

Degree	Type	Year
Teaching Chinese to Spanish Speakers	OB	0

## 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

None

## Objectives and Contextualisation

The main purpose of this module is to describe some basic concepts of Chinese culture and their relationship to language, as well as to promote awareness for the teaching of cultural elements in the classroom of Chinese as a foreign language. At the same time, it will offer guidelines to the teaching of cultural contents in the classroom and the emphasis will be placed on the development of the intercultural competence.

This module will work on all the aspects involved in the teaching of Chinese culture from a practical perspective, from intercultural management in teaching and knowledge about Chinese culture to the relationship between Chinese culture and the teaching of the language.

On successfully completing this subject, students will be able to:

- Foster cultural and intercultural awareness and cultural sensitivity in Chinese-language learners.
- Apply intercultural communication theories in the teaching of Chinese as a second language for Spanish speakers.
- Integrate cultural elements and create teaching materials about Chinese culture in the teaching of the language adapted to the linguistic and cultural context in which the teaching is carried out.

- Integrate materials of cultural education, either other people's or of their own creation, in the language teaching activities, applying different didactic methods.
- Manage and solve possible cases of cultural conflict arising in class.
- Develop and strengthen the communicative and intercultural competence of the students.

## Competences

- 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.
- Manage cultural differences in the teaching and learning process in the classroom.
- Recognise the specific characteristics of Chinese language and culture to apply them to the teaching of Chinese for Spanish speakers.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

## Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Describe the philosophical values of Chinese culture in order to relate them effectively to the language and its use in society.
3. Design activities to stimulate reflection on particular cultural topics and develop students' intercultural competence.
4. Identify and analyse fundamental texts on Chinese culture for teaching purposes.
5. Identify and analyse the cultural charge in linguistic features: both verbal and non-verbal.
6. Identify the expression of formality in Chinese culture.
7. Identify tools for managing cultural differences: in the classroom itself and throughout the learning process.
8. Make a critical self-reflection and identify strengths and weaknesses.
9. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
10. Work individually and in a team and be able to analyse, interpret and synthesise the information generated.

## Content

The contents are divided into two different blocks, the first one more theoretical and the second one more practical:

- Intercultural communication theories. Principles and strategies in intercultural communication and the relationship between the teaching of language and culture

i) Conceptual delimitation. Fields and issues in the foreign language classroom.

ii) The concept of intercultural and multilingual competence according to the Common European Framework of Reference for Languages.

iii) Communicative and intercultural competences.

iv) Development of intercultural competences in teachers and students.

v) Teaching processes. Case study.

vi) Linguistic mediation: what is and how can it be introduced in the foreign language teaching?

- Cultural knowledge teaching in classrooms of Chinese as a second language: problems and their management. Categorizing cultural knowledge and adapting it to the teaching of the language (Part I)

i) Evolution of the intercultural communication study in China. Necessary competences for teachers of Chinese as a second foreign language.

ii) Cultural conflicts reflected in different levels in the Chinese-Spanish communication.

iii) Non-verbal communication: contrastive analysis of the general norms of non-verbal communication in China and Spain.

iv) Traditional Chinese thinking and its influence on Chinese culture.

v) The leveling of cultural knowledge and its integration into the Chinese language teaching.

- Cultural knowledge teaching in classrooms of Chinese as a second language: problems and their management. Categorizing cultural knowledge and adapting it to the teaching of the language (Part II)

i) Cultural clashes between China and Spain on the linguistic level.

ii) Sense of humor and word games.

iii) "Teach China in Chinese": the generalities of modern Chinese society.

iv) Regional differences and generational changes.

v) Interpersonal relationships and social culture.

- Cultural knowledge teaching in classrooms of Chinese as a second language: problems and their management. Categorizing cultural knowledge and adapting it to the teaching of the language (Part III)

i) "East - West" interculturality: Perception of the Chinese culture and the non-Chinese world.

ii) Ethnocentrism and cultural relativism, cultural empathy.

iii) Intercultural classroom: Teacher-student interculturality, multicultural students.

iv) Class organization and dynamics, motivation and learning styles.

v) Culture teaching in the classroom: development of activities for adults and children.

vi) Teaching mediation and the cultural element in the Chinese language classroom.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

lecture	15	0.6	2, 4, 7, 6, 9, 1
Debates and discussions	13	0.52	2, 4, 7, 6, 9, 1, 8
Problem-based learning	10	0.4	2, 4, 7, 6, 9, 1, 8

Type: Supervised

Practice activities realization	6	0.24	2, 3, 5, 4, 7, 6, 10
work presentations	6	0.24	7, 10

Type: Autonomous

Readings and documentation	60	2.4	2, 3, 4, 7, 6, 8, 10
Work Elaboration	40	1.6	2, 3, 4, 7, 6, 8, 10

In this module various teaching methodologies will be combined. All of them presuppose an active role on the part of the students. Throughout the module, the following methodologies will be used:

- lectures
- problem-based learning
- debates and discussions
- work and oral presentations
- readings
- supervised work

Vehicular languages in class: Spanish and Chinese

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
Attendance and active participation in class	20%	0	0	2, 4, 7, 6, 9, 1, 8
Student portfolio	48% (Prof. Pascual: 26%, prof.a Qu: 22%)	0	0	2, 3, 4, 7, 6, 8, 10
Submission of the final essay	32% (prof. Gao Yuan)	0	0	2, 3, 5, 4, 7, 6, 10

### Continuous assessment

Attendance and participation in classe will be taken and will represent 20% of the final mark.

The rest of the assessment activities will be divided into the different blocks.

### Single assessment

This subject is not suitable for single assessment.

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Atenció, en aquest apartat heu de copiar només el text de l'opció (1, 2 o 3) que correspongui a la vostra assignatura, sense el títol entre claudàtors.

## **Bibliography**

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## Software

Teams, microsoft word, PowerPoint, google, Moodle

## Groups and Languages

Name	Group	Language	Semester	Turn
(TE) Theory	1	Chinese	second semester	afternoon