



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to ELT
INTRODUCTION TO RESEARCH IN APPLIED LINGUISTICS
Term 2023-1

COURSE PROFESSOR

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ROOM

Martes, 4:00 – 7:00pm

DESCRIPTION & JUSTIFICATION

This seminar aims at exploring a whole range of systematic approaches to inquiry in the field of English language education. It focuses on the central characteristics and techniques of qualitative research and emphasises on the need for a critical reflection about methodological processes and ethical considerations. The qualitative paradigm serves as a foundation for conducting research in the humanistic, social and cultural dimensions of language and in the issues that relate to them. The sessions balance theory and practice considering that field assignments will be important for students to initiate the process of documenting the needs of the educational community, searching for a topic, support the need for exploring it and articulate it to the research proposal.

This seminar is grounded on the premise that through rigorous, systematic research, teachers in Colombia can expand the existing body of knowledge in language education. This implies framing teachers' contribution in an activity that call for the adoption of a critical perspective. This seminar in this sense offers alternatives for problematizing issues related to language education using an informed approach while developing sensitivity to understand naturally occurring phenomena in educational contexts.

COURSE GOALS

1. Write/Refine the research proposal for the MA program



2. Develop a critical understanding of research and its role in education, particularly in the ELT field.
3. Develop knowledge and understanding of qualitative research methods in applied linguistics
4. Make informed decisions for a research project related to any of the three MLAEI research areas. This implies developing and refining research skills in library search and particularly in the use of databases to elaborate a complete literature review
5. Become aware of ethical considerations involved in the research process.
6. Develop a critical attitude towards research in the field.

7. MAIN TOPICS

1. Types of qualitative research
2. The research problem & the research question: how to find one.
3. Literature review and the state of the art
4. Pedagogical design
5. Research design
6. Ethical issues in research and writing

METHODOLOGY

Sessions consist of lead lectures and workshops that include discussions about the readings, field assignments and presentations by the students. They must prepare the readings by the due date, as they will be the basis for discussion in class. Students must participate actively by commenting on the readings or relating them to the academic, professional experience and to their proposals and interests for their research projects. These are also opportunities to gain insights after reading the assigned chapters. The students and the teacher will work collaboratively to improve the quality of their research proposals.

ASSESSMENT

Task	Description	Due date	Weight
Class participation	Students should attend all classes.	All sessions	20%



and attendance	Peer feedback: Students' questions, suggestions and insights will be part of the feedback that will be evaluated. Also tasks will be assigned as part of their contribution.		
Situating the problem	<ul style="list-style-type: none"> • Report of community visit and reflection on research issues 3 pages • Short analysis on the contents of research-based articles • A critical review of a thesis 	March 14th	20%
Finding the research gap or research controversy	An oral report on the research topic and refinements on initial wonderings	April 11th	20%
Statement of the problem and research questions	<ol style="list-style-type: none"> 1. Poster session: explanation of a genuine research problem to be addressed through a relevant pedagogical research experience, based on literature review about selected topic 2. Paper: 3-5 pages about the statement of the problem that leads the novice teacher-researchers to posing relevant research questions. 	April 25th	20%
Final paper	Students should submit their proposal of a study that will lead them to write a MA thesis.	May 30th	20%

COURSE PLANNER			
Week	Date	Topic/Activity	Brief description / Assigned Reading
1	February 14 th	Introduction to the course	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' expectations on the class and research insights. Presentation of the research lines



			<p>in the program. Discussion on the main ideas of their research topics and their teaching context.</p>
2	February 21 st	Situating a problem	<p>Lightfoot, E, Simmelink, Mc, J. & Lum, T. (2014). Asset mapping as a research tool for community-based participatory research for social work. National association of social workers.</p> <p>Hinkel, E. (2011). Handbook of research in second language teaching and learning. Vol. II. Routledge: Taylor & Francis: New York, London.</p> <p>Pennycook, A. (2022). Critical applied linguistics in the 2020s. <i>Critical Inquiry in Language Studies</i>, 1-21.</p> <p>Students' discussion on the way their problem is situated in a context.</p>
3	February 28 th	Identifying areas of research: documenting the problem	<p>Introduction to qualitative research:</p> <p>Holliday, A. (2016). Approaching qualitative research in <i>Doing and writing qualitative research</i>.</p> <p>Merriam, S & Tisdell, E (2016). What is qualitative research? (common qualitative research designs). chap 1/</p> <p>Marshall, C & Rossman, G (1999). Chap 2. The what of the study in <i>Designing qualitative research</i>. 3rd edition. SAGE publications.</p> <p>Chun, C. W., & Morgan, B. (2019). Critical research in English language teaching. <i>Second handbook of English language teaching</i>, 1091-1110.</p> <p>Being systematic from the very beginning. APA referencing.</p> <p>Workshop on identifying the areas of research and reflecting on the chosen topic.</p>



4	March 07 th	Taking a position and epistemological perspective	Justifying qualitative research in applied linguistics Heighman, J & Crooker R.A (2009). An introduction to qualitative research. Palgrave: Mc Millan. Chp 1 &2. Workshop on identifying the main discussions in the area of research and taking a position.
5	March 14 th	Report of community visit and reflection on research issues articulated to the research proposal Short analysis on the contents of research-based articles on the chose theme A critical review of a thesis related to the area	
6	March 21 st	Writing up the problem and the research questions	From initial wonderings to research questions. Lankshear, C & Knobel, M (2004). A handbook for teacher research. From design to implementation. Chp 3. Open University press Workshop on aspects taken into account for designing a research question.
7	March 28 th	Identifying qualitative research frames	Creswell, J (2013). Qualitative inquiry, research design. Chap 5. 5 qualitative approaches. SAGE Publications: Singapore
8	April 04 th	Holy week	
9	April 11th	An oral report on the research topic and refinements on initial wonderings	
10	April 18th	Developing a critical literature review	Informing the study, some key aspects of reviewing the literature. Holliday, (2016). Doing and writing qualitative research. Showing the workings. Chap. 3 Falk & Blumenreich. (2005). Chp. 4. Standing on the shoulders of those who came before In the power of questions: A guide to teacher and student research. Heinemman: Portsmouth. Lankshear, C & Knobel, M (2004). A handbook. for teacher research. From design to implementation. Chp 5. Open University press



11	April 25th	A pedagogical intervention	Needs analysis and intervention strategies Research readings
12	May 02nd	A pedagogical intervention	Needs analysis and intervention strategies
13	May 09th	Poster session: explanation of a genuine research problem to be addressed through a relevant pedagogical research experience, based on literature review about selected topic	Paper: 3-5 pages about the statement of the problem that leads the novice teacher-researchers to posing relevant research questions.
14	May 16th		Instruments to collect data. Marshall, C & Rossman, G (1999). Chap 4. Data collection methods 3rd edition. SAGE publications.
15	May 23rd		Ethics and teachers' research. Lankshear, C & Knobel, M (2004). A handbook for teacher research. From design to implementation. Chp 6. Open University press
	May 30th	Tutorial on individual students' proposals	Guidelines for the final paper.
16	June 06th	Students should submit their proposal of a study that will lead them to write an MA thesis.	

BIBLIOGRAPHY:



Note: There will most probably be additional readings during the semester depending on students' topics for their pedagogical and methodological components. In addition, students are strongly encouraged to consult the following databases: ProQuest, Scopus, ScienceDirect, SpringerLink, Redalyc, Scielo and the professional journals: Colombian Applied Linguistics Journal, PROFILE, IKALA, HOW, Voces y Silencios, among others.

References

- Creswell, J (2013). *Qualitative inquiry, research design*. SAGE Publications: Singapore
- Falk & Blumenreich. (2005). *The power of questions: A guide to teacher and student research*. Heinemann: Portsmouth.
- Chun, C. W., & Morgan, B. (2019). Critical research in English language teaching. *Second handbook of English language teaching*, 1091-1110
- Hinkel, E. (2011). *Handbook of research in second language teaching and learning*. Vol. II. Routledge: Taylor & Francis: New York, London.
- Holliday, A. (2016). *Approaching qualitative research in Doing and writing qualitative research*. SAGE: Los Angeles.
- Heighman, J & Crooker R.A. (2009). *An introduction to qualitative research*. Palgrave: Mc Millan.
- Lankshear, C & Knobel, M. (2004). *A handbook for teacher research. From design to implementation*. Open University press
- Lightfoot, E, Simmelink, Mc, J. & Lum, T. (2014). *Asset mapping as a research tool for community-based participatory research for social work*. National association of social workers.
- Maestría en lingüística aplicada a la enseñanza del inglés (2010). Documento de registro calificado. Facultad de ciencias y educación. Universidad Distrital Francisco José de Caldas.
- Marshall, C & Rossman, G (1999). *Designing qualitative research*. 3rd edition. SAGE international publications.
- Merriam, S & Tisdell, E (2016). *Qualitative research: a guide to design and implementation*. Jossey-Bass. A Wiley Bran: San Francisco.



Pennycook, A. (2022). Critical applied linguistics in the 2020s. *Critical Inquiry in Language Studies*, 1-21.

ACADEMIC EVENTS:

- Coloquio Internacional sobre investigación en lenguas extranjeras

S. Ximena Bonilla M. /February/2023