



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA

Asignatura: Introducción Investigativa Cualitativa
Código: LI865
Intensidad: 4 horas semanales
Pre-requisito: LI362
Créditos: 5

1. COURSE DESCRIPTION

As a consecutive stage of research basics, this course constitutes the foundation to equip graduate students with the tool to carry out research in the Colombian EFL context and to educate themselves as self-critical individual participating, collaborating and reflecting as active member of this regional teaching community. It is an introduction to educational research with an emphasis on qualitative research on language, language teaching, and literacy issues, or the systematization of the practicum. The focus of the course is to introduce participants to the meaning and use of qualitative research in EFL and ESL settings.

In this course students will start to develop their research projects, starting with the understandings about research, and consolidating research ideas about different distinctions of qualitative research process. In IQR, students will receive instruction on research approaches, how to frame their study, build the theoretical framework, and construct the methodology of the study. Students will also prepare for the ORAL

PRESENTATION OF THE RESEARCH PORPOSAL which will be held on the last weeks of the semester. At the end of the course, students who finish it successfully will have their thesis document appropriately developed up to the initiation of the research methods.

Methodology:

In the educational process we cannot say that learning is the responsibility of the teacher but the co- creation of both the teachers and the learner and the product of the harmony of both. In this situation the facilitator must acknowledge that there are three types of knowledge: the one that has it, the one that can get it and the one that can constructs it with others. The task of the facilitator then is to use the first one to achieve de second one and thus facilitate the third one. Brenson & Sarmiento (DN)

Based on the aforementioned, this course then will be guided based on the "Modelo Constructivista co-participativo C3" which covers a holistic education that is defined as: the art, science and technology that facilitate the learning of new knowledge and develop the necessary abilities to achieve a systematic co-evolution. In this other words, this model is considered to be efficient due to the fact it does not only provides learners with strategies to adapt to the new knowledge and thus modify their attitude (which involves cognition, affection, emotional and behavioral) but also by building knowledge among learners and facilitator. On the other hand, the learners face this new knowledge not as passive individuals but as active ones by handling and also developing new abilities to think more effectively. The aim of this model then, involves a methodology that wraps what Brendon and Sarmiento call the C3 which means:

Concientización (vivencia HD y reflexionar HI), Conceptualizacion (descubrir HI y visualizar HD)
Contextualización (ensayar HI e integrar HD) of the new theory in other words and holistic education.

Strategies and didactic instruments

The material selected for this course is updated and appropriate for higher education learners. Moreover, it is the most reliable written material by well-known researchers and linguistic on field. Thus, learners are expected to read and analyze this material before class in order to make the most of it in the class. Some of the activities that will be carried out in class are: whole class or small group discussions, debates, and oral presentation, among others. Therefore, these activities are expected to contribute to the learning of concepts and also to the creation of a safe environment that will encourage students to learn. Moreover, oral presentations will be carried out by learners as well as by the teacher in order to the clarification and reinforce the new theories. In conclusion, in this course students, as teachers to be, will begin the process of constructing their own conceptual models of research by means of examining relevant literature material, class discussions, group work, and individual reflections.

2. Research competencies that students should develop in IQR

- a. Demonstrate reading comprehension of assigned research articles.
- b. Use concepts from readings to develop research project.
- c. Synthesize and analyze relevant literature appropriately.
- d. Produce quality argumentative writing.
- e. Differentiate the parts of the thesis and describe the purpose of each part.
- f. Be able to build a research problem and methodology in writing.
- g. Understand and apply the elements that are key to conducting qualitative research observations.
- h. Deliver a high quality presentation of their research proposal.
- i. Be self-critical to their own research methodology.
- j. Cite in-text appropriately.
- k. Build L2 through the reading of research articles.
- l. Produce accurate references based on the APA format.

3. Linguistic Competencies that Students Should Develop in RPI

- a. Write clear, detailed observations as a means of data collection, interpreting and analyzing the information.
- b. Use a variety of linking words efficiently to mark clearly the relationships between ideas.
- c. Use a limited number of cohesive devices to link his/her utterances into clear, coherent oral and written discourse, though there may be some 'jumpiness' in a long contribution.
- d. Express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
- e. Take an active part in informal discussion in research contexts, commenting, and putting point of view clearly.
- f. Account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

4. COURSE REQUIREMENTS

a) Incorporation of feedback in writing:

All advising sessions with instructor and submitted drafts produce feedback. Students are responsible to always incorporate the feedback into their written document to ensure the development of the thesis. Students should keep all their feedback records for ensuing sessions, and should submit them with the final draft of the research proposal at the end of the semester.

b) Advising Sessions

Individual advising sessions with the instructor will take place along the semester. The instructor will meet with each research group throughout the semester to provide feedback on the thesis on progress. Students must bring to each meeting a hard and digital copy of the document and must always incorporate the feedback given by the instructor before the next meeting. The instructor will program meetings with each research team. In "Semana muerta" RPI students will work with their future advisors to agree on methodological aspects of the project.

5. Evaluation

- Class-work, assignments and quizzes 15%
- Presentation and summary Paper 10%
- Statement of the problem /justification 20% (draft 1 & 2)
- Theoretical framework 10%
- Methodology / Instructional Design 20% (draft 1 & 2)
- Proposal Rehearsal 5 %
- Proposal Defense 20%

6. Content of the course

1. Statement of the problem/ justification
4. Research questions/ Teaching objectives
5. Methodology / Instructional Design
 - a. Type of study/ Instructional Design
 - (types of Qualitative research)
 - b. Context, setting (T)
 - c. Sample (Participants)
 - d. Researchers' roles
 - e. Data Analysis
6. Data collection method
7. Ethics in research and language research
8. Revising sources/ APA

7. Materials mandatory for the class

Folder photocopies of the theoretical material (for every class)
Course syllabus
Criteria for oral presentation
A marker

8. REQUIRED COURSE READINGS

Mertens, D.M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, CA: Sage.

(Chapter 1: An introduction to research, Chapter 3: Experimental and quasiexperimental research, Chapter 4: Causal comparative and correlational research)

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* Second Edition). Thousand Oaks, CA: Sage.

(Chapter 1: A framework for design) 463-494.

Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.

(Chapter 1: What is qualitative research?; Chapter 2: Case studies as qualitative research)

Patton, M.Q. (2002). *Qualitative research & evaluation methods* (Third Edition). Thousand Oaks, CA: Sage.

(Chapter 1: The nature of qualitative inquiry)

Seliger, H. & Shohamy, E. (1990). *Second Language Research Methods*.
Oxford: Oxford University Press.

Chapter 1: What's research?)

Freeman, Donald (1996). *Redefining the Relationship between Research and what Teachers know*. In: *Voices from the Language Classroom*. Cambridge.
Cambridge University Press.

Richards, Jack and Lockhart, Charles. *Reflective Teaching in Second Language Classrooms*. *Approaches to Classroom Investigation and Teaching*.

Nunan, D. (2002). *Research Methods in Language Learning*. Cambridge, UK:
Cambridge University Press. (Chapters 3 and 4)

Merriam S. & Simpson E. (2000) *A Guide to Research for Education and Trainers of Adults*. Krieger Publishing Company.