Universitat Autònoma de Barcelona

2019/2020

Language III: Modern Chinese

Code: 101571
ECTS Credits: 12

Degree	Type	Year	Semester
2500244 East Asian Studies	OB	2	1
2500244 East Asian Studies	OT	4	1

Contact

Name: Xuehang Jin Wang
Email: Xuehang.Jin@uab.cat

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

Other comments on languages

Classes will be given in Catalan, Spanish and Chinese.

Prerequisites

It is advisable to have passed the subjects Language I and II: Modern Chinese.

Objectives and Contextualisation

The purpose of this subject is to consolidate students' basic linguistic knowledge of Chinese in order for them to correctly understand Chinese society and be able to communicate orally and in writing in Chinese. On successfully completing this subject, students will be able to:

- Understand information in short, simple written texts on topics related to their specific, immediate environment.
- Write short, simple texts on topics related to their specific, immediate environment.
- Recognise the basic phonological and lexical system and understand basic oral expressions related to their specific, immediate environment.
- Use the phonological and lexical system correctly to produce basic oral expressions related to their specific, immediate environment.
- Have developed good linguistic and cultural knowledge about modern Chinese.

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 subject's content can be divided into the following types:

Phonological and graphic:

- improvement of the pronunciation and distinction of the phonemes, syllables and tones of Standard Chinese
- application of the Pinyin transcription system in learning new vocabulary
- consolidation of the basic principles of writing: character structure identification; decomposition into different components (semantic parts, phonetic parts); stroke order, number and type

Lexical and morphological:

- learning around 20 new frequently used radicals
- writing and recognition of about 200 new Chinese characters
- use and understanding of basic everyday vocabulary (involving approximately 400 new words)

Grammar (morphosyntactic level):

- verbal aspect
- adverbs of time, frequency
- adverbs and emphatic structures
- aspectual particles
- modal particles
- conjunctions and subordinate conjunctive locutions

- verbal supplements
- sentences with and
- other uses of interrogatives

Communicative and sociocultural:

- talking and asking about hobbies
- suggesting that someone do something
- inviting someone to do something
- asking or ordering someone to do something
- going to the doctor
- giving opinions and arguments in favour of a point of view
- expressing actions in thepresent, past and future tenses
- expressing past experiences
- expressing the possibility or impossibility of doing something
- expressing passive actions
- expressing fondness or preferences
- making comparisons

Encyclopaedic and instrumental:

- basic general knowledge about the Chinese language
- introduction to certain aspects of Chinese culture directly or indirectly related to the language
- mastering Pinyin transcription to write with a computer

Methodology

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

Directed activities (90 hours): explanations of each unit's most important content, reading aloud, oral and written comprehension exercises, oral expression exercises, practice of grammar points and new vocabulary, sight translation, dictation, review of previous content, clarifying general doubts, etc. Approximately 15 hours will be spent on each teaching unit. Classroom activities will be varied and of different types (oral and written, individual and group).

Supervised (both face-to-face and virtual) activities (51 hours): oral expression and comprehension, exercises.

Autonomous activities (around 150 hours): calligraphy, study of characters and vocabulary, preparation and revision of texts and new grammar points, exercises and self-assessment thereof (via the teaching web).

It is important that students attend class regularly, and essential that they consistently study new content in advance, carry out exercises and review previous content. It is assumed that they will do so in order to keep up with the pace of the subject.

Assessment (28 hours) will comprise classroom exams and directed activities (teaching portfolio).

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises	30	1.2	7, 8
Lectures	20	0.8	1, 5, 4, 3, 2, 15, 14, 12, 11, 10, 6, 8
Listening and reading comprehension tasks	20	0.8	5, 4, 3, 2, 15, 14, 12, 11, 10, 9, 13, 8
Speaking and writing tasks	20	0.8	7, 8
Vocabulary tests	11	0.44	1, 5, 15
Type: Supervised			
Preparation of reading comprehension and listening comprehension activities	15	0.6	7, 8
Writing activities	6	0.24	7, 8
Type: Autonomous			
Different sort of exercicies: vocabulary, grammar, characters, etc.	70	2.8	7, 8
Preparation of new contents	20	0.8	7
Reading comprehension	20	0.8	7
Revision activities	20	0.8	7, 8
Writing	20	0.8	7, 8

Assessment

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.
1. General assessment
The subject's (formative and summative) assessment activities will be as follows:
1.1. Teaching portfolio (30%): each teaching unit will include vocabulary tests and written exercises.
The teaching portfolio will represent 30% of the final mark, based on:

- vocabulary tests (15%).
- short written exercises (handwritten on paper) (15%).

1.2. Exams (70%): students will take two exams worth 70% of the final mark (35% each), the first in the middle of the semester and the second at the end.

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 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

In the case of retaking or compensating for an assessment activity, the highest mark that can be obtained is 5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them ontranscripts. 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 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
Exams	70% (35% x 2)	8	0.32	1, 7, 12, 8
Teaching portfolio	30%	20	0.8	1, 5, 4, 3, 2, 15, 14, 7, 12, 11, 10, 9, 6, 13, 8

Bibliography

Reference textbooks:

- (Liu Xun) ed. *El Nuevo Libro de Chino Práctico* . (I) Pequín: Beijing Language and Culture University Press, 2009.

- Helena Casas Tost, Sara Rovira esteva, Anne-Hélène Suárez Girard, lengua china para traductores, Vol.II, Materiual 188, servei de publicació, UAB

Reference works:

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

- A very readable introduction to all aspects of the Chinese language and Chinese writing, presented in a question-and-answer format. Very clear.

- Zhou Minkang, "*Gramática china* ", 1997, versión castellana, Bellaterra: Servei de publicacions de la UAB. (Materials, 30).

- One of the few Chinese grammars in Spanish. Clear explanations and many exercises.

- Ramírez, Laureano. 1999. *Del carácter al contexto: Teoría y práctica de la traducción del chino moderno*. Bellaterra: Servei de publicacions de la UAB. (Materials, 74).

- Useful throughout the degree programme. Covers all kinds of matters concerning the Chinese language, from its history to its linguistics and translation.

Online resources:

1. To learn more about Pinyin transcription and phonetics:

- http://pinyin.info/readings/index.html

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

- http://www.shufawest.us/language/tonedrill.html
- http://shufawes.ipower.com/language/dual-tonedrill.html
- http://courses.fas.harvard.edu/~pinyin/
- 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/chinesepinyintable/pinyintable_vertical.php
- http://pinyin.quickmandarin.com/learn_chinese_quiz/blue/
- http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_l2/

3. To practise writing characters (simplified and traditional):

- http://www.csulb.edu/~txie/azi/page1.htm
- 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://www.quickmandarin.com/chinesecharacter/

4. Dictionaries:

4.1. In print:

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

- Very useful because it is one of the few dictionaries that gives Chinese Pinyin where both words and examples are concerned. Chinese to Catalan and Catalan to Chinese.
- The only dictionary designed and prepared for Catalan students of Chinese.

- Zhou, Minkang. 2006. *Diccionari Castellà-Xinès, Xinès-Castellà*. Barcelona: Editorial Herder. (Diccionaris de Herder).

- Very useful because it is one of the few dictionaries that gives Chinese pinyin where both words and examples are concerned. Chinese to Spanish and Spanish to Chinese.
- The only dictionary designed and prepared for Spanish students of Chinese.

4.2. Online:

- Chinese - English dictionary: http://www.chinese-tools.com/tools/dictionary.html

- Chinese - English dictionary: http://www.mdbg.net/chindict/chindict.php
- Chinese character dictionary: http://www.chineselanguage.org/dictionaries/ccdict/
- Chinese dictionaries: http:// www.yourdictionary.com/languages/sinotibe.html#chines
- Picture dictionary: http://classes.yale.edu/chns130/Dictionary/index.html
- Xinhua zidian: http://www.poptool.net/chinese/zidian/

5. Other online resources:

- Website with many interesting links: http://www.zhongwen.com
- Website with many interesting links: http://www.csulb.edu/~txie/online.htm
- Website with grammar information: http://liwin.com/annotated/generate_list.php?cat=6
- Website with linguistic and cultural information: http://www.yellowbridge.com/chinese/
- China Radio International (CRI) in Spanish: http://espanol.cri.cn/newes/xhy.htm
- Chinese wikibook: http://en.wikibooks.org/wiki/Chinese
- CCTV in Spanish: http://www.cctv.com/espanol/01/index.shtml
- Popup Chinese: http://www.popupchinese.com/tools/adso
- Media in Chinese: www.omniltak.com
- Texts in Chinese: www.greatwall.cn
- Texts for learning Chinese with HSK levels: http://www.thechairmansbao.com/

New: Chinese MOOCs:

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