



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Research Projects II-2021

COURSE PROFESSORS

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ROOM

Classes will be held in remote mode depending on the circumstances of the pandemic and the instructions from the administrators of the university.

DESCRIPTION

This seminar focuses on an exploration of a whole range of systematic approaches to inquiry in the field of Applied Linguistics. It examines 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) validation of data collection: instruments and procedures, (b) application of data analysis strategies and (c) elaboration of conclusions and the discussion based on the results of the project intertwined with a solid understanding of the theoretical framework that supports the project.

COURSE GOALS

1. Evaluate the quality of the data collected with the instruments selected.
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 a theoretical framework articulated in the analysis
- 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%
Preliminary data analysis paper <i>October 15th</i>	<ul style="list-style-type: none"> • Preliminary data analysis paper 	30%
Oral presentation of findings <i>Symposium</i>	<ul style="list-style-type: none"> • Presentation of preliminary findings 	20%
Full draft of the data analysis chapter and first draft of the conclusions and discussion and recommendations and questions for further research <i>November 26th</i>	<ul style="list-style-type: none"> • Paper that synthesizes the findings and conclusions of this stage 	30% 20% analysis 10% conclusions and discussion

Note: all papers must use APA 7th edition. Use the following link for the guidelines:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

COURSE PLANNER

WEEK	TOPIC and Professor leading the session	KEY READINGS
1 August 10	Introduction -Update on projects Program-Expectations Assessment criteria Dr. Clelia Pineda Báez Dr. Ximena Bonilla	Group feedback session Dr. Clelia Pineda Dr. Ximena Bonilla
2 August 17/18	August 17 th The research design plan & update on data analysis -Dr. Clelia Pineda Báez Dr. Ximena Bonilla	All students must prepare materials for the collective feedback sessions

<p>3 August 24/25</p>	<p>August 24th Grounded theory: principles and stages Workshop: open coding- axial coding-selective coding All students Dr. Clelia Pineda Báez</p>	<p>August 25th Individual tutoring sessions (6 students) Dr. Ximena Bonilla</p>	<p>*Strauss and Corbin (1990) “Coding procedures” p. 57- 74 Charmaz, K. (2010). <i>Constructing grounded theory. A practical guide through qualitative analysis.</i> (selected chapters)</p>
<p>4 August 31/Septem ber 1</p>	<p>August 31st Feedback on research design (students with pedagogical intervention) Dr. Clelia Pineda Báez</p>	<p>September 1st Feedback on research design (students without pedagogical intervention) Dr. Ximena Bonilla</p>	<p>Professors and group collective feedback</p>
<p>5 September 7/8</p>	<p>September 7th Individual tutoring sessions (6 students) Dr. Clelia Pineda Báez</p>	<p>September 8th Discourse analysis: principles and guidelines All students Dr. Ximena Bonilla</p>	<p>Wodak, R. & Meyer, M. (2013). <i>Methods of Critical Discourse Analysis.</i> SAGE: London, UK</p>
<p>6 September 14/15</p>	<p>September 14th Different ways to approach qualitative data (content analysis): All students Dr. Clelia Pineda Báez</p>	<p>September 15th Individual tutoring sessions (6 students) Dr. Ximena Bonilla</p>	<p>Content analysis of the writings of Mary Parker Follett (In Klenke, Wallace, & Martin, Eds. <i>Qualitative Research in the Study of Leadership</i>), p-273-301 Martin, S. (2015).</p>
<p>7 September 21 /22</p>	<p>September 21st Individual tutoring sessions (6 students) Dr. Clelia Pineda Báez</p>	<p>September 22nd Narrative analysis: Principles and guidelines Dr. Ximena Bonilla All students <i>Guest speaker invited</i></p>	<p>Correa, D. & Domínguez, C. (2014). Using SFL as a tool for analyzing students’ narratives. <i>HOW, A Colombian Journal for Teachers of English</i></p>
<p>8 September 28/29</p>	<p>September 28th Data analysis: Feedback on students’ progress (6 students)</p>	<p>September 29th autoethnography All students Dr. Ximena Bonilla</p>	

	Dr. Clelia Pineda Báez		
9 October 5/6	October 5th Workshop on data analysis: Students work on the analysis of data from their projects- Writing categories (6 students) Dr. Clelia Pineda Báez	October 6 th Workshop on data analysis: Students work on the analysis of data from their projects- Writing categories (6 students) Ximena Bonilla	
10 October 12/13	October 12th Workshop on data analysis: Students work on the analysis of data from their projects- Writing categories (6 students) Dr. Clelia Pineda Báez	October 13th Workshop on data analysis: Students work on the analysis of data from their projects- Writing categories (6 students) Dr. Ximena Bonilla	<i>Paper submission: October 15th</i>
11 October 19 / 20	October 19 th Assuring the credibility of the results: Triangulation, robustness, transparency All students Dr. Clelia Pineda-Báez	October 20 th Feedback on students' progress (6 students) Dr. Ximena Bonilla	*Cresswell, J. (2007). Standards of validation and evaluation, chapter 10 Holliday, A. (2007).
12 October 26/27	Preparation for the symposium Feedback on the content of the slides for the academic event (6 students) Dr. Clelia Pineda Báez	Preparation for the symposium Feedback on the content of the slides for the academic event (6 students) Dr. Ximena Bonilla	
13 November 2 & 3	Feedback for the oral presentation in the symposium (6 students) Dr. Clelia Pineda Báez	Feedback for the oral presentation in the symposium (6 students) Dr. Ximena Bonilla	
SYMPOSIUM organized by the Master's Program in Applied Linguistics to TEFL Universidad Distrital Francisco José de Caldas-November 4/5 (<i>tentative</i>)			



14 November 9/10	Writing the conclusions, the discussion, implications <i>All students</i> Dr. Clelia Pineda Báez	Individual feedback on the analysis and writing of final chapter <i>(6 students)</i> Dr. Ximena Bonilla	<i>Doing and writing qualitative research.</i> Chapter 8 “making appropriate claims”
15 November 16 / 17	Individual feedback on the analysis and writing of final chapter <i>(6 students)</i> Dr. Clelia Pineda Báez	Writing recommendations, limitations and questions for further research <i>All students</i> Dr. Ximena Bonilla	Hopkins, D. (2008). Chapter 10- Reporting classroom research 144-155
16 November 23/24	Individual tutorials for specific questions Dr Clelia Pineda Báez	Individual tutorials for specific questions Dr Ximena Bonilla	
	Submitting papers: Friday November 26 th		

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 56th Annual Conference: Bilingual and Multilingual Processes. Educational accomplishments and Challenges in Colombia and Latin America, October 14-16, 2021, Online event.

XVII Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse Studies – November 4-5 2021.

PINEDA-BÁEZ
BONILLA MEDINA
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