

Research in Teaching and Learning Chinese

Code: 43974
ECTS Credits: 6

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

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

Sara Rovira Esteva

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Prerequisites

None.

Objectives and Contextualisation

The main objectives of this module are for students to learn the fundamentals of research in Teaching Chinese as a Foreign Language (TCFL), and to familiarize themselves with basic formal aspects to develop an academic work in the field of language teaching and learning, and Chinese linguistics in a context of multicultural teaching.

On successfully completing this subject, students will be able to:

- design a research project for an MA thesis in the field of Teaching Chinese as a Foreign Language following the standards of academic work;
- develop a research project about general aspects or case studies that may be applicable to their teaching practice (action-research) in the field of TCFL using the methodological tools provided in this course;
- evaluate the quality and adequacy of reference works;
- select the most suitable methodological approach for their research project and justify this selection;
- recognise the various parts that make up an academic work (abstract, keywords, literature review, etc.) and apply them to their own project design;
- apply basic formal aspects of academic work in class assignments;
- present their research orally following academic standards.

Competences

- Apply methodology for research, specific techniques and resources for researching and producing innovative results in a certain area of specialisation.
- Continue the learning process, to a large extent autonomously.
- Generate and manage innovative proposals and projects in professional activity and in research.

- 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.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Learning Outcomes

1. Apply methodology for research, specific techniques and resources for researching and producing innovative results in a certain area of specialisation.
2. Compare various research methodologies applicable to Chinese teaching.
3. Continue the learning process, to a large extent autonomously.
4. Critically analyse case studies related to Chinese teaching.
5. Design and plan case studies related to Chinese teaching.
6. Generate and manage innovative proposals and projects in professional activity and in research.
7. Identify resources and tools to respond to research questions related to Chinese teaching.
8. Present case studies related to Chinese teaching orally and in writing.
9. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.

Content

1. Stages of the research project
 1. Selection of the object of study
 2. Research approach
 3. Objectives and research questions or hypotheses
 4. Design of the structure
 5. Abstract (200-300 words)
 6. Literature review and justification
 7. Academic writing and formal aspects
 8. Research ethics
2. Documentation (searching for information sources and evaluating their quality)
 1. Databases and repositories (TDX, TESEO, Open Access Theses and Dissertations, China National Knowledge Infrastructure (CNKI - 中国知网 Zhongguo Zhi Wang) National Digital Library of Theses and Dissertations in Taiwan (NDLTD), China Academic Journals full-text database, Directory of Open Access Repositories, Wanfang China Online Journals, Google Scholar, etc.)
 2. Journals and major conferences in this field
3. Research approaches and data collection instruments
 1. Observation
 2. Ethnography
 3. Questionnaire/survey
 4. Interview
 5. Focus group
 6. Action-Research
4. Data analysis:
 1. Quantitative analysis
 2. Qualitative analysis
 3. Analysis of interaction
6. Writing
 1. Linguistic aspects in academic writing
 2. Formal aspects of academic papers
7. Oral presentation
8. Dissemination of results and impact
9. Students' oral presentation of their project

Methodology

Training activities are divided into directed, supervised and autonomous activities.

Directed activities:

- Lectures by the teachers of the module, where they will present the main contents of the module;
- Discussion and other activities where students will be able to share a critical point of view based on the contents acquired during the course.

Supervised activities:

- Project design: students will complete various exercises which will provide them with tools to design the research project for their MA thesis;
- Oral presentation: students will have to present their MA thesis and answer the questions posed by the teacher and their peers.

Autonomous activities:

- Readings: students are expected to read at least 4 references from the list of recommended bibliography;
- Project writing, including the structure, abstract, objectives, methodology and basic bibliography;
- Preparation for the oral presentation, including the preparation of visual aid (e.g. ppt or other) and the rehearsal of the presentation.

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			
Discussion	6	0.24	4, 2, 5, 7, 3, 9
Lectures	18	0.72	4, 2, 5, 7, 3, 9
Type: Supervised			
Oral presentation	8	0.32	4, 1, 2, 5, 6, 7, 3, 9
Project design	12	0.48	4, 1, 2, 5, 6, 7, 3, 9
Type: Autonomous			
Preparation for the oral presentation	19	0.76	4, 1, 2, 5, 6, 7, 8, 3, 9
Project writing	25	1	4, 1, 2, 5, 6, 7, 3, 9
Readings	45	1.8	4, 2, 7, 3, 9

Assessment

To pass this course, attendance at 80% of classes is compulsory. Attendance and participation, which will account for 20% of the final grade, will consist not only of attending class, but will also consider students' level

of attention, the quality and interest of students' interventions, as well as their participation in the activities proposed (e.g. by asking questions to their peers in the oral presentations). These items will be included in a rubric.

Students' portfolio, which will account for 40% of the final grade, will include:

- the project for their MA thesis (structure, abstract, objectives, method and basic bibliography); (20%)
- the abstract for their MA thesis in Spanish and keywords in three languages (Spanish, English and Chinese). (20%)

The oral presentation will account for 40% of the final grade. It will be evaluated according to a rubric that will consider the presentation (content and form), as well as the answers to the questions posed by the teacher or peers. This rubric will be shared in advance.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in class	20%	6	0.24	4, 2, 5, 7, 3, 9
Oral presentation	40%	1	0.04	4, 1, 2, 5, 6, 7, 8, 3, 9
Portfolio	40%	10	0.4	4, 1, 2, 5, 6, 7, 3, 9

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Software

None.