Theories of Foreign Language Teaching

Code: 43970
ECTS Credits: 12

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
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<td>4316481 Teaching Chinese to Spanish Speakers</td>
<td>OB</td>
<td>0</td>
<td>1</td>
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Contact
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Use of Languages
Principal working language: spanish (spa)

Teachers
Melinda Ann Dooly Owenby
Emilee Moore
Andy Morodo Horrillo
Maria Mont Algamasilla

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


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

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

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

Bibliography

Compulsory reading


Recommended readings


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.


