

TOWARDS A CRITICAL ANALYSIS OF PUBLISHED EMPIRICAL RESEARCH

Curso 2020-2021

(Fecha última actualización: 17/07/2020)

(Fecha de aprobación en Comisión Académica del Máster: 20/07/2020)

SEMESTRE	CRÉDITOS	CARÁCTER	TIPO DE ENSEÑANZA	IDIOMA DE IMPARTICIÓN
1º	5	Optional	Presencial / Semipresencial / Virtual	English
MÓDULO		Master's Programme in English Literature and Linguistics		
MATERIA		Towards a critical analysis of published empirical research		
CENTRO RESPONSABLE DEL TÍTULO		Escuela Internacional de Posgrado		
MÁSTER EN EL QUE SE IMPARTE		Máster Universitario en Literatura y Lingüística Inglesas Master in English Literature and Linguistics		
CENTRO EN EL QUE SE IMPARTE LA DOCENCIA		Facultad de Filosofía y Letras		
PROFESORES⁽¹⁾				
Elaine Hewitt				
DIRECCIÓN		Department of English, Top floor, Faculty of Philosophy and Letters, Office F-25 University of Granada, Campus Cartuja, 18071 Granada, Spain. ehewitt@ugr.es		
TUTORÍAS		For Elaine Hewitt's Office Hours please see: http://directorio.ugr.es/		
COMPETENCIAS GENERALES Y ESPECÍFICAS				
COMPETENCIAS BÁSICAS Y GENERALES CE1. Know and critically evaluate current theories, methods and current results of research in the field of English language and English linguistics.				
COMPETENCIAS ESPECÍFICAS CE2. Identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English language and linguistics. CE8. Know the different theoretical approaches as well as the principles of research (planning, sampling, collection, processing and data analysis) in areas of English linguistics such as lexicography, sociolinguistics and historical				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>!)



linguistics, among others.

COMPETENCIAS TRANSVERSALES

CE10. Develop the ability to apply the principles of linguistics beyond theoretical linguistics, such as to pragmatics and discourse analysis, language philosophy, gender studies, literary analysis, film language, or acquisition and bilingual teaching.

OBJETIVOS O RESULTADOS DE APRENDIZAJE (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

Results of the present course/ learning: This course aims to guide students in the critical and constructive reading of articles in research into applied linguistics. It is an eminently practical course based on the constant reaction on the part of the student. The constructive critique is first guided, then semi-guided and finally free and effective. Therefore, it is a course especially useful for students recently graduated from a first degree, in addition to students with more experience in research.

BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

BRIEF DESCRIPTION OF CONTENTS:

- 1: Towards a critical analysis of the sections of Abstracts and Introductions.
- 2: Evaluating the Methods and Procedures subdivisions.
- 3: Giving an informed opinion about the Results.
- 4: Verifying the Discussion and Conclusions sections.

TEMARIO DETALLADO DE LA ASIGNATURA

DETAILED DESCRIPTION AND OBJECTIVES:

This course especially helps the student arrive, little by little, at the necessary level for embarking on the Master's Research Dissertation, which comprises the next stage of the department's programme. This is because the present course serves as a bridge between the Master's programme and the student's own research.

Why do we need critical readers that can evaluate the research of others? The first reason is that a critical reader can discover new areas that still need exploring and so contribute enormously to the area of research as a direct result of that critical reading. Second, in this way it can help them devise their own empirical investigation projects. That is to say, this course will help to students to think about the necessary basis before beginning any practical action. It will guide them with respect to the current knowledge and get them in condition in order to compare the usefulness of the student's own ideas with that of contemporary investigations. All this with the hope that the student's own research will be original investigations, and primary, not secondary research. Neither a mere "re-hash" of the work of others. It is hoped that future research by the students of this Master's course really advances the field. The third reason is that learning to read investigation in a constructive way is strongly linked to learning to write good research. It will be better work later presented for publication and evaluation. The last reason is that to draw sense from the information that is presented to the student is an obligation, due to the impact that articles could have on the classroom and on the professions related to applied linguistics.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL:

RECOMMENDED BIBLIOGRAPHY:

Corder, Gregory W. & Foreman, Dale I. (2009). *Nonparametric Statistics for Non-Statisticians: A Step-by-Step Approach*. New Jersey: Wiley Blackwell.

Hart, C. (1998). *Doing a Literature Review*. London: SAGE Publications.



Hewitt, Elaine. (2011). *The Use of Psychomotor Activities in Teaching Children English as a Foreign Language: Empirical Research into the PEPA Method of Language Instruction*. Lewiston, New York: Edwin Mellen Press.

Hewitt, Elaine & Stephenson, Jean. (2011). Foreign language anxiety and oral exam performance: A replication of Phillips's MLJ study. *MLJ: Modern Language Journal*, volume 96(2), Summer 2012, pp. 170-189 (print version). Published twice: Online Version: 14 April, 2011: Wiley Online Library, ONLINE ISSN: 1540-4781. [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1540-4781/earlyview](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1540-4781/earlyview)

Hewitt, Elaine & y Felices Lago, Ángel. (2010). Academic Style and Format of Doctoral Theses: The Case of the Disappearing Discussion Chapter. *Ibérica*, Journal of the European Association of Languages for Specific Purposes, 19, spring, pp. 119-140.

McNeil, P. (1990). *Research Methods*. London: Routledge.

Porte, G. (2002). *Appraising Research in Second Language Learning*. (Language Learning and Language Teaching Series). New York: John Benjamins.

Rowntree, D. (1981). *Statistics without Tears: A primer for non-mathematicians*. London: Penguin Group Ltd.

Tuckman, B. (1994). *Conducting Educational Research*. New York: Harcourt Brace College.

ENLACES RECOMENDADOS (OPCIONAL)

METODOLOGÍA DOCENTE

EDUCATIONAL METHODS: Seminars on the specific content and bibliography. Active participation in classes, seminars, commentaries etc., about empirical articles. Task-based methodology.

EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)

CONVOCATORIA ORDINARIA

El artículo 17 de la Normativa de Evaluación y Calificación de los Estudiantes de la Universidad de Granada establece que la convocatoria ordinaria estará basada preferentemente en la evaluación continua del estudiante, excepto para quienes se les haya reconocido el derecho a la evaluación única final.

Continuous Evaluation

1. Class attendance and participation (50% of the final mark),
2. Autonomous study and Workbook homework after each class (50% of the final mark - and only in combination with the attendance and participation quality - never separately).

CONVOCATORIA EXTRAORDINARIA

El artículo 19 de la Normativa de Evaluación y Calificación de los Estudiantes de la Universidad de Granada establece que los estudiantes que no hayan superado la asignatura en la convocatoria ordinaria dispondrán de una convocatoria extraordinaria. A ella podrán concurrir todos los estudiantes, con independencia de haber seguido o no un proceso de evaluación continua. De esta forma, el estudiante que no haya realizado la evaluación continua tendrá la posibilidad de obtener el 100% de la calificación mediante la realización de una prueba y/o trabajo.

- For those students who did not complete the continuous evaluation, they will have an exam where all of the six sections of the syllabus may be evaluated.



DESCRIPCIÓN DE LAS PRUEBAS QUE FORMARÁN PARTE DE LA EVALUACIÓN ÚNICA FINAL, ESTABLECIDA EN LA NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA

El artículo 8 de la Normativa de Evaluación y Calificación de los Estudiantes de la Universidad de Granada establece que podrán acogerse a la evaluación única final, el estudiante que no pueda cumplir con el método de evaluación continua por causas justificadas.

Para acogerse a la evaluación única final, el estudiante, en las dos primeras semanas de impartición de la asignatura o en las dos semanas siguientes a su matriculación si ésta se ha producido con posterioridad al inicio de las clases o por causa sobrevenidas. Lo solicitará, a través del procedimiento electrónico, a la Coordinación del Máster, quien dará traslado al profesorado correspondiente, alegando y acreditando las razones que le asisten para no poder seguir el sistema de evaluación continua.

La evaluación en tal caso consistirá en:

- For those students who did not complete the continuous evaluation, they will have an exam where all of the six sections of the syllabus may be evaluated.

ESCENARIO A (ENSEÑANZA-APRENDIZAJE PRESENCIAL Y NO PRESENCIAL)

ATENCIÓN TUTORIAL

HORARIO

(Según lo establecido en el POD)

HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL

(Indicar medios telemáticos para la atención tutorial)

· For Elaine Hewitt's Office Hours please see:
<http://directorio.ugr.es/>

· Tutorials either face-to-face or by email: ehewitt@ugr.es

MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

· In case of changes in the situation, the former face to face teaching will be adapted to semi-virtual, semi-presential or blended learning, attendance and teaching. To do this we will sometimes use the tools made available by the Ugr, especially the "Prado Master" online platform together with a tele-conferencing platform, for example "Google Meet" with a Ugr @go.ugr account.

·The teaching will be done using lectures and the learning will be done in small groups of students studying face to face. The homeworks will be the same as those mentioned above.

MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

Convocatoria Ordinaria

- The adapted evaluation will be same as that published:

Continuous Evaluation

1. Class attendance and participation (50% of the final mark),

2. Autonomous study and Workbook homework after each class (50% of the final mark - and only in combination with the attendance and participation quality - never separately).

Convocatoria Extraordinaria

- For those students who did not complete the continuous evaluation, they will have an exam where all of the six



sections of the syllabus may be evaluated. The exam may be in-house or done with the online platform “Prado Examen” together with a tele-conferencing platform, for example “Google Meet” with a Ugr @go.ugr account.

Evaluación Única Final

- For those students who did not complete the continuous evaluation, they will have an exam where all of the six sections of the syllabus may be evaluated. The exam may be in-house or done with the online platform “Prado Examen” together with a tele-conferencing platform, for example “Google Meet” with a Ugr @go.ugr account.

ESCENARIO B (SUSPENSIÓN DE LA ACTIVIDAD PRESENCIAL)

ATENCIÓN TUTORIAL

HORARIO (Según lo establecido en el POD)	HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL (Indicar medios telemáticos para la atención tutorial)
· For Elaine Hewitt’s Office Hours please see: http://directorio.ugr.es/	· Tutorials by email: ehewitt@ugr.es

MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- In case of changes in the situation, the former face to face teaching will be adapted to wholly virtual teaching and learning. To do this we will use the tools made available by the Ugr, especially the “Prado Master” online platform and a tele-conferencing platform, for example “Google Meet” with a Ugr @go.ugr account.
- The teaching will be done using lectures and the learning will be done in small groups of students studying face to face. The homeworks will be the same as those mentioned above.

MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

Convocatoria Ordinaria

- The evaluation will be same as that published with adaptations:

Continuous Evaluation

1. Online class attendance and participation (50% of the final mark),
2. Autonomous study and Workbook homework after each class (50% of the final mark - and only in combination with the attendance and participation quality - never separately).

Convocatoria Extraordinaria

For those students who did not complete the continuous evaluation, the adapted evaluation in this case will be same as that published, and this evaluation will be carried out with an exam where all of the six sections of the syllabus may be evaluated. The exam will be wholly virtual, online and using the platform “Prado Examen” together with a tele-conferencing platform, for example “Google Meet” with a Ugr @go.ugr account.

Evaluación Única Final

For those students who did not complete the continuous evaluation, the adapted evaluation in this case will be same as that published, and this evaluation will be carried out with an exam where all of the six sections of the syllabus may be evaluated. The exam will be wholly virtual, online and using the platform “Prado Examen” together with a tele-conferencing platform, for example “Google Meet” with a Ugr @go.ugr account.

