



Universidad
de Alcalá

GUÍA DOCENTE

Trabajo Fin de Master (Action Research Project)

**Máster Universitario en Enseñanza del Inglés
como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2022/23

GUÍA DOCENTE

Nombre de la asignatura:	Trabajo Fin de Master (Action Research Project)
Código:	201323
Titulación en la que se imparte:	Máster Universitario en Enseñanza del Inglés
Departamento y Área de Conocimiento:	Filología Moderna
Carácter:	Obligatoria
Créditos ECTS:	16
Curso y cuatrimestre:	Anual
Profesorado:	M. Dolores Porto, Ana Halbach, Antonio García Gómez, Daniel Candel, Mercedes Díez, Jesús García, Silvia García Hernández, Carmen Santamaría, Raquel Fernández, Catherine Watts, Juan Manuel Camacho, María Luisa Pérez Cañado, Alberto Lázaro, Davinia Sánchez, Teresa Hernández, Soraya García.
Horario de Tutoría:	
Idioma en el que se imparte:	Inglés

1. PRESENTATION

The Royal Decree 1393/2007 of 29 October, establishing the regulation of official university degrees, indicates that all official postgraduate teaching will conclude with the preparation and public defence of a Master's Dissertation (hereafter MD), which has to be part of the curriculum. To complete the degree programme, in-service teachers are required to prepare a research project with didactic proposals for implementation in the classroom. Students will only be admitted for public defence of their projects once they have passed all the other components of their programme of study.

2. COMPETENCES

Generic competences:

CB8 – Students should be able to integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections on the social and ethical responsibilities connected to applying knowledge and judgments.

CG3 – Can integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections on the social and ethical responsibilities connected to applying knowledge and judgments.

CG4 – Communicate conclusions, underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

CG5 – Possess learning skills to continue studying in a largely self-directed or autonomous manner.

Specific competences:

CE1.1 – Learn the interaction and communication process in the classroom, master the social skills needed to foster learning and coexistence in the classroom, address disciplinary problems, and practice conflict resolution.

CE1.3 – Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE2.2 – Design the curriculum to be implemented in educational institutions, participate in collaborative planning, and apply didactic methodologies for groups and personalised ones adapted to students' diversity.

CE2.3 – Learn strategies to stimulate students' effort, promote their ability to learn for themselves, and develop thinking and decision skills that enable autonomy, confidence, and personal initiatives.

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.

CE3.4 – Identify and plan how to address educational situations that affect students who possess diverse skills and learn at different paces.

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.

CE4.3 – Develop a sense of scientific writing on topics related to teaching.

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:

Students should be able to:

- Design and implement a small-scale research project.
- Demonstrate their ability to apply knowledge adequately and think critically.
- Locate relevant bibliographical references and use them appropriately.
- Write an academic paper in English.
- Analyse teaching practices to identify areas for improvement or growth.
- Propose specific actions for improvement, either as a pedagogical intervention, a set of guidelines or a list of remedial actions
- Self-assess their work, evaluating its impact.

3. CONTENTS

Content blocks	Total teaching sessions, credits or hours
Identifying area of research	• 2 credits
Literature review	• 2 credits
Designing and implementing research plan	• 4 credits
Collecting and analyzing data	• 4 credits
Writing a research report	• 4 credits

4. TEACHING AND LEARNING METHODS

4.1. Distribution of credits

Face-to-face/Virtual tutorials:	3
Study of theoretical content:	97
Independent study:	300
Total horas	400

4.2. Methodological strategies, materials and resources

Exchange with director of Master's Thesis	Through these exchanges the director will guide and supervise the work done by the student. The exact nature of these exchanges as well as their frequency will depend on the students' needs. It is the students' responsibility to seek the director's advice and to then follow his/her indications.
Literature review	Students will need to find relevant bibliography about the area they are going to do research on, so as to make sure that their own teaching intervention is informed by current thinking about teaching.
Writing the research report	Students will need to write a research report of 8,000 to 12,000 words.
Oral defence	Students will present their research orally.

5. ASSESSMENT: Procedures, assessment and marking criteria

Students will be required to present and defend their work publicly in front of an Evaluation Committee.

Once the MD is completed, the supervisor will send an electronic copy of the work with a brief report to the President of the Evaluation Committee. The report should state explicitly that the MD is ready for public defence and contain a suggested mark. This must be sent ten days before the date of the public defence.

There will be two examination procedures during the academic year. Exceptionally, when a student has completed all the modules of the programme in February, there may be a special public defence earlier in the year if permission is granted by the Academic Committee of the Master's. The President of the respective Evaluation Committee will notify each student well in advance the place, date and time set for their exam. During their exam, each student will have a few minutes to orally present a summary of key aspects of their work. After the exposition, students will answer questions and clarifications that may be requested by members of the Evaluation Committee.

Assessment criteria

The Evaluation Committee will consider the following assessment criteria:

- ✓ Clarity, precision, accuracy and consistency in the determination of **objectives**.
- ✓ Appropriateness of the **methodology** used.
- ✓ Depth and mastery of topics and **contents** that are dealt with (state of the art,

- ✓ context, teaching strategies, etc.).
- ✓ Degree of originality and personal **contributions**.
- ✓ Handling of **bibliography**.
- ✓ Correction in the **writing**, organization and presentation of work.
- ✓ Clarity, correctness and structure of the **oral defence**.

6. BIBLIOGRAPHY

- Hubbard, R. S., and B. M. Power (2003) *The Art of Classroom Inquiry: A Handbook for Teacher-researchers*. Portsmouth, NH: Heinemann.
- Mills, Geoffrey E. (2006) *Action Research: A Guide for the Teacher Researcher*. London: Prentice Hall
- McNiff, Jean, Pam Lomax and Jack Whitehead (2003) *You and Your Action Research Project*. London: Routledge.
- Sagor, Richard (2004) *The Action Research Guidebook: A Four-step Process for Educators and School Teams*. Thousand Oaks, CA: Corwin Press.
- Stringer, E. (1996) *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage Publications.

Links to action research web sites

Action Learning and Action Resources (ALAR)

It lists frequently asked questions about action research.

<http://www.scu.edu.au/schools/gcm/ar/arp/arfaq.html>

Action Research at Bath University (UK)

<http://www.actionresearch.net/>

Action research for professional development

Concise advice for new action researchers, by Jean McNiff

<http://www.jeanmcniff.com/booklet1.html>

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.