*Course Syllabus*

*"Third Foreign Language I: Chinese"*

1. IDENTIFICATION

* **Subject Name:** Third Foreign Language: Chinese Basics
* **Code:** 104645
* **Qualification:** Degree in Tourism
* **Academic year:** 2018-2019
* **Type of subject:** Optional
* **ECTS credits (hours):** 6 (150)
* **Period of instruction:** annual
* **​​Classroom language:** Chinese, Catalan / Spanish
* **Teacher** Pau Viladiu, UAB Idiomes ​​Barcelona
* **E-mail:** pau.viladiu@uab.cat

2. INTRODUCTION

This course allows students to acquire the equivalent of an A1.1 level of the Common European Framework of Reference for Languages ​​of the Council of Europe (2001) by the end of their studies.

Standard (Mandarin) writing and pronunciation are taught and students reach a basic level of competence, which can be applied in simple communicative situations, in the field of tourism.

The course consists of 60 classroom hours. Students who can not come to classes and follow the Continuous Evaluation activities have the option of going to the Final Exam.

It is a beginner’s course although at the beginning of the course there is a placement test for all students who have prior knowledge of Chinese. If the student has a level much higher than a beginner’s he or she must commit to a continuous evaluation system (see Section VIII).

It is essential that students are actively involved in the classroom and do all the work set for self-study.

3. EDUCATIONAL GOALS

Students acquire the linguistic knowledge detailed in point 5 of this document. They also develop communication skills in both oral interaction and in writing, so that at the end of the year they will be able to:

1. Recognize and write the basic strokes of Chinese characters.

2. Understand the Chinese phonological system and identify its sounds.

3. Understand Pinyin (Chinese transcription system) and relate it to the phonemes represented.

4. Communicate in simple situations related to everyday life.

5. Use polite language appropriate to formal situations.

6. Know how to introduce themselves and members of their family.

7. Use basic telephone language.

8. Know how to give directions.

9. Understand short texts related to the field of tourism (personal information nationalities, a simple restaurant menu, etc.).

10. Understand typical Chinese cultural expressions with special relevance to the field of tourism.

11. Acquire basic knowledge about intercultural communication and dealing with people of Chinese origin.

Skills objectives

At the end of the course, students must have achieved the following:

1. begun to develop a degree of accuracy (in sentence construction, pronunciation, vocabulary usage, register, etc.) and fluency (speed in production, ability to express ideas and develop speech) in both written and oral expression.

2. learnt strategies and skills to understand written and oral texts.

3. gained strategies to continue to learn independently outside the classroom.

3.1 developed the linguistic ability to function efficiently in everyday situations.

3.2 learnt to use reference materials necessary for learning language: dictionaries, textbooks or exercises, online resources for practicing pronunciation or writing, etc.

4. Competences and learning outcomes

**SPECIFIC COMPETENCES**

EC 8 Handle communication techniques in tourism companies and organizations: internal, external and corporate.

 LEARNING OUTCOMES

EC 8.1 Identify lexicon of business communication in two foreign languages.

EC 8.2 Identify grammatical forms of communication in business in two foreign languages.

EC 8.3 Develop theoretical and practical knowledge of two foreign languages ​​and topics related to the tourism sector.

EC 9 Communicate orally and in writing in three foreign languages ​​in the field of tourism, as well as in different environments related to this field.

 LEARNING OUTCOMES

 EC 9.1 Use the particular language that tourism requires in two foreign languages.

EC 9.2 Apply two foreign languages ​​in specific contexts and real situations.

**TRANSVERSAL COMPETENCIES**

By working in groups or in pairs, students gain experience in interpersonal relationships and, more specifically, relationships in small groups. Throughout the foreign language courses, students develop the ability to work in groups (listening, transmitting opinions, reaching agreements, etc.) which will help them acquire the necessary autonomy to organize their time and learning to solve issues or concerns that may arise during the learning process. Students also reflect on different learning strategies and how they can continue learning outside the classroom.

TC1. Develop the ability to learn independently.

TC2. Ability to assess the knowledge acquired.

TC4. Manage communication skills at all levels.

TC10. Teamwork.

5. AGENDA AND CONTENT

The linguistic content is divided into linguistic functions, syntactic and grammatical content, lexical and phonetic content. Besides these, in the case of the Chinese course, cultural content is included in the teaching programme, as this knowledge is particularly important when dealing with people of Chinese origin.

**Linguistic functions**

The communication activities listed below are both general linguistic functions and functions specific to the field of tourism.

1. Socializing function
* Establish contact with a person: greet and respond to greetings appropriately for the type of situation (formal or informal).
* Say goodbye.
* Introduce oneself and others in formal and informal contexts.
* Apologize.
* Say thank you.
1. Informative function
* Identify oneself -and to identify another person. Asking and giving personal details (name, age, profession, nationality, language, etc.).
* Ask for and give simple information about places (location, characteristics, etc.).
* Order drinks and offer them.
* Comment on certain activities.
1. Expressive function (feelings and moods)
* Express wishes.
* Express happiness.
* Express a grievance.

1. Inductive function
* Express the will or desire to do something.
* Demonstrate the ability or inability to do something.
* Propose an activity.
1. Metalinguistic function
* Ask for something to be repeated.
* Ask for the meaning of a word or an expression.

**Grammatical and syntaxical content**

Students should be able to recognize and use adequately the grammar and syntax that follows:

**Sentences**

* The basic structure: the adjectival phrase, the sentence with nominal predicate, sentences with verbal predicates and verbal existential sentences (有).
* Yes/No interrogative sentences.
* Interrogative sentences with interrogative pronouns (what, who, where, when, what, how, how much).
* The order of the elements of a phrase with complements of time and place.

**Pronouns**

* personal: 我, 你, 您, 他, 她, 我们, 你们, 他们 , 她们.
* demonstrative: 这, 那.
* interrogative: 什么,谁, 哪儿, 哪, 怎么, 几, 多少.

**Verbs**

* Modal verbs: 要, 可以.
* Transitive verb: 喝, 叫, 来, 去, 姓, etc.
* Coverbs: 在.

**Adverbs and other expressions**

* Degree: 很, 太 , 真
* Time: 现在, 昨天, 今天, 明天.
* Place: 这儿, 那儿.
* Denial: 不, 没.
* Others: 都 (All) 也 (too).

**Others:**

* Prepositions of place: 在.
* Measure words: 个,张, 口, 岁.

**Lexical content**

The lexical content pertains to the following fields:

* Descriptions of people: name, profession, nationality, language, age, date and place of birth.
* The date and the time.
* Meals and drinks.
* The numbers from 1 to 99.
* Purchases and sales prices.
* The family and work.
* Communication by telephone.
* Giving addresses.

**Phonetic content**

Students should differentiate the sounds of Standard Chinese and relate them to their form in pinyin, the Chinese transcription system. They must also recognize and pronounce correctly the sounds represented by pinyin. Special emphasis will be paid to the sounds which do not exist in our languages ​​and those in which the pinyin representation does not match the usual sound in Catalan or Spanish:

* Aspirated consonants (p, t, k, ch, c)
* Retroflexes consonants (zh, ch, sh, r)
* Dorsopalatals consonants (j, q, x)
* Vowel sounds according to the syllable they appear in (a, e, i, o, u, u)
* The tones of Standard Chinese (ma, ma, Mǎ hand, ma)
* Variations in tones in some characters (一, 不)

**Cultural content**

The following cultural content is given special emphasis:

* The structure of Chinese names (surname + name), creating the most popular names and surnames.
* Appropriate social interaction and courtesy.
* Introductions: how to give and receive a visiting card (nonverbal).
* The linguistic diversity of Chinese (geolects and dialects).
* The history of Chinese writing (writing on turtle bones to current writing practices) and the two Chinese spellings (simplified and traditional).
* Traditional Chinese medicine.
* The tea ceremony in China.
* Chinese tourism.
* Places of special interest in China.
* The Cultural Revolution in China.

6. RECOMMENDED READING

In class the following manual will be used:

AA (2004). Living the Chinese - Living in China. Libro de texto. Beijing: Higher Education Press.

The teacher will supplement this book with the exercises that will be distributed in class or posted on campus, including expressions and vocabulary specific to the field of tourism.

Since this is a beginner’s course, websites that can complement practicing pronunciation, reading and writing are recommended.

Online Resources to support and complement study:

* http://www.nciku.com/ - dictionary with information about the order of strokes in writing characters and other resources to learn thematic vocabulary.
* http://www.chino-china.com/ - page with dictionary, text editor for writing resources, and forum section on Chinese culture.
* http://www.yellowbridge.com/ - several resources for learning and writing Chinese general.
* http://www.chinese.cn/ - Confucius Institute website with news and material to learn online.
* http://www.hanzigrids.com/ - create web templates where to practice writing characters.

To practice pronunciation independently (tones, phonemes, etc.):

* http://www.quickmandarin.com/chinesepinyintable - box with all the syllables of the Chinese audio.
* http://pinyinpractice.com/tones.htm - interactive games to practice the tones.
* http://lingomi.com/products/chinese-listening-practice - Chinese pronunciation course (includes free trial).

7. TEACHING METHODOLOGY

Chinese courses are designed so that students actively use the language during the class with a range of real life communication activities. Students are expected to participate in class and be the protagonists of their own learning.

**Training activities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** |  | **Hours** | **ECTS** | **Learning outcomes** |
| **Type: Theory (1)** |  |   |   |  |
|  |  |  |  |  |
| In class |  | 30 | 1.2 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 4 |
| Self-study |  | 30 | 1.2 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 1, CT 2, CT 4 |
| **Type: Directed (2)** |  |  |  |  |
|  |  |  |  |  |
| In class |  | 30 | 1.2 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 4 |
| Self-study |  | 30 | 1.2 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 1, CT 2, CT 4 |
| **Type: Supervised** |  |  |  |  |
|  |  |  |  |  |
| Tutorials |  | 5 | 0.2 | CT 2 |
|  |  |  |  |  |
| On-line (2) |  | 5 | 0.2 | CT 2 |
|  |  |  |  |  |
| **Type: Autonomous** |  |  |  |  |
|  |  |  |  |  |
| Theory |  | 10 | 0.4 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 1, CT 2, CT 4 |
| Guided |  | 10 | 0.4 | CE 8.1, CE 8.2, CE 8.3, CE 9.1, CE 9.2 |
|  |  |  |  | CT 1, CT 2, CT 4 |

8. EVALUATION SYSTEM

***Continuous assessment***

To be eligible for continuous assessment it is not necessary to attend a minimum number of classes. It consists of:

* + - 1. Continuous assessment activities
			2. Final exam

 Continuous Assessment Activities

* Reading texts
* Vocabulary tests
* Oral activities. Throughout the year, there is at least one oral activity and at most two. This activity can be individual or in groups, in person or recorded. The oral activities, depending on the level and number of students per classroom, can be monologues, dialogues, presentations, etc.
* Mid-term test
* Presentations cultural issues
* Final exam

**CONTINUOUS EVALUATION ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Weighting** | **Hours** | **ECTS** | **Learning outcomes** |
| Writings | 10% | 2 | 0.08 | CE8.1, CE8.2, CE8.3 |
|  |  |  |  |  |
| Vocabulary Test | 20% | 2 | 0.08 | CE8.1, CE8.2, CE8.3, CE9.1, CE9.2 |
|  |  |  |  |  |
| Oral activities | 15% | 2 | 12:08 | CE9.1, CE9.2 |
|  |  |  |  |  |
| Mid term test | 20% | 4 | 0.16 | CE8.1, CE8.2, CE8.3, CT1, CT2 |
|  |  |  |  |  |
| Presentations cultural issues | 15% | 10 | 0.40 | CE8.1, CE8.2, CE8.3, CT1, CT2 |
|  |  |  |  |  |
| Final test | 20% | 4 | 0.16 | CE8.1, CE8.2, CE8.3, CT1, CT2 |

***Final continuous assessment exam***

The final exam evaluates oral expression (30%) and writing (70%).

To pass the course students must obtain a minimum overall mark of 60% (AC activities and final test).

Final exam ***(2nd call)***

If the student has not followed the continuous assessment system or has failed it, he or she is entitled to sit a final exam that includes an oral and a writing. You must obtain a minimum grade of 50% in each skill (each part of the exam) and a minimum total of 65% to pass the exam and the subject.

***Other aspects of evaluation***

Under no circumstances allow students call for ongoing evaluation that has passed the course will present the call to raise a final exam grade.

There is no certification level.

9. TEACHING PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **METHOD** | **HOURS** |
| **1-2-3** | * Chinese phonological system.
* Pinyin.
* The basic rules of writing characters.
* Greetings (I).
* The sociolinguistic situation of Chinese.
 | * Theoretical presentations in the classroom.
* Class participation (reading, speaking).
* Phonetic discrimination exercises.
* Practice writing characters.
 | 6 |
| **4-5-6** | * Greetings (II)
* Restaurant: ask what you want to drink and offer drinks.
 | * Class participation (reading, speaking).
* Phonetic exercises
* Practice writing characters.
* Quizzes (online).
 | 6 |
| **7-8-9** | * Identify a person.
* Speaking about nationality.
* Introducing a person.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
* Writing (writing).
* Mini-test.
 | 6 |
| **10-11-12** | * Ask for dishes in a restaurant.
* Ask for drinks.
* Formulate requests about the taste of food.
* Ordering a takeaway.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
 | 6 |
| **13-14-15** | * Asking where a place is (restaurant, rooms, etc.)
* Giving directions.
* Apologizing.
* Speaking about professions.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
* Mini-test.
 | 6 |

 **Second semester**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **TOPIC** | **METHOD** | **HOURS** |
| **1-2-3** | * Make Proposals.
* Ask someone to repeat something.
* Speak about the weather.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
* Writing.
 | 6 |
| **5-6-7** | * Get to know people.
* Talking about training and work.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
* Working writing.
 | 6 |
| **8-9-10-11** | * Speaking about the family.
* Describing the place where you work.
* The use of numbers.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).
* Writing.
 | 8 |
| **12-13-14-15** | * Speaking about addresses.
* Indicate addresses.
* Names of transportation.
* Express how you go and how long it takes to get from one place to another.
 | * Grammar and vocabulary. Class participation (speaking).
* Oral and written comprehension exercises.
* Quizzes (classroom and online).

Writing | 8 |

10. ENTREPRENEURSHIP AND INNOVATION

The teachers guides and advises on appropriate tasks and materials available to the students to continue learning throughout their lives (promoting self-learning, autonomy and self-assessment).