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LANGUAGE SKILLS

IN FUTURE EDUCATORS: KEYS TO SOCIAL INCLUSION AND DEVELOPMENT IN A MULTICULTURAL ENVIRONMENT

COMPETENCIAS LINGÜÍSTICAS EN FUTUROS EDUCADORES: CLAVES PARA LA INCLUSIÓN Y EL DESARROLLO SOCIAL EN UN MUNDO MULTICULTURAL

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ABSTRACT

This study addresses the growing importance of linguistic skills in the training of future educators, especially in multicultural contexts where social inclusion is fundamental. The purpose of this study was to investigate the relationship between linguistic skills and social inclusion among students of different genders and majors. Quantitative methods were employed, including surveys and statistical analyses, such as Student's t-test and ANOVA, to evaluate linguistic skills and their correlation with aspects of social inclusion and development. The results revealed that women and students in Psychopedagogy showed significantly higher linguistic skills compared to their peers in Basic Education and Pedagogics of Domestic and Foreign Languages. Furthermore, a strong positive correlation was found between linguistic skills and social development ($r = 0.65$, $p < 0.01$), suggesting that as linguistic skills improve, so does the perception of social development. Our conclusions highlight the imperativeness of integrating the development of linguistic skills into educational programs to promote inclusion and social development, as well as the need for future research to explore effective strategies for strengthening these skills in diverse educational contexts.

Keywords: Linguistic skills, Social inclusion, Social development, Future educators, Multicultural education, Pedagogy.

RESUMEN

Este estudio aborda la creciente importancia de las habilidades lingüísticas en la formación de futuros educadores, especialmente en contextos multiculturales donde la inclusión social es fundamental. El propósito de este estudio fue investigar la relación entre las habilidades lingüísticas y la inclusión social entre estudiantes de diferentes géneros y carreras. Se emplearon métodos cuantitativos, incluidas encuestas y análisis estadísticos, como la prueba t de Student y ANOVA, para evaluar las habilidades lingüísticas y su correlación con aspectos de inclusión social y desarrollo. Los resultados revelaron que las mujeres y estudiantes de Psicopedagogía mostraron habilidades lingüísticas significativamente mayores en comparación con sus pares de Educación Básica y Pedagogía de Lenguas Nacionales y Extranjeras. Además, se encontró una fuerte correlación positiva entre las habilidades lingüísticas y el desarrollo social ($r = 0,65$, $p < 0,01$), lo que sugiere que a medida que mejoran las habilidades lingüísticas, también mejora la percepción del desarrollo social. Nuestras conclusiones resaltan la imperativa de integrar el desarrollo de habilidades lingüísticas en programas educativos para promover la inclusión y el desarrollo social, así como la necesidad de investigaciones futuras para explorar estrategias efectivas para fortalecer estas habilidades en diversos contextos educativos.

Palabras clave: Habilidades lingüísticas, Inclusión social, Desarrollo social, Futuros educadores, Educación multicultural, Pedagogía.

INTRODUCTION

Socialization is an innate characteristic among human beings, as we need to interact with our environment. This interaction is often carried out through linguistic skills, which are fundamental for learning in various educational contexts. It is essential to recognize that these skills not only reflect human beings' intrinsic capabilities but are also influenced by the educational environment in which they develop. Cognitive language activities are crucial for social development, contributing to coexistence and interpersonal relationships. To effectively manage language skills, it is necessary to implement techniques that offer security and mental progress, as highlighted by Coello (2021).

Not all individuals possess the same abilities, skills, or resources to approach learning, which underlines the importance of equipping teachers with the necessary skills and materials to cater to their students (Navarro et al., 2022). In the current context, the choice and use of languages in various territories require a renewed vision that activates students' maximum potential, allowing them to discover their talents and develop their skills (Villaescusa, 2022).

Cognitive accessibility is considered key to educational inclusion, favoring individuals' emotional well-being and quality of life by creating predictable environments, improving their sense of control in decision-making, promoting self-determination, and facilitating learning (Villaescusa, 2022). Teachers play a fundamental role in this process; therefore, teacher training must include content on diversity and inclusive education. Without this training, universities will not be able to be truly inclusive (Moriña & Orozco, 2023).

Language skills have been studied for years due to their impact on the construction of verbal knowledge, which in turn helps people to order and link up their thoughts. These skills are essential for students' academic and professional development and should be addressed comprehensively to strengthen not only verbal and written communication but also the control of emotions and behaviors (Lezcano, 2023). Educational institutions must foster the development of these skills at all levels so that students can build complex thinking and resolve personal and professional conflicts effectively (Panchana & Rivera, 2023).

From this perspective, language skills continue to be a concern for the scientific community. Good communication is essential in the training of future educators, who must be able to adapt to diverse contexts and audiences. Education must take learning styles and teaching strategies into account to ensure that all students have the opportunity to develop their language skills adequately.

Multiculturalism demands a transformation of contemporary educational processes, promoting the construction of identity and active participation in communities' socio-cultural and political-economic transformation (Salum, 2023).

This study aims to develop and foster language skills in future educators at the Technical State University of Quevedo (UTEQ) in Ecuador to strengthen their inclusion and social development in a multicultural environment. The results could be useful for teachers, students, and other professionals interested in improving the teaching and learning of language skills in higher education.

Based on the aforementioned context, the objectives of this research focused on exploring how the language skills of future educators can facilitate social inclusion and development in multicultural contexts at UTEQ.

Linguistic competency focuses on knowledge of the rules and patterns of language and encompasses basic communication skills: speaking, writing, listening, and reading. These skills must be mastered by the language user in order to communicate effectively in various situations. Language learning should be treated independently and according to the learner's needs. Language skills vary from one individual to another, depending on their communicative life (e.g., profession, trade, or leisure activities), although appropriate strategies are not always chosen for each communicative situation (Vásquez, 2022).

In the educational field, Criollo-Vargas et al. (2021), defines linguistic competence as teachers' capability regarding the level of mastery of the language they teach (p. 1006). These authors also mention that linguistic competence includes several aspects: a general range of the language, necessary vocabulary for its production, grammatical accuracy that encompasses syntax and semantics, vocabulary control to select the appropriate word for the context, and phonological control for pronunciation and intonation, as well as spelling and punctuation in writing.

To build a more intercultural and inclusive education, this ideology must be shared by the entire educational community through a reflective analysis. The university must define what cultural project it wants to cater to, generating policies and strategies that guide inclusive actions. The adoption of an inclusive intercultural model requires everyone to participate in order to create cultural, organizational, curricular, and social models that promote values such as equality, human rights, participation, sustainability, and respect for diversity. This change implies a cultural transformation in the institution, built collectively and shared by the entire university community. Benet et al. (2020), notes that their participants' beliefs about the inclusive values promoted by the university are more focused on

multilingualism and inclusion than on the wide range of values that the institution promotes at a formal level.

This focus on multilingualism and inclusion is not only fundamental to the development of language skills but also establishes a direct link to social development and community cohesion. The ability to communicate effectively in multiple languages can facilitate interaction and understanding between different cultural groups, which in turn fosters an environment of collaboration and mutual respect.

Existing studies reflect a great deal of interest in investigating educators' language skills. However, few studies address their impact on social development and community cohesion despite the fact that our current society requires that teaching should not be based solely on obtaining a university degree. Benet et al. (2020), found that teachers complain about their students' poor linguistic skills, which clashes directly with the university's interest in attracting students without linguistic requirements. This situation generates tensions in communication, learning, and the relationship between students and teaching staff.

On the other hand, Criollo-Vargas et al. (2021), based on the qualitative results of interviews, determined that the components that teachers became most proficient at were morphology, syntax, lexicon, and semantics, while the least developed were phonetics and pragmatics. This highlights the need for teachers to have a good command of the English language in order to develop a teaching-learning process that achieves proficiency levels among students in the management of linguistic components.

In a study conducted by Gil & Martín (2021), it was asserted that the command and knowledge of languages is more than just an academic and professional tool since it also provides security and the confidence to be competitive. In addition, it is a global tool for communicating and exchanging information in various cultural, social, economic, and political spheres. This approach could have a significant impact on the quality of the university system and, consequently, on graduates' entrance into the world of work, both nationally and internationally.

Within this context, Díaz-Torres (2017), highlighted the social and human importance of a specialized social educator getting involved, which requires a rethinking of social conceptions and externalized attitudes. Training in this area must transcend the mandatory and specific training of professionals to permeate the social fabric as a whole.

Sumonte et al. (2022), in their study "Intervenciones Didácticas: Las Voces de Migrantes Adultos sobre la Enseñanza y el Aprendizaje de Segundas Lenguas en una

Zona Rural de Chile" (Didactic Interventions: The Voices of Adult Migrants on the Teaching and Learning of Second Languages in a Rural Part of Chile), found that colloquial language contains linguistic elements and functions that generate social cohesion in the community, differentiating it from more general linguistic communities. Curriculum development should not be limited to preparing students for linguistic proficiency but should also foster the preservation of their language and culture. This development must be supported at the macro level by providing curriculum guidelines and specialized training programs for Spanish teachers, integrating culturally sensitive teaching approaches. Pedagogy based on cultural responsibility recognizes the roles of educators and learners in co-constructing learning experiences through intercultural competence, acting as agents of change. Establishing an inclusive society, where everyone has equal opportunities, is crucial in achieving successful integration and social cohesion.

Marimón (2021), applied "learning through language" to second language learning, integrated into the communicative approach. This approach links language to the acquisition of the four basic skills (oral and written comprehension and expression) and emphasizes that learning about language involves introducing knowledge about the linguistic system at its different levels. The proposal stresses that language is not only an instrument for the transmission of knowledge but is knowledge in itself. Making the learner aware of the organization of an expression, the selection of vocabulary, and communicative decisions places the learner in an active role when faced with language and social reality. By learning through language, learners become social agents who understand the system and its use, approaching different ways of thinking about the world and themselves, thus developing competence as intercultural speakers.

In fact, the value of language skills is revealed not only in the academic sphere but also in their impact on social development and community cohesion. As the need to train educators in the use of language is recognized, it becomes evident that research must move towards the implementation of methodologies that integrate these aspects into educational practice.

MATERIALS AND METHODS

This study was conducted using a quantitative, descriptive, and correlational approach aimed at exploring the impact of language skills on social development and community cohesion among future educators at UTEQ. The research focused on teachers and students of all semesters

at the Faculty of Educational Sciences, which includes the degree courses of Basic Education, Pedagogy of Domestic and Foreign Languages, and Psychopedagogy.

The study population included all teachers and students enrolled in the Faculty of Educational Sciences at UTEQ, representing a total of approximately 800 students and 50 teachers. Stratified random sampling was used to select a representative sample of 200 students and 30 professors, ensuring the inclusion of participants from different semesters and specializations.

For data collection, two questionnaires were designed: one aimed at students and the other at teachers. Both questionnaires were validated by experts in the field of education and linguistics and were applied in Likert scale format, which made it possible to measure perceptions of language skills and their relationship with social development and community cohesion.

Student Questionnaire: This instrument consists of 20 items that assess language skills (speaking, writing, listening, and reading) and students' perception of the importance of these skills in their education and social interaction.

Teacher Questionnaire: This questionnaire includes 15 items that measure teachers' perception of their students' language skills and their impact on the teaching-learning process.

The questionnaires were applied in person and virtually, guaranteeing access to all participants. A brief explanation of the purpose of the study was provided and the confidentiality of the responses was guaranteed. The data were collected over a period of three weeks and were analyzed using SPSS (Statistical Package for Social Sciences) software.

Descriptive analyses were conducted to characterize the sample, and correlational analyses were performed to determine the relationship between language skills and social development. A significance level of $p < 0.05$ was established for all statistical tests.

RESULTS AND DISCUSSION

The study sample consisted of a total of 230 participants, of which 200 were students and 30 were professors at UTEQ's Faculty of Educational Sciences.

Table 1 shows the distribution of the total sample of 230 participants, itemized according to degree course, type of participant, and gender. It is observed that the highest proportion of students were enrolled in the Basic Education course, suggesting a significant focus on the training of future educators in this area. In contrast, Psychopedagogy had the least representation, which could indicate a lower interest or enrollment in this course.

Table 1. Distribution of the sample by degree course, type of participant, and gender.

Course	Participants		Students		Teachers		Male		Female	
	N	%	N	%	N	%	N	%	N	%
Basic Education	92	40.0	80	40.0	12	40.0	45	48.9	47	51.1
Pedagogics of Domestic and Foreign Languages	80	34.8	70	35.0	10	33.3	36	45.0	44	55.0
Psychopedagogy	58	25.2	50	25.0	8	26.7	23	39.7	35	60.3
Total	230	100.0	200	100.0	30	100.0	104	45.2	126	54.8

Source: own elaboration

In terms of gender, the sample shows a slight female predominance, with 54.8% being women compared to 45.2% of male participants. This tendency is consistent in all the degree courses, although the percentage of women is notably higher in Psychopedagogy. This predominance may influence classroom dynamics and perceptions of language skills, as women tend to participate more actively in educational settings.

The balanced distribution of students and teachers in Basic Education highlights the influence of this degree course in the educational context, suggesting that it is a key area for the development of language skills. Overall, the data reflect a diverse sample that allows an in-depth analysis of language skills concerning gender and type of degree course,

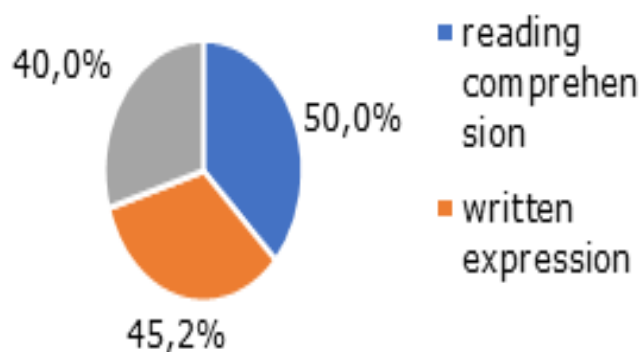
thus contributing to our understanding of the factors that influence inclusion and social development in a multicultural environment. The distribution of the sample is presented in Table 1.

Analysis of Linguistic Skills

The results of the questionnaire applied to the students revealed that 65% of the participants consider themselves competent in reading and writing skills, while only 45% feel confident in their speaking and listening skills.

Figure 1 shows students' perception of language skills, broken down into three key dimensions: reading comprehension, written expression, and oral expression. The results indicate that students feel most confident with their reading comprehension, reaching 50.0%. This finding suggests that students feel relatively comfortable interpreting and analyzing texts, which is fundamental for their academic success in various disciplines.

Fig 1. The perception of language skills among students.



Source: own elaboration.

On the other hand, written expression stands at 45.2%, indicating that although students feel competent in this area, there is considerable room for improvement. This perception could point to the need to strengthen writing and logical argument, which are essential for effective communication in academic and professional settings.

Finally, oral expression had the lowest percentage, standing at 40.0%. This suggests that students may experience greater challenges when communicating verbally, which could affect their performance in presentations and class discussions. The lower perception of proficiency in this area highlights the importance of implementing educational strategies that foster confidence and the ability to express themselves orally.

In summary, although students show an overall positive perception of their language skills, the data reveal specific areas that require attention and development. Reading comprehension stands out as a strength, while oral and written expression present significant opportunities for improvement. Figure 1 illustrates students' perception of their language skills.

Analysis of Teachers' Perception

Table 2 reveals significant concerns among teachers about their students' linguistic skills. Seventy percent of teachers consider these skills to be inadequate, indicating a generalized perception that students do not have the ability to perform well in the classroom. This deficiency may limit students' ability to actively participate in the educational process, affecting their learning and development.

Table 2. Teachers' perception of students' linguistic skills.

Aspect	Teachers	
	N	%
Inadequate language skills	21	70.0
Negative impact on the teacher-student relationship	24	80.0
Effect on the teaching-learning process.	23	75.0

Source: own elaboration.

In addition, 80% of teachers express that the lack of language skills has a negative impact on the relationship between students and teachers. This perception suggests that communication difficulties can generate tensions in classroom interaction, which could hinder teaching dynamics and the quality of the education. Effective communication is essential not only for language teaching but also for fostering understanding and collaboration in diverse social environments.

Likewise, 75% of teachers indicate that inadequate language skills affect the teaching-learning process. This implies that language skills are fundamental for the comprehension of academic content and for facilitating fluent communication between students and teachers. Without these skills, students may face significant challenges in their personal and professional development.

In summary, the findings underscore the urgent need to strengthen language skills in future educators. The perception of inadequacy in these skills, along with their impact on the teacher-student relationship and on the educational process, highlights the importance of implementing

educational strategies that address these deficiencies. Doing so can improve the quality of learning and promote an inclusive environment that prepares students to face challenges and take advantage of opportunities in a multicultural and globalized world.

Table 3 provides an overview of the perception of participants – both students and teachers – on various aspects related to social inclusion and development in a multicultural context.

Table 3. Participants' perceptions of social inclusion and social development in a multicultural place.

Aspect	Participants (students and teachers)	
	N	%
Cultural diversity	116	50.4
Social interaction	89	38.7
Access to opportunities	107	46.5
Personal development	139	60.4
Social development	129	56.1
Professional development	179	77.8

Source: own elaboration.

Among the aspects evaluated, professional development stands out with a remarkable 77.8% of participants expressing a positive perception. This result suggests that the majority of respondents feel that their training provides them with the necessary tools to advance in their future careers, which is critical in an increasingly competitive and diverse work environment.

Personal development is also perceived in a favorable light, with 60.4% of participants feeling supported in their personal growth. This indicates that educational programs can contribute to the integral formation of future educators, promoting skills that go beyond the academic realm.

Regarding cultural diversity, social interaction, and access to opportunities, the percentages are lower: 50.4%, 38.7%, and 46.5%, respectively. These results suggest that although there is an awareness of how important diversity and interaction are in a multicultural context, there are still areas that require attention and improvement. The lower score for social interaction, in particular, may indicate that participants feel that there are barriers that limit collaboration and understanding between different cultural groups.

Finally, social development is also perceived positively, with 56.1% of participants recognizing its importance. However, this also implies that there is a significant number of people who may not be completely convinced that progress is being made in this area.

In short, the findings in the table indicate that although participants have a positive perception in areas such as professional and personal development, there are significant opportunities to improve social inclusion and interaction in a multicultural environment. This emphasizes the need to implement strategies that foster greater diversity and collaboration in the educational environment, ensuring that all students and teachers feel included and supported in their development.

Inferential Analysis

Analysis and interpretation of linguistic skills by gender

Table 4 shows linguistic skills by gender, showing significant differences in reading comprehension, written expression, and oral expression between men and women. These results were obtained using Student's t-test for independent samples, which enables one to compare linguistic skills in different dimensions.

Table 4. Linguistic skills according to gender.

Linguistic Skill	Gender	N	Mean	Standard deviation	t	p
Reading comprehension	Male	104	1.59	0.533	-38.699	<0.001
	Female	126	4.02	0.419		
Written expression	Male	104	1,03	0,168	-32.063	<0.001
	Female	126	3.89	0.896		
Oral expression	Male	104	1.00	0.000	-24.280	<0.001
	Female	126	3.52	1.056		

Source: own elaboration.

The key results indicate that in written expression, men have a mean of 1.03, compared to women, whose mean is 3.89. The t-test revealed a significant difference ($t = -32.063$, $p < 0.001$), suggesting that women have significantly higher skills in this area. This finding is crucial, as written expression is critical for effective communication and learning in an academic environment.

As for oral expression, the men's mean is 1.00, while the women's is 3.52. The difference is also significant ($t = -24.280$, $p < 0.001$), indicating that women feel more competent in oral expression. This skill is essential for social interaction and active participation in educational and professional contexts.

Finally, in reading comprehension, the mean for men is 1.59, in contrast to 4.02 for women. The t-test showed a significant difference ($t = -38.699$, $p < 0.001$), suggesting that women have a higher perception of their ability in this aspect. Reading comprehension is fundamental not only for language learning but also for understanding texts in various disciplines, which is vital in a multicultural environment.

The findings denote that female student have significantly higher perceptions in all the dimensions assessed compared to their male counterparts. This suggests that, in the context of this research, women feel more competent in language skills, which may have positive implications for their social inclusion and development.

These results underscore the need to consider gender differences when developing educational strategies that seek to improve language skills and foster a more inclusive environment. Addressing these differences can help prepare future educators to face the challenges and take advantage of the opportunities that arise in a globalized and multicultural environment.

Analysis and interpretation of language skills by degree course

An Analysis of Variance (ANOVA) was performed to compare language skills between students from different degree courses, and it revealed significant differences in the dimensions evaluated. Table 5 presents the results of the ANOVA, which include the means of the linguistic skills in reading comprehension, written expression, and oral expression for the groups of Basic Education, Pedagogics of Domestic and Foreign Languages, and Psychopedagogy.

Table 5. ANOVA of the linguistic skills among students of different degree courses.

Linguistic skill	F	p	Course (A)	Course (B)	Mean differences (A-B)
Reading comprehension	533.169	<0.001	Basic Education	Pedagogics of Domestic and Foreign Languages	-2.388*
				Psychopedagogy	-3.207*
			Pedagogics of Domestic and Foreign Languages	Basic Education	2.388*
				Psychopedagogy	-0.819*
			Psychopedagogy	Basic Education	3.207*
				Pedagogics of Domestic and Foreign Languages	0.819*

Linguistic skill	F	p	Course (A)	Course (B)	Mean differences (A-B)
Written expression	440.129	<0.001	Basic Education	Pedagogics of Domestic and Foreign Languages	-2.088*
				Psychopedagogy	-3.448*
			Pedagogics of Domestic and Foreign Languages	Basic Education	2.088*
				Psychopedagogy	-1.361*
			Psychopedagogy	Basic Education	3.448*
				Pedagogics of Domestic and Foreign Languages	1.361*
Oral expression	-1.675*	<0.001	Basic Education	Pedagogics of Domestic and Foreign Languages	-1.675*
				Psychopedagogy	-3.155*
			Pedagogics of Domestic and Foreign Languages	Basic Education	1.675*
				Psychopedagogy	-1.480*
			Psychopedagogy	Basic Education	3.155*
				Pedagogics of Domestic and Foreign Languages	1.480*

* Mean difference is significant at 0.05.

Source: own elaboration.

The ANOVA results indicate that in reading comprehension, a significant difference was observed between the degree courses ($F = 533.169$, $p < 0.001$). Post hoc tests confirmed that Psychopedagogy students have a significantly higher mean than Basic Education and Pedagogics of Domestic and Foreign Languages. This finding suggests that future Psychopedagogy educators feel more competent in text comprehension, a critical skill for teaching and interacting in multicultural contexts.

In the area of written expression, significant differences were also found ($F = 440.129$, $p < 0.001$). Multiple comparisons revealed that the Psychopedagogy students outperform those studying Basic Education and Pedagogics of Domestic and Foreign Languages, suggesting greater competence in writing texts. This ability is essential for effective communication and professional development in an educational environment.

Finally, the analysis of oral expression showed significant differences ($F = 306.470$, $p < 0.001$). Again, the post hoc tests indicated that the Psychopedagogy students have a significantly higher perception of their oral competence compared to the other groups. The ability to express oneself orally is crucial for social interaction and active participation in the classroom, which reinforces the value of these skills for social inclusion and development.

Therefore, the ANOVA findings suggest that language skills vary significantly among students from different majors. Psychopedagogy students tend to have higher

perceptions of their language skills compared to their peers in Basic Education and Pedagogics of Domestic and Foreign Languages. This could reflect differences in academic training, curricular approach, and/or teaching methodologies used in each degree course, which highlights the need to implement educational strategies that strengthen language skills and foster an inclusive and diverse environment.

Analysis and interpretation of the correlation between language skills and social inclusion

The results of the correlation analysis revealed significant relationships between language skills and various aspects of social inclusion. Table 6 presents the overall correlation between language skills and social inclusion, highlighting the strength of this relationship.

Table 6. Correlation between language skills and social inclusion.

Variable	r	p
Linguistic skills vs. social inclusion	0.90	<0.001

Source: own elaboration.

The correlation of $r = 0.90$ with $p < 0.001$ indicates a positive and significant relationship between language skills and social inclusion. This finding suggests that as students' language skills improve, their ability to interact socially, value diversity, and perceive greater access to opportunities also increases.

The strong correlation observed underlines the importance of developing language skills in an educational context. These skills are essential both for academic learning and for fostering effective social inclusion and integral development in a multicultural environment. By strengthening language skills, people can enable communication and collaboration between individuals from different backgrounds, thus contributing to a more inclusive and cohesive society.

Correlation between language skills and social development

The correlational analysis conducted between language skills and social development showed a significant positive correlation ($r = 0.65$, $p < 0.01$). This suggests that as students' language skills increase, their perception of social development and community cohesion also increases. Table 7 summarizes the results of the correlational analysis.

Table 7. Correlation between language skills and social development.

Variable	r	p
Linguistic skills vs. social development	0.65	<0.001

Source: own elaboration.

Pearson's correlation of $r = 0.65$ indicates that there is a strong positive relationship between language skills and social development. This implies that students and teachers who feel more competent in their language skills tend to experience greater social development. This highlights the usefulness of language skills in building social relationships and active participation in a community.

Furthermore, the p -value < 0.01 suggests that the observed correlation is statistically significant, which reinforces confidence that this relationship is not a product of chance. Thus, it can be concluded that the development of language skills has a real impact on individuals' social development, which has important implications for education and social inclusion.

The findings suggest that language skills are a crucial factor in social development, reflected in individuals' ability to interact effectively in diverse social situations, understand and participate in discussions about social issues, and collaborate in community settings. This result underscores the need to foster the development of language skills in an educational context, as these skills are essential for academic success and social development, especially in a multicultural and dynamic context.

This study on language skills in future educators reveals the relevance of these skills within the context of inclusion

and social development. Similar to recent research by Guillén-Chávez et al. (2021); and Paredes-Cartes & Moreno-García (2021), who emphasize the fundamental role of language skills in social interaction and community cohesion, our findings demonstrate that an improvement in students' language skills is associated with a more positive perception of their contribution to social development. This reinforces the premise that language skills are essential both for academic success and for cultivating inclusive environments.

The results of our study also reflect similarities with those of Morales (2022), who argues that language skills are crucial for the development of professional skills and the delivery of services to the community.

Nonetheless, we found a significant discrepancy with Castellanos (2024), who reported no significant differences in language skills according to gender. In our research, women and Psychopedagogy students showed significantly higher language skills than their peers in Basic Education and Pedagogics of Domestic and Foreign Languages. This variation could be explained by different methodological approaches or the diversity of samples used in our investigations.

Additionally, although Lupano & Castro (2023), emphasize the negative effects of the passive use of social networks on psychological well-being, our study did not delve into these implications. Instead, we focused on the potential of language skills to foster positive social interactions and healthy community development.

It is critical to acknowledge the limitations facing this study. The sample was limited to a specific context, which may restrict the applicability of the results to other groups. Moreover, the tools implemented to assess language skills and social development may not fully reflect the complexity of these dimensions.

Unlike other studies such as Mirete et al. (2023), our research did not address the gender gap in language skills. Future research could consider how gender differences impact the development of language skills in educators in training.

In line with the findings of Valdez & Pérez (2021), we argue that communication skills, including language skills, are essential for social development and that adequate training in these skills is necessary to support personal and community growth.

It would be beneficial for future research to investigate effective strategies to strengthen linguistic skills in diverse educational contexts. It is also crucial to assess the long-term impacts of these skills on educators' professional

and social lives. Furthermore, investigating how these skills can be effectively integrated into teacher education curricula could contribute to maximizing their potential in promoting social inclusion and community development.

Thus, this study aligns with recent research in stressing the importance of language skills in the training of educators committed to social inclusion and development. However, it also identifies differences in approach and limitations that require attention in future research.

In summary, the findings of this study highlight the urgency of prioritizing the development of linguistic skills in the training of future educators, since these skills are key to facing the challenges of a diverse and constantly changing world.

CONCLUSIONS

This study has shown the importance of language skills not only in the academic sphere but also in social development and inclusion. The results obtained indicate that language skills are fundamental for social interaction, valuing diversity, and accessing opportunities, all crucial aspects in the training of future educators.

The findings reveal significant differences in language skills between genders and majors, with female and Psychopedagogy students showing higher perceptions in all dimensions assessed. These results are consistent with previous studies that have documented the influence of gender and academic background on the development of language skills.

The positive correlation between language skills and social development suggests that as students improve their language skills, they also experience greater social development and community cohesion. Hence, strengthening language skills can improve social inclusion.

However, it is important to recognize the limitations of this study. The sample was limited to a specific context, which may affect the generalizability of the results to other populations or educational settings. In addition, the measures used to assess language skills and social development may not fully capture the complexity of these dimensions. Future studies could benefit from a more diverse sample and the use of qualitative methods that delve deeper into the experiences of students and teachers.

In short, this study underlines the need to integrate language skills development into educational programs to improve academic achievement and encourage an inclusive environment that prepares future educators to meet the challenges of a multicultural environment. Future research should explore effective strategies to strengthen

these skills in different contexts and populations, as well as investigate the long-term impact of these skills on educators' professional and social lives.

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