



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
SEMINAR ON RESEARCH IN APPLIED LINGUISTICS
2019-3

COURSE PROFESSOR

Dr. Amparo Clavijo Olarte PhD
aclavijoolarte@gmail.com

ROOM

202

DESCRIPTION

This seminar is set as the continuation of the introduction to research course. The emphasis in this seminar is on exploring the type of qualitative design that each student will use in his/her thesis study. The participants in the seminar are encouraged to make informed decisions to select new relevant sources to consolidate the theoretical framework and **the research design** chosen as well as to use clear criteria for the selection of participants, instruments for data collection that permit to respond the research questions posed. The sessions will give a theoretical and practical foundation. The theoretical part promotes discussions about readings of articles, chapters and books about doing qualitative research. Students will need to document their research topic and expand the theoretical basis of their proposal by creating an annotated bibliography. The practical part of the seminar deals with interacting with researchers as guest speakers to class and interviewing an experienced University researcher that can provide input about the process of doing qualitative research and choosing the research design. The assignments aim at promoting a critical local perspective about educational research with a special attention to the social realities that surround the participants in the educational contexts or communities they inhabit. This seminar then constitutes a space for reflection and sharing of experiences related to qualitative research designs and methods for data collection and management in qualitative research.

COURSE GOALS

To become informed about research methods in the field of language education from research carried out nationally, internationally and locally.

Specific

By the end of the seminar, the participants are expected to:

1. Explain their theoretical decisions on the literature review that can support their study and their methodological decisions to address the research problem



2. Explain rationale for using a qualitative research approach chosen.
3. Assess advantages and disadvantages of the major types of qualitative methods research designs.
4. Write the research design chapter that incorporates their decisions on a method to address the research problem.

TOPICS

- An introduction to qualitative research. The research problem and its relation to the local context, social and educational needs of learners or teachers
- Qualitative research approaches *Narrative Inquiry*, *Case Study*, *Critical Ethnography*, *Critical Action Research*
- Qualitative data collection methods.
- Ethics and Trustworthiness

METHODOLOGY

This course is conducted as a seminar. The seminar proposes an atmosphere for its participants to reflect and share their experiences in defining a research method that fits their own purposes. The professor acts as a guide and moderator of the seminar activities. She illustrates with own research experiences the type of qualitative research she has carried out and invites guest speakers to share research experiences that can enrich students' projects. There are also opportunities for the participants to report on insights about research carried out locally from extensive readings about their topic to write a solid theoretical framework and from the informal interview each student will carry out with a researcher. Students are also expected to share their progress on the design of their research study.

ASSESSMENT

Criteria/Activity	Description	Weight
Oral presentations and class assignments	Students will carry out class presentations of their research project, the annotated bibliography, one of the topics assigned, and the research design selected. Students are expected to attend all class sessions see estatuto estudiantil, artículo 35 at https://sgral.udistrital.edu.co/xdata/csu/acu_1993-027.pdf	20%
Annotated Bibliography	Students will organize an annotated bibliography with 15 new bibliographic sources (10 research articles and 5 books or dissertations related to topic of research) Students will submit their annotated bibliography on October 8 th , and will do a 8 minute visual	20%

	presentation (slides) to highlight the most salient and relevant sources for their research topic.	
Gaining insights about qualitative research Interviewing a national researcher	We will construct an online survey to have students interview a national researcher and gain insights about the details of research process with a focus on exploring critical research designs used by the researcher like critical ethnography, race and gender issues, indigenous students, sociocultural issues in Latin America teacher education to mention some.	20%
Oral presentations on advances or thesis proposal	Oral presentation that contains: An explanation and justification of main research problem At least 5 theory-based and 5 research-based (local) references that support the study. Aspects of form: · Academic language · 3 PowerPoint slides · 5 minutes maximum	10%
Final paper: research proposal	The research proposal needs to contain the introduction chapter, the theoretical framework and the research design.	30%

COURSE PLANNER

WEEK/DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 August 13	Program guidelines	Program introduction. Students start presenting their research topic and questions
2 August 20	Students presentations of their research topics	Students present their research topic and questions.
3 August 27	An Introduction to Qualitative Research Robert A. Croker Initial search on Databases available using descriptors like Literacies and Cultures in Latin America, Intercultural citizenship, etc.	Part I. Overview. p. 25-45 Heigham, J. & Croker, R. (Eds.) (2004). We will search in Taylor & Francis, Springer, Scopus or Web of Science. Session oriented by Dr. Amparo Clavijo
4 September 3	What makes research qualitative?	Part I. Overview p. 25. Heigham, J. & Croker, R. (Eds.) (2004) <i>The Landscape of qualitative research.</i> Denzin and Lincoln, 2008- Introduction. The discipline and practice of Qualitative Research.
September 10	This session is cancelled, and it will be replaced on December 5th Dr. Clavijo will be at an International conference in Sao Paulo, Brasil II SPHERE CONFERENCE, Sao Paulo, Brasil	Students will prepare an annotated bibliography with 15 bibliographic new sources (10 research articles and 5 books or dissertations related to topic of research).
5 September 17	What research paradigms and approaches can serve the purpose to address the problem that I have stated in the field of language education?	Part II. Qualitative research approaches Narrative Inquiry, Case Study, Heigham, J. & Croker, R. (Eds.) (2004) Guest speaker: Ferney Cruz or Ximena Bonilla??

6 September 24	Search on Databases. Session oriented by Main Library.	Exploring Databases that can help identify theoretical sources for annotated bibliography.
7 October 1	Qualitative Research approaches	Part II. Qualitative research approaches Critical Ethnography, Action Research Heigham, J. & Croker, R. (Eds.) (2004). <i>VC with Dr. Theresa Austin??</i>
8 October 8	What do other studies present as a contribution to my study?	Presentations of annotated bibliography. Students will submit via email their annotated bibliography and will do a 8 minute visual presentation of findings.
9 October 15	What type of data is required to understand the research problem that I have stated? Preparing the online interview questions for researcher	Workshop on constructing the online survey for researchers. What do we want to ask them regarding qualitative research they have carried out?
10 October 22	How can such data be collected?	Part III. Qualitative data collection methods. <i>Observation, interviews</i> Heigham, J. & Croker, R. (Eds.) (2004) <i>Dr. Nancy Carvajal UPTC??</i>
11 October 29	How can such data be collected?	Part III. Qualitative data collection methods. <i>Open-response items in questionnaires</i> <i>Introspective techniques</i> Heigham, J. & Croker, R. (Eds.) (2004)
12 November 5	The online survey carried out	Students' presentation will report on the responses provided by researchers.
13	What ethical issues should you deal with?	Part IV. Practical Issues Ethics and Trustworthiness



November 12		Heigham, J. & Croker, R. (Eds.) (2004)
14 November 19	Does my thesis require a pedagogical intervention/design?	Students will read master thesis from MLA students to know how they have presented their pedagogical intervention
15 November 26	Approaching Qualitative Research.	Chapter 1. Holliday, A. (2007). Doing and Writing Qualitative Research pg. 1-21
16 December 5	Graduate students' presentations of thesis proposal	Due date to submit research design chapter What did we learn from another researcher's experience? Reporting on the interview to a researcher

JOURNALS AND DATA BASES

Profile (Universidad Nacional de Colombia)

Colomb appl. linguist j. (Universidad Distrital)

Enunciación (Universidad Distrital)

Íkala (Universidad de Antioquia)

Lenguaje (Universidad del Valle)

Folios (Universidad Pedagógica Nacional)

Signo y Pensamiento (Pontificia Universidad Javeriana)

How Journal (ASOCOPI)

ProQuest

Scopus

ScienceDirect

SpringerLink

ACADEMIC EVENTS

ASOCOPI Annual Conference. October 2019

Symposium on Research in Applied Linguistics & International Symposium on Literacies and Discourse Studies – Aduanilla de Paiba, November, 7, 8, 2019



REFERENCES

- Anyon, J. (2009). *Theory and Educational Research Toward Critical Social Explanation*. New York: Routledge.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press
- Charmaz, K. (2008). Constructing grounded theory. A practical guide through qualitative analysis. *Revista de Sociología*.
- Denzin, N. and Lincoln, Y. (2008). *The landscape of qualitative research*. Los Angeles: Sage Publications.
- Clavijo, A. & Sharkey, J. (2018). Mapping our Ways to Critical Pedagogies: Stories from Colombia. In López-Gopar, M & Sughrua, W. *International perspectives on Critical Pedagogies in ELT*. Hampshire, UK: Palgrave Publishers Ltd.
- Heigham, J. & Croker, R. (Eds.) (2004). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Great Britain: Palgrave Macmillan
- Holliday, A. (2007). *Doing and Writing Qualitative Research*. London: Sage Publication Ltd.
- Lankshear, C. & Knobel, M. (2004) *A handbook for teacher research: From design to implementation*. Glasgow: Open University Press
- Mannay, D. (2016). *Visual Narrative and Creative Research Methods. Application, reflection and ethics*. London: Routledge
- Medina, R.A, Ramírez, L. M., & Clavijo, A. (2015). Reading the community critically in the digital age: a multiliteracies approach. In P. Chamness Miller., Mantero. M. & Hendo. H. (Eds). *ISLS Readings in Language Studies*: Vol. 5. Pp.45-66. Grandville, MI: International Society for Language Studies
- Sharkey, J. Clavijo, A. & Ramirez, M. (2016) Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia. *Journal of Teacher Education* 67 (3) pages 1-14.

Amparo Clavijo Olarte PhD,
August, 2019