



UNIVERSIDAD DISTRITAL  
FRANCISCO JOSÉ DE CALDAS

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**Research Projects II**

### **COURSE PROFESSORS**

**Clelia Pineda Báez**, PhD in Education,  
Southern Illinois University at Carbondale, USA  
e-mail: [clelia1@rocketmail.com](mailto:clelia1@rocketmail.com)

**Yolanda Samacá Bohórquez**, PhD Student  
M.A. in TEFL Universidad Distrital FJC  
e-mail: [yolandasamaca.udistrital@gmail.com](mailto:yolandasamaca.udistrital@gmail.com)

**ROOM: 105**

### **DESCRIPTION**

This seminar is designed to explore a whole range of systematic approaches to inquiry in the field of Applied Linguistics. It focuses on the central characteristics and techniques of qualitative research and emphasizes on the need for a critical reflection about methodological processes and ethical considerations. The practical component of this seminar ensures a clear understanding of the following processes: (a) application of data collection instruments procedures, (b) application of data analysis strategies and (c) elaboration of conclusions and the discussion based on the results of the project and on a solid understanding of the theoretical framework that supports the project.

### **COURSE GOALS**

1. Collect data applying different instruments.
2. Become familiar with different frameworks for the analysis of data.
3. Interpret data (observed, written and spoken) using the framework selected (including the theoretical perspective that supports the project).
4. Apply guidelines for credibility, transparency and robustness in the data analysis procedure.
5. Draw conclusion and discuss the implications and applications of the results obtained.
6. Adjust proposals to APA.

## TOPICS

- Data analysis frameworks: Grounded theory, ethnographic analysis, phenomenological analysis, narrative analysis, content and thematic analysis, discourse analysis and critical discourse analysis.
- Consolidation of the theoretical framework
- Assuring the credibility of the results: Credibility, robustness, transparency
- Writing up the discussion: Implications and pedagogical applications
- Format and style: APA norms

## METHODOLOGY

Most of the seminar will be based on workshops that include practical activities oriented to guiding students in the data management and analysis process. The seminar will include:

- Discussions about the readings to stimulate reflection on the contents presented.
- Group feedback on the analysis of data of each individual project.
- Individual sessions with the teachers to refine the data analysis.
- Presentations by guest speakers to illustrate the use of the different frameworks for data analysis.
- Workshops to become familiar with varied qualitative analysis frameworks.
- Short presentations by students on the theoretical framework used and its connection to the data analysis, discussion and conclusions of the project.

**Note:** All assigned readings should be read by the due dates, as they will be the basis for discussion in class. Students are expected to participate actively by commenting on the readings or relating them to their academic and professional experience and to their research project. **A central aspect of this seminar is collaborative work.** Therefore, students will be expected to participate actively in the feedback sessions of their peers' projects.

## ASSESSMENT

Activity	Description	Percentage
Active class participation & peer feedback <i>All classes</i>	<ul style="list-style-type: none"> <li>• Analysis of the readings</li> <li>• Peer feedback</li> </ul>	20%
Synthesis of the data analysis <i>October 22</i>	<ul style="list-style-type: none"> <li>• Paper that synthesizes the findings of the data collected so far</li> </ul>	30%

Oral presentation of findings	<ul style="list-style-type: none"> <li>• Presentation of preliminary or final findings</li> </ul>	25%
Conclusions and discussion <i>November 22</i>	<ul style="list-style-type: none"> <li>• First draft of the conclusions and discussion</li> </ul>	25%

### COURSE PLANNER

WEEK	TOPIC	KEY READINGS
<b>1</b> <b>August 9 - 11</b>	Introduction -Update on projects Program-Expectations Assessment criteria	
<b>2</b> <b>August 16-18</b>	Review: qualitative research traditions Feedback session: Revising the pedagogical intervention  Feedback session: Revising the pedagogical intervention and/or the analysis of data	Watch: David Silverman on Qualitative Research Methods & Natural Data Part & 2 <a href="http://youtu.be/AVnIO4vzXg8">http://youtu.be/AVnIO4vzXg8</a> <a href="http://youtu.be/qW_SKXYnhyQ">http://youtu.be/qW_SKXYnhyQ</a>
<b>3</b> <b>August 23-25</b>	Grounded theory: Tenets and procedures <i>Graduate student invited: Ysabella Zárate- August 23</i>  Group work: Individual feedback sessions	*Strauss and Corbin (1990) “Coding procedures” p. 57-74  Suggested: *Glaser, B. (1992). <i>Basics of grounded theory.</i>
<b>4</b> <b>August 30- September 1</b>	Grounded theory: Charmaz perspective Workshop: Preliminary data analysis  Workshop: Preliminary data analysis/ analysis of students’ samples	Charmaz , K. (2010). Constructing grounded theory. <i>A practical guide through qualitative analysis.</i> Thousand Oaks, CA: Sage Publications. <b>Selected chapters</b>
<b>5</b> <b>September 6-8</b>	Ethnographic analysis Workshop: Group work on data analysis  Workshop: Group work on data analysis	Correa, D. & Domínguez, C. (2014). Using SFL as a tool for analyzing students’ narratives. <i>HOW, A Colombian Journal for Teachers of English.</i>

6 September 13-15	Narrative analysis frameworks <i>Guest speaker invited</i>	*Grbich, C. (2009). <i>Qualitative data analysis</i> . London: Sage Publications. Part 2, chapter 4
	Workshop: Group work on data analysis	
7 September 20-22	Phenomenological analysis Workshop: Working on the analysis of data	Grbich, C. (2009). <i>Qualitative data analysis</i> . London: Sage Publications. Part 2, chapter 5
	Feedback session: Analyzing samples of data from students' projects	
8 September 27-29	Using software for qualitative analysis: Atlasti	Using software for qualitative analysis: Atlasti
	Feedback session: Analyzing samples of data from students' projects	<i>Guest speaker invited</i>
9 October 4-6	Content and thematic analysis Workshop: The use of content analysis	Lankshear, C., & Knobel, M. (2004). <i>A handbook for teacher research: From design to implementation</i> . New York: Open University Press. <b>Selected chapters</b>
	Feedback session: Analyzing samples of data from students' projects	
10 October 11-13	Discourse analysis and critical discourse analysis <i>Guest speaker invited: Dr. Carmen Helena Guerrero =October 11</i>	Grbich, C. (2009). <i>Qualitative data analysis</i> . London: Sage Publications. Chapter on discourse analysis
	Feedback session: Analyzing samples of data from students' projects	
11 October 18-20	Assuring the credibility of the results: Credibility, robustness, transparency	*Cresswell, J. (2007). Standards of validation and evaluation, chapter 10
	Writing up implications and pedagogical applications	
12 October 25-27	Workshop: Writing conclusions and discussion	Holliday, A. (2007). <i>Doing and writing qualitative research</i> . Chapter 6 "writer's voice"
	Workshop: Writing conclusions and discussion	
13 November 1	Preparation for the symposium	
November 3-5	.SYMPOSIUM organized by the Master's Program in Applied Linguistics to TEFL	

Universidad Distrital Francisco José de Caldas		
<b>14 November 8-10</b>	APA style: Formatting the document Workshop: Writing recommendations	Holliday, A. (2007). <i>Doing and writing qualitative research</i> . Chapter 8 “making appropriate claims”
	Workshop: Writing recommendations	
<b>15 November 15-17</b>	APA style: Formatting the document Workshop: Writing up limitations	Use: Purdue Writing Lab <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>
	Workshop: Writing up questions for further research	
<b>16 November 22-24</b>	Grades and feedback	Grades and feedback
<b>17 November 29- December 1</b>	Final marking of papers and handing in the evaluations-reports	
<b>18 December 6-8</b>	Final marking of papers and handing in the evaluations-reports	

## REFERENCES

- American Psychological Association. (2010). *Publication manual of the American psychological association* (4<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- Bernard, R. & Ryan, G. (2010). *Analyzing qualitative data. Systematic approaches*. London: Sage Publications.
- Burns, A. (2001). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Charmaz, K. (2010). *Constructing grounded theory. A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Clandinin, J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, 7, 44-54

- Correa, D., & Dominguez, C. (2014). Using SFL as a tool for analyzing students' narratives. *HOW, A Colombian Journal for Teachers of English*, 21(2), 112-133.
- Creswell, J. (2007). *Qualitative inquiry & research design. Choosing among the five traditions* (2<sup>nd</sup> Edition). London: Sage Publications.
- Creswell, J. (2013). *Data Collection*. In *Qualitative Inquiry & Research Design*. (pp. 145-178). Thousand Oaks, CA: Sage
- Dean Brown, D. (2001). *Using surveys in language programs*. Cambridge, Cambridge University Press.
- Grbich, C. (2009). *Qualitative data analysis*. London: Sage Publications.
- Holliday, A. (2007). *Doing and writing qualitative research* (2nd Ed.). Thousand Oaks: Sage Publications.
- Kozinets, R. (2010). *Netnography. Doing ethnography research online*. Los Angeles, CA: Sage.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York: Open University Press.
- Merriam, S. (2009). *Qualitative research. A guide to research and implementation*. San Francisco: Jossey-Bass Publishers.
- Patton, M. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publication

### **Suggested Readings**

- Denzin, N.K & Lincoln, Y.S. (2013). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage
- Marshall, C. & Rossman, G. (1999). *Data Collection Methods. Designing qualitative Research* (pp.105-141). London: Sage.

### **JOURNALS**



**UNIVERSIDAD DISTRITAL  
FRANCISCO JOSÉ DE CALDAS**

- ENLETAWA (Universidad Pedagógica y Tecnológica de Colombia)
- PROFILE (Universidad Nacional de Colombia)
- HOW (ASOCOPI)
- 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)
- FORUM
- TESOL QUARTERLY
- JOURNAL OF CURRICULUM STUDIES
- ELT JOURNAL

#### **DATABASES**

- ProQuest
- Scopus
- ScienceDirect
- SpringerLink

#### **ACADEMIC EVENTS**

ASOCOPI 51st Annual Conference: Technology in ELT. Achievements and Challenges for ELT Development. October 13, 14, 15, 2016, Colegio Champagnat, Bogotá.

XII Symposium on Research in Applied Linguistics & III International Symposium on Literacies and Discourse Studies - November 3 y 4, 2016.

**PINEDA-BÁEZ  
SAMACÁ- BOHÓRQUEZ**  
August 2016