

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
Facultad de Ciencias y Educación
Master Program in Applied Linguistics to TEFL
SEMINAR ON RESEARCH PROJECTS I
First Term - 2017

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ROOM: Graduate Building – TBA

DESCRIPTION

This seminar is justified on the premise that students have already acquired a solid theoretical background about research. Participants will have the opportunity to examine the tenets of research converted into practical activities. This approach will fuse theory and practice and will provide opportunities for students to examine the applicability of research, as a potential tool for reflective language teaching in classrooms settings. The overarching goal of this seminar is to provide students with the opportunity to consolidate their research methodology and assure its coherence with the pedagogical intervention. The program focuses on designing, piloting and implementing the data collection instruments.

SEMINAR GOALS

In this seminar participants will:

1. Present and discuss their research proposals.
2. Consolidate the theoretical tenets that support the instructional design of the project.
3. Work cooperatively in problem solving situations aimed at articulating the pedagogical intervention and the research methodology (emphasis on the data collection instruments).
4. Design, validate and reflect upon the piloting of the data collection instruments.
5. Design the overall methodology that will guide their project (setting, participants, etc.)

TOPICS

1. Types of qualitative research in education: action research, case study, ethnography, narrative analysis, etc.
2. Pedagogical design: principles
3. Design, validation and/or piloting of instruments for data collection
4. Ethical issues when conducting research
5. Issues connected to the research methodology: participants, setting, and teachers' role.

METHODOLOGY

The seminar centers on student and teacher-led discussions and workshops related to students' research inquiry. Students will work cooperatively in small groups in which they will have opportunities to discuss areas of concern. Part of the methodology includes individual work on the design of the methodology chapter. This implies theoretical research and practical tasks as

students assume their role as researchers. The methodology requires students to give oral and written reports. ***Collaborative work*** is a pillar of this seminar. Therefore, all students should contribute to the improvement of peers' research proposals. The methodology and the contents addressed in the seminar will be ***flexible***. There will be the chance to adjust them in the light of students' progress, felt needs and the status of the projects. Occasionally, guest speakers will be invited to illustrate the design and application of methodologies and pedagogical interventions.

ASSIGNMENTS AND EVALUATION

Activity	Description	Percentage		
Class participation	If you arrive later than fifteen minutes after the class begins, it will be considered a tardy. Two tardies will count as one absence. You will fail the class if you have 4 unexcused absences. All students are expected to provide and receive written feedback to the presentation of each of the sections of the thesis to/from their peers. With four absences to class, students fail the course according to the University Regulations.	All classes: Grade: 15%		
First paper	Students will present the statement of the problem that should include the diagnostic stage or the needs analysis done, the research questions that emerged from the diagnosis, the research objectives and the justification (length: maximum 10 pages double-spaced). A two page preliminary draft of the research methodology should be included.	Grade: 25% Due date: March 21st		
Second paper	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Students with an “intervention, action plan”:</u> Paper on piloting of the intervention: The report must include a careful and critical reflection on the effectiveness of the instrument (artifact/lesson) in promoting expected changes and in connection to the problem and if it allows to respond to the research questions</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Students who do not have an action plan / intervention:</u> Paper on the piloting of the main instrument for data collection. It must include a description of the design, validation and/or piloting.</p> </td> </tr> </table>	<p><u>Students with an “intervention, action plan”:</u> Paper on piloting of the intervention: The report must include a careful and critical reflection on the effectiveness of the instrument (artifact/lesson) in promoting expected changes and in connection to the problem and if it allows to respond to the research questions</p>	<p><u>Students who do not have an action plan / intervention:</u> Paper on the piloting of the main instrument for data collection. It must include a description of the design, validation and/or piloting.</p>	Grade: 30% Due date: May 9 th
<p><u>Students with an “intervention, action plan”:</u> Paper on piloting of the intervention: The report must include a careful and critical reflection on the effectiveness of the instrument (artifact/lesson) in promoting expected changes and in connection to the problem and if it allows to respond to the research questions</p>	<p><u>Students who do not have an action plan / intervention:</u> Paper on the piloting of the main instrument for data collection. It must include a description of the design, validation and/or piloting.</p>			
Research Design	Students will submit the final version of the methodology chapter in which they will describe the research approach, the type of study, the setting, the participants, the researcher's role, the ethical issues, and the instruments for data collection. Samples of the instruments for data collection should be included as appendixes. Attach drafts of consent forms. Also, include a short review of the validation and piloting of the instruments.	Grade 30% Due June 13 th		

SEMINAR OUTLINE:

Week	Session	Topic	Specific themes, readings, and assignments
Week 1	Tuesday, February 14	Introduction to the course	<ul style="list-style-type: none"> • Presentation of the program, methodology, assignments and assessment criteria • Students' proposals: Update
Week 2	Tuesday, February 21	Statement of the problem: Empirical and theoretical support	<ul style="list-style-type: none"> • Constructing arguments in the research problem: Gathering empirical evidence and theoretical support • Presentation on the needs analysis / theory and/or research review to identify a problem and the research questions, research objectives and pedagogical objectives (feedback session) <p><i>Reading:</i> Zacharias, N.T. (2012). Chapter 3: Research questions (pp. 47-64)</p>
Week 3	Tuesday, February 28	Statement of the problem: Empirical and theoretical support	<ul style="list-style-type: none"> • Constructing arguments in the research problem: Gathering empirical evidence and theoretical support • Presentation on the needs analysis / theory and/or research review to identify a problem and the research questions, research objectives and pedagogical objectives (feedback session continued) <p><i>Reading:</i> Zacharias, N.T. (2012). Chapter 3: Research questions (pp. 47-64)</p>
Week 4	Tuesday March 7	The pedagogical plan: Guidelines	<ul style="list-style-type: none"> • Key aspects for the instructional design • Different methodologies and approaches • Discussion of research articles that incorporate a pedagogical intervention <p><i>Readings:</i></p> <ol style="list-style-type: none"> 1. Pineda, J. E. & Tamayo, L. H. (2016). E-moderating and E-tivities: The implementation of a workshop to develop online teaching skills in in-service teachers (pp. 98-114) 2. Carreño Bolívar, L. (2014). Collaborating and interacting: Walking together towards our learning community.
Week 5	Tuesday March 14	Gathering spoken data	<ul style="list-style-type: none"> • Guidelines for interviews & focus groups. Interviewer's skills. • Students will bring copies of their interview formats (group work-feedback session) <p><i>Reading:</i> Edwards, R. & and Holland, J. (2013). Chapter 3: What forms can qualitative interviews take? (pp 29-42), Chapter 5: What sort of research tools can be used in conducting qualitative interviews? (pp. 53-64) and Chapter 6: What are the practicalities involved in conducting qualitative interviews? (pp 65-77)</p>

Week 6	Tuesday March 21	Structure of the instructional design	<ul style="list-style-type: none"> • Presentation on the plan for the pedagogical presentation: tenets, organization, chronogram Feedback session (students with a pedagogical intervention / action plan) <p><i>Reading:</i> Teijlingen, E. V. & Hundley, V. (2001). The importance of pilot studies</p>
Week 7	Tuesday March 28	Gathering spoken data	<ul style="list-style-type: none"> • Oral narratives • Class conversations • Feedback session for students using oral narratives or class conversations <p><i>Reading:</i> Pavlenko (2007). Autobiographic Narratives as Data in Applied Linguistics</p>
Week 8	Tuesday April 4	Gathering observed data	<ul style="list-style-type: none"> • Observations and field notes: Guidelines for note-taking • Students will bring copies of the formats they will apply for gathering observed data (group work-feedback session) <p><i>Reading:</i> Yin, R. K. (2011). Doing fieldwork. (pp. 109-128)</p>
<p>H O L Y W E E K April 10-14</p>			
Week 9	Tuesday April 18	Gathering written data: surveys and journals	<ul style="list-style-type: none"> • Guidelines for the construction of surveys • Students will bring copies of their survey formats and/or journals (group work-feedback session) <p><i>Reading:</i> Selected chapters from Brown, D.</p>
Week 10	Tuesday April 25	Paradigms and research designs	<ul style="list-style-type: none"> • Discussion on selected qualitative research designs: ethnography, case study, grounded theory, narrative research, and phenomenology. <p><i>Reading:</i> Creswell, J. (2005). Five qualitative approaches to inquiry. (pp.53-84)</p> <p>Feedback session on the research design</p>
Week 11	Tuesday May 2	The research design: Selection of participants	<ul style="list-style-type: none"> • Guidelines for the selection of participants and the description of the setting • Students present criteria for participant selection • Students present consent forms <p><i>Reading:</i> Mcmillan & Schumacher. (2007). Qualitative research design. Purposeful sampling (pp. 407-421). feedback session 1</p>
Week 12	Tuesday May 9	The research design: Selection of participants	<ul style="list-style-type: none"> • Guidelines for the selection of participants and the description of the setting • Students present criteria for participant selection • Students present consent forms <p><i>Reading:</i> Mcmillan & Schumacher. (2007). Qualitative research design. Purposeful sampling (pp. 407-421). Feedback session 2</p>

Week 13	Tuesday May 16	Theoretical foundation of a research project	<ul style="list-style-type: none"> • The elaboration of the theoretical framework and the state of the art • Students bring power point presentation on the main constructs that support their proposals (feedback session) <p><i>Reading:</i> Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions.</p> <p><i>Recommended:</i> Maxwell, J.A. (2013). Chapter 3: Conceptual framework. What do you think is going on? (pp. 39-72)</p>
Week 14	Tuesday May 23	Theoretical foundation of a research project	<ul style="list-style-type: none"> • The elaboration of the theoretical framework and the state of the art <p>Students bring power point presentation on the main constructs that support their proposals (feedback session continued)</p>
Week 15	Tuesday May 30	Development of projects	<p>Part 1: feedback session for students with pedagogical intervention /action plan</p> <p>Part 2: feedback session for students without a pedagogical intervention</p>
Week 16	Tuesday June 6	Development of projects	Students work autonomously on the final paper and submit it.
Week 17 & 18	Tuesday June 13 & 20	Grading of papers	Students will be given feedback on their final paper

ACADEMIC EVENTS	INSTITUTION	COUNTRY	DATE
Writing Research Conference	Universidad Javeriana	Colombia	February 15-18
TESOL 2017 International Convention and English Language Expo	TESOL international Association	USA Seattle	March 21-24
AERA 2017 Annual Meeting. Knowledge to Action: Achieving the Promise of Equal Educational Opportunity	AERA American Educational Research Association	USA San Antonio, TX	April 27- May 1
ESOL Colombia II: Think global, act local: Connecting and Innovating in ELT	Universidad de La Sabana	Chía Colombia	May 11-13
Language Teaching Research Colloquium	Universidad de los Andes	Colombia	July 17-21

BIBLIOGRAPHY:

Note: There will be additional readings during the semester depending on students' topics for their pedagogical and methodological components. In addition, students are strongly encouraged to consult the following databases: ProQuest, Scopus, ScienceDirect, SpringerLink, Redalyc, Scielo and the professional journals: Colombian Applied Linguistics Journal, PROFILE, IKALA, HOW, Voces y Silencios, among others.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York : Routledge.

Carreño Bolívar, L. (2014). Collaborating and interacting: Walking together towards our learning community. *Colombian Applied Linguistics Journal*. DOI: <http://dx.doi.org/10.14483/udistrital.jour.calj.2014.2.a06>

Chenail, R. (2011). Interviewing the investigator: Strategies for addressing instrumentation and researcher bias concerns in qualitative research. *The Qualitative Report*, 16 (1), 255-262

Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, California: Sage Publications.

Denzin, N. K. & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: London : SAGE Publications.

Edwards, R. & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury.

Guest, G., Namey, E. E. & Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research*. Washington: SAGE Publications.

Hubbard, R. & Power, B. M. (1999) *Living the questions. A guide for teacher-researchers*. York, Maine: Stenhouse.

Liamputtong, P. (2010) *Qualitative research methods*. Oxford: Oxford University Press

Mack, N. & Woodsong, C. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: USAID.

McMillan, J. H. & Schumacher, S. (2007). *Investigación educativa*. Madrid: Pearson, Addison Wesley.

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- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.
- Pavlenko, A. (2007). Autobiographic narratives as data in Applied Linguistics. *Applied Linguistics*, 28 (2), 163–188. doi:10.1093/applin/amm008
- Pineda, J. E. & Tamayo, L. H. (2016). E-moderating and E-tivities: The implementation of a workshop to develop online teaching skills in in-service teachers. *PROFILE Issues in Teachers' Professional Development*, 18 (1), 98-114
- Rocco, T. S. & Plakhotnik, M.S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130. DOI: 10.1177/1534484309332617
- Teijlingen, E.V. & Hundley, V. (2001). The Importance of Pilot Studies. *UNIS, Social Research Update*. Journal of the University of Surrey, issue 35. Available on line: http://eprints.bournemouth.ac.uk/10149/1/SRU35_pilot_studies.pdf
- Yin, R. K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.
- Zacharias, N.T. (2012). *Qualitative research methods for second language education: A coursebook*. Newcastle upon Tyne: Cambridge Scholars Publishing.

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