UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Seminar on Research in Applied Linguistics
Term: First semester 2022-3

COURSE PROFESSOR
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ROOM
https://meet.google.com/jzw-ayqh-fyi

DESCRIPTION
This seminar examines in depth many of the contents presented in the introduction to research seminar. The emphasis in on qualitative designs such as Narrative Inquiry, Participatory Action Research, Phenomenology, Ethnography, among others, that could be used by the students in their research. The participants in the seminar are encouraged to select new relevant sources to consolidate their theoretical framework and to enrich the state of the art. In addition, they will make informed decisions about the qualitative research design chosen, which includes clear criteria for the selection of participants and instruments for data collection to respond the research questions and objectives. The seminar is grounded on the premise that through rigorous, systematic research, teachers in Colombia can expand the existing body of knowledge in language education. This implies framing teachers' contribution in an activity that calls for the adoption of a critical perspective. The seminar in this sense offers alternatives for problematizing issues related to language education using an informed approach while developing sensitivity to understand naturally occurring phenomena in educational contexts. The ultimate goal is to build a robust research proposal that will be presented at the end of the academic semester.

COURSE GOALS
1. Write the research proposal for the MLAEI program
2. Develop an understanding of qualitative research designs and qualitative data collection methods.
3. Build a state of the art about the research topic selected
4. Write the statement of the problem and begin making decisions about qualitative research designs: Participant selection, design and validation of instruments, procedures

TOPICS

- The research problem: Questions and objectives
- Theoretical framework and state of the art
- Qualitative research designs in applied linguistics
- Research design: Typology and components
- Ethical issues in research and writing

RESEARCH LINES

Literacy Studies and Local Pedagogies for Social Transformation
Discourse Studies within Educational Contexts
Processes of Teacher Education and Development

METHODOLOGY

Sessions consist of lead lectures and practical activities that include discussions about the readings, workshops,and presentations by the students. Students must prepare the readings by the due dates, as they will be the basis for discussion in class. Students must participate actively by commenting on the readings or relating them to their academic and professional experience and to their proposals for their research projects. The students and the teacher will work **collaboratively** to improve the quality of the research proposals.

EVALUATION

Task / Activity	Description	Percentage
Class attendance and active participation	Attendance follows the guidelines established by the program. Quality participation involves • Quality feedback to peers' projects (10%) • Short presentations: Research proposal (10%)	20%
State of the art	• State of the art: Synthesis of research in the topic of interest that must include a minimum of 15 research articles.	30%
Presentation session	Qualitative research traditions. Description, characteristics and examples.	20%
Statement of the problem	A synthesis of the antecedents, the statement, research questions and objectives and research design chart.	30%

COURSE PLANNER

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 Tuesday August 16	Introduction to the program	Presentation of the program. Discussion of current state of the projects
2 Tuesday August 23	Students´ presentations of their research topics *An introduction to writing robust problems /questions /objectives	*Students present their research topic and questions.* 10 minutes for presentation 6 minutes for feedback
3 Tuesday August 30	Gaining perspective in qualitative studies: Moving beyond the traditional approach An epistemology of Qualitative Research.	***Readings*** *Paris (2019). Naming beyond the white settler colonial gaze in educational research * Comber & Kamler (2004) Getting out of deficit. *Polo, A. (2019). From utopia to reality: trans-formation of pedagogical knowledge in English language teacher education
4 Tuesday September 6	Building a state of the art and selecting a theoretical perspective	Data base search for the state of the art and to select the theoretical perspective Workshop to select key words, select articles, build a synthesis (part 1) ***Readings*** *Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: *Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines
5 Tuesday September 13	Building a state of the art and selecting a theoretical perspective	Data base search for the state of the art and to select the theoretical perspective Workshop to select key words, select articles, build a synthesis (part 2)

	(continued)	**Readings** *Yilmaz et al. (2022) An examination of the studies on foreign language teaching *Chen et al (2021). Research trends in the use of E-books in EFL
6 Tuesday September 20	Refining the research problem: Feedback session	**Activity:** Students present a synthesis of research highlighting the evidence used to state the problem **Readings** *Lankshear & Knobel (2004). Formulating our research purposes: problems, questions aims and objectives, pages 40-53
First paper due: State of the art and theoretical framework. September 23		
7 Tuesday September 27	Qualitative research in Applied Linguistics: Characteristics and typology *Narrative inquiry *Case study *Phenomenology	**Readings** *Yin (2011). "What is qualitative research"? Pages 3-24 *Other readings based on the qualitative design selected **Activity:** Students' presentation on qualitative traditions
8 Tuesday October 4	Qualitative research in Applied Linguistics: Typology *Action research *Ethnography *Discourse studies	**Readings** *Schmidt, C. (2020). Ethnographic research on children's literacy practices *Other readings based on the qualitative design selected **Activity:** Students' presentation on qualitative traditions
9 Tuesday October 11	Research design and systematic inquiry: General framework for the research design	**Readings** *Lankshear & Knobel. (2004), chapter 3, p. 40-53 *O'Leary. (2004). Data collection. Pages 150-183 Guest speaker: Laura Carreño
10 Tuesday October 18	Collecting observed data in qualitative research: *Principles of observation *Fieldnotes, recording sheets, photographs	**Readings** *Merriam, S. (2009). Being a careful observer, pages 117-131 *Other selected readings based on instruments for observation **Activity:** Students prepare workshop on instrument selected Feedback on research design (part 1)

11 Tuesday October 25	Presentation of the research problem (part 1)	*Activity:* Students' present a 10 minutes ppp on the revised version of the statement of the problem
12 Tuesday November 1	Presentation of the research problem (session 2)	*Activity:* Students' present a 10 minutes ppp on the revised version of the statement of the problem (feedback session)
13 Tuesday November 8	Collecting written data in qualitative research: *Diaries, life stories, journals, logs, etc. *Surveys	*Readings* * Greenier, V., & Moodie, I. (2021) Photo-narrative frames-narrative research *Selected chapters Lankshear & Knobel
14 November 15	Collecting spoken data: *Interviews and focus groups	*Readings* *Merriam, S. (2009). Chapter 5: Conducting effective interviews, pages 87-115
15 November 22	*Criteria for selecting participants and description of the context	*Patton, M. (1990). Purposeful sampling. Pages 169-186. *MacMillan & Schumacher. (2007). Muestreo intencionado, 403-423
16 November 29	Ensuring the credibility of the data: triangulation, trustworthiness Final paper	*Readings* *Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects *Flick (2004). Triangulation in qualitative research
Final paper due: Statement of the problem and research design chart. December 6ᵗʰ.		

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Recommended web site for APA:

*Purdue writing Lab
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

RECOMMENDED JOURNALS AND DATA BASES

1. Colombian Applied Linguistics-Universidad Distrital Francisco José de Caldas
2. IKALA, Revista de Lenguaje y Cultura- Universidad de Antioquia
3. HOW- ASOCOPI
4. PROFILE, Issues in Teachers' Professional Development: Universidad Nacional de Colombia
5. FOLIOS- Universidad Pedagógica Nacional
6. GIST, Education and Learning Research Journal- UNICA, Institución Universitaria Colombo Americana
7. Matices- Universidad Nacional de Colombia
8. Educación y Educadores-Universidad de La Sabana
9. Voces y Silencios

RECOMMENDED DATABASES

ProQuest	Scopus	Web of Science
Jstor	Dialnet	Taylor & Francis
Springer	Sage	

ACADEMIC EVENTS

ASOCOPI *"Interrogating and contrasting English language teachers' ideologies, realities and practices".* Medellín, October 13-15.
SYMPOSIUM Symposium on Research in Applied Linguistics- November 2022

PINEDA BÁEZ, August 2022