



Universitat de Lleida

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

Coordination: VRACIU , ALEXANDRA

Academic year 2022-23

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			
Teaching load distribution between lectures and independent student work	50 teaching hours (60% face-to-face sessions in the classroom and synchronous online sessions + 40% asynchronous online work) 75 hours of independent student work			
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 synchronous face-to-face and virtual sessions. There will be lectures, collaborative work, discussion forums, viewing of video documents, practical exercises in the classroom and through the Virtual Campus, etc. The active participation of students in face-to-face sessions as well as in virtual sessions will be encouraged. The virtual sessions will be based on the methodology of the reverse class, linking them with the practical work of the face-to-face sessions. The materials to be worked on will be of various types (scientific publications, normative documents, informative publications, class recordings, etc.). There will be compulsory readings and other recommended readings of the different contents of the subject that will be posted on the Virtual Campus.

Development plan

Oct 13	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	
Oct 20	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	

Oct 27	Online (synch.)	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	
Nov 3	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	
Nov 11	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Jan 26	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Jan 30	Online (synch.)	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 2	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 9	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 16	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
May 2	Online (synch.)	Module 3. Writing an innovation project for ELT (TFM)	O4 E22, 23 G2,4,5,11	
May 4	Onsite	Module 3. Writing an innovation project for ELT (TFM)	O4 E22, 23 G2,4,5,11	

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: Week 7 (5/12/2022 - 9/12/2022)

Date of resit: Week 10 (9/01/2023 - 13/01/2023)

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: Week 15 (13/02/2023 - 17/02/2023)

Resit: Week 16 (2/05/2023 - 5/05/2023)

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:**

Portfolio for developing a teaching innovation proposal (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: Week 17 (08/05/2023-12/05/2023) (delivery; completion throughout the course)

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: Week 17 (08/05/2023-12/05/2023)

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 virtual synchronous 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.
2. 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.
3. In the case of students who have been granted the alternative assessment due to incompatibility with work timetable, the **alternative assessment** will consist of an exam (50%) and an individual assignment (written report 25% and oral defense 25%).
4. If plagiarism is detected, the provisions of the "Regulations for the evaluation and qualification of Teaching in Degrees and Masters at the UdL" will apply.

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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- Esteve, O. (2010). La observación en el aula como base para la mejora de la práctica docente. En D. Lasagabaster & J.M. Sierra (Eds.), *La observación como instrumento para la mejora de la enseñanza-aprendizaje de lenguas* (pp. 79-118). Barcelona: ICE-Horoscopi
- Esteve, O., Ràfols, J., & Busquets, O. (2006). La pràctica reflexiva: una modalitat de formació del professorat. *Guix. Elements d'Acció Educativa*, 323, 11-15.
- 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/>