

**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**Facultad de Ciencias y Educación**  
**Master Programme in Applied Linguistics to TEFL**  
**RESEARCH IN APPLIED LINGUISTICS**  
**First Term - 2016**

### **COURSE CONVENORS**

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### **ROOM**

Posgraduate Building – 503

### **DESCRIPTION**

Research is a core activity in this MA program and also a very important skill for teachers today. Conducting research is fascinating and yet very demanding. For this reason, this course is designed as a step by step guide to qualitative research in Applied Linguistics to TEFL. Participants will have the opportunity to explore the why and how of each one of these steps in order to make sound decisions when designing their own research study.

### **SEMINAR 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.

### **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 class will be conducted by combining teacher's lectures, students' presentations, class activities, and workshops.

## ASSESSMENT

Activity	Description	Percentage
Class participation	Students are expected to participate actively in class discussions. A tolerant and respectful attitude is a must. Also they are expected to come to the feedback sessions in the scheduled agreed.	10%
Oral presentation	Students will present their research topic (make relevant the research area), research question, research objectives and rationale.	20%
Annotated bibliography (antecedents) <i>Due: April 19</i>	Students should submit an annotated bibliography of 20 references for the antecedents.	15%
Annotated bibliography (theoretical framework) <i>Due: May 3</i>	Students should submit an annotated bibliography of 20 references for the theoretical framework	15%
Final paper <i>Due: May 3</i>	Students should submit their research project.	40%

## SEMINAR OUTLINE

WEEK	TOPIC	KEY READINGS/ ASSIGNMENTS/ACTIVITIES
<b>1</b> <b>Feb 9</b>	Orientation	
<b>2</b> <b>Feb 16</b>	Introduction of participants Presentation of program Research lines	Visit: <i>MA research lines</i> <a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles</a> Professor's presentation  <i>Literacy processes in two languages</i> <a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas</a>  <i>Discourse studies within educational contexts</i>

	<p>What is research? Where can I find a research problem?</p>	<p><a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas1">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas1</a></p> <p>Processes of teacher education and development <a href="http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas2">http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/tematicas2</a></p> <p>Professor's talk</p> <p>Group work: in small groups get together and discuss what your preliminary research interests are and in what research area you see yourself</p>
<p><b>3</b> <b>Feb</b> <b>23</b></p>	<p>Qualitative research and quantitative research</p> <p>Asking the research question</p>	<p>Read for discussion</p> <p>Bonilla-Castro, E., &amp; Sehk, P. R. (2005). Más allá del dilema de los métodos: la investigación en ciencias sociales. Editorial Norma. Ch: 2: Métodos cualitativos y cuantitativos</p> <p>Maxwell, J (2009) Research Questions. What do you want to understand. <i>Qualitative research design: An interactive approach</i>.</p> <p>Professor's talk</p> <p>Pair work: start drafting a research question, share with your partners.</p>
<p><b>4</b> <b>Marc</b> <b>h 1</b></p>	<p>Formulating research objectives</p>	<p>Cárdenas, M. L. C. (2009). Las investigaciones de los docentes de inglés en un programa de formación permanente. <i>Íkala</i>, 9(1), 105-138. <a href="https://aprendeonline.udea.edu.co/revistas/index.php/ikala/article/view/3144">https://aprendeonline.udea.edu.co/revistas/index.php/ikala/article/view/3144</a></p> <p>Lankshear, C (2005) Formulating our research purposes: problems, questions, aims and objectives. In: S. Bigger (Ed.) A handbook for teacher research; from design to implementation. New York: Routledge</p> <p>Professor's talk</p> <p>Pair work: Based on your research questions, draft your research objectives. Share with your partners.</p> <p>Homework: polish your research question. Frame it within one of the research areas of the MA program; develop a rationale for your RQ taking into consideration the research area, its main interests, and how your study contributes to the research area, to the MA program, and to the field of AL to the TEFL in Colombia.</p>

<p><b>5</b> <b>Marc</b> <b>h 8</b></p>	<p>Oral presentation (Group 1)</p>	<p>Students will present their research topic (make relevant the research area), research question, research objectives and rationale. Bring a handout</p>
<p><b>6</b> <b>Marc</b> <b>h 15</b></p>	<p>Oral presentation (Group 2)</p>	<p>Students will present their research topic (make relevant the research area), research question, research objectives and rationale. Bring a handout</p>
<p><b>7</b> <b>Marc</b> <b>h 29</b></p>	<p>Finding out what's already done...</p>	<p>Hubbard, R &amp; Power, B (1999) Living the questions. Maine: Steihouse Publishers. Ch. 6 "Citing a tea bag: When researchers read"</p> <p>Yegidis, B. L., Myers, L. L., &amp; Weinbach, R. W. (2011). Research methods for social workers. Pearson Higher Ed. Ch. Using existing knowledge</p> <p>Professor's talk: What are the antecedents, how far to go, how to write the chapter, where to look for info</p> <p>Homework: prepare an annotated bibliography with 20 references for the antecedents.</p>
<p><b>8</b> <b>April</b> <b>5</b></p>	<p>Theoretical support: what is the theoretical framework</p>	<p>Biggam, J. (2015). <i>Succeeding with your master's dissertation: a step-by-step handbook</i>. McGraw-Hill Education (UK). Ch. The literature review</p> <p>Hubbard, R &amp; Miller, B (1993) The art of classroom inquiry. A handbook for teacher-researchers. Portsmouth: Heineman. Ch. Creative review of literature.</p> <p>Professor's talk: How to write the theoretical framework</p> <p>Homework: Prepare a conceptual map where you show how you are relating the theories in your theoretical framework</p>
<p><b>9</b> <b>April</b> <b>12</b></p>	<p>Feedback session (Group 1)</p> <p>Visit libraries (Group 2)</p>	<p>Upload your annotated bibliography (antecedents)</p> <p>Homework: prepare an annotated bibliography with 20 references</p>
<p><b>10</b> <b>April</b> <b>19</b></p>	<p>Feedback session (Group 2)</p> <p>Visit libraries (Group 1)</p>	<p>Upload your annotated bibliography (antecedents)</p> <p>Homework: prepare an annotated bibliography with 20 references</p>

<p><b>11</b> <b>April</b> <b>26</b></p>	<p>The research design</p>	<p>Merriam, S. B., &amp; Tisdell, E. J. (2015). <i>Qualitative research: A guide to design and implementation</i>. John Wiley &amp; Sons. Ch. Types of qualitative research</p> <p>Litchman, M (2006) <i>Qualitative research design: user's guide</i>. London: Sage. Ch. Exploring traditions.</p> <p>Professor's talk</p>
<p><b>12</b> <b>May</b> <b>3</b></p>	<p>The pedagogical design</p>	<p>Zuluaga C. et al (2009) Integrating the Coffee culture with the teaching of English. <i>PROFILE</i>. 11 (2) Pp. 27-42</p> <p>Castro, I. &amp; Navarro, L (2014) The role of songs in First graders' oral communication development in English. <i>PROFILE</i>. 16 (1) Pp. 11-28</p> <p>Ochoa, D &amp; Medina, N (2014) A virtual room to enhance writing skills in the EFL class. <i>HOW</i>. 21 (1) Pp. 62-81</p> <p>Class discussion <b>Homework: upload your annotated bibliography for TF</b></p>
<p><b>13</b> <b>May</b> <b>10</b></p>	<p>Data. Instruments to collect data. Designing instruments</p>	<p>Teacher's talk: Most used instruments for data collection</p> <p>Robson, C. (2007). <i>How to do a research project: a guide for undergraduate students</i>. Blackwell. Ch. 4</p> <p>Burns, A (1999) <i>Non-observational techniques for data collection</i></p> <p>Burns, A (1999) <i>Observational techniques for collecting action research data</i></p>
<p><b>14</b> <b>May</b> <b>17</b></p>	<p>Ethical issues in research</p>	<p>Kvale, S., &amp; Brinkmann, S. (2009). <i>Interviews: Learning the craft of qualitative research interviewing</i>. London: Sage. Ch. Ethical issues of interviewing</p> <p>Santaella, C. M. (2006). Criterios de validez en la investigación cualitativa actual. <i>Revista de Investigación Educativa</i>, 24(1), 147-164.</p>
<p><b>15</b> <b>May</b> <b>24</b></p>	<p>Independent work</p>	<p>Polish your document. NB: I will be available upon request.</p>
<p><b>16</b> <b>May</b></p>	<p>Final paper</p>	<p>Upload your final paper</p>

## JOURNALS AND DATA BASES

Journal of Educational Research  
International journal of bilingual education and bilingualism  
The Modern Language Journal

ProQuest  
Scopus  
ScienceDirect  
SpringerLink

## References

Cárdenas, M. L. C. (2009). Las investigaciones de los docentes de inglés en un programa de formación permanente. *Íkala*, 9(1), 105-138.

Castro, I. & Navarro, L (2014) The role of songs in First graders' oral communication development in English. *PROFILE*. 16 (1) Pp. 11-28

Biggam, J. (2015). *Succeeding with your master's dissertation: a step-by-step handbook*. McGraw-Hill Education (UK). Ch. The literature review

Bonilla-Castro, E., & Sehk, P. R. (2005). Más allá del dilema de los métodos: la investigación en ciencias sociales. Editorial Norma. Ch: 2: Métodos cualitativos y cuantitativos

Burns, A. (2003). *Collaborative action research for English language teachers*. Ernst Klett Sprachen.

Hubbard, R & Miller, B (1993) *The art of classroom inquiry. A handbook for teacher-researchers*. Portsmouth: Heineman. Ch. Creative review of literature.

Hubbard, R & Power, B (1999) *Living the questions*. Maine: Steihouse Publishers. Ch. 6 "Citing a tea bag: When researchers read"

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. London: Sage. Ch. Ethical issues of interviewing

Lankshear, C (2005) Formulating our research purposes: problems, questions, aims and objectives. In: S. Bigger (Ed.) *A handbook for teacher research; from design to*

implementation. New York: Routledge

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Maxwell, J (2009) *Research Questions. What do you want to understand. Qualitative research design: An interactive approach*.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons. Ch. Types of qualitative research

Ochoa, D & Medina, N (2014) A virtual room to enhance writing skills in the EFL class. HOW. 21 (1) Pp. 62-81

Robson, C. (2007). *How to do a research project: a guide for undergraduate students*. Blackwell. Ch. 4

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

Yegidis, B. L., Myers, L. L., & Weinbach, R. W. (2011). *Research methods for social workers*. Pearson Higher Ed. Ch. Using existing knowledge

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

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