



## UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Seminar on RESEARCH PROJECTS 1

Term 2022-1

### COURSE PROFESSOR

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### ROOM

Link to Google Meet: <https://meet.google.com/wif-vsuu-wmf>

### DESCRIPTION & JUSTIFICATION

This seminar is the follow up of a reflective process that students initiated in the field of applied linguistics for the teaching of English as a foreign language. In this seminar, students will increase their awareness of the theoretical, practical and ethical dimensions that are part of the methodological route of their project. Furthermore, they will examine the articulation of those dimensions with their epistemological perspectives on language teaching and learning. The course will guide students to make informed decisions about the theoretical foundations for their projects and about data collection procedures. A crucial aspect of this seminar is to ensure that students show coherence and state a critical position in the selection of their theoretical stance and research approach for their project. The program focuses on the design, validation and/or piloting and implementation of data collection instruments centering on a continuous critical reflection of those processes. This seminar also promotes consistency in linking the micro realities of students' research wonderings with their understanding of macro and recent societal problems both at the local and international levels.

### COURSE GOALS

1. Reflect, evaluate and refine students' research proposals in an attempt to reach consistency and originality
2. Strengthen the theoretical tenets that support the general project and the instructional design proposed



3. Work cooperatively in problem solving situations aimed at articulating their pedagogical intervention and the research methodology (emphasis on data collection instruments).
4. Design, validate and reflect upon the piloting of the data collection instruments
5. Design the overall methodology that will guide their project (setting, participants, etc.)

## MAIN TOPICS

1. Typology of qualitative research in education: action research, case study, ethnography, narrative analysis, critical discourse analysis, etc.
2. Relation between research problem, theoretical framework, and research methodology
3. Pedagogical design: principles
4. Preparation, design, validation and/or piloting of instruments for data collection
5. Ethical issues when conducting research
6. Issues connected to the research methodology: participants, settings and teacher's role.

## METHODOLOGY

This seminar centers on 3 key principles: Autonomy, collaboration, and critical reflection. In relation to the first one, students are expected to conduct their own search, go beyond the resources used in class, use their time wisely and complete tasks on time. They will present oral and written reports for which they have to prepare according to the parameters established in the seminar. The second principle involves working together, in a collaborative environment with peers and teachers, to improve the quality of the projects and to increase the chances to succeed in the research process. Students are encouraged to provide feedback based on their readings and their own teaching and learning experiences. The third principle implies assuming a critical attitude in class, to reflect upon the quality of their proposals and to identify strengths and weaknesses. Using a problem-solving approach, students will search together for solutions to the problems they encounter in their research methodology and the whole statement of the project if it is necessary.

The seminar approaches the involvement of “two or more areas of academic expertise in learning outcomes and assignment activities” (Dow & Thompson, 2017, p. 17). In doing so, the professor of the seminar will use interdisciplinary approach to guide students in the selection of the most appropriate methodological approach to respond their research questions. Occasionally, guest speakers are invited to illustrate the design and application of methodologies and pedagogical interventions. The methodology and the contents

addressed in the seminar are flexible. There will be chance to adjust them in the light of the students' progress, felt needs and the status of the projects.

## 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	15%
Statement of the problem & Theoretical framework (Written work)	Students submit two chapters of their thesis (even more specific guidelines will be provided in class):  1. The statement of the problem. It must include a brief review of the state of the art that justifies the problem specified; the diagnosis or the needs analysis done, the research questions that emerged from the diagnosis, the research objectives and a general justification (4 to 5 pages doubled spaced). APA is mandatory  2. The theoretical framework. It must have a well-supported discussion on the concepts that are implicit in the research topic. A personal perspective from which to look at the research phenomenon should also be presented. Theory-based and research-based literature should be used to support personal points (15-20 pages)	March 22	30%
Piloting of instructional design or instruments (Oral report)	<div> <b>Students with an intervention plan</b>            Paper on piloting of the intervention. It must include a critical reflection showing clear connections between theoretical stance, research questions and objectives and the pedagogical plan         </div> <div> <b>Students without an intervention plan</b>            Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, piloting and adjustments         </div>	April 26 & 27	25%
Research design & Preliminary data collection and analysis (Final paper)	Students submit a final paper that is composed of two parts: 1. The final version of the methodology chapter in which they explain the research approach, the type of study, the setting, the participants, the researchers' role, the ethical issues and the instruments for data collection. (8 to 10 pages) 2. Students also submit a report of a preliminary experience of data collection and data analysis that includes an explanation of the implementation of instruments, procedures, and	May 31	30%

	techniques to gather data. In addition, the report should include a report on the findings from the preliminary analysis of the collected data. (6 to 8 pages)		
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COURSE PLANNER			
Face-to-face lessons			
Remote tutorials			
Week	Date	Topic/Activity	Brief description / Assigned Reading
1	February 15	Introduction to the course	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' proposals. Oral report on the state of research proposals Brief update and follow up assignment
	February 16	Oral report on the state of research proposals	Students explain their research proposals in a 15-minute oral presentation that includes: 1) Research problem, 2) Theoretical foundation, and 3) Research methodology. Q&A session
2	February 23	Statement of the problem: Empirical and theoretical support (part I)	Constructing arguments for the research problem: Gathering empirical and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the research questions, objectives and pedagogical objectives.  <u>Readings:</u> Johnson & Christensen (2004). Chapter: Developing research questions and proposal preparation. Faulk & Blumenreich (2005). Chapters: Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.
	February 24	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies

3	March 1	Statement of the problem: Empirical and theoretical support (part II)	Documenting a genuine research problem: Differentiating instrumental purposes from social and critical issues in language education research that have a practical and theoretical foundation  <u>Reading:</u> Yin, R. K. Reviewing research literature pp. 61-65
	March 2	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
4	March 8	Theoretical foundation of a research project (part I)	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (Feedback session).  <u>Reading:</u> Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
	March 9	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
5	March 15	Theoretical foundation of a research project (part II)	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (Feedback session).  <u>Reading:</u> Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
	March 16	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
6	March 22	Structure of the instructional design (part I)	Presentation on the plan for the pedagogical presentation:  Tenets, organization, chronogram. Feedback session (students with a pedagogical intervention / action plan).  <u>Reading:</u>

		<b>Written work due</b>	<p>Srivastava, D. (2020). Foreign language pedagogy in open and distance learning: Digital platforms &amp; instructional design</p> <p><b>Statement of the problem &amp; Theoretical framework</b></p>
	March 23	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
8	March 29	Structure of the instructional design (part II)	<p>Presentation on the plan for the pedagogical presentation:</p> <p>Tenets, organization, chronogram.</p> <p>Feedback session (students with a pedagogical intervention / action plan).</p>
	March 30	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
9	April 5	Gathering spoken data (part I)	<p>Guidelines for interviews &amp; focus groups.</p> <p>Interviewers' skills. Students will bring copies of their interview formats (group work-feedback session)</p> <p><u>Reading:</u> Edwards, R &amp; Holland, H (2013). Chapter 3. What forms can qualitative interviews take? (pp 29-42, Chapter 5: What sort of research tools can be used in conducting qualitative interviews? (pp. 53-64) and Chapter 6: What are the practicalities involved in conducting qualitative interviews? (pp 65-77)</p>
	April 6	Individual tutoring session	<p>Individual students meet with the professor for a Q&amp;A session on their own research studies</p> <p><u>Reading:</u> Heigham, J. &amp; Croker, R. (2009). Part II Qualitative research approaches pp. 45-164</p>
	April 11-15	Holy week	
10	April 19	Gathering spoken data (part II)	<p>Oral narratives</p> <p>Classroom interaction</p> <p>Narrative interviews</p>

			Phenomenological interviews Focus groups  <b>Reading:</b> Pavlenko (2007). Autobiographic Narratives as Data in Applied Linguistics
	April 20	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies  <b>Reading:</b> Heigham, J. & Croker, R. (2009). Part III. Qualitative data collection methods pp. 165-262
11	April 26	<b>Oral report due</b>	Piloting of instructional design or instruments
	April 27	Independent work/ open tutorial	
12	May 3	Gathering observed data	Observations and field notes: Guidelines for note-taking. Students will bring copies of the formats they will apply for gathering observed data (group work /feedback session).  <b>Reading:</b> Yin, R. K. Doing fieldwork. (pp. 109-128)
	May 4	Individual tutoring session	Individual students meet with the professor for a Q&A session on their own research studies
13	May 10	Gathering written Data	Guidelines for the construction of surveys  Students bring copies of their survey formats and/or journals (group work feedback session)  <b>Reading:</b> Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analyzing empirical material. (This is chosen according to the students' focus) Feedback session on the research design.
	May 11	Individual tutoring session	Individual students meet the professor for a Q&A session on their own research studies