



Methodologies of
Research

Master in Bilingual
Education



UNIVERSIDAD
NEBRIJA

GUÍA DOCENTE

Subject: Research Methods

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Semester:

Professor/Available teaching staff: Dr. Bernhard Angele/Alice Foucart/Jon

Andoni Duñabeitia Landaburu

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competencies

Basic competencies

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competencies

CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.

CG4 To be capable of carrying out a critical analysis, evaluation, and synthesis of new and complex ideas that allow autonomy in training and the ongoing updating of knowledge in the area of foreign language training.

CG5 To be capable of transmitting social and cultural values in accordance with the current multilingual and multicultural reality.

CG6 To know how to communicate with colleagues within the academic community and with society in general about their area of knowledge in an environment of bilingual education.

CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.

CG10 To know about and to apply methodologies and basic techniques of educational research in an environment of bilingual education.

Specific competencies

CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish.

CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.

CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE12 To know about the different variables in the process of foreign teaching/learning from the student's perspective and their communicative needs; both the process itself and their ongoing evaluation and certification.

CE36 To demonstrate the ability to research different didactic aspects of bilingual education.

CE37 To design, utilise, and interpret the most basic and most applied educational indicators to describe the situation of educational institutions.

CE38 To become familiar with the design, development, and evaluation of educational research on the teaching and learning of foreign/second language.

1.2. Learning outcomes:

At the end of the subject, the student must:

Basic competencies: CB6, CB7, CB8, CB9, CB10

General competencies: CG2, CG4, CG5, CG6, CG7, CG10

Specific competencies: CE3, CE4, CE5, CE6, CE8, CE9, CE10, CE12, CE36, CE37, CE38

The learning results expected of the students is as follows

- That they know the linguistic and cultural problems of teaching/learning a foreign language.
- That they are capable of carrying out a critical analysis, evaluation, and synthesis of ideas in said field.
- That they are capable of transmitting social and cultural values that attend to the multicultural and multilingual reality of Europe.
- That they know how to communicate with the academic community and society in general about teaching/learning a foreign language.
- That they know how to base their teaching practice in an informed manner in accordance with the knowledge acquired.
- That they acquire the basic theoretical knowledge designed as the basis for an informed teaching practice.
- That they know, and know how to apply the basic techniques of educational research.
- That they know the instruments of planning and evaluation necessary in the teaching/learning of English/Spanish.
- That they develop and apply didactic methodologies adapted to the diversity of students in English/Spanish bilingual classrooms.
- That they evaluate linguistic and socio-cultural content in English/Spanish bilingual teaching.
- That they incorporate new strategies, teaching materials, and IT to activities in the English/Spanish bilingual classroom.
- That they are capable of using specialist terminology in English and Spanish in the field of second language acquisition.
- That they are capable of assessing, selecting, and using suitable literary texts for the development of linguistic competency and their proximity to the socio-cultural context of English/Spanish foreign language.

- That they be capable of communicating with fluency at C1 level of the European Common Framework.
- That they know the different variables of the teaching/learning process of the foreign language from the students' perspective and their communicative needs; the process itself, and their ongoing evaluation and certification.
- That they know and analyse the current educational legislation with reference to bilingual and plurilingual centres.
- That they know and analyse the nature of work in bilingual centres as well as the institutional conditions that provide the framework.
- That they acquire the capacity to research different aspects of didactics in environmental environments.
- That they acquire the capacity to elaborate, use, and interpret the basic educational indicators used to describe the situation of educational institutions.
- That they become familiar with the design, development, and evaluation of educational institutions.
- That they know and know how to apply the basic techniques of educational research.

2. CONTENTS

2.1. Previous requirements:

None

2.2. Description of contents:

This course aims to introduce students to develop a research project.

2.3. Detailed content:

1. Steps to develop a research project. Design and stages.
2. Scientific research: methodological and statistical foundations.
3. The theoretical framework: research and scientific argumentation.
4. / Procedures for collecting data to avoid bias.
5. The design of questionnaires and other analytical tools.
6. Documentation, interpretation and presentation of results. Visual and graphic support.
7. Writing and linguistic conventions. Reviewing and adapting register.
8. Identification of limitations of a project and description of future lines of research.

2.4. Training activities

Blended modality:

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	25%

Online modality:

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	25%

2.5 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. SYSTEMS OF EVALUATION :

3.1 Grading

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2 Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final Exam	60%

3.3 Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance

Students who, without justification, fail to attend more than 25% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4. Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4. BIBLIOGRAPHY:

Basic Bibliography

- Brown, J. D. (1984). Understanding research in second language learning. Cambridge, MA: Cambridge University Press.
- Carrasco, J. B., & Calderero Hernández, J. F. (2000). Aprendo a investigar en educación. Madrid, España: Ediciones Rialp.
- Dörnyei, Z. (2007). Research Methods in Applied Linguistics. New York, NY: Oxford University Press.
- Herrera Soler, H., Martínez Arias, R., & Amengual Pizarro, M. (2011). Estadística aplicada a la investigación lingüística. Madrid, España: Editorial EOS.
- Larsen-Freeman, D., & Long, M. H. (1991). Introducción al estudio de la adquisición de lenguas. Madrid, España: Gredos.
- Mackey A., & Gass M. S. (2005). Second language research. New York, NY: Routledge.
- Nunan, D. (1992). Research methods in language learning. Cambridge, MA: Cambridge University Press.
- Seliger, H. W., & Shohamy, E. (1989). Second language research methods. Oxford: Oxford University Press.
- Silverman, D. (2009). Doing Qualitative Research. London, UK: Sage Publications.

Recommended Bibliography

- Alcina Franch, J. (1994). Aprender a investigar. Métodos de trabajo para la redacción de tesis doctorales (Humanidades y Ciencias Sociales). Madrid, España: Compañía Literaria.
- Arnau Gras, J. A., Anguera Argilaga, M. T., & Gómez Benito, J. (1990). Metodología de la investigación en ciencias del comportamiento. Murcia, España: Universidad de Murcia.
- Borg, W. R., & Gall, M. D. (1989). Educational research. New York: London.
- Creswell, J. W. (1994). Research design: Qualitative and quantitative approaches. London, UK: SAGE.
- Delgado, A. R., & Prieto, G. (1997). Introducción a los métodos de investigación de la psicología. Madrid, España: Ediciones Pirámide.
- Denzin, N., & Lincoln, Y. S. (1994). Handbook of qualitative research. London, UK: Sage.
- Dörnyei, Z. (2010). Questionnaires in second language research: Construction, administration, and processing (2nd ed.). New York, NY: Routledge.
- Gass, S., Sorace, A., & Selinker, L. (1999). Second language data analysis. Mahwah, NJ: Lawrence Erlbaum.
- Graziano, A. M., & Raulin, M. L. (1997). Research methods: A process of inquiry. New York, NY: Longman.
- Greenfield, T. (Ed.). (1996). Research methods: Guidance for postgraduates. London, UK: Arnold.
- Hernández, R., Fernández, C., & Baptista, P. (2007). Planteamiento del problema: objetivos, preguntas de investigación y justificación del estudio. En R. Hernández, C. Fernández, & P. Baptista (Eds.), Fundamentos de metodología de la investigación (pp. 7-14). Madrid: McGraw Hill.
- Leedy, P. D. (1989). Practical research: Planning and design. New York, NY: Macmillan College Publishing Company.
- León, G., & Montero, I. (2002). El problema, los participantes y la evidencia empírica. En León, G. & Montero, I. (Eds.), Métodos de investigación en Psicología y Educación (pp. 25-65). Madrid, España: McGraw Hill.
- [7]
- Locke, L. F., Silverman, S. J., & Spirduso, W. W. (1998). Reading and understanding research. London, UK: SAGE.
- López Morales, H. (1994). Métodos de investigación lingüística. Salamanca, España: Ediciones Colegio de España.
- Mackey A., & Gass M. S., (2007). Data elicitation for Second and Foreign Language Research. New York, NY: Routledge.
- Martella, R. C., Nelson, R., & Marchand-Martella, N. E. (1999). Research methods: Learning to become a critical research consumer. Boston: Allyn and Bacon.
- Ruiz Olabuénaga, J. I. (1999). Metodología de la investigación cualitativa. Bilbao, España: Universidad de Deusto.
- Salkind, N. J. (1994). Exploring research. New York, NY: Macmillan College Publishing Company.
- Schloss, P. J., & Smith, M. A. (1999). Conducting research. Upper Saddle River, NJ: PrenticeHall.
- Tarone, E., & Gass, S. (Eds.) (1994). Research methodology in second language acquisition. Hillsdale, NJ: Lawrence Erlbaum.

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>