



## COURSE DATA

### DATA SUBJECT

**Code:** 33694  
**Name:** Teaching proposals in language and literature  
**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
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in arts and humanities	ELECTIVES
1305 - Degree in Primary School Education	Specialist in arts and humanities	ELECTIVES

### COORDINATION

BATALLER CATALA ALEXANDRE

HERNANDEZ GASSO HECTOR

## SUMMARY

The subject *"Teaching Proposals in Language and Literature"* is part of the *"Specialist in Arts and Humanities"* module and is taken in the third year of the Primary Education degree. Within this same module and academic year, the subjects *"Teaching Proposals in Artistic Education"* and *"Teaching Proposals in History and Thought"* are also included.

The course aims to provide students with knowledge of the mechanisms involved in the production of a wide range of curricular materials, both published and teacher-created, as well as to foster a critical approach to such didactic proposals. The goal is to help students develop criteria both for



selecting and for creating teaching materials appropriate to their educational contexts.

To this end, the subject focuses on the process of designing proposals for activities, tasks, work projects, didactic sequences, and diverse learning situations for the teaching of language and literature.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

Linguistic and communicative competence, both oral and written, in the two official languages.

Ability to produce oral and written discourse in the language in which the course is taught, in a manner that is coherent and appropriate to the academic context.

Basic IT skills and the ability to retrieve and analyse information from various bibliographic and digital sources.

Ability to incorporate the knowledge acquired in the subjects *Linguistics for Teachers* and *Literary Education for Teachers* into teaching proposals.

## 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.

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



contexts.

Develop and evaluate teaching proposals for the contents of the language and literature curriculum.

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 processes of interaction and communication in the classroom.

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.

Use information and communication technologies as a teaching resource for arts and humanities in the primary school classroom.

Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1. The Curriculum and the Linguistic Area

1.1. The integrated treatment of languages and plurilingual competence

1.2. Language teaching: use and reflection on use

1.3. Literature teaching and literary education

1.4. Audiovisual communicative competence and digital competence

Practical content:



- Analysis of the primary education curriculum. Observation of the distribution and evolution of key knowledge throughout the stage.

## 2. Classroom Methodologies

- 2.1. Task-based learning and its planning
- 2.2. Project-based learning
- 2.3. Didactic sequences and learning situations
  - 2.3.1. Writing projects and discourse genres
  - 2.3.2. Sequences for teaching oral language
  - 2.3.3. Creative writing sequences

Practical content:

- Differentiation of types of activities within a didactic sequence
- Organisation of activities in a didactic sequence to establish their relationships, direction, and level of relevance
- Analysis and identification of the key components of a didactic unit, a learning situation, a project, or a didactic sequence

## 3. Curricular Materials

- 3.1. Language and literature textbooks for primary education
  - 3.1.1. Textbooks, curriculum and planning
  - 3.1.2. Content selection and sequencing
  - 3.1.3. Structure of the didactic unit
- 3.2. Other curricular materials for teaching language and literature



### 3.2.1. Supplementary materials

### 3.2.2. Teacher-created materials

### 3.2.3. Authentic texts, newspapers, audiovisual materials and ICT

### 3.3. Sources for developing didactic materials

#### Practical content:

- Critical evaluation of diverse curricular materials across different levels within the area of language and literature
- Development of didactic guides (for a reading book, a theatre play, etc.)
- Design of work proposals for educational outings with linguistic and/or literary aims

## 4. Planning of Linguistic and Literary Content

### 4.1. Selection and sequencing of activities: pedagogical approach and curricular planning

### 4.2. Selection of texts, audiovisual resources, and ICT

### 4.3. Attention to diversity

### 4.4. Assessment criteria and tools

#### Practical content:

Design of a didactic unit or learning situation aimed at a real and familiar context, taking into account a competence-based educational approach:

1. Introduction and rationale
2. Didactic objectives or specific competences



3. Key competences
4. Core knowledge or learning content
5. Activity sequence
6. Assessment criteria and guidelines
7. Implementation guidelines
8. Diversity attention criteria

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### 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
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

In order to achieve the objectives set for this course, an active methodology will be used, requiring full student engagement. A critical approach to the theoretical frameworks presented will be encouraged, without excluding the use of lecture-based sessions when needed by the subject matter.



Academic practice within this course is structured across several levels:

## On-site Activities

### 1. Theoretical-practical classes

- Practical activities will include commentary and analysis of resources and materials, the creation of evaluation tools, and strategies for classroom organization and implementation. These will be accompanied by the drafting of didactic units adapted to different school years, levels, and educational scenarios. Students will be guided and supported by teaching staff. Classroom work will combine individual tasks, group collaboration, and full-class activities.
- The necessary guidance and materials for these activities will be provided via the virtual learning environment.

### 2. Attendance at seminars and complementary activities

- Without prejudice to specific initiatives proposed by each instructor, during the two weeks designated for complementary activities in the semester, a series of recommended events related to the course will be scheduled and announced in advance.

### 3. Tutorials

- Individual and group tutorials will be used to coordinate students' progress with their individual and collective tasks, as well as to evaluate learning progress, activities, and teaching methodology.



- Tutorials will also monitor students' oral expression skills, which are essential to pass the course.

## Remote Activities

### 4. Independent study and work

- Preparation of assigned tasks (summaries, critical reviews, etc.) and development of a guided research-based project. The applied model is investigative, meaning student work will focus on researching, locating, analysing, manipulating, producing, and presenting information.
- The aim of these assignments is to highlight the importance of cooperative learning while also reinforcing individual learning. Students will be introduced to research, analytical reflection, and the internalisation of information. These tasks will also promote interpersonal relationships and collective engagement with the content and debates.
- Students will carry out a small group research project, which will be guided and supervised by the course instructor.

## EVALUATION

Assessment will be continuous and comprehensive, with a formative and guiding character. It will consider the student's ability to analyse both individual and collective learning processes.

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



- Demonstrate an adequate level of acquisition of the specific skills and knowledge related to the subject.
- Master the methods, techniques, and other abilities and competencies expected from a student in teacher training.
- Show a positive attitude towards the subject and respectful behaviour toward peers, with regular attendance, active participation in class, interest, perseverance, and the ability to work collaboratively.
- Possess oral and written communicative competence equivalent to level C1 of the Common European Framework of Reference for Languages (CEFR).

The assessment will be based on the following elements:

1. Participation and completion of classroom activities (oral and written): 30%
2. Individual assessments: 20%
3. Final project development and presentation: 50%
4. Participation in activities proposed during the Complementary Activities Weeks will also be considered. Among the course-related proposals is the offer of literary routes organised as part of the innovation project "Geografies Literàries 3.0."

The language used in the teaching of the course must be used by students in all assessments and coursework.



In written exams and assignments, the presentation must reflect the standards expected of future teachers, with correct spelling, lexical and grammatical accuracy, and attention to coherence, cohesion, and text appropriateness. The department's criteria will apply in this regard.

Furthermore, given the importance placed on learning by doing, the use of professional tools and/or Artificial Intelligence (AI) will not be considered added value in project development. Plagiarism or improper use of AI tools may be subject to sanctions under Article 15 of the Universitat de València's Academic and Assessment Regulations.

Students who fail to attend at least 80% of classroom sessions will lose their right to continuous assessment. They may, in the second assessment period, take a theoretical-practical exam covering all recoverable course activities.

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