



COURSE DATA

DATA SUBJECT

Code: 43481
Name: Methodology of language education
Cycle: Master's Degree / Doctorate
ECTS Credits: 3.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Facultat de Formació del Professorat	1	First quarter
3112 - PhD in Specific Didactics	Escola de Doctorat		
3112 - PhD in Specific Didactics	Escola de Doctorat		

SUBJECT-MATTER

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	Research in language education	ELECTIVES
3112 - PhD in Specific Didactics		
3112 - PhD in Specific Didactics		

COORDINATION

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GARCIA FOLGADO MARIA JOSE

SUMMARY

The subject in question is linked to 43482 Research in Language Education as part of the same subject in which both are included. The main objective of the course is to pay attention to the research methodology of the main lines of research developed in language teaching in order to provide students with the necessary knowledge to start a supervised research project.

The methodological foundations in language teaching are dealt with in order to refer to different qualitative and quantitative designs. Special attention is paid to the classroom as a learning space to deal with topics such as teaching sequences as units of intervention and research, the analysis of product and process data, classroom interaction and teacher and learner thinking, both in first, second and foreign languages.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

The previous knowledge required is that of graduates in areas such as philology, communication sciences or humanities, with special attention to the linguistic, communicative and literary competencies that any specialist in the area of language and literature should possess.

COMPETENCES / LEARNING OUTCOMES

2157 - Master's degree in Research in Subject Didactics

Analyse current tools and methods used in didactic research in order to develop didactic units for innovation and research in the classroom.

Conduct quality research in the scientific field of Specific Didactics using the methodologies, techniques and procedures of this discipline.

Create spaces for research and learning with special attention to equity, emotional and values education, equal rights and opportunities between men and women, citizenship training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.

Critically analyse, from the point of view of research in Specific Didactics, the performance of teaching, good practice and guidance using quality indicators.

Develop and apply innovative teaching proposals in the field of specialisation in each specific didactic area.

Diseñar y desarrollar una investigación, de alcance ajustado a las limitaciones temporales de la formación, con el fin de poner en juego de forma cohesionada y coherente, todas las competencias investigadoras desarrolladas en otros módulos.

Evaluate current research problems on teaching or learning in the fields of knowledge characteristic of Specific Didactics.

Identify, analyse and evaluate national or international research publications in the field of Specific Didactics.

Integrate ethical values and responsibility associated with research tasks into one's own research.

Search and synthesise information on research results in bibliographic, material, virtual, etc. repertoires useful to support a new research project.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities



associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Synthesise historical, epistemological and ontological aspects associated with the emergence and evolution of research in Specific Didactics.

Synthesise relevant research problems on learning or teaching in the disciplines belonging to Specific Didactics.

Understand and apply specialised research procedures in Specific Didactics.

Use appropriate bibliographical references that are relevant scientific background to the proposed research.

Value the social importance of research in Specific Didactics and the need to apply the results of research to improve the quality of education and make it available to all citizens.

DESCRIPTION OF CONTENTS

1. Methodological foundations of research in primary and foreign language teaching.

2. The classroom as a space for didactic research

3. Methods of data collection in the classroom context

4. Methods of teacher and learner discourse analysis in the classroom

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	5,00
Resolution of case studies	6,50
Total hours	66,50

TEACHING METHODOLOGY

Various methodologies for teaching and student work will be applied, depending on the type of activity to be carried out:

- Face-to-face theory and practical classes in which the content of the subjects will be worked through and debated, and activities will be carried out using different teaching resources.
- Group work aimed at promoting cooperative learning and reinforcing individual work. The defence of this work may be individual or collective, and may be presented before the whole group or in small groups.
- Supervised or independent work, either individually or in groups, to carry out projects, develop materials, research information, etc. Individual meetings with the tutor to track the student's progress (during tutorials).

EVALUATION

Assessment will be continuous. Students who follow the daily classroom activities (activities carried out during the face-to-face sessions that cannot be made up) as well as the activities requested by the teaching staff, will be eligible for continuous assessment as long as their attendance exceeds 80% of the sessions.

In the case of not keeping track of the daily activities, the students will pass to a final assessment modality that will involve the delivery of an individual work and/or a written test (they will keep the grade of all the recoverable continuous assessment activities and will keep the grade of the non-recoverable ones carried out in the classroom).

In the continuous assessment modality, the assessment will consist of



- Individual and group participation in the activities carried out during class sessions (presentations of their own work, participation in discussions and seminars, etc.): 15%.
- Completion of classroom tasks: 50%.
- Performance of oral or written tests, designed to assess the degree of mastery of the subject's competences by the students: 35%.

Students must complete and pass all the assignments and participate in the final seminar in order to pass the course.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the Regulations of evaluation and qualification of the Universitat de València.

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REFERENCES



- Burns, Anne y Richards, Jack C. (2009). *The Cambridge Guide to Second Language Teacher Education*. Cambridge: Cambridge University Press. (capítulo 2) Camps, A. (coord.) (2001). *El aula como espacio de investigación y reflexión*. Barcelona: Graó. Camps, A. (coord.) (2006). *Diálogo e investigación en las aulas. Investigaciones en didáctica de la lengua*. Barcelona: Graó. Doughty, C. and Long, M.H. (eds) (2003). *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell. (capítulos 21 y 22)
- Mackey, A. y Gass, S. M. (eds.) (2011). *Research Methods in Second Language Acquisition: A Practical Guide*. London: Wiley-Blackwell. Mercer, N. (2006). *Palabras y mentes. Cómo usamos el lenguaje para pensar juntos*. Barcelona: Paidós. Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge University Press.
- Allwright, D. (2014). *Observation in the Language Classroom*. London: Routledge. (capítulo 1) Allwright, D., y Baley, K. (2004). *Focus on The Language Classroom (10th edition)*. Cambridge: Cambridge University Press. (capítulos 1, 3 y 4). Cambra, M. (2003). *Une approche ethnographique de la classe de langue*. Paris: Didier. Dolz, J., Gagnon, R. et Toulou, S. (2008). *Production écrite et difficultés d'apprentissage*. Genève: Université de Genève. Johns, A. (2008) *Genre in the classroom: multiple perspectives*. Nueva York: Routledge. Lasagabaster, D. y Sierra, J.M. (eds.) (2004). *La observación como instrumento para la mejora de enseñanza-aprendizaje de lenguas*. Barcelona: ICE-Horsori. Ribas, T. (2010). *Libros de texto y enseñanza de la gramática*. Barcelona: Graó. Ruiz, U. y Camps, A. (2009) *Investigar los géneros discursivos en el proceso educativo*. *Revista de Psicodidáctica*, vol.14, 2, 211-228. Ur, Penny (2017) *Application of research to materials design*. En Hinkel, Eli (ed.) *Handbook of Research in Second Language Teaching and Learning* (p. 132-143). London: Routledge. Van Lier, Leo (1988). *The Classroom and The Language Learner: Ethnography and Second-language Classroom Research*. London: Longman.