Universidad Tecnológica de Pereira
Departamento de Humanidades e Idiomas
Licenciatura en Lengua Inglesa
Programa Fundamentos de Investigación (LI362)

Professor: Nora Lucia Marulanda, Ph.D.
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Group 1: Monday 2:00 – 4:00, Group 3: Tuesday 2:00 – 4:00
Credits: 2
In-class hours per week:2
Autonomous work: 4
Office hours for students: By appointment
Schoology:
  1. GSVJJ-QMFPS
  3. BN3HK-FV2SF

COURSE OVERVIEW

This course provides an introduction to the components and requirements of each of the graduation projects' modalities: formative research, systematization of the practicum and the educational/administrative assistant practicum.

Throughout the course, students will be exposed to different types of formative research, the design of research proposals and the major paradigms in social investigations. In addition, students will become familiar with the elements that comprise the systematization of the practicum and its rationale. Finally, students will interact with the principles related to becoming innovating educational leaders in the teaching/ learning field.

THE COURSE WILL ENABLE STUDENTS TO:

1. Improve academic reading and writing skills.

2. Read and critically analyze texts about qualitative, quantitative and classroom-action research in the ELT field.

3. Apply thinking skills such as analyzing, formulating arguments, classifying, summarizing and reflecting.

4. Broaden students' knowledge base on current ELT issues and educational innovational practices.

5. Acquire and apply observation techniques in order to guide self-reflection processes.

6. Critically discuss and write expository and argumentative essays related to their own paradigms of research and types of educational innovations.

7. Utilize common and specialized vocabulary to construct complex sentences about aspects related the units of study.

8. Write reports, proposals, and literature reviews to explain, present and articulate different ideas, opinions and points of view regarding topic of research interest.

STUDENTS ARE EXPECTED TO:

- Respect and follow classroom rules.

- Attend and actively participate in class sessions.

- Review course readings prior to each lesson.

- Follow lectures, talks and presentations using different note-taking strategies such us: outlines, mind maps, note cards, etc.

- Complete all assignments and follow-up activities (oral and written).

- Write and present a research project proposal about a topic of interest (3 pages maximum).

- Write and present classroom project's research question and objectives (2 pages maximum).

- Write the literature review for any of the two graduation project modalities (five to six pages maximum)

Concerning Written Assignments:
- ✓ *Students must follow APA rules*
- ✓ *Students must use the general criteria for the communicative competences for B2 (CEFR) as reference. Written documents and oral presentations will be evaluated based on this rubric*

General criteria for the communicative competence

Overall listening comprehension for B2 (independent users)

	OVERALL LISTENING COMPREHENSION	STRATEGIES TO ACHIEVE COMPREHENSION	PROCESSING SPOKEN INPUT	SOCIOLINGUITIC AND PRAGMATICS
LEVEL 4 (B2)	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.	Use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues*	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	Identify instances of bias and prejudice in a spoken message.
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.		Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	Specify how bias and prejudice may affect the impact of a spoken Message
	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.		Can keep up with an animated conversation between native speakers.	Demonstrate an awareness of personal, ideological, and emotional biases.

Overall oral production for B2 (independent users)

	GENERAL ORAL PRODUCTION SKILLS	SPEAKING STRATEGIES	PRAGMATIC ORAL SKILL	SOCIOLINGUISTIC SKILLS
LEVEL 4 (B2)	Employ an extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in his/her field of specialization.	Effectively employ linguistic and non-linguistic techniques in order to initiate, maintain, inter-vene in, take and yield "the floor" and end conversations.	Deliver a lecture or talk within own field, pro-vided the subject matter is familiar and the presentation straightforward and clearly structured.	Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.
	Formulate extended, continuous discourse employing complex lines of argument on familiar topics		Participate actively in an animated conversation with one or more native speakers.	
	Reproduce English phonemes, word stress, and intonation with s a high degree of accuracy and without errors that interfere with communication	Paraphrase one's own and other speakers messages	Participate fully in interviews, either as inter-viewer or interviewee, fluently expanding and developing points of discussion. Negatiate transactions and soluctions to problems and conflicts	Respond, with a high degree of appropriate-ness, to and supra-segmental cues in order to make subtle adjustments in one's discurse

Overall reading comprehension for B2 (independent users)

	PHONOLOGICAL READING	READING COMPREHENSION				CRITICAL READING	
	READING ALOUD	READING INSTRUCTIONS	OVERALL READING COMPREHENSION	READING CORRESPONDENCE	READING FOR INFORMATION	INFERENCIAL READING	READING STRATEGIES
LEVEL 4 B2	Read different types of texts with a satisfactory level of fluency, accuracy and intonation.	Understand complex instructions in his field.	Show a satisfactory level of understanding of descriptive, narrative and argumentative texts related to personal and professional matters.	Read correspondence relating to his field of interest and readily grasp the essential meaning.	Obtain information, ideas and opinions from specialized sources within his field.	Recognize the author's biases.	Identify the main ideas in a text and restate them in their own words by using an outline.
						Relate what is happening in the text to their own knowledge of the world.	Show a deep understanding of a text by giving a summary of it in their own words and in a condensed form.
			Read with a satisfactory level of understanding some authentic material from magazines, newspapers and the Internet related to the academic field and give oral presentations to the class.		Understand articles and reports concerned with contemporary problems in which the writers adopt particular viewpoints.	Offer conclusions from facts presented in the text.	React to what they read by stating their position on current and academic issues.
							Make mind maps to show a general understanding of the content, and organization of the information in the text.

Overall written production for B2 (independent users)

		COMUNICATIVE COMPETENCE			CRITICAL WRITING	
	LINGUISTIC					
	GENERAL LINGUISTIC	**GRAMMAR**	**PRAGMATIC**	**SOCIOLINGUISTIC**	**REPORTS AND ESSAYS**	**WRITING STRATEGIES**
LEVEL 4 (B2)	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop simple arguments	Can recognise a wide range of idiomatic expressions and colloquialisms and can use them when writing.	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail	Can design simple and complex mindmaps to write different types of texts.

COURSE TOPICS, READINGS, ACTIVITES & ASSIGNMENTS

EVALUATION

The course is intended to promote self -assessment and autonomy. Students will write papers on some of the materials discussed in-class sessions, in addition, they will write and present pre-proposals. Oral interactions are essential throughout the entire course; therefore, they will be assessed as a complement to written assignments.

METHODOLOGY

The methodology implemented in the course will be a mixture of input sessions, guided discussions, students' presentations, and written proposals.

Each class will be guided by the assigned readings. Therefore, students should read all assigned materials prior to class. During class, students will be expected to actively participate, write academic texts and reflect critically on the topics presented by the professor and their peers. Therefore, regular attendance will be required.

Mod.	Week	Topics / Activities	Readings & Assignments	Evaluation and Percentages	Total
Module 1: Formative Research	1	**What is Research?** **Graduation Modalities**	General modalitiess vision and opportunities. Daniel Goleman, Paul Kafman, Michael Ray. (2000). El espiritu creativo. Chapter **Expandir la creatividad pg 61-67** Kawasaki, G. (2004). The art of start. Penguin Group. New York, NY. **Chapter 1** Dörnyei, Z. (2007). Research Methods in Applied Linguistics, Chapter 1. Oxford University Press.	Initial / final formats, convenios, evaluation formats	30%
	2	**Research Types and Samples of Research Studies**	Schutt, R. K.. (2012).Science, society, and social research, Chapter 1. Fraenkel J., Wallen N., Hyun H. (2011).How to Design and Evaluate Research in Education, Part 1- Chapter 1. McGraw-Hill Education. NY, New York.	Graphic Organizer: Design a classification Chart or Matrix Complete problem sheet 1 **Analysis of research articles (GIST)**	
	3	**Basics of Educational Research: problem, questions, sampling**	Fraenkel J., Wallen N., Hyun H. (2011).How to Design and Evaluate Research in Education, Part 2 -Chapters. 2,. McGraw-Hill Education. NY, New York.	Chapter 2 Complete Problem Sheet No. 2, P. 36 **Analysis of research articles (GIST)**	
	4	**Qualitative, Quantitative and Mixed Methods**	Dörnyei, Z. (2007). Research Methods in Applied Linguistics, Ch. 2, Pg. 24-46. Oxford University Press.	Graphic organizer: Design a compare and contrast concept Map. **Analysis of research articles (GIST)**	
	5				

		Writing Research Proposals	Begin to work on Research question & Problem Fraenkel J., Wallen N., Hyun H. (2011). How to Design and Evaluate Research in Education, Ch. 25 P. 614 - 621. McGraw-Hill Education. NY, New York	Oral presentations Research Pre-Proposal: Describe the purpose of the study, justification, research questions and data collection methods to be used. **Analysis of research articles (GIST)**	
	6		**First Mid-term Exam**		
	7	**Classroom Research**	Feedback sessions- Pre proposals Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Classroom Research Chapter 8. Oxford University Press. Rust, F., & Clark, C. (2007). *How to do action research in your classroom. Lessons from the Teachers Network Leadership Institute.* New York: Teachers Network. And in PDF from www.teachersnetwork.org	Case studies oral presentations	**30%**
	8			Case studies oral presentations	
	9	**Action Research Samples**	Classroom projects components	Case studies oral presentations	

Module 2: Systematization of practicum	**10**	**Classroom Research Projects**	LBI students' projects	LBI Classroom research round table discussion. (Evaluation of projects' components)	
	11		Write classroom projects pre-proposals	Write and present the research question and objectives for a classroom project	
	12	**Feedback**		Current practicum´s projects discussion	
	13	**Literature Review**	Fraenkel J., Wallen N., Hyun H.(2011).How to Design and Evaluate Research In Education, Part 2- Chapter 3. McGraw-Hill Education. NY, New York.		
	14		Literature review draft		
	15		Feedback session		
	16		**Final: Literature review**		**10%**

Evaluation Chart:
First term: 30%

1. In-and-out class activities and **10%**
2. Research Proposal (written and oral presentation) **20%**

Second Term: 30%
1. In-and-out class activities (round table discussion/ oral presentation)**10%**
2. Classroom project's research question and objectives **20%**

Third Term: 30%
1. In-and-out class activities (round table discussion) **10%**
2. Literature review draft **20%**

Final: Final Literature review 10%

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