



Memòries del Programa de Xarxes-I³CE
de qualitat, innovació i investigació
en docència universitària. Convocatòria 2017-18

Rosabel Roig-Vila (Coord.)
Jordi M. Antolí Martínez, Asunción Lledó Carreres
& Neus Pellín Buades (Eds.)



Memorias del Programa de Redes-I³CE
de calidad, innovación e investigación
en docencia universitaria. Convocatoria 2017-18

Memorias del Programa de Redes-I3CE
de calidad, innovación e investigación
en docencia universitaria.
Convocatoria 2017-18

Rosabel Roig-Vila (Coord.), Jordi M. Antolí Martínez, Asunción Lledó
Carreres & Neus Pellín Buades (Eds.)

Memòries de les xarxes d'investigació en docència universitària pertanyent al Programa Xarxes-I3CE d'Investigació en docència universitària del curs 2017-18 / *Memorias de las redes de investigación en docencia universitatira que pertenece al Programa Redes -I3CE de investigación en docencia universitaria del curso 2017-18.*

Organització: Institut de Ciències de l'Educació (Vicerectorat de Qualitat i Innovació Educativa) de la Universitat d'Alacant/ *Organización: Instituto de Ciencias de la Educación (Vicerrectorado de Calidad e Innovación Educativa) de la Universidad de Alicante*

Edició / *Edición*: Rosabel Roig-Vila (Coord.), Jordi M. Antolí Martínez, Asunción Lledó Carreres & Neus Pellín Buades (Eds.)

Comité tècnic / *Comité técnico*: Neus Pellín Buades

Revisió i maquetació: ICE de la Universitat d'Alacant/ *Revisión y maquetación*: ICE de la Universidad de Alicante

Primera edició: / *Primera edición*: desembre 2018/ *diciembre 2018*

© De l'edició/ *De la edición*: Rosabel Roig-Vila , Jordi M. Antolí Martínez, Asunción Lledó Carreres & Neus Pellín Buades.

© *Del text*: les autores i autors / *Del texto: las autoras y autores*

© *D'aquesta edició*: Institut de Ciències de l'Educació (ICE) de la Universitat d'Alacant / *De esta edición: Instituto de Ciencias de la Educación (ICE) de la Universidad de Alicante*

ice@ua.es

ISBN: 978-84-09-07041-1

Qualsevol forma de reproducció, distribució, comunicació pública o transformació d'aquesta obra només pot ser realitzada amb l'autorització dels seus titulars, llevat de les excepcions previstes per la llei. Adreceu-vos a CEDRO (Centro Español de Derechos Reprográficos, www.cedro.org) si necessiteu fotocopiar o escanejar algun fragment d'aquesta obra. / *Cualquier forma de reproducción, distribución, comunicación pública o transformación de esta obra sólo puede ser realizada con la autorización de sus titulares, salvo excepción prevista por la ley. Diríjase a CEDRO (Centro Español de Derechos Reprográficos, www.cedro.org) si necesita fotocopiar o escanear algún fragmento de esta obra.*

Producció: Institut de Ciències de l'Educació (ICE) de la Universitat d'Alacant / *Producción: Instituto de Ciencias de la Educación (ICE) de la Universidad de Alicante*

EDITORIAL: Les opinions i continguts dels resums publicats en aquesta obra són de responsabilitat exclusiva dels autors. / *Las opiniones y contenidos de los resúmenes publicados en esta obra son de responsabilidad exclusiva de los autores.*

151. An approach to redesigning the course Didáctica del Inglés for future Pre-primary teachers

M. Tabuenca Cuevas; J. Fernández Molina; M.T. Molla Diez; M. I. Laguna Segovia,
I. Cirauqui Ribes, J.L. Navarro Piqueras, M.J. Román Pomares

¹maria.tabuenca@gcloud.ua.es, javierfmolina@ua.es, tresa.molla@ua.es,
²lagunam36@yahoo.es, ¹¹ i.cirauqui@ua.es, jnavarropiqueras@ua.es, mjose.roman@ua.es

¹*Departamento de Innovación y Formación Didáctica / ²CEIP Costa Blanca*
Universidad de Alicante

RESUMEN (ABSTRACT)

This paper details the views and perspectives of the teachers on the new design of the course Didáctica del Inglés for Pre-Primary Education. These teachers were invited to participate on interviews as it was essential to understand their point of view on the changes made to the course and to explore interesting areas for further changes and/or possible research. An unstructured interview was chosen as it can be particularly useful for getting the story behind a participant's experiences and it allows the interviewer to pursue in-depth information around the topic. (Clandinin & Murphy, 2009; McNamara, 1999). These interviews were meant to be qualitative research interviews that sought to cover both the facts and meaning behind the words used by the participants (Brinkman, 2018; Atkins & Wallace, 2012). The programme AQUAD was used for data collection and treatment. The interviews showed a divide in general between the two professors of the four morning groups and the three professors of the three afternoon groups on the issues of methodologies, class materials and assignments and assessment. It became clear that in many cases, other underlying issues were at the heart of this divide such as student language proficiency and student characteristics: younger vs. older, and professional profile vs. student profile. The results show a need to continue modifying aspects of the course Didáctica del Inglés to facilitate the teaching-learning processes for all students.

Palabras clave: English, Pre-Primary, unstructured interviews, future teachers.

1. INTRODUCTION

This is the second part of a two-year study regarding the course Didáctica del Inglés in the Pre-Primary Teacher Education degree at the University of Alicante. The main objective was to take an account of the changes in the course and this study details the views and perspectives of the teachers on the new course (Krichesky & Murillo, 2018) and to explore interesting areas for further changes or possible research on the course Didáctica del Inglés. For this reason, an unstructured interview provided the best option (Brinkman, 2018; Clandin & Murphy 2009, Kvale, 1996) and the main task would be to understand the meaning of what the participants wanted to share.

There were many concerns regarding the new course as many factors affect the teaching-learning process at university level (Monroy & Hernández, 2014).

- a) changes in class materials, methodology and assessment could produce reluctance to participate in communicative activities Peacock (1998, 2001)
- b) Dissatisfaction with the teaching methods in the classroom could show resistance to participating in the activities (Canagarajah, 1993).
- c) The difference between the perception of the importance of pair work in the classroom between teachers and students (Hawkey, 2006).
- d) The teaching styles of the teachers coupled with the new methodology could also be discrepant with students' styles and expectations (Peacock, 2001; Jiménez & Márquez, 2014, Monroy & Hernández, 2014).

2. OBJETIVES

Therefore, there are two main objectives of this study which include:

- 1) to gather the viewpoints and experiences of the professors regarding the changes made to the course;
- 2) to ascertain if there is a need for further changes or further research on the course Didáctica del Inglés for Pre-Primary Education.

3. METHODODO

3.1. **Participants:** Five professors were invited to participate: there were two male teachers and three female teachers. All have worked at the Faculty of Education at the University of Alicante for at least three years and all but one had previous teaching

experience in the public education system for an additional ten years at the levels of Primary, Secondary and Vocational Education. In addition, all of the participants, but one, had collaborated on the reworking of the course the previous year.

3.2. Data collection: The treatment of the data from the unstructures interviews was done with AQUAD 7 (Huber & Gürtler, 2013) which enables the possibility of identifying categories and facilitates the interpretation of the data collected.

3.3. Analysis: The data was codified to maintain participant anonymity and each interview had an alphanumeric code: uaprofinf000 (University of Alicante, professor, Infantil, questionnaire number). Categories and their components are identified and discussed.

4. RESULTS

Due to the limited number of participants and the objectives of the study, only 100% absolutes were considered, therefore four main categories appeared in the data analysis: 1) course organization (materials, topics, assignments), 2) the English language level of the students, 3) course evaluation, and 4) students pairwork / collaboration. It should be noted that the initial results of the interviews showed a sharp divide between the responses of the professors of the morning groups (uaprofinf001 and uaprofinf002) and the afternoon groups (uaprofinf003, uaprofinf004 and uaprofinf005) to many of the issues that appeared in common. The categories are subdivided by different specific issues that were reflected by all the participants.

5. CONCLUSIONES

The two main objectives of this study were to gather the viewpoints and experiences of the professors regarding the changes made to the course to be able to ascertain if there is a need for further changes or further research on the course *Didáctica del Inglés for Pre-Primary Education*. The identification of four main categories and the specific issues in each one helped identify the changes that need to be made to the course.

There are limitations to the study, mainly the number of participants and the uneven distribution of groups among the participating professors. Nevertheless, the results from the interviews have led to a need to consider the different characteristics of the students across all groups to: a) reconsider the approach to the student presentations of the course syllabus in

each session, b) to include the tools (glossaries, mind-maps) necessary in the class materials, and c) to reconsider the timing for pair work activities. It is also necessary to bear in mind student characteristics: younger vs. older, or professional profile vs. student profile (Jiménez & Márquez, 2014). Older students who balance a job with studies may not have previous English language skills or time for pair work on class assignments. These results make it possible to explore interesting areas for further changes and further research on the course Didáctica del Inglés for Pre-Primary Education.

6. TASKS

Table 1. Participants and tasks

PARTICIPANTE DE LA RED	TAREAS QUE DESARROLLA
María José Roman Pomares	Participante en la red. Búsqueda de bibliografía y materiales, enlaces, recursos, etc. para la asignatura 17111. Profesora de un grupo y participante en la entrevista del estudio.
Javier Fernández Molina	Participante en la red. Búsqueda de bibliografía y creación de materiales (temas) para la asignatura 17111. Profesor de un grupo y participante en la entrevista del estudio. Análisis y redacción del estudio.
María Teresa Mollá Diez	Participante en la red. Búsqueda de bibliografía, diseño de la asignatura y creación de materiales (temas) y prácticas para la asignatura 17111. Profesora de un grupo y participante en la entrevista del estudio
Maria Laguna Segovia	Participante en la red. Búsqueda de bibliografía, diseño de la asignatura y creación de materiales (temas) y prácticas para la asignatura 17111.
José Luis Navarro Piqueras	Participante en la red. Búsqueda de bibliografía y materiales, enlaces, recursos, etc. para la asignatura 17111
Ignacio Cirauqui Ribes	Participante en la red. Búsqueda de bibliografía y materiales, enlaces, recursos, etc. para la asignatura 17111. Profesor de un grupo y participante en la entrevista del estudio.
María Tabuena Cuevas	Coordinación de la red. Búsqueda de bibliografía, diseño de la asignatura y creación de materiales (temas) y prácticas para la asignatura 17111. Profesora de un grupo y participante en la entrevista del estudio. Análisis y redacción del estudio.

7. REFERENCES

1. Atkins, L., Wallace, S. (2012). *Qualitative Research in Education*. London: Sage.
2. Bloom, M. (2007). Tension in a non-traditional Spanish classroom. *Language Teaching Research*, 11, 85-102. Retrieved from <http://dx.doi.org/10.1177/1362168806072468>
3. Brinkman, S. (2018). The Interview. In N. K. Denzin, & Y.S. Lincoln (Eds.) *The SAGE Handbook of Qualitative Research*, Fifth Edition. (pp. 576-599) London: Sage.
4. Canagarajah, A. S. (1993). Critical ethnography of a Sri Lankan classroom: Ambiguities in opposition to reproduction through ESOL. *TESOL Quarterly*, 27, 601-626. Retrieved from <http://dx.doi.org/10.2307/3587398>
5. Cenoz, J. & Jessner U. (2000b). Expanding the scope: sociolinguistic, psycholinguistic and educational aspects of learning English as a third language in Europe. En J. Cenoz & U. Jessner (eds) *English in Europe: The Acquisition of a Third Language* (pp. 248-260). Clevedon: Multilingual Matters.
6. Clandin, D. J. & Murphy, M. S. (2009). Comments on Coulter and Smith: Relational Ontological Commitments in Narrative Research. *Educational Researcher*, 38(8), 598-692.
7. Cochran-Smith, M., Lytle, S. (2009). *Inquiry as Stance: practitioner research for the next generation*. New York: Teachers College Press.
8. Corcoll, C. (2012). Developing Plurilingual Competence with Young Learners: We Play and We Learn and We Speak in Three Languages. In M. González Davies & A. Taronna, (Eds.) *New Trends in Early Foreign Language Learning. The Age Factor, CLIL and Languages in Contact. Bridging Research and Good Practices*. (pp. 97-109) Cambridge: Cambridge Scholars Publishing.
9. Corcoll, C. (2013). Developing children's language awareness: switching codes in the language classroom. *International Journal of Multilingualism*, Volume 10 (1), pp. 27-45.

10. Corpas Arellano, M.D. (2013). ¿Cuál es la edad idónea para empezar a aprender una lengua extranjera? *Philologica Urcitana Revista Semestral de Iniciación a la Investigación en Filología* Vol. 9, pp. 43-55.
11. della Chiesa, B. (2012). Learning languages in a globalising world. In B. della Chiesa, J. Scott y C. Hinton (Eds.) *Languages in a global world – learning for better cultural understanding* (pp. 37-52). OECD Publishing.
12. Dickson, D. (2000). The focus group approach. In O. Hargie & D. Tourish (Eds.) *Handbook of communication audits for organisations* (pp. 85-103). New York: Routledge.
13. Foddy, W. (1993). *Constructing Questions for Interviews*. Cambridge: Cambridge University Press.
14. Fowler, F. J. Jr. & Mangione, T. W. (1990). *Standardized survey interviewing: Minimizing interviewer-related error*. Beverly Hills, CA: Sage Publications
15. Gabillon, Z. (2012). Discrepancies between L2 Teacher and L2 Learner Beliefs. *English Language Teaching*, 5 (12), 94-99.
16. González Davies, M. & Taronna, A. (2012). *New Trends in Early Foreign Language Learning: The Age Factor, CLIL and Languages in Contact. Bridging Research and Good Practices*. Newcastle upon Tyne: Cambridge Scholars Publishing.
17. Gubrium, J.F & Holstein, J.A. (2001). *Handbook of interview research: context and method*. Thousand Oaks, California: Sage
18. Hawkey, R. (2006). Teacher and learner perceptions of language learning activity. *English Language Teaching Journal*, 60, 242-252. Retrieved from <http://dx.doi.org/10.1093/elt/ccl004>
19. Huber, G.L. & Gürtler, L. (2013). *AQUAD 7 Manual the Analysis of Qualitative Data*. Retrieved from: http://www.aquad.de/materials/manual_aquad7/manual-e.pdf
20. Jiménez, M. L. & Márquez, E. (2014). Ir a la universidad después de los 30: dificultades y factores facilitadores. *Aula Abierta*, 42(1), 1-8-
21. Krichesky, G., & Murillo, F. J. (2018). La colaboración docente como factor de aprendizaje y promotor de mejora. Un estudio de casos. *Educación XXI*, 21(1), 135-156.
22. Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Beverly Hills, CA: Sage Publications,

23. McNamara, C. (1999). General Guidelines for Conducting Interviews, Authenticity Consulting, LLC, Retrived from: www.managementhelp.org/evaluatn/intrview.htm
24. Monroy, F. & Hernández, F. (2014). Factores que influyen en los enfoques de aprendizaje universitario. Una revisión sistemática. *Educación XXI*, 17(2), 105-124.
25. Peacock, M. (1998). The links between learner beliefs, teacher beliefs, and EFL proficiency. *Perspectives*, 10, 125-159.
26. Peacock, M. (2001). Match or mismatch? Learning styles and teaching styles in EFL. *International Journal of Applied Linguistics*, 11, 1-20.

8. REFERENCIA BIBLIOGRÁFICA DE LA PUBLICACIÓN CIENTÍFICA DE MIEMBROS DE LA RED PUBLICADA O EN PRENSA QUE COMPLEMENTA ESTA MEMORIA

Tabuenca Cuevas, M. & Fernández Molina, J. (2018). *An approach to redesigning the course Didáctica del Inglés for future Pre-primary teachers*. In R. Roig-Vila, *El compromiso académico y social a través de la investigación e innovación educativas en la Enseñanza Superior*. Octaedro

El presente trabajo se enmarca en el seno del Programa de Redes-I3CE de investigación en docencia universitaria del Vicerrectorado de Calidad e Innovación Educativa-Instituto de Ciencias de la Educación de la Universidad de Alicante (convocatoria 2017-18), Ref. 4233