



COURSE DATA

DATA SUBJECT

Code: 43482

Name: Research in 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

GOMEZ DEVIS MARIA BEGOÑA

GARCIA PASTOR MARIA DOLORES

SUMMARY

The module is linked to 43481 Methodology of Language Education as part of the same subject. The main aim of this subject is to provide students with the necessary knowledge to begin research work in this area.

In particular, it pays special attention to the teaching-learning of written language at different educational levels from socioconstructivist assumptions, both in first, second and foreign languages. It also deals with aspects such as students' difficulties in the process of producing written texts, metalinguistic activity and its relationship with the teaching of grammar, and the development of lexical-semantic competence.

In the field of foreign language teaching, the acquisition of foreign languages in multilingual contexts are dealt with.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrolment restrictions with other subjects in the curriculum have been specified.

Other types of 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. Introduction to Language Teaching Research

2. Research in language teaching

2.1. Written language

2.1.1. The production of written texts

2.1.2. Current trends in research into the teaching of written language

2.2. Development of the lexical-semantic component

2.2.1. Lexical availability. Didactic impact of lexical planning and lexical selection at different stages and in multilingual environments.

2.3. Didactics of foreign languages

3.1. Plurilingual education and integrated language teaching.

3.2. Metalinguistic activity in language learning and teaching.



3. Plurilingual education and metalinguistic reflection

- 3.1. Plurilingual education and integrated language teaching.
- 3.3. Focus on form, focus on forms and focus on meaning in language learning.
- 3.4. Grammar teaching sequences.

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 methodologies 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 discussions 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, prepare materials, research information, etc.
- One-to-one 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.

p>

REFERENCES

Bronckart, Jean-Paul (2011). Le statut épistémologique de la didactique de la Langue et de la Littérature : entre les sciences sociales et les « humanités ». En Núñez Delgado, M^a Pilar & Rienda, José (coords.). La investigación en Didáctica de la Lengua y la Literatura: situación actual y perspectivas de futuro (pp.31-57). SEDLL.

Burns, Anne y Richards, Jack C. (2009). Second Language Teacher Education. Cambridge University Press.

Camps, Anna (2012). Intervenció, innovació i investigació. Una relació necessària per a les didàctiques. Lenguaje y textos, 35, 107-115.

Camps, Anna y Fontich, Xavier (2021). La actividad metalingüística como espacio de encuentro de la escritura y la gramática: Un itinerario de enseñanza e investigación en educación lingüística. FFHA/UNSJ.

Camps, Anna; Guasch, Oriol & Ruiz Bikandi, Uri (2010). La didáctica de la lengua (las lenguas) y la literatura. Textos de Didáctica de la Lengua y la Literatura, 55, 71-80.



Dewey, Martin y Leung, Constant (2010). English in English language teaching: Shifting values and assumptions in changing circumstances, *Working Papers in Educational Linguistics* 25(1), 1-15.

Dolz, Joaquim; Gagnon, Rosane & Mosquera, Santiago (2009). La didáctica de las lenguas: una disciplina en proceso de construcción. *Didáctica (Lengua y Literatura)*, 21, 117-141.

Doughty, C. y Williams, J. (1998). *Focus on Form in Classroom Second Language Acquisition*. Cambridge University Press.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. (capítulo 12, 13 y 15)

Galvão, A. , & Sotomayor, C. (eds.) (2023). *Development of Writing Skills in Children in Diverse Cultural Contexts Contributions to Teaching and Learning*.

García Mayo, M. P. (2017) (Ed.). *Learning Foreign Languages in Primary School: Research Insights. Multilingual Matters*.

Gómez-Devís, M.^a B. (2024). *Léxico disponible de los escolares valencianos. Alcance, control y evolución en educación primaria*. Octaedro

Martínez-Agudo, Juan de Dios (2014). *English as a foreign language teacher education: Current perspectives and challenges*. Brill/Rodopi.

Nicholas, Howard & Starks, Donna (2014). *Language Education and Applied Linguistics. Bridging the two fields*. Routledge. Richards, Jack C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177.

Rodríguez Gonzalo, Carmen (2022). Situaciones de aprendizaje para la reflexión interlingüística. *Textos de didáctica de la lengua y la literatura*, 97, 41-46.

Vez Jeremías J.M. (2010). Didáctica de las lenguas extranjeras: paradigmas de investigación. *Linguarum Arena*, 1, 81-102.