



UNIVERSIDAD DISTRITAL
FRANCISCO JOSÉ DE CALDAS

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to ELT
Seminar: Introduction to Research in Applied Linguistics
Term 2020-1

COURSE PROFESSOR

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ROOM

202, Edificio Posgrados

DESCRIPTION & JUSTIFICATION:

This seminar is designed to give a broad introduction to areas of inquiry in the English language education. It also aims at encouraging the investigation of individual areas of interest in language education. The seminar also shows an evolving approach to proposing of a research design that contemplates the qualitative paradigm as a point of departure to research the humanistic, social, and cultural dimensions of language and the life issues that relate to them. The sessions will find a balance between theory and practice as the foundation for the student-teachers to initiate the definition and articulation of a research proposal.

This seminar finds its justification in the need of being able to understand and add more knowledge of language education issues in and outside of the classrooms. This is also a starting point in the reflections that guide this seminar. Therefore, doing research in the area of language education in the Colombian context, in this seminar, is regarded to as an activity that calls for the adoption of a critical perspective. This seminar offers alternatives for problematizing life issues related to language education using an informed approach. Moreover, the attendees of this seminar thus need to develop some sensitivity in order to account for naturally occurring phenomena in educational contexts.

COURSE GOALS

1. Refine/Write a research proposal for the MA program
2. Develop a critical understanding of research and its role in education, particularly in ELT
3. Develop a basic understanding of the principles that guide any qualitative attempt to doing research in applied linguistics to the ELT study.
4. Make informed decisions for a research project that is related to any of the three *MLAEI* research areas.



TOPICS

- Qualitative vs. quantitative research paradigms
- The research problem & the research question: how to find one
- State of the art
- Literature review
- Pedagogical design
- Research design

METHODOLOGY

The seminar will be developed through student-led discussions and workshops. Student-teachers will work cooperatively in small groups in which they will have opportunities to discuss areas of concern. Student-teachers are also expected to participate actively in discussions about their research interests. There are also opportunities for the Student-teachers to share their insights gained after reading the assigned articles or chapters. These activities are complemented with lectures from the seminar professor.

ASSESSMENT		
Participation & attendance	Quality Contributions to peers' presentations	All sessions
Reading presentation & thesis review	Sharing of insights that provoke discussion based on assigned readings and review of articles: A review of a thesis of their choice from library catalogue or data bases. The review must have a short summary of the thesis followed by the reviewer's comments, critics, or elaborations. 1 page long maximum Double spaced Academic language	Feb. 25th March 31st April 28th May 12th
Report on research topic & refinements on initial wonderings (oral)	Topic based on annotated bibliography and classroom observation or any other type of field work: 5 theory-based and 5 research-based references.	March 31st



	2 PowerPoint slides maximum, 5 minutes maximum Academic language	
Statement of a problem and research question (Oral)	Poster session: Explanation of a genuine research problem to be addressed through a relevant pedagogical and research experience based on literature review about selected topic: Paper: 3-5 pages about the statement of a problem that leads the novice teacher-researchers to posing a relevant research question.	April 28th
Final work	Students should submit their proposal of a study that will lead them to write a MA thesis (written)	May 26th

COURSE PLANNER		
Week	Topic	Assigned Readings
Week 1 February 11	Discussion of the Seminar Program Workshop Discussion of preliminary ideas on research topics	Course program
Week 2 February 18	MLAEI Research Areas http://fciencias.udistrital.edu.co:8080/es/web/maestria-en-linguistica-aplicada-a-la-ensenanza-del-ingles/investigacion Qualitative, Quantitative and Mixed Research	Johnson, B. & Christensen, L. Chapter 2
Week 3 Feb. 25	Justifying Qualitative Research in Applied Linguistics Thesis review due	Heigham & Croker. Qualitative research in AL Chapters 1 & 2
Week 4 March 3	Qualitative Approaches	Creswell, J. Chapter 4
Week 5 March 10	From Initial wonderings to research questions	Lankshear, C. & Knobel, M. Chapter 2 & 3
Week 6	Classroom research	



March 17		Marshall & Rossman Chapter 2
Week 7 March 24	Establishing a balance between theory and practice in order to document a problem statement and research question Thesis review due	Lankshear, C. & Knobel, M. Chapter 5 Quintero Polo, A. H. From utopia to reality: Trans-formation of pedagogical knowledge in English language teacher education
Week 8 March 31	Oral presentation about a research topic of personal interest	
Week 9 April 6	Holy Week	
Week 10 April 14	The Research Problem and the Research Question	Hubbard, R & Power, B Chapter 2
Week 11 April 21	Instruments to collect data	Marshall & Rossman Chapter 4
Week 12 April 28	Statement of a problem and research question (S-teachers' presentation of posters) Thesis review due	
Week 13 May 5	Feedback session	
Week 14 May 12	Thesis review due	Quevedo, Y. Children's narratives: A mirror of their social sensitivity. HOW N° 15
Week 15 May 19 Week 16 May 26	Final work: Students should submit their research project (written)	

BIBLIOGRAPHY:

Creswell, J. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage Publications.



- Felderman, C. (2010). What's REALLY Going On: Teacher Research in a 2nd-grade Classroom. *Childhood Education*; 2010; 86, 5 pg. 335
- Hatch, J. Amos. (2004). *Deciding to Do Qualitative Study. Doing Qualitative Research in Education Settings*, New York: State University of New York, 2004, p. 1-11.
- Hubbard & Miller (1993) *The art of classroom inquiry: a handbook for teacher-researchers*. Portsmouth: Heinemann
- Hubbard, R & Power, B (1999) *Living the questions*. Maine: Steihouse Publishers.
- Hubbard, R. & Power, B. (1999) *Living the questions: a guide for teacher-researchers*. York: Stenhouse Publishers.
- Johnson, B. & Christensen, L. (2004) *Educational research, quantitative, qualitative, and mixed methods*. New York: Pearson
- Lankshear, C (2005) *Formulating our research purposes: problems, questions, aims and objectives*. In: S. Bigger (Ed.) *A handbook for teacher research; from design to implementation*. New York: Routledge
- Lankshear, C. & Knobel, M. (2004) *A handbook for teacher research from design to implementation*. Glasgow: Open University Press
- Marshall. C. & Rossman, G. (2016). *Designing qualitative research*. Thousand Oaks: Sage Publications Inc.
- Quevedo, Y. (2008) *Children's narratives: A mirror of their social sensitivity*. HOW N° 15
- Quintero Polo, A. H. (2019). From utopia to reality: Trans-formation of pedagogical knowledge in English language teacher education. *Profile: Issues in Teachers' Professional Development*, 21(1), 27-42. <https://doi.org/10.15446/profile.v21n1.70921>.

Web sites:

- <http://writing.berkeley.edu/tesl-ej/ej33/toc.html>
- <http://www.clcrc.com/pages/cl-methods.html>
- <http://searcheric.org/>
- http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html
- <http://darwin.nap.edu/books/0309070368/html/79.html>.
- <http://llt.msu.edu/vol10num2/pdf/chen.pdf>.
- http://hamminkj.cafeprogressive.com/dl_writing.htm
- <http://mingo.info-science.uiowa.edu/~stevens/critped/freire.htm>



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