

## PROPOSED COURSE OUTLINE

### I. DESCRIPTION

Graduate Research is a required course in the M.A. Program. It is a 4 credit course with 12 contact hours per week: 3 hours of in class work and 9 hours of out of class work per week. This course seeks to provide students with knowledge of research methods and to guide students in the practical application of research principles in order to make valuable findings and produce knowledge.

### II. GENERAL GOALS

1. Students will show understanding of the approaches, principles and steps for research design.
2. Students will successfully design and conduct graduate research.

### III. SPECIFIC OBJECTIVES

By the end of the semester, the students will be able to:

1. Identify the different approaches to research and their characteristics
2. Pose interesting, clear, researchable questions
3. Complete a relevant review of the literature following APA guidelines
4. Identify advantages and disadvantages of data collection instruments
5. Develop and use a variety of data collection instruments that help gather relevant data
6. Identify the characteristics of good data analysis procedures
7. Conduct appropriate data analysis procedures
8. Write and present an academic paper
9. Students will identify instances of plagiarism in order not to commit it.

### IV. CONTENT

#### A. Approaches to research

- Quantitative, Qualitative and Mixed Methods
- Survey Research
- Action Research
- Case Studies
- Introspective Research
- Experimental Method

#### B. The Process of conducting research

- The research problem and the research question
- Variables
- Reliability and validity

- Review of the literature
- Plagiarism
- Data collection techniques and instruments
- Data analysis procedures
- The use of tables and figures
- Parts of a research article

### C. APA guidelines

## V. METHODOLOGY

Students will be assigned chapters each week to read at home, which will be used in class for discussion, analysis and practical application. Students will participate in lectures in which the professor will highlight important features and aspects that must be considered along the research process. Group analysis sessions will be conducted in which students, using what has been learned from the lectures and the reading assignments, will make decisions and reach conclusions. Guest speakers will also share their experiences conducting research. In groups of three, students will conduct a research project. As part of out-of-class work, students will design instruments for data collection and will use them in a real classroom or educational context.

## VI. EVALUATION

Oral and written presentation: analysis of 4 articles .....	10 %
Theory test .....	20 %
Research Project: .....	70 %
- Proposal (question, methodology section: subjects-instruments-procedures,timeline) .....	10%
- Introduction / Review of the literature.....	15%
- 2 Instruments .....	15%
-Interview questions .....	5%
- Oral and written presentation of results (data and analysis) .....	15%
- Final version of the article (Abstract, introduction, review of literature, methodology, analysis of results, conclusion, limitations, recommendations for future research, reference list, appendix) .....	10%

## VII. BIBLIOGRAPHY

- Brown, James and Rodgers, Theodore. (2002) *Doing Second Language Research*. Oxford: Oxford University Press.
- Brown, James & Coombe, Christine. (2015). *The Cambridge Guide to Research in Language Teaching and Learning*. United Kingdom: Cambridge University Press.
- Burnes, Ann. (1999). *Collaborative Action Research for English Language Teachers*. New York: Cambridge University Press.
- Creswell, John. (2003). *Research Design: Qualitative, quantitative and Mixed Methods Approaches*. California: Sage Publications.
- Dornyei, Zoltán. (2003). *Questionnaires in Second Language Research*. New Jersey: Lawrence Erlbaum Associates.
- Edge, Julian. (2001). *Action Research*. Virginia: TESOL.
- Freeman, Donald. (1998). *Doing Teacher Research*. New York: Heinle and Heinle.
- Johnson, Donna. (1992). *Approaches to Research in Second Language Learning*. New York: Longman.
- Morgan, David. (1988). *Focus Groups as Qualitative Research*. California: Sage Publications.
- Nunan, David. (1992). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Nunan, David & Bailey, Kathleen. (2009). *Exploring Second Language Classroom Research, A Comprehensive Guide*. Boston: Heinle CENGAGE Learning.
- Sharan, Merriam. (1988). *Case Study Research in Education*. San Francisco: Jossey Bass.
- Tellis, Winston. (1997, July). Introduction to case study [68 paragraphs]. *The Qualitative Report* [On-line serial], 3(2). Available: <http://www.nova.edu/ssss/QR/QR3-2/tellis1.html>
- Wallace, Michael. (1998). *Action Research for Language Teachers*. New York: Cambridge University Press.
- Yin, Robert. (2009). *Case Study Research: Design and Methods*. California: Sage Publications.

## SPECIAL NOTES


1. No late assignments will be accepted.
2. Correct language use will be required in any written document and in oral presentations. Language use will correspond to 20% of each assignment's grade, as agreed by the Master's Committee. This percentage includes grammar, vocabulary, punctuation and mechanics, or pronunciation, as pertinent.
3. Pages in assignments will be numbered and line spacing will be 1.5. Refer to the APA for the style of headings and subheadings, margins and other aspects of form. Use the same font type and font size for all assignments so that putting the final document together becomes easier.

## VIII. COURSE CALENDAR

Date	Content and Responsibilities
March 15 <sup>th</sup>	<p><b>Introduction to the course</b>  <b>Conducting Classroom Research</b></p> <p><u>Homework:</u>  Read  Ch 1 Introducing Second Language Classroom Research  Ch 2 Getting Started on Classroom Research</p>
March 22 <sup>nd</sup>	<p><b>Research Question</b>  <b>Literature Review</b></p> <p><u>Homework:</u>  Read  Ch 3 Key Concepts in Planning Classroom Research  APA Ch 2 Manuscript structure and contents</p> <p><i>RP: Write a description of three problems/issues in language learning in a classroom that you would like to explore through research (one paragraph per issue) and 1 potential question you would like to use for research purposes (individual.) Bring 3 copies to class.</i></p>
March 29 <sup>th</sup>	<p><b>Variables</b>  <b>Reliability and Validity</b>  <b>Parts of a research manuscript</b></p> <p>Review of research questions</p> <p><u>Homework:</u>  Read  Ch 5 Surveys  APA Ch 6 Crediting Sources  APA 1.9 Duplicate and Piecemeal Publication of Data  APA 1.10 Plagiarism and Self-plagiarism  APA 1.11 Rights and Confidentiality of Research Participants</p> <p><i>RP: Bring a narrow team research question</i>  <i>Write a map of the literature topics for your project (team)</i></p>
April 5 <sup>th</sup>	<p><b>Plagiarism</b>  <b>Crediting sources</b>  <b>Confidentiality</b>  <b>Surveys</b></p>

Share maps, questions and articles

Homework:

RP:  Read **4** articles about your research topic that have been published in a trustworthy academic journal and analyze them (individual)  
Bring first draft of literature review based at least on 8 articles  
Prepare presentation of relevant literature (Power point)

April 12<sup>th</sup>

**Semana Santa**

April 19<sup>th</sup>

**Exploring Literature**

Deliver draft of literature review  
Presentations: (7 min per person / 15 min per team)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Homework:

Read  
Ch 11 Elicitation Procedures  
Ch 9 Classroom Observation

April 26<sup>th</sup>

**Elicitation Procedures  
Classroom Observation**

Survey Monkey / Google surveys

Homework:

RP: Write the research proposal, a questionnaire and an observation guide for structured observation for your project and bring 3 copies to class (team)

May 3<sup>th</sup>

Analysis of proposals and instruments

Homework:

Read

	<p>Ch 6 Case Study Research Ch 8 Action Research</p> <p><i>RP: Improve instruments and proposal and prepare final version to deliver</i></p>
May 10 <sup>th</sup>	<p><b>Case Study Research</b> Deliver proposal and instruments</p> <p><u>Homework:</u> 👍 Start data collection 📖 Read 4 more sources and extract quotes (individual) (16) Be ready to share quotes from the literature you read</p>
May 17 <sup>th</sup>	<p><b>Action Research</b> Share Literature</p> <p><u>Homework:</u> 📖 Read 3 more sources and extract quotes (individual) (22) Finalize review of the literature with at least 22 updated, reliable sources (team)</p> <p><i>RP: Continue data collection</i></p>
May 24 <sup>th</sup>	<p><b>Analyzing Classroom Interaction</b> Deliver review of the literature</p> <p>Bring raw data you have collected from observations and surveys so far to work in class today <i>Formulate interview questions in class</i></p> <p><u>Homework:</u> Read: Ch 12 Analyzing Classroom Interaction Study</p> <p><i>RP: Continue data collection</i></p>
May 31 <sup>st</sup>	<p><b>Midterm Exam</b></p> <p>Deliver formal version of interview questions</p> <p><u>Homework:</u> Read Ch 13 Quantitative data analysis</p> <p><i>RP: Continue to collect data</i></p>

June 7th	<p><b>Quantitative data analysis</b></p> <p><u>Homework</u></p> <p>Read: Ch 14 Qualitative data analysis</p> <p><i>RP: Start data analysis</i></p>
June 14 <sup>th</sup>	<p><b>Qualitative data analysis</b></p> <p><u>Homework:</u></p> <p>Read APA Ch 5 Displaying results APA Ch3 Writing clearly and concisely (up to 3.11)</p> <p><i>RP: Continue data analysis</i></p>
June 21st	<p><b>Displaying results</b></p> <p><u>Homework:</u></p> <p>Read Ch 4 The Experimental Method</p> <p><i>RP: Finish data analysis and write conclusions Prepare to present results in class</i></p>
June 28th	<p><b>Experimental Method</b></p> <p>Groups Report Results: (20 min per group)</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol> <p><u>Homework:</u></p> <p>Read Ch 10 Introspective Methods</p> <p><i>RP: Prepare final version of article</i></p>
July 5th	<p><b>Introspective Methods</b></p> <p>Groups Report Results: (20 min per group)</p> <ol style="list-style-type: none"> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol> <p><u>Homework:</u></p> <p><i>RP: Prepare final version of article</i></p>
July 12th	<p><b>Articles Due</b></p>