

**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 - 2016**

**PROFESSORS:**                    **Clelia Pineda Báez (PhD)**  
    **Harold Castañeda-Peña (PhD)**

**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 course 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 emphasized in this seminar. Therefore, it is expected that all students contribute to the improvement of peers' research proposals. It should be noted that the working system, as well as the contents to be 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.

## 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 which 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. This chapter is part of the research proposal that students need to submit to the graduate council for project approval)	Grade: 25% Due date: March 4 <sup>th</sup>
Paper on piloting instruments	Students will submit a paper called "The piloting phase of data collection instruments." This paper has to include a report on the procedure through which the data collection instruments were administered or completed during a piloting pedagogical intervention. The paper has to include (1) the description of the data collection instruments (survey, interview, filed notes, artifacts, etc.) and the appendixes with a sample of each instrument, (2) the way they were administered or completed during the piloting phase, (3) an analysis of their implementation (advantages and disadvantages), and (4) possible new decisions based on the experience.	Grade: 30% Due date: May 3 <sup>th</sup>
Research methodology	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. Drafts of consent forms should also be attached. A short review of the validation and piloting of the instruments must be included	Grade 30% Due June 2 <sup>nd</sup>

### SEMINAR OUTLINE:

Week	Session	Topic	Specific themes, readings, and assignments
W E E K 1	Tuesday, February 9	Introduction to the course	<ul style="list-style-type: none"> <li>• Presentation of the program, methodology, assignments and assessment criteria</li> <li>• Presentation of students' proposals</li> </ul>
	Wednesday February 11	Introduction to the course	Update on research proposals. Feedback session
W E E K 2	Tuesday, February 16	The pedagogical plan: Guidelines	<ul style="list-style-type: none"> <li>• Key aspects for the instructional design</li> <li>• Different methodologies and approaches</li> <li>• Students bring chart with main aspects of the proposal. Feedback session</li> </ul> <i>Reading: Burns, Anne. Why should teachers do action research? P. 7-18</i>
	Wednesday February 18	The pedagogical plan:	<ul style="list-style-type: none"> <li>• Key aspects for the instructional design</li> <li>• Students bring chart with main aspects of the proposal. Feedback session (continued)</li> </ul>
W E E K 3	Tuesday, February 23	Types of qualitative research	Discussion on the different research paradigms in qualitative research: ethnography, case study, grounded theory, narrative research, phenomenology. <ul style="list-style-type: none"> <li>• Students prepare proposal for the graduate council</li> </ul> <i>Reading: Creswell, John. "Five qualitative approaches to inquiry". P.53-84.</i>
	Wednesday February 25	Types of qualitative research	<ul style="list-style-type: none"> <li>• Workshop: Students prepare proposal for the graduate council</li> </ul>
W E E K 4	Tuesday March 1	<i>Presentation of proposal</i>	<i>Presentation of the research proposal to the Graduate Council - Evaluation session</i>
	Wednesday March 3	<i>Presentation of proposal</i>	<i>Presentation of the research proposal to the Graduate Council - Evaluation session</i>

W E E K 5	Tuesday March 8	The research design	<ul style="list-style-type: none"> <li>• General guidelines for the research design</li> <li>• Articulating the pedagogical proposal with the research design (Feedback session)</li> </ul>
	Wednesday March 10	The research design	<ul style="list-style-type: none"> <li>• Students will present their research design proposal with supporting arguments for their type of study.</li> <li>• Articulating the pedagogical proposal with the research design (Feedback session continued)</li> </ul>
W E E K 6	Tuesday March 15	Setting and participants for the research study	<ul style="list-style-type: none"> <li>• Guidelines for the selection of participants and the description of the setting</li> <li>• Students present chart and justify their criteria for participant selection</li> </ul> <p><i>Reading: Mcmillan and Schumacher. "Qualitative research design. Purposeful sampling", 407-421</i></p>
	Wednesday March 17	Setting and participants for the research study	<ul style="list-style-type: none"> <li>• Guidelines for the selection of participants and the description of the setting</li> <li>• Students present chart and justify their criteria for participant selection</li> </ul> <p><i>Reading: Jane Ritchie, Jane Lewis, and Gillian Elam. "Designing and Selecting Samples, 77-103</i></p>
Holy week March 21- 25			
W E E K 7	Tuesday March 29	Data collection instruments: observation and field notes	<ul style="list-style-type: none"> <li>• Guidelines for note-taking</li> <li>• Students will have to bring the workshops or lesson plans for their pedagogical intervention in order to articulate the intervention with the data collection process.</li> </ul> <p><i>Reading: Yin, Robert K. Doing field work. Doing Field Work, 109-128</i></p>
	Wednesday March 31	Data collection instruments: observation and field notes	<ul style="list-style-type: none"> <li>• Students will bring copies of the formats to be applied for gathering observed data</li> <li>• Feedback on the instrument and its articulation with the pedagogical intervention</li> </ul>
W E E K	Tuesday April 5	Data collection instruments: Interviews	<ul style="list-style-type: none"> <li>• Students will read about and discuss the types, the importance, as well as the advantages and disadvantages of interviews in qualitative research.</li> <li>• Students will bring copies of the protocols for interviews (Feedback on the articulation with the pedagogical plan)</li> </ul>

8	Wednesday April 7	Data collection instruments: Interviews	<ul style="list-style-type: none"> <li>• Students will read about and discuss the types, the importance, as well as the advantages and disadvantages of interviews in qualitative research.</li> <li>• Students will bring copies of the protocols for interviews (Feedback on the design of the instruments)</li> </ul>
W E E K  9	Tuesday April 12	Data collection instruments: Artifacts	<ul style="list-style-type: none"> <li>• Students will discuss the importance, advantages, and disadvantages of artifacts in qualitative research.</li> <li>• Students will bring copies of artifacts (Feedback on the design of the instruments)</li> </ul> <p><i>Reading: Merriam, S. "Mining data from documents"</i></p>
	Wednesday April 14	Data collection instruments: Artifacts	<ul style="list-style-type: none"> <li>• Students will discuss the importance, advantages, and disadvantages of artifacts in qualitative research.</li> <li>• Students will bring copies of artifacts (Feedback on the design of the instruments-Continued)</li> </ul>
W E E K  10	Tuesday April 19	Piloting instruments	<ul style="list-style-type: none"> <li>• Discussion on the piloting of instruments</li> <li>• Students will present their final version of their instruments and their plan for validation and piloting</li> </ul> <p><i>Reading: Teijlingen, Edwin van and Hundley, Varona. "The Importance of Pilot Studies"</i></p>
	Wednesday April 21	Piloting instruments	<ul style="list-style-type: none"> <li>• Students will present their final version of their instruments and their plan for validation and piloting</li> <li>• Feedback session continued</li> </ul>
W E E K  11	Tuesday April 26	The researcher's role and other instruments (questionnaires)	<p>During this week students will apply their instruments.</p> <ul style="list-style-type: none"> <li>• Discussion on the types of roles researchers can assume in the process</li> <li>• Guidelines on the construction of questionnaires</li> </ul>
	Wednesday April 28	Piloting instruments	<p>During this week students will apply their instruments.</p> <ul style="list-style-type: none"> <li>• Discussion on the types of roles researchers can assume in the process</li> <li>• Workshop</li> </ul>
W E E K  12	Tuesday May 3	Scheduling the actual data collection procedure	Students will give a short oral presentation on the piloting results, including the systematic process of their application and a critical analysis of the advantages, disadvantages, and results during the experience. This oral report will be considered for necessary changes in the actual pedagogical intervention.
	Wednesday May 5	Procedures for data collection	Students will give a short oral presentation on the piloting results (continued)

W E E K 13	Tuesday May 10	Ethical issues in data collection	<ul style="list-style-type: none"> <li>Students will write the necessary letters and the consent form to ask for permission and authorization from the human beings and the institutions involved in the research study.</li> </ul> <i>Reading: Creswell, John. "Writing Strategies and Ethical Considerations, 49-69"</i>
	Wednesday May 12	Ethical issues in data collection	<ul style="list-style-type: none"> <li>Students will write the necessary letters and the consent form to ask for permission and authorization from the human beings and the institutions involved in the research study (continued)</li> </ul>
W E E K 14&15	Tuesday May 17-19	Final presentation	Students will give a final presentation on the research methodology with all its components and sections.
	Wednesday May 24-26	Final presentation	Final presentation on the research methodology continues
W E E K 16	Tuesday May 31	Refining research methodology	Autonomous work on chapter writing (Research Methodology)-Final paper
	Wednesday June 2	Refining research methodology	Autonomous work on chapter writing (Research Methodology)-Final paper

ACADEMIC EVENTS	INSTITUTION	COUNTRY	DATE
XI Encuentro de Universidades Formadoras de Licenciados en Idiomas y II ELT Conference	Universidad del Valle	COLOMBIA Cali	March 17-19
TESOL 2016 "50 Reflecting Forward: 1966-2016"	TESOL international Association	USA Baltimore	April 5-8
2016 AERA Annual Meeting "Public Scholarship to Educate Diverse Democracies"	AERA American Educational Research Association	USA Washington	April 8-12
8th International Colloquium on Research in Foreign Languages	Universidad Nacional de Colombia	COLOMBIA Bogotá	June 1-3

## BIBLIOGRAPHY:

**Note:** Additional readings will be supplemented during the semester depending on students' topics for their pedagogical and methodological components. In addition students are strongly encouraged to consult the following data bases: ProQuest, Scopus, ScienceDirect, SpringerLink, Redalyc and the Colombian Applied Linguistics Journal, PROFILE, IKALA, and HOW among other professional journals.

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

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Bassey Michael. (2000). *Case study research in Educational Settings*. Philadelphia: Open University Press.

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

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

Denzin, Norman Kent; Lincoln, Yvonna S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: London : SAGE Publications

Guest, Greg, Namey, Emily E. and Mitchell, Marilyn L. (2013). *Collecting qualitative data: A field manual for applied research*. Washington: SAGE Publications.

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

Jorgensen, Marianne and Phillips, Louise. (2002). *Discourse analysis as theory and method*. London: SAGE Publications.

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Yin, Robert K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.

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