UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Research Projects 2020-3

COURSE PROFESSORS

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ROOM
Classes will be held virtually depending on the circumsntances of the pandemic.

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) application of data collection: instruments and procedures, (b) application of data analysis strategies and (c) elaboration of conclusions, 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 <u>collaborative work</u>.** Therefore, students are encouraged to participate actively in the feedback sessions of their peers' projects.
2. The syllabus will be **<u>flexible</u>** so that it responds to students' individual progress in their projects.

ASSESSMENT

Activity	Description	Percentage
Active class participation, peer feedback & attendance *All classes*	• Analysis of the readings • Tasks for each class • Peer feedback	20%
Research design paper *September 16*	• Research design plan	25%
Oral presentation of findings *Symposium*	• Presentation of preliminary findings	25%
Synthesis of the data analysis *December 3*	• Paper that synthetizes the findings of the data collected so far	30%

COURSE PLANNER

WEEK	TOPIC and Professor leading the session		KEY READINGS
1 **August** **18**	Introduction -Update on projects Program-Expectations Assessment criteria Dr. Clelia Pineda Dr. Ximena Bonilla		Group feedback session Dr. Clelia Pineda Dr. Ximena Bonilla

2
August
25/26
	August 25th
	The research design
	  (a) Principles
	  (b) Components
	  (c) Participant selection
	Dr. Clelia Pineda
	Dr. Ximena Bonilla
		August 26th
		Autonomous, independent section. Students develop their research design plan	

3 **September** **1 and 2**	September 1st The research design plan (Group 1-only students with pedagogical interventions) -Dr. Clelia Pineda	September 2nd The research design plan. (Group 2-only students without pedagogical intervention) -Dr. Ximena Bonilla	All students must prepare materials for the collective feedback sessions
4 **September** **8 / 9**	September 8th Grounded theory: principles and stages Workshop: open coding- axial coding-selective coding All students Dr. Clelia Pineda Dr. Ximena Bonilla	September 9th Students work independently on their research design to prepare and submit paper	*Strauss and Corbin (1990) "Coding procedures" p. 57- 74 Charmaz, K. (2010). *Constructing* *grounded theory. A* *practical guide* *through qualitative* *analysis.* (selected chapters)
5 **September** **15/16**	September 15th Feedback on research design and/or pedagogical plan (Group 1-only students with pedagogical interventions) -Dr. Clelia Pineda	September 16th Working on the foundations for the analysis (Group 2-only students without pedagogical interventions) -Dr. Ximena Bonilla	Paper on the research design due
6 **September** **22 / 23**	September 22nd Independent session to work on data analysis	September 23rd Discourse analysis: principles and guidelines All students Dr. Ximena Bonilla Dr. Clelia Pineda	Wodak, R. & Meyer, M. (2013). *Methods of Critical* *Discourse Analysis.* SAGE: London, UK
7 **September** **29 /30**	September 29th Students present data using Atlasti	September 30th Students present data using Atlasti or any other software	

8 **October** **6 / 7**	October 6th Different ways to approach qualitative data (content analysis): Workshop Dr. Clelia Pineda Dr. Ximena Bonilla	October 7th Independent session to work on data analysis	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** **13 / 14**	October 13th Independent session to work on data analysis	October 14th Narrative analysis: Principles and guidelines Dr. Ximena Bonilla Dr. Clelia Pineda *Guest speaker invited*	Correa, D. & Domínguez, C. (2014). Using SFL as a tool for analyzing students' narratives. HOW, A *Colombian Journal for Teachers of English.*
10 **October** **20 / 21**	October 20th Workshop on data analysis: Students work on the analysis of data from their projects-Writing categories Group 1: Dr. Clelia Pineda Báez	October 21st Workshop on data analysis: Students work on the analysis of data from their projects-Writing categories Group 2: Dr. Ximena Bonilla	
11 **October** **27 / 28**	October 27th Workshop on data analysis: Students work on the analysis of data from their projects-Writing categories Group 1: Dr. Clelia Pineda Báez	October 28th Workshop on data analysis: Students work on the analysis of data from their projects-Writing categories Group 2: Dr. Ximena Bonilla	
12 **November** **3 / 4**	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-November X?			
13 November 10 / 11	Assuring the credibility of the results: Triangulation, robustness, transparency Group 1 Dr. Clelia Pineda-Báez	Assuring the credibility of the results: Credibility, robustness, transparency Group 2: Dr. Ximena Bonilla	*Cresswell, J. (2007). Standards of validation and evaluation, chapter 10 Holliday, A. (2007). *Doing and writing qualitative research*. Chapter 8 "making appropriate claims"
14 November 17 / 18	Feedback session: Advancements in data analysis Group 1: Dr. Clelia Pineda Báez	Feedback session: Advancements in data analysis Group 2: Dr. Ximena Bonilla	
15 November 24 /25	Writing the conclusions, the discussion, implications and recommendations Group 1: Dr. Clelia Pineda	Writing the conclusions, the discussion, implications and recommendations Group 2 Dr. Ximena Bonilla	Hopkins, D. (2008). Chapter 10- Reporting classroom research 144-155
16 December 1 /2	Writing the synthesis of the preliminary data analysis. Submitting papers		

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 55th Annual Conference: Bilingual and Mulitlingual Processes. Educational accomplishments and Challenges in Colombia and Latin America, October 10-12, 2020, Online event.

XVI Symposium on Research in Applied Linguistics & VII International Symposium on Literacies and Discourse Studies – November 7-8, 2019.

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PINEDA-BÁEZ
BONILLA MEDINA
August 2020

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