



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO  
**MÁSTER UNIVERSITARIO EN  
 ESTUDIOS INGLESES AVANZADOS:  
 LINGÜÍSTICA COGNITIVA,  
 LITERATURA Y EDUCACIÓN B**



2024/25 YEAR

**INTRODUCCIÓN A MÉTODOS DE  
 INVESTIGACIÓN EN LINGÜÍSTICA  
 INGLESA**

### Course details

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**Course name:** INTRODUCCIÓN A MÉTODOS DE INVESTIGACIÓN EN LINGÜÍSTICA INGLESA

**Code:** 103411

**Degree/Master:** MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES  
 AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y  
 EDUCACIÓN B

**Year:** 1

**ECTS Credits:** 4.0

**Classroom hours:** 16

**Face-to-face classroom percentage:** 16.0%

**Study hours:** 84

**Online platform:** <https://moodle.uco.es/>

### Coordinating teacher

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### Brief description of the contents

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- Learning how to design a well-defined research project in the field of English cognitive linguistics, with a correct specification of its scientific context (antecedents and state of the art), its aims and main research questions and hypotheses, and the research methodology followed.
- Acquiring solid basic knowledge of the wide gamut of research methods applicable in the development of research projects in English cognitive linguistics.
- Getting acquainted and familiar with the main sources of scientific information on general and English cognitive linguistics.
- Getting familiar with the formal structure and the usual publication guidelines observed in journal articles, book chapters and books in the fields of general and English linguistics.
- Learning to use and apply some of the more frequently-used scientific methods in the fields of General and English cognitive linguistics.
- To devise research strategies that help students to develop a structured approach to the usage-

based analysis of  
grammatical phenomena in English.

## Prerequisites

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### Prerequisites established in the study plan

Students are required to be competent in English at level B2.

See also section 4.2. of the "Memoria de verificación": (<https://www.uco.es/idep/masteres/sites/default/files/archivos/documentos/Verificas/estudios-ingleses-avanzados.pdf>)

### Recommendations

None specified.

## Study programme

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### 1. Theory contents

#### 1. How to design a scientific project in cognitive linguistics, especially in English cognitive linguistics

Survey of specialized literature and state of the art

Aims

Research questions and hypotheses

Methodology

#### 2. From Construction Grammar(s) to Applied/Pedagogical Grammar

Pedagogical Cognitive Grammar

Applied Construction Grammar/Pedagogical Construction Grammar

Language learning in adult grammar in Construction Grammar(s)

From theory to pedagogical implementation: A case study of the family of subjective-transitive constructions in English and Spanish

#### 3. Quantitative methods in linguistic research

Preliminaries

The COCA corpus. Functions

Sketch engine

Corpus linguistics applications

A glimpse of psycholinguistic and neuronal methods

#### 4. A usage-based approach to grammatical analysis

Usage-based construction grammar

Exploring and refining the notion of "coercion"

How can we apply a usage-based methodology in our research? Practical examples

### 2. Practical contents

- Study questions and brief application exercises at the end of each thematic unit.

- Short compulsory paper (approximately 2000-2500 words), written under one of the instructors' supervision,

consisting in the design of a simple, pilot research paper following the project design model explained in unit 1,  
and applying one of these three methods (or a combination thereof):

- Corpus linguistics: Students will use one of the digital corpora and / or corpora management systems available at the UCO, especially Sketch engine.
- Usage-based approaches to grammar.
- The pedagogical implementation of Construction Grammar(s).

## Bibliography

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### 1. Basic Bibliography

Barcelona, Antonio. 2018. General description of the metonymy database in the Córdoba project, with particular attention to the issues of hierarchy, prototypicality, and taxonomic domains. In Olga Blanco; Antonio Barcelona;

Rossella Pannain. 2018. Conceptual Metonymy. Methodological, theoretical, and descriptive issues (27-54). Amsterdam: John Benjamins.

Dabrowska, Ewa and Dagmar Divjak. 2015. Handbook of Cognitive Linguistics. Berlin / New York: Mouton de Gruyter.

Diessel, Holger. 2015. Usage-based construction grammar. In E. Dabrowska and D. Divjak (Eds.), Handbook of Cognitive Linguistics, 295-321. Berlin: Mouton de Gruyter.

Gonzalez-Marquez, Mónica; Irene Mittelberg; Seana Coulson & Michael Spivey. 2007. Methods in Cognitive Linguistics. Amsterdam: John Benjamins.

González-García, F. 2019. Exploring the pedagogical potential of vertical and horizontal relations in the constructicon: The case of the family of subjective-transitive constructions with *decir* in Spanish. In Llopis-García, Reyes & Alberto Hijazo-Gascón (Eds). Applied cognitive linguistics to L2 acquisition and learning: Research and convergence. International Review of Applied Linguistics 57(1), 121-145.

Linguist, H. 2009. Corpus Linguistics and the Description of English. Edinburgh: University Press.

Litosselitti, L. (ed.). 2011. Research Methods in Linguistics. London-New York: Continuum International Publishing Group.

Svenja V. and F. Kretzschmar. 2021. Introducing Linguistic Research. Cambridge: University Press.

Ruiz de Mendoza, F.J. and Mairal Usón, R. 2011. Constraints on syntactic alternation: Lexicalconstructional subsumption in the Lexical-Constructional Model. In P. Guerrero Medina (Ed.) Morphosyntactic alternations in English. Functional and cognitive perspectives, 62-82. Sheffield: Equinox Publishing.

Spapé M.M., Verdonschot, R.G., Van Dantzig, S., & van Steenbergen, H. 2014. The E-Primer: An introduction to creating psychological experiments in E-Prime. Leiden University Press.

## 2. Further reading

Additional recommendations for further reading will be given in the course.

## Methodology

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### Clarifications

Attendance to 80% of face-to-face activities is required. Students (especially part-time students) who justify their inability to attend that percentage of classroom activities will be asked to compensate for those absences in several ways to be determined by the instructor. Part-time students should take a final exam.

### Face-to-face activities

Activity	Total
<i>Information processing activities</i>	6
<i>Projects based on the course contents</i>	4
<i>Written expression activities</i>	6
<b>Total hours</b>	<b>16</b>

### Off-site activities

Activity	Total
<i>Information processing activities</i>	34
<i>Information search activities</i>	50
<b>Total hours</b>	<b>84</b>

## Results of the training and learning process

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### Knowledge, competencies and skills

- CB6 Possess and understand knowledge that provides a base or opportunity for originality in the development and/or application of ideas, often in a research context.
- CB9 Students know how to communicate their conclusions and the knowledge and underlying reasons that underpin them to specialised and non-specialised audiences in a clear and unambiguous manner.

- CE15 Be able to design and carry out a research project in the field of English language, English literature or bilingual education, using the pertinent sources and scientific methodology, and be able to correctly present, in academic English, the research results before a specialised audience.
- CG1 Know how to identify investigation questions and answer them through the development of a research project.
- CG2 Possess the learning ability which allows a fulfilment of critical analysis, evaluation and synthesis of new ideas.
- CG4 Be able to understand and apply advanced models and methods of qualitative and quantitative analysis in the corresponding field.
- CT1 Know how to handle scientific sources of information and useful resources for study and research.
- CT2 Develop skills needed for correct oral, written and graphic communication.
- CT4 Be able to edit and present the results of one's own research in the form of a scientific article to a specialised audience.
- CT5 Professionally strive for the respect and promotion of human rights, the principles of universal accessibility for people with disabilities, the respect of basic equality rights and compliance with the very values pertaining to a peaceful culture with democratic values.

### Assessment methods and instruments

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Tools	Percentage
Attendance checklist	10%
Means of practical execution	10%
Students assignments	80%

**Period of validity for partial qualifications:**

Until the end of the current academic year.

**Clarifications:**

Plagiarism and/or cheating during the performance of ANY of the assignments carried out during the course will entail instant failure. This also includes the use of any artificial intelligence tools.

**Sustainable development goals**

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Quality education

**Other Faculty**

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*The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).*

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