

**Theories of Foreign Language Teaching**

Code: 43970  
ECTS Credits: 12

Degree	Type	Year	Semester
4316481 Teaching Chinese to Spanish Speakers	OB	0	1

**Contact**

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**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

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**Prerequisites**

None

**Objectives and Contextualisation**

In this module students who are studying to become future teachers, will learn about the main current theories, foci and methods for teaching and learning a foreign language. In this module student-teachers will explore tools for designing, implementing and assessing teaching tasks that allow learners of a foreign language to develop, in formal learning environments, their interactive competences and related skills.

**Competences**

- Apply methodology for research, specific techniques and resources for researching and producing innovative results in a certain area of specialisation.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Identify and interpret the main teaching theories for second languages and apply them to Chinese for Spanish speakers.
- Relate research in language teaching and learning with teaching practice or learning processes observed in the classroom to make suggestions for improvements from both a theoretical and practical point of view.
- Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

**Learning Outcomes**

1. Analyse and apply teaching approaches that seek to develop multilingual and intercultural competence.
2. Analyse curricular content thoroughly in search of ways to work on the language with learners of different levels.
3. Apply methodology for research, specific techniques and resources for researching and producing innovative results in a certain area of specialisation.
4. Choose and evaluate texts, tools and resources oral, written and multimodal as instruments for learning.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Identify and describe the main theories on foreign-language learning.
8. Know the principles underpinning the teaching and learning of a foreign language.
9. Reflect on the assessment types, guidelines and criteria for the different linguistic and communicative competences.
10. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

## Content

The contents of this course will be organised into 5 blocks:

Block 1: Language learning and social interaction. Current foreign language learning theories, methods and approaches. The notion of interactive competence and didactics of plurilingualism.

Block 2: The development of communicative skills. Resources and materials to stimulate participation, promote communication and evaluate the learning process.

Block 3: Competence-based learning. Tools and strategies for evaluating and fomenting student autonomy.

Block 4: Resources for teaching children a foreign language.

Block 5: Language learning tasks. Technological tools to support the learning of foreign languages

## Methodology

All of the blocks in this module are based on highly participative sessions in a combination of teacher lectures and group and individual activities done in class. The lessons build on required texts so students should come to class prepared to discuss and engage with the assigned reading and other resources.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates	15	0.6	5, 9
Lectures	23	0.92	8, 7
individual, pair-work and group work tasks	25	1	2, 1, 4, 10
Type: Supervised			
Preparation of classroom assignments	25	1	1, 3, 10
Type: Autonomous			

Microteaching preparation	60	2.4	2, 1, 3, 4, 10
Preparation of the written assignment based on the microteaching	40	1.6	1, 3, 5, 6, 10
Reading Course Literature	60	2.4	8, 7, 6, 10
Test Preparation	40	1.6	7, 5, 9, 10

## Assessment

Students are expected to take an active role in the lessons and carry out the tasks proposed by the teachers in a timely manner.

Students will also be given a test to demonstrate full synthesis of the theoretical contents and will design, in groups, a short teaching activity that makes use of this knowledge in a practical way. This will be accompanied with a written summary of the teaching activity.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in class	15%	0	0	2, 3, 10
Microteaching	40%	4	0.16	1, 5, 10
Test on module content	20%	2	0.08	8, 7, 9
Written assignment based on the microteaching	25%	6	0.24	3, 6, 4, 10

## Bibliography

### Compulsory reading

Masats, Dolors, & Nussbaum, Luci. (Ed.). (2016). *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria*. Madrid: Síntesis.

### Recommended readings

Álvarez, Ibis Marlene. (2009). Evaluar para contribuir a la autorregulación del aprendizaje. *Electronical Journal of Research in Educational Psychology*, 7(3), 1007-1030.

Chen, Min. (2007). La enseñanza de la lengua china mediante el enfoque por tareas para aprendices de nivel intermedio. In María Ángeles Iglesias Madrigal, María Jesús Martínez Galán & Óscar Ramos Alonso (Eds.), *La enseñanza de la lengua china como lengua extranjera en España. I Congreso nacional para la enseñanza de la lengua china* (pp. 269-75). Valladolid: Ayuntamiento de Valladolid.

García, Ofelia, & Kleyn, Tatyana. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments*. New York: Routledge.

Lee Tsang, Sai Kin, & Liu Ya-chi. (2007). Breve estudio lingüístico, pedagógico y didáctico sobre la enseñanza de la lengua china en España, China Continental y Taiwán. *Encuentros en Catay*, 21, 180-203.

Llompарт, Júlia; Masats, Dolors; Moore, Emilee, & Nussbaum, Luci. (2019). Mézclalo un poquito. In Melinda Dooly & Claudia Vallejo (Eds.), *The evolution of language teaching: Towards plurilingualism and translanguaging*. Special Issue: *Journal of Bilingual Education and Bilingualism*. DOI: [10.1080/13670050.2019.1598934](https://doi.org/10.1080/13670050.2019.1598934)

Marco Martínez, Consuelo. (2013). La enseñanza de chino en España. Más allá de BoloniaXibanya Zhi Zhongwen Jiaoxue. In M. Zhou (Ed.), *El impacto de China en el mundo iberoamericano. Política, economía, sociedad, lengua, cultura y traducción* (pp. 85-119). Barcelona: Centre d'Estudis i Recerca sobre Àsia Oriental de la Universitat Autònoma de Barcelona.

Masats, Dolors; Mont, Maria, & González-Acevedo, Nathaly. (Eds). (2019). *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century*. Rothersthorpe: Paragon Publishing.  
<https://doi.org/10.5281/zenodo.3064130>

Monereo, Carles. (Coord.), Badia, Antoni, Baixeras, Maria Victoria, Boadas, Elena, Castelló, Montserrat, & Guevara, Iolanda. (2001). *Ser estratégico y autónomo aprendiendo*. Barcelona: Graó.

Querol Bataller, María. (2010). Estudios sobre la lengua china en España. *LynX-A Monographic Series in Linguistics and World Perception-Lenguas de Asia Oriental: Estudios Lingüísticos y Discursivos*, 18,43-88.

Richards, Jack C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press. Disponible en: [https://www.researchgate.net/publication/242720833\\_Communicative\\_Language\\_Teaching\\_Today](https://www.researchgate.net/publication/242720833_Communicative_Language_Teaching_Today)

Sánchez Griñán, Alberto. (2009) Reconciliación metodológica e intercultural: posibilidades de la enseñanza comunicativa de lenguas en china. *MarcoELE. Revista de Didáctica ELE*, 8: 1-40.