**UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS**

**School of Sciences and Education**

**MA in Applied Linguistics to TEFL**

**SEMINAR ON RESEARCH IN APPLIED LINGUISTICS**

**2018-3**

**COURSE PROFESSOR**

Dr. Amparo Clavijo Olarte PhD

aclavijoolarte@gmail.com

**ROOM**

To be announced

**DESCRIPTION**

This seminar is set as the continuation of the introduction to research in language education. 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 consolidate and justify **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 interviewing an experienced University researcher that can provide input to the topic of their study. Students are expected to report on the interview experience and share insights they gained about their research process. The course professor will facilitate this activity *but she strongly recommends that students participate in a local or national conference during this semester to contact a researcher to interview*. 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 informed about research methods in the field of language education from research carried out nationally and locally.

Specific

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

1. Explain their decisions on a research method to address own research problem
2. Explain rationale for using a qualitative research approach chosen.
3. Assess advantages and disadvantages of the major types of qualitative methods research designs.
4. Write the research design chapter that incorporates their decisions on a method to address own research problem.

**TOPICS**

* The research problem and its relation to the local context, social and educational needs of learners or teachers
* The research design
* The theoretical framework that addresses a critical perspective to the study of the research problem
* Does the research design imply doing a pedagogical intervention?

**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 readings about their topic to write a solid theoretical framework and from the informal interview each student will carry out with a researcher. Students are also expected to share their progress on the design of their research study.

**ASSESSMENT**

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| Criteria/Activity | Description | Weight |
| Class assignments | Students will carry out all the assignments proposed and will attend all class sessions | 10% |
| Exploring readings on common topics to generate an Annotated Bibliography | Students will work by groups to do further inquiry on common topics of research and select relevant bibliography for their project. | 20% |
| Gaining insights about research design: Interviewing a researcher | Students will interview a researcher in order to gain insights about the details of research process with a focus on exploring the research design used by the researcher | 20% |
| Oral presentations on advances or thesis proposal | Spoken presentation that contains:  An explanation and justification of main research problem  At least 5 theory-based and 5 research-based (local) references that support the study.  Aspects of form:  · Academic language  · 3 PowerPoint slides  · 5 minutes maximum | 20% |
| Final paper: research proposal | The research proposal needs to contain the introduction chapter, the theoretical framework and the research design. | 30% |

**COURSE PLANNER**

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| **WEEK/DATE** | **TOPIC** | **KEY READINGS AND ASSIGNMENTS** |
| **1**  **August 14** | General guidelines | Program introduction. Students start presenting their research topic and questions |
| **2**  **August 21** | Students research topics | Students present their research topic and questions. |
| **3**  **August 28** | An Introduction to Qualitative Research  Robert A. Croker | Part I. Overview. p. 25-45  Heigham, J. & Croker, R. (Eds.) (2004) |
| **4**  **September 4** | What makes research qualitative? | Part I. Overview p. 25.  Heigham, J. & Croker, R. (Eds.) (2004) |
| **5**  **September 11** | What research paradigms and approaches can serve the purpose to address the problem that I have stated in the field of language education? | Part II. Qualitative research approaches **Narrative Inquiry**,  **Case Study**,  Heigham, J. & Croker, R. (Eds.) (2004) |
| **6**  **September 18** | Discussing Native speakerism with a guest researcher | *Guest Speaker: Dr. Adriana González*  Chapter. Bilingualism and globalisation in Latin America: fertile ground for native-speakerism |
| **7**  **September 25** | Qualitative Research approaches | Part II. Qualitative research approaches **Ethnography,**  **Action Research**  Heigham, J. & Croker, R. (Eds.) (2004) |
| **8**  **October 2** | What do other studies present as a contribution to my study? | **Group presentations of annotated bibliography** |
| **9**  **October 9** | What type of data is required to understand the research problem that I have stated? | Approaching Qualitative Research. Chapter 1. Qualitative and Quantitative  Holliday, A. (2007). Doing and Writing Qualitative Research  Pg. 1-21 |
| **10**  **October 16** | How can such data be collected? | Part III. Qualitative data collection methods.  *Observation,*  *interviews*  Heigham, J. & Croker, R. (Eds.) (2004)  *Guest speaker: Dr. Judy Sharkey (VC)*  *Dr. Nancy Carvajal UPTC* |
| **11**  **October 23** | How can such data be collected? | Part III. Qualitative data collection methods.  *Open-response items in questionnaires*  *Introspective techniques*  Heigham, J. & Croker, R. (Eds.) (2004) |
| **12**  **October 30** | What counts as data | Holliday, A. (2007). Chapter four.  Overview of qualitative data, Artefacts revealing the unfamiliar |
| **13**  **November 6** | Preparing the interview questions for researcher | Students´ presentation of interview questions to provide feedback |
| **14**  **November 13** | What ethical issues should you deal with? | Part IV. Practical Issues  Ethics and Trustworthiness  Heigham, J. & Croker, R. (Eds.) (2004) |
| **15**  **November 20** | Does my thesis require a pedagogical intervention/design? | Students will read master thesis from MLA students to know how they have presented their pedagogical intervention |
| **16**  **November 27** | Graduate students´ presentations of thesis proposal | Due date to submit research design chapter  **What did we learn from another researcher´s experience? Reporting on the interview to a researcher** |

**JOURNALS AND DATA BASES**

Profile (Universidad Nacional de Colombia)

Colomb appl. linguist j. (Universidad Distrital)

Enunciación (Universidad Distrital)

Íkala (Universidad de Antioquia)

Lenguaje (Universidad del Valle)

Folios (Universidad Pedagógica Nacional)

Signo y Pensamiento (Pontificia Universidad Javeriana)

How Journal (ASOCOPI)

ProQuest

Scopus

ScienceDirect

SpringerLink

**ACADEMIC EVENTS**

ASOCOPI Annual Conference – October, 2018

Symposium on Research in Applied Linguistics & International Symposium on Literacies and Discourse Studies – November, 2018

**REFERENCES**

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Charmaz, K. (2008). Constructing grounded theory. A practical guide through qualitative analysis. *Revista de Sociologia.*

Clavijo, A. & Sharkey, J. (2018). Mapping our Ways to Critical Pedagogies: Stories from Colombia. In López-Gopar, M & Sughrua, W. *International perspectives on Critical Pedagogies in ELT.*Hampshire, UK: Palgrave Publishers Ltd.

Gonzalez, A. & Llurda, E. (2016). Bilingualism and globalisation in Latin America: fertile ground for native-speakerism. In Hall, G. (Editor) *The Routledge Handbook of English Language Teaching.* London: Routledge.

Heigham, J. & Croker, R. (Eds.) (2004). *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](https://aclavijo.files.wordpress.com/2013/11/3_medinas-riveros-et-al.pdf). 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

Sharkey, J. Clavijo, A. & Ramirez, M. (2016) [Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia](https://aclavijo.files.wordpress.com/2016/11/journal-of-teacher-education-2016-sharkey-0022487116654005.pdf). Journal of Teacher Education 67 (3) pages 1-14.

Strauss, A. and Corbin, J. (1994) Grounded Theory Methodology—An Overview. Ch.17 In: Norman, K.D. and Vannaeds, S.L.Y., Eds., Handbook of Qualitative Research, Sage Publications, Thousand Oaks, 22-23.

Amparo Clavijo Olarte PhD,

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