

Degree	Type	Year
Spanish and Chinese Studies: Language, Literature and Culture	OB	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

This is an intermediate level Chinese course aimed at consolidation, development and improvement. It requires knowledge of all the basics of phonetics, grammar and structure of Chinese characters. It is recommended to have passed previous Chinese subjects (V & VI of Modern Chinese) except in special cases established by Academic office, FTI).

## Objectives and Contextualisation

### Language VII, Comprehension and Production of Written and Oral Texts:

The objective of the semester is to consolidate and broaden the knowledge of the structures of the Chinese language, as a complement to the basic knowledge acquired in last three years. The teaching of this semester consists mainly of the consolidation and extension of the basic knowledge of Chinese grammar acquired in the first, second and third course, the expansion of vocabulary, the improvement of pronunciation and writing; the development of the ability to read and comprehend texts in Chinese at the intermediate level, as well as the improvement of oral and written expression's abilities in Chinese. Work will be carried out continuously emphasizing the classification and synthesis of the complex structures of the Chinese language, in order to help students to better master the linguistic and social use around the modern society of China and Taiwan. And also, we will do more oral practices inside and outside of class in a more active way to reach the optimal level of communicative oral production in Chinese.

## 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.
- 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. Integrate and apply cultural knowledge of China to be able to resolve communication processes.
12. Integrate cultural knowledge for solving communication problems.
13. Interpret the communicative intention and meaning of written texts in different subject areas.
14. Produce spoken texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.
15. Produce written texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.
16. Recognise basic structures in Chinese and describe them using adequate terminology.
17. Resolve interferences between working languages.
18. Solve problems of intercultural communication.

## Content

In this subject, the contents of the book Discover China 3 will be studied in more depth, aimed at developing reading, comprehension, and oral and written expression skills. Other complementary materials such as stories, Chinese games, and movies will also be used. According to its typology, the contents can be grouped into:

### Phonological and graphic:

Read new words and their tones correctly. Correct frequent pronunciation errors; consolidate the knowledge acquired from previous courses

Read Chinese texts correctly and fluently

Application of the transcription and pinyin system in learning new Chinese vocabulary

Identification of the different components of the characters (semantic keys, phonetic parts), improve writing on the computer.

### Morphological lexicon:

Review and expansion of frequently used keys

Recognition and writing of new Chinese characters.

### Grammar and vocabulary:

Learn comparative sentences, express suggestions, express examples with specific structures, express that something is the opposite of what is expected, draw conclusions.  
Express contrast, capacity.

Vocabulary about school buildings, surroundings and life in the city and countryside, environment, martial arts and movies.

#### Speaking and written communication:

Be able to make comparisons showing preferences, talk about feelings.  
Being able to carry out an interview, express praise and respect.  
Be able to use exclamations, talk about physical qualities, skills and talent.  
Write essays about simple comparisons, a report on a problem and about movies.

#### Functional:

Being able to read and understand the main ideas of the text, being able to translate it correctly into Spanish  
Be able to read and understand supplementary reading materials and answer related questions  
Be able to understand real intermediate level listening materials  
Know the social and cultural customs related to the topic of the text  
Be able to write 700 characters to express your own opinions on the subject  
Being able to understand the comments of classmates related to the topic of the text  
Being able to write what can be said in Chinese on the topic with a correct speed  
be able to orally express a complete idea that is coherent with basic logic

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class	40	1.6	1, 3, 2, 7, 8, 12, 13, 15, 14, 16, 17, 18
Complex sentence structure exercises	5	0.2	1, 3, 7, 8, 13, 14, 16, 17, 18
original text comprehension activities	3	0.12	1, 2, 7, 8, 13, 15, 14, 16, 18
Reading comprehension activities	3.5	0.14	1, 3, 12, 13, 16, 17, 18
Visual and oral production activities	3	0.12	2, 12, 14, 17, 18
Written production activities	3	0.12	1, 3, 7, 8, 13, 15, 18
Type: Supervised			
Advanced grammar exercises	5	0.2	1, 3, 7, 8, 13, 15, 14, 16, 17
Reading comprehension exercises	5	0.2	1, 3, 2, 7, 8, 13, 15, 14, 16, 17, 18
Writing exercises	5	0.2	1, 3, 7, 8, 15, 14, 16, 17, 18
Type: Autonomous			
Preparation of oral expression activities	23	0.92	2, 7, 12, 14, 17, 18
Preparation of written and oral expression activities	24	0.96	1, 3, 2, 7, 8, 12, 13, 15, 14, 16, 17, 18

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 teaching unit, clear up queries of common interest, review the material studied so far, and set the students grammar exercises on each unit and the new vocabulary learnt, as well as tasks involving reading out loud, practising oral and written comprehension, oral expression, etc. At the end of the subject, a session will be devoted to general revision and troubleshooting.

**Supervised activities:** these will include exercises set by the teacher. Students will need to devote approximately 5 hours to completing the grammar and vocabulary exercises for each unit.

**Autonomous activities:** for each teaching unit, will need to devote approximately 15 hours to activities such as reading and preparing the texts, vocabulary and grammar for each lesson, etc.

**Class schedule:** follow the information published by the faculty.

All class focus on the theoretical explanation of vocabulary, text and text structures and Fridays on review, practice and revision of the exercises already done by the students.

**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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
End-of-term Exam	30%	2.5	0.1	1, 3, 2, 7, 8, 12, 13, 15, 14, 16, 17, 18, 9
Mid-term Exam	30%	2.5	0.1	1, 4, 3, 2, 5, 7, 8, 10, 12, 11, 13, 15, 14, 16, 17, 18, 6, 9
Teaching folder	40%	2.5	0.1	1, 4, 3, 2, 5, 7, 8, 10, 12, 11, 13, 15, 14, 16, 17, 18, 6, 9

### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests.

Within the teaching folder, students will deliver exercises on each topic on a scheduled basis, they will make oral presentations on the topics seen in class and written vocabulary tests at the end of each topic.

There will be two written and oral tests in the middle and at the end of the semester:

Teaching folder (40%)

- writing short texts, activities in grup, tests de vocabulary, exercises of oral expression, etc.

Two Exams. (30%+30%)

- Thre ar two exams, on in the mid-term (30%) and the other in the final (30%).

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 3.5.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5.

#### 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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

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:

- Written expression test (writing drafting type) 40%
- Test of the rest of skills (exam type) 60%

Review:

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

## Bibliography

### Class Manual:

Qi Shaoyan (2013). Discover China: Student's Book Vol. 3 (Llibre de l'alumne Vol. 3). Oxford: Macmillan Education; Beijing: Foreign Language Teaching and Research Press.

It is essential to have both the textbook and the workbook. The rest of the exercises, activities, and information of interest will be published in the space reserved for the subject on the virtual campus. ([www.cv.uab.cat](http://www.cv.uab.cat))

### Exercise Textbook:

Discover China Vol. 3 Workbook

The rest of the exercises, activities, and information of interest for the subject can be found in the workbook by the same author and in exercises provided by the instructor.

Supplementary materials for listening and writing comprehension will be provided for each unit.

### Dictionaries

#### Bilingual:

- Zhou, Minkang, Diccionari de l'Enciclopèdia. Catalan-Chinese Dictionary, Chinese-Catalan. Catalan Encyclopedia, Barcelona, 1999.

- Zhou, Minkang, Diccionario del español y el chino, Herder, Barcelona, 2006.

These are two dictionaries designed for Spanish/Catalan-speaking students. The first has several appendices, with personal names, abbreviations, geographical names, chemical elements, weights and measures, currencies, etc.

#### Monolingual:

- Xinhua Zidian, new edition, Shangwu yinshuguan, Beijing, 2020.

- Xiandai Hanyu Cidian, Shangwu yinshuguan, Beijing, 2018.

The first is small, very handy, and practical. It is the quintessential popular dictionary. The definitions are very simple and easy to understand. Despite its size, it has many characters (1,000), including the few common ones. The second, more voluminous, is also one of the most common. Both have had numerous reissues, updated up to 2020.

### Grammars and other Materials

- Xu Zenghui, Zhou, and Minkang, Chinese Grammar, UAB Publication Service, Bellaterra, Materials 30, 1997, 2008.

- Ramírez, Laureano, From Character to Context: Theory and Practice of Modern Chinese Translation, UAB Publication Service, Bellaterra, 1999.

Two very useful manuals throughout the entire university because they cover all types of issues related to Chinese grammar and language, and its sociocultural and translation context.

### UAB Internet and DDD Resources

<http://www.zhongwen.com/>

Website with a wealth of information on the Chinese language.

<http://www.language.berkeley.edu/fanjian/toc.html>

Website for practicing Chinese writing.

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

Website with information on phonetics and pinyin

NIU, T. Analysis of the particle "LE" (了) and its application to teaching and learning Chinese as a foreign language to Spanish-speaking students

<https://ddd.uab.cat/record/250312?ln=ca>

The decline of Chinese calligraphy and writing in the modern era. Analytical case of Chinese youth with their writing

<https://ddd.uab.cat/record/160590?ln=ca>

Sociolinguistic resources in Chinese advertising

<https://ddd.uab.cat/record/160587?ln=ca>

The teaching of standard Chinese in Catalonia

<https://ddd.uab.cat/record/147111?ln=ca>

The Spanish and Catalan economic presence in China

<https://ddd.uab.cat/record/147098?ln=ca>

The Communication System of the Chinese Community in Spain

<https://ddd.uab.cat/record/245128?ln=ca>

Interactive games

<http://edu.ocac.gov.tw/lang/chineselearn/>

A An engaging tool for reviewing and studying Chinese vocabulary.

<http://eastasia.hawaii.edu/yao/icfc/index.html>

Vocabulary Trainer

<https://www.fluentu.com/chinese/>

An online game that seamlessly consolidates acquired knowledge.

Audiovisual support:

[www.cctv.com](http://www.cctv.com)

<https://livetvcentral.com/country/taiwan>

<https://www.iqiyi.com/>

## **Software**

It is not necessary a specific software for this subject.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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