

Language IV: Modern Chinese

Code: 101569
ECTS Credits: 12

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	2	2
2500244 East Asian Studies	OT	4	2

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Students must have passed Modern Chinese levels I, II and III.

Objectives and Contextualisation

The aim of this subject is to consolidate students' learning of the basic linguistic knowledge of Chinese Language and to prepare them for a proper understanding of Chinese society, oral communication with native Chinese speakers, and written skills. On completing the subject, the student will be able to:

- Understand the information contained in short, simple written texts referring to everyday situations.
- Produce short, simple written texts referring to everyday situations.
- Recognize the phonological system and basic lexicon and understand basic oral communication referring to everyday situations.
- Use the phonological and lexical system and produce basic oral expressions referring to everyday situations and be able to write a short text of 500 Chinese characters.
- Have a good linguistic and cultural knowledge about the modern Chinese language, basic level.

Competences

East Asian Studies

- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Write texts in one of the languages of East Asia.

Learning Outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Deal with interferences between the working languages.
7. Developing self-learning strategies.
8. Ensuring the quality of one's own work.
9. Produce oral texts for different contexts and for specific communicative purposes.
10. Produce oral texts that are appropriate to the context and linguistically correct.
11. Produce written texts for different contexts and for specific communicative purposes.
12. Produce written texts that are appropriate to the context and linguistically correct.
13. Solving problems of intercultural communication.
14. Understand the communicative intent and the meaning of oral texts from various different contexts.
15. Understand the communicative intent and the meaning of written texts from various different contexts.

Content

The semester-long course consists of three thematic lessons. Depending on the typology, the contents can be divided as follows:

Phonological and graphic level:

- Using the pinyin transcription system in the learning of new Chinese vocabulary
- Basic Principles of Chinese writing: identification of the structure of the characters, breakdown of its component parts (semantic keys, phonetic parts), order, number and type of strokes.

Lexical level:

- Learning about 100 frequently used terms
- Writing and recognition of about 250 new Chinese characters
- Using and understanding a vocabulary of approximately 600 new words
- On completing this subject the student will have studied around 500 characters that form a total of 1,100 of the most frequently used words

Words (morphological level):

- [哪 (1), 哪儿 (1), 怎么样 (1), 怎么 (1, 5, V, 6), 什么 (2), 几 (2, 3, 8), 多 (3), 谁 (4), 哪里 (6), 为什么 (6), 什么时候 (6), 多少 (8)]
- Use of the words with indefinite reference (V, 6)
- [这 (2), 那 (2), 这儿 (2), 那儿 (2), 这么 (6, 9), 这里 (6), 那里 (6), 这样 (7), 那么 (II, 4), 那样 (II)]
- [零 ~ 十 (II), 两 (2, GOES OUT), 一 ~ 九十九 (3), 第 (6), 半 (7), 百 (9), 千 (GO OUT), 万 (GO OUT), 亿 (GO OUT)]
- Approximate Numbers [几 (8), 多 (8), 左右 (8)]
- A considerable number of nominal and verbal measurers
- Verbs of double object (4, 7)
- Auxiliary Verbs [要 (4, 5), 想 (4), 会 (4), 得 (*V), 可以 (6, 7), 能 (7), 应该 (8), 需要 (9)]
- Verbal Aspect [perfectiu (4, 7), progressive (IV, 7), durative (7), incoative (9)]
- [不 (1), 没 (有) (2), 别 (7, V)]
- [都 (3), 再 (1, 4, 5), 刚 (3), 还 (4), 老 (3), 常 (4), 常常 (IV), 已经 (5), 马上 (5), 正在 (7), 正 (7), 就 (7, 8), 才 (7, 8), 又 (8), 从来 (VIII), 往往 (VIII), 先 (8), 以来 (VII), 赶快 (8)]
- [也 (1), 都 (3), 只 (5), 一共 (9), 一块儿 (GO OUT), 一起 (III)]
- [很 (1), 好 (II), 太 (3, 4, 6), 多 (么) (5), 非常 (4), 大 (5), 白 (*V), 最 (6), 才 (7, 9), 真 (6)]
- [可 (5), 差点 (VIII), 千万]
- [到 (3, 8), 在 (4, 6, 8), 离 (6), 当 (8), 从 (8, 9)]
- [和 (2), 比 (3), 对 (3, 4), 用 (4), 跟 (6), 为 (6), 给 (6)]
- [为 (6)]

- [的 (3, 5), 得 (5), 地 (7)]
- [呢 (4), 了 (4, 9), 着 (7)]
- [吗 (1, *V), 呢 (1), 吧 (3), 了 (3, 4), 啊 (5), 的 (4), 呀 (5)]
- [和 (2), 或者 (5), 还是 (5), 跟 (6)]
- [所以 (3), 要是 (4), 还是 (5, 8), 而且 (5), 只好 (V), 因为 (6), 可是 (6), 虽然 (9), 但是 (9), 不但, (要)不然 (VIII), 再说 (5), 那么 (2, 4), 另外 (VIII)]

Grammatical (syntactic level):

- Adjectival predicate (1)
- Nominal predicate (2)
- Nominal modification (2, 3, 4, 5)
- Verbal modification (4, 7, 8)
- Verbal complements: simple directional complement (1, 4, 9) and compound directional complement (9), Complement of quantity (4, 7, 8), complement of degree (5, V, 9), result complement (5, 7, 8), potential complement (7)

Grammatical (sentence level):

- Subject-terms:
 - 是不是, 对不对, 好不好, 怎么样(3), 还是(5)
 - 跟/和.....一样 (II, 3, 6, 8), 有/没有 (II, 8), 比/不比 (3, 5, 6), 早/晚/多/少
 - 一边....., 一边.....(VIII), 又....., 又..... (8, VIII, 9); 一.....就..... (7, 8), (首)先....., 然后/再/又/还..... (8, VIII), , 又..... (8); progressive: , 而且..... , 5), 不但..... , 而且/还/也..... (9), , 还/也/又..... (1, 4, 8), , 再说(5); *disjunctives: 或者..... , 或者(5), , 还是..... (5, 8)
 - (因为)..... , 所以..... (3, 6), , 只好(*V); *adversatives: 不是..... , (而)是(5), (虽然)..... , 但是/可是..... (6, 9), , 不过/只是/就是..... (9); conditional: 要是.....(的话), 就..... (4, 7, VIII, 9), , 要不然(VIII); *concessive: 虽然..... , 但是/可是..... (9); 为(6)的时候(6), 等(到).....的时候(VIII), 除了.....以外, 还/也/都..... (9)
 - 是.....的(7), 就(7), 一+ M + (N) + 也/都+ adv. Negation (8), 连..... , 也/都..... (9), 难道 (XI)

Communicative and socio-cultural skills:

- Greeting
- Present (name, nationality and age)
- Talking about one's family
- Talking about one's studies and hobbies
- Asking about who, how, when and why
- Suggesting that somebody do something
- Inviting somebody to do something
- Asking or ordering somebody do something
- Going to the doctor
- Ordering dishes in a restaurant
- Going shopping
- Counting
- Asking and explaining directions to a place
- Asking and explaining where something is
- Expressing one's opinion and arguments in favour of a point of view
- Expressing actions in an aspect
- Expressing actions in present and future time
- Expressing a past experience
- Expressing the duration of an action or the moment at which it takes place
- Expressing the direction in which the action moves
- Expressing the possibility or not of doing something
- Expressing past actions
- Expressing tastes and preferences
- Expressing relations of cause - consequence
- Expressing a comparison

Writing: 300 characters per unit.

Encyclopaedic and instrumental skills:

- Basic general knowledge of the Chinese language and how it works
- Introductory knowledge of some aspects of Chinese culture directly or indirectly related to the language
- Knowing how to look for characters and words in a dictionary
- Knowing how to transcribe into pinyin to write on the computer
- Basic general knowledge of the computer tools for self-learning of Chinese language

Methodology

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. Finally, the classroom is the ideal context in which to discuss and clarify queries of common interest. 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 (both face-to-face and virtual): these will include practising oral comprehension and expression, as well as the completion of exercises.

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). Given the contents and structure of the subject, it is important that the student attend class regularly and it is vital that s/he regularly set aside time each week to prepare new material, do the exercises and revise what has been studied so far. This level of commitment is essential to ensure that students follow the subject satisfactorily and achieve the appropriate pace of work. Assessment activities are divided into face-to-face and directed activities.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading, oral and written comprehension tasks, written production and class activities.	90	3.6	1, 5, 15, 7, 13
Type: Supervised			
Oral and written comprehension exercises, text composition, correction of the exercises done and troubleshooting.	90	3.6	1, 5, 3
Type: Autonomous			
Study and practice of the new words in each lesson, preparation of activities for oral, written and reading comprehension.	90	3.6	1, 5, 15, 7, 13

Assessment

Assessment is continuous. 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.

Related matters

The above 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 by 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. 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

Students who engage in misconduct (plagiarism, copying, personation, 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 students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

More information:

<http://www.uab.cat/web/study-abroad/undergraduate/academic-information/evaluation/what-is-it-about-13456700>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises	30%	20	0.8	1, 5, 4, 3, 2, 15, 14, 7, 12, 11, 10, 9, 6, 13, 8
Tests	70% (35%+35%)	10	0.4	1, 5, 3, 15, 7, 6

Bibliography

Textbook:

Liu Xun, *New Practical Chinese III*, Beijing, Huayu publishing house.

The remaining exercises, activities or information relevant to the subject will be found in the exercise books by the same author (work book).

Internet resources to support your study:

1. To learn about phonetics and transcription in **pinyin**:

- <http://pinyin.info/readings/index.html>
- http://www.letsspeakchinese.com/cp_contents.html

2. To practise pronunciation (tones, phonemes, etc.) by yourself:

- <http://www.shufawest.us/language/tonedrill.html>
- <http://shufawes.ipower.com/language/dual-tonedrill.html>
- <http://courses.fas.harvard.edu/~pinyin/>
- <http://www.hello-han.com/ch-education/yinjieku/hanziyinjieku-en.php>
- <http://www.instantspeakchinese.com/pinyin/index.cfm>
- <http://pinyinpractice.com/wangzhi/>
- <http://www.standardmandarin.com/>
- http://pinyin.quickmandarin.com/learn_chinese_quiz/tones_drill/
- http://www.quickmandarin.com/chinesepinyinable/pinyinable_vertical.php
- http://pinyin.quickmandarin.com/learn_chinese_quiz/blue/
- http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_I2/

3. To practise by yourself the writing of the characters (simplified and traditional):

- <http://www.language.berkeley.edu/fanjian/toc.html>
- <http://www.usc.edu/dept/ealc/chinese/character/>
- <http://shufawes.ipower.com/language/flashcard.html>
- <http://lost-theory.org/ocrat/chargif/>
- http://shufawes.ipower.com/language/con_flash.html
- http://liwin.com/annotated/generate_list.php?cat=5
- <http://www.quickmandarin.com/chinesecharacter/>
- <http://www.csulb.edu/~txie/azi/page1.htm>

4. Other Internet resources to support your study:

- Web with many interesting links: <http://www.zhongwen.com/>
- Web with many interesting links: <http://www.csulb.edu/~txie/online.htm>
- Web about grammar: http://liwin.com/annotated/generate_list.php?cat=6
- Web with oral comprehension exercises: http://liwin.com/annotated/generate_list.php?cat=8
- Web about Chinese language and cultures: <http://www.yellowbridge.com/chinese/>
- China International Radio (CRI) in Spanish: <http://espanol.cri.cn/newes/xhy.htm>
- Oral Chinese course (traditional characters):
<http://edu.ocac.gov.tw/interact/ebook/digitalPublish2/cn500/index.htm>
- Chinese wikibook: <http://en.wikibooks.org/wiki/Chinese>
- CCTV Spanish: <http://www.cctv.com/espanol/01/index.shtml>
- Kuai dian wang: <http://py.kdd.cc/index.asp> (only works with Explorer)
- Popup Chinese: <http://www.popupchinese.com/tools/adso>
- Marjorie Chan's China links: <http://chinalinks.osu.edu/>
- Chinese texts: www.greatwall.cn
- Economic and financial information: cn.wsj.com

5. Paper dictionaries:

Zhou, Minkang. 1999. *Diccionari Català-Xinès, Xinès-Català*. Barcelona: Enciclopèdia Catalana. (Diccionaris de l'Enciclopèdia).

Zhou, Minkang. 2006. *Diccionari Castellà-Xinès, Xinès-Castellà*. Barcelona: Editorial Herder.

6. On-line dictionaries:

- Chinese - English dictionary: www.chinese-tools.com/tools/dictionary.html
- Chinese - English dictionary: www.mdbg.net/chindict/chindict.php
- Chinese character dictionary: www.chineselanguage.org/dictionaries/ccdict/
- Chinese dictionaries: www.yourdictionary.com/languages/sinotibe.html#chinese
- Ciku: www.nciku.com/
- Chinese-Catalan dictionary: www.edu365.cat/agora/dic/catala_xines/index.htm
- Chinese-Catalan dictionary: www.xina.cat/diccionari
- Guoyu cidian (in traditional characters): <http://140.111.34.46/newDict/dict/index.html>
- Handian: www.zdic.net/
- Jinshan ciba: www.iciba.com/
- Picture dictionary: <http://classes.yale.edu/chns130/Dictionary/index.html>
- Shuifeng: www.shuifeng.net/Chengyu.Asp
- Xiao Ma cidian: <http://hmarty.free.fr/hanzi/>
- Xinhua zidian: www.poptool.net/chinese/zidian/
- Yellow bridge: www.yellowbridge.com/chinese/chinese-dictionary.php

7. Self-learning Chinese language:

- <http://hanpingchinese.com>
- <https://www.pleco.com>
- www.trainchinese.com

8. MOOC Chinese language:

- <https://www.fun-mooc.fr/courses/Inalco/52004/session1/about>
- <http://bestofmoocs.com/category/langues/chinois-mandarin/>