

**COURSE DATA****DATA SUBJECT****Code:** 33659**Name:** Development of communicative skills in multilingual contexts**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching language and literature in primary education	COMPULSORY

COORDINATION

MARTI CLIMENT ALICIA

CHIREAC SILVIA MARIA

SUMMARY

Plurilingualism through the school must be available to everyone, regardless of their geographical and linguistic origin. Thus, this subject deals with aspects related to sociolinguistics, with language teaching in situations of language contact and with multiculturalism and globalization as a new conception of educational reality. It is essential that future teachers know the linguistic reality of the Valencian Country and the situation in the schools where they will work: language contact, language treatment of immigrant pupils, bilingual education models and programmes, linguistic rights and legislation...

The course aims to provide students with knowledge of approaches to language learning and development, to analyse the processes of linguistic comprehension and expression, oral genres at school and verbal interaction in the educational environment. The content is completed with a reflection on teaching action aimed at developing students' speech, and with a set of specific tasks and projects to improve their oral competence.

The aim is therefore to reflect on the theory and practice of multilingual education in our educational and socio-cultural environment and to provide students with the practical and theoretical tools necessary to



develop in optimal conditions.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Students must demonstrate sufficient oral and written proficiency in the language in which the subject is taught. The minimum desirable, with the intention of improving it, would be the level corresponding to level C1 of the Common European Framework of Reference for Languages.

-Students must be able to produce oral and written discourse in the language in which the subject is taught in a coherent and appropriate manner for the academic environment.

COMPETENCES / LEARNING OUTCOMES

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Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Deal with language learning situations in multilingual contexts.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop and evaluate curriculum content through appropriate teaching resources and promote the corresponding competences in students.

Develop curriculum content through the media and ICT resources.

Develop language and communication skills by means of appropriate teaching resources.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and



different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the basics of bilingual and multilingual education.

Know the basic sources of research in the field of language and literature teaching and identify the object and methodology used.

Know the difficulties of non-native students for learning the official languages.

Know the languages and literature school curriculum.

Know the processes of interaction and communication in the classroom.

Know the processes of learning and teaching the written language.

Know the theories about language acquisition and development.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the basic principles of language and communication sciences.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Language contact

- Bilingualism, diglossia, language shift: repercussions in educational settings
- Social history: historical overview of languages in contact in the Valencian Community



- Normalization and language standardization
- Media and the use of digital technologies
- Multiculturalism and globalization

2. Language policies and education

- Language policies in the Valencian educational system
- Bilingual programmes in Spain
- Languages and the education policies in the European Union

3. Multilingual education: models and *psycho-pedagogical principles*

- Situations of language submersion
- Models of multilingual education:
 - Transition programmes
 - Maintenance programmes
 - Enrichment programmes



- Immersion programmes
- Language acquisition and multilingualism:
 - Comprehensible *input*
 - Interlanguage and error analysis
 - Factors affecting L2 acquisition

4. Language and immigration

- School and integration for immigrant students
- Sociolinguistic and cultural contexts of immigrant students
- First languages of immigrant students and L2 acquisition
- Language teachers and students; beliefs, representations, and knowledge

5. Linguistic skills

- *Oral genres* of classroom instruction
- Oral skills through communicative interactive and non-interactive tasks
- *Students; oral communication* skills in L2



- Activities and projects to increase students' oral production

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

In order to achieve the objectives of this subject, an active methodology will be used, which makes student involvement essential. A critical approach to the various theoretical postulates that will be provided will be encouraged, without excluding the lectures that the subject may require.

The academic practice in this subject is structured in different levels:

Face-to-face activities (40% of the total workload):

1. Theoretical-practical classes (30%)

Theoretical-practical face-to-face classes in which the contents of the subject will be worked on, activities will be discussed using different teaching resources: lectures, seminars, workshops, working groups, etc.

The guidelines and materials necessary for the development of these activities will be provided to students either in the face-to-face sessions or through the virtual classroom.

2. Attendance at seminars and complementary activities (8%).



3. Tutorials (2%).

Individual and group tutorials will be used to coordinate students in individual and group tasks, as well as to evaluate individual progress, activities and teaching methodology.

Tutorials will also be used to monitor oral expression, which is essential to pass the course.

Non-face-to-face activities (60% of the total workload):

4. Study and independent work.

Preparation of assignments (summaries, critical reviews, etc.) and completion of specific guided work. The model to be applied is the research model, so that the student's activity is focused on searching for, locating, analysing and manipulating information for its reprocessing.

The purpose of the assignments is to highlight the importance of cooperative work and reinforce individual learning, as well as to initiate the student in the activity of research, analysis and internalisation of information, foster personal relationships and share situations in order to internalise the contents and discuss them.

Students will carry out a research project in small groups that will be guided and supervised by the teachers.

EVALUATION

At the end of the course, students should be able to:

- Possess an adequate level in the acquisition of skills and knowledge specific to the subject.
- Master the methods, techniques and other skills and abilities of a student teacher.
- To have demonstrated an appropriate attitude towards the subject and respect for fellow students, to have attended and participated in classes, to have shown interest and perseverance in order to achieve positive progress, as well as the ability to work in a group.
- To have a linguistic and communicative competence, both oral and written, at level C1 of the Common European Framework of Reference for Languages, especially in the language in which the subject is taught.

The acquisition of these criteria will be observed through the following evaluation instruments:

Classroom participation through oral and/or written assignments (10-20% of the overall grade). Classroom



work is scheduled to be done in this space and during class sessions; therefore, they are irrecoverable, i.e., they can only be evaluated positively and negatively if they have been done in this space. Students who have not completed 80% of the classroom practices will not be eligible for the final grade of 10, since the percentage of classroom activities will not be added.

Individual oral and/or written tests (50-60% of the overall grade).

Group research work (20-30% of the overall grade).

In the tests and written work, the appropriate presentation for a future teacher will be taken into account, as well as the spelling, lexical and grammatical correctness, and the aspects referred to adequacy, coherence and cohesion of the text. The language in which the subject is taught will be the one that the students must use in all the evaluation instruments.

Plagiarism will result in a grade of zero in the corresponding work and the possible opening of an academic record. It is understood as plagiarism to copy other people's documents giving them as one's own; that is, the use of any foreign text whose source is not mentioned as a reference. Plagiarism or the improper use of artificial intelligence tools may be punished according to article 15 of the evaluation and grading regulations of the Universitat de València.

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Complementary

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Course Guide
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