

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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:

LECTURER INFORMATION

Name: ÁVILA LÓPEZ, FRANCISCO JAVIER (Coordinator)

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Area: FILOLOGÍA INGLESA

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Name: GÓMEZ PARRA, MARÍA ELENA

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Area: FILOLOGÍA INGLESA

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Name: GUTIERREZ RUBIO, DAVID

Department: MATEMÁTICAS

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

Students should be competent in English at level B2.



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INTENDED LEARNING OUTCOMES

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.

OBJECTIVES

1. To design, plan and implement real educational research projects.
2. To understand and apply the models and advanced methods of qualitative and quantitative analysis in the field of education, specifically in bilingual education contexts.
3. To use research resources in scientific fields related to bilingual education, including bibliographic tools, programs and specific applications

CONTENT

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



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- 16. References
- 17. Data Analysis. Basics

2. Practical contents

Project implementation

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

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

Clarifications

Students will complement with activities on a 50% of additional work basis.

Face-to-face activities

Activity	Total
<i>Case study</i>	1
<i>Group presentation</i>	2
<i>Group work (cooperative)</i>	2
<i>Lectures</i>	10
<i>Text commentary</i>	1
Total hours	16

Off-site activities

Activity	Total
<i>Analysis</i>	11
<i>Information search</i>	21
<i>Reference search</i>	11
<i>Self-study</i>	41
Total hours	84

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WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities

Clarifications

All materials will be available in Moodle

EVALUATION

Tools	Percentage
Assignments and projects	60%
Case studies	10%
Group work	30%

Period of validity for partial qualifications:

One academic year

Clarifications:

Para poder ser evaluado el alumno debe asistir al 80% de las sesiones programadas.

Clarifications:

BIBLIOGRAPHY

1. Basic Bibliography

Bryman, Alan. 'The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology?'. British Journal of Sociology Vol. 35, pp. 75 - 92 Blackwell, 1984 London reference collections shelfmark:AC. 2363/15 DS shelfmark: 2324.800000.

Bryman, Alan 'Integrating quantitative and qualitative research: how is it done?' Qualitative research, Vol.6, No. 1, pp. 97 - 113 Sage, 2006 London reference collections shelfmark: ZC.9.a.6678 DS shelfmark: 7168.124380

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. Taylor and Francis, 2008 DS shelfmark: 4542.565000

Bulmer M. 'Why Don't Sociologists Make More Use of Official Statistics?' Sociology Vol. 14, No. 4, pp. 505-523. Sage, 1980 London reference collections shelfmark: P.521/264 * DS shelfmark: 8319.670000

Bulmer, M. 'Social Measurement: What stands in its way?' Social Research, Vol. 68, No.2. pp.455 - 480 New York. School for Social Research, 2001 London reference collections shelfmark: AC.2273.fa. DS shelfmark: 8318.150000

Burgess, Robert. 'Qualitative and Quantitative Social Research: Papers in Honor of Paul F. Lazarsfeld' Sociology, Vol. 14: pp. 667 - 668 Sage, 1980 London reference collections shelfmark: P.521/264 * DS shelfmark:8319.670000

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



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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

2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.