



Universidad de Córdoba  
Master's in English Teaching  
Principles and Practices of Second Language Research

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### *Land Acknowledgment*

*We acknowledge that this course, by virtue of our collective locations, intersects lands that the **Embera**, the **Senú**, and the **Tuna Kule** have historically inhabited and cared for, and thus honor their legacy as inquirers.*

*This course also acknowledges the influence and heritage of the **Afro-Colombian** peoples forcibly brought upon this land and the **Romani** people who settled in our nation, as well as other minority groups present in our country.*

*We celebrate the rich cultural legacy to the diversity of our country from all these groups, as the point of departure to find new ways to do and think qualitative inquiry from indigenous perspectives that help highlight the power of the Global South as knowledge creators and activists.*

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### **Course Description**

In *Pedagogy of Freedom* (Freire, 2001), Paulo Freire reminds us that “there is no such thing as teaching without research and research without teaching” (p. 35) as these two activities should be inseparable as tools of educational transformation. This course (as well as my own philosophy of teaching) believes in the importance of research as a necessary part of our work as teachers, beyond the act of conducting fieldwork, as part of our self-actualization and improvement of our practices.

This course, as part of the research methods sequence in this master's program, intends to provide students with a series of conceptual and practical tools to begin their thesis projects, in close follow-up with the work you will do with your thesis directors. Through the class readings, media, and discussions, we will introduce some fundamentals of doing classroom and teacher research in second-language classrooms.

We will discuss the process of situating our problem as part of larger educational phenomena, how to craft research questions, to develop the conceptual underpinnings for the study and how to locate it within the larger body of literature. In addition, we will also ground some of these ideas in today's inescapable reality of the

pandemic to contemplate alternatives to traditional school fieldwork that make our research equally relevant and powerful nonetheless..

### Learning Outcomes

At the end of the course participants will be able to:

- Develop a researchable topic that is grounded in educational realities, both local and global alike
- Write a research question that reflects the problem of interest
- Outline a conceptual framework that supports their research question and, eventually, their analysis
- Begin to ground their research on the applied research literature in their fields of study.

### Course Project and Practices

The main course project will be the writing of the first part of your research proposal. Students will write the proposal in four specific moments:

1. **Brief statement about research paradigm:** Situating one's study within a research tradition goes a long way in building the case for its relevance. Students should write a 1-page statement justifying the approach for their study. Although this course will mostly discuss qualitative inquiry, students can move past that and consider other alternatives (see Leavy, 2017, chapter 1, for an overview of options beyond qual).
2. **Statement of the problem and research question:** Students will deliver a draft (no more than 5 double-spaced pages, APA 7th Ed. formatted) that introduces their problem of interest and their research question.
3. **Outline of conceptual framework:** For this assignment, students will provide a brief description of the elements of their conceptual framework. They should provide short descriptions (1-2 paragraphs of the key conceptual underpinnings and a graphic description of how they visualize the framework operating (NOTE: This may come in handy especially during the thesis defense presentation)
4. **Annotated bibliography:** Students will create an initial list (in consultation with their thesis directors) of some of the research articles that will help support their study. At this stage, what is important is to show a good grasp of the literature so that you can later write the literature review as you work with your thesis directors.

Students will write their assignments directly on Google Drive (DO NOT upload Word documents or PDF files) in the designated folders for each assignment. You will format the drafts according to APA (7th Edition) guidelines. Please proofread your assignments carefully. All varieties of English are accepted, as long as you remain cautious of grammar and spelling rules, as well as formatting requirements.

## Course Activities

Friday sessions will mix class discussions or lectures (depending on the topic) and breakout room discussions where students will share ideas to work on their thesis proposals.

Saturday sessions will mix early morning meetings to discuss class topics with a moment to do some individual and collaborative writing using Zoom and Google Drive (Kung-Fu Writing).

## Course Schedule

Date	Session Topics	Required Readings and Assignments (NOTE: readings in <b>boldface</b> are suggested readings before class)
Session 1 (Friday, July 24 - 17:00-19:00)	Introducing Research Paradigms <ul style="list-style-type: none"> <li>● Options for classroom and teacher research in second language studies</li> <li>● The Qualitative Paradigm as deeper understanding of educational phenomena</li> </ul>	Overview of research paradigms: <ul style="list-style-type: none"> <li>● Creswell (2012), Chapter 1</li> <li>● <b>Leavy (2017), Chapter 1</b></li> <li>● Lodico, et al. (2010), Chapter 2</li> </ul> An introduction to qualitative research: <ul style="list-style-type: none"> <li>● Lankshear &amp; Knobel (2004), Chapter 1</li> <li>● Merriam &amp; Tisdell (2015), Chapter 1</li> <li>● <b>Stake (2010), Chapter 1</b></li> </ul> <i>Class Activity: Discussion about the session topics, presentation and Q&amp;A</i>
Session 2 (Friday, July 24 - 19:30-21:00)	Justifying my paradigm choices	<i>Work on Assignment 1 in breakout rooms and Google Drive</i>
Session 3 (Saturday, July 25 - 9:00 to 11:00)	Narrowing down my topic as a researchable event: <ul style="list-style-type: none"> <li>● Statement of the problem</li> <li>● Research question</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Agee (2009)</b></li> <li>● <b>Kross &amp; Giust (2019)</b></li> <li>● Lankshear &amp; Knobel (2004), Chapter 3</li> <li>● Maykut &amp; Morehouse (1994), Chapter 5</li> <li>● Neri de Souza, et al. (2016)</li> </ul> <i>Class Activity: Discussion about the process of writing a problem statement and research question</i>
Session 4 (Saturday, July 25 - 11:30 to 14:00)	Crafting a problem and a question	<i>Work on Assignment 2 in breakout rooms and Google Drive</i>

<p>Session 5 (Friday, August 7 - 17:00-19:00)</p>	<p>Putting together a Conceptual Framework and Literature Review (1)</p>	<p><i>Before class: Watch the following LSLP in Session Webinars, according to random distribution before Friday:</i>          LSLP in Session 10 - Conceptual Framework: <a href="https://youtu.be/Fd2op8xjoro">https://youtu.be/Fd2op8xjoro</a></p> <ul style="list-style-type: none"> <li>● LSLP in Session 11 - Literature Reviews             <ul style="list-style-type: none"> <li>○ Part 1 <a href="https://youtu.be/r_UUafk_ljQ">https://youtu.be/r_UUafk_ljQ</a></li> <li>○ Part 2 <a href="https://youtu.be/reZwHHKz-Bo">https://youtu.be/reZwHHKz-Bo</a></li> <li>○ Part 3 <a href="https://youtu.be/waHh3iRpuME">https://youtu.be/waHh3iRpuME</a></li> </ul> </li> </ul> <p><i>Breakout room activity: You will meet in groups (each member will have watched one of the videos). You will discuss the videos and prepare some questions for the large meeting Q&amp;A after the coffee break.</i></p> <p>Follow-up Readings:</p> <ul style="list-style-type: none"> <li>● <b>Collins &amp; Stockton (2018)</b></li> <li>● Jabareen (2009)</li> <li>● <b>Boote &amp; Beile (2005)</b></li> <li>● Gill (2017)</li> <li>● Stake (2010), Chapter 6</li> </ul>
<p>Session 6 (Friday, August 7 - 19:30-21:00)</p>	<p>Putting together a Conceptual Framework and Literature Review (2)</p>	<p><i>Large group Q&amp;A, based on the discussions in the breakout rooms.</i></p>
<p>Session 7 (Saturday, August 8 - 9:00 to 11:00)</p>	<p>Adapting SL research to our times: An introduction to alternative research methods</p>	<p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● <b>Breault (2016)</b></li> <li>● Denzin (2003)</li> <li>● Ellis, et al. (2011)</li> <li>● <b>Jones, et al. (2013)</b></li> <li>● <b>Lankshear &amp; Knobel (2004), Chapters 4 and 7</b></li> <li>● Ke (2011)</li> <li>● Mora (2004)</li> <li>● Walsh &amp; Downe (2005)</li> </ul> <p><i>Class Activity: Discussion about the session topics, presentation and Q&amp;A</i></p>
<p>Session 8 (Saturday, August 8 -</p>	<p>Working on Conceptual</p>	<p><i>Work on Assignments 3 and 4 in breakout rooms and Google Drive</i></p>

11:30 to 14:00)	Framework and Literature Review	
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### Assessment

1. Brief statement about research paradigm (20%)
2. Statement of the problem and research question (30%)
3. Outline of conceptual framework (25%)
4. Annotated bibliography (25%)

### Required Readings and Media

- Agee, J. (2009). Developing qualitative research questions: A reflective process. *International Journal of Qualitative Studies in Education*, 22(4), 431-447. doi:10.1080/09518390902736512
- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15. <https://doi.org/10.3102/0013189X034006003>
- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17(1), 1-10. <https://doi.org/1609406918797475>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson. (CHAPTER 1)
- Demers, K., Strom, K., Weiser, G., & Mora, R. A. (2020, March 27). Conceptual Frameworks [Webinar]. *LSLP in Session*, 10. <https://youtu.be/Fd2op8xjoro>
- Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. *International Journal of Qualitative Methods*, 8(4), 49-62.
- Gill, S. L. (2017). Reading qualitative research. *Journal of Human Lactation*, 33(4), 670-671. <https://doi.org/10.1177/0890334417726315>
- Hernando-Llórens, B. (2020, March 29). Literature review – Part 3: Final thoughts. *LSLP in Session*, 11. <https://youtu.be/waHh3iRpuME>
- Kross, J., & Giust, A. (2019). Elements of research questions in relation to qualitative inquiry. *The Qualitative Report*, 24(1), 24-30. <https://nsuworks.nova.edu/tqr/vol24/iss1/2>
- Langtiw, C. L., Wozolek, B., & Mora, R. A. (2020, March 28). Literature review – Part 2: crafting your lit review. *LSLP in Session*, 11. <https://youtu.be/reZwHHKz-Bo>
- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. Open University Press. (SELECTED CHAPTERS)
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. The Guilford Press. (CHAPTER 1)
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice* (2nd Ed.). Josey-Bass.

- Maykut, P. S., & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide*. Psychology Press.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and interpretation* (4th Ed.). Josey-Bass. (CHAPTER 1)
- Mora, R. A. (2020, March 28). Literature review – Part 1: definition and purpose. LSLP in Session, 11. [https://youtu.be/r\\_UUafk\\_ljQ](https://youtu.be/r_UUafk_ljQ)
- Neri de Souza, F., Neri, D. C., & Costa, A. P. (2016). Asking questions in the qualitative research context. *The Qualitative Report*, 21(13), 6-18. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss13/2>
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. The Guilford Press. (CHAPTER 1)

### Suggested Readings and Media

- Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. SAGE. (CHAPTERS 1 & 2)
- Breault, R. A. (2016). Emerging issues in duoethnography. *International Journal of Qualitative Studies in Education*, 29(6), 777-794. <https://doi.org/10.1080/09518398.2016.1162866>
- Burns, A. (2009). Action research. In J. Heigham, & R. A. Croker (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 112-134). Palgrave Macmillan.
- Denzin, N. K. (2003). Performing [auto]ethnography politically. *The Review of Education, Pedagogy, and Cultural Studies*, 25, 257-278. <https://doi.org/10.1080/10714410390225894>
- Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: an overview. *Historical Social Research*, 36(4), 273-290. <https://doi.org/10.12759/hsr.36.2011.4.273-290>
- George Mason University (2011). Writing a research question. [http://www.youtube.com/watch?v=XXkiCE\\_MBLM](http://www.youtube.com/watch?v=XXkiCE_MBLM)
- Hall, L. A. (2018a). How to write a clear, concise research question. <https://www.youtube.com/watch?v=UMUlcGBS-C0>
- Hall, L. A. (2018b). How to write a good research question. <https://www.youtube.com/watch?v=UeE68myIpx8>
- Ke, F. (2011). A qualitative meta-analysis of computer games as learning tools. In *Gaming and simulations: Concepts, methodologies, tools and applications* (pp. 1619-1665). IGI Global. <http://eportfolio.lib.ksu.edu.tw/user/T/0/T093000259/repository/Fengfeng-A%20qualitative%20meta%20analysis%20of%20computer%20games%20as%20learning%20tools.pdf>
- Luther, B. (2012a). Research problem and purpose statement. <http://www.youtube.com/watch?v=fbwxQBLrkfc>
- Luther, B. (2012b). Research question development. <http://www.youtube.com/watch?v=FiwQaP0pnjI>

- Hesse-Biber, S. N. (2010). Mixed methods research: Merging theory with practice. The Guilford Press (CHAPTER 1)
- Hood, M. (2009). Case study. In J. Heigham, & R. A. Croker (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 66-90). Palgrave Macmillan.
- Mora, R. A. (2004). A framework for additive ESL/Bilingual Education instruction in urban schools: A reflection on the United States situation. *HOW, A Colombian Journal for Teachers of English*, 11, 55-74.  
<https://www.howjournalcolombia.org/index.php/how/article/view/179/228/view/179/228>
- Murray, G. (2009). Narrative inquiry. In J. Heigham, & R. A. Croker (Eds.). *Qualitative research in applied linguistics: A practical introduction* (pp. 45-65). Palgrave Macmillan.
- Walsh, D., & Downe, S. (2005). Meta-synthesis method for qualitative research: a literature review. *Journal of Advanced Nursing*, 50(2), 204-211.

### Appendix A: Suggested Books on Qualitative Research

(NOTE: These are books I recommend for your personal libraries. Buying them is not mandatory!)

American Psychological Association (2020). Publication manual of the American Psychological Association (7th Ed.). APA.  
(<https://www.bookdepository.com/Publication-Manual-American-Psychological-Association-American-Psychological-Association/9781433832161?ref=grid-view&qid=1595382046796&sr=1-1>)  
*(The APA manual is the standard for social science and education publications)*

Bhattacharya, K. (2017). Fundamentals of qualitative research: A practical guide. Routledge.  
(<https://www.bookdepository.com/Fundamentals-Qualitative-Research-Kakali-Bhattacharya/9781611321333?ref=grid-view&qid=1595382078076&sr=1-2>)  
*(NOTE: Dr. Polina Golovátina-Mora, an esteemed researcher at UPB-Medellín, recommends this book. In addition, Kakali Bhattacharya is one of the most respected qualitative methodologists today.)*

Bui, Y. N. (2019). How to write a master's thesis (3rd Ed.). SAGE.  
(<https://www.bookdepository.com/How-Write-Masters-Thesis-Yvonne-N-Bui/9781506336091?ref=grid-view&qid=1595382111096&sr=1-1>)  
*(NOTE: I have used this book as a reference with my own graduate students.)*

Leavy, P. (2017). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. The Guilford Press.  
(<https://www.bookdepository.com/Research-Design-Patricia-Leavy/9781462514380?ref=grid-view&qid=1595382161634&sr=1-1>)  
*(NOTE: Patricia Leavy is a very respected qualitative researcher and author. Her books are very researcher-friendly, so this will be a very good reference for you all.)*

Saldaña, J. (2011). Fundamentals of qualitative research. Oxford University Press  
(<https://www.bookdepository.com/Fundamentals-of-Qualitative-Research/9780199737956>)  
*(NOTE: Johnny Saldaña is mostly known for his work on qualitative data analysis and coding. However, this book is a very accessible volume.)*

Stake, R. E. (2010). Qualitative research: Studying how things work. The Guilford Press.  
(<https://www.bookdepository.com/Qualitative-Research-Robert-E-Stake/9781606235454?ref=grid-view&qid=1595382200492&sr=1-1>)



*(NOTE: Although Robert Stake is usually associated with case study research, this particular book is an excellent resource for qualitative researchers at all levels. This is my #1 reference book for all things qualitative research. This is a book definitely worth buying if you can).*

## Appendix B: Additional Resources on Education and Qualitative Inquiry

### Databases

- The Directory of Open Access Journals (<http://doaj.org>) offers multiple options for you to explore articles free of charge. Just for the topic “language” alone, they have 249 journals available.
- Scielo (<http://www.scielo.org.co/>) and Redalyc (<https://www.redalyc.org/home.oea>) are two of the main databases for Latin America and the Spanish peninsula.
- The Education Resources Information Center (ERIC – <http://eric.ed.gov>). You can find articles and papers on different education and qualitative research topics.
- Google Scholar (<https://scholar.google.com.co/>) and Google Books (<https://books.google.com.co/>) are two valuable resources to search for academic articles on different topics.
- Other sites worth exploring, both for academic searches and to build your own scholarship, include Academia (<http://academia.edu>) and Research Gate (<http://researchgate.net>) [Pro-Tip: Check if any scholars you like are there, follow them, and eventually reach out to them!]
- The International Institute of Qualitative Inquiry (<http://iiqi.org>) at the University of Illinois offers several interesting resources for qualitative researchers, including materials, syllabi, and publications.

### International Open Access Journals Specialized in Qualitative Research:

- International Journal of Qualitative Methods – <http://ejournals.library.ualberta.ca/index.php/IJQM/index>
- Forum: Qualitative Social Research – <http://www.qualitative-research.net/index.php/fqs>
- The Qualitative Report – <http://www.nova.edu/ssss/QR/>
- Turkish Online Journal of Qualitative Inquiry – <http://www.tojq.net/>
- QRE – Qualitative Research in Education – <http://www.hipatiapress.com/hpjournals/index.php/qre>
- QRJ – Qualitative Research Journal - <https://journals.sagepub.com/home/qri>

### Appendix C: Latin American Peer-Reviewed Journals Specialized in TESOL and Applied Linguistics

See the Google Map detailing all the journals at

<https://www.google.com/maps/d/viewer?hl=en&mid=1sf46vBLP1nQwhtlGvYRqB0JoLYx3vYJK&ll=-17.86087092914133%2C-100.6433200582344&z=2>

#### Argentina

- AJAL Argentinian Journal of Applied Linguistics  
<http://www.faapi.org.ar/ajal/current.html>
- ARTESOL EFL Journal <http://artesosol.org.ar/publications/efl-journal>
- ARTESOL ESP Journal (Argentina)  
<http://artesosol.org.ar/publications/esp-journal>
- Quintú Quimün  
<http://revele.uncoma.edu.ar/htdoc/revele/index.php/lingustica/index>
- Revista Argentina de Historiografía Lingüística <http://www.rahl.com.ar/>
- Revista Signo y Señá (Argentina)  
<http://novedades.filo.uba.ar/novedades/revista-signo-y-se%C3%B1a>

#### Brazil

- Alfa: Revista de Linguística <https://periodicos.fclar.unesp.br/alfa/>
- BELT – Brazilian English Language Teaching Journal  
<http://revistaseletronicas.pucrs.br/ojs/index.php/belt/index>
- DELTA: Documentação e Estudos em Linguística Teórica e Aplicada  
<https://revistas.pucsp.br/delta>
- EntrePalavras <http://www.entrepalavras.ufc.br/revista/index.php/Revista>
- Revista Brasileira de Linguística Aplicada  
[http://www.scielo.br/scielo.php?script=sci\\_serial&pid=1984-6398&lng=en&nrm=iso](http://www.scielo.br/scielo.php?script=sci_serial&pid=1984-6398&lng=en&nrm=iso)
- Revista de Estudos da Linguagem  
<http://periodicos.letras.ufmg.br/index.php/relin>
- Revista Letras e Letras <http://www.seer.ufu.br/index.php/letraseletras>
- Signum: Estudos da Linguagem  
<http://www.uel.br/revistas/uel/index.php/signum/index>
- The ESPECIALIST <https://revistas.pucsp.br/esp/index>
- Trabalhos em Linguística Aplicada  
[http://www.scielo.br/scielo.php?script=sci\\_serial&pid=0103-1813&lng=en&nrm=iso](http://www.scielo.br/scielo.php?script=sci_serial&pid=0103-1813&lng=en&nrm=iso)
- Versalete <http://www.revistaversalete.ufpr.br/>

#### Chile

- Lenguas Modernas (Chile)  
<https://lenguasmodernas.uchile.cl/index.php/LM/index>

- RLA (Revista de Lingüística Teórica y Aplicada, Chile)  
<http://www2.udec.cl/rla/>
- Revista Signos. Estudios de Lingüística (Chile)  
<http://www.revistasignos.cl/index.php/signos/index>

## Colombia

- PROFILE Journal (Universidad Nacional)  
<http://revistas.unal.edu.co/index.php/profile/index>
- HOW Journal (ASOCOPI)  
<http://www.howjournalcolombia.org/index.php/how/index>
- Latin American Journal of Content and Language Integrated Learning – LACLIL (Universidad de la Sabana) <http://laclil.unisabana.edu.co/index.php/LACLIL>
- ENLETAWA Journal (UPTC)  
[http://revistas.uptc.edu.co/revistas/index.php/enletawa\\_journal](http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal)
- Opening Writing Doors Journal (Universidad de Pamplona)  
<http://owdj.unipamplona.edu.co/>
- Revista Íkala (Universidad de Antioquia)  
<http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>
- Colombian Applied Linguistics Journal (Universidad Distrital)  
<http://revistas.udistrital.edu.co/ojs/index.php/calj>
- Revista Matices en Lenguas Extranjeras (Universidad Nacional)  
<http://revistas.unal.edu.co/index.php/male>
- Revista Lenguaje (Universidad del Valle)  
<http://revistalenguaje.univalle.edu.co/>
- GiST Journal (UNICA) <https://latinjournal.org/index.php/gist/index>

## Costa Rica

- Revista de Lenguas Modernas (Costa Rica)  
<https://revistas.ucr.ac.cr/index.php/rm/index>

## México

- CIEJ Journ@l <http://ciex.edu.mx/journalv2/index.php/CJ>
- Estudios de Lingüística Aplicada <http://ela.enallt.unam.mx/index.php/ela>
- Lenguas en Contexto <http://www.facultaddelenguas.com/lencontexto/>
- MexTESOL Journal <http://www.mextesol.net/journal/>
- ReLingüística Aplicada <http://relinguistica.azc.uam.mx/no004/index.htm>
- Verbum et Lingua <http://verbumetlingua.cucsh.udg.mx/>

## Perú

- Lengua y Sociedad <http://revista.letras.unmsm.edu.pe/index.php/ls/index>
- Lexis <http://revistas.pucp.edu.pe/index.php/lexis>

## Venezuela

- Lingua Americana  
<http://www.produccioncientifica.luz.edu.ve/index.php/lingua/issue/archive>

*Syllabus designed by Dr. Raúl Alberto Mora for the Master's in English Teaching at  
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