UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to ELT

Seminar on RESEARCH PROJECTS 1

Term 2020-1

COURSE PROFESSORS

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ROOM

Edificio Posgrados

DESCRIPTION & JUSTIFICATION

This seminar is the follow up of a reflective process that students initiated in the field of applied linguistics for the teaching of English as a foreign language. In this seminar, students will increase their awareness of the theoretical, practical and ethical dimensions that are part of the methodological route of their project. Furthermore, they will examine the articulation of those dimensions with their views on language teaching and learning. The course will guide students to make informed decisions about the theoretical foundations for their projects and about data collection procedures. A crucial aspect of this seminar is to ensure that students show coherence in the selection of their theoretical stance and research approach for their project. The program focuses on the design, validation and/or piloting of and implementation of data collection instruments centering on a continuous critical reflection of those processes. This seminar also promotes consistency in linking the micro realities of students' research wonderings with their understanding of macro and recent societal problems both at the local and international levels.

COURSE GOALS

1. Reflect, evaluate and refine their research proposals

2. Consolidate the theoretical tenets that support the general project and the instructional design proposed

3. Work cooperatively in problem solving situations aimed at articulating their pedagogical intervention and the research methodology (emphasis on data collection instruments).

4. Design, validate and reflect upon the piloting of the data collection instruments

5. Design the overall methodology that will guide their project (setting, participants, etc.)

MAIN TOPICS

1. Typology of qualitative research in education: action research, case study, ethnography, narrative analysis, etc.

2. Pedagogical design: principles

3. Design, validation and/or piloting of instruments for data collection

4. Ethnical issues when conducting research

5. Issues connected to the research methodology: participants, settings and teacher's role.

METHODOLOGY

This seminar centers on 3 key principles: Autonomy, collaboration, and critical reflection. In relation to the first one, students are to conduct their own search, go beyond the resources used in class, use their time wisely and complete tasks on time. They will present oral and written reports for which they have to prepare according to the parameters established in the seminar. The second principle involves working together, in a collaborative environment with peers and teachers, to improve the quality of the projects and to increase the chances to succeed in the research process. Students are encouraged to provide feedback based on their readings and their own teaching and learning experiences. The third principle implies assuming a critical attitude in class, to reflect upon the quality of the proposals and to identify strengths and weaknesses. Using a problem-solving approach, students will search together for solutions to the problems they encounter in their research methodology.

The seminar uses as a teaching strategy "coteaching" or the involvement of "two or more areas of academic expertise in learning outcomes and assignment activities" (Dow & Thompson, 2017, p. 17). In this case, the combined expertise of two teachers, who have worked with different qualitative approaches and in different research areas, will be used to guide students in the selection of the most appropriate methodological approach to respond their research questions. Occasionally, guest speakers are invited to illustrate the design and application of methodologies and pedagogical interventions. The methodology and the contents addressed in the seminar are flexible. There will be chance to adjust them in the light of the students' progress, felt needs and the status of the projects.

ASSESSMENT

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Task	Description	Due date	Weight
Class participation and attendance	Students should attend all classes. Peer feedback: Students' questions, suggestions and insights will be part of the feedback that will be evaluated	All sessions	10%
Statement of the problem	Students present the statement of the problem. It must include the diagnosis or the needs analysis done, the research questions that emerged from the diagnosis, the research objectives and the justification (maximum 10 pages doubled spaced). APA is mandatory	March 3	30%
Piloting of instructional design or instruments	***Students with an intervention plan*** Paper on piloting of the intervention. It must include a critical reflection showing clear connections between theoretical stance, research questions and objectives and the pedagogical plan / ***Students without an intervention plan*** Paper on the piloting of the main instrument for data collection. It must include a description and analysis of the design, piloting and adjustments	April 14	30%
Research design	Students submit the final version of the methodology chapter in which they explain the research approach, the type of study, the setting, the participants, the researchers' role, the ethical issues and the instruments for data collection.	May 29	30%

COURSE PLANNER

Week/Date	Topic/Activity	Brief description / Assigned Reading
Week 1 February 11	Introduction to the course	Introduction to the course, presentation of the program, methodology, assignments and assessment criteria. Students' proposals. Brief update and follow up assignment
Week 2 February 18	Statement of the problem: Empirical and theoretical support	Constructing arguments for the research problem: Gathering empirical evidence and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the research questions, objectives and pedagogical objectives (feedback session). **Readings:** Johnson & Christensen (2004). Chapter: *Developing research questions and proposal preparation*. Faulk & Blumenreich (2005). Chapters: *Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.*
Week 3 February 25	Statement of the problem: empirical and theoretical support	Constructing arguments for the research problem: Gathering empirical evidence and theoretical support. Presentation on the needs analysis/theory and research review to identify a problem and the research questions, objectives and pedagogical objectives (feedback session). **Readings:** Johnson & Christensen (2004). Chapter: *Developing research questions and proposal preparation*. Faulk & Blumenreich (2005). Chapters: *Wonderings to be done- finding your research question, standing on the shoulders of those who came before, the research design- developing and action plan for your inquiry.*
Week 4 March 3	The pedagogical plan: Guidelines	Key aspects for the instructional design Different methodologies and approaches Discussion of the research articles that incorporate a pedagogical intervention. **Readings**: 1. Pineda, J. E. & Tamayo, L. H (2016). E-moderating and E-activities. The implementation of a workshop to develop online teaching skills in in-service teachers (pp, 98-114)

		2. Carreño Bolivar, L (2014). Collaborating and interacting: Walking together towards our learning community. Optional readings
Week 5 March 10	Gathering spoken data	Guidelines for interviews & focus groups. Interviewers' skills. Students will bring copies of their interview formats (group work-feedback session) **Reading:** Edwards, R & Holland, H (2013). Chapter 3. What forms can qualitative interviews take? (pp 29-42, Chapter 5: What sort of research tools can be used in conducting qualitative interviews? (pp. 53-64) and Chapter 6: What are the practicalities involved in conducting qualitative interviews? (pp 65-77)
Week 6 March 17	Structure of the instructional design	Presentation on the plan for the pedagogical presentation: tenets, organization, chronogram Feedback session (students with a pedagogical intervention / action plan) **Reading:** Teijlingen, E. V. & Hundley, V. (2001). The importance of pilot studies
Week 7 March 24	Gather spoken data (second part)	Oral narratives Class conversations Feedback sections for students using oral narratives and oral conversations **Reading**: Pavlenko (2007). Autobiographic Narratives as Data in Applied Linguistics
Week 8 March 31	Gathering observed data	Observations and field notes: Guidelines for notetaking. Students will bring copies of the formats they will apply for gathering observed data (group work /feedback session). **Reading**: Yin, R. K. Doing fieldwork. (pp. 109-128)
Week 9	**Holy Week** **April 5 to April 12**	
Week 10 April 14	Gathering written data: surveys and journals	Guidelines for the construction of surveys Students bring copies of their survey formats and/or journals (group work feedback session) **Reading:** Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analyzing empirical material. (This is chosen according to the students' focus) Feedback session on the research design.
Week 11 April 21	Paradigms and research designs	Discussion on selected qualitative research designs: Ethnography, case study, grounded theory narrative research, and phenomenology.

		Reading: Denzin & Lincoln (2017). Part III. Strategies of inquiry. Part IV Methods for collecting and analyzing empirical material. (This is chosen according to the students' focus)
Week 12 April 28	The research design: Selection of participants	Guidelines for the selection of participants and the description of the settings Students present criteria for participant selection Students present consent forms **Reading**: McMillan (2004). Participants, subjects and sampling. Feedback session
Week 13 May 5	Theoretical foundation of a research project	The elaboration of the theoretical framework and the state of the art Students bring power point presentation on the main constructs that support their proposals (Feedback session). **Reading:** Rocco & Plakhotnik (2009). Literature reviews, conceptual frameworks and theoretical frameworks. Terms, functions and distinctions
Week 14 Mayo 12	Theoretical foundation of the research project (second part)	The elaboration of the theoretical framework and the state of the art. Students bring power point presentation on the main constructs that support their proposals (Feedback session 2).
Week 15 May 19	Development of projects	Part 1: feedback session for students with a pedagogical intervention/ action plan. Part 2: feedback session for students without a pedagogical intervention
Week 16 May 26	Final paper	Students work autonomously in the development of their final paper

BIBLIOGRAPHY:

Note: There will 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.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners.* New York : Routledge.

Carreño Bolívar, L. (2014). Collaborating and interacting: Walking together towards our

learning community. *Colombian Applied Linguistics Journal*. DOI: http://dx.doi.org/10.14483/udistrital.jour.calj.2014.2.a06

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Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed method approaches*, California: Sage Publications.

Denzin, N. K. & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research.* Thousand Oaks, CA: London : SAGE Publications.

Edwards, R. & Holland, J. (2013). *What is qualitative interviewing?* London: Bloomsbury.

Guest, G., Namey, E. E. &Mitchell, M. L. (2013). *Collecting qualitative data: A field manual for applied research.* Washington: SAGE Publications.

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

Liamputtong, P. (2010) *Qualitative research methods*. Oxford: Oxford University Press

Mack, N. & Woodsong, C. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: USAID.

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Merriam, S. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey Bass.

Pavlenko, A. (2007). Autobiographic narratives as data in Applied Linguistics. *Applied Linguistics*, 28 (2), 163–188. doi:10.1093/applin/amm008

Pineda, J. E. & Tamayo, L. H. (2016). E-moderating and E-tivities: The implementation of a workshop to develop online teaching skills in in-service teachers. *PROFILE Issues in Teachers' Professional Development*, 18 (1), 98-114

Rocco, T. S. & Plakhotnik, M.S. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review,* 8(1), 120-130. DOI: 10.1177/1534484309332617

Teijlingen, E.V. & Hundley, V. (2001). The Importance of Pilot Studies. *UNIS, Social Research Update*. Journal of the University of Surrey, issue 35. Available on line: http://eprints.bournemouth.ac.uk/10149/1/SRU35_pilot_studies.pdf

Yin, R. K. (2011). *Qualitative research from start to finish*, New York: The Guilford Press.

Zacharias, N.T. (2012). *Qualitative research methods for second language education: A coursebook*. Newcastle upon Tyne: Cambridge Scholars Publishing.

ACADEMIC EVENTS:

Lanzamiento Colombian Applied Linguistics Journal Vol 22 Nº 1 - Feria del Libro 2020: Abril 21 – Mayo 5

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