

Universidad de Costa Rica
 Sistema de Estudios de Posgrado
 Escuela de Lenguas Modernas
 Master's Program in Teaching English as a Foreign Language
 PF-0312 Classroom Research
 Prof: Dr. Lena Barrantes Elizondo, PhD

Name: Classroom Research	Prerequisites: none
Code: PF-0312	Corequisites: none
Credits: 4	Cycle: I
In-class work: 3 hours Out-of-class work: 9 hours	Classification: Open to students admitted to the MA/TEFL Program
	Modality: Virtual

Course Syllabus

I. Description

Classroom Research is a required course in the M.A. in TEFL Program. It is a four-credit course with three contact hours a week and about nine hours of out-of-class work. This course aims to provide students with knowledge of research methods and to guide them in the practical application of research principles in order to conduct high-quality research in language learning and teaching contexts.

II. General goals

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

III. Specific objectives

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

1. identify various approaches to research and their characteristics.
2. pose interesting, clear, answerable, and carefully grounded research questions.
3. write the standard sections of a research paper (i.e., introduction, literature review, methodology, results, discussion, conclusions, and further research) following APA guidelines.
4. identify advantages and disadvantages of data collection instruments.
5. design and use a variety of data collection instruments according to their research objectives.
6. identify the characteristics of good data analysis procedures.
7. follow appropriate data analysis procedures.

8. familiarize themselves with descriptive statistics and basic statistical terminology.

IV. Contents

1. Brief overview research paradigms (e.g., positivism, post-positivism, interpretivism, critical theory, constructivism)
2. Research approaches and designs
 - a. Quantitative research
 - b. Qualitative research
 - c. Mixed Methods Research
3. Development of a research project
4. Ethics in research
5. The literature review
 - a. Reviewing the literature
 - b. Writing the literature review
6. Sampling in quantitative research
7. Data collection methods
 - a. Observation
 - b. Interviews
 - c. Focus groups
 - d. Diaries, journals, and logs
 - e. Questionnaires and surveys
 - f. Tests and validated measures
 - g. Language-elicitation tasks
8. Data analysis procedures in qualitative, quantitative, and mixed methods research
 - a. Descriptive and inferential statistics
 - b. Qualitative content analysis
9. Features of quantitative, qualitative, and mixed methods research report

V. Methodology

Classroom Research is a 100% virtual course hosted in *Mediación Virtual*. Communication between students and the instructor will take place both synchronously and asynchronously in this learning platform and via institutional email. We will meet in Zoom for both weekly and feedback sessions. The class

meets on Fridays at 5:00 p.m. using Zoom. Each lesson cycle (each week) is in the following structure.

- Independent study work: **Previous Class Reading:** Each lesson has required readings. Reading assignments will be provided (documents or links).

- Synchronous (live) meeting:

Lecture: the professor will give an oral presentation intended to introduce concepts/theories and review ideas from the readings assigned.

Reading comprehension: Students will engage in macro/micro group, pair, or individual reflective tasks.

- Asynchronous meeting: learning tasks: Each week students solve different tasks that must be submitted before the next synchronous meeting. These tasks are graded and count as attendance for asynchronous work.

As part of the course evaluation, students will be asked to work in groups to complete a small-scale research project. The TESOL topic of the study will be chosen by the students and approved by the course instructor. The research project includes but is not limited to

- A case study (qualitative approach)
- A small-scale survey (quantitative approach)

Further information about the research project will be provided by the instructor during class time. Research assignments are intended to help students to keep up to date with the design and development of the project. Students are encouraged to consult with librarians at the Sistema de Bibliotecas, Documentación e Información (SIBDI) as they work towards the completion of their projects. By the end of the semester, students will present the results of their study both orally and in written form.

VI. Evaluation

Research assignments ----- 45%

- Stage #1: Research topic and questions (5%)
- Stage #2: Introduction (10%)
- Stage #3: Literature review (10%)
- Stage #4: Methodology section (10%)
- Stage #5: Findings (10%)

Research report -----40%

- Oral presentation (10 %)
- Written report (30%)

Class activities* -----15%

*(peer feedback (2), reading reaction)

VII. Tentative timetable

Week	Topics	Evaluation	Synchronous readings and activities	Asynchronous readings for next week and activities
1 March 15	Research paradigms and approaches <ul style="list-style-type: none"> Research: What is it? Why do it? Research paradigms and approaches: An overview 		<ul style="list-style-type: none"> Course Syllabus reading and analysis Ethics and Applied Linguistics Research (De Costa in Paltridge and Phakiti, 2015) (Chapter 14) Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 24-42) 	<ul style="list-style-type: none"> Developing a Research Project (Paltridge and Phakiti in Paltridge and Phakiti, 2015) (Chapter 15) Lincoln, Y. S., Lynham, A., & Guba, E. G. (2011). Pragmatic controversies, contradictions, and emerging confluences, revisited (Part 1: 97-115). Phakiti in Paltridge and Phakiti, 2015) (Chapter 2: Quantitative Research and analysis. Dörnyei, Z. (2011). Research methods in applied linguistics (pp.151-155 Case studies) <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Make groups for research projects. Read guidelines for coming up with research topics and writing research questions.
2 March 22	Research paradigms and approaches <ul style="list-style-type: none"> Research paradigms and approaches: Review (Quantitative Research and the Case Study)		Lecture	Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A road map from beginning to end McKay, S. L. (2006). <i>Researching second language classrooms</i> . Examining beliefs (p.20) Phakiti in Paltridge and Phakiti, 2015) (Chapter 15: Developing a research project
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3 March 30	The Introduction <ul style="list-style-type: none"> Reviewing the literature 	Reading reaction 5%	Lecture	<ul style="list-style-type: none"> Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A

	<ul style="list-style-type: none"> Evaluating sources 	Medición Virtual-Draft #1: Research topic and questions (5%)	Share the rationale behind your research topic.	<p>road map from beginning to end</p> <p>ACTIVITIES:</p> <ul style="list-style-type: none"> Choose the type of lit review. Locate sample literature reviews in journal of interest. Start entry process-participant recruitment. Write 1st draft of literature review.
4 April 5	<p>The literature Review</p> <p>Effective scholarly writing Referencing others</p>		Lecture	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Write 2nd draft
6 April 12	The literature review	Draft 2: INTRO (10%)	Share the purpose and significance of your research topic.	<p>McKay, S. L. (2006). <i>Researching second language classrooms (interviews-pp.67-77: case studies)</i></p> <p>Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 134-162: interviews, focus groups, logs and journals)</p>
7 April 19	Data collection methods	Draft 3: LIT REVIEW (10%)	Lecture	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> Write 3rd draft
8 April 26	Developing your research	Peer-feedback 5%	Feedback session Drafts 1-3	<p>McKay, S. L. (2006). <i>Researching second language classrooms (interviews-pp.67-77: case studies)</i></p> <p>Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 134-162: interviews, focus groups, logs and journals)</p>
9 May 11	<p>Data collection methods</p> <p>Entry letter Consent</p>		Lecture	<ul style="list-style-type: none"> Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A road map from beginning to end. Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 195-256). Creswell, J.W. (2015). Educational research (pp.172-202: quantitative research-pp. 203-234: qualitative research). <p>ACTIVITIES:</p> <p>Write 3rd/4th draft</p>

10 May 3	Data analysis	Draft #4: Methodology section (10%) Peer-feedback (5%)	Lecture Peer and teacher feedback methodology of your research topic. Feedback session: feedback would be given in this session so that researchers start collecting data.	Creswell, J.W. (2015). Educational research (pp.172- 202: quantitative research-pp. 203-234: qualitative research). Saldaña, J. (2016). The coding manual for qualitative researchers.
11 May 10	Coding processes		Lecture	Saldaña, J. (2016). The coding manual for qualitative researchers. Activities Data collection
12 May 17	Data analysis		Lecture	McKay, S. L. (2006). <i>Researching second language classrooms (pp.141-166)</i> Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 275-304) Activities Data collection
13 May 24	The research report	Draft #5 Findings (10%)	Share core findings of your research topic.	McKay, S. L. (2006). <i>Researching second language classrooms (pp.141-166)</i> Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 275-304) APA Manual (chapters 4, 5 & 6) Activities Data analysis
14 May 31	The research report Conclusions and recommendations		Lecture	Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A road map from beginning to end Activities Preparing the reports
15 June 7	The research report Dissemination • Academic journals • Poster presentation		Feedback session Drafts 4-5	Prepare oral report. (Due June 22: Exam week)
16 June 15	The research report Dissemination	Oral report- Digital Poster	Oral presentantions	Prepare written report. (Due June 22nd: Exam week)

	<ul style="list-style-type: none"> • Academic journals • Poster presentation 	presentation (10%)	Formatting the report for submission	
Exam week June 22	The research report	Written report (30%)		

FINAL GRADES: June 28th

VIII. Bibliography

Readings taken from:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th. ed.). Author.

Bloomberg, L.D., & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end*. SAGE.

Creswell, J.W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Pearson Education.

De Costa, P. (2015). Ethics and applied linguistics research. In B. Paltridge & A. Phakiti (Eds.), *Research methods in applied linguistics: A practical resource*. Bloomsbury.

Denzin, N., & Lincoln, Y. (2011) *The Sage handbook of qualitative research*. Sage.

Dörnyei, Z. (2011). *Research methods in applied linguistics*. Oxford University Press.

Lincoln, Y. S., Lynham, A., & Guba, E. G. (2011). Pragmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 97-128). Sage.

McKay, S. L. (2006). *Researching second language classrooms*. Lawrence Erlbaum Associates, Inc.

Paltridge, B. & Phakiti, A. (2015). *Research methods in applied linguistics: A practical resource*. Bloomsbury.

Additional references:

Booth, W., Colomb, G., Williams, J. & Fitzgerald, W. (2016). *The craft of research*. The University of Chicago Press.

Rehman, A. A., & Alharthi, K. (2016). An introduction to research paradigms.

International Journal of Educational Investigations, 3(8), 51-59.

Riazi, A. M. (2017). *Mixed methods research in language teaching and learning*. Equinox Publishing Ltd.

References for research designs:

For a case study: chapter 7 in Phakiti, A., & Paltridge, B. (2015). *Approaches and methods in applied linguistics research*. Bloomsbury.

Class Norms

1. No late assignments will be accepted.
2. Assigned readings must be completed before class.
3. You are expected to contribute to class discussion. Your active participation in both synchronous and asynchronous discussions and group activities will make your experience richer and more enjoyable.
4. All work must be word-processed and conform to the guidelines and instructions provided by APA 7th edition. Use a 12-point Arial (preferred for legibility) or Times New Roman font.
5. Beware of **plagiarism**, which is a serious academic offense. For reference on how to avoid it, read Chapter 8 in the APA Manual.