UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Optional course on RESEARCH METHODS

Term 2022-2

COURSE PROFESSOR

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ROOM

Link to Google Meet: Research methodologies

Lunes, 4:00 – 7:00pm

https://meet.google.com/kpw-hsiq-wjp

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DESCRIPTION & JUSTIFICATION

The English Language Teaching field is a complex area which overlaps multiple layers and that its understanding requires careful observation, a reflective attitude and an analytical mind. Late in the 50´s when ELT started to become crucial part of education worldwide, problems of language development were focused on describing instrumentally the most accurate methodology to reach language structural precision. With the evolution of language views that claimed the need to account for social and cultural elements, new pedagogical perspectives also started to arise so language in use, the individuals' interaction and the ideational perspectives changed the path for more communicative language objectives.

From the previous wide area, research issues that were settled in the centre of inquiry, although more distant from language accuracy as the main goal, continue the line of approaching instrumental pedagogical perspectives that gradually looked at reaching the most effective language teaching strategies or methods that could also guarantee an effective learning process. Lately, over the last decades, the language teaching context accompanied with linguistic and pedagogical spins, research interests have turned to identify other problems, in other contexts and individuals that were before discarded.

As it has happened in other disciplines, research in this field has been through two different paths: on the one hand, over structuring and systematising elements that could account for the scientific development of research and, on the other hand, over demystifying the structures that constructed visions on ELT actors that, through routinisation, repetition and accommodation to unique cognitive/biological typification disregarded possibilities of action and invisibilised voices that are valuable to understand the initial mentioned complexity of ELT.

This optional course in the Master in applied Linguistics program looks for developing a reflective experience on master students' previous knowledge to identify their positionalities in terms of the understanding of research methods in ELT so new constructions open new possibilities. In doing so, this academic space looks for identifying students' development on the configuration of their views over language teaching and research with the goal of exploring diverse pluri-dimensional possibilities which open paths to view research methodologies as flexible, open and creative. In the first part of the course, students are expected to state their research interests as well as situating those in their particular realities. The second part of the course, following a critical epistemology, a reflection process starts by analysing research knowledge and experience that have shaped students' views and a third part, addresses alternative views and approaches to methodologically conducting ELT research so illustrative examples situate them in a creative and critical position towards their task as researchers.

COURSE GOALS

1. Understand the ELT field as a complex area in which different layers contain research problems which are worthy to study and analyse

2. Reflect on the intersection between the teacher and researcher's role so a comprehensive approach to their task as master students is developed

3. Situate different research problems in particular contexts so a broader understanding of the problems in context attempts to approach them with ample research views

4. Examine alternative research methodologies that account for the complexity of the ELT educational field

5. Develop a situated ELT small-scale research proposal incorporating an alternative research methodology in an attempt to solve a genuine problem in the field

MAIN TOPICS

1. Problematisation in ELT research

2. ELT teaching and research

3. Traditional typologies of qualitative research in education: action research, case study, ethnography, narrative analysis, critical discourse analysis, etc.

4. Demystifying scientific research

5. Alternative ELT research methodologies (indigenous methodologies, CRT and ELT, autobiographies, digital ethnography, Grounded theory with a view of social justice)

METHODOLOGY

This optional space provides two methodological scenarios. The first, is a space for discussion and reflection over particular research theoretical tools and cases of ELT developing alternative research methods. The second is a space for students' socialisation of their specific research proposals and advance. In the first case, this happens along the semester during the development of class activities in which autonomy, collaboration, and critical reflection are expected to be the basis for broadening conceptualisation and complementary learning. Master students are expected to prepare their tasks according to the parameters established in the seminar and show a critical attitude by reflecting upon the ELT particular research problems promoting a collaborative environment with peers while their own teaching and learning experiences are also the platform for the professor to provide feedback based on their readings. As part of this space, guest speakers are invited to illustrate the design and application of the addressed research methodologies.

The second space is a moment in which master students will start exploring their field and share their reflections with the rest of the class. The professor of the seminar guides students in the selection of the most appropriate methodological approach to respond their research inquiries and peers are expected to encourage analysis their own proposals and peer evaluate their progress. The methodology and the contents addressed in the seminar are flexible and adaptable according to the advance and students' needs and proposals.

ASSESSMENT

Task	Description	Due date	Weight
Class participation and attendance	Students should attend all classes. Peer feedback: Students' questions, suggestions and insights will be part of the feedback that will be evaluated. Also individual tasks will be assigned as part of their contribution.	All sessions	20%

First presentation on students' situated inquiries	Students develop an oral presentation of the Problematisation of an ELT issue which they see as part of their particular interest. That will contain an analysis of the context, a particular research question and objectives and the theoretical main concepts to tackle the problem.	September 12	15%
Second presentation on students' advance on their proposals	Students present an outline of the initial inquiry in the frame of an alternative research methodology	October 31	30%
Students' presentation of their small scale project paper (Final paper)	There two alternatives here for students to submit a final paper: 1. A short paper presenting an alternative research methodology exercise attempting to analyse a particular ELT problem 2. A reflective paper that interconnects the usefulness of developing one of the alternative research methodologies for the specific research problem each one is working on	December 05	35%

COURSE PLANNER			
Week	**Date**	**Topic/Activity**	**Brief description / Assigned Reading**
1	August 15	Introduction to the course	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' expectations on the class and research insights.
2	August 22	Understanding problematisation	Understanding Problematisation in research and ELT: documenting research problems and justifying their application

			Readings: Nicácio, P (2011). Generating research questions through Problematisation. Academy of management review. Vol. 36, No. 2, 247–271. Chun, C. W., & Morgan, B. (2019). Critical research in English language teaching. *Second handbook of English language teaching*, 1091-1110.
3	August 29	ELT and research Part I	ELT inquiries: Research traditions and new inquiries Differentiating instrumental purposes from social and critical issues in language education research that have a practical and theoretical foundation. Pennycook, A. (1990). Critical pedagogy and second language education. *System*, *18*(3), 303-314. Pennycook, A. (2022). Critical applied linguistics in the 2020s. *Critical Inquiry in Language Studies*, 1-21.
4	September 5	ELT and research Part II	Standing critically upon language teaching issues in research. (A review of literature). Granados-Beltrán, C. (2018). Revisiting the need for critical research in undergraduate Colombian English language teaching. *How*, *25*(1), 174-193. *Guest speaker*. Critical issues in ELT. Suggested reading: Crookes, G. V. (2013). Developing domains or radical language pedagogy in *Critical ELT in action: Foundations, promises, praxis*. Routledge.
5	September 12	Practical exercise of the previous topic Students' first presentation on their proposals	Students bring power point presentation on a genuine situated research problem to approach in a small scale project

6	September 19	Students' first presentation on their proposals (first round) Demystifying ELT research	Addressing general understandings of research universal and objectivist vs. particular and subjective views Macedo, D. (2019). Rupturing the yoke of colonialism in foreign language education: An introduction. In *Decolonizing foreign language education* (pp. 1-49). Routledge. Guerrero-Nieto, C. H. G. 2. ELT Research from the Global South: Uncertainties in a Rarely-Walked Road. *Énfasis*, 47. Guest speaker
7	September 26	Students' first presentation on their proposals (second round) Alternative research methodologies in ELT Introduction	Introduction to alternative research methodologies New epistemologies, linguistic and pedagogical turns Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128. Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard educational review*, 79(3), 409-428.
8	October 3	Introduction to research conceptions (sept 19) Alternative research methodologies in ELT Part I	Indigenous methodologies Kovach, M. (2017). Doing indigenous methodologies. *The SAGE handbook of qualitative research*, 383-406. Smith, L. T. (2007). Getting the story right–telling the story well: indigenous activism–indigenous research. *Pacific genes and life patents: Pacific indigenous experiences & analysis of the commodification and Ownership of life*, 74-81.
9	October 10		Critical race theory and ELT García, O., Flores, N., Seltzer, K., Wei, L., Otheguy, R., & Rosa, J. (2021). Rejecting abyssal

			thinking in the language and education of racialized bilinguals: A manifesto. *Critical Inquiry in Language Studies*, *18*(3), 203-228. Kubota, R. (2020). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. *Applied Linguistics*, *41*(5), 712-732.
10	October 17		Autoethnography Kamali, H. C. (2021). How I Happened to Become a Nepanglish Teacher: Using Autoethnography for Effective ELT in the EFL Context. *International Journal of English Language Teaching*, *9*(2), 29-34. Castañeda-Trujillo, J. E., Carrasco, G. A., Castañeda-Peña, H., Nieto, C. H., Rivera, P. M., Londoño, A. C., ... & Castañeda, J. E. (2020). Untangling initial English teaching education from pre-service teachers' collaborative autoethnographies. *H. Castañeda-Peña et al., Methodological uncertainties of research in ELT education I*, 219-239.
11	October 24		Feminist/Gender approaches to ELT Granados-Beltrán, C. (2021). Attempting to decolonize gender in a BA ELT program.
12	October 31	Students' second presentation on students' proposal	Students bring power point presentation on the advance of their genuine situated research problem The presentation should contain: Research problem, research question and objectives, a short review of the literature and a proposed research methodology.
13	November 7	Alternative research methodologies in ELT Part II	Digital ethnography Panche, W. (2020). Iidentidad racial en la ciudad digital Una mirada crítica al aprendiz del idioma

			<mark>inglés. (Tesis de maestría. Maestría en comunicación-educación. Universidad Distrital.</mark> Escarcena, I. J. A. L. (2018). *The discursive construction of expert identities in online film reviews: A study of a global, a Latin American, and a Chilean website* (Doctoral dissertation, King's College London).
14	November 14		Linguistic ethnography Rampton, B. (2007). Neo-Hymesian linguistic ethnography in the United Kingdom. *Journal of Sociolinguistics*, *11*(5), 584-607. Chowdhury, Q. (2020). *English and development: Discourses from two madrasas in rural Bangladesh* (Doctoral dissertation, King's College London). Eley, L. (2019). *Linguistic landscape: an interactional perspective* (Doctoral dissertation, King's College London). Rampton, B., & Eley, L. (2018). Goffman and the everyday interactional grounding of surveillance. *Working Papers in Urban Language & Literacies*, *246*.
15	November 21		Decolonial/critical methodologies Bohórquez, Y. S. 8. Towards A Decolonial Project: A Quest between ELT Colonial Ideologies in the ELTP31 and the Interrelations among Its Subjects. *Énfasis*, 163. Guest speaker Samacá, Y ( )
	November 28	Individual tutorials	Individual tutorials on the paper before handing it in.
16	December 05	**Final paper and presentations due**	Students bring power point presentation on the advance of their genuine situated research problem

			The presentation should contain: research question and objectives and analysis of the data based on the conceptualisation developed in the course

BIBLIOGRAPHY:

Note: There will be additional readings during the semester depending on students' topics for their pedagogical and methodological components. In addition, students are strongly encouraged to consult the following databases: ProQuest, Scopus, ScienceDirect. SpringerLink, Redalyc, Scielo and the professional journals: Colombian Applied Linguistics Journal, PROFILE, IKALA, HOW, Voces y Silencios, among others.

References

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners.* New York : Routledge.

Castañeda-Trujillo, J. E., Carrasco, G. A., Castañeda-Peña, H., Nieto, C. H., Rivera, P. M., Londoño, A. C., ... & Castañeda, J. E. (2020). Untangling initial English teaching education from pre-service teachers' collaborative autoethnographies. *H. Castañeda-Peña et al., Methodological uncertainties of research in ELT education I*, 219-239.

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Macedo, D. (2019). Rupturing the yoke of colonialism in foreign language education: An introduction. In *Decolonizing foreign language education* (pp. 1-49). Routledge.

Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey Bass.

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Rampton, B., & Eley, L. (2018). Goffman and the everyday interactional grounding of surveillance. *Working Papers in Urban Language & Literacies*, *246*.

Samacá-Bohórquez, Y. Towards A Decolonial Project: A Quest between ELT Colonial Ideologies in the ELTP31 and the Interrelations among Its Subjects. *Énfasis*, 163.

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Yin, R. K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.

Zacharias, N. T. (2012). *Qualitative research methods for second language education: A*

coursebook. Newcastle upon Tyne: Cambridge Scholars Publishing.

ACADEMIC EVENTS:

- Coloquio Internacional sobre investigación en lenguas extranjeras
- ASOCOPI (Medellín-Colombia). October
- Symposium of Applied Linguistics of TEFL (Master in applied Linguistics of TEFL). November
- Encuentro de investigadores de la Universidad Distrital FJC: November
- Tercer Simposio Contactos Interlingüísticos e Interculturales: "Disrupciones, diálogos y agenciamientos sociales, interculturales e interlingüísticos. November

S. Ximena Bonilla M. /August/2022