

Language Skills and Curricular Learning: Research Contributions

Code: 43222
ECTS Credits: 6

Degree	Type	Year	Semester
4313815 Research in Education	OT	0	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: spanish (spa)

Other comments on languages

Students' linguistic needs are taken into account at all times.

Teachers

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Prerequisites

Bachelor's degree.

Objectives and Contextualisation

- Become familiar with different research lines, epistemological traditions and examples of language (first, second or foreign) across the curriculum approaches.
- Carry out a study of limited scope on oral or written language across the curriculum.
- Obtain and provide feedback on research decisions made by course takers.

Competences

- Analyse data according to its nature and present results in accordance with the research proposals.
- Collect research data coherently in accordance with the chosen method.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Communicate the research results, knowledge acquired and the implications for practice, and adapt the register to the public and formal protocols.
- Continue the learning process, to a large extent autonomously.

- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Plan research according to practice-related problems, taking into account theoretical advances in the field of knowledge.
- Recognise and relate the theoretical, empirical and social aspects of the specific field of research.
- Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.

Learning Outcomes

1. Analyse data obtained in research into language skills and curricular learning.
2. Analyse theoretical reference frameworks to establish which ones orientate research.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Defend the research carried out orally, using the appropriate technology.
6. Design strategies for collecting information about language skills and curricular learning.
7. Find and analyse theoretical problems concerning the relationship between language skills and curricular learning.
8. Identify educational problems related to the relationship between language skills and curricular learning and evaluate the methodological approaches that enable them to be solved.
9. Identify in practice problems concerning the relationship between language skills and curricular learning.
10. Identify theoretical references and their adaptation for interpreting problems related to research centred on the relationship between language skills and curricular learning.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Judge the theoretical and social importance and pertinence of research related to language skills and curricular learning.
13. Plan research which considers conversation as a generator for curricular and linguistic learning in the classroom.
14. Produce conclusions taking into reference the research objectives and questions and the theoretical references.
15. Recognise the research contributions in the area of communication and language skills as a transversal platform for curricular knowledge in non-linguistic areas.
16. Understand the most important aspects in the specific context of language skills and curricular learning and analyse them as objects of research.
17. Use ICT in the research process, information search and management, data analysis and the dissemination and communication of results.
18. Use research methods, strategies and techniques and design research pertinent to the research problem in context.
19. Write scientific summaries to be presented to different audiences.

Content

- Language competence and subject-matter learning. Developing academic discourse-skills in first, second and foreign languages across the curriculum.
- Language skills and scientific competence in Social Sciences and Experimental Sciences.
- Talking to learn content and language in the classroom: Teacher-learner and learner-learner interaction.
- In-building support in content lessons taught through an additional language.

Methodology

The training activity will be developed from the following dynamics:

- Master classes

- Reading of articles and documentary collections
- Analysis and collective discussion of articles and documentary sources
- Classroom practices: problem solving / cases / exercises
- Oral presentation
- Tutorials

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	20	0.8	
Tutorials	10	0.4	
Type: Supervised			
Analysis and collective discussion of articles and documentary sources.	16	0.64	
Classroom practices: problem solving / case analysis / research / innovations	12	0.48	
Oral presentation	4	0.16	
Type: Autonomous			
Analysis of research and innovation projects	42	1.68	
Reading of articles and documentary collections	46	1.84	

Assessment

The evaluation of the module will be carried out through the activities indicated.

The final grade will be the weighted average of the planned activities. In order to apply this criterion, it will be necessary to obtain a minimum of 40% in all proposed evaluation activities.

Class attendance is mandatory. In order to obtain a positive final evaluation the student must have attended a minimum of 80% of the classes.

The procedure for reviewing the tests will be carried out individually

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities during the development of the subject	20% - 30%	0	0	1, 7, 16, 5, 6, 9, 8, 10, 17, 12, 13, 15, 19
Attendance and participation	10% - 20%	0	0	2, 7, 5, 9, 8, 17, 3, 4
Report / individual work	40% - 50%	0	0	1, 7, 16, 5, 6, 14, 9, 8, 10, 17, 11, 4, 15, 19, 18

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