UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
SEMINAR ON RESEARCH IN APPLIED LINGUISTICS
2016-3

COURSE PROFESSOR
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ROOM
507, Edificio Posgrados

DESCRIPTION
This seminar is set as the continuation of a previous introduction to research in language education. The emphasis in this seminar is on methods of both types: research and data collection, that derive from the research paradigms and varied research approaches to enquire into language education. The participants in the seminar are encouraged to make informed decisions upon the strategies to manage and analyze data that lead to find answers to research questions. The sessions will give a theoretical and practical foundation. The theoretical part will be conducted through discussions and presentation of readings about a particular step of the research process along with articles that exemplify that step. The practical portion will be conducted by students by applying the theory to their research project.

Language education is a field that counts on the language teacher-researchers' contributions of new knowledge about issues in that field. New knowledge creation is one of the research activities that result from data management and analysis. This activity calls for the adoption of a critical perspective and social sensitivity in order to account for naturally occurring phenomena in educational contexts. This seminar then constitutes a space for the reflection and sharing of experiences related to methods for data management and analysis in an informed way.

COURSE GOALS
Main

1.   To raise awareness in language teachers about the need to adopt, adapt, or create research methods in the field of language education.

2.   Develop knowledge and understanding in language education research methodologies.

Specific

By the end of the seminar, the participants are expected to:

1. Explain their decisions on a research method to address own research problem

2. Describe and explain a research design that incorporates their decisions on a method to address own research problem

TOPICS
- Initial wonderings
- The research problem
- The research design
- The theoretical framework
- The pedagogical intervention

METHODOLOGY
This course uses the methodological alternative of a seminar. The seminar proposes an atmosphere for its participants to reflect and share their experiences in defining a research method that fits their own purposes. The professor acts as a guide and moderator of the seminar activities. There are also opportunities for the participants to share their insights gained after reading the assigned articles or chapters.

ASSESSMENT
Follow the example and fill in table as necessary

Criteria/Activity	Description	Due Date	Weight
Class participation	Quality Contributions to peers' presentations	Every session	20%
Reading presentation & discussion	Sharing of insights that provoke discussion based on assigned readings.	Every session	20%
Oral presentations on advances or thesis proposal	Spoken presentation that contains: An explanation and justification of main decisions and actions At least 5 theory-based (global) and 5 research-based (local) references that support the explanation. Aspects of form: · Academic language · 3 PowerPoint slides	As shown in course planner	30%

	· 5 minutes maximum		
Research proposal for thesis	Guidelines will be communicated with time in advance	November 29	30%

COURSE PLANNER			
DATE	TOPIC	READINGS	SESSION ACTIVITIES
SESSION 1 August 9	General guidelines	Seminar program	Program introduction Students report on papers submitted in introductory research seminar (previous semester)
SESSION 2 August 16	How does the research problem that I have stated match the types of studies in the field of language education? The concordance between research problems and research methods in the field of language education	**Hopkins , D. (2008). A teacher's guide to classroom research. All Chapters** Johnson, B. & Christensen, L. (2004) Educational research, quantitative, qualitative, and mixed methods. New York: Pearson. Introduction Verburgh et al (2007). Investigating the myth of the relationship between teaching and research in higher education: A review of empirical	Workshop

		research. Stud Philos Educ 26:449–465	
SESSION 3 August 23	S-teachers' presentations of definite research problem		
SESSION 4 August 30	What research paradigms and approaches can serve the purpose to address the problem that I have stated in the field of language education?	**Scott, D. & Usher, R. (2001). Understanding Educational Research. Part I: Chapter 4** Marshall. C. & Rossman, G. (1999) Designing qualitative research. Thousand Oaks: Sage Publications Inc.. CHAPTER 4 Johnson, B. & Christensen, L. (2004) Educational research, quantitative, qualitative, and mixed methods. New York: Pearson CHAPTER 2	Workshop
SESSION 5 September 6	S-teachers' presentations of research design		
SESSION 6 September 13	What do other studies present as a contribution to my study?	**Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. Five Parts**	
SESSION 7	S-teachers' presentations of theoretical framework		

September 20			
SESSION 8 September 27	What type of data is required to understand the research problem that I have stated?	**Heigham, J., Jogakuen, S. & Croker, R. (2009). Qualitative Research in Applied Linguistics. A Practical Introduction. Four Parts**	Workshop
SESSION 9 October 4	How can such data be collected? Data management	**Hinkel, E. (2005). Handbook of Research in Second Language Teaching and Learning. All Parts**	Workshop
SESSION 10 October 11	S-teachers' presentations of data management		
SESSION 11 October 18	How can the analysis of data in my study be done? Data analysis	**Hinkel, E. (2011). Handbook of Research in Second Language Teaching and Learning. Vol.II. Parts II & III** Lifang , Z. (2008). Research Methods in the Study of Influencing Factors on L2 Writing Performance. Canadian Social Science Vol.4 No.6, 66-74	Workshop
SESSION 12 October 25	What do you need in order to frame an appropriate research design in your graduation work proposal?	**Mora, I. & Goodwin, D. (2012). Alternative Methods for Undertaking Qualitative Research. All Chpaters** Lankshear, C. & Nobel, M. (2004) A handbook for teacher research From design to	Workshop

		implementation. Glasgow: Open University Press. CHAPTER 2	
SESSION 13 November 1	What ethical issues should you deal with?	Thomas, M. (2009) Ethical issues in the study of second language acquisition: resources for researchers. Second Language Research 25,4; pp. 493–511	Workshop
SESSION 14 November 8	Does my thesis require a pedagogical intervention/design?	Students should select form How Journal & Profile Journal other studies that illustrate a pedagogical interventions	Workshop
SESSION 15 November 15	S-teachers' presentations of final thesis proposal		
SESSION 16 November 29	Written report on a research design that incorporates particular methodologies to address own problems		

JOURNALS AND DATA BASES
Course program, readings, materials, and communication online through Schoology

Enletawa (UPTC)

Profile (Universidad Nacional de Colombia)

CALJ (Universidad Distrital)

Enunciación (Universidad Distrital)

Íkala (Universidad de Antioquia)

Lenguaje (Universidad del Valle)

Folios (Universidad Pedagógica Nacional)

Matices (Universidad Nacional de Colombia)

Signo y Pensamiento (Pontificia Universidad Javeriana)

Actualidades Pedagógicas (Universidad de La Salle)

Revista de Investigación (Universidad de La Salle)

Investigación Educativa y Formación Docente (Universidad El Bosque)

How Journal (ASOCOPI)

Web sites:

· http://writing.berkeley.edu/tesl-ej/ej33/toc.html
· http://www.clcrc.com/pages/cl-methods.hml
· http://searcheric.org/
· 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://mingo.info-science.uiowa.edu/~stevens/critped/freire.htm
· http://www.javeriana.edu.co/Facultades/Educacion/06/fac-nueva/documentos-lic-infantil/coloquio-ponencias/MENDOZA-LONDONO.pdf
· http://www.blackwellpublishing.com/content/BPL_Images/Content_store/Sample_chapter/9780631223306/001.pdf

Databases:

ProQuest
Scopus
ScienceDirect
SpringerLink

ACADEMIC EVENTS

ASOCOPI Annual Conference – October 13-15, 2016

XII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies – November 3-4, 2016

COMPLEMENTARY BIBLIOGRAPHY
Chamot, A. (2005). Language learning strategy instruction: current issues and research. Annual Review of Applied Linguistics 25, 112–130.

Faux, R. (2004). The Coming of Age of a Qualitative Researcher: The Impact of Qualitative Research in Education Past, Present, and Future. Judith Preissle in Conversation With Robert Faux [106 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 5(3), Art. 20,

Felderman, C. (2010). What's REALLY Going On: Teacher Research in a 2nd-grade Classroom. Childhood Education; 2010; 86, 5 pg. 335

Johnson, B. & Christensen, L. (2004) Educational research, quantitative, qualitative, and mixed methods. New York: Pearson

Lankshear, C. & Knobel, M. (2004) A handbook for teacher research From design to implementation. Glasgow: Open University Press

Lifang , Z. (2008). Research Methods in the Study of Influencing Factors on L2 Writing Performance. Canadian Social Science Vol.4 No.6 2008 66-74

Marshall. C. & Rossman, G. (1999) Designing qualitative research. Thousand Oaks: Sage Publications Inc.

Nassaji, H. (2011). Issues in Second-Language Reading: Implications for Acquisition and Instruction. Reading Research Quarterly. 46(2). pp. 173–184

Thomas, M. (2009) Ethical issues in the study of second language acquisition: resources for researchers. Second Language Research 25,4; pp. 493–511

Trahar, S. (2009). Beyond the Story Itself: Narrative Inquiry and Autoethnography in Intercultural Research in Higher Education [41 paragraphs]. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, 10(1), Art. 30

Verburgh et al (2007). Investigating the myth of the relationship between teaching and research in higher education: A review of empirical research. Stud Philos Educ 26:449–465

Wolgemuth, J. et al (2003). A critique of research on women published in the community college journal of research and practice: 1990_2000. Community College Journal of Research and Practice, 27: 757–767

Wyse, D. (2003) The National Literacy Strategy: a critical review of empirical evidence. British Educational Research Journal, Vol. 29, No. 6