



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
SEMINAR ON RESEARCH IN APPLIED LINGUISTICS
2020-3

COURSE PROFESSOR

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ROOM

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 posed. 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 creating an annotated bibliography. 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*, *Social Media 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 inhabit. 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, Youth Participatory Action Research, Critical Action Research, Social Media Research, CDA.*
- 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 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"> 1. Individual research proposal, 2. Annotated bibliography 3. A course topic related to the research design selected. <p>Students are expected to attend all class sessions see estatuto estudiantil, artículo 35 at https://sgral.udistrital.edu.co/xdata/csu/acu_1993-027.pdf</p>	40%
Annotated Bibliography	<p>Students will organize an annotated bibliography with 15 new bibliographic sources (10 research articles and 5 books or dissertations related to topic of research)</p> <p>Students will submit their annotated bibliography in September 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	Final paper and oral presentation should include: The statement of the problem The literature review The research design	40%
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COURSE PLANNER 2020-3

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 August 18	Program guidelines	Program introduction. Students start presenting their research topic and questions
2 August 25	Students presentations of their research topics	Students continue presenting their research topics and questions
3 September 1	An epistemology of Qualitative Research. Desire not damage Focus for discussion: 1. How does the author define qualitative research? 2. What is damage center research? 3. The call for epistemological shift requires understanding a desire-framework for research. How do you understand it? 4. How is colonization by research expressed in the article? 5. How to move away from damage-centered research?	Suspending damage: a letter to communities. Eve Touch (2009). <i>Eve Tuck (2009)</i> <i>Harvard Educational Review; Fall 2009; 79, 3; ProQuest pg. 409</i> Initial Search on Databases available at UDFJC Taylor & Francis, Sage, Science Direct.
4 September 8	Expanding your literature review with key concepts.	GROUP DISCUSSION BY RESEARCH APPROACHES <ul style="list-style-type: none"> • What key words helped you find relevant professional literature in data bases? • What international journals came out of that initial search? • What findings emerge from searching in CALJ, PROFILE, GIST, IKALA, HOW, FOLIOS? Initial Search on Databases available at UDFJC Taylor & Francis, Sage, Science Direct.



		Students will prepare an annotated bibliography with 15 bibliographic new sources (10 research articles and 5 books or dissertations related to topic of research).
5 September 15	ANNOTATED BIBLIOGRAPHY DUE 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.	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 email or Google Classroom. Assignment: Choose an article that uses another qualitative approach studied in the seminar to share methodology and findings next class.
6 September 22	What research paradigms and approaches can serve the purpose to address the problem that I have stated?	PANEL -Youth Participatory Action Research and Critical Action Research. -Visual and Social Media Research. -Narrative Inquiry. Teachers' and Students Narratives. -CDA <i>Participation:</i> Members of the audience will be asked to pose questions to the panelists.
7 September 29	LITERATURE REVIEW CHAPTER DUE Sep 30	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!
8 October 6	VISUAL AND SOCIAL MEDIA RESEARCH César Andrés Meneses Perdomo	- Scientific Memes: Using the Language of Social Media to Improve Scientific Literacy and Communication in Lifespan Development -Elite male bodies: The circulation of alt-Right memes and the framing of politicians on Social Media -Conviviality and collectives on social media: Virality, memes, and new social structures.
9 October 13	YOUTH PARTICIPATORY ACTION RESEARCH CRITICAL ACTION RESEARCH <i>Johanna Patricia Caro Vargas</i>	Guest speaker Deisy Gomez 4th semester student Participatory action research Presentation Students Prepare questions to ask the presenter <hr/> -Collaborative inquiry: Youth, social action, and

	<p><i>John Jeiver Obando León</i> <i>Camila Ortíz</i> <i>Lina Paola Quete Alarcón</i></p>	<p>critical qualitative research -Critical Action Research - Doing Critical Participatory Action Research. Stephen Kemmis • Robin McTaggart Rhonda Nixon (2014).</p>
<p>10 October 20</p>	<p>NARRATIVE INQUIRY Portraiture Methodology Aura Cristina León-Castro</p>	<p>-From narratives to portraits: methodology and methods to portray leadership. Waterhouse (2007) -Using Narrative Research and Portraiture to Inform Design Research - Challenges in Working with Portraiture. Hampsten (2015)</p> <p>Guest speaker: Gary Barhuizen University of New Zeland (to be confirmed)</p>
<p>11 October 27</p>	<p>NARRATIVE INQUIRY José David Largo Rodríguez Diana Natalia Segura Linares</p>	<p>- Smith, B. (2001) The state of the art in narrative inquiry Some reflections. <i>Narrative inquiry</i>. 17 (2) 391-398. -Narrative research: An alternative approach to study language teaching and learning. Mendieta, J. (2013) - Locating research methods within an applied linguistics narrative framework. Barkhuizen, et al. (2013)</p>
<p>12 November 3</p>	<p>CDA Franz David Cárdenas Gamboa. Cristopher A. Torrez Carolina Pérez B.</p>	<ol style="list-style-type: none"> 1. Critical Discourse Analysis in Applied Linguistics: A Methodological Review Angel Lin (2014) <i>Annual Review of Applied Linguistics</i>. (34) 213-232. 2. Critical Discourse Analysis (2015). Teun Van Dijk. 3. Blommaert, J. (2000) Critical Discourse Analysis. <i>Annual Review of Anthropology</i>. 4. Colette Despaigne (2019) "Language Is What Makes Everything Easier": The Awareness of Semiotic Resources of Mexican Transnational Students in Mexican Schools, <i>International Multilingual Research Journal</i>, 13:1, 1-14
<p>13 November 10</p>	<p>INTERCULTURAL COMPETENCE AND INTERACTION ANALYSIS Lina Quete</p>	<p>Chesla Ann Lenkaitis, Stephanie Calo & Salvador Venegas Escobar (2019) Exploring the intersection of language and culture via telecollaboration: Utilizing videoconferencing for intercultural competence development, <i>International Multilingual Research Journal</i>, 13:2, 102-115.</p>



	Carolina Perez Bonfante	Gunawardena, Ch., Constance A. Lowe, Terry Anderson (1997) Analysis Of A Global Online Debate and the Development of an Interaction Analysis Model Journal of Educational Computing Research. Vol. 17(4) 397-431.
14 November 17	Qualitative data collection methods. Triangulation and different types of triangulation	Qualitative data collection methods. <i>Observation, interviews</i> <i>Open-response items in questionnaires</i> <i>Introspective techniques</i> Heigham, J. & Croker, R. (Eds.) (2004) An Introduction to Triangulation UNAIDS, Geneva, 2010
15 November 24	What ethical issues should you deal with?	Ensuring the Quality of the Findings of Qualitative Research: Looking at Trustworthiness Criteria. Vicent N. Anney 2015
16 December 1	Graduate students' presentations of thesis proposal	Due date to submit research design chapter

Guest Speakers 2020-3

Gary Barhuizen. University of New Zeland **(to be confirmed)**

Maria Deisy Gómez. Fourth Semester student MLAEI, UDFJC Confirmed!

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 8-10, 2020

Symposium on Research in Applied Linguistics – Aduanilla de Paiba, November 5-6, 2020

IV CIFLEX. Universidad San Buenaventura, Cartagena. Octubre 29, 30 y 31, 2020

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Elliott, J. (2005). *Using Narrative in Social Research. Qualitative and Quantitative Approaches*. London: Sage Publications Inc.

Golden, N. & Jessica Zacher Pandya (2019) Understanding identity and positioning for responsive critical literacies, *Language and Education*, 33:3, 211-225, DOI:10.1080/09500782.2018.1497648

Gubrium, A. and Harpet, K. (2013). *Participatory visual and digital methods*. New York: Routledge



Heigham, J. & Croker, R. (Eds.) (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Great Britain: Palgrave Macmillan

Holliday, A. (2007). *Doing and Writing Qualitative Research*. London: Sage Publication Ltd.

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

Mannay, D. (2016). *Visual Narrative and Creative Research Methods. Application, reflection and ethics*. London: Routledge

Medina, R.A, Ramírez, L. M., & Clavijo, A. (2015). Reading the community critically in the digital age: a multiliteracies approach. In P. Chamness Miller., Mantero. M. & Hendo. H. (Eds). *ISLS Readings in Language Studies: Vol. 5*. Pp.45-66. Grandville, MI: International Society for Language Studies

Mitchell, C.; De Lange, N. and Moletsane, R. (2017). *Participatory Visual Methodologies. Social change, community, and policy*. London: SAGE Publications

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Schmidt, C. (2020). Ethnographic research on children's literacy practices: children's literacy experiences and possibilities for representation. *Ethnography and Education*. 15:1, 48-63, DOI: 10.1080/17457823.2018.1512004

Sykes, H. & Tara Goldstein (2004). From Performed to Performing Ethnography: Translating life history research into anti-homophobia curriculum for a teacher education program. *Teaching Education*, Vol. 15, No. 1, 41-61.

Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review*; 79, 3; pg. 409

Amparo Clavijo Olarte PhD,
August 17, 2020