



## COURSE DATA

### Data Subject

<b>Code</b>	44409
<b>Name</b>	Research techniques and methodologies: Contexts
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	10.0
<b>Academic year</b>	2024 - 2025

### Study (s)

Degree	Center	Acad. year	Period
2207 - Master's Degree in Language and Literature Research	Faculty of Philology, Translation and Communication	1	First term

### Subject-matter

Degree	Subject-matter	Character
2207 - Master's Degree in Language and Literature Research	1 - Techniques, methodologies and ICT applied to research in languages and literatures	Obligatory

### Coordination

Name	Department
MARTINEZ PARICIO, VIOLETA	340 - Language Theory and Communication Sciences

## SUMMARY

### SUMMARY

The subject 44409 *Research techniques and methodologies: Contexts* is part of the compulsory module *Techniques, methodologies and ICT applied to language and literature research*. The basic contents of this module are based on the acquisition of techniques and methodologies serving as contextualisation for the different objects of study in both their linguistic and literary aspects, also with regards to the theoretical basis of both linguistic and literary studies.

This module consists of four compulsory units, in which various competences related to those techniques and methods will be developed. Each competence focuses on specific problems and texts.



1. Current debates in linguistic theory
2. Advanced techniques for research in languages
3. Current debates in literary theory
4. Advanced techniques for research in literatures

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

Relationship to other subjects of the same degree

This subject is a complement to the other two compulsory subjects in the degree: ICT applied to language and literature research and Research techniques and methodologies: Texts.

Other requirements

There are no specified enrolment restrictions with other subjects of the curriculum. Nevertheless, it is recommended that students possess theoretical and practical foundations on the basics of literary and linguistic studies. Although not required, a background

## 2207 - Master's Degree in Language and Literature Research

- To acquire an interest in encouraging, through academic and professional concepts, the scientific, social and cultural progress of a society based on the knowledge of the field of languages and literatures.
- To be capable of conceiving, designing and implementing a research process in the field of languages and literatures with responsibility and scientific rigour.
- Poder contribuir a través de las monografías, trabajos de análisis y, principalmente, del Trabajo de fin de Máster, a ampliar las fronteras del conocimiento desarrollando un corpus que pueda merecer su publicación.
- To develop an ethical commitment, focusing on aspects such as gender equality, equality of opportunities, values of culture of peace, democratic values and environmental and sustainability issues, as well as the knowledge and appreciation of diversity and multiculturalism.
- To acquire the appropriate methodologies for scientific research in languages and literatures.
- To be capable of locating, managing and synthesising specialised bibliographic information, in both the target language used in the Master's Degree and other modern languages, either in libraries or in physical or online archives.



- Demostrar conocimiento y experiencia en el manejo de herramientas, programas y aplicaciones informáticas específicas para la investigación en el campo de la Filología.
- To acquire the sufficient knowledge for approaching texts scientifically from different contextual perspectives.
- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.

At the end of this module students must be able to:

- Apply appropriate methodologies so as to carry out rigorous scientific research in languages and literatures.
- Locate, manage and synthesise specialised bibliographic information in different languages and literatures, both in libraries and physical or online archives.
- Demonstrate the correct use of computer tools, programs and applications applied to research in languages and literatures.
- Explain and evaluate texts with scientific rigour from different contextual perspectives.
- Use techniques for corpus compilation for future research.

## DESCRIPTION OF CONTENTS

### 1. Current debates in linguistic theory

#### 1. Cognitive linguistics

##### 1.1 The theory of metaphor: how speakers classify reality

##### 1.2 Prototype theory and basic levels: if it looks like a rat, it must be a rabbit

#### 2. Speech Acts Theory: is an old theory capable of solving new problems?

#### 3. Formulation theory: totally unworkable?

#### 4. Relevance theory: basic communication

#### 5. The hermeneutics of the receiver: how is oral discourse constructed



## **2. Advanced techniques for research in languages**

### 1. Scientific research

- 1.1. The scientific method: approaching and defining the problem, asking research questions, establishing hypothesis, types of hypothesis
- 1.2. The scientific process: phases, central role of background literature and previous studies, research scope, limitations to research, types of scientific publications

### 2. Quantitative Research methods

- 2.1. Main features, tools and techniques for data gathering
- 2.2. Sample types
- 2.3. Analysis of results: validity and reliability
- 2.4. Advantages and drawbacks

### 3. Qualitative Research methods

- 3.1. Main features, tools and techniques for data gathering
- 3.2. Analysis of results: validity and reliability
- 3.3. Advantages and drawbacks

### 4. Mixed Methods

- 4.1. Main features, tools and techniques for data gathering
- 4.2. Analysis of results: validity and reliability
- 4.3. Advantages and drawbacks

## **3. Current debates in literary theory**

- 3.1. "Feminist" theory: Simone de Beauvoir and Judith Butler as a point of departure.
- 3.2. Transnational feminism - power relations
- 3.3. Study of intersectionality and its representation in literature (gender, ethnicity, social class).
- 3.4. The "female gaze" and different forms of intersectionality.

## **4. Advanced techniques for research in literatures**

- 4.1. Study of the theatrical historiographical presence of human, non-human or mechanical animal performer in the European post-dramatic spectacle, within the framework of 'Animal Studies'
- 4.2. Articulation of the bioethical issues inherent to the staging of the live non-human animal in France, from 1977 to the present day
- 4.3. Ethological manifestations identified in the staging of animals
- 4.4. Semiotic reflection on the notion of theatrical authenticity in accordance with post-structuralist parameters

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	65,00	100
Study and independent work	185,00	0
<b>TOTAL</b>	<b>250,00</b>	

**TEACHING METHODOLOGY**

The classes will be organised according to the following teaching methodologies:

- Lectures
- Classroom practice
- Search for literary sources
- Reading and analysis of texts and sources
- Presentation and debate
- Elaboration of portfolios

**EVALUATION**

The evaluation may include class attendance, class presentations and practical activities and tasks submitted, in such a way that the acquisition of the established competences is guaranteed.

Both in class presentations and practical activities and tasks submitted, the teacher will evaluate how related their contents are to the topics covered in class, as well as the scientific rigour applied and the appropriate oral and written expression in their presentation. The teacher may ask for a written paper to be assessed. The paper length must not exceed from 5,000-6,000 words.

Students can re-submit their activities in a second call. Both individual and group presentations will be made individually in a date set by the teacher.

In order to be eligible for evaluation, students must attend 80% of the classes of each part of the module.

Each of the four parts of the subject is worth 25% of the student's final mark.

If any plagiarism is detected, the overall mark will be a FAIL.

**REFERENCES****Basic****- TEMA 1: DEBATES ACTUALES DE LA TEORÍA LINGÜÍSTICA**

- BLAKEMORE, D. (2002): *Relevance and linguistic meaning*. Cambridge: CUP.
- ESCANDELL, V./AMENÓS, J./AHERN, O. (eds.) (2020): *Pragmática*. Madrid: Akal.
- FERNÁNDEZ, J. (2019): *El abecé de la lingüística cognitiva*. Madrid: Arco Libros.
- GALLARDO, B. (1996): *Análisis conversacional y pragmática del receptor*. Valencia: Episteme.
- LOUREDA, Ó./SCHROTT, A. (2021): *Manual de lingüística del hablar*. Berlín/Boston: de Gruyter.
- PORTOLÉS, J. (2010): *Pragmática para hispanistas*. Madrid: Síntesis.
- PONS, S. (2004): *Conceptos y aplicaciones de la Teoría de la Relevancia*. Madrid: Arco.

**- TEMA 2: TÉCNICAS AVANZADAS DE INVESTIGACIÓN EN LENGUAS**

- CANTOS GÓMEZ, P. (2013). *Statistical Methods in Language and Linguistic Research*. Sheffield: Equinox.
- CRESWELL, J. W. (2003). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks / London: SAGE.
- DÖRNYE, Z. (2007). *Research Methods in Applied Linguistics. Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- LITOSSELITI, L. (ed.). (2018). *Research Methods in Linguistics (2nd edition)*. London: Bloomsbury.
- McKINLEY, J. & ROSE, H. (2020). *The Routledge Handbook of Research Methods in Applied Linguistics*. New York: Routledge.
- JIMÉNEZ RUIZ, J. L. (2007). *Metodología de la Investigación Lingüística*. Publicaciones de la Universidad de Alicante.
- PERRY, F. L. (2017). *Research in Applied Linguistics: Becoming a Discerning Consumer*. New York: Routledge. DOI: <https://doi.org/10.4324/9781315394664>

**- TEMA 3: DEBATES ACTUALES DE LA TEORÍA LITERARIA**

- Beauvoir, Simone. *El segundo sexo*. Madrid: Catedra, 2017 [1949].
- Butler, Judith. *Actos performativos y constitución del género: un ensayo sobre fenomenología y teoría feminista*. En: Sue-Ellen Case (ed.). *Performing Feminisms: Feminist Critical Theory and Theatre*. Baltimore: Johns Hopkins University Press, 1990, 270-282.
- Carbin, Maria; Edenheim, Sara. *The intersectional turn in feminist theory. A dream of a common language?* En: *European Journal of Women Studies* 20.3 (2013): 233-248.
- Foucault, Michel. *The subject and power*. En: *Critical Inquiry* 8.4 (1982): 777-795.
- French, Lisa. *The Female Gaze in Documentary Film. An international Perspective*. Switzerland: Palgrave Macmillan, 2021.
- Kang, Miliann; Lessard, Donovan; Heston, Laura; Nordmarken, Sonny. *Introduction to Women, Gender, Sexuality Studies*. Amherst: University of Massachusetts Amherst Libraries 2017.
- La Spina, Encarnación; Cruz Ayuso, Cristina de la; Morondo Taramundi, Dolores; La Spina, Encarnación. *Desigualdades complejas e interseccionalidad: una revisión crítica*. Madrid: Dykinson,



2020.

Raewyn, Connell. Transsexual women and feminist thought: Toward new understanding and new politics. En: *Signs* 37.4 (2012): 857-881.

Vergès, Françoise. Una teoria feminista de la violència: por una política antirracista de la protecció. Madrid: Akal, 2022.

Wade, Lisa; Marx Ferree, Myra. *Gender: Ideas, Interactions, Institutions*. NY: Norton, 2015.

#### TEMA 4: TÉCNICAS AVANZADAS DE INVESTIGACIÓN EN LITERATURA

ARONS, W. & T. May (eds.) (2012). *Readings in Performance and Ecology*. New York: Palgrave.

BOUISSAC, P. (1976). *Circus and Culture: A Semiotic Approach*. Bloomington: Indiana UP.

BOYDE, M. (2014). *Captured: The Animal within Culture*. Basingstoke: Palgrave Macmillan.

CHAUDHURI, U & H. HUGHES (2014) (eds). *Animal Acts. Performing Species Today*. Ann Arbor: Michigan UP.

DE MELLO, Margo (2012). *Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia UP.

GONZÁLEZ REQUENA, J. (1985). Introducción a una teoría del espectáculo, *Telos* 4, 35-44.

LAUFER, P. (2011). *No Animals Were Harmed. The Controversial Line Between Entertainment and Abuse*. New York: The Lyons Press.

OROZCO, L. (2013). *Theatre and Animals*. London: Palgrave.

PARKER-STARBUCK, J. & L. Orozco (2015). *Performing Animality: Animals in Performance Practices*. London: Palgrave.

WILSON, D. A. H. (2015). *The Welfare of Performing Animals*. New York: Springer.