



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Research Projects II-2019

COURSE PROFESSORS

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ROOM

Edificio de Posgrados

DESCRIPTION

This seminar is designed to explore a whole range of systematic approaches to inquiry in the field of Applied Linguistics. It focuses on the central characteristics and techniques of qualitative research and emphasizes on the need for a critical reflection about methodological processes and ethical considerations. The practical component of this seminar ensures a clear understanding of the following processes: (a) application of data collection instruments procedures, (b) application of data analysis strategies and (c) elaboration of conclusions and the discussion based on the results of the project and on a solid understanding of the theoretical framework that supports the project.

COURSE GOALS

1. Collect data applying different instruments.
2. Become familiar with different frameworks for the analysis of data.
3. Interpret data (observed, written and spoken) using the framework selected (including the theoretical perspective that supports the project).
4. Apply guidelines for credibility, transparency and robustness in the data analysis procedure.
5. Draw conclusions and discuss the implications and applications of the results obtained.
6. Adjust proposals to APA.



TOPICS

- Data analysis frameworks: Grounded theory, ethnographic analysis, phenomenological analysis, narrative analysis, content and thematic analysis, discourse analysis and critical discourse analysis.
- Consolidation of the theoretical framework
- Assuring the credibility of the results: Credibility, robustness, transparency
- Writing up the discussion: Implications and pedagogical applications
- Format and style: APA norms

METHODOLOGY

The seminar centers on workshops that include practical activities oriented to guiding students in the data management and analysis process. However, there will be short lectures to introduce the different frameworks for data analysis. The seminar includes:

- Discussions about the readings to stimulate reflection on the contents presented.
- Group feedback on the analysis of data of each individual project.
- Individual sessions with the teacher to refine the data analysis.
- Presentations by guest speakers to illustrate the use of the different frameworks for data analysis.
- Workshops to become familiar with varied qualitative analysis frameworks.
- Short presentations by students on the theoretical framework that serves as a foundation for their projects, their progress in the data analysis, and on the preliminary discussion and conclusions of the project.

Notes

1. Students must read all the material suggested by the teachers, 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 research project. **A central aspect of this seminar is collaborative work.** Therefore, students are encouraged to participate actively in the feedback sessions of their peers' projects.
2. The syllabus will be **flexible** so that it responds to students' individual progress in their projects.

ASSESSMENT

Activity	Description	Percentage
Active class participation, peer feedback & attendance <i>All classes</i>	<ul style="list-style-type: none"> Analysis of the readings Tasks for each class Peer feedback 	20%
Oral presentation of the theoretical framework that supports the project <i>September 3-10</i>	<ul style="list-style-type: none"> Connection of the theoretical framework to the analysis framework 	20%
Oral presentation of findings <i>Symposium</i>	<ul style="list-style-type: none"> Presentation of preliminary or final findings 	30%
Synthesis of the data analysis <i>November 26</i>	<ul style="list-style-type: none"> Paper that synthesizes the findings of the data collected so far 	30%

COURSE PLANNER

WEEK	TOPIC and Professor leading the session	KEY READINGS
1 August 13	Introduction -Update on projects Program-Expectations Assessment criteria Dr. Clelia Pineda Dr. Ximena Bonilla	
2 August 20	Feedback session: Using Wilson's Ladder of Feedback Revising the problem, questions and research objectives. (group 1) Dr. Clelia Pineda Dr. Ximena Bonilla	All students must prepare a chart with the statement of the problem /research question / methodology /

3 August 27	<p>Feedback session: Using Wilson's Ladder of Feedback</p> <p>Revising the problem, questions and research objectives. (group 2)</p> <p>Dr. Clelia Pineda</p> <p>Dr. Ximena Bonilla</p>		*Strauss and Corbin (1990) "Coding procedures" p. 57-74
4 September 3	<p>Grounded theory: principles and stages</p> <p>Workshop: open coding-axial coding-selective coding</p> <p>Dr. Clelia Pineda</p>	<p>Feedback session:</p> <p>Students are divided into 2 groups to revise :</p> <p>(a) pedagogical intervention -Dr. Clelia Pineda</p> <p>(b) Methodology and theory background</p> <p>Dr. Ximena Bonilla</p>	Charmaz, K. (2010). <i>Constructing grounded theory. A practical guide through qualitative analysis.</i> (selected chapters)
5 September 10	<p>Grounded theory: Workshop: presentation of categories from the data provided</p> <p>Dr. Clelia Pineda</p>	<p>Evaluation session:</p> <p>Students are divided into 2 groups to revise :</p> <p>(a) Pedagogical intervention</p> <p>Dr. Clelia Pineda</p> <p>(b) Methodology and theory background</p> <p>Dr. Ximena Bonilla</p>	Charmaz, K. (2010). <i>Constructing grounded theory. A practical guide through qualitative analysis.</i> (selected chapters)
6 September 17	<p>Discourse analysis: principles and guidelines</p> <p>Dr. Ximena Bonilla</p>	<p>Evaluation session:</p> <p>Students are divided into 2 groups to revise :</p> <p>(a) Pedagogical intervention</p> <p>Dr. Clelia Pineda</p> <p>(b) Methodology and theory background</p> <p>Dr. Ximena Bonilla</p>	Wodak, R. & Meyer, M. (2013). <i>Methods of Critical Discourse Analysis.</i> SAGE: London, UK
7 September 24	<p>Using software for the analysis of qualitative data</p> <p>Possibilities: Atlasti- QDA Miner Lite</p> <p>Dr. Clelia Pineda</p> <p>Dr. Ximena Bonilla</p> <p><i>Guest speaker invited</i></p>		

8 October 1	Content analysis: Workshop Dr. Clelia Pineda	Feedback session: Advancements in data collection and/or data analysis Group 1: Dr. Clelia Pineda Group 2: Dr. Ximena Bonilla	Martin, S. (2015). Content analysis of the writings of Mary Parker Follett (In Klenke, Wallace, & Martin, Eds. Qualitative Research in the Study of Leadership), p-273-301
9 October 8	Narrative analysis: Principles and guidelines Dr. Ximena Bonilla <i>Guest speaker invited</i>	Feedback session: Advancements in data collection and/or data analysis Group 1: Dr. Clelia Pineda Group 2: Dr. Ximena Bonilla	Correa, D. & Domínguez, C. (2014). Using SFL as a tool for analyzing students' narratives. HOW, A <i>Colombian Journal for Teachers of English.</i>
10 October 15	Workshop on data analysis: Students work on the analysis of data from their projects-Writing categories Group 1: Dr. Clelia Pineda Báez Group 2: Dr. Ximena Bonilla		
11 October 22	Workshop on data analysis Students work on the analysis of data from their projects-Writing categories Group 1: Dr. Clelia Pineda Báez Group 2: Dr. Ximena Bonilla		
12 October 29	Workshop on data analysis Students work on the analysis of data from their projects-Writing categories Group 1: Dr. Clelia Pineda Báez Group 2: Dr. Ximena Bonilla		
13 November 5	Preparation for the symposium Feedback on the content of the slides for the academic event Dr. Clelia Pineda Báez Dr. Ximena Bonilla		

SYMPOSIUM organized by the Master's Program in Applied Linguistics to TEFL Universidad Distrital Francisco José de Caldas-November7 -8			
14 November 12	Assuring the credibility of the results: Credibility, robustness, transparency Dr. Clelia Pineda-Báez	Feedback session: Advancements in data collection and/or data analysis Group 1: Dr. Clelia Pineda Báez Group 2: Dr. Ximena Bonilla	*Cresswell, J. (2007). Standards of validation and evaluation, chapter 10 Holliday, A. (2007). <i>Doing and writing qualitative research</i> . Chapter 8 "making appropriate claims"
15 November 19	Writing the conclusions, the discussion, implications and recommendations Dr. Ximena Bonilla	Feedback session: Advancements in data collection and/or data analysis Group 1: Dr. Clelia Pineda Báez Group 2: Dr. Ximena Bonilla	Hopkins, D. (2008). Chapter 10- Reporting classroom research 144-155
16 November 26	Final submission of papers and handing in the evaluations-reports-Final feedback session		

REFERENCES

- American Psychological Association. (2010). *Publication manual of the American psychological association* (4th ed.). Washington, DC: American Psychological Association.
- Barkhuizen, G. (Ed.) (2013). *Narrative research in applied linguistics*. Cambridge, UK: Cambridge University Press.
- Bernard, R. & Ryan, G. (2010). *Analyzing qualitative data. Systematic approaches*. London: Sage Publications.



- Bruner, J. (2004). Life as narrative. *Social Research*, 71(3), 691-710
- Burns, A. (2001). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Charmaz, K. (2010). *Constructing grounded theory. A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Clandinin, J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, 7, 44-54.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, CA: Jossey-Bass Publishers.
- Correa, D., & Dominguez, C. (2014). Using SFL as a tool for analyzing students' narratives. *HOW, A Colombian Journal for Teachers of English*, 21(2), 112-133.
- Creswell, J. (2007). *Qualitative inquiry & research design. Choosing among the five traditions* (2nd Edition). London: Sage Publications.
- Creswell, J. (2013). *Data Collection*. In *Qualitative Inquiry & Research Design*. (pp. 145-178). Thousand Oaks, CA: Sage
- Dean Brown, D. (2001). *Using surveys in language programs*. Cambridge, Cambridge University Press.
- Grbich, C. (2009). *Qualitative data analysis*. London: Sage Publications.
- Holliday, A. (2007). *Doing and writing qualitative research* (2nd Ed.). Thousand Oaks: Sage Publications.
- Hopkins, D. (2008). *A teacher's guide to classroom research*. Glasgow: Open University Press. (chapter 9 & 10)
- Kozinets, R. (2010). *Netnography. Doing ethnography research online*. Los Angeles, CA: Sage.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York: Open University Press.
- Mason, J. (2002). *Qualitative researching*. London: Sage Publications Ltd. (chapters 8 & 9)

- Merriam, S. (2009). *Qualitative research. A guide to research and implementation*. San Francisco: Jossey-Bass Publishers.
- Patton, M. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publication
- Tisdell, E. & Merriam, S. (2015). *Qualitative research: A guide to design and implementation*, 4th Edition. New York: John Wiley & Sons. (chapter 7)
- Yin, R. (2011). *Qualitative research from start to finish*. New York: The Guilford Press. (chapters 8 & 9).

Suggested Readings

- Denzin, N.K & Lincoln, Y.S. (2013). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage
- Marshall, C. & Rossman, G. (1999). *Data Collection Methods. Designing qualitative Research* (pp.105-141). London: Sage.

JOURNALS

- ENLETAWA (Universidad Pedagógica y Tecnológica de Colombia)
- PROFILE (Universidad Nacional de Colombia)
- HOW (ASOCOPI)
- CALJ (Universidad Distrital)
- ENUNCIACIÓN (Universidad Distrital)
- ÍKALA (Universidad de Antioquia)
- LENGUAJE (Universidad del Valle)
- FOLIOS (Universidad Pedagógica Nacional)
- MATICES (Universidad Nacional de Colombia)
- SIGNO Y PENSAMIENTO (Pontificia Universidad Javeriana)
- ACTUALIDADES PEDAGÓGICAS (Universidad de La Salle)
- REVISTA DE INVESTIGACIÓN (Universidad de La Salle)
- INVESTIGACIÓN EDUCATIVA Y FORMACIÓN DOCENTE (Universidad El Bosque)
- FORUM



- TESOL QUARTERLY
- JOURNAL OF CURRICULUM STUDIES
- ELT JOURNAL

DATABASES

- ProQuest
- Scopus
- ScienceDirect
- SpringerLink
- Taylor & Francis

ACADEMIC EVENTS

ASOCOPI 54th Annual Conference: Bilingual and Multilingual Processes. Educational accomplishments and Challenges in Colombia and Latin America, October 10-12, 2019, Universidad Santo Tomás, Bogotá, Colombia

XV Symposium on Research in Applied Linguistics & VI International Symposium on Literacies and Discourse Studies – November 7-8, 2019. Aduanilla de Paiba, Universidad Distrital, Bogotá

PINEDA-BÁEZ
BONILLA MEDINA
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