

Work Placement

Code: 43975
ECTS Credits: 9

Degree	Type	Year	Semester
4316481 Teaching Chinese to Spanish Speakers	OB	0	2

Contact

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Other comments on languages

Chinese will also be used

Use of Languages

Principal working language: spanish (spa)

Teachers

Antonio Paoliello

Shu-Ching Liao Pan

Xianghong Qu Lu

Pau Viladiu Illanas

Yuan Gao

Maria Dolors Masats Viladoms

Eva Costa Vila

Mireia Vargas Urpi

External teachers

Du Qian

Li Qiaofang

Wang Chao-wen

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.
6. Evaluate classroom teaching, integrating self-evaluation processes.
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

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

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

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic tutor's report	30%	0	0	4, 8, 5, 9, 10, 11, 13, 2, 14

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

Alexakos, Konstantinos. (2015) *Being a teacher / researcher: A primer on doing authentic inquiry research on teaching and learning*. Rotterdam: Sense Publishers.

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Escobar Urmeneta, Cristina. (2001). La organización de la enseñanza. En Luci Nussbaum y Mercè Bernaus (Eds.), *Didáctica de las lenguas extranjeras en la educación secundaria obligatoria* (pp. 207-232). Madrid. Síntesis.

Linerós, Rocío. (2006). Elaboración de unidades didácticas y actividades de aula para la clase de español segunda lengua (E/L2) en contextos escolares. En María Elena García Gutiérrez (Coord.), *La educación lingüística y literaria en secundaria. Materiales para la formación del profesorado. Volumen I: la educación lingüística* (pp. 241-274). Murcia: Consejería de Educación y Cultural de la Región de Murcia. Disponible en: <http://servicios.educarm.es/templates/portal/ficheros/websDinamicas/154/III.3.lineros.pdf>

Pellegrinelli, Marco. (2007). Enseñanza del chino en primaria: Un caso práctico. En María Ángeles Iglesias Madrigal, María Jesús Martínez Galán y Óscar Ramos Alonso (Eds.). *La enseñanza de la lengua china como lengua extranjera en España*. (pp. 309-327). Valladolid: Ayuntamiento de Valladolid.