



Teaching Guide

Identifying Data					2023/24
Subject (*)	Research and Innovation in the Didactics of Foreign Language and their Literatures (English/French)		Code	652534013	
Study programme	Mestrado Universitario en Investigación e Innovación en Didácticas Específicas para Educación Infantil e Primaria				
Descriptors					
Cycle	Period	Year	Type	Credits	
Official Master's Degree	2nd four-month period	First	Optional	3	
Language	SpanishGalicianEnglish				
Teaching method	Face-to-face				
Prerequisites					
Department	Didácticas EspecíficasDidácticas Específicas e Métodos de Investigación e Diagnóstico en Educación				
Coordinador	Couto Cantero, Pilar	E-mail	pilar.couto@udc.es		
Lecturers	Couto Cantero, Pilar	E-mail	pilar.couto@udc.es		
Web					
General description	The aim of this subject is to study in depth the methodological and scientific elements which allow research and investigation in the area of study.				

Study programme competences / results

Code	Study programme competences / results
A4	E4 - Desenvolver a competencia lingüística en lingua estranxeira orientada cara á docencia nas áreas específicas.
A10	E10 - Coñecer os fundamentos teóricos que sustentan a investigación e innovación no ámbito das Didácticas Específicas.
A12	E12 - Identificar as principais liñas de investigación e innovación e a súa evolución nas Didácticas Específicas.
A13	E13 - Analizar e valorar criticamente investigacións e proxectos de innovación en ámbitos disciplinares específicos.
A14	E14 - Coñecer diferentes tipos de metodoloxía que se empregan na investigación educativa considerando a súa pertinencia para a resolución de problemas concretos.
A15	E15 - Identificar criterios de calidade e control tanto na investigación como na práctica docente, fomentando o espírito crítico, reflexivo e innovador.
A16	E16 - Diseñar, xustificar, organizar e avaliar propostas para a investigación e a innovación no ámbito das Didácticas Específicas.
A17	E17 - Seleccionar, adaptar e aplicar materiais e recursos TIC e doutra índole, para mellorar o ensino e aprendizaxe dos diferentes ámbitos disciplinares.
B1	CB6 - Posuír e comprender coñecementos que acheguen unha base ou oportunidade de ser orixinais no desenvolvemento e/ou aplicación de ideas, a miúdo nun contexto de investigación.
B4	CB9 - Que os estudantes saiban comunicar as súas conclusións e os coñecementos e razóns últimas que as sustentan a públicos especializados e non especializados dun modo claro e sen ambigüidades.
B7	G2 - Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
B8	G3 - Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
B11	G6 - Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
B13	G8 - Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
C1	T1 - Capacidade de análise e síntese.
C3	T3 - Traballar de forma autónoma e con iniciativa.
C6	T6 - Capacidade de innovar (creatividade) dentro de contextos educativos escolares e non escolares.
C9	T9 - Incorporar as TIC no proceso de investigación e a xestión da información, a análise de datos e a difusión e comunicación de resultados.

Learning outcomes



Learning outcomes	Study programme competences / results		
Value the importance of the innovation and research as strategies to improve the educational quality in the area of Teaching and Learning Foreign Languages and Cultures.	AC12	BC13	CC1 CC3
Develop the key aspects of the initial teacher training for teachers of Foreign Languages and Cultures.	AC10 AC12 AC17	BC8 BC13	CC3 CC9
Analyse with constructive criticism the curriculum of Teaching and Learning Foreign Languages and Cultures, the teaching practices and the ordinary didactic materials.	AC13 AC15 AC17	BC1 BC7	CC1 CC3
Prepare, plan and implement (if possible) proposals of research and educational innovation in school and out-school contexts in the area object of study.	AC4 AC14 AC15 AC16	BC1 BC4 BC8 BC11	CC1 CC3 CC6

Contents	
Topic	Sub-topic
I. RESEARCH IN LINGUISTIC & LITERARY EDUCATION IN FL.	1. Concepts, characteristics and paradigms. 2. Main lines and fields of research.
II. INNOVATION FOR THE IMPROVEMENT OF THE EDUCATIONAL PROCESS IN LINGUISTIC & LITERARY EDUCATION IN FL.	3. Fundamental concepts in educational innovation. 4. Models and trends. 5. Analysis of effective practices. 6. Design of tools and resources for innovation.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A4 B1 B13	20	0	20
Document analysis	A10 A12 A13 A15	0	20	20
Student portfolio	A4 A16 A17	0	10	10
Research (Research project)	A14 B11 C6	0	20	20
Oral presentation	B4 B7 B8 C1 C3 C9	1	2	3
Personalized attention		1	0	1

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

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas).
Document analysis	Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical).



Student portfolio	Folder or binder divided into clearly marked or labelled sections containing record or products of learning activities performed over a given period, with student's progress charted through marks achieved and comments of teacher. Portfolio includes: class notes, research, project outlines and development, article analysis, summaries, tests, self-assessment, tasks and task outcomes, teacher's progress reports, etc.
Research (Research project)	Teaching process aimed at promoting student learning through use of practical, situation-based activities in which learner is tasked with identifying problem, articulating specific nature of problem, analysing it, interpreting results, and reaching appropriate conclusion.
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.

Personalized attention

Methodologies	Description
Research (Research project) Student portfolio	Some projects or tasks imply specific observation and guiding so personal attention is required.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Research (Research project)	A14 B11 C6	.	45
Student portfolio	A4 A16 A17	.	20
Oral presentation	B4 B7 B8 C1 C3 C9	.	35

Assessment comments

<p>Regular attendance assessment items.</p> <ul style="list-style-type: none"> - I.1. Student portfolio. 20. - I.2. Project or Research. 45. - I.3. Oral presentation. 35. <p>Non regular attendance assessment items. (If applicable).</p> <p>Non regular attendance students (if applicable) will be assessed with an extra item of assessment fixed on the official calendar.</p> <ul style="list-style-type: none"> - I.1. Student portfolio. 10. - I.2. Project or Research. 45. - I.3. Oral presentation. 20. - I.4. Mixed Test. 25. <p>All items are compulsory. A failing grade means that all items must be repeated for the next opportunity.</p>
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Sources of information



<p>Basic</p>	<p>CASANOVA FUENTES, Andrea (2012): ¿Estrategias metodológicas para la enseñanza del inglés como lengua extranjera: La dramatización de textos en el aula?. TFM del Máster Oficial en Innovación, Orientación y Evaluación Educativa Facultad Ciencias de la Educación. UDC. Dirigido por: Pilar Couto Cantero y Mercedes González Sanmamed. COUTO-CANTERO, Pilar & FERNÁNDEZ MACEIRAS, Tanya (2011): ¿Implementing and Supporting Drama in the EFL Early Childhood Classroom through Storybooks ? A Classroom Action-Research in a Bilingual School in Spain? in Proceedings of the 3rd Paris International Conference on Education, Economy and Society, TCHIBOZO, G., Ed. Strasbourg (France), Analytrics155-162. En http://analytrics.org/Documents/Actes%20-%20Proceedings%202011.pdf 30 de junio de 2011. COUTO-CANTERO, Pilar (2011), ¿Teaching and Learning EFL through PBL?, Sociology Study, September 2011, Volume 1, Number 4, 272-281. DODSON, Sarah. L. (2000): FAQs: Learning languages through drama. Texas Papers in Foreign Language Education, 5(1), 129-141. DÍAZ CORRALEJO, Joaquín (2002): ¿Reflexiones sobre la Didáctica de la enseñanza/aprendizaje de la Lengua y la Literatura? en ARBOR CLXXIII, 681, septiembre, 129-152. EL-NADY, M. (2000): Drama as a teaching technique in the Second Language classroom, Dialog on Language Instruction, 14(1, 2), 41-48. FERRER, Carolina, ALGÁS, Pilar, y MARTOS, Juan M. (2007): ¿Valoramos el trabajo por proyectos?, Aula de Innovación Educativa, 166, 71-75. FRIED-BOOTH, Diana (1997): Project work. (8th Ed.) Oxford, Oxford University Press. FURMAN, Lou (2000): ¿In Support of Drama in Early Childhood Education, Again?, Early Childhood Education Journal, Vol. 27, Nº 3, 2000. GÓMEZ MENDOZA, Miguel A. (2005): ¿La transposición didáctica: historia de un concepto? en Revista Latinoamericana de Estudios Educativos, Volumen 1, Julio - Diciembre, 83-115. HEARN, Izabella y GARCÉS Antonio (coords.) (2003): Didáctica del Inglés para Primaria, Madrid, Pearson Educación. HERRERO FIGUEROA, Araceli (2000): "Los estudios de Literatura Infantil en la Diplomatura de Maestro. Un ejemplo de transposición didáctica?, Literatura Infantil y Juvenil. Tendencias actuales en investigación, Servicio de Publicaciones de la Universidad de Vigo, 59-67. KERMAN, Gertrude L. (1961): Plays and Creative Ways with Children, New York, Harvey House. LIU, J. (2002): Process drama in second-and foreign-language classrooms. In Gerd Bräuer (Ed.), Body and language. Intercultural learning through drama (pp. 51-70), Westport, Connecticut & London: Ablex Publishing. MALEY, A. & DUFF, A. (1978): Drama Techniques in Language Learning. Cambridge, Cambridge University Press. MENDOZA FILLOLA, Antonio (Coord.) (1998): Conceptos Clave en Didáctica de la Lengua y la Literatura, Barcelona, SEDLL - ICE- Horsori. NUSSBAUM, Lucy y BERNAUS, Mercedes (2001): Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria, Madrid, Síntesis. MOSS, Donna (1998): Project-based learning and assessment: A resource manual for teachers, Arlington, VA, The Arlington Education and Employment Program (REEP). PÉREZ VALVERDE, Cristina (2002): ¿Theatre in Education (TIE) in the Context of Educational Drama?, Lenguaje y Textos, 20, 7-20. RICHARDS, Jack and RODGERS, Theodore (1986): Approaches and Methods in Language Teaching, Cambridge, Cambridge University Press. RODRÍGUEZ LÓPEZ-VÁZQUEZ, Alfredo (1997): ¿Elementos didácticos del teatro? en Didáctica de la Lengua y la Literatura para una sociedad plurilingüe del siglo XXI, CANTERO, F. J., MENDOZA, A. y ROMEA C. (Eds.): Barcelona, Publicaciones de la Universidad de Barcelona, 401-404. RUIZ BIKANDI, Uri (ed.) (2000): Didáctica de la segunda lengua en educación infantil y primaria, Madrid, Síntesis. TEJERINA, Isabel (1994): Dramatización y teatro infantil. Dimensiones psicopedagógicas y expresivas, Madrid: Siglo XXI. - - - (2000): "La literatura dramática infantil. Luces y sombras", ADE Teatro. Revista de la Asociación de Directores de Escena de España, 80; pp. 102-107. TRUJILLO SÁEZ, Fernando (2012): ¿Enseñanza basada en proyectos: una propuesta eficaz para el aprendizaje y el desarrollo de las competencias básicas?, Eufonía - Didáctica de la Educación Musical, 2012, num. 55, 7-15. VEZ JEREMÍAS, José M. y MONTERO MESA, Luis (1993): Las Didácticas Específicas en la formación del profesorado, (2 vols.), Santiago, Tórculo. WESTBROOK, Robert (1991): John Dewey and American democracy, Ithaca, Cornell University Press.</p>
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Complementary	<p>Buck Institute of EducationPBL Explainedhttp://bie.org/objects/cat/videosProject-Based Learning for Adult English Language LearnersDonna Moss, Arlington (VA) Education and Employment Program (REEP)http://www.cal.org/caela/esl_resources/digests/ProjBase.htmlProject Work to promote English Language Learning<i>Submitted by Rama Meganathan on 17 March, 2011 - 02:57</i>http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningProjectshttp://www.ehow.com/way_5786725_high-school-english-projects.htmlE Pals Global Communityhttp://www.epals.com/#!/global-community/video informativo http://www.epals.com/host-project.php#commoncore=0&p=1&project_type=0&search_text=AllEnglish LLChttp://www.allenglish.org/index.html13 personal Projects Ideas for English Language Studentshttp://allenglish.org/blog/?p=3108Making Groupwork WorkColin NevilleLearnhigher CETL at the University of Bradfordhttp://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdfWebinarshttp://www.teachingenglish.org.uk/webinarsBuck Institute of EducationPBL Explainedhttp://bie.org/objects/cat/videosProject-Based Learning for Adult English Language LearnersDonna Moss, Arlington (VA) Education and Employment Program (REEP)http://www.cal.org/caela/esl_resources/digests/ProjBase.htmlProject Work to promote English Language LearningSubmitted by Rama Meganathan on 17 March, 2011 - 02:57http://www.teachingenglish.org.uk/blogs/rama-meganathan/project-work-promote-english-language-learningProjectshttp://www.ehow.com/way_5786725_high-school-english-projects.htmlE Pals Global Communityhttp://www.epals.com/#!/global-community/video informativo http://www.epals.com/host-project.php#commoncore=0&p=1&project_type=0&search_text=AllEnglish LLChttp://www.allenglish.org/index.html13 personal Projects Ideas for English Language Studentshttp://allenglish.org/blog/?p=3108Making Groupwork WorkColin NevilleLearnhigher CETL at the University of Bradfordhttp://archive.learnhigher.ac.uk/resources/files/Group%20work/groupwork_booklet_200109.pdfWebinarshttp://www.teachingenglish.org.uk/webinars</p>
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Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments



As a general consideration, spelling deficiencies in punctuation and accentuation (if applicable), as well as incoherent or inappropriate writing, poor presentation, etc., will be taken into account, both in the exams and in the assignments. All this will imply a reduction on the marks obtained. In the case of detecting plagiarism in the evaluation tests, the grade will be adjusted to the provisions of article 14.4 of the Norms of evaluation, revision and complaint of the master's degree studies *. In this subject, if the teachers detect plagiarism in any of the tests, it will mean a 0 in the final grade. In case of reiteration, the Academic Committee will apply the appropriate measures. "Plagiarism and the use of non-original material, including that obtained through the internet without express indication of its origin and, if applicable, the permission of its author, may be considered as a fail in the activity. All this without prejudice to the disciplinary responsibilities to which there could be place after the corresponding procedure ". It is recommended to send the works electronically and if this is not possible, do not use plastics, choose double-sided printing, use recycled paper and avoid printing drafts. Sustainable use of resources and the prevention of negative impacts on the natural environment must be made.

The importance of ethical principles related to sustainability values in personal and professional behaviours must be taken into account.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.