

**UNIVERSIDAD DE COSTA RICA**  
**FACULTAD DE EDUCACION**  
**ESCUELA DE FORMACION DOCENTE**  
**FD-0554- SEMINARIO ENSEÑANZA DEL INGLÉS**  
**Prof. Verónica García Castro, PhD**

<b>Name:</b> English Teaching Seminar	<b>Requisites:</b> FD-0545
<b>Course Code:</b> FD-0554	<b>Correquisites:</b>
<b>Credits:</b> 4	<b>Term:</b> I 2019
<b>Hours:</b> 12 Classwork: 4 Out of Class Work: 8	<b>Type:</b> Core Module
<b>Level:</b> Fourth Year	<b>Lecturer:</b> Verónica García Castro, PhD <b>Email address:</b> <a href="mailto:veronica.garciacastro@ucr.ac.cr">veronica.garciacastro@ucr.ac.cr</a> Office hours: Fridays 10:00-12:00

## **I.DESCRPTION**

This module is aimed to students who have already finished their teaching practicum. The approach of this module is mainly research and project based. The main aim of the module is to review terminology in the field of research in social sciences with an emphasis on second or foreign language learning (L2) and teaching. An exploratory research on the area of applied linguistics will be required - either topics based on students' interests or topics suggested in the module. This is not a writing composition module. Students' competence on L2 writing is taken for granted; however, failure to write an academic paper will definitely mean failing the course itself. Hence, appropriate writing, organizational, and research skills are essential. This module, although similar to other modules in the major, cannot and should not be compared given its nature.

## **II. OBJECTIVES**

At the end of this module students will be able to:

1. Design a research project
2. Apply basic terminology of the field of research
3. Use different techniques in data collection and analysis
4. Develop an exploratory research project on a topic related to L2 language learning.

5. Draw different conclusions about the current English teaching situation in Costa Rica. This will be done through analysis, research, and theory that enable students to better analyze their future job market.
6. Propose ideas to solve different drawbacks in L2 language teaching.
7. Propose new research ideas in the field of L2 language learning.

### **III. CONTENTS**

1. What is research?
2. Research terminology
3. Objectives, hypotheses, and research questions.
4. Types of research
5. Review of the literature
6. Data Collecting
7. Method, subjects, procedures, results
8. Data Analysis
9. Discussions and Recommendations
10. Conclusions
11. Other components of doing research
12. Research in Schools

### **IV. METHODOLOGY**

The methodology of the module requires reading, analysis, and discussion of different reading materials. Group discussions will be carried out in class to clarify doubts regarding terminology, research topics, and writing a research proposal. Active participation from both the lecturer and students is essential for the success of the module.

### **PRESENTATIONS**

In groups, students are expected to give an oral presentation of their research proposal. They have to explain their topic, the review of the literature (highlight the theoretical or methodological gap), research questions, and methodology (including instruments).

All presenters must be ready to explain any section of their presentation. Students have 20 minutes for their presentations and 10 minutes for questions.

### **RESEARCH**

Students will work in groups to make a research proposal. Its structure and stages will be analyzed and discussed during class time. Students are expected to give preliminary reports of each stage of their proposal throughout the term. A first draft of the research proposal has to be submitted for evaluation and feedback. The final draft has to include the recommendations suggested in the first draft and all the sections in a research proposal. The main aim of the research is to explore, evaluate, and research different

topics to be applied in L2 English classrooms in Costa Rica. Topics have to be proposed during the second week of the term.

## **ASSIGNMENTS**

Students will work on different assignments based on a book chapter or materials for the module. Students are required to read the chapter/materials in order to solve the exercises and to make a short presentation which may consist of an outline, a paraphrasing, a summary, or solving a task.

## **V. EVALUATION**

1. Oral presentations	20%
3. Research Project (2 drafts)	50%
4. Assignments ( 3)	30%

### **Note:**

**Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.**

## **VI. KEY REFERENCES**

Babbie, E. (2010). *The Practice of Social Research* (12<sup>th</sup> Edition). Belmont: Wadsworth Cengage Learning.

Bodgan R. & Knopp S. (2007). *Qualitative research for education: an introduction to theory and methods* (5<sup>th</sup> Edition). Boston: Pearson.

Brown, H.D. (1994). *Principles of Language Learning and Teaching* ( 3<sup>rd</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall Regents.

Brown, J & Rodgers, T. (2002) *Doing Second Language Research*. New York: Oxford University Press Inc.

Bryman, A. (2012). *Social research methods*. Oxford: Oxford University Press.

Cohen , L. Manion, L. & Morrison, K. (2007). *Research Methods in Education*. London: Routledge.

Cook, Vivian (2001). *Second Language Learning and Language Teaching*. York: Oxford University Press Inc.

Creswell, J. (2008). *Educational research: planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson/ Merrill Prentice Hall

Mertler C. & Charles C. M. (2010) *Introduction to Educational Research* (7<sup>th</sup> Edition). New York: Pearson

Miller S. (2013). *Developmental Research Methods* (4<sup>th</sup> Edition). Los Angeles: SAGE

## VII. CRONOGRAM

WEEK	DATE	ACTIVITIES	READINGS
1	March 14 <sup>th</sup>	Introduction to the module.  Groups' assignments. APA What is research? Topics in L2 research	
2	March 21 <sup>st</sup>	Planning a Research Project	Babbie, E. (2010). The practice of social research. Belmont, CA: Wadsworth [Chapter 4: Research Design] <a href="http://ccftp.scu.edu.cn/Download/e6e50387-38f2-4309-af84-f4ceeefa5baa.pdf">http://ccftp.scu.edu.cn/Download/e6e50387-38f2-4309-af84-f4ceeefa5baa.pdf</a>
3	March 28 <sup>th</sup>	Research Designs  <b>Deadline for Research Topics.</b>	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge. Pages 272 to 290 <a href="https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf">https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf</a>
4	April 4 <sup>th</sup>	Systematic Review Definition of Terms  <b>Assignment 1</b>	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. ( Chapter 5)  <a href="https://www.academia.edu/30520568/Social_Research_Methods_4th_Edition_by_Alan_Bry">https://www.academia.edu/30520568/Social_Research_Methods_4th_Edition_by_Alan_Bry</a>

			<a href="#">man.pdf</a>
5	April 11 <sup>th</sup>	Holiday	
6	April 18 <sup>th</sup>	Easter	
7	April 25 <sup>th</sup>	Quantitative Research & Analysis	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. ( Chapter 7)
8	May 2 <sup>nd</sup>	Qualitative Research & Analysis	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press ( pgs 35-37)  Babbie, E. (2010). The practice of social research. Belmont, CA: Wadsworth (Chapter 13)
9	May 9 <sup>th</sup>	Interviews  <b>Hand in First Draft</b> (Introduction, Review of the Literature, Aim, research questions, methodology)	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press ( Chapter 9).
10	May 16 <sup>th</sup>	Presentations	
11	May 23 <sup>rd</sup>	Analysis of L2 research articles	Available on VLE
12	May 30 <sup>th</sup>	Questionnaires <b>Assignment 2</b>	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 15).
13	June 6 <sup>th</sup>	Observations	Cohen, L., Manion, L. & Morrison, K. (2007).

			Research methods in education. London: Routledge (Chapter 8).
14	June 13 <sup>th</sup>	Research in Schools <b>Assignment 3</b>	IRIS Digital Repository  Research Summary
15	June 20 <sup>th</sup>	Action Research	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 14)
16	June 27 <sup>th</sup>	Ethical Considerations	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press (pgs 129-149).
17	July 4 <sup>th</sup>	<b>Hand in Final Draft</b> (data analysis, conclusion)	
18	July 11 <sup>th</sup>	Final remarks and results	
	July 22 <sup>nd</sup> - 26 <sup>th</sup>	Make up Test- Ampliación	