



**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**  
**School of Sciences and Education**  
**MA in Applied Linguistics to TEFL**  
**SEMINAR ON RESEARCH IN APPLIED LINGUISTICS**  
**2021-3**

**COURSE PROFESSOR**

Dr. Amparo Clavijo Olarte PhD

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Office hours in Google Meet: Tuesday 3-4 p.m. or by appointment

**DESCRIPTION**

This seminar is set as the continuation of the introduction to research course. The emphasis in this seminar is on exploring the type of qualitative design that each student will use in his/her thesis study. The participants in the seminar are encouraged to make informed decisions to select **new** relevant sources **to consolidate the theoretical framework** and **the research design** chosen as well as to use clear criteria for the selection of participants, instruments for data collection that permit to respond the research questions. The sessions will give a theoretical and practical foundation. The theoretical part promotes discussions about readings of articles, chapters and books about doing qualitative research. Students will need to document their research topic and expand the theoretical basis of their proposal by reading relevant professional literature. The practical part of the seminar deals with analyzing (individually and in groups) empirical research on nontraditional research designs such as *Narrative Inquiry*, *Youth Participatory Action Research*, *Critical Action Research*. The assignments aim at promoting a critical local perspective about educational research with a special attention to the social realities that surround the participants in the educational contexts or communities they live in. This seminar then constitutes a space for reflection and sharing of experiences related to qualitative research designs and methods for data collection and management in qualitative research.

**COURSE GOALS**

To become acquainted with qualitative research methods from research carried out nationally, internationally, and locally.

**Specific**

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

1. Explain their theoretical decisions that can support their study and their methodological decisions to address the research problem
2. Explain rationale for using a qualitative research approach chosen.
3. Write the research design chapter that incorporates their decisions on a method to address



the research problem.

### TOPICS

- An introduction to qualitative research: A Critical view
- Qualitative research approaches *Narrative Inquiry, Critical Action Research, Case Study*.
- Qualitative data collection methods.
- Ethics and Trustworthiness

### METHODOLOGY

This course is conducted as 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. She illustrates with own research experiences the type of qualitative research she has carried out and invites guest speakers to share research experiences that can enrich students' projects. There are also opportunities for the participants to report orally on insights about research carried out locally from extensive reading about their topic to write a solid theoretical framework. Students are also expected to share their progress on the design of their research study.

### ASSESSMENT

Criteria/Activity	Description	Weight
Oral presentations and class assignments	<p>Students will carry out class presentations of the following research activities:</p> <ol style="list-style-type: none"> <li>1. Individual research proposal,</li> <li>2. Annotated bibliography</li> <li>3. A course topic related to the research design selected.</li> </ol> <p>Students are expected to attend all class sessions see estatuto estudiantil, artículo 35 at <a href="https://sgral.udistrital.edu.co/xdata/csu/acu_1993-027.pdf">https://sgral.udistrital.edu.co/xdata/csu/acu_1993-027.pdf</a></p>	40%
Annotated Bibliography	<p>Students will organize an annotated bibliography with 15 <b>new</b> bibliographic sources (10 research articles and 5 books or dissertations related to topic of research)</p> <p>Students will submit their annotated bibliography in <b>September</b> and will do an 8-minute visual presentation (slides) to highlight the most salient and relevant sources for their research topic.</p>	20%
Final paper: research proposal	<p>Final paper and oral presentation should include:</p> <p>The statement of the problem</p> <p>A revised version of the literature review</p>	40%



	The research design chapter	
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### COURSE PLANNER 2020-3

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
<b>1</b> <b>August 10</b>	Program guidelines	Program introduction.
<b>2</b> <b>August 17</b>	Students' presentations of their research topics	<b>Students present their research topic and questions.</b> 10 minutes for presentation 6 minutes for feedback
<b>3</b> <b>August 24</b>	An epistemology of Qualitative Research. Desire not damage	<b>Suspending damage: a letter to communities.</b> <i>Eve Tuck (2009). Harvard Educational Review; Fall 2009; 79, 3; ProQuest pg. 409</i>  Focus for discussion: <ol style="list-style-type: none"> <li>1. How does the author define qualitative research?</li> <li>2. What is damage center research?</li> <li>3. The call for epistemological shift requires understanding a desire-framework for research. How do you understand it?</li> <li>4. How is colonization by research expressed in the article?</li> <li>5. How to move away from damage-centered research?</li> </ol> <b>Getting out of deficit. (Comber &amp; Kamler, 2004)</b>
<b>4</b> <b>August 31</b>	TEACHING DURING COVID-19 PANDEMIC <a href="https://www.languageonthemove.com/">https://www.languageonthemove.com/</a>	Clavijo, A., and Austin, T ( <b>in press</b> ). Crossing Multilingual Boundaries with Powerful Literacies: A Collaborative Ethnography in the Linguistic and Socio-Economic Landscape of Downtown Bogotá. In Norbella Miranda, Anne-Marie de Mejia and Silvia Valencia Giraldo (Eds.) <i>Language Education in Multilingual Colombia. Critical Perspectives and Voices from the Field</i> . Routledge.  Gómez, M. D. (2021). <i>Multimodal Narratives and Students' Voices in Community Practices in Times of Covid-19</i> . Unpublished master thesis. Universidad Distrital Francisco José de Caldas



<p><b>5 September 7</b></p>	<p>Expanding your literature review with key concepts.</p>	<p><b>Initial Search on Databases available at UDFJC Taylor &amp; Francis, Sage, Science Direct.</b>          What key words helped you find relevant professional literature in databases?  <ul style="list-style-type: none"> <li>• What international journals came out of that initial search?</li> <li>• What findings emerge from searching in CALJ, PROFILE, GIST, IKALA, HOW, FOLIOS?</li> </ul> </p>
<p><b>6 September 14</b></p>	<p>Expanding your literature review with key concepts.</p>	<p><b><u>Francis &amp; Taylor database presentation by Jorge Reyes.</u></b>           Students will prepare an annotated bibliography with 15 bibliographic new sources (10 research articles and 5 books or dissertations related to topic of research).</p>
<p><b>7 September 21</b></p>	<p><b>ANNOTATED BIBLIOGRAPHY DUE</b>          An annotated bibliography is a list of citations for various books, articles, and other sources on a topic. The annotated bibliography looks like a Works Cited page but includes an annotation after each source cited. An annotation is a critical evaluation of a source.</p>	<p>Oral Presentations of annotated bibliography. Students will do an 8-minute visual presentation of annotated bibliography to the class and will submit their annotated bibliography via Google Classroom.  <b>Assignment:</b> Choose an article that uses a qualitative approach studied in the seminar to share methodology and findings next class.</p>
<p><b>8 September 28</b></p>	<p><b>LITERATURE REVIEW CHAPTER DUE Sep 28</b></p>	<p>Presentation of your literature review (5 minutes each).   <hr/>         Peer review of the first version of the literature review before submitting the paper. Post it in Classroom!</p>
<p><b>9 October 5<sup>th</sup></b></p>	<p><b>CASE STUDY RESEARCH</b>  <i>Leofredis Mosquera Rentería</i></p>	<p>Parent Involvement AS Education: Activist Research in Multilingual and Multicultural Urban Schools. Sandra R. Schecter &amp; John Ippolito          Middle school parent involvement: Perceptions of teachers and parents. Jessica VanValkenburgh, Jennifer Putnam &amp; Mitch Porter (2021).  <b>Guest Speaker: Dr. Lina Trigos UNISABANA. (Confirmed)</b>          Critical Participatory Action Research in a Rural Community Committed to Peacebuilding in Times of Crisis.</p>
<p><b>10 October 12</b></p>	<p><b>NARRATIVE INQUIRY</b>  <i>Oscar Andrés Mosquera</i>  <i>Fabian David Buitrago</i></p>	<p>-From narratives to portraits: methodology and methods to portray leadership. Waterhouse (2007)</p>



		<ul style="list-style-type: none"> <li>-Using Narrative Research and Portraiture to Inform Design Research</li> <li>- Challenges in Working with Portraiture. Hampsten (2015)</li> <li>- Smith, B. (2001) The state of the art in narrative inquiry Some reflections. <i>Narrative inquiry</i>. 17 (2) 391-398.</li> <li>-Narrative research: An alternative approach to study language teaching and learning. Mendieta, J. (2013)</li> <li>- Locating research methods within an applied linguistics narrative framework. Barkhuizen, et al. (2013)</li> </ul>
<b>11 October 19</b>	<b>INFORMATION LITERACIES</b> <i>Alan Stick Florez Espinosa</i>	
<b>12 October 26</b>	Qualitative data collection methods.	<p>Qualitative data collection methods. <i>Observation,</i> <i>interviews</i> <i>Open-response items in questionnaires</i> <i>Introspective techniques</i> Heigham, J. &amp; Croker, R. (Eds.) (2004)</p>
<b>13 November 2</b>	Triangulation and different types of triangulation.	<p>An Introduction to <b>Triangulation</b> UNAIDS, Geneva, 2010 <i>Assignment:</i> Revise the research design chapter of 2 or 3 master theses to prepare your writing of chapter 3.</p>
<b>14 November 9</b>	What ethical issues should you deal with?	<p>Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. <b>Vicent N. Anney 2015</b></p>
<b>15 November 16</b>		Peer reading and revision of research design chapter 3
<b>16 November 23</b>	Graduate students' presentation of research design	Due date to submit research design chapter
<b>November 30</b>	Graduate students' submit research proposal	

### Guest Speakers 2021-3



Dr. Lina Trigos Carrillo PhD UniSabana  
October 5, 2021

## **DATA BASES & JOURNALS**

Taylor & Francis  
SAGE  
ScienceDirect  
ProQuest

International Multilingual Research Journal  
ELT Journal  
Colomb appl. linguist J. (Universidad Distrital)  
Profile (Universidad Nacional de Colombia)  
Enunciación (Universidad Distrital)  
Íkala (Universidad de Antioquia)  
Lenguaje (Universidad del Valle)  
Folios (Universidad Pedagógica Nacional)  
Signo y Pensamiento (Pontificia Universidad Javeriana)  
How Journal (ASOCOPI)

## **ACADEMIC EVENTS**

ASOCOPI Annual Conference. October 14-16, 2021  
Symposium on Research in Applied Linguistics – Aduanilla de Paiba, November 4 & 5, 2021

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