Universitat de Lleida

DEGREE CURRICULUM

INTRODUCTION TO SCIENTIFIC RESEARCH

Coordination: SABATE DALMAU, MARIA

Academic year 2022-23

INTRODUCTION TO SCIENTIFIC RESEARCH 2022-23

Subject's general information

Subject name	INTRODUCTION TO SCIENTIFIC RESEARCH
Code	12355
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology	Degree	Course	Character	Modality
	Master's Degree in Applied Languages	1	OPTIONAL	Virtual learning

Course number of credits (ECTS)	5

Type of activity, credits, and groups	Activity type	PRAULA	TEORIA
	Number of credits	2.6	2.4
	Number of groups	1	1

Coordination	SABATE DALMAU, MARIA
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	Distribution of work hours for students: Consultation of different learning spaces in Virtual Campus 15h (12%) Reading and reflection on the working documents 60h (48%) In-class sessions or synchronic virtual sessions 5h (4%) Individual work tasks 40h (32%) Debates 5h (4%) Total (h) 125h (100%)
Important information on data processing	Consult this link for more information.
Language	Spanish, Catalan and English (students will be able to choose what language to employ for assignments; and readings are mostly provided in Spanish). see MLA website for more info.

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
GONZALEZ LOPEZ, RODOLF	rodolf.gonzalez@udl.cat	1	
SABATE DALMAU, MARIA	maria.sabate@udl.cat	3	
VAZQUEZ GARCIA, MARIA GLORIA	gloria.vazquez@udl.cat	1	

Subject's extra information

This subject aims to provide the student with the basics and the necessary tools to carry out research in the field of applied linguistics and to disseminate research results. The different components of this learning process will include: analysing the methodological approaches in scientific research; finding the hypothesis and elaborating research questions; selecting and designing quantitative and qualitative methods for data collection; understanding quality criteria and design in academia; and planning the search for documentation and gaining the knowledge on how to use of the most important databases in the field; it finally includes learning about the subsequent management of research results . All of these are fundamental questions to be able to design a rigorous and viable study in academia. Most of the content of the subject is planned and offered in order to facilitate the student's design of the final master's degree project (TFM) or, in the future, the design of a doctoral thesis, both in terms of content and in terms of academic language usage, including textual aspects and editing.

Learning objectives

1. Follow the different steps necessary to design a research work that is rigorous and of quality.
2. Plan hypotheses of research work and research objectives.
3. Know and use a wide range of quantitative and qualitative methods to collect data in the field of applied languages according to each work plan and research objectives.
4. Predict practical problems that could arise throughout the investigation.
5. Analyze critically the data obtained in an empirical study.
6. Recognize the importance of ethics in scientific research.
7. Know and effectively use the most important linguistic databases in the world.
8. Search effectively for the appropriate sources that will support the study being planned.
9. Manage bibliographic references by using standardized technological applications.
10. Cite the sources used for the research work properly.
11. Structure and edit a research work properly.

Competences

Basic / **General**:

Be able to integrate knowledge and to face the complexity of making judgments from information that, being incomplete or limited, includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgments.

Know how to communicate their conclusions - and the ultimate generated knowledge and reasons behind them - to specialized and non-specialized audiences in a clear and unambiguous way.
Have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

Specific:

Use Catalan or Spanish at a professional level as well as English at an advanced level.
Integrate linguistic knowledge with those of other disciplines.
Implement new information and communication technologies in the fields of teaching, linguistic correction, terminology and intercultural communication.
Apply techniques of correction of texts in Spanish and/or Catalan.

Subject contents

Module	Units
1. Textual aspects of scientific documents (GLÒRIA)	1. Definition, characterization and typology classification of scientific texts 2. Structure of research work. 3. Writing techniques. 4. Editing aspects.
2. Research design (MARIA)	1. Why is research conducted? What do we need investigations for? 2. Research in social sciences: knowledge generation and social commitment / contribution 3. Research families, approaches and techniques 4. Quantitative and qualitative methods 5. The scientific method (How do we investigate?) 6. Case studies, experiments and action research, and documentary/archival material
3. The bibliographic search (RODOLF)	1. The process of finding information 2. Search tools and bibliographic management 3. Bibliographic references manager I: Insertion, visualization and edition of references 4. Bibliographical references manager II: Bibliographies and bibliographic citations
4. Data collection (MARIA)	1. Sampling and selection 2. Documents 3. Interviews 4. Observations 5. Questionnaires
5. Data analysis (MARIA)	1. Data format 2. Quantitative and qualitative data management 3. The analysis process 4. Introduction to the interpretation of results

Methodology

(1) <u>Learning Tools</u>:

Theoretical introduction and exposition of concepts, mainly through the reading of obligatory bibliography and

activities prepared on purpose.
Collection, treatment and analysis of empirical data.
Writing of academic texts.
Participation in virtual debates.

The basic methodology of work is based on the reading of reference sources that will be provided to the students. Once the reference materials have been read, the students will be able to carry out the proposed activities.

(2) Distribution of information in the virtual space and forms of communication:

In the **Resources** area you will find for each module:
The basic document of the module with detailed information concerning competences, objectives, contents and bibliography.
The mandatory and complementary readings for the module.
The documents developing the contents of the module (mandatory readings and other particular references and materials provided by the instructors).
In **Activitats** you will find the activities to be carried out. These will appear as you need to complete them.
In **Debat** you will find two types of conversations:
A general **forum** about the subject dealing with aspects that are not specific to a module.
A **forum** for each module, which will be our virtual classroom. There you can raise any contribution or question you may need or want in each module, just as if you wanted to intervene in a non-virtual classroom to comment on any particular aspects. And it is there where the teacher will also make their comments and guide students in the development of the module. In addition, some teachers will present content and evaluable debates within the corresponding module.
The **Missatges** space (*missatgeria*) will be the instrument of communication that will be used between teachers and students for purely personal / private questions.
In **Anuncis** instructors can indicate incidences related to the subject that are not directly related to the contents.
In **Qualificacions** you will find the personal qualification of the activities as well as the final grade of the subject.

NOTE: We recommend that the connection to the virtual space of the subject be of a daily character. In any case, it is not recommended that students spend more than 48 hours without connecting.

Information on data protection in the audiovisual register in this subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).

- The recorded images and voices shall be used exclusively for teaching purposes.

- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (http://www.udl.cat/ca/serveis/arxiu/).

- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.

- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.

- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (https://seu.apd.cat) or other non-electronic means.

Development plan

This course will include three sessions via videoconference:

- Two follow-up sessions (compulsory): **end October 2021 (to be announced) and first week of January 2022 (also tba)**.

- A compulsory 'checking/assessment' session (compulsory): **in February 2022, to be announced in the MLA official website**

2022-2023:

Module	START of module	Presentation of activities ("ACT") (Always at 23:55 UdL time zone)	END of module	Number of ECTS	Working hours
1. Textual aspects of scientific documents	17 October	Act 1: 7 November	31 October	1	25
2. The design of the research	31 October	Act 2a (Forum): 2-5 November Act 2b (Forum): 6-10 November Act 2c (Forum): 11-14 November	14 November	0,5	12,5
3. The bibliographic search	15 November	Act 3a: 21 November Act 3b: 5 December	5 December	1,0	25
4. Data collection	5 December	Act 4a: 9-12 December (for the online tests) and 9 January for the student-designed questionnaire) Act 4b: 9 January	9 January	1,0	25
5. Data analysis	10 January	Act 5: 16 January Online Test: 27-30 January	30 January	1,5	37,5
Final activity	10 January	Final Act: 5 February	5 February		Competences are included in all modules. The number of hours required per module are already included (i.e. counted) in each of the detailed activities.
TOTAL				**5**	**125**

Evaluation

All activities will be submitted before 23:55 (UdL time zone) on the date established in the Development Plan.

The academic staff will publish the grades for each block of activities 15 calendar days after their delivery.

The value of each activity in the final evaluation is reflected in the following table:

Module	Activity	% Course Evaluation
1	Activity 1 (including online check-up session 1)	10%
2	Activities 2a, 2b, 2c	18%
4	Activity 4 (including online check-up session 2)	
3	Activity 3a Activity 3b	10%
5	Activity 5	12%
1-5	Final Activity	50%
	Total	100%

Note that:

- Two compulsory online 'check-up' sessions will be conducted, which will be part of the assessment activities in Modules 1 and 4; **end October (to be announced) and first week of January (also tba)**.

- The final mark will be validated through a compulsory 'validating'/ **'assessment' session via videoconference or Skype, in February (date and time to be announced)**.

- Students who work full time may ask for *avaluació alternativa* (an alternative assessment method). For more information, please contact Secretaria de Lletres: academic@lletres.udl.cat.

Plagiarism

In case of plagiarism, please note that not only the plagiarised test or activity will be marked with a 0/10 but also the entire subject, without any right or possibility to access resits or retakes, following the regulations concerning assessment and grading in bachelor's and master's degrees at the UdL, available here:

https://www.udl.cat/export/sites/universitat-lleida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf

Bibliography

Blaxter, L., C. Hughes & M. Tight (2006), *How to research.* Third edition. Open University Press (available at http://www2.hcmuaf.edu.vn/data/pvhien/How_To_Research_3rd_Edition_Nov_2006.pdf).

Bonich, M., A. Cervera-Farré & G. Santos-Hermosa (2011), *Cómo hay que iniciar una búsqueda*. Barcelona: UOC. Available at: http://hdl.handle.net/10609/9009

Cordón-García, J. A., H. Martín-Rodero, & Alonso-Arévalo, J. (2009), "Gestores de referencias de última generación: análisis comparativo de Refworks, EndNote Web y Zotero." *El profesional de la información* 18.4: 445-454.

Dörnyei, Z. (2007), *Research methods in Applied Linguistics*. Oxford: Oxford University Press.

Dörnyei, Z. (2010), *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2nd ed.). Oxford: Oxford University Press.

Duarte-García, E. (2007), "Gestores personales de bases de datos de referencias bibliográficas: características y estudio comparativo." *El profesional de la información* 16.3: 647-656.

Garrido Mora, A. (2005), "Estrategia general de búsqueda de información." *Enfuro*, 93, 30-32. Available at: https://dialnet.unirioja.es/descarga/articulo/3099800.pdf

Granda Orive, J. I. de, F. García Río & L. Callol Sánchez (2003), "Importancia de las palabras clave en las búsquedas bibliográficas." *Revista española de salud pública*, *77*, 765-767. Available at: https://www.scielosp.org/article/resp/2003.v77n6/765-767/es/

Heigham, J., & Croker, R. A. (2009), *Qualitative Research in Applied Linguistics: A Practical Introduction*. Basingstoke: Palgrave Macmillan.

Icart, T., Fuentelsaz, C., & Pulpón, A. M. (2000), *Elaboración y presentación de un proyecto de investigación y una tesina.* Barcelona: Edicions Universitat de Barcelona

Montolío, E., M. Garrachana & M. Santiago (2000), *Manual práctico de escritura académica*. Barcelona: Editorial Ariel.

Osca Lluch, J., C. Civera Mollá, & Peñaranda Ortega, M. (2009), "Consecuencias de los errores en las referencias bibliográficas. El caso de la revista Psicothema." *Psicothema* 21.2: 300-303.

Sabino, C. (1994), *Cómo hacer una tesis: guía para la elaboración y redacción de trabajos científicos.* Buenos Aires: Lumen Humanitas.

Sanz-Valero, J., et al. (2006), "Internet y la búsqueda de información en salud pública: desde la relevancia hacia la «revelancia»." *Gaceta Sanitaria*, 20*(2)*, 159-160. Available at: https://www.scielosp.org/scielo.php?pid=S0213-91112006000200012&script=sci_arttext&tlng=pt

Strunk, W. (2007), *The elements of style*. New York: Penguin Press.

Tognini-Bonelli, E. (2001), *Corpus Linguistics at Work*. Amsterdam: John Benjamins.

Wei, L., & Moyer, M. (eds). (2008), *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Oxford: Blackwell.