COURSE DATA

DATA SUBJECT

Code: 33662
Name: Culture of foreign language teaching: english
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period

SUBJECT-MATTER

Degree	Subject-matter	Character

COORDINATION

VILLACAÑAS DE CASTRO LUIS SEBASTIAN

SUMMARY

Making use of theory and practice, dialogue, lectures and classroom activities, this course aims to help students reflect and reach conclusions on the key role that culture plays in all teaching and learning processes, but specifically in the teaching and learning of a foreign language, in this case English. The idea is for the future primary EFL teachers to become aware of the many pedagogical variables that are influenced by culture so that they can control and direct their own teaching towards a better education.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

To participate adequately in this course, students must have attained (1) a B2 level (or higher) in English language proficiency; they must display (2) a general knowledge of the reality of the Valencian educational system and of the way certain sociological variables affect student school performance; they must be capable of (3) reflecting critically on to their own culture and other cultural phenomena, and also for (4) engaging in dialogue and group work.

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

Be able to properly interpret the cultural implications of the various uses of the foreign language.

Design, assess and implement content and language integrated learning (CLIL) projects.

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

Get to know the most relevant aspects of the foreign culture: geography, history, literature, social institutions, lifestyles and traditions.

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 how to act as a mediator between mother and foreign languages and cultures.

Know the official foreign language curriculum.

Know the specificity of learning a foreign language in a school setting.

Promote cooperative work and individual work and effort.

Teach a foreign language in primary education.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. Deficit Perspectives: Cultural Capital and the Hidden Curriculum
2. English Linguistic Imperialism
3. The Cultures of Childhood
4. From Deficit Perspectives to the Third Space: Student Cultures, School Culture, and Curricular Culture
5. Student and Teacher Identities: Funds of Knowledge, Funds of Identity, and Identity Texts
6. Intercultural Communicative Competence in Language Teaching
7. From the Third Space to the Educational Spiral: Culturally Sustaining Pedagogy

8. Multiculturalism, Multimodality, Multiliteracies, and Multilingualism
9. Project-Based Learning

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Total hours	**0,00**

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

The teaching practice of the course will seek the highest degree of coherence not only with the ideas that emerge from its contents —in relation to the cultural dimension itself— but also with the general pedagogical principles recommended to future teachers. This means that the course will rely on dialogic and participatory methodologies to build pedagogical knowledge and acquire and facilitate relevant reflections that stem from the students' prior beliefs. Through lectures (when needed) but mostly through group activities, critical dialogue will be encouraged to reflect on cultural contents introduced in the course as much as on their possible translation into practice. Lastly, teachers will make an effort to integrate the ICTs to reinforce the methodological principles described above.

Participation in this course develops at different levels :

1. Classroom activities (40% of the workload).

1.1. Theoretical and practical classes (30%).

1.2. Attending seminars and complementary activities (8%).

1.3. Tutoring (2%).

2. Outside-classroom activities (60% of the total workload).

2.1. Autonomous work.

EVALUATION

Formative assessment will be conducted on students' oral and written work, through three specific projects —a photovoice, an educational autobiography and a podcast episode— on the various units and concepts in the curriculum, and it will prioritize students' conceptual reflection as well as their critical and reflective skills. As part of each project, the teaching staff and the students will construct and negotiate together the evaluation criteria, so that the students have them before they are assessed. Teacher orientation for the subjects' assignments will be provided in class and through tutorials. Due to the participatory nature of subject, class attendance and participation will be especially important, just as much as the students' academic English proficiency.

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