------|------------|---------------------------------|
| Assessment component | | | |
| 2000 word assignment | 50% | | Yes (extension) |

Reassessment component is the same

| | | |
|--|-----|----|
| Assessment component | | |
| Online Examination ~Platforms - AEP | 50% | No |

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- Online examination: No Answerbook required

Reassessment component is the same

Feedback on assessment

Written feedback on the assignment will be provided on the Centre's standard feedback sheets, which conform to Faculty regulations. This will include both summary and detailed feedback. Where appropriate, additional feedback may be provided via personal meetings with the tutor.

[Past exam papers for ET120](#)

Availability

Courses

This module is Core for:

- Year 1 of ULNA-R1Q3 Undergraduate French and Linguistics
- Year 1 of ULNA-R2Q3 Undergraduate German and Linguistics
- Year 1 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics
- Year 1 of ULNA-R3Q3 Undergraduate Italian and Linguistics
- Year 1 of UETA-X3Q5 Undergraduate Language, Culture and Communication
- Year 1 of UETA-X3Q8 Undergraduate Language, Culture and Communication (with Intercalated Year)
- Year 1 of UETA-Q1A9 Undergraduate Linguistics with Arabic (with Intercalated Year)
- Year 1 of UETA-Q1A7 Undergraduate Linguistics with Chinese (with Intercalated Year)
- Year 1 of UETA-Q1A1 Undergraduate Linguistics with French (with Intercalated Year)
- Year 1 of UETA-Q1A2 Undergraduate Linguistics with German (with Intercalated Year)
- Year 1 of UETA-Q1A3 Undergraduate Linguistics with Italian(with Intercalated Year)
- Year 1 of UETA-Q1A8 Undergraduate Linguistics with Japanese (with Intercalated Year)
- Year 1 of UETA-Q1A5 Undergraduate Linguistics with Portuguese (with Intercalated Year)
- Year 1 of UETA-Q1A6 Undergraduate Linguistics with Russian (with Intercalated Year)
- Year 1 of UETA-Q1A4 Undergraduate Linguistics with Spanish (with Intercalated Year)
- Year 1 of ULNA-R9Q1 Undergraduate Modern Languages and Linguistics
- Year 1 of UETA-Q311 in English Language and Linguistics (with Intercalated year)

This module is Core optional for:

- Year 1 of ULNA-R4Q1 Undergraduate Hispanic Studies and Linguistics