

Name: Seminario Enseñanza del Inglés	Requisites: III Year in Education and Modern Languages
Course Code: FD-0554	Correquisites: None
Credits: 4	Term: I-2020
Hours: 9 Classwork: 4 Out of Class Work: 5	Type: Core Module
Level: Fourth year Modality: Bajo-Virtual	Prof. Verónica García Castro, Ph.D. Email address: veronica.garciacastro@ucr.ac.cr Office hours: Tuesdays 5:00pm-7:00pm Office number: 318 FD Phone number::2511-8188.

I. Module Description

This module is aimed at 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 research methods in the field of social sciences research with an emphasis on foreign/second language learning (L2) and teaching. A research proposal on the area of L2 teaching and learning will be conducted based on students' interests or topics suggested in class. This is not a writing composition module; hence, students' L2 writing competence is taken for granted. Failure to write an academic paper will definitely mean failing the module itself. Hence, appropriate writing, organizational, and research skills are essential. This module, given its specificity, should not be compared to similar modules in the major.

II Learning Outcomes

General Learning Outcome

To analyse research methodologies and to put them into practice in L2 teaching and learning research.

Specific Learning Outcomes

Knowledge

To offer students theoretical and practical knowledge in:

- Terminology of the field of L2 teaching and learning research
- L2 research methodologies
- Current trends in L2 teaching and learning research
- L2 data analysis techniques
- Dissemination of research

Skills

- Identify L2 research gaps
- Use different techniques in data collection and analysis
- Develop an exploratory research project on a topic related to L2 teaching and learning research
- Draw different conclusions about the current L2 teaching and learning research in Costa Rica.
- Propose new research ideas in the field of L2 teaching and learning research
- Review contents and concepts contained in L2 scientific research articles.
- Analyse their own research skills and interest
- Design an academic poster

Attitudes & Values

- To develop an ethical attitude towards research.
- To value the role of L2 research in society.

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 Collection
7. Method, subjects, procedures, results

8. Data Analysis
9. Discussions and Recommendations
10. Conclusions
11. Other components of doing research: ethics
12. L2 English Teaching Research in Schools

IV. Methodology

The methodology of the module requires the reading, analysis and discussion of different scientific-theoretical materials. It also includes research-based writing activities, class discussions, analysis of scientific articles, and the creation of an academic poster. 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.

Methodological Strategies

- Dialogues & Discussions
- Collaborative & Individual Work
- Research strategies
- Designing research activities
- Oral Presentations

V. Assessment

1. Short Test 15%

This is a theoretical and practical test of the contents studied in class.

2. Presentation of a scientific article (10%)

In trios, students are required to make a presentation/video explaining a scientific article: the literature review, theoretical/methodological gaps the article addresses, methodology, data analysis, results & discussion. The type of article (e.g. quantitative or qualitative) will be raffled at the beginning of the module. The presentation of the article is expected to last 45 minutes and inclusion of all the aspects mentioned above is mandatory; otherwise the group will receive a 0.

Rubrics are provided in MOODLE.

3. Research Proposal* 50%

The main aim of the research proposal is to explore, evaluate, and research different topics to be applied in L2 English learning & teaching in Costa Rica.

Students will work in groups to make a research proposal of 7, 000 words, excluding appendices and references. Its structure and sections will be analyzed and discussed during the first day of class and throughout the term as students are expected to give preliminary reports of each section during the term. A first draft of the research proposal has to be submitted for evaluation and feedback (25%) and it must include the following sections: introduction, review of the literature, aims, definition of terms, research questions & methodology.

The final draft (25%) must include the recommendations suggested in the first draft and all the sections to complete the research proposal: abstract, introduction, review of the literature, aims, definition of terms, research questions, methodology- population-sample- instruments, data analysis, ethics & conclusion.

Draft submission must be before midnight on the day assigned. Students must submit their draft via MOODLE in PDF and .docx formats.

Examples of research proposals and rubrics for the drafts are available on MOODLE.

*Topics have to be proposed during the second week of the term.

4. Podcast 15%

In groups, students have to create a podcast of 30 minutes, related to their research project, to be discussed and analysed in class.

The podcast must include the following seven sections: name, an introduction to the research topic, its relevance for the L2 field and for the country, theoretical gap the research aims to fulfil, how the research will be conducted, what type of findings are expected, and a conclusion. Every member of the research group has to participate in the podcast (e.g. interviewer, guest in the show, researcher, community member, etc). The podcast must include the seven sections just mentioned otherwise it will get a 0.

Rubrics for the podcast are available on MOODLE. Students must submit their podcast via MOODLE before class time of the day assigned.

Peer evaluation will be applied.

5. Academic Poster Presentation 10%

In groups, students have to design an A0 size academic poster. It will be a summary of their research project and it must include the following information: Introduction-background, relevance, research questions, instruments, methodology, expected results, conclusion. The academic poster must include the information mentioned above otherwise it will get a 0.

Submission must be before the presentation on the day assigned, students must submit a PDF version of the poster via MOODLE.

Examples of academic posters are available on MOODLE.

Notes:

1. Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.
2. Bajo ninguna circunstancia se permite el uso, en parte o completo, de Proyectos de Investigación escritos por otras personas para presentarlos como propios. Esto se considerará plagio y será penalizado de acuerdo con el **“Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica”**
3. El medio oficial de comunicación entre los y las estudiantes y la docente será el correo institucional y la plataforma de Mediación Virtual. Por lo tanto, los y las estudiantes necesitan activar y utilizar su correo institucional.

VI. References

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

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

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

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

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

Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E. (2018). Contextual Word Learning during Reading in a Second Language: an eye-movement study. *Studies in Second Language Acquisition*, 40(2), 341-366. doi:10.1017/S0272263117000109

Frances, C., De Bruin, A., & Duñabeitia, J. (2020). The influence of emotional and foreign language context in content learning. *Studies in Second Language Acquisition*, 1-13. doi:10.1017/S027226311900072X

Larson-Hall, J. (2016). *A guide to doing statistics in second language research using spss and R*. (2ed). London: Routledge

Marsden, E. J., Morgan-Short, K., Thompson, S., & Abugaber, D. (2018). Replication in second language research: Narrative and systematic reviews, and recommendations for the field. *Language Learning*, 68(2), 321-391. <https://doi.org/10.1111/lang.12286>

Montero Perez, M. (n.d.) Incidental Vocabulary Learning through viewing video: The role of vocabulary knowledge and working memory. *Studies in Second Language Acquisition*, 1-25. doi:10.1017/S0272263119000706

Vafae, P., & Suzuki, Y. (2020.) The relative significance of syntactic knowledge and vocabulary knowledge in second language listening ability. *Studies in Second Language Acquisition*, 1-28. doi:10.1017/S0272263119000676

Additional References

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

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

Foster-Cohen, S. (1993). Directions of influence in first and second language acquisition research. *Second Language Research*, 9(2), 140-152.

Gu, L. (2014). At the interface between language testing and second language acquisition: Language ability and context of learning. *Language Testing*, 31(1), 111-133. doi. 10.1177/0265532212469177

Kang, E. (2015). Applying L2 Vocabulary Research Findings to Classroom Teaching. *Working Papers in TESOL & Applied Linguistics*, 15(2), 39–41.

McGraner, K. L., & Robbins, D. (2010). Developing Investigative Entry Points: Exploring the Use of Quantitative Methods in English Education Research. *English Education*, 43(1), 72-82.

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

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

Plonsky, L. (2013). Study quality in SLA: an assessment of designs, analyses, and reporting practices in quantitative L2 research . *Studies in Second Language Acquisition*, 35(4), 655-687

Schwieter, J. W. (2013). *Innovative Research and Practices in Second Language Acquisition and Bilingualism*. Amsterdam: John Benjamins Publishing Company.

Spada, N. (2015). SLA research and L2 pedagogy: Misapplications and questions of relevance. *Language Teaching*, 48(1), 69-81. doi: 10.1017/S026144481200050X

Yeldham, m. (2017). Techniques for researching L2 listeners. *System*, 66, 13-26.

VII. Module's Chronogram

Debido a las recomendaciones del Gobierno de Costa Rica, del Ministerio de Salud y de la Universidad de Costa Rica con respecto a la Emergencia Nacional por el virus Covid-19, se procede a la modificación del calendario del curso.

Week	Academic Activities	Readings
14/04/2020	Planning a Research Project Research Designs Research Ideas	Babbie, E. (2010). <i>The practice of social research</i> . Belmont, CA: Wadsworth [Chapter 4: Research Design] http://ccftp.scu.edu.cn/Download/e6e50387-38f2-4309-af84-f4ceeefa5baa.pdf Cohen, L., Manion, L. & Morrison, K. (2007). <i>Research methods in education</i> . London: Routledge. Pages 272 to 290 https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf

21/04/2020	Quantitative Research & Analysis	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. (Chapter 7 & 8) https://www.iris-database.org/iris/app/home/index Deadline Research Topics
28/04/2020	Systematic Review Definition of Terms Interviews	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press. (Chapter 5)
05/05/2020	Questionnaires	Bryman, A. (2012). Social research methods. Oxford: Oxford University Press (Chapter 9). Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 15).
12/05/2020	Introduction in a research proposal Analyses of research articles. Research Projects Discussion	Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E. (2018). Contextual Word Learning during Reading in a Second Language: an eye-movement study. <i>Studies in Second Language Acquisition</i> , 40(2), 341- 366. doi:10.1017/S0272263117000109 Montero Perez, M. (2020) Incidental Vocabulary Learning through viewing video: The role of vocabulary knowledge and working memory. <i>Studies in Second Language Acquisition</i> , 1-25. doi:10.1017/S0272263119000706
19/05/2020	Short Test (15%) Observations	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 8).
26/05/2020	Action Research Research in schools Hand in First Draft	Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education. London: Routledge (Chapter 14)

02/06/2020	Data Analysis: Preliminaries to Understanding Statistics Basic Statistical Tests	Larson-Hall, J. (2016). <i>A guide to doing statistics in second language research using spss and R.</i> (2ed). London: Routledge (Chapter 2).
09/06/2020	Data analysis: Coding	Bryman, A. (2012). <i>Social research methods.</i> Oxford: Oxford University Press. (Chapter 24) Explanation of academic articles
16/06/2020	Discussions & Recommendations Conclusions Ethics in Research	Bryman, A. (2012). <i>Social research methods.</i> Oxford: Oxford University Press. (Chapter 6)
23/06/2020	Replication in L2 research	Marsden, E. J., Morgan-Short, K., Thompson, S., & Abugaber, D. (2018). Replication in second language research: Narrative and systematic reviews, and recommendations for the field. <i>Language Learning</i> , 68(2), 321-391. https://doi.org/10.1111/lang.12286 Academic Poster - Presentations
30/06/2020	Discussion of podcasts.	Podcast submission
7/07/2020	Hand in Final Draft	
14/07/2020	Final results	
21/07/2020	Ampliación	