



**UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS**

Asignatura: Diseño de proyecto de grado

Profesora: Dolly Ramos Gallego, Angela Patricia Velásquez, and Angélica Arcila Ramírez

Código: LB844

Intensidad: 4 horas semanales

Pre-requisito: Fundamentos de la investigación

Créditos: 4

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Schoology: Prof. Ramos [PPJD-S48N-XK9RZ](#)

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1. RATIONALE

As a consecutive stage of research basics, this course constitutes the foundation to equip graduate students with the tools to carry out research in the Colombian EFL context and to educate themselves as self-critical individuals participating, collaborating and reflecting as active members 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 understanding about research, and consolidating research ideas about different distinctions of the qualitative research process. In RD, 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 PROPOSAL which will be held in 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.

2. 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 learners 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 construct it with others. The task of the facilitator then is to use the first one to achieve the 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 other words, this model is considered to be efficient due to the fact it does not only provide 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 facilitators. 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), Conceptualización (descubrir HI y visualizar HD) Contextualización (ensayar HI e integrar HD) of the new theory in other words and holistic education.

2.1. 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 linguists in the 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 clarify 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.

3. Learning outcomes

Learning results	Course objectives
<p>1.Utiliza el español y el inglés con altos niveles de suficiencia en el ámbito social, académico y profesional, y con consciencia intercultural relacional, funcional y crítica.</p>	<p>Employ both the first and the second language to request and inform about academic issues among peers and professors.</p> <p>Construct written academic documents that demonstrate an intermediate/high level of competence.</p> <p>Recognize the mother tongue as a strategy that enhances the learning of the second language.</p> <p>Demonstrates understanding of specialized scientific articles by reporting them in their own academic papers.</p>
<p>2. Planea e implementa, de forma flexible y creativa, actividades de enseñanza y aprendizaje que generen ambientes propicios para el desarrollo de procesos bilingües de los estudiantes, aplicando saberes generales y pedagógicos, las teorías de la lingüística aplicada y la didáctica de las lenguas, las políticas educativas y lingüísticas para responder a las necesidades cognitivas, lingüísticas, afectivas, socio-culturales y económicas de diversos contextos educativos/los</p>	<p>Design and implement classroom projects that fit with students' needs and interests.</p> <p>Organize material and information that document the process that bilingualism has had internationally, nationally and regionally to propose different approaches, strategies or methodologies that are adapted to the context in which the research project will take place.</p>

educandos.	
<p>3. Incorpora reflexivamente y con criterio pedagógico el uso de las TIC en el desarrollo de procesos educativos.</p>	<p>Create their own virtual learning environment as a support for the construction of their learning and research project.</p> <p>Recognize reliable sources to extract information relevant for students' research proposals.</p> <p>Select proper virtual resources such as websites, documents, articles and material that can contribute to development of their research proposal.</p>
<p>5. Construye, gestiona e implementa propuestas estratégicas de trabajo en su campo profesional fundamentadas en principios disciplinares, pedagógicos, investigativos e interculturales como resultado del trabajo colaborativo en el que hace uso de sus fortalezas, habilidades propias y del colectivo.</p>	<p>Construct a research proposal that follows a certain research method to fulfill a knowledge gap in applied linguistics and bilingualism.</p> <p>Present and defend a research proposal, in a formal event, that is aligned to strong theoretical foundations and that responds to society's needs.</p> <p>Develop communicative skills by interacting with peers and professors in the execution of the research project.</p>
<p>6. Participa en espacios y actividades institucionales, curriculares y extracurriculares en los que se apropia y desarrolla su dimensión ética, socio política, corporal y espiritual en pro de la construcción de un Ethos democrático, político y en derechos humanos.</p>	<p>Elaborate and defend the research proposal in a research colloquium.</p> <p>Deliver an academic oral discourse with strong and solid arguments related to previous studies and theory when attending and participating in research events.</p>

4. COURSE REQUIREMENTS

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” RD students will work with their future advisors to agree on methodological aspects of the project.

Course policies

Class Attendance: University Policies

<http://www.utp.edu.co/cms-utp/data/bin/UTP/web/uploads/media/secretaria/documentos/replamento-estudiantil-19-jun-2012.pdf>

ARTÍCULO 177o.: MODIFICADO MEDIANTE ACUERDO No.15 DEL 06 DE JULIO DE 2006

Students are expected to attend all scheduled classes and official convocations of the University. Students' presence and participation in the class are critical factors towards the completion of the work for the class and achievements of success for this course. If absences occur, it is the student's responsibility to contact the professor or peers with regard to assignments. Make up assignments or exams will not be granted solely if the learner has a medical excuse.

Study Obligations and Suggestions

For this class learners are expected to: 1. Read the assigned material before class this will help you identify possible problems that can be discussed in class or if necessary visit my office for further explanation during tutoring hours. Arriving prepared to class will give you enough time to reflect and be prepared for the weekly examinations and/or task. 2. There are four hours of contact class every week and it is assumed that you are studying the material and doing research on your own, in an appropriate manner, outside the class. A good rule of thumb is that for each hour of class, you should spend two hours outside class. 3. Being an ACTIVE participant in the classes and being engaged in all class activities and tasks proposed is highly encouraged.

Late work: No late work will be received during the semester except when the student provides a medical or university excuse, which must be verified by the department of

Bienestar Universitario before submission. If you miss a class due to institutional permissions, you must notify the instructor at least two weeks before the event providing the proper documentation.

Requests and inquiries: Students are expected to behave respectfully to all administrators, faculty, staff, students, and visitors in the school's environment in both oral and written interactions. If you need to talk to the professor, wait until the classes end to talk about personal issues. Do not do it starting the class or during it.

Others: In case you cannot stay all the class time due to strong reasons, let the professor know by e-mail at least one day before, not at the beginning of the class; support such permissions with written evidence if possible. Homework and class work must be presented with high standards of quality (legibility, clarity, organization, etc.). Use pen for handed in papers in class.

Academic Honesty

Students are expected to maintain the highest standards of academic integrity. Work that is not of the student's own creation will receive no credit. Academic dishonesty includes lying, cheating, stealing, and using unauthorized materials on any assignment, quiz or exam.

- The act of lying is to intentionally provide false information or a false statement with the purpose of misleading or with irresponsible regard of the truth. Lying, in both academic and non-academic activities, is impermissible.
- Cheating is acting dishonestly in order to gain an unfair advantage. Cheating includes giving or receiving unauthorized aid on any assignment, quiz, or exam. Not complying with the restrictions of the instructor will result in appropriate discipline, as decided by the instructor or department. Cheating also includes using the same material of work previously used for another course unless the student has permission from the instructor to do so. **Cheating furthermore includes plagiarism**, which is when a student uses the ideas of another and declares it as his or her own. Work that is not of the student's own creation will receive no credit.

5. Evaluation

First grade 30%		
Research Project, classroom project & Didactic sequence.	Práctica conducente	Revision Monograph
Lit Review 10% (5% first draft - 5% final draft)	Formato Inicial part 1/ contest setting 10 % (5% first draft - 5% final draft)	Lit Review 10% (5% first draft - 5% final draft)

Conceptual Framework 15% (8% first draft- 7% final draft)	Glossary 15% (8% first draft- 7% final draft)	Conceptual Framework 15% (8% first draft- 7% final draft)
In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%
Second grade 15%		
Statement of The Problem Research Question Objectives 10% (first draft 5 % & final draft 5 %)	Justification Formato Inicial part 1 Objetivos and cronograma 10% (first draft 5 % & final draft 5 %)	Justification Objectives 10% (first draft 5 % & final draft 5 %)
In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%
Third grade 15%		
Methodology 10% (first draft 1 5% & final draft 5 %)	Formatos de Avances (the number depends on the implementation) 10% (first draft 1 5% & final draft 5 %)	Methodology 10% (first draft 1 5% & final draft 5 %)
In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%	In & outside class Activities, attendance 5%
40% = Rehearsal Defense 20%, Proposal Defense 10% & Final product 10%		
<p>The rehearsal and proposal will be done through the Google Meet platform. (subject to changes) Each group will have a schedule to present the rehearsal. For the proposal, some professors of the program will be invited to join in the Google Meet video conference; the students need to be prepared to answer questions.</p>		
<p>Rehearsal Defense & Proposal Defense</p> <ul style="list-style-type: none"> • All sections must have been presented (1 draft and final version) in order to participate in the rehearsal • All session of the written document at the end of the semester (final grade of all the document) must have a passing grade in order to present in the rehearsal • All learners must do the rehearsal and have a passing grade in order to participate in the proposal. If learners do not to participate in the rehearsal, he/she will not participate in the proposal and the grade will be zero (40%) • The grades of the rehearsal and the proposal will not be published if learners do not attend the feedback session after the proposal (40%) 		

General Considerations: Students must bear in mind that:

1. The final product of each of the chapters handed in at the end of the semester is not the final version of the project. The projects will go through modification and adjustments in every course that belongs to the research area (Fundamentos de la Investigación, Research Design, Execution I and Execution II).
2. Students who do not pass two chapters in the final product of the thesis will not be allowed to present the rehearsal nor the proposal.
3. All learners of a project must attend the feedback sessions (the absence of one student will apply the cancelation of the session)
4. Your success in the project is NOT the responsibility of the professor.
5. It is your responsibility to present all the assignments proposed in the course; it does not matter if your project advisor does not require it.
6. Students who belong to the same project will be allowed to move to another group only if: -the professors make the decision; -the schedule fits.
7. The only language accepted for the rehearsal and the proposal is English, regardless of the language in which the project is being written.

Rubric of the chapters

All of the columns below will be the evidence of the quality of your academic paper. Each session will be used by the professor to assess your work. We strongly suggest you follow this rubric before handing in your paper.

Content (10 pts)	Writing (5pts)	Feedback (5pts)	APA & Presentation (5pts)
<p>The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.</p> <p>Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Readers gain important insights.</p>	<p>Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.</p> <p>No or Minimal spelling &/or grammar mistakes.</p> <p>Sentences are well-phrased. They flow smoothly from one to another.</p> <p>The ideas are arranged logically to support the purpose or argument. They</p>	<p>All advising sessions with instructors 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.</p>	<p>Cites all data obtained from other sources. APA citation style is used in both text and bibliography.</p> <p>More than 3 current sources, which are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</p>

	are clearly linked to each other.		The paper evidences the use of APA 7th edition.
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6. Content of the course

(IMPORTANT: all the activities and tasks below may adjusted or be reschedule)

The main topics (underlined) of the course will be assigned to students for a 15 minute presentation.

***As part of the strategy “Bilingües emergentes”, the students will develop some activities in the Spanish that will help them to improve their communicative competence in their mother tongue. The facilitators of the course will provide feedback.**

Date	Content
Week 1	<ul style="list-style-type: none"> • Welcoming protocol. • Course guidelines and presentation of the program • Type of projects (modalities) • Literature review foundations and guidelines
Week 2	<ul style="list-style-type: none"> • <u>Presentation Lit Review (Ss & prof)</u> • Oral presentation of the Lit review (SS) 5 minutes (PADLET forum) • <u>Presentación Normas: APA norms Septima Edición (SS) presentación de tres minutos por estudiante.</u>
Week 3	<ul style="list-style-type: none"> • <u>Presentation Conceptual Framework (ss & prof)</u> • Writing the first concept (identify the key concepts (authors and definitions) MAP • Final version of the first concept with 3 authors (updated)assignment • The first construct (exercise) and feedback
Week 4	<ul style="list-style-type: none"> • Second Construct feedback of first construct & Individual advisory (Scheduled) • Introduction and conclusion of the conceptual framework • Final paper
Week 5	<ul style="list-style-type: none"> • Revision of first partial: Lit review and Conceptual Framework (prof)
Week 6	<ul style="list-style-type: none"> • Statement of the Problem (SOP) (Ss will work autonomously by reading and polishing the SOP with the use of the guidelines)
Partial 1- 30 %	
Week 7	<ul style="list-style-type: none"> • <u>Statement of the problem/justification (ss & prof)</u> • Building: statement of the problem/justification. (1 hour per group) STEP by STEP <p><i>Professors' tutoring for objectives and research questions (letter requiring guidance)</i></p>

Three Chapter Discussion In Spanish	
Week 8	<ul style="list-style-type: none"> Objectives construction. Lectura en español sobre construcción de objetivos. Discusión en clase.
Week 9	<ul style="list-style-type: none"> <u>Developing and evaluating research questions. (Ss & prof)</u> <u>Teaching and learning objectives. (Ss & prof)</u> <u>Research questions and objectives/ (Ss & prof)</u>
Week 10	<ul style="list-style-type: none"> Feedback objectives research questions Final of SOP/Justification (Final delivery) Begin methodology (context and setting and participants) 1st draft
Week 11	<ul style="list-style-type: none"> Revision of SOP/ Justification (Prof) Methodology: Type of research and type of study (Ss will work autonomously by reading and polishing the methodology with the use of the guidelines)
Partial 2 - 15%	
Week 12	<ul style="list-style-type: none"> Final part methodology: Sampling, data collection instruments. Final draft Methodology. Presentation of the guidelines for the rehearsal and proposal
Week 13	<ul style="list-style-type: none"> Feedback session: PowerPoint presentation and abstract for the rehearsal.
Week 14	<ul style="list-style-type: none"> Final product complete: Lit Review, Conceptual Framework, SOP/justification, Methodology. Rehearsals
Week 15	<ul style="list-style-type: none"> Proposal (Research colloquium)
Week 16	<ul style="list-style-type: none"> Feedback of thesis proposal Individual advisory (scheduled)

7. REFERENCES

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 quasi-experimental 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.

Teachers' resources

<https://drive.google.com/drive/folders/1XK0yGZTtbGOPYJpUi8sj9zKzPb3P166c?usp=sharing>

General Considerations

- Attendance is mandatory in advising sessions (graded)
- Arrive punctually and remain until the class finishes. (no walking in and out of the class)
- If you miss part of a class session, it is **your responsibility** to prepare for the next class.
- Check the *blog* regularly for information, announcements, and supplementary course materials.
- If you miss a quiz or other graded in-class assignment you may bring me a medical excuse to **request** a chance to present the task *unexcused* absence will receive a grade of zero (0.0).
- Out-of-class work that is not presented on time will not be accepted.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
- Turn off and put away cell phones and personal audio equipment before the class begins.
- Partial and final exam papers remain on-file in the Languages office. Students may not keep them or copy them. Exams that are not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- In case of strike classes will change into advising sessions for those who wish to continue.