COURSE DATA

Data Subject

Code	44225
Name	Applied corpus linguistics
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term
2243 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	First term

Subject-matter

Degree	Subject-matter	Character
2196 - M.D. in Advanced English Studies	2 - Applied corpus linguistics	Obligatory
2243 - M.D. in Advanced English Studies	2 - Applied corpus linguistics	Obligatory

Coordination

Name	Department
FUSTER MARQUEZ, MIGUEL	155 - English and German
GREGORI SIGNES, CARMEN	155 - English and German

SUMMARY

This course is designed as an introduction to the various techniques employed in accessing and compiling a corpus. The course offers an overview of the recent advances and methods in corpus linguistics and their contribution to the current research in various fields, with specific focus on applied linguistics. Its primary objective is to understand the potential of applying the techniques used in corpus linguistics to the analysis of typologically different texts using mainly public online reference corpora of various kinds. Additionally, the course will instruct on a number of steps and parameters to build one's own corpora, and implementing morphological and semantic annotation. This will enhance the students' understanding of the quantitative and qualitative results obtained in their analysis and how to interpret these results.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

No previous knowledge in linguistics is required. A solid C1 level of English is highly recommended.

OUTCOMES

2196 - M.D. in Advanced English Studies

-   Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

-   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.

-   Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

-   Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

-   Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

-   Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

-   Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

-   Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.

-   Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

-   Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

-   Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

LEARNING OUTCOMES

1. To become acquainted with current research in Corpus Linguistics in theoretical and applied fields in the English language.

2. To identify the typology, organisation, subject matter and use of corpora in the area of Applied Linguistics.

3. To be able to employ software tools to obtain and interpret data.

4. To know how to store information in appropriate databases and according to solid selection criteria.

5. To be aware of methods for the presentation of data.

6. To be able to interpret language data at a quantitative level through the use of different statistical techniques and tools.

7. To be able to relate the quantitative and qualitative analysis with the theoretical foundations of current research methods.

8. To be aware of the parameters for the elaboration of your own corpus to be used in areas such as the teaching of English, translation, English for academic and professional purposes, media, or political discourse.

9. To encourage the use of data extracted from native language and / or learner-produced language and the knowledge of basic notions of corpus annotation and data processing.

DESCRIPTION OF CONTENTS

1. Introduction to Corpus linguistics

Introductory Session: Teaching guide (syllabus, methodology & assessment).

General introduction to Corpus Linguistics and methodologies.

Some useful interfaces in the field.

Corpus Data and Corpus Design.

Software tools and documents for following sessions.

2. Introduction to the use of free software

Introducing free concordancers.

Downloading docs and converting them to plain text.

Basic techniques in the exploration of corpora: Words Lists, Concordancing, Plot, Collocates and Clusters.

3. Use of sketch engine

Introducing Sketch Engine to create one's own corpus and explore in-built corpora.

Annotation systems in Sketch Engine.

English reference corpora in Sketch Engine.

Sketch Engine tools: key terms, keywords, word sketches and n-grams.

4. Exploration of online english reference corpora

The value of reference corpora for your own corpus research.
Exploration of prestigious online public corpora.
Exploring some of their basic techniques.

5. Quantification and interpretation of corpus results

Critical appraisal of the contribution of corpus linguistics in recent research.
Statistical analysis of quantitative data and its significance in correlation with qualitative analysis.

6. Assessment

Written test

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Development of group work	8,00	0
Development of individual work	8,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	10,00	0
Preparation of practical classes and problem	2,00	0
Resolution of case studies	3,00	0
TOTAL	**75,00**	

TEACHING METHODOLOGY

TM1. Theory lectures.

TM2. Group work.

TM3. Set readings (autonomous reading or with classroom discussion, selecting relevant information, relating concepts, studying, completing work sheets, writing outlines or summaries).

TM4. Design and development of tasks for its oral or written presentation.

TM5. Theoretical and practical problem solving. Corpus compilation for data analysis. Different genres and modes (written, oral, visual, digital and / or multimodal).

EVALUATION

ASSESSMENT BREAKDOWN FOR FIRST CALL:

1. Active participation (attendance required): 20%
2. Assessment of competences through written test: 30%
3. Assessment of competences through in-class written/oral projects: 50%

ASSESSMENT BREAKDOWN FOR SECOND CALL:

1. Tasks carried out through active participation are compensated with a practical test: 20%
2. Assessment of competences through written test: 30%
3. Assessment of competences through projects by means of a practical test. Students should prove acquaintance with corpus methodologies: 50%

Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.

REFERENCES

Basic

- Baker, Paul & Tony McEnery (2015) (eds.), Corpora and discourse studies: Integrating discourse and corpora (Palgrave Advances in Language and Linguistics). Basingstoke: Palgrave Macmillan.

- Cantos Gómez, Pascual (2013) Statistical method in language and linguistic research. Oakville, CT: Equinox.

- Garside, Roger, Geoffrey Leech & Tony McEnery (eds) (1997) Corpus Annotation: Linguistic Information from Computer Text Corpora, London-New York: Routledge.

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- Fuster-Márquez, M. & Almela, M. (2017) Words, Corpus and Back to Words. Quaderns de Filologia: Estudis Linguistics 22. Universitat de València.

- Fuster-Márquez, M. & Gregori-Signes, Carmen (2018) Persuading Consumers: The Use of Conditional constructions in British Hotel Websites. Discourse and Communication 12(6): 587-607.

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Additional

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- Flowerdew, Lynne (2012) Corpora and Language Education. Houndmills: Palgrave Macmillan.

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- Meunier, Fanny et al. (eds) (2011) A taste for corpora: in honour of Sylviane Granger. Amsterdam-Philadelphia: John Benjamins.

- OKeefe, Anne, Michael McCarthy & Ronald Carter (2007) From corpus to classroom: language use and language teaching, Cambridge: C.U.P.

- Partington, Alan (1998) Patterns of Meaning. Philadelphia: John Benjamins Publishing Company.

- Renouf, Antoinette & Andrew Kehoe (2009) Language and Computers Studies in Practical Linguistics, Vol. 69. Corpus Linguistics: refinements and reassessments, Amsterdam-New York: Rodopi.

- Stubbs, Michael (2001) Words and Phrases: Corpus Studies of Lexical Semantics. Wiley.