

Degree programme	Type	Course
Teaching Chinese to Spanish Speakers	OB	1

Contact lecturer

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Group languages

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

Prerequisites

None

Objectives

This module has three main objectives. First, present and familiarize students with the main authoritative sources in relation to Standard Chinese. Second, review the main trends of descriptive and pedagogical grammar of Chinese and its works of reference. Finally, analyze Chinese and Spanish contrastively at different language levels to identify those aspects that may present more difficulties for Spanish speakers.

Learning outcomes

- CA03 (Integrate theoretical knowledge about any grammatical aspect of the Chinese language for teaching purposes.) Integrate theoretical knowledge about any grammatical aspect of the Chinese language for teaching purposes.
- CA04 (Summarise data on the Chinese language autonomously and as a team to improve Chinese language teaching.) Summarise data on the Chinese language autonomously and as a team to improve Chinese language teaching.
- KA03 (Describe the Chinese language for teaching purposes at all levels of language: phonological, morphological, lexical, syntactic, and pragmatic-discursive.) Describe the Chinese language for teaching purposes at all levels of language: phonological, morphological, lexical, syntactic, and pragmatic-discursive.
- KA04 (Identify the main similarities and differences at all language levels between Chinese and Spanish for pedagogical purposes.) Identify the main similarities and differences at all language levels between Chinese and Spanish for pedagogical purposes.

- SA03 (Critically analyse basic reference works of the Chinese language for teaching and documentation purposes.) Critically analyse basic reference works of the Chinese language for teaching and documentation purposes.
- SA04 (Solve the main difficulties in learning Chinese for Spanish speakers.) Solve the main difficulties in learning Chinese for Spanish speakers.

Contents

Block 1: Introductory aspects

- Terminology and key concepts related to TCFL
- Principles of Chinese writing
- Phonology and transcription of Standard Chinese
- Main authorized sources in relation to grammar and other reference materials I
- Syntax, discourse and pragmatics of Standard Chinese

Block 2: The grammar of modern Chinese

- Main trends of the descriptive and pedagogical grammar of Standard Chinese
- Words classes in modern Standard Chinese
- Analysis of difficult and important grammatical aspects of modern Standard Chinese
- Important teaching aspects of word classes
- Grammatical errors of adverbs I
- Parts of speech in modern Standard Chinese
- Complement types of modern Standard Chinese: resultative, potential, directional, etc.
- Important teaching aspects of subjects and numerals
- Error analysis of verbal reduplication
- Error analysis of the resultative complement
- Sentence types of modern Standard Chinese I: topic-comment, subject-predicate, adjectival predicate, etc.
- Error analysis of the potential complement
- Error analysis of the duration complement
- Sentence types of modern Standard Chinese I: shi-type (是) sentences, ba-type (把) sentences, double object sentences, passive sentences, etc.
- Error analysis of adverbs II
- Error analysis of the complement of manner
- Important teaching aspects of sentences I
- Superiority comparative sentences: characteristics, important aspects, and error analysis
- Emphatic sentences: with an interrogative pronoun, double negation, etc.
- Complex sentences: coordinated, progressive, etc.
- Subordinated complex sentences: causative, adversative, conditional, etc.
- Important teaching aspects of sentences II: complex and emphatic sentences
- Analysis and strategies for Chinese grammar teaching

Block 3: Contrastive analysis of Chinese and Spanish

- Introduction to contrastive analysis
- Contrastive analysis of phonological aspects of Chinese and Spanish
- Contrastive analysis of morphosyntactic aspects of Chinese and Spanish
- Contrastive analysis of discursive and pragmatic aspects of Chinese and Spanish

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Project writing	40	1.6	
Discussion	4	0.16	
Oral presentations	1	0.04	
Project design and oral or written presentation	6	0.24	
Problem-based learning	4	0.16	
Readings and documentation	50	2	
Lectures	20	0.8	

In this module both Spanish and Chinese will be used as working languages and various teaching methodologies will be followed. All of them presuppose an active role on the part of the students. Throughout the module, the following methodologies will be combined:

- Lectures
- Problem-based learning
- Practical activities
- Debates
- Preparation and oral or written presentations
- Supervised 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
Group synthesis activity	30%	6	0.24	CA03, CA04, KA03, KA04, SA03, SA04
Portfolio and class participation	50%	17	0.68	CA03, CA04, KA03, KA04, SA03, SA04
Exam	20%	2	0.08	CA03, CA04, KA03, KA04

Description of continuous assessment by blocks:

- Portfolio and student participation: 50 % [15% (B1) + 25% (B2) + 10% (B3)]
- Exam (B2): 20 %
- Group synthesis activity (B1-B3): 30 %

To pass this course, attendance at 80 % of classes is compulsory.

Single assessment

- Exam: 35 %
- Portfolio: 30 %
- Individual synthesis activity: 35 %

Final assessment review will follow the same procedure as that followed for continuous assessment.

Use of generative artificial intelligence

Any irregularity committed in an assessment activity (including academic fraud, plagiarism or improper use of AI, unless such use is expressly authorised in the course guide), that may lead to a significant change in the mark, will result in that assessment activity being awarded a mark of 0. If the course guide establishes that, in order to pass the course, students must obtain a minimum mark in that assessment activity, or if several irregularities occur in the assessment activities of the same course, the final mark for the course will be 0. In addition, disciplinary proceedings may be initiated against any student who commits any of these irregularities.

Bibliography

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Software

No specific software needed.

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
(TEm) Theory (master)	1	Spanish	first semester	afternoon
(PAULm) Classroom practices (master)	1	Spanish	first semester	afternoon