



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to TEFL

Introduction to Research in Applied Linguistics

Term: 2022-1

COURSE PROFESSOR

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Class meets Tuesdays from 4:00 to 7:00 p.m.

DESCRIPTION

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 emphasizes 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 life 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 research topic, support the need for exploring it and articulate it to their 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 calls for the adoption of a critical perspective. The 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 the research proposal for the MLAEI program
2. Develop a critical understanding of research and its role in education, particularly in the ELT field
3. Develop knowledge and understanding in qualitative 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

TOPICS

- Types of Qualitative research
- The research problem & the research question: how to find one
- Literature review and state of the art
- Pedagogical design
- Research design
- Ethical issues in research and writing

METHODOLOGY

Sessions consist of lead lectures and practical activities that include discussions about the readings, field assignments and presentations by the students. Students must prepare the readings by the due dates, 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 proposals for their research projects. The students and the teacher will work collaboratively to improve the quality of the research proposals.

EVALUATION

Task / Activity	Description	Percentage
Class attendance and active participation	Attendance follows the guidelines established by the program. Quality participation involves <ul style="list-style-type: none"> • Report on community visit and reflection on research issues 5 to 8 pages (10%) • Short presentations on the contents of research-based articles (10%) 	20%
State of the art	Synthesis of research in the topic of interest that must include a minimum of 15 research articles.	30%
Presentation session	Description of a genuine research problem based on a diagnosis of a situation, and/or needs analysis and on the literature review about the topic selected	20%
Final paper	Paper: A synthesis of the research proposal: statement of a problem that leads the novice teacher researchers to pose relevant research questions and objectives. Includes a draft of the research design	30%

COURSE PLANNER

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 February 15	Introduction to the program Presentation of the research lines: (a) Literacy processes in two languages, (b) Discourse studies within educational contexts, (c) Processes of teacher education and development.	Presentation of the program Sharing the research proposals placing them in the educational context. Activity: Students describe the geographical and physical contexts of their work through a map.
2 February 22	Integrating Teacher Education in a Community-situated school agenda Assignment: Do a community visit and document community resources, situations, or cultural issues that inform your teaching or that you may be interested in investigating for your class.	Asset Mapping as a Research Tool for Community-Based Participatory Research in Social Work (2014) Schecter, S., Solomon, P. & Kittmer Cummins, J. (2003). Integrating Teacher Education in a Community-Situated Agenda. Chapter 5. page 81-96
March 1	Introduction to Qualitative Research	Class cancelled!
3 March 8	Introduction to Qualitative Research	Introduction to Qualitative Research. Sarah Merriam Report on community visit due
4 March 15	Classroom ethnography What is ethnography? Multiple perspectives. The neighborhood map. Reflective Practice through ethnography Culture and Consciousness	Book: Frank, C. (1999) Ethnographic eyes: a teacher's guide to classroom observation. Heinemann.

5 March 22	Finding and framing a research Question.	Lankshear & Knobel (2004). Formulating our research purposes: problems, questions aims and objectives, Chapter 3. pages 40-53 Hubbard and Miller (1993). Finding and framing a research question. Ch. 1. The Art of Classroom Inquiry Activity : Discuss plan diagnosis and/or needs analysis
6 March 29	Literature review and state of the art: A critical approach to writing	The Legacy of distant teachers: Creative review of literature Workshop on the use of databases by Jorge Perez from Taylor and Francis https://library.rgu.ac.uk/apa-referencing
7 April 5	The research problem: Needs analysis and diagnosis Formulating questions and objectives	*Haseli Songhorim M. (2008) Introduction to needs analysis
	HOLY WEEK	
8 April 19	Documenting the problem The statement of the problem proposal: Feedback, session 1	First session to show evidence collected from diagnosis/ needs analysis and literature review Activity : Students present a synthesis of research highlighting the evidence used to state the problem.

April 19: Paper due: State of the art based on the literature review of topic selected

9 April 26	Qualitative research in Applied Linguistics: *ETHNOGRAPHY	Ethnography. Heigham and Croker. Ch. 5. Ethnography of Place. Clavijo & Austin (2022)
10 May 3	Qualitative research in Applied Linguistics: *Narrative inquiry	Heigham & Croker. Qualitative research in AL Chapter 3, Gary Barkhuizen, Five traditions on narrative inquiry Activity: Students' presentation. Nicolás, Julian, Alexander, Cristian
11 May 10	Qualitative research in Applied Linguistics: Typology *Action research	Heigham & Croker. Qualitative research in AL Chapter 6 Activity: Students' presentation. Kewin, Sonia, Santiago, Yulieth, Lizeth
12 May 17	*Case study	Heigham & Croker. Qualitative research in AL. Chapter 4 Activity: Students' presentation. Yeraldine.
13 May 24	Ethics and Trustworthiness	Heigham & Croker. Qualitative research in AL. Chapter 13
14 May 31	Writing your literature review Guidelines for research proposal	Lankshear & Knobel (2004). Chapter 5 Writing a Literature review
15 June 7	The statement of the problem-proposal session.	Activity-evaluation. Students present their proposal including research questions and objectives, justification and literature review.
16 June 7	Conclusion of the seminar and writing of the final paper	Final paper due



BIBLIOGRAPHY

- Boote, D. N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. UK: Heinle. Cengage Learning
- Gómez, J. C (2012). Language learners' identities in EFL settings: resistance and power through discourse. *Colombian Applied Linguistics Journal*, 14(1), 60-76.
- Haseli Songhorim M. (2008) Introduction to needs analysis. Available: http://www.esp-world.info/Articles_20/DOC/Introduction%20to%20Needs%20Analysis.pdf
- Korosidou E. & Griva E. (2016). It's the same world through different eyes: A content and language integrated learning project for young EFL learners. *Colombian Applied Linguistics Journal*, 18(1), 116-132.
- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Glasgow: Open University Press.
- Lightfoot, E., McCleary, J. S., & Lum, T. (2014). Asset mapping as a research tool for community-based participatory research in social work. *Social Work Research*, 38(1), 59-64.
- Ochoa Alpala, D. P., & Medina Peña, N. (2014). A virtual room to enhance writing skills in the EFL class. *HOW*, 21(1), 62-81. <http://dx.doi.org/10.19183/how.21.1.15>.
- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage Publications.
- Yin, R. K. (2011). *Qualitative research from start to finish*. New York: The Guilford Press.

ADDITIONAL BIBLIOGRAPHY

- Biggam, J. (2015). *Succeeding with your master's dissertation: a step-by-step handbook*. Blackwell.
- Bonilla-Castro, E., & Sehk, P. R. (2005). *Más allá del dilema de los métodos: la investigación en ciencias sociales*. Bogotá: Editorial Norma.



Hatch, J. Amos. (2004). *Deciding to do qualitative study. Doing qualitative research in education settings*, New York: State University of New York.

Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher-researchers*. New York: Stenhouse Publishers.

Litchman, M. (2006). *Qualitative research design: user's guide*. London: SAGE Publications.

Maxwell, J. (2009) *Research Questions. What do you want to understand? Qualitative research design: An interactive approach*. London: McGraw-Hill.

Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative research in practice: Examples for discussion and analysis*, 1(1), 1-17.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.

Recommended web site:

***Purdue writing lab:** <https://owl.english.purdue.edu/owl/resource/560/01/>

RECOMMENDED JOURNALS AND DATA BASES

1. Colombian Applied Linguistics-Universidad Distrital Francisco José de Caldas
2. IKALA, Revista de Lenguaje y Cultura- Universidad de Antioquia
3. HOW- ASOCOPI
4. PROFILE, Issues in Teachers' Professional Development: Universidad Nacional de Colombia
5. FOLIOS- Universidad Pedagógica Nacional
6. GIST, Education and learning research Journal- UNICA, Institución Universitaria Colombo Americana
7. Matices- Universidad Nacional de Colombia
8. Educación y Educadores-Universidad de La Sabana
9. Voces y Silencios

RECOMMENDED DATABASES

ProQuest
Scopus
ScienceDirect
Jstore



Dialnet
Web of Science
Taylor &
Francis
Springer



ACADEMIC EVENTS

Clavijo-Olarte (2022)
Adapted from Pineda 2021 and Ramírez (2012)



