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 14	**Research paradigms and approaches** • Research: What is it? Why do it? • Research paradigms and approaches: An overview		• 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)	• 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) **ACTIVITIES:** • Make groups for research projects. • Read guidelines for coming up with research topics and writing research questions.
2 March 21	**Research paradigms and approaches** • 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). *Researching second language classrooms.* Examining beliefs (p.20) Phakiti in Paltridge and Phakiti, 2015) (Chapter 15: Developing a research project **ACTIVITIES** Start looking for sources. Bring a minimum of 5 sources for evaluation.
3 March 28	**The Introduction** • Reviewing the literature	Reading reaction 5%	Lecture	• Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A

	• Evaluating sources	Medición Virtual-Draft #1: Research topic and questions (5%)	Share the rationale behind your research topic.	road map from beginning to end **ACTIVITIES:** • 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 4	**The literature Review** Effective scholarly writing Referencing others	Draft 2: INTRO (10%)	Share the purpose and significance of your research topic.	**ACTIVITIES:** • Write 2nd draft McKay, S. L. (2006). *Researching second language classrooms (interviews-pp.67-77: case studies)* Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 134-162: interviews, focus groups, logs and journals)
5 April 11	**STATUTORY HOLIDAY: BATALLA DE RIVAS**			
	APRIL 18TH STATUTORY HOLIDAY: HOLY WEEK			
6 April 25	**Data collection methods**	Draft 3: LIT REVIEW (10%)	Lecture	**ACTIVITIES:** • Write 3rd draft
7 May 2	**Data collection methods** **Developing your research**	Peer-feedback 5%	**Feedback session** Drafts 1-3	McKay, S. L. (2006). *Researching second language classrooms (interviews-pp.67-77: case studies)* Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 134-162: interviews, focus groups, logs and journals)
8 May 9	**Data collection methods** **Entry process letter** **Consent**		Lecture	• 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). **ACTIVITIES:** Write 3rd/4th draft

9 May 16	**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.
10 May 23	**Coding processes**		Lecture	Saldaña, J. (2016). The coding manual for qualitative researchers. **Activities** Data collection
11 May 30	**Data analysis**		Lecture	McKay, S. L. (2006). *Researching second language classrooms (pp.141-166)* Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 275-304) **Activities** Data collection
12 June 6	**The research report**		Share core findings of your research topic.	McKay, S. L. (2006). *Researching second language classrooms (pp.141-166)* Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 275-304) APA Manual (chapters 4, 5 & 6) **Activities** Data analysis
13 June 13	**The research report**		Share core findings of your research topic.	McKay, S. L. (2006). *Researching second language classrooms (pp.141-166)* Dörnyei, Z. (2011). Research methods in applied linguistics (pp. 275-304) APA Manual (chapters 4, 5 & 6) **Activities** Data analysis
14 June 20	**The research report** **Conclusions and recommendations**	Draft #5 Findings (10%)	Lecture	Bloomberg, L.D., & Volpe, M. (2016). Completing your qualitative dissertation: A road map from beginning to end

				Activities Preparing the reports
15 June 27	**Conclusions and recommendations** **The research report**		Feedback session Drafts 4-5	Prepare written report. **(Due June 27: Exam week)**
16 July 4 th	**The research report** Dissemination • Academic journals Poster presentation	Written report (30%)	Formatting the report for submission	Prepare oral report. **(Due June 27: Exam week)**
17 **Exam week** July 13 th	**The research report**	Oral report- Digital Poster presentation (10%)	Oral presentantions	

FINAL GRADES: July 11tʰ

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.
6. Following university regulations regarding academic and intellectual honesty, this program emphasizes that artificial intelligence is a resource that can be intellectual honesty, this program emphasizes that artificial intelligence is a complementary resource and does not substitute original production. The abuse of AI-generated material constitutes an instance of plagiarism. Consequently, the use of editorial applications that identify errors in grammar, vocabulary, and punctuation and make suggestions for improvement is permitted, punctuation errors and make suggestions for improving conciseness. For example, Word's proofreader function or applications such as Grammarly may be used. However, content-generating applications **will not** be used.
7. Regarding Late Submission of Assignments: In the event that a student does not submit an assignment on the indicated date, they may be given up to 5 working days for its up to a maximum of 5 working days for its submission, deducting 10% of the value of the grade obtained for each

working day of delay. Once this term has expired, the professor will not receive any partial or total delivery. However, the student would be exempted from this penalty if there is a situation that justifies the delay (see note 8 in this document). Whatever the case may be, it is the student's obligation to inform their teacher, through the official institutional means, of the cause of the delay and provide the required documents.

8. For leave of absence for evaluation, please refer to Art. 24 REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

ARTÍCULO 24. Cuando la persona estudiante se vea imposibilitada, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Son justificaciones, según lo que establece el artículo 14 bis de este reglamento, la muerte de parientes hasta de segundo grado, de una persona con la que haya tenido una relación parental análoga o una relación afectiva, alguna circunstancia que afecte su salud integral, u otra situación de fuerza mayor o caso fortuito. Esta solicitud debe presentarla ante la persona docente que imparte el curso, adjuntando el documento probatorio idóneo y las razones por las cuales no pudo efectuar la prueba, con el fin de que la persona docente determine, dentro de un plazo de tres días hábiles posteriores a la
presentación de la solicitud, si procede una reposición. Si esta procede, la persona docente deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que a la persona estudiante se le aprobó la reposición. En caso de rechazo, esta decisión podrá ser apelada ante la persona que dirige la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en el Estatuto Orgánico de la Universidad de Costa Rica.