UAB
Universitat Autònoma de Barcelona

Language III: Modern Chinese

Code: 101571
ECTS Credits: 12

2024/2025

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

Contact

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Teachers

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It is advisable to have passed the subjects Language I and II: Modern Chinese.

Objectives and Contextualisation

The purpose of this subject is to consolidate students' basic linguistic knowledge of Chinese in order for them to correctly understand Chinese society and be able to communicate orally and in writing in Chinese. On successfully completing this subject, students will be able to:

- Understand information in short, simple written texts on topics related to their specific, immediate environment.
- Write short, simple texts on topics related to their specific, immediate environment.
- Recognise the basic phonological and lexical system and understand basic oral expressions related to their specific, immediate environment.
- Use the phonological and lexical system correctly to produce basic oral expressions related to their specific, immediate environment.
- Have developed good linguistic and cultural knowledge about modern Chinese.

Competences

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 subject's content can be divided into the following types:

Phonological and graphic:

- application of the Pinyin transcription system in learning new vocabulary by writing;
- consolidation of the basic principles of writing: character structure identification, decomposition into different components (semantic parts, phonetic parts); stroke order, number and type
- recognition of characters in traditional Chinese
- practice of typing Chinese in electronic devices

Lexical and morphological:

- learning frequently used radicals
- use and understanding of basic everyday vocabulary (around 300 new words)

Grammar (morphosyntactic level):

- the complement of degree
- topic-comment sentences
- uses of the particle 了
- different kinds of comparisons
- expression of the future with the auxiliaries 要 or 会
- the progressive aspect
- sequential sentences

- time clauses with 以后 and 的 时候
- expressing possession, existence, or location with 有
- passive sentences with 被ç
- emphatic sentences with 是 ... . 的
- the result complement

Communicative and sociocultural:

- talking about daily routines
- talking about the weather and the seasons
- describing clothes
- describing parts of a house
- talking about the Chinese New Year
- talking about transportation
- expressing distances and giving directions
- checking-in at a hotel
- describing a room
- talking about everyday life objects
- understanding rules and signs

Encyclopaedic and instrumental:

- basic general knowledgeabout the Chinese language
- introduction to certain aspects of Chinese culture directly or indirectly related to the language mastering, such as festivals (e.g. Chinese New Year), Tang Dynasty poetry, or paper-cutting crafts

non-verbal communication (e.g. gifts)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading, oral and written comprehension tasks, written production and class activities.	90	3.6	1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
Type: Supervised			
Oral and written comprehension exercises, text composition, correction of the exercises done and troubleshooting.	50	2	1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
Type: Autonomous			
Reading, oral and written comprehension tasks, written production and class activities.	132	5.28	1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15

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

Directed activities (90 h.): 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, clarifying general doubts, 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 (50 h.): these will include practising oral comprehension and expression, as well as the completion of exercises.

Autonomous activities (150 h.): 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 and oral 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.

It is important that students attend class regularly, and essential that they consistently study new content in advance, carry out exercises and review previous content. It is assumed that they will do so in order to keep up with the pace of the subject.

Assessment (28 hours) will comprise classroom exams and directed activities (teaching portfolio).

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exams	60%	8	0.32	1, 2, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15
Teaching portfolio	40%	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

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 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 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 marksprior 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 penalised.

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

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

- comprehension and oral expression test (30%)
- comprehension and written expression test (30%)
- lexicon and syntax test (30%)
- Delivery of teaching folder: writing or vocabulary exercises (10%)

Bibliography

Reference textbooks:

- Ding Anqi, Chen Xin, Jin Lili (2010) *Discover China*: Student's book Two + workbook. Oxford: Macmillan Education; Beijing: Foreign Language Teaching and Research Press.

Both the textbook and activity book are necessary. The rest of exercises, activities or information for the subject will be poted in the Moodle classroom at: https://cv2008.uab.cat/.

Reference works:

- (Liu Xun) ed. *El Nuevo Libro de Chino Práctico* . (I) Pequín: Beijing Language and Culture University Press, 2009.

- Helena Casas Tost, Sara Rovira esteva, Anne-Hélène Suárez Girard, lengua china para traductores, Vol.II, Materiual 188, servei de publicació, UAB

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

- A very readable introduction to all aspects of the Chinese language and Chinese writing, presented in a question-and-answer format. Very clear.

- Zhou Minkang, "*Gramática china* ", 1997, versión castellana, Bellaterra: Servei de publicacions de la UAB. (Materials, 30).

- One of the few Chinese grammars in Spanish. Clear explanations and many exercises.

- 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).

- Useful throughout the degree programme. Covers all kinds of matters concerning the Chinese language, from its history to its linguistics and translation.

Dictionaries:

- 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 Chinese Pinyin where both words and examples are concerned. Chinese to Catalan and Catalan to Chinese.
- The only dictionary designed and prepared for Catalan students of Chinese.

- Zhou, Minkang. 2006. *Diccionari Castellà-Xinès, Xinès-Castellà*. Barcelona: Editorial Herder. (Diccionaris de Herder).

- Very useful because it is one of the few dictionaries that gives Chinese pinyin where both words and examples are concerned. Chinese to Spanish and Spanish to Chinese.
- The only dictionary designed and prepared for Spanish students of Chinese.

- Zhou, Minglang (2019) *Language Ideology and Order in Rising China*. Springer

http://link.springer.com/openurl?genre=book&isbn=978-981-13-3483-2

Software

eChinese Tools: Mil y una herramientas para aprender chino: https://dtieao.uab.cat/txicc/echinese/

eChinese Plus: https://dtieao.uab.cat/gelea2lt/echineseplus/

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Chinese	first semester	morning-mixed