



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS

School of Sciences and Education

MA in Applied Linguistics to TEFL

Introduction to Research in Applied Linguistics

Term: First semester 2018

COURSE PROFESSOR

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ROOM

Edificio de Posgrados

DESCRIPTION

This seminar aims at exploring a whole range of systematic approaches to inquiry in the field of Applied Linguistics. 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 so that students initiate the process of 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.

COURSE GOALS

1. Write the research proposal in the language education area
2. Develop knowledge and understanding in qualitative research methodologies
3. Develop a basic understanding of the principles that guide any qualitative study
4. Become aware of ethical considerations involved in the research process.
5. Develop a critical attitude towards research in the field.
6. Make informed decisions for their research project.



TOPICS

- What is research? Typology, characteristics and process
- Qualitative research in applied linguistics
- The research problem: Questions and objectives
- Literature review and state of the art
- Pedagogical design
- Research design: Typology and components
- Ethical issues in research and writing

METHODOLOGY

Sessions consist of lead lectures and practical activities that include discussions about the readings, workshops 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 research projects. Students and the seminar teacher will work collaboratively to improve the quality of the research proposals.

ASSESSMENT

Task / Activity	Description	Percentage
Class attendance and active participation	Attendance follows the guidelines established by the program. Quality participation involves discussion of readings and feedback to peers' projects (10%) Short presentations on types of qualitative research (10%)	20%
State of the art	Synthesis of research in the topic of interest that must include a minimum of 15 research articles.	30%
Poster session	Description of a genuine research problem to be addressed through a relevant pedagogical and research experience based on literature review about selected topic	20%
Final paper	Paper: 5-8 pages about the statement of a problem that leads the novice teacher researchers to posing a relevant research question. Includes a table with the research design	30%



COURSE PLANNER

WEEK/ DATE	TOPIC	KEY READINGS AND ASSIGNMENTS
1 February 6	Introduction to the program Presentation of the program, objectives, methodology and criteria for evaluation Short presentation of preliminary ideas about research projects	Course program Students present preliminary ideas about their research projects
2 February 13	What is research? Typology, characteristics and process	*McMillan & Schumacher (2007). "Introduction to research in education", pages 1-31
3 February 20	Ethics in research Ethics when conducting research, copy rights, plagiarism	*O'Leary (2004). Exploring power and ethics in research, pages 42-54. *Lankshear & Knobel (2004). "Ethics and teacher research", pages 101-113.
4 February 27	The research problem: Documenting the problem Formulating questions and objectives	*Lankshear & Knobel (2004). Formulating our research purposes: problems, questions aims and objectives, pages 40-53.
5 March 6	Documenting the problem: Analysis and diagnosis	Feedback on instruments to collect data. *Haseli Songhorim M. (2008) Introduction to needs analysis
6 March 13	Literature review and state of the art: Information literacy	*Yin (2011). Working with literature. Pages 66-84
7 March 20	Literature review and state of the art: A critical approach to writing	*Boote & Beile (2005). Scholars before researchers
Holy Week: March 25-March 31		
8 April 3	Qualitative research in Applied Linguistics: Characteristics and typology *Narrative inquiry *Case study	*Yin (2011). "What is qualitative research"? Pages 3-24 First paper : state of the art Students' short presentations
9 April 10	Qualitative research in Applied Linguistics: Typology	*Burns (2010). "What is action research? Pages 1-22.

	*Action research *Ethnography *Discourse studies	*Patton M. (2008). “Variety in qualitative inquiry”. Pages 45-142) <i>Students' short presentations</i>
10 April 17	Pedagogical design: Key concepts	*Nuñez, Pineda & Tellez (2006). Key aspects for developing your instructional materials *Núñez & Tellez (2009). ELT materials: The key to fostering effective teaching and learning settings
11 April 24	Pedagogical design Innovation in the EFL class and material design	*Ochoa & Ortíz (2018). Creating machinima (3d) and real life videos in an esp Classroom Student invited
12 May 1	Labor day	Independent study
13 May 8	Poster session-1	Ochoa & Medina. (2014). A virtual room to enhance writing skills in the EFL class. Students present their research proposals
14 May 15	Poster session 2	Gómez, J. C (2012). Language learners’ identities in EFL settings: resistance and power through discourse. Students present their research proposals
13 May 22	The research design: Type of study, description of the context and sampling methods	*Patton, M. (1990). Purposeful sampling. Pages 169-186. *MacMillan & Schumacher. (2007). Muestreo intencionado, pages, 403-423.
14 May 29	The research design: Instruments for data collection	O’Leary. (2004). Data collection. Pages 150-183.
15 June 5	Writing the research proposal	O’Leary. (2004).The challenge of writing up. Pages 205-215.



16 June 12	Final work: Students should submit their research project (written)	Students submit their final paper Final paper : Statement of the problem
17 June 19	Revision of papers and feedback	Final revision of papers
18 June 26	Revision of papers and final grades	Feedback and final grades

BIBLIOGRAPY

- 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.
- 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.
- McMillan, J. H. & Schumacher, S. (2007). *Investigación educativa*. Madrid: Pearson and Addison Wesley.
- Núñez & Tellez (2009). ELT materials: The key to fostering effective teaching and learning settings. *Profile: Issues in Teachers' Professional Development*, 11(2), 171-186.
- Núñez, Pineda & Tellez (2004). Key aspects for developing your instructional materials. *Profile: Issues in Teachers' Professional Development*, 128-139.



Ochoa Alpala, C. A., & Ortíz García, W. R. (2018). Creating machinima (3d) and real life videos in an esp Classroom. *Profile: Issues in Teachers' Professional Development*, 20(1), 41-56. <https://doi.org/10.15446/profile.v20n1.59412>.

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.

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd edition). Thousand Oaks, CA: SAGE Publications

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Quevedo, Y. (2008). Children's narratives: A mirror of their social sensitivity. *How* 15(1), 125-140.

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., & 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/>

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

ProQuest
Scopus
ScienceDirect
SpringerLink
Jstore
Dialnet
Scielo

ACADEMIC EVENTS

- *7th International Qualitative Research Conference in Applied Linguistics, Location: University of Guanajuato, Mexico. Dates: 25-26 June 2018.
- *41 TESOL-Spain: The Heart in the Art of Teaching Weaving Language, Culture and Communities”, Madrid, Spain, March 9 – 11, 2018
- *II Simposio Internacional Contactos Interlingüísticos e Interculturales. Escuela de Ciencias del Lenguaje. Universidad del Valle. Abril 25-27, 2018

PINEDA BÁEZ, February, 2018