COURSE DATA

Data Subject

Code	43482
Name	Research in language education
Cycle	Master's degree
ECTS Credits	3.5
Academic year	2024 - 2025

Study (s)

Degree	Center	Acad. year	Period
2157 - Master's degree in Research in Subject Didactics	Faculty of Teacher Training	1	First term

Subject-matter

Degree	Subject-matter	Character
2157 - Master's degree in Research in Subject Didactics	7 - Research in language education	Optional

Coordination

Name	Department
GARCIA PASTOR, MARIA DOLORES	80 - Language and Literature Education
RODRIGUEZ GONZALO, CARMEN	80 - Language and Literature Education

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 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 study of different materials and documentation on language teaching.

In the field of foreign language teaching, the acquisition and learning of foreign languages or the integrated learning of languages and contents 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.

2157 - Master's degree in Research in Subject Didactics

- 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.

- 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.

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

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

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

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

- 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.

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

- 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.

- 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.

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

- 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.

- Understand and apply specialised research procedures in Specific Didactics.

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

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

The Research in Language Education course aims to provide students with the fundamental epistemological and didactic bases to be able to approach the reading and analysis of scientific publications in their specialisation. Students in this subject are expected to have achieved the following results by the end of the course:

- Know the main lines and topics of research being developed in language didactics and become familiar with the main research groups and authors of studies.

- Know and competently use the main databases, journals and other international sources of information on research in language didactics, and know how to search for and find specific information in them. Know and use electronic resources to retrieve scientific information.

- Know the development of and update knowledge on basic sciences related to research in language didactics.

- Deepen the conceptual, methodological, procedural, interpretative and critical aspects of language didactics, through the systematic study of recent research papers, specialising in each topic of interest and participating in scientific forums on an international level.

- Totally or partially replicate qualitative and/or quantitative research focused on a problem of current interest in language didactics.

- Prepare scientific reports on a set of research studies around a topic, in order to know and make known the state of the subject in a specific line of research in language didactics.

- Know how to adequately pose new research questions and justify, with scientific criteria, their relevance and interest in language didactics.

- Use recognised expert criteria in language didactics to assess and judge the quality of research and publications or research presentations of their own or others.

- Know and critically analyse the development of new theories and models in language didactics research in order to define a suitable framework for their own research.

- Analyse the relevance of qualitative and/or quantitative procedures for obtaining and processing research data, based on expert criteria of a broad international consensus, for use in their own research projects.

- Present their own research projects in a rigorous and appropriate way for the context or means of communication of the presentation (scientific or informative publication, congress, teacher refresher course, etc.), respecting the criteria of quality and validity.

- Transfer and apply advances in knowledge to solving problems related to language teaching and learning.

- Apply the criteria of scientific rigor, validity and methodological reliability to their own research to ensure its pertinence, relevance, scientific interest, methodological quality and consistency in the conclusions.

DESCRIPTION OF CONTENTS

1. Introduction to Language Teaching Research

2. Research on the construction of language didactics as a discipline

2.1. The historical configuration of language teaching: research problems and avenues for further work
2.2. Sources and documents for research in language teaching and learning

3. Research in primary language teaching

3.1. Written language
3.1.1.1.The production of written texts
3.1.2. Current trends in research into the teaching of written language.
3.2. Metalinguistic activity and the mastery of language use

| **4. Research in foreign language teaching** |

4.1. Foreign language acquisition: input, interaction and learning
4.2. Current trends in foreign language didactics research

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	21,00	100
Attendance at events and external activities	5,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	5,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	6,50	0
TOTAL	**87,50**	

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: 45%.
- Performance of oral or written tests, designed to assess the degree of mastery of the subject's competences by the students: 40%.

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

REFERENCES

Basic

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