



## IDENTIFYING DATA

### Research and innovation in didactics of foreign language and literature (English / French)

Subject	Research and innovation in didactics of foreign language and literature (English / French)			
Code	P02M178V01213			
Study programme	(*)Máster Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	3	Optional	1st	2nd
Teaching language	French Galician English			
Department				
Coordinator	Valcárcel Riveiro, Carlos			
Lecturers	Valcárcel Riveiro, Carlos			
E-mail	carlos.valcarcel@uvigo.es			
Web				
General description	Review of innovative methodologies in the field of foreign language and literature teaching (English/French).			

## Skills

Code	
A1	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context
A2	Know how to apply ones own acquired knowledge and ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to ones area of study
A3	Be able to integrate ones own knowledge and face the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of ones knowledge and judgements
A4	Know how to communicate ones own conclusions and the ultimate knowledge and reasons behind them to specialised and non-specialised audiences in a clear and unambiguous manner
A5	Possess the learning skills that will enable one to continue studying in a largely self-directed or autonomous manner
B2	Be proficient in speaking, listening, reading and writing in a foreign language
B3	Use the basic tools of information and communication technologies (ICT) required for the exercise of ones profession and for lifelong learning
B4	Develop oneself for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnosing problems, formulating and implementing knowledge-based solutions aimed at the common good
B6	Assess critically the available knowledge, technology and information to solve the problems faced
B7	Take on the importance of lifelong learning as a professional and citizen
B8	Appreciate the importance of research, innovation and technological development in the socio-economic and cultural progress of society
C4	Develop foreign language skills for teaching in specific areas
C7	Ability to apply theoretical knowledge in specific didactics to research, innovation and evaluation
C8	Ability to defend and justify both orally and in writing the research and/or innovation work carried out, using audiovisual support tools when necessary

C10	Conocer los fundamentos teóricos que sustentan la investigación e innovación en el ámbito de las Didácticas Específicas
C11	Know, understand and use scientific language and apply it correctly in its different forms of expression and communication
C12	Identify the main lines of research and innovation and their evolution in the Specific Didactics
C13	Analyze and assess critically researches and innovation projects in specific disciplinary areas
C14	Know different methodological approaches used in educational research, considering their pertinence for solving specific problems
C15	Identify quality and control criteria both in research and in teaching practice, fostering a critical, reflective and innovative attitude
C16	Design, justify, organise and assess proposals for research and innovation in the field of Specific Didactics
C17	Select, adapt and apply ICT materials and resources and of other kinds to improve teaching and learning in the different discipline areas
C18	Acknowledge research and innovation applied to the education sciences as a permanent tool for educational and social innovation and improvement
D1	Ability to analyse and synthesise
D2	Ability to adapt to new situations
D4	Work collaboratively
D5	Organizational and planning skills in disciplinary and interdisciplinary educational fields
D6	Ability to innovate (creativity) within school and non-school educational contexts
D7	Behave ethically and with social and environmental responsibility as a teacher and/or researcher
D8	Ability to communicate with peers, the educational community and society in general in ones areas of knowledge
D9	Integrate ICT into research processes and information management, data analysis and dissemination and communication of results
D10	Ability to update knowledge, methodologies and strategies in teaching practice
D11	Ability to understand the meaning and application of gender mainstreaming in different fields of knowledge and in professional practice to achieve a fairer and more equitable society
D13	Sustainability and environmental commitment. Equitable, responsible and efficient use of resources

### Learning outcomes

Expected results from this subject	Training and Learning Results
Value the importance of innovation and research as strategies to improve the quality of education in the area of foreign language and literature in Preschool and Primary Education.	A1 A3 A5 B3 B4 B6 B7 B8 C7 C10 C11 C12 C13 C14 C15 C17 C18 D1 D2 D6 D7 D8 D9 D10 D11 D13

Develop key aspects of initial training for L2 teachers.

A1  
A2  
A3  
A4  
A5  
B2  
B3  
B4  
B6  
B7  
B8  
C4  
C7  
C8  
C10  
C11  
C12  
C13  
C14  
C15  
C16  
C17  
C18  
D1  
D2  
D4  
D5  
D6  
D7  
D8  
D9  
D10  
D11  
D13

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Analyze critically the curriculum for foreign language and literature, teaching practices and teaching materials.

A1  
A3  
A5  
B6  
B8  
C7  
C12  
C13  
C14  
C15  
C16  
C17  
C18  
D1  
D2  
D4  
D5  
D6  
D8  
D9  
D10

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Formulate proposals for educational research and innovation in school and out-of-school contexts in the area of foreign language teaching.	A1
	A2
	A3
	A4
	A5
	B2
	B3
	B4
	B6
	B7
	B8
	C4
	C7
	C8
	C10
	C11
	C12
	C13
	C14
	C15
	C16
	C17
	C18
	D1
	D2
	D4
	D5
	D6
	D7
	D8
	D9
	D10
	D11
	D13

### Contents

Topic	
Research in foreign language and literature teaching.	- Conceptualization, characteristics and paradigms. - Main lines and areas of research.
Innovation in the educational processes of foreign language and literature teaching in Preschool and Primary School.	- Basics of educational innovation. - Models and trends. - Analysis of effective practices. - Design of tools and resources for innovation.

### Planning

	Class hours	Hours outside the classroom	Total hours
Previous studies	2	2	4
Project based learning	10	48	58
Introductory activities	1	2	3
Presentation	2	8	10

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

### Methodologies

	Description
Previous studies	At the beginning of the course, the teacher will present and discuss bibliography and online resources useful for reaching the objectives of the course.
Project based learning	Throughout the course, students will be asked to complete a project that must be presented orally on the date of the official exam. All projects will be group-based and instructions will be given during the course presentation. In the classroom sessions, the teacher will provide guidance to the students in the execution of their projects with group and collaborative activities.
Introductory activities	In the first session, the teacher will present the goals, contents, teaching planning and methodology, evaluation and procedures for personalized attention.

### Personalized assistance

Methodologies	Description
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Previous studies	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.
Project based learning	Personalized attention can be provided in different ways: 1. During the office hours detailed by the teacher at the introductory session of the course. Students must make an appointment by e-mail with the teacher within these hours. In these tutored sessions, students will be able to resolve doubts, make suggestions and reinforce practical aspects of the course. The teacher will not be available to students without an appointment or outside the scheduled office hours. 2. Using the online working group. 3. By videoconference (by appointment) or e-mail.

## Assessment

Description	Qualification	Training and Learning Results			
PresentationStudents, organized in work groups, will develop a project consisting of the elaboration of a teaching sequence. The project will be submitted on the learning platform on the scheduled date of the examination and will be evaluated according to an assessment rubric proposed by the teacher at the beginning of the course. On the official examination date, each group will present its project in English or French. Each group will have up to 20 minutes for the presentation.	100	A1	B2	C4	D1
		A2	B3	C7	D2
		A3	B4	C8	D4
		A4	B6	C10	D5
		A5	B7	C11	D6
		B8	C12	D7	
			C13	D8	
			C14	D9	
			C15	D10	
			C16	D11	
			C17	D13	
			C18		

## Other comments on the Evaluation

The dates and deadlines for the evaluations will be posted from the beginning of the term on the learning platform and on the master's website.

### 1. First call evaluation.

#### 1a. Classroom-based evaluation

Students will have to carry out and present orally a group project, which will consist of the development of a teaching sequence. The project will be evaluated by the teacher according to a rubric available on the learning platform. Project presentations will be held on the day, time and place set out in the official examination calendar.

#### 1b. Non-classroom-based evaluation

Students who are unable or unwilling to attend the classes should ask the teacher to take the non-classroom-based evaluation during the first two weeks of the course. Non-classroom-based evaluation will consist of a written examination on 100% of the course contents. The exam will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric established by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website.

### 2. Second call evaluation.

Students not attending any evaluation (classroom-based or non-classroom-based) at the first call will be graded as no-shows. Students attending the second call must take a written exam on 100% of the syllabus contents. The examination will take place on the official date set by the Faculty. It will be scored from 0 to 10 according to an evaluation rubric provided by the teacher. The exam will have a theoretical question and a hypothetical scenario that the students will have to solve. Details information on the type of exam and the evaluation rubric used by the teacher will be available on the course website. Any work carried out during the course will not be considered at the second call.

### 3. Working languages

The working languages of the course will be English and French. At all times, the teacher will communicate with the students, in French or English, both orally and in writing. Unless otherwise indicated by the teacher, students may use any of the working languages. Examination documents will be written in French and English, but students may take the exam in

any of these languages.

The use of automatic translators in any learning activity of this course, as well as to communicate with the teacher, is not allowed. Repeated use of machine translation in a project or in an examination may constitute an invalidation.

#### 4. Students with special educational needs (SEN)

Students with special educational needs due to specific learning difficulties may benefit from an adaptation of the evaluation system. This adaptation, agreed between the teacher and the students concerned, will seek to ensure that all necessary means are made available for students with SEN to demonstrate the achievement of the learning objectives.

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#### Sources of information

##### Basic Bibliography

BERTOCCHINI, P. e COSTANZO, E., **Manuel de formation pratique pour le professeur de FLE**, 2, Clé Internationale, 2017

CAMERON, L., **Teaching language to young learners**, Cambridge University Press, 2002

CAUSA, M., **Formation initiale et profils d'enseignants de langues - Enjeux et questionnements.**, De Boek, 2012

CUQ, J. P. / GRUCA, I., **Cours didactique du français langue étrangère et seconde**, 3, Presses Universitaires de Grenoble, 2017

ELLIS, R., **Task-based Language Learning and Teaching**, 1, Oxford University Press, 2003

HINKEL, E., **Handbook of research in second language teaching and learning. Vol. 2**, 1, Routledge, 2011

LEOW, R.P., **The Routledge Handbook of Second Language Research in Classroom Learning**, 1, Routledge, 2019

LONG, M., **Second Language Acquisition and Task-Based Language Teaching**, 1, Wiley, 2015

LONG, M.H. / DOUGHTY, C.J., **The Handbook of Language Teaching**, Blackwell, 2009

MACKEY, A. / GRASS, S.M., **Research Methods in Second Language Acquisition**, 1, Wiley-Blackwell, 2012

PINTER A., **Teaching Young Language Learners**, Oxford University Press, 2017

ROBINSON, P., **The Routledge Encyclopedia of Second Language Acquisition**, 1, Routledge, 2013

SLATTERY, M. / WILLIS, J., **English for primary teachers. A handbook of activities and classroom language.**, Oxford University Press, 2014

VANTHIER H., **L'enseignement aux enfants en classe de langue**, Clé Internationale, 2009

##### Complementary Bibliography

COOK, V., **Second Language Learning and Language Teaching**, 4, Hodder, 2008

GORDON, T., **Teaching Young Children a Second Language**, 1, Praeger, 2007

GRIFFEE, D. T., **An Introduction to Second Language Research Methods**, 1, TESL-EJ Publications, 2012

HINKEL, E., **Handbook of research in second language teaching and learning. Vol. 1**, 1, L. Erlbaum Associates, 2005

NUNAN, D., **Task-based language teaching**, Cambridge University Press, 2004

SHEHADEH, A. / COOMBE, C.A., **Task-based language teaching in foreign language contexts : research and implementation**, 1, John Benjamins, 2012

WEISS, F., **Jouer, communiquer, apprendre**, Hachette, 2002

WILLIS, D. / WILLIS, J., **Doing task-based teaching**, Oxford University Press, 2007

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#### Recommendations

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#### Other comments

A B1 level in English or French is recommended.

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#### Contingency plan

##### Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

Under the blended mode, one part of the student body will remain in the classroom while the other part will follow the class preferably in a synchronous mode, or asynchronous if the tool used so advises. Methodologies, personalized attention and evaluation will remain the same as those of the classroom-based mode. However, groups and rotations will be adapted to

comply with health regulations.

No adaptation of the course contents is required, as all of them can be addressed in a non classroom-based context. The teaching methodologies, already based on the synchronous use of collaborative digital spaces, do not require modifications either. Online classes will be carried out by videoconference on the remote campus at the times scheduled for classroom-based classes whenever possible.

Tutoring sessions will preferably be ensured by videoconference, although it is also possible to contact the teacher by e-mail or by phone. Several references from the recommended literature are available in digital format. Students interested in consulting them are invited to contact the teacher.

#### === ADAPTATION OF THE EVALUATION ===

The evaluation system foreseen for the different calls is maintained in a non-classroom-based environment. The examinations for non-classroom-based or second call evaluation will be carried out via the learning platform and the remote campus at the date and time scheduled by the faculty. Project presentations will require the recording of audio or video files by the students.

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