

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	2	2
2500244 East Asian Studies	OT	4	0

## Contact

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## Use of languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

## Prerequisites

To have passed the modern Chinese level I, II and III.

## Objectives and Contextualisation

The aim of this subject is to consolidate the learning of the basic linguistic knowledges of Chinese Language and to prepare it for the correct understanding in the Chinese society and the verbal communication with native Chinese people and and the written skill.

In finishing the subject the student will have to be able of:

- Understand the information of short and simple written texts relatives to the concrete context.
- Produce a short and simple written text relatives to the concrete context.
- Recognise the phonological system and basic lexicon and understand the basic oral communication relative to the concrete context.
- Use the phonological and lexical system and produce basic oral expressions relative to the concrete context and have the basic capacity to write a short text of 500 Chinese characters.
- Have a good linguistic and cultural knowledge on the modern Chinese language, basic level.

## Skills

### East Asian Studies

- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Write texts in one of the languages of East Asia.

## Learning outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Deal with interferences between the working languages.
7. Developing self-learning strategies.
8. Ensuring the quality of one's own work.
9. Produce oral texts for different contexts and for specific communicative purposes.
10. Produce oral texts that are appropriate to the context and linguistically correct.
11. Produce written texts for different contexts and for specific communicative purposes.
12. Produce written texts that are appropriate to the context and linguistically correct.
13. Solving problems of intercultural communication.
14. Understand the communicative intent and the meaning of oral texts from various different contexts.
15. Understand the communicative intent and the meaning of written texts from various different contexts.

## Content

The semester course is composited by three thematic lessons. In accordance with his typology, the contents can divided as follows:

### 1. Phonological and graphic level:

Using the pinyin transcription system to the learning of new Chinese vocabularies  
Basic Principles of the Chinese writing: identification of the structure of the characters, decomposition in his different parts (semantic keys, parts phonetics), order, number and type of strokes

### 2. Lexical level:

learning about 100 terms of frequent use;  
writing and recognition of about 250 new Chinese characters;  
using and understanding of a vocabulary approximated of 600 new words  
in finalising this subject th student will have studied around 500 characters that form a total of 1.100 words of the most frequent use.

### 3. words (morphological level):

1. [ (1), (1), (1), (1, 5, V, 6), (2), (2, 3, 8), (3), (4), (6), (6), (6), (8)]  
Use of the words with indefinite reference (V, 6)
2. [ (2), (2), (2), (2), (6, 9), (6), (6), (7), (II, 4), (II)]
3. [ (II), (2, GOES OUT), (3), (6), (7), (9), (GO OUT), (GO OUT), (GO OUT)]
4. approximate Numbers [ (8), (8), (8)]
5. a considerable number of nominal and verbal measurers
6. verbs of double object (4, 7)
7. auxiliary Verbs [ (4, 5), (4), (4), (\*V), (6, 7), (7), (8), (9)]
8. verbal Aspect [perfectiu (4, 7), progressive (IV, 7), duratiu (7), incoatiu (9)]
9. [ (1), (2), (7, V)]
10. [ (3), (1, 4, 5), (3), (4), (3), (4), (IV), (5), (5), (7), (7), (7, 8), (7, 8), (8), (VIII), (VIII), (8), (VII), (8)]
11. [ (1), (3), (5), (9), (GO OUT), (III)]
12. [ (1), (II), (3, 4, 6), (5), (4), (5), (\*V), (6), (7, 9), (6)]

13. [ (5), (VIII), ]
14. [ (3, 8), (4, 6, 8), , 6), (8), (8, 9)]
15. [ (2), (3), (3, 4), (4), (6), (6), (6)]
16. [ (6)]
17. [ (3, 5), (5), (7)]
18. [ (4), (4, 9), (7)]
19. [ (1, \*V), (1), (3), (3, 4), (5), (4), (5)]
20. [ (2), (5), (5), (6)]
21. [ (3), (4), (5, 8), (5), (V), (6), (6), (9), (9), , () (VIII), (5), () (2, 4), (VIII)]

#### 4. Grammatical (syntactic level):

adjectival Predicate (1)

nominal Predicate (2)

nominal Modification (2, 3, 4, 5)

verbal Modification (4, 7, 8)

Complements verbal: complement directionalsimple (1, 4, 9) and composed (9), complement of quantity (4, 7, 8), complement of degree (5, V, 9), complement resultative (5, 7, 8), complement potential (7).

#### 5. Grammatical (sentential level):

Subject-terms:

(1), , , , (3), (5)]

(2) [/..... (II, 3, 6, 8), / (II, 8), / (3, 5, 6), //]

(3) [.....(VIII), ..... (8, VIII, 9); ..... (7, 8), (),.....//..... (8, VIII), ..... (8); progressive: ..... , 5), .....//..... (9), .....//..... (1, 4, 8), ..... (5); \*disjunctives: ..... (5), ..... (5, 8)]

(4) ()..... (3, 6), ..... (\*V); \*adversatives: .....() (5), ()..... /..... (6, 9), .....//..... (9); conditional: .....() ..... (4, 7, VIII, 9), ..... (VIII); \*concessives: ..... /..... (9); (6) ..... (6), ()..... (VIII), .....//..... (9)]

(5) [..... (7), (7), + M + (N) + / + adv. Negation (8), ..... /..... (9), (XI)]

#### Communicative and sociocultural skill:

greeting

present (name, nationality,age)

talk about the family

talk about the studies and of the hobby

ask on the one who, how, when and why

suggest that somebody do something

invite to somebody to do something

ask or order that somebody do something

go to the doctor

ask dishes in a restaurant

go to purchases

count

ask and explain like going to any place

ask and explain where finds determinate thing

give the opinion and arguments in favour of a point of view

express actions in an aspect

express actions in present and future time

express a past experience

express the duration or moment in which takes place the action

express the sense in which moves the action

express the possibility or no to do something  
 express passed actions  
 express tastes or preferences  
 express relations of cause - consequence  
 express a comparison

6. Writing: 300 characters for unit.

7. Encyclopaedic and instrumental skill:

basic general knowledges of how is and works the Chinese language  
 introductory knowledges of some aspects of the Chinese culture direct or indirectly related with the language  
 know look for characters and word in a dictionary  
 dominate the transcription in pinyin to write with The computer

## Methodology

The formative activities divide in activities directed, activities supervised, autonomous work and activities of evaluation. In the time of activity directed the professor will explain the most important contents of each unit, will devote also to realise readings in high voice and exercises of oral understanding and written, exercises of oral expression, practical of the grammatical points and the new lexicon, translation in sight, review of the matter given, etc. Finally, this will be the excelent space to clear doubts of common interest. The activities of class, then, will be varied, of different type (oral and written, individual and in group) and, in some cases, are avaluables (f.e. will evaluate if the students prepare regularly the work that has been given to them by the professor and his grade of follow-up of the work of the subject and the writing work/exercise.

In the space of activity supervised (such as presencial and virtual) will realise the practice of understanding and oral expression, as well as the resolution of exercises.

The autonomous work will consist in the practicce of the calligraphy, the study of the characters and of the vocabulary, the preparation and/or review of the texts and the new grammatical points, the resolution and auto avaluation of exercises (through the web docent).

For each unit docent the student has to devote around 50hs of study,including the activities supervised and of autonomous work (preparation, practice by means of exercises and review). Given the contents and the structuring of the subject it is important that the student attend class with regularity and is indispensable that devote regularly weekly time to prepare the new matter, do the exercises and re-work the material given. It presupposes this dedication of the students for the good follow-up of the subject.

The activity of evaluation will divide in presencial and directed.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Realization of reading, oral and writen comprehension, writen production and class.	90	3.6	1, 5, 15,

**Type: Supervised**

exercises of oral and written comprehension, composition of text, correction of the exercise done and resolution of doubts.	90	3.6	1, 5, 3
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**Type: Autonomous**

Study and practice of new words of each lesson, preparation of activities for oral, written and reading comprehension	90	3.6	1, 5, 15, 7, 13
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**Evaluation**

The evaluation for the activities will be the following types:

Formative Evaluation (and sumativa), the aim is to do a follow-up of the process of the student learning of the Chinese language and culture, and it will divide in 2 partial tests (the percentage of which will be of 35% and 35%, respectively), distributed along the semester and that they will do coincide with the end of each unit content. The exact date the professor will talk previously with the students and will announce with sufficient time. They will evaluate different competitions in function of the learning and will constitute a total 70% of the final note. If any student can not attend class the day that there is a test, has to inform to the teacher with time, and do it the other day which will be as soon as possible.

Sumativa evaluation, the aim is to describe, and it will base on the delivery of the work papers that propose the professor. For each unit content the student will do one or two deliveries. The work paper has to give the professor on time in order that they can be evaluated. They will not be accepted the deliveries out of time. The sumativa evaluation will count a 30% of the final note. And the assistance to class is obligatory as per the process of Bologna.

This subject has NO second announcement, but gives second opportunity if the final note is between 4.0 to 4.9 as per the normative of the UAB.

For more information on the university policies pertaining to evaluations, see the document "Normativa acadèmica de la Universitat Autònoma de Barcelona" (p. 43, "Capítol II. Avaluació i qualificació"):

[http://www.uab.cat/doc/TR\\_Normativa\\_Academica\\_Plans\\_Nous](http://www.uab.cat/doc/TR_Normativa_Academica_Plans_Nous)

EVALUATION	PERCENTAGE	HOURS	RESULT
		10 (5%)	
<hr/>			
2 TESTS WITH OPEN & CLOSED QUESTIONS. *Hours already counted the the autonomous and supervised activities. (1° TEST = 35%, 2° TEST 35% )	70%	10	CE

**Evaluation activities**

DELIVERY OF WORKS (SUMATIVA EVALUATION)					CE
Title	Weighting	Hours	ECTS	30% Learning outcomes *	

exercises at home and in classroom	30%	20	0.8	1, 5, 4, 3, 2, 15, 14, 7, 12, 11, 10, 9, 6, 13, 8
Tests	70%	10	0.4	1, 5, 3, 15, 7, 6

## Bibliography

### Boosk and texts:

**New Practical Chinese III**, Liu Xun, Beijing, ed. Huayu

. The rest of exercises, activities or informations of interest for the subject will be findind in the exercise books of the same author (work book)

. Resources to the network of support to the study:

1. To learn in subjects of phonetics and transcription in pinyin:

- <http://pinyin.info/readings/index.html>
- [http://www.letspeakchinese.com/cp\\_contents.html](http://www.letspeakchinese.com/cp_contents.html)

2. To practise by yourself the pronunciation (tones, phonemes, etc.):

- <http://www.shufawest.us/language/toneddrill.html>
- <http://shufawes.ipower.com/language/dual-toneddrill.html>
- <http://courses.fas.harvard.edu/~pinyin/>
- <http://www.hello-han.com/ch-education/yinjieku/hanziyinjieku-en.php>
- <http://www.instantspeakchinese.com/pinyin/index.cfm>
- <http://pinyinpractice.com/wangzhi/>
- <http://www.standardmandarin.com/>
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/tones\\_drill/](http://pinyin.quickmandarin.com/learn_chinese_quiz/tones_drill/)
- [http://www.quickmandarin.com/chinesepinyinable/pinyinable\\_vertical.php](http://www.quickmandarin.com/chinesepinyinable/pinyinable_vertical.php)
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/blue/](http://pinyin.quickmandarin.com/learn_chinese_quiz/blue/)
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/tic\\_tac\\_toe\\_12/](http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_12/)

3. To practise by yourself the writing of the characters (simplified and Traditional):

- <http://www.language.berkeley.edu/fanjian/toc.html>
- <http://www.usc.edu/dept/ealc/chinese/character/>
- <http://shufawes.ipower.com/language/flashcard.html>
- <http://lost-theory.org/ocrat/chargif/>
- [http://shufawes.ipower.com/language/con\\_flash.html](http://shufawes.ipower.com/language/con_flash.html)
- [http://liwin.com/annotated/generate\\_list.php?cat=5](http://liwin.com/annotated/generate_list.php?cat=5)
- <http://www.quickmandarin.com/chinesecharacter/>
- <http://www.csulb.edu/~txie/azi/page1.htm>

4. Other resources to the network of support to The study:

- Web amb un munt d'enllaços interessants: <http://www.zhongwen.com/>
- Web amb un munt d'enllaços interessants: <http://www.csulb.edu/~txie/online.htm>
- Web amb informació de tipus gramatical: [http://liwin.com/annotated/generate\\_list.php?cat=6](http://liwin.com/annotated/generate_list.php?cat=6)
- Web amb exercicis de comprensió oral: [http://liwin.com/annotated/generate\\_list.php?cat=8](http://liwin.com/annotated/generate_list.php?cat=8)
- Web amb informació lingüística i cultural: <http://www.yellowbridge.com/chinese/>
- Radio Internacional de China (CRI) en espanyol: <http://espanol.cri.cn/newes/xhy.htm>
- Curs de xinès oral a xarxa (caràcters tradicionals):  
<http://edu.ocac.gov.tw/interact/ebook/digitalPublish2/cn500/index.htm>
- Chinese wikibook: <http://en.wikibooks.org/wiki/Chinese>
- CCTV español: <http://www.cctv.com/espanol/01/index.shtml>
- Kuai dian wang: <http://py.kdd.cc/index.asp> (només funciona amb l'Explorer)

- Popup Chinese: <http://www.popupchinese.com/tools/adso>
- Majorie Chan's China links: <http://chinalinks.osu.edu/>
- Medi de comunicació al xinès: [www.omniltak.com](http://www.omniltak.com)
- Text de xinès: [www.greatwall.cn](http://www.greatwall.cn)

### **Dictionaries in paper:**

it's necessary to begin to familiarise the following dictionaries most useful for Beginners:

▫ Zhou, Minkang. 1999. Diccionari Català-Xinès, Xinès-Català. Barcelona: Enciclopèdia Catalana. (Diccionaris de l'Enciclopèdia).

Very useful because it is one of the few dictionaries that gives the pinyin of the Chinese, so much in words and in examples. Has two languages prepared for Catalan students.

▫ Zhou, Minkang. 2006. Diccionari Castellà-Xinès, Xinès-Castellà. Barcelona: Editorial Herder,

Very useful because it is one of the few dictionaries that gives the pinyin of the Chinese, so much in words and in examples. Has two languages prepared for Spanish students.

### **Electronical dictionaries:**

- Chinese - English dictionary: <http://www.chinese-tools.com/tools/dictionary.html>
- Chinese - English dictionary: <http://www.mdbg.net/chindict/chindict.php>
- Chinese character dictionary: <http://www.chineselanguage.org/dictionaries/ccdict/>
- Chinese dictionaries: [http:// www.yourdictionary.com/languages/sinotibe.html#chinese](http://www.yourdictionary.com/languages/sinotibe.html#chinese)
- Ciku: <http://www.nciku.com/>
- Diccionari xinès-català: [http://www.edu365.cat/agora/dic/catala\\_xines/index.htm](http://www.edu365.cat/agora/dic/catala_xines/index.htm)
- Diccionari xinès-català: <http://www.xina.cat/diccionari>
- Guoyu cidian (en caràcters tradicionals): <http://140.111.34.46/newDict/dict/index.html>
- Handian: <http://www.zdic.net/>
- Jinshan ciba: <http://www.iciba.com/>
- Picture dictionary: <http://classes.yale.edu/chns130/Dictionary/index.html>
- Shuifeng: <http://www.shuifeng.net/Chengyu.Asp>
- Xiao Ma cidian: <http://hmarty.free.fr/hanzi/>
- Xinhua zidian: <http://www.poptool.net/chinese/zidian/>
- Yellow bridge: <http://www.yellowbridge.com/chinese/chinese-dictionary.php>