



UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN BILINGÜISMO CON ÉNFASIS
SEMESTER 2024/ S1

COURSE:	Diseño de proyecto de grado
PRE-REQUISITO:	Fundamentos de la investigación
PROFESSOR	Dolly Ramos Gallego - Angélica Arcila Ramírez
SPECIFICATIONS	Code LB844 / Theoretical Course
INTENSIDAD:	4 weekly hours
CREDIT HOUR :	192 hours' semester
CLASS HOURS:	48 Semester hours per week
AUTOMONOUS WORK:	8 autonomous per week
CRÉDITOS:	4
TUTORING	Make an appointment through an email
E-MAIL	dollytam@utp.edu.co – angiear@utp.edu.co
CLASSROOM CODE:	

JUSTIFICATION

As a consecutive stage of research basics, this course constitutes the foundation to equip undergraduate students with the tools to carry out research in the Colombian EFL context and to educate themselves as self-critical individuals participating, collaborating and reflecting as active members of this regional teaching community. This introductory course makes special emphasis on the construction of students' proposals in the field of education in first and second language: Students have the opportunity to opt for the modality that best suits their future professional profile, in other words learners may choose from: formative qualitative research on language, language teaching, and literacy issues. They may also carry out a systematization teaching practicum, systematization administrative educational practicum or a propaedeutic seminar. In this course students will start to develop their projects (one of the main requirements to obtain the undergraduate certificate), starting with the understanding about research, and consolidating their ideas about different distinctions of the qualitative research process. The main focus of this is course is that despite the modality chosen by the students, all the learners will receive instruction on how to conduct a research project learning the basis of research such as; research approaches, framing a study, building a theoretical framework, and construct the methodology of the study. At the end of the semester students will also be prepare to orally defend their PROPOSAL in front of an audience and evaluators. The passing of this oral defense will promote them to the following course which is execution I.

2. OBJECTIVES OF THE LICENCIATURA

- 1) Formar licenciados en el campo del bilingüismo con competencia C1 en inglés y español, con capacidad de integrar los conocimientos disciplinares, pedagógicos e investigativos en sus prácticas educativas y con competencia intercultural y digital.
- 2) Promover la generación de propuestas innovadoras en el campo del bilingüismo por medio de la investigación, la extensión y la proyección social, en equipos disciplinares, multidisciplinares y/o interdisciplinares.
- 3) Generar espacios que contribuyan a la formación del licenciado en bilingüismo para la ciudadanía del siglo XXI, el desarrollo humano pleno y la toma de posturas críticas y democráticas hacia problemáticas del contexto y el mundo, en el marco de la sostenibilidad ambiental.

3. GENERIC AND PROFESSIONAL COMPETENCES OF THE LICENCIATURA

CGP 1: Usar su competencia comunicativa en inglés y español para cumplir con propósitos sociales, profesionales y académicos y evaluarla iterativamente como parte de su desarrollo profesional.
CGP 2: Trabajar colaborativamente en equipos disciplinares, multidisciplinares e interdisciplinares con capacidad de adaptarse a diferentes contextos, aplicando valores de respeto por la diversidad.
CGP 3: Formular propuestas que busquen abordar problemáticas emergentes en el ámbito del bilingüismo para reflexionar y brindar soluciones innovadoras con soportes teóricos, metodológicos y tecnológicos desde sus conocimientos en investigación y docencia.
CGP 4: Desarrollar la literacidad digital para desempeñarse en ámbitos sociales, académicos, profesionales y de la vida cotidiana.
CGP 5: Aplicar saberes, procesos de investigación y tradiciones epistemológicas interdisciplinares en su práctica educativa en el área de la educación bilingüe, con fines curriculares, administrativos, didácticos, metodológicos y evaluativos.
CGP 6: Emplear el conocimiento investigativo, disciplinar, pedagógico y tecnológico que permita la selección, creación, implementación y evaluación de recursos y actividades para apoyar la enseñanza y el aprendizaje lingüístico y cultural, tanto propio como de sus estudiantes, en ambientes presenciales, híbridos y virtuales.
CGP 8: Mantener su compromiso como ciudadano del mundo para aportar a la sostenibilidad ambiental desde el entorno donde actúa.

4. LEARNING OUTCOMES

Learning Outcomes of the licenciatura	Learning Outcomes of the Course	Assessment of the Learning Outcomes
R1: 1. Usa el inglés y el español con un nivel de competencia C1.	<p>Apply advanced proficiency in both English and Spanish to construct written academic documents within the context of research design, effectively consolidating comprehensive research proposals.</p> <p>Articulate and defend the research proposal effectively by demonstrating proficiency in oral communication skills within the context of research design.</p> <p>Integrate a comprehensive understanding of specialized scientific articles into their academic papers, demonstrating proficiency in reporting and synthesizing information both in English and Spanish within the context of research design.</p>	<p>Written products (depend on the modality selected by each student)</p> <p>Oral defense.</p>
RA 3: Emplea su literacidad digital en el desarrollo de procesos educativos, académicos e investigativos.	<p>This course will focus on the First Dimension of the DL:</p> <ul style="list-style-type: none"> + Understand the skills required by the student to access, manage, evaluate, and integrate information. + Enable the student to discern authenticity, information quality, and how it is analyzed <p>Create their own virtual learning environment as a support for the construction of their learning and research project.</p> <p>Recognize reliable sources to extract information relevant for their research proposals.</p> <p>Select proper virtual resources such as websites, documents, articles and material that can contribute to development of their research proposal.</p>	<p>Delivery of products through the chosen platform.</p> <p>Bibliographic management tools.</p>

	Appropriates ethical issues related to copyright and plagiarism for the development of their research proposal.	
R4: Desarrolla proyectos educativos fundamentados en principios disciplinares, pedagógicos e investigativos de su campo profesional.	<p>Design a proposal based on the chosen graduation project modality for its defense in a research colloquium.</p> <p>Deliver an academic oral discourse with strong and solid arguments related to previous studies and theory when attending and participating in research events.</p> <p>Elaborate the research proposal with a well-argued justification, an extensive review of relevant literature, and an appropriate methodology for the chosen modality.</p>	Present and orally defend the research proposal in a formal academic event.
RA 5: Exhibe comportamientos fundamentados en valores éticos, cívicos e interculturales en su rol como licenciado en bilingüismo.	<p>Integrate ethical and culturally sensitive communication strategies when interacting in bilingual environments, demonstrating respect for linguistic norms and cultural sensitivities of interlocutors.</p> <p>Demonstrate academic integrity, avoiding plagiarism, respecting intellectual property, and acknowledging the contribution of other researchers appropriately.</p> <p>Promote collaborative and ethical relationships with peers and research participants, ensuring informed consent, confidentiality, and respect for the autonomy and dignity of study subjects.</p>	<p>Conduct analysis of studies through discussion applying ethics and respect.</p> <p>Identify ethical dilemmas and propose solutions based on principles, demonstrating acquired research knowledge.</p>

5. METHODOLOGY:

This course aims to continue the process conducted in the foundation research course looking forward to enriching the modality chosen by the learners. Different from the previous course, there will only be class encounters of two times per week. These encounters will be distributed in theory and oral presentation (Wednesdays) and Individual advising sessions (Fridays) with the professor with each research group to provide feedback on their written products. Students must bring to each meeting a hard (if needed) and digital copy of the document. The professor will provide a Drive Folder link in which learners will keep all the written products that will be developed throughout the semester. After every advising session, the learner must always incorporate the feedback given by the professor before the next meeting. All the members of the group are expected to show up for the advising session (grade is always granted).

In the educational process, **the learning process and the responsibility** of the success of the course and objectives are the co-creation of both the teachers and the learners and the product of the harmony of both. Therefore, during class, students are expected to actively participate, there will be whole class or small group discussions, debates, and oral presentation, among others. After class and autonomy work is crucial for achieving successful results. Thus, students are expected to write academic texts, and reflect critically on the topics presented by the professor and their peers. Learners are in charge of frequently checking course updates, reading, and strictly following task instructions, reading and annotating assigned and complementary literature, regularly visiting this syllabus as a course guide, maintaining communication with professor and peers when doubts or issues appear, double-checking written and oral products before submission, among others. Moreover, oral presentations will also be conducted by the professor in order to clarify and reinforce the new theories.

Attendance and punctuality are not optional for classes. In case of absences, students must show valid excuses. If quizzes and other procedures of evaluation are held when a student is absent, a valid written excuse must be presented to the professors so that the student can be evaluated. The request and support submission only applies during the following 10 days after the absence. Regardless of the reason for the absence, students are responsible for completing missed assignments, and to be evaluated all must show valid excuses.

6. Thematic Development and Evaluation

First grade 30%				
Research Project Monografía.	Práctica Organizacional Conducente a Proyecto de grado	Seminarios Propedéuticos	Extension Project	EPOSTL
Lit Review 15%	Lit Review 15%	Resumen Ejecutivo 15%	Lit Review 15%	Context: Curriculum, aims and needs, the role of the language

				teacher, institutional resources and constraints 10%
Statement of The Problem 10%	Justification 10%	Justification 10%	Justification 10%	Methodology: Speaking/Spoken interaction 10%
Research Question Objectives 5%	Objetivos and cronograma 5%	Objectives 5%	Objectives & needs 5%	Justification 10%
Second grade 15%				
Research Project y Monografia	Práctica Organizacional Conducente a Proyecto de grado	Seminarios Propedéuticos	Extension Project	EPOSTL
Conceptual Framework 15%	Conceptual Framework 15%	Argumentative essay. Seminar I 15%	Conceptual Framework 15%	Methodology: Writing, listening and reading 15%
Third grade 20%				
Research Project, classroom project.	Práctica Organizacional Conducente a Proyecto de grado	Seminarios Propedéuticos	Extension Project	EPOSTL
Methodology 20%	Formato Inicial part 1/ context setting Taller de prácticas 20%	1 Argumentative essay. Seminar II and Conclusion	Methodology 20%	Methodology: Grammar, vocabulary Culture and resources 20%
Oral Presentation 10 %				

Project Defense 20 %

Final written product 5%

General Considerations:

Project Defense

1. All sections of the written document at the end of the semester (final grade of all the document) must have a passing grade in order to present in order to defend the project.
2. The final product of each of the chapters handed in at the end of the semester is not the final version of the project. The projects will go through modification and adjustments in every course that belongs to the research area (Fundamentos de la Investigación, Research Design, Execution I and Execution II).
3. Students who do not pass two chapters in the final product of the thesis will not be allowed to defend the project.
4. All learners of a project must attend the feedback sessions (the absence of one student will apply the cancelation of the session)
5. Your success in the project is NOT the responsibility of the professor.
6. It is your responsibility to present all the assignments proposed in the course; it does not matter if your project advisor does not require it.
7. Students who belong to the same project will be allowed to move to another group only if: -the professors make the decision; -the schedule fits.
8. The only language accepted for the defense is English, regardless of the language in which the project is being written.
9. For the lit review, it is mandatory to **have 4 studies for classroom projects** and **4 studies for research** and monograph. 2019 above.
10. In the case of **plagiarism** any task in which information has been plagiarized will get a grade of 0.0 and the corresponding disciplinary actions will be taken.

7. Content of the course

(IMPORTANT: all the activities and tasks below may be adjusted or be rescheduled)

The main topics (underlined) of the course will be assigned to students for a 15-minute presentation.

*As part of the strategy “Bilingües emergentes”, the students will develop some activities in Spanish that will help them to improve their communicative competence in their mother tongue. The facilitators of the course will provide feedback.

Date	Oral Presentation Themes
	Lit Review

	Statement of the problem Justification
	Objectives Research question
	Conceptual Framework
	Qualitative Research Quantitative Research Mixed Method
	Types Sampling (Merriam 1998)
	Data collection methods I (interview, surveys and questionnaires) Data collection methods II (observation, research journals, document analysis)
	Data Analysis I (grounded theory, Content analysis, Narrative analysis) Data Analysis II (Discourse analysis, Thematic analysis)

8. REFEREFENCES

- Mertens, D.M. (1998). Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches. Thousand Oaks, CA: Sage.
(Chapter 1: An introduction to research, Chapter 3: Experimental and quasi-experimental research, Chapter 4: Causal comparative and correlational research)
- Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches Second Edition). Thousand Oaks, CA: Sage.
(Chapter 1: A framework for design) 463-494.
- Merriam, S.B. (1998). Qualitative research and case study applications in education. San Francisco: Jossey-Bass.
(Chapter 1: What is qualitative research?; Chapter 2: Case studies as qualitative research)
- Patton, M.Q. (2002). Qualitative research & evaluation methods (Third Edition). Thousand Oaks, CA: Sage.
(Chapter 1: The nature of qualitative inquiry)
- Seliger, H. & Shohamy, E. (1990). Second Language Research Methods. Oxford: Oxford University Press. Chapter 1: What's research?)
- Freeman, Donald (1996). Redefining the Relationship between Research and what Teachers know. In: Voices from the Language Classroom. Cambridge. Cambridge University Press.
- Richards, Jack and Lockhart, Charles. Reflective Teaching in Second Language Classrooms. Approaches to Classroom Investigation and Teaching.
- Nunan, D. (2002). Research Methods in Language Learning. Cambridge, UK: Cambridge University Press. (Chapters 3 and 4)

Merriam S. & Simpson E. (2000) A Guide to Research for Education and Trainers of Adults. Krieger Publishing Company.

Teachers' resources and publications used in the Research Design Course

<https://drive.google.com/drive/folders/1XK0yGZTtbGPGYJpUi8sj9zKzPb3P166c?usp=sharing>

Velásquez-Hoyos, A. P. (2021). Theme-Based Teaching to Promote Oral Fluency in a University in Colombia. *HOW Journal*, 28(2), 97-119. <https://doi.org/10.19183/how.28.2.555>

<https://invessoft.com/ponencias2019/pdf/ponenciaTerminada/270.pdf>

Enseñanza del Inglés a través de la Andragogía: un Modelo Educativo Bilingüe

ISSN: 2711-2624 (En línea) **Authors: Dolly Ramos Gallego, Camilo Largo, Marinela Valencia**

General Considerations

- Attendance is mandatory in advising sessions (graded)
- Arrive punctually and remain until the class finishes. (no walking in and out of the class)
- If you miss part of a class session, it is ***your responsibility*** to prepare for the next class.
- Check the *blog* regularly for information, announcements, and supplementary course materials.
- If you miss a quiz or other graded in-class assignment you may bring me a medical excuse to ***request*** a chance to present the task *unexcused* absence will receive a grade of zero (0.0).
- Out-of-class work that is not presented on time will not be accepted.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
- Turn off and put away cell phones and personal audio equipment before the class begins.
- Partial and final exam papers remain on-file in the Languages office. Students may not keep them or copy them. Exams that are not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- In case of strike classes will change into advising sessions for those who wish to continue.