

**COURSE DATA****Data Subject**

<b>Code</b>	33662
<b>Name</b>	Culture of foreign language teaching: english
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1305 - Degree in Primary School Education	15 - Foreign language specialist (English)	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
VILLACAÑAS DE CASTRO, LUIS SEBASTIAN	80 - Language and Literature Education

**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.

## **OUTCOMES**

### **1305 - Degree in Primary School Education**

- Use information and communication technologies effectively as usual working tools.
- 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.
- Promote cooperative work and individual work and effort.
- 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.
- 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.
- Teach a foreign language in primary education.
- Design, assess and implement content and language integrated learning (CLIL) projects.
- Get to know the most relevant aspects of the foreign culture: geography, history, literature, social institutions, lifestyles and traditions.
- Know how to act as a mediator between mother and foreign languages and cultures.
- Be able to properly interpret the cultural implications of the various uses of the foreign language.
- Know the official foreign language curriculum.
- Know the specificity of learning a foreign language in a school setting.

## **LEARNING OUTCOMES**



By the end of the course students should be able to identify and manage the theoretical and practical cultural variables that affect teaching and learning EFL in the Valencian educational system, which is shaped by students, teachers, and the curriculum.

## DESCRIPTION OF CONTENTS

**1. The third space: student culture, school culture, and curricular cultures**

**2. The cultures of childhood**

**3. English linguistic imperialism: the cultural dimension**

**4. Cultural capital and the hidden curriculum**

**5. Student and teacher identity: funds of identity and identity texts**

**6. Intercultural communicative competence in language teaching**

**7. From the third space to the educational spiral, I: culturally sustaining pedagogies**

**8. Multiculturalism, multimodality, multiliteracies, multilingualism**

**9. Project-based learning in English language teaching**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
<b>TOTAL</b>	<b>150,00</b>	

**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.

In all the tasks, language presentation must be suitable for a future teacher. Spelling, lexical and grammatical correction, and all aspects referred to text adequacy, coherence and cohesion will also be considered. Students must use the language in which the subject is taught.

Plagiarism entails failing the assignment and maybe the opening of an academic record. By plagiarism we understand copying documents and presenting them as one's own work; that is to say, using any paragraph or text whose source is not included as a bibliographical reference.



## 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.

## REFERENCES

### Basic

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