Universitat de Lleida

DEGREE CURRICULUM
EDUCATIONAL RESEARCH - FOREIGN LANGUAGES (ENGLISH)

Coordination: VRACIU , ALEXANDRA

Academic year 2023-24

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	EDUCATION SCIENCES
Teaching load distribution between lectures and independent student work	50 teaching hours (60% onsite 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	Module 1: Robert Izquierdo (1ECTS) i Alexandra Vraciu (0.5 ECTS) Module 2: : Alexandra Vraciu (2.5 ECTS) Module 3: Alexandra Vraciu (1 ECTS)

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
IZQUIERDO SANTAULARIA, ROBERT	robert.izquierdo@udl.cat	1	
VRACIU , ALEXANDRA	alexandra.vraciu@udl.cat	4	

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) Crtically 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 combine lectures, collaborative work, debates, viewing of video documents, practical exercises in the classroom and through the Virtual Campus, etc. The active participation of students will be encouraged in face-to-face sessions as well as through the forums of the Virtual Campus. The virtual teaching will be based on the methodology of the flipped classroom, linking it 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, authentic class recordings, etc.). There will be mandatory and other recommended readings about the different contents of the subject that will be posted on the Virtual Campus.

Development plan

Oct 9	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	

Oct 16	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	
Oct 19	Onsite	Module 1. Innovation in English Language Teaching (ELT)	O1,3 E22, 23, 24 G11	
Oct 23	Onsite	Module 1. Innovation in English Language Teaching (ELT) Module 2. Educational research design and methods	O1,2, 3 E22, 23, 24, 25 G2,3,5,8,11	
Oct 26	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Nov 2	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Nov 9	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Jan 25	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 1	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 8	Onsite	Module 2. Educational research design and methods	O2,3 E22, 24, 25 G2,3,5,8,11	
Feb 12	Onsite	Module 2. Educational research design and methods Module 3. Writing an innovation project for ELT (TFM)	O2, 3, 4 E22, 23, 24, 25 G2,3,4,5,8,11	
Feb 15	Onsite	Module 3. Writing an innovation project for ELT (TFM)	O4 E22, 23 G2,4,5,11	
Apr 29	Onsite	Module 3. Writing an innovation project for ELT (TFM)	O4 E22, 23 G2,4,5,11	

Evaluation

The assessment of the subject will be continuous throughout the course. It will focus on the acquisition of the specific and generic competences of the subject and will consist of the following 4 assessment activities:

BLOCK 1

ASSESSMENT ACTIVITY

Description:

Elaboration of a contextualized innovation project in a secondary education center (individual) through Google Classroom. (individual)

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 (4/12/2023 - 8/12/2023)

Date of resit: Week 10 (8/01/2024- 12/01/2024)

Assessment criteria:

Students are expected to be able to:

a. observe and critically 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

BLOCK 2

ASSESSMENT ACTIVITY

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 13 and 14 (05/02/2024 - 16/02/2024)

Resit: Week 15 (29/04/2024-03/05/2024)

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

BLOCK 3

ASSESSMENT ACTIVITY

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 16 (06/05/2024-10/05/2024)

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.

BLOCK 4

ASSESSMENT ACTIVITY

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 16 (06/05/2024-10/05/2024) (delivery; completion throughout the course)

<u>**Assessment criteria:**</u>

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.

<u>**N.B**</u>.

1. In the case of the onsite sessions, **it is compulsory to attend at least 80% of the sessions**.

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. 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.

4. With regard to **students with special educational needs**, the assessment support measures stipulated by the UdLxTothom will be complied with.

<u>**Alternative assessment**</u>

For Students who have been granted the alternative assessment due to incompatibility with work timetable, the **alternative assessment** will consist of a written exam to be carried out onsite (50%) and an individual assignment (written report 25% and oral defense 25%).

Deadlines: Week 14 (12/02/2024-16/02/2024) - individual assignment submission; Week 15 (29/04/2024-03/05/2024) - Written exam and oral defense; Week 16 (06/05/2024-10/05/2024) written exam resit

Bibliography

References

Bibliografia

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Webgrafia

Educació bàsica - El nou currículum

https://projectes.xtec.cat/nou-curriculum/educacio-basica/

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>

Xarxa de competències bàsiques

https://projectes.xtec.cat/xarxacb/

CRP. Servei Educatiu del Segrià

https://serveiseducatius.xtec.cat/segria/crp/

Departament d'Educació: Objectius de Desenvolupament Sostenible (ODS)

https://educacio.gencat.cat/ca/departament/linies-estrategiques/ods/

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/