

Chinese V: Development of Communication Skills

Code: 105865
ECTS Credits: 6

Degree	Type	Year	Semester
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OB	3	1

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Use of Languages

Principal working language: (chi)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

Classes will be taught in Catalan, Spanish and Chinese.

Teachers

Maria Carmen Espin Garcia

Prerequisites

This is an intermediate level course aimed at consolidation, development and improvement. It requires knowledge of all the basics of phonetics, grammar and structure of Chinese characters. It is necessary to have passed levels III and IV of Modern Chinese (except in special cases established by Gestió Acadèmica, FTI).

Objectives and Contextualisation

The course Chinese V: Developing Communicative Skills aims to increase the knowledge of the structures of Moderns Chinese; to complement the basic knowledge acquired in the first and second years of the degree; the consolidation of basic knowledge of Chinese grammar; to expand vocabulary, improve pronunciation, speaking and writing; to develop reading comprehension skills; and to improve the student's skills in both oral and written expression. Although this is a language subject, we shall also try to sensitize the student towards a respect for Chinese culture and the Chinese social context.

Competences

- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Compare Spanish and Chinese from a literary and linguistic knowledge of both languages.
- Demonstrate the capacity to work autonomously, engaging in self-analysis and self. Criticism.
- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- Evaluate the influence of cultural references in Chinese studies in interlinguistic and intercultural communication.

- Produce written texts in Mandarin Chinese at an intermediate level (B1, B2).
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Understand and produce spoken texts in Mandarin Chinese at an intermediate level (B1, B2).
- Understand texts written in Mandarin Chinese at an intermediate level (B1, B2).

Learning Outcomes

1. Apply lexical, morphosyntactic, textual and rhetorical knowledge and knowledge of linguistic variation.
2. Apply strategies for understanding spoken text in different fields at an intermediate level (B1, B2).
3. Apply strategies for understanding written texts from different fields at an intermediate level (B1, B2).
4. Apply strategies to acquire cultural knowledge of China to be able to communicate.
5. Communicate using language that is not sexist or discriminatory.
6. Consider how gender stereotypes and roles impinge on the exercise of the profession.
7. Describe linguistic aspects of Chinese using a non-specialist informative tone.
8. Describe linguistic aspects of Chinese using specialised terminology.
9. Ensure quality standards for your own work.
10. Identify the need for cultural knowledge of China to be able to communicate.
11. Identify tools and instruments for autonomous learning of the Chinese language and to solve linguistic problems.
12. Integrate and apply cultural knowledge of China to be able to resolve communication processes.
13. Integrate cultural knowledge for solving communication problems.
14. Interpret the communicative intention and meaning of written texts in different subject areas.
15. Produce spoken texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.
16. Produce written texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.
17. Recognise basic structures in Chinese and describe them using adequate terminology.
18. Resolve interferences between working languages.
19. Solve problems of intercultural communication.

Content

In the subject Chinese V, we study in depth the contents of the lessons from the textbook entitled *New Practical Chinese Reader 3* (Students' book and Workbook). Other supplementary materials will also be used.

According to their type, the contents can be grouped into:

Phonological and graphic

- Reading aloud new words
- Reading aloud texts and dialogues
- Identifying the various components of characters (keys, semantic phonetic parts)

Lexicomorphological

- Review and extension of frequently used keys
- Understanding and using approximately 350 new words
- Recognition and writing of new characters
- Comprehension and use of new characters

Grammar

- Introducing new elements to form different types of compound sentences
- Learning the use of new adverbs
- New grammar structures
- Learning new frequently used expressions

Reading and writing

- Reading comprehension of texts for intermediate level
- Paraphrasing and summarizing texts in Chinese, Spanish and Catalan
- Writing compositions of 200-300 characters to express one's opinions on subjects studied in the textbook

Listening and oral Chinese

- Listening exercises for intermediate level
- Oral activities related to the contents studied in the textbook
- Supplementary listening and oral Chinese exercises

Methodology

In order to achieve the objectives of the subject, the methodology chosen is as follows:

- Learning by tasks: under the supervision of the teacher and independently, students perform tasks and projects to practice the contents learnt in the textbook.
- Cooperative learning: students are encouraged to build knowledge socially; use of small groups for students to work together to optimize their and their classmates' learning.

The formative activities are divided into directed activities, supervised activities, and autonomous activities.

- Directed activities: the teacher will explain the most important contents of each unit; students will practise reading out loud and do exercises in oral and written comprehension, as well as oral expression exercises. They will practise new grammar points and vocabulary, sight translation, revise material already covered, etc. Class activities, therefore, will be varied and of different types (oral and written, individual and in groups). In some cases, they will be assessed (students will be assessed on whether they regularly prepare the tasks set by the teacher, as well as their dedication to the subject and the pace of their work).
- Supervised activities will include practising oral comprehension and expression, as well as the completion of exercises. They will consist of practising calligraphy, studying the characters and vocabulary, preparing
- Autonomous activities will consist of practising calligraphy, studying the characters and vocabulary, preparing, and revising texts and new grammar points, completing and self-checking exercises (via the teaching web) and writing tasks. The student will need to devote approximately 50 hours' study to each teaching unit, including the supervised and autonomous activities (preparation, practice exercises and revision). This level of commitment is essential to ensure that students follow the subject satisfactorily and achieve the appropriate pace of work.
- The assessment activities are tests and tasks that allow both the teacher and the students to evaluate the progress of learning and reflect on the teaching-learning process.

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			

Realization of reading comprehension activities, written skill training activity, oral comprehension/expression and lectures	52.5	2.1	1, 4, 3, 2, 5, 7, 8, 11, 10, 13, 12, 14, 16, 15, 17, 18, 19, 6, 9
Type: Supervised			
Completion of various types of exercises , correction of exercises and doubts resolution individually and in small groups.	33	1.32	1, 4, 3, 2, 5, 7, 8, 11, 10, 13, 12, 14, 16, 15, 17, 18, 19, 6, 9
Type: Autonomous			
Study and practice of the new words and new text in each lesson, preparation of oral and written expression activities, preparation for reading comprehension.	34.5	1.38	1, 4, 3, 2, 5, 7, 8, 11, 13, 14, 16, 15, 17, 18, 19, 6, 9

Assessment

I. Teaching portfolio (30%)

10% - Writing Chinese characters assignments

20% - Assessment task proposed by the teacher (compositions, oral presentations, summaries, etc.)

II. Written tests (70%)

15% Vocabulary test and/or dictation

10% Writing and/or Reading comprehension test I

10% Writing and/or Reading comprehension test II

20% Holistic test I

25% Holistic test II

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews by agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have performed account for a minimum of 66.6% (two thirds) of the subject's final mark, and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity, or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e., without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalized.

More information:

<http://www.uab.cat/web/study-abroad/undergraduate/academic-information/evaluation/what-is-it-about-13456700>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Teaching portfolio	30%	20	0.8	4, 3, 2, 5, 7, 11, 10, 13, 14, 16, 15, 18, 19, 6, 9
Written tests	70%	10	0.4	1, 3, 2, 5, 7, 8, 10, 13, 12, 14, 16, 15, 17, 18, 19, 9

Bibliography

REFERENCE WORKS

Casas-Tost, Helena; Rovira-Esteva, Sara; Suárez, Anne-Hélène. 2020. *Lengua china para traductores: 学中文，做翻译. Vol I*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. (Materials, 188). (6^a ed.).

Casas-Tost, Helena; Rovira-Esteva, Sara; Suárez, Anne-Hélène. 2021. *Lengua china para traductores: 学中文，做翻译. Vol II*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. (Materials, 198). (6^a ed.).

López Calvo, F.; Zhao, Baoyan. 2013. *Guía esencial de la lengua china*. Madrid: Adeli Ediciones.

Ramírez, Laureano. 1999. *Del carácter al contexto: Teoría y práctica de la traducción del chino moderno*. Bellaterra: Servei de publicacions de la UAB. (Materials, 74).

Zhou Minkang, *Gramática china*, 1997, Spanish version, Bellaterra: Servei de publicacions de la UAB. (Materials, 30).

ONLINE RESOURCES

1. To learn more about Pinyin transcription and phonetics

- <http://pinyin.info/readings/index.html>

2. To practise pronunciation (tones, phonemes, etc.)

- <http://www.shufawest.us/language/tonedrill.html>
- <http://shufawes.ipower.com/language/dual-tonedrill.html>
- <http://courses.fas.harvard.edu/~pinyin/>
- <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://www.quickmandarin.com/chinesepinyinable/pinyinable_vertical.php
- http://pinyin.quickmandarin.com/learn_chinese_quiz/blue/
- http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_l2/

3. To practise writing characters (simplified and traditional):

- <http://www.csulb.edu/~txie/azi/page1.htm>
- <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://www.quickmandarin.com/chinesecharacter/>

4. Dictionaries

- Zhou, Minkang. 2006. *Diccionari Castellà-Xinès, Xinès-Castellà*. Barcelona: Editorial Herder. (Diccionaris deHerder).
- 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#chines>
- Picture dictionary: <http://classes.yale.edu/chns130/Dictionary/index.html>
- Xinhua zidian: <http://www.poptool.net/chinese/zidian/>

5. Other online resources

- Website with many interesting links: <http://www.zhongwen.com>
- Website with many interesting links: <http://www.csulb.edu/~txie/online.htm>
- Website with grammar information: http://liwin.com/annotated/generate_list.php?cat=6
- Website with linguistic and cultural information: <http://www.yellowbridge.com/chinese/>
- China Radio International (CRI) in Spanish: <http://espanol.cri.cn/newes/xhy.htm>
- Chinese wikibook: <http://en.wikibooks.org/wiki/Chinese>
- CCTV in Spanish: <http://www.cctv.com/espanol/01/index.shtml>
- Popup Chinese: <http://www.popupchinese.com/tools/adso>
- Media in Chinese: www.omniltak.com
- Texts in Chinese: www.greatwall.cn
- Texts for learning Chinese with HSK levels: <http://www.thechairmansbao.com/>
- <https://www.fun-mooc.fr/courses/Inalco/52004/session1/>
- <http://bestofmoocs.com/category/langues/chinois-mandarin/>
- <https://mirades.uab.cat/ebs/>

More bibliography related to the contents of the subject will be provided throughout the semester.

Software

Teams and Moodle will still be used. Other platforms such as Wordwall, Kahoot or Padlet will be used as well.