



**MLAEI**  
Maestría en Lingüística Aplicada  
a la Enseñanza del Inglés



UNIVERSIDAD DISTRITAL  
FRANCISCO JOSE DE CALDAS

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**Seminar: Introduction to Research in Applied Linguistics**  
**Term 1-2017**

**COURSE PROFESSOR**

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3123798911

**ROOM**

309, Edificio Posgrados

**DESCRIPTION & JUSTIFICACIÓN:**

This seminar is designed to give a broad introduction to areas of inquiry in language education. It also aims at encouraging the investigation of individual areas of interest in language education. The seminar also shows an evolving approach to proposing of a research design that contemplates the qualitative paradigm as a point of departure to research the humanistic, social, and cultural dimensions of language and the life issues that relate to them. The sessions will find a balance between theory and practice as the foundation for the student-teachers to initiate the definition and articulation of a research proposal.

This seminar finds its justification in the need of being able to understand and add more knowledge of language education issues in and outside of the classrooms. This is also a starting point in the reflections that guide this seminar. Therefore, doing research in the area of language education in the Colombian context, in this seminar, is regarded to as an activity that calls for the adoption of a critical perspective. This seminar offers alternatives for problematizing life issues related to language education using an informed approach. Moreover, the attendees of this seminar thus need to develop some sensitivity in order to account for naturally occurring phenomena in educational contexts.

**COURSE GOALS**

1. Write the research proposal for the MA program
2. Develop a critical understanding of research and its role in education, particularly in LTE
3. Develop a basic understanding of the principles that guide any qualitative study.
4. Make informed decisions for their research project.



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## TOPICS

- What is research
- Qualitative vs. Quantitative research
- The research question: how to find one
- State of the art
- Literature review
- Pedagogical design
- Research design

## METHODOLOGY

The seminar will be developed through student-led discussions and workshops. Student-teachers will work cooperatively in small groups in which they will have opportunities to discuss areas of concern. Student-teachers are also expected to participate actively in discussions about their research interests. There are also opportunities for the Student-teachers to share their insights gained after reading the assigned articles or chapters. These activities are complemented with lectures from the seminar professor.

| ASSESSMENT   |  |              |
|--|--|--------------|
| Participation & attendance                           | Quality Contributions to peers' presentations  | All sessions |
| Reading presentation & article review                | <p>Sharing of insights that provoke discussion based on assigned readings and review of articles:</p> <p>A review of an article of their choice, from the list of assigned readings. The review must have a short summary of the article followed by the reviewer's comments, critics, or elaborations.</p> <p>1 page long maximum</p> <p>Double spaced</p> <p>Academic language</p> | All sessions |
| Report on research topic & initial wonderings (oral) | <p>Topic based on annotated bibliography and classroom observation:</p> <p>5 theory-based and 5 research-based references.</p> <p>2 PowerPoint slides maximum, 5 minutes maximum</p>   | March 30     |



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|   | Academic language   |             |
|---|---|-------------|
| Statement of a problem and research question (Oral) | <p>Poster session: Explanation of a genuine research problem to be addressed through a relevant pedagogical and research experience based on literature review about selected topic:</p> <p>Paper: 5-8 pages about the statement of a problem that leads the novice teacher researchers to posing a relevant research question.</p> | April 27    |
| Final work  | Students should submit their research project (written)   | May 25 & 31 |

| COURSE PLANNER        |   |   |
|-----------------------|---|---|
| Week                  | Topic   | Assigned Readings   |
| Week 1<br>February 16 | <p>Discussion of the Seminar Program Workshop</p> <p>Discussion of preliminary ideas on research topics</p> | Course program  |
| Week 2<br>February 23 | MLAEI Research Areas  | <p>Visit:<br/>MA research lines<br/><a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles</a></p> <p>Professor's presentation</p> <p>Literacy processes in two languages<br/><a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas</a></p> <p>Discourse studies within educational contexts<br/><a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas1">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas1</a></p> <p>Processes of teacher education and development</p> |



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|---------------------|---|---|
|                     |   | <p><a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas2">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguisticaaplicada-a-la-ensenanza-del-ingles/tematicas2</a></p> <p>Professor's talk</p> <p>Group work: in small groups discuss what your preliminary research interests are and in what research area you see yourself</p> |
| Week 3<br>March 2   | From Initial wonderings to research questions   | Hatch, J. Amos. Doing Qualitative Research in Education Settings. Deciding to Do Qualitative Study. p. 1-11.  |
|                     | An example of a pedagogical intervention  | Lankshear, C. & Knobel, M. Chapter 2 & 3<br><br>Cárdenas, M. (2004) Las investigaciones de los docentes de inglés en un programa de formación permanente. <i>Íkala</i> , Vol. 9 N° 15.  |
| Week 4<br>March 9   |   | Quevedo, Y. Children's narratives: A mirror of their social sensitivity. HOW N° 15  |
| Week 5<br>March 16  | Classroom research  | Hopkins, D. A teacher's guide to classroom research   |
| Week 6<br>March 23  |   |   |
| Week 7<br>March 30  | Oral presentation about a research topic of personal interest   |   |
| Week 8<br>April 6   | Establishing a balance between theory and practice in order to document a problem statement and research question | Lankshear, C. & Knobel, M. Chapter 5<br><br>Heigham & Croker. Qualitative research in ALx   |
| Week 9<br>April 13  | Holy Week   |   |
| Week 10<br>April 20 | Instruments to collect data   | Marshall & Rossmann Chapter 4   |
| Week 11<br>April 27 | <b>Statement of a problem and research question (S-teachers' presentation of posters)</b>                         |   |
| Week 12<br>May 4    | Feedback session  |   |



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|  |   |                     |
|--|---|---------------------|
| Week 13<br>May 11                      | Feedback session  |                     |
| Week 14<br>May 18                      | Independent work  | Writing final paper |
| Week 15<br>May 25<br>Week 16<br>May 31 | Final work: Students should submit their research project (written) |                     |

#### BIBLIOGRAPHY:

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Montenegro, A. (2007) Exploring children's peer relationships through verbal and non-verbal communication: A qualitative action research focused on Waldorf Pedagogy. HOW, N°14.

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Quevedo, Y. (2008) Children's narratives: A mirror of their social sensitivity. HOW N° 15

Santaella, C. M. (2006). Criterios de validez en la investigación cualitativa actual. Revista de Investigación Educativa, 24(1), 147-164.

Zuluaga C. et al (2009) Integrating the Coffee culture with the teaching of English. PROFILE. 11(2) Pp. 27-42

### Web sites:

- <http://writing.berkeley.edu/tesl-ej/ej33/toc.html>
- <http://www.clcrc.com/pages/cl-methods.html>
- <http://searcheric.org/>
- [http://www.unc.edu/depts/wcweb/handouts/annotated\\_bibliographies.html](http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html)
- <http://darwin.nap.edu/books/0309070368/html/79.html>.
- <http://llt.msu.edu/vol10num2/pdf/chen.pdf>.
- [http://hamminkj.cafeprogressive.com/dl\\_writing.htm](http://hamminkj.cafeprogressive.com/dl_writing.htm)
- <http://mingo.info-science.uiowa.edu/~stevens/critped/freire.htm>



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- <http://www.javeriana.edu.co/Facultades/Educacion/06/fac-nueva/documentos-lic-infantil/colloquio-ponencias/MENDOZA-LONDONO.pdf>
- [http://www.blackwellpublishing.com/content/BPL\\_Images/Content\\_store/Sample\\_chapter/9780631223306/001.pdf](http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/9780631223306/001.pdf)

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