

Teaching and Learning Chinese

Code: 43972
ECTS Credits: 12

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

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

Eva Costa Vila

Prerequisites

None

Objectives and Contextualisation

The main aim of this module is to put into practice all the aspects involved in the teaching of Chinese as a foreign language. This includes learning theories of teaching Chinese for Spanish speakers, planning, designing and assessing a teaching project, and analyzing, selecting and creating teaching materials on the Chinese language.

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.
- Continue the learning process, to a large extent autonomously.
- 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.
- 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. Analyse and evaluate published materials for learning Chinese: on writing, transcription, phonetics, lexis, comprehension, oral and written expression and interaction, and grammar.
2. Analyse the communicative needs of future students.
3. Choose, adapt and exploit oral, written and audiovisual resources to create materials for the Chinese-as-a-foreign language classroom that are authentic and suited to learners' individual characteristics.
4. Continue the learning process, to a large extent autonomously.
5. Develop criteria and scoring systems for assessing the different linguistic and communicative competences.
6. Develop teaching strategies to help in learning the different linguistic competences (writing, use of pinyin, pronunciation, lexis, comprehension, oral and written interaction, grammar and pragmatics), taking care to adapt to learners' individual characteristics.
7. Generate and manage innovative proposals and projects in professional activity and in research.
8. Identify teaching strategies and resources that can foster self-reliance in learners of Chinese.
9. Know about resources, activity types and tools that can help in learning the different communicative skills, and are suited to learners' individual characteristics.
10. Make didactic proposals to promote self-reliance in learners of Chinese of different levels and backgrounds.
11. Make didactic proposals to promote the learning of Chinese (writing, use of pinyin, pronunciation, lexis, comprehension, oral and written interaction, grammar and pragmatics), taking care to adapt to learners' individual characteristics.
12. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
13. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Content

This module is structured into the following sections:

- Teaching materials for Chinese for Spanish speakers
 - Analysing and selecting teaching materials for different levels and types of students
 - Adapting and creating teaching materials
 - Multimodal materials and tools
- Pronunciation, character and vocabulary teaching and learning
 - Pronunciation teaching
 - Pinyin teaching
 - Character teaching
 - Vocabulary teaching
- Planning and designing a learning unit
 - Teachers and students' role in the teaching-learning process
 - Planning a Chinese language class: the learning unit
 - Designing a learning unit: necessary elements
 - Learning units for children and young students
 - Assessing the design of a learning unit
- Teaching and learning of listening, reading, spoken production and interaction, and writing at different levels: school-age children (6-12 years old), basic, intermediate and advanced (for adults)
 - Reading comprehension
 - Basic concepts on reading and writing
 - Teaching reading comprehension at different levels
 - Aims and tasks at each level
 - Difficulties at each level and strategies to solve them

Teaching reading comprehension exercise types

- Listening comprehension
 - Importance of listening comprehension in communication and their relationship
 - Difficulties at each level and strategies to solve them
 - Analysis of listening comprehension texts: linguistic and pragmatic meaning
 - Teaching listening comprehension at different levels
 - Teaching listening comprehension exercise types
- Speaking and interaction
 - Teaching speaking and interaction at different levels
 - Aims and tasks at each level
 - Difficulties at each level and strategies to solve them
 - Teaching speaking and interaction exercise types
- Writing
 - Teaching writing skills at different levels
 - Aims and tasks at each level
 - Difficulties at each level and strategies to solve them
 - Teaching writing exercise types
- Grammar teaching in the classroom
 - Grammar teaching in the Chinese language classroom: new approaches
 - Grammar teaching in the Chinese language classroom: designing activities for adults and children
- Assessment
 - L2 assessment and certification: how, when, why, what for
 - Assessing/certifying comprehension skills (Reading and listening comprehension)
 - Assessing/certifying production skills (writing and speaking)
 - Assessing/certifying grammar knowledge
 - Assessing/certifying in digital learning environments
 - Contrastive and practical analysis of certifying exams
 - Writing of assessment/certification exams and rubrics

Methodology

In this module various teaching methodologies will be used and all of them presuppose an active role on the part of the students. Throughout the module, the following methodologies will be combined:

- Lectures
- Problem-based learning
- Practical activities
- Debates
- Preparation and oral or written presentations
- Supervised work

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Debates	20	0.8	1, 2, 9, 6, 12, 4, 3
Lectures	25	1	1, 9, 10, 8, 3

Problem-based learning	25	1	1, 2, 9, 6, 3
Type: Supervised			
Oral and written presentations	5	0.2	11, 10, 7, 12, 13
Practical activities	20	0.8	2, 6, 5, 11, 3
Type: Autonomous			
Essay writing	100	4	1, 9, 5, 11, 7, 12, 4, 3, 13
Readings	90	3.6	1, 9, 10, 8, 3

Assessment

To pass this course, attendance to an 80% of classes is compulsory.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in class	20%	5	0.2	2, 6, 5, 11, 10, 8, 12, 4, 3, 13
Exams	30%	3	0.12	1, 2, 5, 11, 10
Portfolio	50%	7	0.28	1, 9, 5, 11, 10, 7, 12, 3, 13

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Software

Apart from moodle, platforms such as Kahoot or Socrative, etc. will be used.