

Degree programme	Type	Course
Teaching Chinese to Spanish Speakers	OB	1

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

None.

Objectives

In this module students, as pre-service teachers, will learn about the main current theories, approaches and methods for teaching and learning foreign languages. 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 skills and competences.

Learning outcomes

- CA01 (Evaluate curricular proposals and find ways to work on the language with students of different levels.) Evaluate curricular proposals and find ways to work on the language with students of different levels.
- CA02 (Critically reflect on their own teaching practice and formulate strategies for improvement autonomously.) Critically reflect on their own teaching practice and formulate strategies for improvement autonomously.
- KA01 (Describe the main theories of foreign language learning.) Describe the main theories of foreign language learning.

- KA02 (Identify oral, written, and multimodal texts, tools, and resources as learning instruments to develop communication skills.) Identify oral, written, and multimodal texts, tools, and resources as learning instruments to develop communication skills.
- SA01 (Develop teaching sequences and materials that encourage the development of multilingual and intercultural competence.) Develop teaching sequences and materials that encourage the development of multilingual and intercultural competence.
- SA02 (Analyse the different evaluation types, guidelines and criteria for the different communication skills and language competences.) Analyse the different evaluation types, guidelines and criteria for the different communication skills and language competences.

Contents

The contents of this course will be organised into the following 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. Classroom management.

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures	23	0.92	
Debates	15	0.6	
individual, pair-work and group work tasks	25	1	
Microteaching preparation	60	2.4	
Preparation of the assignments for each thematic block and of the written text to justify the microteaching activity	42	1.68	
Test Preparation	40	1.6	
Preparation of classroom assignments	25	1	

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 readings.

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.

Assessment

Continuous assessment activities

Title	Weight	Hours	ECTS	Learning outcomes
Microteaching (group work, oral and written task)	35%	4	0.16	CA02, SA01
Attendance and active participation in class and submission of one small task per block	45%	4	0.16	CA01, KA02, SA02
Test on course contents (all blocks)	20%	2	0.08	KA01, KA02, SA02

CONTINUOUS ASSESSMENT

The course consists of three assessment activities. All of them are MANDATORY.

1. Attendance, active participation in class, and submission of a short task for each module. Students are expected to take an active role in class and to complete, in a reflective manner, the tasks proposed by the instructor for each content module. The attendance requirement is met by attending at least 80% of the classes.
2. Written examination covering the course contents (all modules). This is an individual assessment in which students must demonstrate that they have acquired the theoretical knowledge covered in the course. Date: January 25, 2027.
3. Simulation of a teaching activity. Working in groups, students will design a short educational project and carry it out in class as a simulation. This practical assignment will be complemented by a written report describing the design and implementation of the activity. Date: January 27, 2027.

SINGLE ASSESSMENT

THIS COURSE DOES NOT OFFER A SINGLE ASSESSMENT OPTION.

IMPORTANT:

- 1) It is not necessary to provide supporting documentation for absences, as such documentation only explains

the reason for the absence and does not exempt students from the requirement to attend and actively participate in class.

2) The use of Artificial Intelligence (AI) technologies is not permitted at any stage of this course. Any assignment containing AI-generated content will be considered a breach of academic integrity and may result in a partial or total reduction of the mark awarded for the activity, or more severe disciplinary sanctions in serious cases.

3) Students must be the authors of the work they submit. All assignments must be original. Total or partial plagiarism in any assignment will automatically result in the cancellation of all submitted coursework and a final grade of FAIL (0) for the course.

Bibliography

Compulsory reading

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

Recommended readings

- A+ Project (2020). [StandAPP and Speak up: the game is about to start](#). *APAC ELT Journal*, 92, 20-32.
- Álvarez, Yolanda (2022). *Improving skills by playing: Trabajar las habilidades mediante actividades lúdicas*. 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). 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. Tesis inédita. Universitat Pompeu Fabra, Barcelona. <https://www.tdx.cat/handle/10803/385356#page=1>
- Lee Tsang, SaiKin, & Liu Ya-chi. (2007). Breve estudiolingüístico, 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.
https://www.sinoele.org/images/Revista/17/monograficos/AAH_2005/AAH_2005_13%20Lin%20Yue%20H
- 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*.
<https://doi.org/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). 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*. Paragon Publishing.
<https://doi.org/10.5281/zenodo.3064130>
- Masats, Dolors, Moore, Emilee, & Llompart Esbert, Júlia. (2025). *Key concepts for educating in and for plurilingualism*. Servei de Publicacions de la UAB. <https://doi.org/10.5565/lib/9788410202719>
- Masats, Dolors, Moore, Emilee, & Llompart Esbert, Júlia. (2025). *Conceptes clau per educar en i per al*

plurilingüisme. Servei de Publicacions de la UAB. <https://doi.org/10.5565/lib/9788410202702>

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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEm) Theory (master)	1	Spanish	first semester	afternoon
(PAULm) Classroom practices (master)	1	Spanish	first semester	afternoon