

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 1B CHINESE (MANDARIN)

SEMESTER: II

LEVEL: 1

PREREQUISITES: LEVEL 1A CHINESE (MANDARIN)

COURSE DESCRIPTION:

Level 1B Chinese is a further study of the Chinese cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese begun in Level 1A Chinese. It is designed to further introduce participants to the language and to develop a minimal level of communicative competence for socializing in everyday situations. It also sensitizes participants to a number of aspects of Chinese culture and daily life.

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) 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 at 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.

Students will be exposed to the reading and writing system of the Chinese language.

Whether they are speaking, reading, or writing, students' daily performance will be the crucial factor in determining how well they do in this class. The course aims at establishing a basic foundation that will allow students to continue their studies in Chinese.

COORDINATOR INFORMATION:

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Lecturer information

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LETTER TO THE STUDENT

Dear Student,

Welcome to **Level 1B Chinese!** This is an elementary language course for persons who have completed one semester or approximately 50 contact hours of Chinese. We are going to have a busy and productive semester filled with exciting and challenging learning activities and more. Throughout the semester, we will use a variety of resources to help you learn new vocabulary and grammar. We will focus on improving your skills in understanding, speaking, reading and writing Chinese. We will also discuss many Chinese culture-related topics that will help you to understand China and its diverse culture. I am looking forward to working with each of you this semester!

At times, learning Chinese can be challenging, especially the grammar and Chinese characters, so feel free to contact me anytime. We can work together and work out 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 visiting friends, making appointments and studying Chinese

Grammar

- Verb forms; adjectives; adverbs; the particle “吧” and “了”; and the modal verb “要” and “得”

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 satisfying 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 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:

At the end of Level 1B, you will be able to:

- Interact with friends in Chinese in a casual setting;
- Make appointments with teachers and friends;
- Talk and gather information about studying Chinese;
- Ask 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;
- 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.*

NB: The assignment submission schedule will be provided to you in the first week of class.

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 A2 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. The course is in session for four contact hours per week. In addition, students are expected to spend eight hours on self-study to prepare for sessions and to review and consolidate work after 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 during and outside of sessions.

Collaborative work: Finally, 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

Dictionaries

PLECO Chinese Dictionary (highly recommended)

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 (NB: lessons 1– 4 were covered in Chinese 1A)
1	Lesson 5 Visiting Friends Dialogue I & Vocabulary: Visiting a Friend's Home Vocabulary: Beverages Grammar points: ▪ The Preposition 在 (zài, at; in; on)
2	Lesson 5 Visiting Friends Dialogue I & Vocabulary: Visiting a Friend's Home Grammar points: ▪ 一下 (yí xià) and (一)点儿 ({yì} diǎnr) (moderating the tone of voice) ▪ Adjectives as Predicates ▪ The Particle 吧 (ba) Conversation point: Hosting guests at your home
3	Lesson 5 Visiting Friends Narrative & Vocabulary: At a Friend's House Grammar ▪ The Particle 了 (le) (I) Language Practice Exercises

4	Lesson 5 Visiting Friends Narrative & Vocabulary: At a Friend's House Grammar The Adverb 才 (cái, not until) Language Practice Exercises
5	Lesson 6 Making Appointments Dialogue I & Vocabulary: Calling one's teacher Conversation points: asking someone's phone number Grammar The Modal Verb 要 (yào)
6	Lesson 6 Making Appointments Grammar - The Preposition 给 (gěi) - The Adverb 别 (bié) Language Practice Exercises
7	Lesson 6 Making Appointments Dialogue II & Vocabulary: Calling a friend for help Vocabulary: Expressions of Time - The Modal Verb 得 (děi) - The preposition 跟 (gēn)
8	Lesson 6 Making Appointments Grammar Directional complements (I) Language Practice Exercises
9	Lesson 7 Studying Chinese Dialogue I & Vocabulary: How did you do on the exam? Grammar - The Adverbs 太 (tài) and 真(zhēn) - 有 (一) 点儿 (yǒu (yì) diǎnr)
10	Lesson 7 Studying Chinese Dialogue I & Vocabulary: How did you do on the exam? Grammar - Descriptive Complements (I) - The Adverb 就 (jiù) (I) - Double objects - Ordinal numbers Language Practice Exercises
11	Lesson 7 Studying Chinese Dialogue II: Preparing for a Chinese class Grammar - 怎么 (zěnmě) - The 的 (de) structure (I) - The use of nouns and pronouns in continuous discourse
12	Oral Presentation (15%)
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 in order to be eligible for tests.

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.
- Listen to Chinese television stations and podcasts in English to immerse yourself in the culture and to prepare for the day when you will have enough understanding of the language to begin listening in the target 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			