



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 LA INVESTIGACIÓN
EN CONTEXTOS BILINGÜES**

Course details

Course name: INTRODUCCIÓN A LA INVESTIGACIÓN EN CONTEXTOS BILINGÜES

Code: 103412

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

Introduction to Research in Bilingual Contexts provides a foundational overview of the methodologies, theories, and key concepts essential for conducting research in bilingual settings.

Prerequisites

Prerequisites established in the study plan

Prerequisites established in the study plan

Recommendations

Students should be competent in English at level B2.

Study programme

1. Theory contents

1. Steps towards a successful research
2. Fundamental principles of EFL research
3. Choice of Subject
4. Select topic
5. Test topic
6. Search and Select
7. Libraries. Online-databases
8. Research questions
9. Objectives
10. Hypotheses
11. Methodology
12. Identifying the type of methodology (quantitative vs. qualitative)
13. Describing elements in methodology (participants, instruments...)
14. Instruments: validation
15. Discussion and Conclusions

2. Practical contents

Project implementation

1. Rationale
2. Design
3. Data gathering
4. Analysis
5. Conclusion

Bibliography

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Bryman, A., Becker, S. & Sempik, J. 'Quality Criteria for Quantitative, Qualitative and Mixed Methods Research: A

View from Social Policy', International Journal of Social Research Methodology, Vol. 11 Issue. 4, pp. 261-276.

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Freese, Jeremy. 'Replication Standards for Quantitative Social Science: Why not Sociology?' Sociological Methods and Research, Vol. 36, No. 2, pp. 153 - 172 Sage, 2007 London reference collections shelfmark: P. 521/3436 *

Gartrell, C. D. and J. W. Gartrell. 'Positivism in Sociological Research: USA and UK (1966-1990)' British Journal of Sociology, Vol. 53, No. 4, pp. 639-58 Blackwell, 2002 London reference collections shelfmark: AC.2363/15 DS shelfmark: 2324.800000

Long, J. Scott. 'Introduction to Common Problems in Quantitative Social Research: A Special Issue of Sociological Methods and Research', Sociological Methods & Research, Vol. 16: pp. 3 - 7 Sage, 1987 London reference collections shelfmark: P.521/3436 * DS shelfmark: 8319.629500

Lozano, Luis M., Garcia-Cueto, Eduardo. & Muniz, Jose. 'Effect of the Number of Response Categories on the Reliability and Validity of Rating Scales' Methodology, Vol. 4. No. 2, pp. 73 - 79 Hogrefe & Huber, 2008 DS shelfmark: 5746.447400

Onwuegbuzie, A. & Leech, N. L. 'On Becoming a Pragmatic Researcher: The Importance of Combining Qualitative and Quantitative Research Methodologies', International Journal of Social Research Methodology, Vol. 8 Issue. 5, pp. 375-387 Taylor and Francis, 2005 DS shelfmark: 4542.565000

Ryan, Louise & Golden, Anne. '"Tick the Box Please": A Reflexive Approach to Doing Quantitative Social Research' Sociology, Vol. 40, pp. 1191 - 1200 Sage, 2006 London reference collections shelfmark: P.521/264 * DS shelfmark: 8319.670000

Methodology

Clarifications

Students will be guided towards the final implementation of their project in the different class workshops.

Face-to-face activities

Activity	Total
<i>Information processing activities</i>	4
<i>Reading comprehension, listening, visual, etc. activities</i>	4
<i>Written expression activities</i>	8
Total hours	16

Off-site activities

Activity	Total
<i>Information processing activities</i>	64
<i>Information search activities</i>	20
Total hours	84

Results of the training and learning process

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 To be able to design and carry out a research project on English linguistics, English literature or Bilingual Education, using relevant sources and scientific methodology. To be able to present the results to a specialised audience using appropriate English.
- CG1 To know how to identify research questions and provide answers by means of developing a research project.
- CG4 To be able to understand and apply the models and advanced methods of qualitative and quantitative analysis in the area of the corresponding subject.
- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

Assessment methods and instruments

Tools	Percentage
Group or individual globalizing projects	80%
Means of practical execution	10%
Students assignments	10%

Period of validity for partial qualifications:

One academic year

Sustainable development goals

Quality education

Gender equality

Peace, justice and strong institutions

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).
