



Universidad  
de Alcalá

# GUÍA DOCENTE

## Observation and Research in the Classroom

**Máster Universitario en Enseñanza del Inglés  
como Lengua Extranjera  
Universidad de Alcalá**

**Curso Académico 2024/25**  
**1er cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Observation and Research in the Classroom</b>
Código:	<b>200417</b>
Departamento:	<b>Filología Moderna</b>
Área de Conocimiento:	<b>Filología inglesa</b>
Carácter:	<b>Optativa</b>
Créditos ECTS:	<b>4</b>
Cuatrimestre:	<b>1er</b>
Profesorado:	<b>Catherine Watts</b>
Correo electrónico:	<b>catherinewatts885@gmail.com</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

This course combines a theoretical introduction to qualitative action research, discussion of several research experiences, and a practical investigation in a foreign language classroom. This course aims to develop a reflective attitude as a means of promoting teacher development. Participants will implement ways of solving the problems they have in their classes and, consequently, will produce theory from their own research.

### 2. AIMS

#### Generic competences:

- Students should be able to integrate knowledge and deal with the complexity of formulating judgments from information that is incomplete or limited, including reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments. (CG3)
- Students have learning skills which allow them to continue studying in a way that will be largely self-directed or autonomous. (CG5)
- Students know how to communicate their findings, knowledge and latest reasons underlying them to a specialised and non-specialised public, in a clear and unambiguous way. (CG4)

#### Specific competences:

- CE2.4 – Design and conduct formal and non-formal activities that make the educational institution a space for participation and culture in its setting; participate in the assessment, research, and innovation of teaching and learning processes.

- CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.
- CE4.2 – Plan, structure, and develop properly and with certain originality written papers and oral presentations in English about topics related to the teaching approach of the language, conveying ideas effectively and correctly.
- CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.
- CE5.2 – Get started in research in applied linguistics and the teaching of English as a foreign language, being capable of formulating initial hypotheses and using a methodology that will enable valid conclusions to be reached.
- CE5.3 – Independently design and execute research projects in the classroom, setting the goals of the project, its phases, and necessary resources.
- CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning Outcomes:

Participants are expected to be able to:

- Know the main aspects of action and classroom research.
- Know the main techniques of observation and classroom research.
- Get a critical perspective towards classroom language, activities, relationships and values.
- Diagnose problematic aspects of the teaching and learning process to include the assessment of and for learning in their classes.
- Plan an action process to solve those problems.
- Develop observation skills of their classes.
- Promote students' participation in the research process.
- Get used to bibliographical sources related to classroom research.

## 3. MODULE CONTENTS

Units	Hours
1. The qualitative models of research. Action and classroom research.	<ul style="list-style-type: none"> <li>• 14 hours +</li> <li>• 4 hours (face to face)</li> </ul>
2. The teacher as researcher and their professional and personal development through classroom research.	<ul style="list-style-type: none"> <li>• 14 hours +</li> <li>• 4 hours (face to face)</li> </ul>
3. Phases of the research process and techniques.	<ul style="list-style-type: none"> <li>• 10 hours +</li> <li>• 4 hours (face to face)</li> </ul>
4. Action research (observation and data collection)	<ul style="list-style-type: none"> <li>• 20 hours</li> </ul>

5. Data interpretation and analysis. Writing the research report.

- 30 hours

### Class timetable

It will take approximately 100 hours to complete, which include reading materials, lessons, school research and the written report.

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Class contact hours	12
Independent study	50
School research	12
Written report	25
Email and telephone tutorial support and feedback	1

### 4.2. Learning activities

This module will consist of some tutor-led sessions, though the emphasis will be on teacher-guided discussions and students' participation and collaboration.

Students will be required to plan a piece of classroom research and carry it out within the parameters of this module. Please note that it is advisable that everyone taking this module has access to a student/some students with whom they can carry out a small-scale, practical piece of research.

## 5. ASSESSMENT

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines on evaluation of the learning.<sup>1</sup>

### Continuous assessment

- Ordinary

<sup>1</sup> Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).  
<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

It will be based on the following elements:

- Class attendance and active participation 10%
- 10% Two mini-tasks each awarded 5%. Each task will include evidence of critical reflection and engagement with the topics, either through class discussion or electronically.
- 40% research diary
- 40% a final student/classroom-based research report

The research report and the research diary will each demonstrate knowledge and understanding of the relevant background research and literature. The diary in particular will show evidence of analysis and critical reflection, whilst the full report of the research undertaken will demonstrate the development of an argument or thesis. Both will be well-presented and organised to a sound standard and demonstrate quality of expression and appropriate level of language.

- **Extraordinary**

Students who use the extraordinary exam sitting (either because they did not use the ordinary sitting or failed the subject then) will be required to present the same elements described for the final assessment above. The lecturer can adapt the tasks to those students who reached some of the competences of the subject in the ordinary period.

### Final assessment

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

The final assessment will be based on the following elements:

- two mini-tasks (10%),
- a final student/classroom-based research report (40%),
- a research diary (40%).

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to

the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

## 6. BIBLIOGRAPHY

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- Bell, J. & Waters, S. (2014) *Doing your research project: a guide for first-time researchers* (6<sup>th</sup> edition). Berkshire: Open University Press.
- British Educational Research Association (2011) *Ethical Guidelines for Educational Research*. Available from:  
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