



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412051 **Name:** Language teaching in multilingual contexts

**Credits:** 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

**Module:** Use and teaching of Valencian

**Subject Matter:** Use and teaching of Valencian **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Use and teaching of Valencian

Subject Matter	ECTS	Subject	ECTS	Year/semester
Use and teaching of Valencian	18,00	Language teaching in multilingual contexts	6,00	This elective is not offered in the academic year 23/24
		Resources for language education	6,00	This elective is not offered in the academic year 23/24
		Resources for literary education	6,00	This elective is not offered in the academic year 23/24

## Recommended knowledge

Students understand, interpret and critically evaluate oral, written or multimodal texts, from the educational and professional fields, in the vehicular language of the subject, to participate in different contexts in an active and informed way and to build knowledge.

Students express themselves orally, in writing or multimodally, in the language of the subject, with coherence, correction and adaptation to different social contexts, and participate in communicative interactions with a cooperative and respectful attitude, both to exchange information, create knowledge and convey opinions.

Students apply, autonomously, all kinds of strategies for the search, selection, management and editing of information to expand knowledge responsibly, contrast and assess information from various sources, taking into account the context and intention. and use it citing its sources and respecting the principles of intellectual property.



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Students identify situations of language contact through research, reflection and oral presentation on other languages of the world which present a situation of conflict and minority status, as well as through analysis and reflection on additional oral and written texts, individually or in small groups.
- R2 Students identify the difficulties and possibilities of the Valencian multilingual education system in accordance with current legislation, and express this through analysis and reflection on additional oral and written texts, individually or in small groups.
- R3 Students have acquired the ability to resolve learning situations in multilingual contexts through the specific proposal of an Integrated Treatment of Language and Concepts, as well as the analysis, comparison and proposal for the reception of new students.
- R4 By means of written and oral tests, students demonstrate a level of communicative competence appropriate to the B2+ level prescribed by the CEFR.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.				X
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X

GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X
G6	To know the evolution of language in early childhood, know how to identify possible dysfunctions and ensure their correct evolution. To deal effectively with language learning situations in multicultural and multilingual contexts. Express themselves orally and in writing and master the use of different techniques of expression.				X
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.			X	



SPECIFIC		Weighting			
		1	2	3	4
E43	To know the language and literacy curriculum for this stage.	X			
E44	To know the theories on the acquisition and development of the corresponding learning.		X		
E45	To encourage speaking and writing skills.			X	
E46	To know and master oral and written expression techniques.				X
E50	To cope with language learning situations in multilingual contexts.				X
EV1	To deepen the basic principles of language and communication sciences			X	
EV2	Speak, read and write correctly and adequately in Valencian.				X
EV4	Reflect on the difficulties in learning the official languages of learners of other languages and create and design learning-teaching strategies related to them.				X
EV5	Effectively resolve language learning situations in multilingual contexts.				X
EV6	Create and design specific resources to develop and assess curriculum content through appropriate didactic resources and promote the corresponding competences in students.		X		
EV11	Be able to reflect deeply on the structure, levels, properties and functions of language.		X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	70,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3	20,00%	Oral presentation of group and individual work.
R1, R2, R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.

### Observations

This subject is part of the module Learning languages and literacy, specifically the subject Use and teaching of Valencian.

According to the language proficiency criteria required for admission to the teaching staff, the student must demonstrate throughout the subject the achievement of a level of linguistic competence in Valencian equivalent to a B2+.

**Criteria for awarding Honors:** Those who obtain the best results from 9. Only 1 Honors can be placed for every 20 students.

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### CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1, M2, M9	R1, R2, R3	56,00	2,24
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M8, M9	R1, R2, R3	2,00	0,08
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2, M9	R1, R2, R3	2,00	0,08
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M8, M9	R1, R2, R3	25,00	1,00
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M9	R1, R2, R3	65,00	2,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
Language and usage	1.1. Bilingualism, diglossia and linguistic substitution.1.2. Language policy.1.3. Standardization and standardization.1.4. Linguistic variation and variety1.5. Specialty languages1.6. Multilingualism.
Multilingual education: psycho and neurolinguistic foundations	2.1. Psycho and neurolinguistic theories.2.2. Language acquisition in multilingual contexts: linguistic immersion and immersion. Methodological strategies of teachers.
Language policy and education	3.1. Plurilingualism and education: models.3.2. Linguistic legislation in the Valencian Community.3.3. The Valencian education system.
Language and immigration	4.1. Integrated language treatment.4.2. Welcome and integration in school: Sociolinguistic and cultural contexts of newcomers.4.3. Beliefs, representations and knowledge of learners and teachers.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Language and usage	4,00	8,00
Multilingual education: psycho and neurolinguistic foundations	8,00	16,00
Language policy and education	6,00	12,00
Language and immigration	12,00	24,00



## References

### Bibliografia bàsica

- Baker, C. (1997). *Fundamentos de educación bilingüe y bilingüismo*. Madrid: Cátedra.
- Bruner, J. (1990). *La parla dels infants. Com s'aprén a fer servir el llenguatge*. Barcelona: Eumo.
- Cassany, D., Luna, M. i Sanz, G. (1993). *Ensenyar llengua*. Barcelona: Graó.
- García, M., Giner, R., Ribera, P. i Rodríguez, C. (1999). *Ensenyament de llengües i plurilingüisme*. València: Universitat de València.
- Guasch, O. (coord.) (2010). *El tractament integrat de les llengües*. Barcelona: Graó.
- Montón, M. J. (2003). *La integració de l'alumnat immigrant al centre escolar. Orientacions, propostes i experiències*. Barcelona: Graó.
- Pascual, V. (2006). *El tractament de les llengües en un model d'educació plurilingüe per al sistema educatiu valencià*. València: Conselleria de Cultura, Educació i Esport.
- Pascual, V. (2011). *Un model d'educació plurilingüe i intercultural per al sistema educatiu valencià*. València: Conselleria d'Educació, Generalitat Valenciana.
- Pascual, V. (2014). *Educació plurilingüe: educació en valencià*. València
- Vila, I. i Siguan, M. (1998). *Bilingüisme i educació*. Barcelona: Proa.

### Bibliografia complementària

- Xarxa temàtica sobre l'Educació Lingüística i la Formació d'Ensenyaments en Contextos Multiculturals i Multilingües (2004). Multiculturalisme i plurilingüisme escolar. La formació inicial del professorat de l'ensenyament obligatori. *Articles de Didàctica de la Llengua i la Literatura*, 34, . pp. 87-97.
- Cambra M. (1996) Llengües primera, segona i estrangera: una terminologia provisional. *Articles de Didàctica de la Llengua i de la Literatura*, 8, pp. 83-94.
- Camps, A. i Guash, O. (2006). Diversitat de llengües a l'aula. *Articles de Didàctica de la Llengua i la Literatura*, 38, pp. 5-9-
- Colectivo Amani (2006). *Educación intercultural: análisis y resolución de conflictos*. Ed. Popular.
- Guasch, O. (2001). El plurilingüisme i la renovació de l'ensenyament de la llengua. *Articles de Didàctica de la Llengua i de la Literatura*, 23, pp. 9-21.
- López, J. (2000). Ensenyament en valencià. La formació lingüística del professorat: un repte necessari. *Edetania: Estudios i Propuestas de Educación*, 19, pp. 70-83.
- Recasens, M. (1998). *Cómo estimular la expresión oral en clase*. Madrid: CEAC.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

Evaluation instruments will not change. In case of not being able to take the assessment tests in person, they will be done electronically through the UCVnet campus.



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Proves escrites. Elaboració de memòries de treball de camp. Resolució de casos pràctics	70	Elaboració de documents de reflexió teoricopràctica a partir de materials i lectures proposades.	Plataforma UCVnet
Exposicions orals individuals i en grup	20	Exposicions orals individuals virtuals o presencials	Plataforma UCVnet
Participació activa en les sessions i seguiment individual	10	Participació activa en les sessions presencials o virtuals i en fòrums de reflexió	Plataforma UCVnet

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:

All tasks will have a delivery date specified on the platform.



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

# Course guide

Year 2023/2024

1412051 - Language teaching in multilingual contexts

