Use of Languages

Principal working language: **spanish (spa)**

Other comments on languages

Chinese will also be used

Teachers

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Eva Costa Vila
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External teachers

Du Qian
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Zhou Yang

Prerequisites

None.

Objectives and Contextualisation
This module aims to get students put into practice the knowledge acquired in the previous modules in a real classroom of Chinese as a foreign language. To successfully complete this module, students should be able to critically analyse the reality observed in the classroom, to design, implement and assess a pedagogical project, and to critically reflect on the work done during their internship.

Competences

- Apply strategies to stimulate effort in future students of Chinese and promote their ability to learn independently and develop skills that facilitate autonomy and personal initiative.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Generate and manage innovative proposals and projects in professional activity and in research.
- Identify and interpret the main teaching theories for second languages and apply them to Chinese for Spanish speakers.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Make a critical self-reflection and identify strengths and weaknesses.
- Manage cultural differences in the teaching and learning process in the classroom.
- Plan, carry out and evaluate the process of teaching and learning of the Chinese language based on current theoretical models, adapting them to the Spanish speaking student's profile and encouraging the use of new technology.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Learning Outcomes

1. Apply and evaluate didactic proposals to promote self-reliance in learners of Chinese of different levels and backgrounds.
2. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
3. Critically analyse teaching and learning in the classroom to propose improvements through innovation.
4. Design and develop teaching activities or sequences on the different communicative skills in Chinese, taking care to adapt to learners' individual characteristics.
5. Establish assessment criteria for planned activities in the teaching and learning process.
7. Evaluate strategies for managing cultural differences in the classroom.
8. Explore the literature for teaching ideas and resources with which to interpret and respond to students' specific needs.
9. Generate and manage innovative proposals and projects in professional activity and in research.
10. Identify and apply strategies to foster interaction and communication in the classroom, in order to activate the students' communicative resources, and strategies for managing time, space and participation.
11. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
12. Make a critical self-reflection and identify strengths and weaknesses.
13. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
14. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Content
The course contents will enable students to conduct the following tasks:

- Observe and reflect upon effective teaching practices for professional improvement.
- Observe and reflect upon how learning tasks place in foreign language class.
- Plan, implement and assess a pedagogical project.
- Develop critical reasoning about the reality of the classroom and about one's pedagogical project.

**Methodology**

Students will devote 225 hours to this course. They are expected to spend 175 hours in the school or educational institution in which they will carry out their internship and attend practicum seminars with their academic tutor (10 hours) to debate and discuss any issues that may come up during the practicum. Practicum calendars will vary from one school to another and students will be given theirs in due time. Therefore, students will have to work in joint collaboration with both their school mentor and their academic tutor until all practicum hours are completed.

**Activities**

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Face-to-face tutorials</td>
<td>4</td>
<td>0.16</td>
<td>4, 8, 5, 9, 10, 11, 13, 2, 14</td>
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<tr>
<td>Practicum workshops</td>
<td>6</td>
<td>0.24</td>
<td>4, 8, 5, 9, 10, 11, 13, 2, 14</td>
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<tr>
<td><strong>Type: Supervised</strong></td>
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<tr>
<td>Practicum</td>
<td>175</td>
<td>7</td>
<td>3, 1, 7, 4, 8, 5, 9, 10, 11, 13, 2</td>
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<tr>
<td><strong>Type: Autonomous</strong></td>
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<td></td>
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<tr>
<td>Project or report writing</td>
<td>20</td>
<td>0.8</td>
<td>3, 1, 7, 6, 4, 8, 5, 10, 11, 2, 12</td>
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<tr>
<td>Readings</td>
<td>5</td>
<td>0.2</td>
<td>4, 8</td>
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</table>

**Assessment**

To pass this course, students must pass each of the three assessment activities. Attendance is compulsory. Students must complete a 175-hour internship period and attend a minimum of 80% of the practicum seminars.

The academic tutors assesses:

- the practicum report that students have to write in Chinese (30%)
- students' participation in the practicum seminars (30%)

The school's mentors assesses:

- students' performance at school during their internship (40%)

**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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<tr>
<td>Academic tutor's report</td>
<td>30%</td>
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<td>0</td>
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</table>
Portfolio 30% 15 0.6 3, 1, 7, 6, 4, 8, 5, 10, 11, 2, 12

School mentor's report 40% 0 0 3, 1, 7, 6, 4, 8, 5, 9, 10, 11, 13, 2

**Bibliography**


