

**Chinese for Specific Purposes**

Code: 105869  
ECTS Credits: 6

Degree	Type	Year	Semester
2504012 Spanish and Chinese Studies: Language, Literature and Culture	OB	3	2

**Contact**

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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**

It is necessary to have passed all Chinese subjects from previous years.

**Objectives and Contextualisation**

The main goals of this subject are:

1. The acquisition of the necessary strategies and linguistic knowledge to be able to communicate effectively in a Chinese working environment.
2. The acquisition of knowledge about phonetics, morphology, lexicon, syntax, semantics, pragmatics and linguistic variation in Chinese.
3. A contrastive approach to Chinese oral and written documents.

**Competences**

- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- 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.

## Learning Outcomes

1. Describe linguistic aspects of Chinese using a non-specialist informative tone.
2. Describe linguistic aspects of Chinese using specialised terminology.
3. Identify tools and instruments for autonomous learning of the Chinese language and to solve linguistic problems.
4. Integrate cultural knowledge for solving communication problems.
5. Interpret the communicative intention and meaning of written texts in different subject areas.
6. Recognise basic structures in Chinese and describe them using adequate terminology.

## Content

The general contents of this subject are:

1. Introduction
  - a. Chinese for specific purposes
  - b. Chinese for professional and academic purposes
2. Chinese oral and written conventions for effective communication in the workplace, and cultural conventions for interpersonal communication and personal relationships.
3. Study of oral and written documents from specialized fields: journalistic, business, tourism, and foreign language teaching.
4. A contrastive approach to Chinese text, discourse, and cultural conventions.

## 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 also independently, students perform tasks and projects to reflect on the problems they may have in reading texts in Chinese and find a way to solve them.
- Case study: Students analyse professional situations presented by the teacher to conceptualize the experience and search for effective solutions.
- Cooperative learning: students are encouraged to build knowledge socially; use of small groups for students to work together in order to optimize their and their classmates' learning.

The formative activities that will be carried out in this subject are divided into directed activities, supervised activities, autonomous work and evaluation activities.

- The directed activities consist of working different types of texts from various fields.
- The supervised activities consist in carrying out activities proposed by the teacher.
- Autonomous work: it requires about 50 hours of autonomous work. Students must autonomously prepare the vocabulary, texts, exercises and grammar points indicated by the teacher, in this way in class the teacher can direct the study to solve issues in the fields of interculturality, phonetics, lexicon, the syntax, the translation the production of oral and written.
- The evaluation 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.

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

## 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 in 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 actually 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 4.2. 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.

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			
Completion of various types of practical activities	25	1	1, 2, 3, 4, 5, 6
Lectures	25	1	1, 2, 3, 4, 5, 6
Type: Supervised			
Completion of various types of exercises , correction of exercises and doubts resolution individually and in small groups.	35	1.4	1, 2, 3, 4, 5, 6
Type: Autonomous			
Study and reading of texts, preparation of practical activities	50	2	1, 2, 3, 4, 5

## Assessment

The assessment of this course is distributed as follows:

- Translation tests or projects - 60%
  - Middle term test / middle term translation project - 25%
  - Final test / final translation project - 35%
- Teaching portfolio - 40%
  - Submit all activities discussed and/or corrected in the classroom along the semester - 15%
  - Group activities and individual activities assessed by the teacher (Oral presentations, summaries, translations, etc., 2 minimum) - 25%

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## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final project or test	35%	3	0.12	1, 2, 3, 4, 5, 6

Mid-term test or project	25%	2	0.08	1, 2, 3, 4, 5, 6
Teaching portfolio	40%	10	0.4	1, 2, 3, 4, 5, 6

## Bibliography

### CHINESE TEXTBOOK FOR SPECIFIC PURPOSES

Hao Yamin ( 昊雅民). (2008). *Baokan Yuedu Jichu* (报刊阅读基础) [Learning about China from Newspapers]. Beijing Language and Culture University Press.

Li Li ( 李立 ) ; Ding Anqi (丁安琪) . *Gongsì Hanyu* (公司汉语) [Business Chinese]. Peking University Press.

Liu Xun (刘珣). (2009). *Tiyan Hanyu* (体验汉语) [Vivir el chino]. Higher Education Press.

### 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). (6ª 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). (6ª 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).

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.