

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

Contact lecturer

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Group languages

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

Prerequisites

It is an intermediate level subject, of consolidation, development and improvement, which requires knowledge of all the basic aspects of phonetics, grammar, and the structure of writing characters.

It is assumed that students have learnt the contents taught in the previous Chinese subjects (Chinese I, II, III, IV and V).

Objectives

Chinese VI: Development of Communicative Skills aims to expand the knowledge of the structures of the modern Chinese language, as a complement to the basic knowledge acquired in first and second year, the consolidation of basic knowledge of the Chinese grammar, the expansion of vocabulary, the improvement of pronunciation, oral and written expression, the development of the ability to read and understand intermediate-level texts, as well as the improvement of expressive skills in oral and written language. Despite being a language subject, the course also aims to make students aware of Chinese culture and its sociocultural aspect in Chinese-speaking societies.

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

Discover China 3 (student book and exercise books) will be studied in depth. Complementary materials will also be used. The contents can be grouped into:

The contents of five lessons from the textbook entitled *New Practical Chinese Reader 3* (student book and exercise books) will be studied in depth. Complementary materials will also be used. The contents can be grouped into:

Phonological and graphemic:

- 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 traditional Chinese characters
- typing Chinese into electronic devices

Lexis and morphology:

- Review and extension of frequently used keys.
- Recognition and writing of new characters introduced in the lessons studied.
- Comprehension and use of new vocabulary introduced in lessons studied.

Grammar (morphosyntactic level):

- Expressing \"even\" using 甚至
- Expressing \"be worth\" using 值得
- Expressing purpose using 为了
- Stating causes using 由于
- Expressing influences using 受.....影戏那个
- Noun phrases with 以
- Expressing \"unbearable\" 受不了
- Stating extreme consequences using 造成
- Describing impressions using 好像
- Expressing limited choices using 不是.....就是
- Sentence-initial adverbs 幸好，可惜，其实

Communicative and sociocultural skills:

- Asking for and giving opinions through reasoning
- Agreeing and disagreeing
- Asking for and checking information
- Giving reasons and expressing regret
- Expressing hospitality and appreciation
- Giving polite responses
- Understanding accomplishments and achievements
- Identifying notable events in a life story
- Understanding airport check-in information
- Confirming and correcting information
- Understanding a news report about extreme weather
- Identifying the location of rooms, household items and facilities

- Understanding hospitality
- Understanding a diary entry
- Understanding cultural differences regarding proper topics of conversation

Encyclopaedic and instrumental knowledge:

- Basic general knowledge about the Chinese language
- Introduction to certain aspects of Chinese culture directly or indirectly related to the language mastering, such as tea houses, famous mountains in China, traditional Chinese medicine, etc.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Study and practice of new vocabulary, preparation of writing and speaking exercises, reading comprehension exercises	34.5	1.38	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Different kinds of exercises, correcting exercises, clearing doubts (either individually or in group)	33	1.32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Reading comprehension, writing, oral comprehension, speaking and lectures	52.5	2.1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Training activities are divided into directed activities, supervised activities and autonomous activities.

- Guided activities: the teachers explain the most important contents of each unit, read aloud and oral and written comprehension exercises, oral expression exercises, practice of grammar points and new vocabulary and review of the given subject. This will be the ideal space to clarify doubts of common interest. The activities will be varied, of different types (oral and written, individual and in group) and, in some cases, evaluable.
- Supervised activities: include the practice of written oral comprehension and oral and written expression, as well as the resolution of exercises.
- Autonomous activities: they consist of the practice of calligraphy, the study of characters and vocabulary, the preparation and revision of new texts and grammar points, as well as the resolution and self-assessment of exercises through the solutions that will be posted. on the virtual campus. For each teaching unit the student must dedicate around 50 hours of study, including supervised activities and independent work (preparation, practice through exercises and revision). Given the contents and structure of the subject, it is essential that you regularly devote weekly time to preparing the new subject, doing the exercises and revising the given subject. this dedication of the students is presupposed for the good follow-up of the rhythm of the subject.

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	70%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Portfolio	30%	25	1	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Assessment

Continuous assessment

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. All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

Portfolio (30%) consists of compositions, group activities, vocabulary tests and other kinds of exercises.

There will be two exams: one in the middle of the term (30%) and the other one at the end of the term (40%).

Related matters

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

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 portfolio cannot be retaken or compensated for. 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 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.

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

Any irregularity committed during an assessment (academic fraud, plagiarism, or misuse of AI, unless expressly authorized in the course syllabus) that could lead to a significant change in the grade will result in a grade of 0 for that assessment. If multiple irregularities occur during assessments for the same course, the final grade for that course will be 0. Furthermore, disciplinary proceedings may be initiated against any individual who commits any of these irregularities.

Use of AI technologies

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.

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:

- Oral expression test 25 %
- Written expression test 25%
- Test of all other skills 30%
- Portfolio with exercises decided by the teacher 20%

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

Textbook

Discover China 3. Libro de texto + libro de ejercicios. Editorial: Macmillan Education.

Reference works:

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015/2021. *Guia d'estil per al tractament de mots xinesos en català*. Generalitat de Catalunya. Departament de Cultura. Biblioteca tècnica de política lingüística, 2. ISBN: 978-84-393-9241-5. DOI: 10.2436/15.8040.02.1. URL: <https://ddd.uab.cat/record/133473>

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015. *Guía de estilo para el uso de palabras de origen chino*. Madrid: Adeli. URL: <https://ddd.uab.cat/record/180644>

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

Ross, Claudia; Sheng, Jing-Heng. 2006. *Modern Chinese grammar: a practical guide*. New York: Routledge.

Yip, Po-ching; Rimmington, Don. 2014. *Gramática básica del chino*. Madrid: Adeli Ediciones.

Yip, Po-ching; Rimmington, Don. 2015. *Gramática intermedia del chino*. Madrid: Adeli Ediciones.

Supplementary readings

Rovira-Esteva, Sara. 2010. *Lengua y escritura chinas. Mitos y realidades*. Barcelona: Edicions Bellaterra.

Software

Online resources:

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

Casas-Tost, Helena; Gay-Punzano, Lourdes; Guo, Xiaoyan; Nie, Lingzhi; Paoliello, Antonio; Rovira-Esteva, Sara; Vargas-Urpí, Mireia. 2024.

e-Chinese Plus: Platform to practice Chinese. Available on: <https://dtieao.uab.cat/gelea2lt/echineseplus>.

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	Chinese	second semester	morning-mixed