2023/2024

Theories of Foreign Language Teaching

Code: 43970
ECTS Credits: 12

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

Contact

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Teaching groups languages

To check the language/s of instruction, you must click on "Methodolody" section of the course guide.

Teachers

Melinda Dooly Owenby

Berta Torras Vila

Emilee Sarah Moore de Luca

Andy Morodo Horrillo

External teachers

Lucas Román Romero

Maria Mont Algamasilla

Prerequisites

None.

Objectives and Contextualisation

In this module students, as pre-service teachers, will learn about the main current theories, approaches 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 foreign language learners 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 6 thematic blocks:

Block 1: Language learning and social interaction. Current foreign language learning theories, methods and approaches. The notion of interactive competence and didactics of plurilingualism.

Block 2: The development of communicative skills. Language learning tasks.

Block 3: Competence-based learning. Tools and strategies for evaluating and fomenting student autonomy.

Block 4: Music as a resource for teaching and learning a foreign language.

Block 5: Resources for teaching children a foreign language.

Block 6: Technological tools to support the learning of foreign languages.

Methodology

All of the blocks in this course 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.

This course will be taught in Spanish.

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	15	0.6	5, 9
Lectures	23	0.92	8, 7
individual, pair-work and group work tasks	25	1	2, 1, 4, 10
Type: Supervised			
Preparation of classroom assignments	25	1	1, 3, 10
Type: Autonomous			
Microteaching preparation	60	2.4	2, 1, 3, 4, 10
Preparation of the assigments for each thematic block and on the written text to justify the microteaching activity	42	1.68	1, 3, 5, 6, 10
Reading Course Literature	60	2.4	8, 7, 6, 10
Test Preparation	40	1.6	7, 5, 9, 10

Assessment

Students are expected to take an active role in the lessons and carry out the tasks proposed by the teachers in each content block.

Students will also be given two tests to demonstrate full synthesis of the theoretical contents (blocks 1, 2 & 3).

Finally, in groups, students will design and implement (microteaching) a short teaching activity, which will be accompanied with a written rationale of the decisions taken.

THIS COURSE CANNOT BE PASSED WITH A SINGLE EVALUATION.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active participation in class and submission of one small task per block	40%	4	0.16	2, 3, 10
Microteaching (group work, oral and written task)	40%	4	0.16	1, 5, 6, 10
Test on contents for block 1	10%	1	0.04	8, 7, 9
Test on contents for blocks 2 & 3	10%	1	0.04	2, 8, 9, 4

Bibliography

Compulsory reading

Masats, Dolors, & Nussbaum, Luci. (Ed.). (2016). *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria.* Madrid: Síntesis.

Recommended readings

Álvarez, Ibis Marlene. (2009). Evaluar para contribuir a la autorregulación del aprendizaje. *Electronical Journal of Research in Educational Psychology*, 7(3), 1007-1030.

Álvarez, Yolanda (2022). *Improving skills by playing: Trabajar las habilidades mediante actividades lúdicas.* Castelló: Sar Alejadría Ediciones.

Bega González, Michel (2015). Dificultades metodológicas de los estudiantes sinohablantes de español como lengua extranjera. *ONOMÁZEIN*, 32, 227-238. https://www.redalyc.org/pdf/1345/134544960007.pdf

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.

Chin Ko, Chün Chün (2016). Modelos experimentales de enseñanza y aprendizaje del chino como lengua extranjera a través de tareas y plateamientos competenciales. Tésis inédita. Universitat Pompeu Fabra, Barcelona. Disponible en: https://www.tdx.cat/handle/10803/385356#page=1

García, Ofelia, y Kleyn, Tatyana. (Eds.). (2016). *Translanguaging with multilingual students: Learning from classroom moments.* New York: Routledge.

Lee Tsang, Sai Kin, & Liu Ya-chi. (2007). Breve estudio lingüístico, pedagógico y didáctico sobre la enseñanza de la lengua china en España, China Continental y Taiwán. *Encuentros en Catay*, 21, 180-203.

Lin, Yue-Hong (2018). ¿Es el enfoque por tareas una alternativa para ELE? *Monográficos SinoELE*, 17, 166-176. Disponible en https://www.sinoele.org/images/Revista/17/monograficos/AAH_2005/AAH_2005_13%20Lin%20Yue%20Hong_16

Llompart, Júlia; Masats, Dolors; Moore, Emilee, & Nussbaum, Luci. (2019). Mézclalo un poquito. In Melinda Dooly & Claudia Vallejo (Eds.), The evolution of language teaching: Towards plurilingualism and translanguaging. Special Issue: *Journal of Bilingual Education and Bilingualism.* DOI: 10.1080/13670050.2019.1598934

Marco Martínez, Consuelo. (2013). La enseñanza de chino en España. Más allá de BoloniaXibanya Zhi Zhongwen Jiaoxue. In M. Zhou (Ed.), *El impacto de China en el mundo iberoamericano. Política, economía, sociedad, lengua, cultura y traducción* (pp. 85-119). Barcelona: Centre d'Estudis i Recerca sobre Àsia Oriental de la Universitat Autònoma de Barcelona.

Masats, Dolors; Mont, Maria, & González-Acevedo, Nathaly. (Eds). (2019). *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century*. Rothersthorpe: Paragon Publishing. https://doi.org/10.5281/zenodo.3064130

Monereo, Carles. (Coord.), Badia, Antoni, Baixeras, Maria Victoria, Boadas, Elena, Castelló, Montserrat, & Guevara, Iolanda. (2001). *Ser estratégico y autónomo aprendiendo*. Barcelona: Graó.

Pinter, Anna Maria (2017). Teaching young language learners. Oxford University Press.

Querol Bataller, María. (2010). Estudios sobre la lengua china en España. *LynX-A Monographic Series in Linguistics and World Perception-Lenguas de Asia Oriental: Estudios Lingüísticos y Discursivos*, 18,43-88.

Richards, Jack C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press. Disponible en: https://www.researchgate.net/publication/242720833_Communicative_Language_Teaching_Today

Sánchez Griñán, Alberto. (2009) Reconciliación metodológica e intercultural: posibilidades de la enseñanza comunicativa de lenguas en china. *MarcoELE. Revista de Didáctica ELE*, 8: 1-40.

Shin, Joan, & Crandall, Joann (2013). Teaching young learners English. Heinle & Heinle.

Torras Vila, Berta (2021). Music as a tool for foreign language learning in early childhood education and primary education. Proposing innovative CLIL music teaching approaches. *CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education,* 4(1), 35- 47. https://revistes.uab.cat/clil/article/view/v4-n1-torras-vila/60-pdf-en

Software

No technical requirements associated with this course.