



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 2022/23
1er cuatrimestre

GUÍA DOCENTE

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

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

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

Assessment will be based on the following elements:

Class attendance and active participation 10%

30% Three mini-tasks each awarded 10%. Each task will include evidence of critical reflection and engagement with the topics, either through class discussion or electronically.

30% research diary

30% 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.

According to the UAH regulation, if a student needs to opt for final assessment, official permission from the master's director will be required (the application will be submitted within the first two weeks of the course). If permission is granted, the final assessment will be based on the following elements: three mini-tasks (30%), a final student/classroom-based research report (40%) and a research diary (30%).

6. BIBLIOGRAPHY

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- Bell, J. & Waters, S. (2014) *Doing your research project: a guide for first-time researchers* (6th edition). Berkshire: Open University Press.
- British Educational Research Association (2011) *Ethical Guidelines for Educational Research*. Available from:
<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2011>
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- Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education* (8th edition). London: Routledge.
- Dornyei, Z. (2007) *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Hamilton, L. & Corbett-Whittier, C. (2013) *Using case Study in Education Research*. London: SAGE Publications Ltd.
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- Nunan, D. (1992) *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Revista Encuentro available at <http://www.encuentrojournal.org>.
- Paltridge, B. and Phakiti, A. (eds.) (2010) *Continuum Companion to Research Methods in Applied Linguistics*. London: Continuum.
- Pollard, A. (2005) *Reflective Teaching: evidence-informed professional practice*. London: Continuum.

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.