

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE
FACULTY OF HUMANITIES AND EDUCATION
CENTRE FOR LANGUAGE LEARNING**

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1A CHINESE (MANDARIN)

SEMESTER: 1

LEVEL: 1

COURSE DESCRIPTION:

This beginners' Chinese (Mandarin) course introduces students to Chinese and some aspects of Chinese culture and daily life. Classes are conducted as far as possible in the target language to give students maximum exposure to the new language and culture. During the sessions, students will be helped to develop an ability to communicate in Chinese in basic situations relating to their personal lives.

The course assumes no prior knowledge of Chinese. It is intended for the beginner who has never studied Chinese. Upon completion of this course, students should have the knowledge and skills and demonstrate the attitudes expected at Level A1- of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in listening and speaking and Level I - of Chinese Language Proficiency Scales for Speakers of Other Languages (CLPS) in general.

Students are required to attend four hours of class per week over the course of the semester. In addition to the attending the scheduled classes, students are expected to spend time on self-study to prepare for sessions and to review and consolidate work, after the session. It is especially important that students develop a repertoire of strategies to promote their autonomy as active language learners.

COURSE RATIONALE:

Language learning at all levels and in all languages is normally intensive, requiring regular and frequent contact with the language both inside and outside the classroom. This is even more so for Chinese, which is classified as a Category IV language.

The aim of this course, as every other language course offered by the CLL, is to enable students to participate in the target language at the particular level. It is designed for people who are interested in interacting with Chinese people in a way that will permit them to pursue social and professional goals in the Chinese society. Thus, attention is paid to the way students behave as much as to their use of the language. Students are expected to perform and their performance is the focus of this course.

After becoming familiar with the course structure and expectations and the basics of the

Chinese language, students will be introduced to the writing system. The course aims to establish a foundation that will allow students to continue their studies in Chinese.

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Lecturer information

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LETTER TO THE STUDENT

Dear Student,

Welcome to **Level 1A Chinese**! We are going to have a busy and productive semester filled with exciting language and culture activities. Throughout the semester we will use a variety of resources, including technology, to help you develop accurate pronunciation, learn the Pinyin system and identify some basic Chinese characters. I am looking forward to working with each of you this semester!

A student of Chinese will require a longer instructional period to reach the higher proficiency levels, in comparison to the time required by a learner of a Category I language such as French or Spanish. You should plan to spend twice as much time in self-study, working on the language, as you spend in the synchronous online sessions. Language learning can be challenging. Don't hesitate to ask for help. Together, we can work through the difficulties.

Enjoy your Chinese language adventure! 加油!

Your teacher

IMPORTANT NOTICE TO STUDENT

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CONTENT

The course focuses on situations and activities that students would most likely encounter early in the language learning process. Below is an indicative list of communicative skills and grammar the course will cover.

The course calendar presents information on all aspects of the course in greater detail.

Communicative skills

- Topics such as introductions, description of people and places, expressing likes and dislikes

Grammar

- Verb forms; adjectives; adverbs, numbers, dates, times; and question forms

GOALS/AIMS

This course aims to help students:

- Develop basic competence in the four skills (listening, speaking, reading and writing);
- Acquire basic grammatical concepts;
- Develop an initial ability to communicate in Chinese;
- Gain insight into aspects of Chinese life and culture.

GENERAL OBJECTIVES

This course intends to help students to perform at the Level of the CEFR Basic User A1- and the Level of the CLPS Level I - User.

The A1 user can:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type;
- Introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has;
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

The Level I user will be:

- Able to comprehend simple, basic and very limited language material that is closely related to personal or everyday life.
- Able to introduce him/herself or make him/herself understood by others in very limited simple vocabulary with the help of body language or other means.

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- Identify some basic elements of the sound and writing system and the grammar of the target language;
- Recognise and respond to basic greetings, request a person's last name and full name and provide their own, determine whether someone is a teacher or a student and ascertain someone's nationality;
- Employ basic kinship terms, ask about someone's profession, say some common professions and describe a family photo;

- Tell and speak about time and dates, talk about one's age and birthday, invite someone to dinner and arrange a dinner date;
- Say and write the terms for basic personal hobbies, ask about someone's hobbies, ask friends out to see a movie and set up plans for the weekend;
- Listen and respond to questions about the topics listed above;
- Identify basic frequently used Chinese characters used in the above situations;
- Write basic Chinese characters with the correct stroke order;
- Read the passage or paragraphs related to the above topics in Pinyin;
- Demonstrate an awareness and understanding of some elements of Chinese culture.

COURSE ASSESSMENT:

Assessment for this course consists of 100% Course Work (CW), which is divided into 50% continuous assessment (CA) based on students' performance throughout the course and a final test (FT- 50%) focusing on the four skills: listening, reading, speaking and writing.

Written tests will use multiple formats e.g. limited response, multiple choice, or short answers as appropriate to the skill/sub-skill being tested. Speaking will be tested through oral activities.

ALL STUDENTS (100% course work)	
Final Test (50%)	Listening (15%) Reading & Writing (20%) Speaking (15%)
Continuous Assessment (50%)	Journal tasks (25%)
	Oral presentation (15%)
	Culture presentation (10%)

Descriptions of assignments:

- **Oral presentation** – *Students will be asked to do a presentation in Mandarin Chinese on a selected topic.*
- **Journal tasks** – *Students will complete 5 language tasks throughout the semester*
- **Culture presentation** – *Deliver a presentation in English on a specific topic related to Chinese culture.*

ACADEMIC INTEGRITY

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

COURSE EVALUATION

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid and end of semester student feedback questionnaire.

TEACHING/LEARNING STRATEGIES

Interactive sessions: While some of the sessions will involve direct teaching, language classes are not lecture-type classes, but require the active participation of all learners. Sessions will therefore be highly interactive with teachers using and encouraging the use of the target language.

Use of target language: A defining characteristic of a modern communicative language programme is the use of the target language as a gateway to the study of the societies and cultures in which it is used. Students will be expected to recognise and use Chinese in a way which is consistent with the competence of an A1- learner.

Development of learner autonomy: An explicit expectation of language students is a measure of learner autonomy and responsibility for the development of their language competence. This autonomy will be guided and developed alongside their synchronous sessions. At this level, for example, students are encouraged to develop and apply appropriate language-learning strategies to support communication in Chinese. Students' learning experience will usually involve exposure to various forms of language learning technology, both in and out of class.

Collaborative work: Students will be expected to work in cooperative and collaborative ways with an attitude of mutual consideration and respect towards their peers.

RESOURCES

Textbook: Required (Available at The UWI Bookshop)

Integrated Chinese, Book 1, Tao-Chung Yao, 4th edition, Boston: Chen & Tsui Company, 2016.
ISBN: 978-1-444-10683-1

Mobile apps and websites

ChineseSkill – (app for Chinese phrases and vocabulary)

Du Chinese – (app for reading stories in Chinese)

The Chairman's Bao – (website for reading in Chinese)

Google Pinyin Input (for typing Chinese characters on your phone)

HelloChinese: Learn Chinese (general skills)

HSK Online - HSK Study and Exams (for HSK Chinese Proficiency Exam preparation)

Learn Mandarin Chinese HSK Words – LingoDeer (for Chinese vocabulary)

Skritter Chinese (for writing characters)

Online YouTube channels

Yoyo Chinese (for vocabulary, grammar, and cultural lessons)

Chinese Buddy (for vocabulary, songs in Chinese)

COURSE CALENDAR

Week	Content
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1	Introduction to Chinese language (Part 01) 1. Introduction to Pinyin 2. Pronunciation of Modern Standard Chinese 3. Useful Expressions – Classroom instructions
2	Introduction to Chinese language (Part 02) 1. The Chinese Writing System 2. Pronunciation of Modern Standard Chinese 3. Writing exercises – Basic Chinese characters
3	Lesson 1 Greetings Dialogue I & Vocabulary: Exchanging Greetings Vocabulary 1. Basic greetings and farewells 2. Self-introductions Grammar & language exercises 1. The Verb 姓 (xìng) 2. Questions ending with 呢 (ne) 3. The verb 叫 (jiào) 4. Language practice exercises
4	Lesson 1 Greetings Dialogue II & Vocabulary: Asking about Someone's Nationality Vocabulary: Country names Grammar & language exercises 1. The verb 是 (shì) 2. Questions ending with 吗 (ma) 3. The negative adverb 不 (bù) 4. The adverb 也 (yě) Pronunciation Exercises
5	Lesson 2 Family Dialogue I & Vocabulary: Looking at a Family Photo Vocabulary: Family members Grammar & language exercises 1. The particle 的 (de) (I) 2. Measure words (I) 3. Question pronouns 4. 有 (yǒu) in the sense of “to have” or “to possess” 5. Language practice exercises

6	Lesson 2 Family Dialogue II & Vocabulary: Asking About Someone's Family Grammar & language exercises 1. 有 (yǒu) in the sense of "to exist" 2. The usage of 二 (èr) and (liǎng) 3. The adverb 都 (dōu, both; all) 4. Language practice exercises
7	Lesson 3 Dates and Time Dialogue I & Vocabulary: Taking Someone Out to Eat on His/Her Birthday Vocabulary – Basic time expressions (e.g. AM/PM) Grammar & language exercises 1. Numbers (0, 1–100) 2. Dates and Time 3. Pronouns as Modifiers and the Usage of the Particle 的 (de) (II) 4. The sentence structure - 我请你吃饭 (Wǒ qǐng nǐ chī fàn) 5. Alternative questions
8	Lesson 3 Dates and Time Dialogue II & Vocabulary: Inviting Someone to Dinner Grammar & language exercises 1. Affirmative + Negative (A-not-A) Questions (I) 2. The adverb 还 (hái, also, in addition) 3. Language practice exercises Pronunciation Exercises
9	Lesson 4 Hobbies Dialogue I & Vocabulary: Talking about Hobbies Vocabulary – Hobbies Grammar & language exercises 1. Word order in Chinese 2. Basic sentence formation
10	Lesson 4 Hobbies Vocabulary – Hobbies Grammar & language exercises 1. Affirmative + Negative (A-not-A) questions (II) 2. The conjunction 那(么) (nà{me}, then, in that case) 3. 去 (qù, to go) + Action 4. Questions with 好吗 (hǎo ma)
11	Lesson 4 Hobbies Dialogue II & Vocabulary: Would You Like to Play Ball? Grammar & language exercises

	1. The Modal Verb 想 (xiǎng, want to; would like to) 2. Verb + Object as a detachable compound
12	FINAL TEST Oral presentation (15%) Review
13	FINAL TEST Reading, Speaking, Writing & Listening (for online groups, the exams will be face to face – on The UWI campus)

ADDITIONAL INFORMATION

Students must attend 75% of classes to be eligible for the final test.

HOW TO STUDY FOR THIS COURSE

Attendance is compulsory, not only because students may be debarred from the final test if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students need to work at their language learning regularly, both during the synchronous sessions and outside to consolidate what they have learnt. Chinese with its different writing systems and grammar system represents a real challenge for the elementary learner.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.
- Remember to spend some time on all the skills, giving preference to listening and speaking and then taking time to practise your characters when writing is introduced.
- Watch Chinese movies and dramas to expose yourself to the language.

GRADING SYSTEM

The following is The UWI's mark scheme:

Grade	GPA	Mark%	Grade	GPA	Mark%
A+	4.3	90 and over	C+	2.3	55-59
A	4.0	80-89	C	2.0	50-54
A-	3.7	75-79	F1	1.7	40-49
B+	3.3	70-74	F2	1.3	30-39
B	3.0	65-69	F3	0.0	0-29
B-	2.7	60-64			