

Degree programme	Type	Course
Spanish and Chinese Studies: Language, Literature and Culture	OB	3

Contact lecturer

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Teaching staff

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Group languages

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

Prerequisites

This intermediate-level course is designed to consolidate, develop, and enhance students' proficiency in Chinese language. Students are expected to have a solid understanding of the basic principles of phonetics, phonology, character structure, grammar, vocabulary, and morphology, as well as the four core language skills: reading, writing, speaking, and listening.

Objectives

The course Chinese V: Developing Communicative Skills (Chinese V) aims to increase the knowledge of the structures of Modern Chinese; to complement the basic knowledge acquired in the first and second years of the degree; the consolidation of basic knowledge of Chinese grammar; to expand vocabulary, improve pronunciation, speaking and writing; to develop reading comprehension skills; and to improve the student's skills in both oral and written expression. Although this is a language subject, we shall also try to sensitize the student towards a respect for Chinese culture and the Chinese social context.

Learning outcomes

1. Communicate using language that is not sexist or discriminatory.
2. Describe linguistic aspects of Chinese using specialised terminology.
3. Describe linguistic aspects of Chinese using a non-specialist informative tone.
4. Identify tools and instruments for autonomous learning of the Chinese language and to solve linguistic problems.
5. Recognise basic structures in Chinese and describe them using adequate terminology.
6. Apply lexical, morphosyntactic, textual and rhetorical knowledge and knowledge of linguistic variation.

7. Consider how gender stereotypes and roles impinge on the exercise of the profession.
8. Solve problems of intercultural communication.
9. Ensure quality standards for your own work.
10. Interpret the communicative intention and meaning of written texts in different subject areas.
11. Integrate cultural knowledge for solving communication problems.
12. Apply strategies to acquire cultural knowledge of China to be able to communicate.
13. Identify the need for cultural knowledge of China to be able to communicate.
14. Integrate and apply cultural knowledge of China to be able to resolve communication processes.
15. Resolve interferences between working languages.
16. Apply strategies for understanding written texts from different fields at an intermediate level (B1, B2).
17. Apply strategies for understanding spoken text in different fields at an intermediate level (B1, B2).
18. Produce spoken texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.
19. Produce written texts at an intermediate level (B1, B2) that are appropriate to the context and linguistically correct.

Contents

In the subject *Chinese V*, we study in depth the contents of the first lessons from the textbook entitled *Discover China 3 (Students' book and Workbook)*. Other supplementary materials and graded readers will also be used.

According to their type, the contents can be grouped into:

Phonological and graphic

- Reading aloud new words
- Reading aloud texts and dialogues
- Identifying the various components of characters (keys, semantic phonetic parts)

Lexicomorphological

- Review and extension of frequently used keys
- Understanding and using approximately 350 new words
- Recognition and writing of new characters
- Comprehension and use of new characters

Grammar

- Introducing new elements to form different types of compound sentences
- Learning the use of new adverbs
- New grammar structures
- Learning new frequently used expressions

Reading and writing

- Reading comprehension of texts for intermediate level
- Paraphrasing and summarizing texts in Chinese, Spanish and Catalan
- Writing different types of compositions on various topics (200-300 characters).

Listening and oral Chinese

- Listening exercises for intermediate level
- Oral activities related to the contents studied in the textbook
- Supplementary listening and oral Chinese exercises

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Study and practice of the new words and new text in each lesson, preparation of oral and written expression activities, preparation for reading comprehension, preparation and revision of contents taught in class.	45	1.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19
Realization of reading comprehension activities, written skill training activity, oral comprehension/expression and lectures	49.5	1.98	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Completion of various types of exercises , correction of exercises and doubts resolution individually and in small groups.	35.5	1.42	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
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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 independently, students perform tasks and projects to practice the contents learnt in the textbook.
- Cooperative learning: students are encouraged to build knowledge socially; use of small groups for students to work together to optimize their and their classmates' learning.

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 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, 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 will include practising oral comprehension and expression, as well as completing exercises. They will involve practising calligraphy, studying the characters and vocabulary, and preparation work. Additionally, they will include assessment activities such as tests and tasks that will allow both teachers and students to evaluate the learning progress and reflect on the teaching-learning process.
- Autonomous activities 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 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.

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	Weight	Hours	ECTS	Learning outcomes
Exams	60%	8	0.32	1, 2, 3, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19
Teaching portfolio	40%	12	0.48	1, 3, 4, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19

CONTINUOUS ASSESSMENT

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide, and they are distributed as follows:

I. Teaching portfolio (40%)

10% - Writing Chinese characters assignments. These assignments will be marked as "submitted" and "not

submitted" and comments will be added if necessary.

10% - Exercises corrected in class or with correction guidelines and tasks discussed and done in class. A dossier must be delivered at the end of each lesson (exercises and class notes). The grade for these assignments and exercises will be "submitted" or "not submitted".

20% - Assessment task proposed by the teacher (compositions, oral presentations, summaries, etc., 2 minimum.)

II. Written tests (60%)

25% Holistic exam I (vocabulary, grammar, reading comprehension, writing, oral expression, listening comprehension and culture)

35% Holistic exam II (vocabulary, grammar, reading comprehension, writing, oral expression, listening comprehension and culture)

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, impersonation, 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.

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.

A 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:

1. Oral and reading aloud test - 25%
2. Writing test - 25%
3. Holistic Test (vocabulary, grammar, reading comprehension, oral comprehension and culture) - 40%
4. Activities portfolio - 10% (A dossier with writing Chinese characters assignments will be submitted the day of the test).

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

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage of the assessment activities. Any work that includes AI-generated content will be considered a breach of academic integrity and will be graded a 0, regardless of any disciplinary proceedings that may be initiated.

Bibliography

Casas-Tost, Helena, Rovira-Esteva, Sara, & Suárez, Anne-Hélène. (2020). *Lengua china para traductores - 学中文，做翻译* (Vol. I, 6ª ed., Materials, 188). Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

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Fisac, Taciana. (2023). *Claves de la gramática china*. Bellaterra Edicions.

Liu, Xun (刘珣). (2009). *Xin Shiyong Hanyu Keben 1 (1)* [El nuevo libro de chino práctico 1]. Beijing Language and Culture University Press.

Liu, Xun (刘珣). (2009). *Xin Shiyong Hanyu Keben 2 (2)* [El nuevo libro de chino práctico 2]. Beijing Language and Culture University Press.

López Calvo, Felipe, & Zhao, Baoyan. (2013). *Guía esencial de la lengua china*. Madrid: Adelí Ediciones.

Qi, Shaoyan. (2013). *Discover China: Student's Book Three*. Macmillan Education.

Wang, Dan; Wang, Jianbo; Cai, Ying, & Leher, Eric. (2010). *Discover China: Workbook Three*. Macmillan Education.

Xu, Zenghui, & Zhou, Minkang. (1997). *Gramática china - 汉语语法*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona.

More bibliography related to the contents of the subject will be provided throughout the semester.

Software

Moodle will still be used. Other platforms such as Kahoot or Padlet will be used as well.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course

CODE

Type of teaching	Group	Language	Semester	Shift
(PAUL) Classroom practices	1	Spanish	annual	morning-mixed