

## Work Placement

Code: 43975  
ECTS Credits: 9

**2024/2025**

Degree	Type	Year
4316481 Teaching Chinese to Spanish Speakers	OB	0

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

None.

## Objectives and Contextualisation

This module aims to get students to 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 the 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.

## Activities and Methodology

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

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.

This course is taught entirely in Chinese.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practicum report	30%	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12
Student's active participation in practicum seminars at the university	30%	0	0	2, 4, 5, 8, 9, 10, 11, 13, 14
Student's performance at the host institution during their internship	40%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13

To pass this course, students must pass each of the three assessment activities. Attendance is compulsory. Students must complete a 175-hour internship period (100% of the training hours) and attend a minimum of 80% of the practicum seminars.

Academic tutors assess:

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

School mentors assess:

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

THIS COURSE CANNOT BE PASSED WITH A SINGLE EVALUATION.

## Bibliography

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

Dooly, Melinda. (2016). Proyectos didácticos para aprender lenguas. En Dolors Masats y Luci Nussbaum (Eds.), *Enseñanza y aprendizaje de las lenguas extranjeras en educación secundaria obligatoria* (pp.169-193). Madrid: Síntesis.

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>

Masats, Dolors; Mont, Maria, & González-Acevedo, Nathaly (Eds.). (2019). SECTION THREE: Reflections from the classroom: Teacher internship from different perspectives. In [Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century](#) (pp. 117-149). Rothersthorpe: Paragon Publishing. DOI: <https://doi.org/10.5281/zenodo.3064130>

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.

## Software

This course does not require the use of specific software.

## Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Chinese	annual	morning-mixed