



Universitat de Lleida

DEGREE CURRICULUM
**EDUCATIONAL RESEARCH -
FOREIGN LANGUAGES
(ENGLISH)**

Coordination: VRACIU , ALEXANDRA

Academic year 2021-22

Subject's general information

Subject name	EDUCATIONAL RESEARCH - FOREIGN LANGUAGES (ENGLISH)			
Code	14311			
Semester	ANUAL CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Secondary Education Teacher, Training and Language Teaching	1	OPTIONAL	Blended learning
Course number of credits (ECTS)	5			
Type of activity, credits, and groups	Activity type	PRAULA	TEORIA	
	Number of credits	1	4	
	Number of groups	1	1	
Coordination	VRACIU , ALEXANDRA			
Department	SPECIAL DIDACTICS			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	Mòdul 1: Alexandra Vraciu (1.5 ECTS) Mòdul 2: : Alexandra Vraciu (2.5 ECTS) Mòdul 3: Alexandra Vraciu (1 ECTS)			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
VRACIU , ALEXANDRA	alexandra.vraciu@udl.cat	5	

Learning objectives

This subject aims to provide pre-service teachers with the necessary knowledge and resources to design teaching innovation projects based on the systematic observation of the L2 teaching / learning process in secondary education and on the most recent evidence available on the development of communicative competence in English as a foreign language, applying techniques and procedures typical of educational research. To this end, 4 specific objectives have been set:

O1: Become familiar with the conceptual frameworks of educational innovation and the regulatory documents and teaching innovation programs in secondary education in Catalonia

O2: Use systematic observation tools to reflect on teaching practice.

O3: Know reserch designs, techniques and procedures in teaching / learning of foreign languages.

O4: Design and write a teaching innovation project (the final master's thesis / TFM).

Competences

SPECIFIC COMPETENCIES

- (E22) Be familiar with and implement proposals of teaching innovation in the field of expertise.
- (E23) Critically analyse the teaching practice in general, best practices and guidance using quality parameters.
- (E24) Identify problematic issues related to the teaching and learning of a foreign language and put forward alternative solutions.
- (E25) Know and apply basic research and assessment methodologies and techniques and be able to design and develop research, teaching innovation and assessment projects for the foreign language class.

GENERAL COMPETENCIES

- (G2) Oral and written communication.
- (G3) Analytical and synthetical skills.
- (G4) Organisational and planning skills.
- (G5) Information management skills.
- (G8) Using ICTs in a professional context.
- (G11) Using a foreign language.

Subject contents

Module 1: Innovation in English Language Teaching (ELT)

- 1.1 Defining innovation in educational contexts
- 1.2 Innovation programs and projects in Catalan secondary education
- 1.3 Reflective practice as innovation in ELT: principles and instruments

Module 2 Research and innovation in ELT

- 2.1 Approaches to evidence-based innovation in ELT
 - 2.1.1 Classroom research paradigms
 - 2.1.2 Research methods and designs
 - 2.1.3 Data collection instruments and measures
 - 2.1.4 Data analysis and interpretation
- 2.2 Answering challenges in ELT: Evidence from classroom-based research studies

Module 3. Writing an innovation project for ELT (TFM)

- 3.1 Structure of the TFM (Teaching Innovation Proposal)
- 3.2 Formal characteristics
- 3.3 Style and register conventions

Methodology

The methodology of the subject will be hybrid, with on-site and online sessions (asynchronous). There will be lectures, collaborative work, discussion forums, viewing of video documents, practical exercises in the classroom and Virtual Campus, etc. Students will be encouraged to participate actively in the different types of sessions. The online sessions will be based on the methodology of the flipped classroom, and will be closely linked to the practical tasks in the on-site sessions. The materials used will cover a wide range of texts (scientific publications, normative documents, general audience publications, etc.). There will be compulsory and other recommended readings related to the different contents of the subject that will be posted on the Virtual Campus.

Evaluation

1st LEARNING EVIDENCE: Module 1

Description:

An argumentative text on the linguistic project and the teaching practices in the English classroom in a high school (individual work)

Competences assessed:

E.23 Analyse the teaching practice in general and the best practices using quality parameters.

E.24 - Identify problematic issues related to the teaching and learning of a foreign language and put forward alternative solutions.

G2- Oral and written communication.

G 5- Information management skills.

G11- Using a foreign language.

Weight: 30%

Deadline: 22/12/2021

Assessment criteria:

Students are expected to be able to:

- a. observe and analyze the linguistic project and the teaching practices in the context of teaching/learning English as a Foreign Language in a high school
- b. establish relationships between their observations and the theoretical-conceptual frameworks of teaching/learning foreign languages, teaching innovation and educational research
- c. use technical and specialized language

2nd LEARNING EVIDENCE: Module 2

Description:

Oral presentation of research articles on teaching/learning foreign languages (in pairs / small group)

Competences assessed:

E22 - Be familiar with and implement proposals of teaching innovation in the field of expertise.

E23 Analyse the teaching practice in general and the best practices using quality parameters.

G2- Oral and written communication.

G3 - Analytical and synthetical skills.

G11- Using a foreign language.

Weight: 30%

Deadline: 27/01 - 17/02/2022

Resit: 4/05/2022

Assessment criteria:

Students are expected to be able to:

- a) synthesize field-specific texts on teaching/learning foreign languages, teaching innovation and educational research
- b) analyze innovative proposals, both in terms of their design and their learning impact
- c) design a teaching innovation proposal in the context of secondary education
- d) use technical and specialized language

3rd LEARNING EVIDENCE

Description:

Learning portfolio (individual)

Competences assessed:

E22 - Be familiar with and implement proposals of teaching innovation in the field of expertise.

E23 Analyse the teaching practice in general and the best practices using quality parameters.

G2- Oral and written communication.

G3 - Analytical and synthetical skills.

G11- Using a foreign language.

Weight: 20%

Deadline: 4/04 - 8/04/2022 (online submission)

Assessment criteria:

Students are expected to be able to:

1. reflect on one's own learning and that of others and make proposals for improvement
2. provide theoretical-practical arguments
3. use specialism language.

4th LEARNING EVIDENCE: Module 3

Description:

Comparative study and critical analysis of two M.A. dissertations (in pairs / small group)

Competences assessed:

E22 - Be familiar with and implement proposals of teaching innovation in the field of expertise.

E24. Identify problematic issues related to the teaching and learning of a foreign language and put forward alternative solutions.

G2- Oral and written communication.

G3 - Analytical and synthetical skills.

G4 - Organisational and planning skills.

G11- Using a foreign language.

Weight: 20%

Deadline: 2/05 -5/05/2022

Assessment criteria:

Students are expected to be able to identify and assess:

1. Formal aspects of the M.A. dissertations.
2. The use of specialism language and the formal register.
3. The quality of the argumentation and the use of specific examples
4. The integration of theory and practice.

N.B.

1. In the case of the on-site sessions, it is compulsory to attend at least 80% of the sessions as long as there are no sanitary impediments on the part of the students and / or on the part of the university.

All assignments will be in English. Oral and written accuracy is part of the mark and must correspond to a level of foreign language competence at least equal to the C1 level in the CEFR. Oral and / or written evidences of a level of competence below C1 in any of the assignments will entail a "fail" in that assignment.

Bibliography

References

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Adger, C. T., Snow, C. E., & Christian, D. (Eds.). (2018). *What teachers need to know about language.* Multilingual Matters.

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Gkonou, C., Dewaele, J. M., & King, J. (Eds.). (2020). *The emotional rollercoaster of language teaching.* Multilingual Matters.

García Mayo, M.P. (Ed.). (2021). *Working Collaboratively in Second/Foreign Language Learning (Vol. 30).* Walter de Gruyter.

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Melief, K, Tigchelaar, K., & Korthagen, F. (2015). Aprender de la práctica. En O. Esteve, K. Melief, A. Alsina (Coords.), *Creando mi profesión* (pp. 19-38). Barcelona: Ediciones OCTAEDRO.

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Webgrafia

Education. OECD

<http://www.oecd.org/education/>

Programmes d'innovació. XTEC

http://xtec.gencat.cat/ca/innovacio/programes_innovacio/

Centre de Suport a la innovació i recerca educativa en llengües. CIREL.

http://phobos.xtec.cat/cirel/cirel/index.php?option=com_content&view=article&id=1&Itemid=1>

EduCaixa. Portal de recursos educatius

<https://www.educaixa.com/es/home>

Fundació Jaume Bofill

<https://www.fbofill.cat/>

CARLA. Center for Advanced Research on Language Acquisition

<https://carla.umn.edu/>

