

**UNIVERSITY OF THE SACRED HEART
EDUCATION GRADUATE PROGRAM
SISTEMAS DE INSTRUCCIÓN Y TECNOLOGÍA EDUCATIVA**

COURSE TITLE : **Research in the English as a Foreign Language Classroom**

COURSE NUMBER : **ING 745**

CREDITS : **Three credits (three hours a week, 1 session)**

DESCRIPTION :

This three credit course is designed for teachers already working in language instruction. Participants will analyze the philosophy behind their own practice, be exposed to other educational philosophies, and develop research goals aimed at their own teaching and classrooms, and find venues for publication.

JUSTIFICATION:

Effective teachers must be continually reflecting on their practice in the learning process. The methodical use of classroom research techniques can create useful knowledge for the whole teaching community.

OBJECTIVES:

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

1. Explain the philosophical and theoretical basis of their own pedagogy.
2. Use records of their own classroom practice to develop a research project.
3. Collect data related to their classroom practices.
4. Employ written and electronic sources to develop their research project.
5. Write a research statement with a formal problem statement.
6. Plan methodological and analytical procedures.

7. Develop a variety of instruments for collecting data.
8. Write the conclusions of their research in a form suitable for publication.
9. Evaluate the research of others.

CONTENT:

- I. Background of classroom research
 - A. Definition of qualitative research
 - B. History
 1. Dominance of empiricism
 2. Philosophers
 - a. Dewey
 - b. Piaget
 - c. Freire
 - C. Justification
 1. Reality based
 2. Aware of investigator as component
 3. Broad-based
 4. Results oriented
 5. Aimed at the uniqueness of each class
- II. Practice
 - A. Data gathering
 1. Ethnography
 - a. Setting
 - b. Participants
 - c. Strategies
 2. Interviews
 - a. Moral aspect
 - b. Preparation
 3. Review of literature
 4. Assessment of techniques
 5. Journal
 - B. Collaboration
 1. Guidelines
 2. Purpose
 - C. Choosing the focus
 1. On-going process
 2. Data analysis
 - D. Instrument design
 1. Interview
 2. Questionnaires
 3. Assessment instruments
 - E. Data analysis

1. Classification
 2. Organization
 3. Refinement
- F. Publication

METHODOLOGY:

Small group discussion
 Reading journals
 Field work
 Self-evaluation
 Research projects

EVALUATION:

Journal	25%
Project design	25%
Data	25%
Final paper	<u>25%</u>
	100%

REFERENCES:

Cochran-Smith, Marilyn and Susan Lytle. Inside/Outside: Teacher Research and Knowledge. New York: Teachers' College Press, 1993.

Daiker, Donald and Max Morenberg, eds. The Writing Teacher as Researcher: Essays in the Theory and Practice of Class-Based Research. Portsmouth, N.H.: Boyton/Cook, 1989.

Ely, Margot. Doing Qualitative Research: Circles within Circles. London: Falmer Press, 1994.

Goswami, Dixie and Peter Stillwell. Reclaiming the Classroom: Teacher-Research as an Agency for Change. Portsmouth, N.H.: Heineman, Boyton/Cook, 1987.

Hopkins, David. A Teacher's Guide to Classroom Research. Philadelphia: Open University Press/Milton Keynes, 1985

Hubbard, Ruth and Brenda Power. The Art of Classroom Inquiry. Portsmouth, N.H.: Heinemann, 1993.

Maykut, Pamela and Richard Morehouse. Beginning Qualitative Research: A

Philosophic and Practical Guide. London: Falmer Press, 1994.

Mohr, Marian and Marion Maclean, Working Together: A Guide for Teacher Researchers. Urbana, IL: NCTE, 1987.

Richards, Jack C. and Charles Lockhart. Reflective Teaching in Second Language Classrooms.

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