

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

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.

Learning outcomes

- CA07 (Critically evaluate their own achievement, identifying strengths and areas for improvement in the management of cultural differences.) Critically evaluate their own achievement, identifying strengths and areas for improvement in the management of cultural differences.
- CA08 (Design innovative projects related to intercultural competence individually and as a team to interpret the data generated.) Design innovative projects related to intercultural competence individually and as a team to interpret the data generated.
- KA07 (Describe the formalities and philosophical values of Chinese culture in order to relate them effectively to the language and its use in the environment.) Describe the formalities and philosophical values of Chinese culture in order to relate them effectively to the language and its use in the environment.
- KA08 (Describe the cultural load in linguistic, verbal and non-verbal elements, taking into account their impact on intercultural communication.) Describe the cultural load in linguistic, verbal and non-verbal elements, taking into account their impact on intercultural communication.
- SA09 (Plan activities aimed at reflecting on specific cultural issues and developing the intercultural competence of students.) Plan activities aimed at reflecting on specific cultural issues and developing the intercultural competence of students.
- SA10 (Use teaching tools and strategies to manage cultural differences both in the classroom and throughout the learning process, including the gender perspective.) Use teaching tools and strategies to manage cultural differences both in the classroom and throughout the learning process, including the gender perspective.
- SA11 (Develop strategies to apply the gender equality perspective to education from an intercultural perspective.) Develop strategies to apply the gender equality perspective to education from an intercultural perspective.
- SA12 (Develop strategies to identify and manage critical incidents and conflicts in diverse educational contexts, including the gender perspective.) Develop strategies to identify and manage critical incidents and conflicts in diverse educational contexts, including the gender perspective.

Contents

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) From Intercultural Competence to Critical Interculturality in the Classroom

v) Representation and Identity in Language Teaching: Case Studies in Chinese Language Education

vi) Didactic Principles for Critical Intercultural Education

- 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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Practice activities realization	6	0.24	SA09, SA10, SA11, SA12
Debates and discussions	13	0.52	CA07, SA10, SA11, SA12
Work Elaboration	40	1.6	CA07, CA08, SA09, SA10, SA11, SA12
Readings and documentation	60	2.4	KA07, KA08
lecture	15	0.6	KA07, KA08

Problem-based learning	10	0.4	CA07, CA08, SA10, SA11, SA12
work presentations	6	0.24	CA07, CA08, SA09

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	Weight	Hours	ECTS	Learning outcomes
Attendance and active participation in class	20%	0	0	CA07, KA07, KA08, SA09, SA10, SA11, SA12
Submission of the final essay	32% (prof. Gao Yuan)	0	0	CA07, CA08, KA07, SA09, SA10, SA11, SA12
Student portfolio	48% (Prof. Pascual: 26%, prof.a Qu: 22%)	0	0	CA07, CA08, KA07, SA09, SA10, SA11, SA12

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.

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.

Single assessment

This subject is not suitable for single assessment.

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.

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Software

Teams, microsoft word, PowerPoint, google, Moodle

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	second semester	afternoon
(PAULm) Classroom practices (master)	1	Chinese	second semester	afternoon