



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Research Projects II

COURSE PROFESSORS

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ROOM:

DESCRIPTION

This seminar is designed to explore 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 practical component of this seminar ensures a clear understanding of the following processes: (a) application of data collection instruments procedures, (b) application of data analysis strategies and (c) elaboration of conclusions and the discussion based on the results of the project and on a solid understanding of the theoretical framework that supports the project.

COURSE GOALS

1. Collect data applying different instruments.
2. Become familiar with different frameworks for the analysis of data.
3. Interpret data (observed, written and spoken) using the framework selected (including the theoretical perspective that supports the project).
4. Apply guidelines for credibility, transparency and robustness in the data analysis procedure.
5. Draw conclusion and discuss the implications and applications of the results obtained.
6. Adjust proposals to APA.



TOPICS

- Data analysis frameworks: Grounded theory, ethnographic analysis, phenomenological analysis, narrative analysis, content and thematic analysis, discourse analysis and critical discourse analysis.
- Consolidation of the theoretical framework
- Assuring the credibility of the results: Credibility, robustness, transparency
- Writing up the discussion: Implications and pedagogical applications
- Format and style: APA norms

METHODOLOGY

The seminar centers on workshops that include practical activities oriented to guiding students in the data management and analysis process. However, there will be short lectures to introduce the different frameworks for data analysis. The seminar includes:

- Discussions about the readings to stimulate reflection on the contents presented.
- Group feedback on the analysis of data of each individual project.
- Individual sessions with the teachers to refine the data analysis.
- Presentations by guest speakers to illustrate the use of the different frameworks for data analysis.
- Workshops to become familiar with varied qualitative analysis frameworks.
- Short presentations by students on the theoretical framework used and its connection to the data analysis, discussion and conclusions of the project.

Note: Students must read all the material suggested by the teachers, 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 project. **A central aspect of this seminar is collaborative work.** Therefore, students are encouraged to participate actively in the feedback sessions of their peers' projects.

The seminar will have the guidance of two teachers from the program who will meet with students twice a week. One session will be used for the presentation of frameworks for analysis and orientations for the conclusions, discussion and implications. The other session will focus on individual feedback to students' projects based on established appointments.



ASSESSMENT

Activity	Description	Percentage
Active class participation & peer feedback <i>All classes</i>	<ul style="list-style-type: none"> • Analysis of the readings • Tasks for each class • Peer feedback 	20%
Oral presentation of the theoretical framework that supports the project <i>September 19-21</i>	<ul style="list-style-type: none"> • Connection of the theoretical framework to the analysis framework 	20%
Oral presentation of findings <i>Symposium</i>	<ul style="list-style-type: none"> • Presentation of preliminary or final findings 	30%
Synthesis of the data analysis <i>November 21</i>	<ul style="list-style-type: none"> • Paper that synthesizes the findings of the data collected so far 	30%

COURSE PLANNER

WEEK	TOPIC	KEY READINGS
1 August 8 -10	Introduction -Update on projects Program-Expectations Assessment criteria	
2 August 15-17	Review: qualitative research traditions Feedback session: Revising the pedagogical intervention / research methodology <i>Dr. Clélia Pineda Báez</i> <hr/> Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Professor Álvaro Quintero Polo</i>	Watch: David Silverman on Qualitative Research Methods & Natural Data Part & 2 http://youtu.be/AVnIO4vzXg8 http://youtu.be/qW_SKXYnhYQ

<p>3 August 22-24</p>	<p>Grounded theory: Tenets and procedures Group work: Students begin discussion about the main tenets that support the project <i>Dr. Clélia Pineda Báez</i></p>	<p>*Strauss and Corbin (1990) “Coding procedures” p. 57-74</p>
	<p>Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Professor Álvaro Quintero Polo</i></p>	<p>Suggested: *Glaser, B. (1992). <i>Basics of grounded theory</i>.</p>
<p>4 August 29-31</p>	<p>Grounded theory: Charmaz perspective Workshop: Preliminary data analysis <i>Dr. Clélia Pineda Báez</i></p>	<p>Charmaz, K. (2010). <i>Constructing grounded theory. A practical guide through qualitative analysis</i>. Thousand Oaks, CA: Sage Publications. Selected chapters</p>
	<p>Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Professor Álvaro Quintero Polo</i></p>	
<p>5 September 5-7</p>	<p>Ethnographic analysis Workshop: Group work on data analysis <i>Dr. Clélia Pineda Báez</i></p>	<p>*Grbich, C. (2009). <i>Qualitative data analysis</i>. London: Sage Publications. Part 2, chapter 4</p>
	<p>Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Professor Álvaro Quintero Polo</i></p>	
<p>6 September 12-14</p>	<p>Phenomenological analysis Workshop: Working on the analysis of data <i>Dr. Clélia Pineda Báez</i></p>	<p>*Grbich, C. (2009). <i>Qualitative data analysis</i>. London: Sage Publications. Part 2, chapter 4</p>
	<p>Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Professor Álvaro Quintero Polo</i></p>	
<p>7 September 19-21</p>	<p>Oral presentation of theoretical framework / tenets (8 students) <i>Dr. Clélia Pineda Báez</i></p>	
	<p>Oral presentation of theoretical framework / tenets (8 students) <i>Professor Álvaro Quintero Polo</i></p>	
<p>8 September 26-28</p>	<p>Content and thematic analysis Workshop: The use of content analysis <i>Dr. Clélia Pineda Báez</i></p>	<p>Lankshear, C., & Knobel, M. (2004). <i>A handbook for teacher research: From design to implementation</i>. New York: Open University Press. Selected chapters</p>
	<p>Feedback session: Analyzing samples of data from students’ projects <i>Professor Álvaro Quintero Polo</i></p>	

9 October 3-5	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i>	Correa, D. & Domínguez, C. (2014). Using SFL as a tool for analyzing students' narratives. HOW, A <i>Colombian Journal for Teachers of English</i> .
	Narrative analysis <i>Professor Álvaro Quintero Polo</i>	
10 October 11-12	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i>	Grbich, C. (2009). <i>Qualitative data analysis</i> . London: Sage Publications. Chapter on discourse analysis
	Discourse analysis and critical discourse analysis <i>Professor Álvaro Quintero Polo</i>	
11 October 17-19	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i>	*Cresswell, J. (2007). Standards of validation and evaluation, chapter 10
	Assuring the credibility of the results: Credibility, robustness, transparency <i>Professor Álvaro Quintero Polo</i>	
12 October 24-26	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i>	Hopkins, D. (2008). Chapter 10-Reporting classroom research 144-155
	Writing conclusions and discussion <i>Professor Álvaro Quintero Polo</i>	Holliday, A. (2007). <i>Doing and writing qualitative research</i> . Chapter 8 "making appropriate claims"
13 October 31	Preparation for the symposium	
November 2-3	SYMPOSIUM organized by the Master's Program in Applied Linguistics to TEFL Universidad Distrital Francisco José de Caldas	
14	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i>	Mason (2002). Chapter 9- Making Convincing Arguments with Qualitative



November 7-9	APA style: Formatting the document Workshop: Writing recommendations <i>Professor Álvaro Quintero Polo</i>	Data Use: Purdue Writing Lab https://owl.english.purdue.edu/owl/resource/560/01/
15 November 14-16	Feedback session: Revising the pedagogical intervention and/or the analysis of data (meeting with 4 students) <i>Dr. Clélia Pineda Báez</i> Workshop: Writing up implications and questions for further research <i>Professor Álvaro Quintero Polo</i>	
16 November 21-23	Grades and feedback	Grades and feedback
17 November 28-30	Final marking of papers and handing in the evaluations-reports	
18 December 5-7	Final marking of papers and handing in the evaluations-reports	

REFERENCES

- American Psychological Association. (2010). *Publication manual of the American psychological association* (4th ed.). Washington, DC: American Psychological Association.
- Bernard, R. & Ryan, G. (2010). *Analyzing qualitative data. Systematic approaches*. London: Sage Publications.
- Burns, A. (2001). *Collaborative action research for English language teachers*. Cambridge: Cambridge University Press.
- Charmaz, K. (2010). *Constructing grounded theory. A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Clandinin, J. (2006). Narrative inquiry: A methodology for studying lived experience. *Research Studies in Music Education*, 7, 44-54



- Correa, D., & Dominguez, C. (2014). Using SFL as a tool for analyzing students' narratives. *HOW, A Colombian Journal for Teachers of English*, 21(2), 112-133.
- Creswell, J. (2007). *Qualitative inquiry & research design. Choosing among the five traditions* (2nd Edition). London: Sage Publications.
- Creswell, J. (2013). *Data Collection*. In *Qualitative Inquiry & Research Design*. (pp. 145-178). Thousand Oaks, CA: Sage
- Dean Brown, D. (2001). *Using surveys in language programs*. Cambridge, Cambridge University Press.
- Grbich, C. (2009). *Qualitative data analysis*. London: Sage Publications.
- Holliday, A. (2007). *Doing and writing qualitative research* (2nd Ed.). Thousand Oaks: Sage Publications.
- Hopkins, D. (2008). *A teacher's guide to classroom research*. Glasgow: Open University Press. (chapter 9 & 10)
- Kozinets, R. (2010). *Netnography. Doing ethnography research online*. Los Angeles, CA: Sage.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York: Open University Press.
- Mason, J. (2002). *Qualitative researching*. London: Sage Publications Ltd. (chapters 8 & 9)
- Merriam, S. (2009). *Qualitative research. A guide to research and implementation*. San Francisco: Jossey-Bass Publishers.
- Patton, M. (2002). *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. London: Sage Publication
- Tisdell, E. & Merriam, S. (2015). *Qualitative research: A guide to design and implementation*, 4th Edition. New York: John Wiley & Sons. (chapter 7)
- Yin, R. (2011). *Qualitative research from start to finish*. New York: The Guilford Press. (chapters 8 & 9)



Suggested Readings

Denzin, N.K & Lincoln, Y.S. (2013). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, CA: Sage

Marshall, C. & Rossman, G. (1999). *Data Collection Methods. Designing qualitative Research* (pp.105-141). London: Sage.

JOURNALS

- ENLETAWA (Universidad Pedagógica y Tecnológica de Colombia)
- PROFILE (Universidad Nacional de Colombia)
- HOW (ASOCOPI)
- CALJ (Universidad Distrital)
- ENUNCIACIÓN (Universidad Distrital)
- ÍKALA (Universidad de Antioquia)
- LENGUAJE (Universidad del Valle)
- FOLIOS (Universidad Pedagógica Nacional)
- MATICES (Universidad Nacional de Colombia)
- SIGNO Y PENSAMIENTO (Pontificia Universidad Javeriana)
- ACTUALIDADES PEDAGÓGICAS (Universidad de La Salle)
- REVISTA DE INVESTIGACIÓN (Universidad de La Salle)
- INVESTIGACIÓN EDUCATIVA Y FORMACIÓN DOCENTE (Universidad El Bosque)
- FORUM
- TESOL QUARTERLY
- JOURNAL OF CURRICULUM STUDIES
- ELT JOURNAL

DATABASES

- ProQuest
- Scopus
- ScienceDirect
- SpringerLink



ACADEMIC EVENTS

ASOCOPI 52nd Annual Conference: ELT Classroom Practices and the Construction of Peace and Social Justice. October 12, 13, 14, 2017, Pontificia Universidad Javeriana, Sede Cali

XIII Symposium on Research in Applied Linguistics & IV International Symposium on Literacies and Discourse Studies - November 2 y 4, 2017. Aduanilla de Paiba

PINEDA-BÁEZ
QUINTERO-POLO
August 2017