

Chinese

Code: 43971
ECTS Credits: 6

Degree	Type	Year	Semester
4316481 Teaching Chinese to Spanish Speakers	OB	0	1

Contact

Name: Sara Rovira Esteva

Email: sara.rovira@uab.cat

Teaching groups languages

To check the language/s of instruction, you must click on "Methodology" section of the course guide.

Teachers

Shu-Ching Liao Pan

Sara Rovira Esteva

Prerequisites

None

Objectives and Contextualisation

This module has three main objectives. First, present and familiarize students with the main authoritative sources in relation to Standard Chinese. Second, review the main trends of descriptive and pedagogical grammar of Chinese and its works of reference. Finally, analyze Chinese and Spanish contrastively at different language levels to identify those aspects that may present more difficulties for Spanish speakers.

Competences

- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Make a comparative analysis of linguistic and cultural aspects of Chinese and Spanish for teaching purposes.
- Make a critical self-reflection and identify strengths and weaknesses.
- Recognise the specific characteristics of Chinese language and culture to apply them to the teaching of Chinese for Spanish speakers.

- Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Learning Outcomes

1. Analyse and evaluate different linguistic approaches to any feature of Chinese grammar, for teaching purposes.
2. Analyse and evaluate fundamental texts on the Chinese language for teaching and reference purposes.
3. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
4. Continue the learning process, to a large extent autonomously.
5. Describe the Chinese language for didactic purposes, covering all its aspects: phonology, morphology, lexis, syntax, pragmatics and discourse.
6. Identify and critically analyse the literature dealing with the respective linguistic characteristics of Chinese and Spanish.
7. Identify and find solutions for Spanish-speakers' main difficulties in learning Chinese.
8. Identify the main similarities and differences between Chinese and Spanish, in all their aspects, for pedagogical purposes.
9. Make a critical self-reflection and identify strengths and weaknesses.
10. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

Content

Block 1: Introductory aspects

- Terminology and key concepts related to TCFL
- Principles of Chinese writing
- Phonology and transcription of Standard Chinese
- Main authorized sources in relation to grammar and other reference materials I
- Syntax and pragmatics of Standard Chinese

Block 2: The grammar of modern Chinese

- Main trends of the descriptive and pedagogical grammar of Standard Chinese
- Words classes in modern Standard Chinese
- Analysis of difficult and important grammatical aspects of modern Standard Chinese
- Important teaching aspects of word classes
- Grammatical errors of adverbs I
- Parts of speech in modern Standard Chinese
- Complement types of modern Standard Chinese: resultative, potential, directional, etc.
- Important teaching aspects of subjects and numerals
- Error analysis of verbal reduplication
- Error analysis of the resultative complement
- Sentence types of modern Standard Chinese I: topic-comment, subject-predicate, adjectival predicate, etc.
- Error analysis of the potential complement
- Error analysis of the duration complement
- Sentence types of modern Standard Chinese I: shi-type (是) sentences, ba-type (把) sentences, double object sentences, passive sentences, etc.
- Error analysis of adverbs II
- Error analysis of the complement of manner
- Important teaching aspects of sentences I
- Superiority comparative sentences: characteristics, important aspects, and error analysis
- Emphatic sentences: with an interrogative pronoun, double negation, etc.

- Complex sentences: coordinated, progressive, etc.
- Subordinated complex sentences: causative, adversative, conditional, etc.
- Important teaching aspects of sentences II: complex and emphatic sentences
- Analysis and strategies for Chinese grammar teaching

Block 3: Contrastive analysis of Chinese and Spanish

- Introduction to contrastive analysis
- Contrastive analysis of phonological aspects of Chinese and Spanish
- Contrastive analysis of morphosyntactic aspects of Chinese and Spanish
- Contrastive analysis of discursive and pragmatic aspects of Chinese and Spanish

Methodology

In this module both Spanish and Chinese will be used as working languages and various teaching methodologies will be followed. All of them presuppose an active role on the part of the students. Throughout the module, the following methodologies will be combined:

- Lectures
- Problem-based learning
- Practical activities
- Debates
- Preparation and oral or written presentations
- Supervised work

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			
Discussion	4	0.16	9, 10
Lectures	20	0.8	1, 2, 5, 3, 4
Problem-based learning	4	0.16	1, 2, 5, 6, 7, 8, 9, 10
Type: Supervised			
Oral presentations	1	0.04	3, 9
Project design and oral or written presentation	6	0.24	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Type: Autonomous			
Project writing	40	1.6	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Readings and documentation	50	2	1, 2, 5, 6, 7, 8, 3, 4

Assessment

Description of continuous assessment by blocks:

- Group synthesis activity: 30%
- Portfolio: 15% (B1) + 5% (B2) + 10% (B3) = 30%
- Exam (B2): 20%
- Attendance and participation in class: 20% (to pass this course, attendance at 80% of classes is compulsory)

Single assessment

- Exam: 35%
- Portfolio: 30%
- Individual synthesis activity: 35%

Final assessment review will follow the same procedure as that followed for continuous assessment.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participation in class	20%	2	0.08	6, 7, 8, 3, 4
Exam	20%	2	0.08	1, 2, 5, 6, 7, 8, 9, 10
Group synthesis activity	30%	6	0.24	1, 2, 5, 6, 7, 8, 3, 4, 9, 10
Portfolio	30%	15	0.6	1, 2, 5, 6, 7, 8, 3, 4, 9, 10

Bibliography

- 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.).
- Fang Yuqing (房玉清). 2008. *Shiyong Hanyu Yufa (实用汉语语法) / A Practical Chinese Grammar*. Beijing Language and Culture University Press.
- Halliday, M.A.K. 2007. *Studies in Chinese Language / 汉语语言研究*. Beijing: Beijing Daxue Chubanshe. (Collected Works of M.A.K. Halliday, 8).
- Li Dazhong (李大忠). 1996. *Waiguoren Xue Hanyu Yufa Pianwu Fenxi (外国人学汉语语法偏误分析) / Analysis of Errors of Foreign Students in Learning Chinese Grammar*. Beijing Language and Culture University Press.
- Li Delü (李德津); Jin Dehou (金德厚). 2009. *Hanyu Yufa Jiaoxue (汉语语法教学)*. Beijing: Beijing Language and Culture University Press.
- Li Yuling (李玉玲). 2014. *Gramática china: comparación entre el chino y el español y análisis de los errores típicos de hispanohablantes en el aprendizaje del chino / 汉语语法典型错误分析*. Libro de Estudiantes: Nivel HSK2 Para Principiantes. Valencia: publicación propia.

- Liu Shiyang. 2022. *Análisis de errores en el aprendizaje de chino de alumnos españoles* (西班牙学生学习汉语的偏误分析). Beijing: Shijie Zhishi Chubashe.
- Liu Xun (刘珣). 2000. *Duiwai Hanyu Jiaoyuxue Yinlun* (对外汉语教育学引论). Beijing: Beijing Language and Culture.
- Lü Shuxiang (吕叔湘). 1980. *Xiandai Hanyu Babai Ci* (现代汉语八百词). Beijing: Shangwu Yinshuguan.
- Martínez-Robles, David. 2007. *La lengua china: Historia, signo y contexto*. Barcelona: Editorial UOC.
- Norman, Jerry. 2008. *Chinese*. Beijing: Shijie Tushu Chuban Gongsi.
- Qian Nairong (钱乃荣); Deng Shouxing (邓守信). 2002. *Xiandai Hanyu Gailun* (现代汉语概论) Taipei: Shida Shiyuan.
- Qu Chengxi. 1993. *Historical syntax theory and application to Chinese*. Beijing: Beijing Yuyan Xueyuan Chuban.
- Ramírez, Laureano. 1999. *Del Carácter al contexto. Teoría y práctica de la traducción del chino moderno*. Bellaterra: Servei de Publicacions, Universitat Autònoma de Barcelona.
- Rovira-Esteva, Sara. 2010. *Lengua y escritura chinas: Mitos y realidades*. Barcelona: Edicions Bellaterra.
- 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.
- Teng Shou-hsin (ed.) (邓守信). 2006. *Modern Chinese Grammar for Teachers of Chinese as a Second Language Advanced Learners of Modern Chinese*. Taipei: Shida Shiyuan.
- Teng Wen-Hua. 2016. *Yufa! A Practical Guide to Mandarin Chinese Grammar*. London: Routledge.
- Wang Lijia (王理嘉); Lu Jianming (陆俭明); Fu Huaiqing (符淮青); Ma Zhen (马真); Su Peicheng (苏培成). 1993. "Changjian de Yufa Cuowu" (常见的语法错误). En: *Xiandai Hanyu* (现代汉语). Beijing: Shangwu Yinshuguan. Pp. 421-435.
- Wu Bo (武波). 1998. "Wucha Fenxi Xuping (误差分析述评) [On Error Analysis]." *Waiyu yu Fanyi* (外语与翻译), 2(17): 23-28.
- Wu Fuxiang (吴福祥). 2005. *Hanyu Yufahua Yanjiu* (汉语语法化研究) Beijing: Shangwu Yinshuguan.
- Ye Panyun (叶盼云), Wu Zhongwei (吴中伟). 2011. *Waiguoren Xue Hanyu Nandian Shiyi* (外国人学汉语难点释疑) / *Explanations of Difficult Point in Chinese Learning as a Foreign Language*. Beijing Language and Cultures University Press.
- Zhang Bin (张斌). 2009. *Xinbian Xiandai Hanyu* (新编现代汉语). Shanghai Fudan Daxue Chubanshe.
- Zhao Shiyu (赵士钰). 1999. *Hanyu-Xibanyayu Shuangyu Bijiao* (汉语西班牙语双语比较) / *Comparación bilingüe entre chino y el español*. Beijing: Waiyu Jiaoxue yu Yanjiu Chuban.

Software

No specific software needed.