



UNIVERSIDAD DE CALDAS
FACULTAD DE ARTES Y HUMANIDADES
MAESTRIA EN DIDACTICA DEL INGLES



COURSE PREFIX AND NUMBER: G5F-0327

COURSE TITLE: Qualitative Research Procedures

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1. COURSE DESCRIPTION

The *Qualitative Research Procedures Module* is a deeper theoretical and practical foundation of the research subject matter in the Master's Program. The course is based on the analysis and interpretation of data from researchable EFL teaching situations that lead to the critical solving of problems meaningful to the professionals in the field. The focus of the module is the analysis, theorization, and presentation of research findings and conclusions, in order to enable future teacher educators to participate in and contribute to the development of the EFL Academic Community in the region and the country, through the reading and writing of articles, reports, materials, lectures, reviews, and the like with which they can validate and disseminate their knowledge and experience with fellow professionals.

2. GOALS

1. Review and contrast methods, techniques, and instruments of qualitative research, considering the way they might be applied in the Master's candidates' research projects.
2. Re-examine and develop strategies to analyze and report research results / findings, and conclusions on the basis of data collection and analysis procedures.

3. SPECIFIC GOALS

Throughout this course students will:

1. Analyze issues in data collection and analysis for the report of research results / findings, and conclusions.
2. Contrast qualitative and quantitative data analysis approaches.
3. Recognize the procedures to conduct classroom discourse analysis.
4. Report the results / findings and conclusions in qualitative research.
5. Identify the possibilities for research design replication.

4. METHODOLOGY

As usual in the research component of the Master's program, the course will be conducted through different teaching-learning activities in which participants, both professor and students, will take turns to lead discussions and contribute to the analysis of current issues in classroom research; among them:

- Group discussion
- Problem solving tasks
- Oral presentations
- Article reviews
- Project work: Report of results / findings and conclusions from data collection and analysis procedures

5. CONTENTS

UNIT 1: Qualitative Research

1. Qualitative research methods (Review)
2. Codes and coding (Review)
3. Data Collection and Analysis: Data analysis approaches
4. Data Coding: Validity and Reliability in QL research

Readings:

Bernard, R., Wutich, A. & Ryan, G. (2017). *Analyzing Qualitative Data : Systematic Approaches*. Los Angeles : Sage.

Chapter 1: Qualitative data analysis

Reading 1

Mackey, A. & Gass, S. (2012). *Research Methods in Second Language Acquisition*. Oxford : Blackwell Publishing Ltd.

Chapter 11: Coding Second Language Data Reliably and Validly

Reading 2

Andrea Révész

Cresswell, J. (2016). *30 essential skills for the qualitative researcher*. Los Angeles : Sage.

Chapter 22 Implementing validity checks

Reading 3

UNIT 2: Researching classroom discourse and text

1. Classroom discourse analysis
2. Analyzing text
3. Saturation in QL research

Mckay, S. (2006). *Researching Second Language Classrooms*. London : Lawrence Earlbaum Associates.

Chapter 3: Researching Classroom Discourse

Reading 4

Bernard, R., Wutich, A. & Ryan, G. (2017). *Analyzing Qualitative Data : Systematic Approaches*. Los Angeles : Sage.

Chapter 17: Key Words in Context Analysis and Word Counts

Reading 5

Saunders, B.; Sim, J.; Kingstone, T. ; Baker, S.; Waterfield, J.; Bartlam, B.; Burroughs, H. & Jinks, C. (2018). Saturation in qualitative research: exploring its conceptualization and operationalization. *Qual Quant*. 52(4):1893-1907. doi: 10.1007/s11135-017-0574-8. Epub 2017 Sep 14. PMID: 29937585; PMCID: PMC5993836.

Article: Saturation in Qualitative Research

Reading 6

UNIT 3: Reporting research

1. Reading Research Reports: Exploring research designs
2. Theorizing from data
3. Replication of research designs
4. Researcher registration in CvLAC and other data bases

Readings:

Falk, B. & Blumenreich, M. (2005). *The Power of Questions : A guide to teacher and student research*. Portsmouth : Heinemann.

Chapter 8 Telling your story

Reading 7

Bazeley, P. (2013). *Qualitative Data Analysis : Practical Strategies*. Washington D.C.: Sage.

Chapter 12: Developing coherent understanding

Reading 8

Grbich, C. (2013). *Qualitative Data Analysis : An introduction*. Thousand Oaks, California : Sage.

Chapter 24: Writing up and innovative data display

Reading 9

Mackey, A. & Gass, S. (2012). *Research Methods in Second Language Acquisition*. Oxford : Blackwell Publishing Ltd.

**Chapter 15 Why, When and Why to Replicate Research
Rebekha Abbuhl**

Reading 10

Departamento Administrativo de Ciencia, Tecnología e Innovación (COLCIENCIAS). (2016) . Manual del Aplicativo CvLAC Curriculum Vitae para Latinoamérica y el Caribe. Bogotá: Colciencias.

6. EVALUATION

Classwork (tasks, class discussion, oral presentations, etc.)	_____
Data Collection and Analysis Procedures	_____
Article review	_____
Final Project: Report on data analysis procedures	_____
Total	100%

7. REFERENCES

Bazeley, P. (2013). *Qualitative Data Analysis : Practical Strategies*. Washington D.C.: Sage.

Bernard, R., Wutich, A. & Ryan, G. (2017). *Analyzing Qualitative Data : Systematic Approaches*. Los Angeles : Sage.

Cresswell, J. (2016). 30 essential skills for the qualitative researcher. Los Angeles : Sage.

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8. ADDITIONAL REFERENCES

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. Washington D.C.: APA.

Burns, Ann. (2001). *Collaborative Action Research for English Language Teachers*. Cambridge : Cambridge University Press.

Creswell, J. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles : Sage.

Freeman, D. (1998). *Doing Teacher-Research: From Inquiry to Understanding*. NY : Heinle and Hainle Publisher.

Guest, G.; Namey, E. & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS One*. 2020, May 5;15(5):e0232076. doi: 10.1371/journal.pone.0232076. PMID: 32369511; PMCID: PMC7200005.

Quintero et al. (2004) *Investigación Acción en la Práctica Educativa : Un Enfoque Narrativo*. Manizales : Editorial Universidad de Caldas.

Schensul, Stephen L. (2006). *Essential Ethnographic Methods*. Walnut Creek, California : Altamira Press.

Seliger, H. & Shohamy, E. (2003). *Second Language Research Methods*. Oxford : Oxford University Press. 7th Edition.

Computer assisted qualitative data analysis.
Atlas.ti Qualitative data analysis software. Basic tools