



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
SEMINAR ON RESEARCH IN APPLIED LINGUISTICS
2017-3

COURSE PROFESSOR

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ROOM

501, Edificio Posgrados

DESCRIPTION

This seminar is set as the continuation of the introduction to research in language education. The emphasis in this seminar is on exploring in depth 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 consolidate and justify 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 will be conducted through discussions about readings of articles, chapters and books about doing and writing qualitative research. The practical portion will have two assignments: students will document their research design by interviewing experienced University researchers in the Education, ELT or Applied Linguistics fields and presenting a report on how the interview clarifies the research process. This activity will be facilitated by the course professor but she strongly recommends that students participate in a local or national conference during this semester to contact a researcher to interview. The second activity consists of the actual development of data collection instruments by students for their research project.

The two 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 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 and locally.

Specific

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

1. Explain their decisions on a research method to address own 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 a report as the research design chapter that incorporates their decisions on a method to address own research problem.

TOPICS

- The research problem and its relation to the local context, social and educational needs of learners or teachers
- The research design
- The theoretical framework that addresses a critical perspective to the study of the research problem
- The pedagogical intervention

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
Class assignments	Students will carry out all the assignments proposed and will attend all class sessions	10%
Exploring readings on common topics to generate an Annotated Bibliography	Students will work by groups to do further inquiry on common topics of research and select relevant bibliography for their project.	20%
Gaining insights about research design: Interviewing a researcher	Students will interview a researcher in order to gain insights about the details of research process with a focus on exploring the research design used by the researcher	20%
Oral presentations on advances or thesis proposal	Spoken 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	20%
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	General guidelines	Program introduction. Students present their research topic and questions
2	How does the research problem that I have stated match the types of studies in	Hopkins , D. (2008). A teacher's guide to classroom research. All Chapters



	the field of language education?	
3	Discussing Native speakerism with a guest researcher	Guest Speaker: Dr. Adriana González Chapter. Bilingualism and globalisation in Latin America: fertile ground for native-speakerism
4	How does the research problem that I have stated match the types of studies in the field of language education?	Hopkins , D. (2008). A teacher’s guide to classroom research. All Chapters
5	What research paradigms and approaches can serve the purpose to address the problem that I have stated in the field of language education?	Mixed Methods Research: A Research Paradigm Whose Time Has Come by R. Burke Johnson and Anthony J. Onwuegbuzi
6	Qualitative research in Applied Linguistics	Juanita Heigham Sugiyama Jogakuen University and Robert A. Croker Nanzan University
7	Article CALJ: Syntactic Mechanisms in the Transition from Academic Written to Oral Discourses: Performance Differences in a Colombian EAP course	Guest speakers: Ricardo Nausa Quantitative Analysis Sharkey, Clavijo & Ramirez (2016) Developing a Deeper Understanding of Community-Based Pedagogies With Teachers: Learning With and From Teachers in Colombia. <i>Journal of Teacher Education</i> . 67 (3) p. 1-14.
8	What do other studies present as a contribution to my study?	Group presentations of annotated bibliography
9	What type of data is required to understand the research problem that I have stated?	Holliday. Doing and Writing Qualitative Research Chs 1-3



10	How can such data be collected? Data management	What counts as data? Holliday Ch. 4 What did we learn from another researcher's experience? Reporting on the interview to a researcher.
11	Designing appropriate instruments for data collection	Part 4. Cohen, Manion and Morrison
12	Designing appropriate instruments for data collection	Part 4. Cohen, Manion and Morrison Draft of Research design due
13	What ethical issues should you deal with?	Part 2. Cohen, Manion and Morrison
14	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	S -teachers' presentations of final thesis proposal	
16	Due date to submit research design chapter	Seminar evaluation and handing in of final marks to students

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, 2017

XII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies – November, 2017

REFERENCES

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Gonzalez, A. & Llurda, E. (2016). Bilingualism and globalisation in Latin America: fertile ground for native-speakerism. In Hall, G. (Editor) *The Routledge Handbook of English Language Teaching*. London: Routledge.

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Holliday, A. (2007). *Doing and Writing Qualitative Research*. London: Sage Publication Ltd.

Kington, A., Sammons, P., Day, C, and Regan, E. (2011). Stories and Statistics: Describing a Mixed Methods Study of Effective Classroom Practice. *Journal of Mixed Methods Research*. 5(2) 103–125.

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Nausa R. (2017). Syntactic Mechanisms in the Transition from Academic Written to Oral Discourses. *Colomb. Appl. Linguist. J.*, 19(2), pp. 234-249

Sharkey, J. Clavijo, A. & Ramírez, 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.

Strauss, A. and Corbin, J. (1994) *Grounded Theory Methodology—An Overview*. Ch.17 In: Norman, K.D. and Vannaeds, S.L.Y., Eds., *Handbook of Qualitative Research*, Sage Publications, Thousand Oaks, 22-23.

Amparo Clavijo Olarte PhD, August, 2017