

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

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 2A CHINESE (MANDARIN)**

**SEMESTER: 1**

**LEVEL: 1**

**PREREQUISITES: LEVEL 1B CHINESE (MANDARIN)**

**COURSE DESCRIPTION:**

Level 2A Chinese, an elementary language and culture course, is a further study of Chinese and its cultures featuring the acquisition of the four language skills (listening, speaking, reading and writing) begun in Level 1A Chinese and Level 1B Chinese. During each session, students will develop greater competence, especially in listening and speaking, in areas relating to daily situations and familiar matters. New vocabulary, idiomatic expressions and grammar will be introduced. Upon successful completion of this course, students will be eligible to begin Level 2B Chinese.

This course is indexed against Level A2- of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in listening and speaking and Level II - of Chinese Language Proficiency Scales for Speakers of Other Languages (CLPS) in general.

Students are required to attend four hours of class per week, during the course of the semester. In addition to 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. Also given the online mode of delivery, 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.

This course aims to enable students to participate in the target language at the indicated 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 their success in this course.

### **COORDINATOR INFORMATION:**

**Name:** Dr Nicole Roberts

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### **Tutor information**

Mrs Janine Lutchman (洛珍妮) - Janine.Lutchman@sta.uwi.edu

### **LETTER TO THE STUDENT**

Dear Student,

Welcome to **Level 2A Chinese**. This is an elementary language and culture course for persons who have completed two semesters or approximately 100 contact hours of Chinese. We are going to have a busy and productive semester filled with exciting and challenging learning activities, school events and more. Throughout the semester, we will use a variety of resources including technology to help you learn new vocabulary, idiomatic expressions, and grammar. We will focus on your fluency in understanding, speaking, reading, and writing Chinese.

As this course will be delivered remotely, we wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you. I am looking forward to working with each of you this semester! Learning Chinese can be challenging, especially in the areas of grammar and writing Chinese characters, so feel free to contact me anytime. We can work together and work through your difficulties.

Enjoy your Chinese language adventure!

Your tutor

### **IMPORTANT NOTICE TO STUDENT**

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## **CONTENT:**

The course provides students with topics of immediate interest. The dialogues are centered on situations and activities that students would most likely encounter at the elementary stage of 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 talking about school life, shopping, and transportation

### Grammar

- Verb forms, adjectives, adverbs, particles, modal verbs, measure words, and topic-comment sentences

## **GOALS/AIMS:**

This course is designed to help students to:

- Understand and use familiar everyday expressions and phrases aimed at satisfying needs of a concrete type.
- Acquire grammatical concepts in Chinese;
- Communicate in various everyday real-life situations in a Mandarin-speaking environment.
- Gain insight into aspects of Chinese life and culture.
- Use various techniques and resources to support their Mandarin language learning.

## **GENERAL OBJECTIVES:**

This course intends to help students to perform at the Level of the CEFR Basic User A2- and the Level of the CLPS Level II- User.

The A2 user can:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment).
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

The Level II user will be:

- Able to comprehend simple and familiar language material that is closely related to personal or everyday life.
- Able to exchange ideas with others on common topics in relatively simple terms, such as describing his/her basic, personal profile or those of others, sometimes having to resort to body language or other means.

**LEARNING OUTCOMES:**

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

- Describe their school life in the forms of a diary entry and a letter.
- Describe and deal with questions and problems which arise while shopping such as color, size, price, and currency.
- Express how people travel, means of transport used, distance and time taken, etc.
- Ask and answer questions about shopping, transportation, and school life.
- Ask and respond to questions about the topics listed above.
- Read and understand short texts on the above-mentioned topics.
- Write a paragraph concerning shopping, transportation, and school life in simple Chinese.
- Identify and write more frequently used Chinese characters in daily communication.
- Demonstrate knowledge of Chinese culture related to the topics presented.

**COURSE ASSESSMENT:**

Assessment for this course consists of 100% Course Work (CW): 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.

<b>ALL STUDENTS (100% course work)</b>	
<b>Final Test (50%)</b>	Listening (15%) Reading & Writing (20%) Speaking (15%)
<b>Continuous Assessment (50%)</b>	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/or 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 consists of 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

### **Mobile apps (available on Google Play Store)**

PLECO Chinese Dictionary (highly recommended)

Chinese Character Hero – HSK (game for learning Chinese characters)

ChineseSkill – (app for Chinese phrases and vocabulary)

Du Chinese – (app for reading stories in Chinese)

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

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

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

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 1-7 were covered in Levels 1A & 1B Chinese)
1	<p><b>Lesson 8 - School life</b>            Vocabulary: Textbook Narrative (“A Diary: A Typical School Day”)</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. The position of time-when expressions</li> <li>2. 一边。。。 一边。。。 (yì biān...yì biān...)</li> <li>3. The Adverb 正在 (zhèng zài)</li> <li>4. Series of verbs/verb phrases</li> </ol>
2	<p><b>Lesson 8 - School life</b>            Listening Comprehension: Textbook Narrative (“A Diary: A Typical School Day”)</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. The Adverb 就 (jiù) (II)</li> <li>2. The particle 了 (le) (II)</li> <li>3. The particle 的 (de) (III)</li> </ol>
3	<p><b>Lesson 8 - School life</b>            Vocabulary: Textbook Narrative (“A letter: Talking about studying Chinese”)</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. 除了。。。 以外, 还。。。 (chúle...yǐwài, hái...)</li> <li>2. Using 能 (néng) and 会 (huì)</li> </ol>
4	<p><b>Lesson 8 - School life</b>            Listening Comprehension: Textbook Narrative (“A letter: Talking about studying Chinese”)</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. The Adverb 就 (jiù) (III)</li> <li>2. Using the verb 用 (yòng)</li> </ol>
5	<p><b>Lesson 9 - Shopping</b>            Vocabulary: Dialogue I (“Shopping for clothes”)            Vocabulary: Clothing items</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. Measure words (II)</li> <li>2. The 的 (de) structure (II)</li> <li>3. Chinese monetary units</li> </ol>

6	<p><b>Lesson 9 - Shopping</b> Listening Comprehension: Dialogue I (“Shopping for clothes”)</p> <p>Grammar &amp; language practice exercises</p> <ol style="list-style-type: none"> <li>1. The modal verb 要 (yào) (II)</li> <li>2. 多 (duō) used interrogatively</li> </ol>
7	<p><b>Lesson 9 - Shopping</b> Vocabulary: Dialogue II (“Exchanging shoes”)</p> <p>Grammar</p> <ol style="list-style-type: none"> <li>1. 跟/和。。。 (不) 一样 (gēn/hé... { bù } yíyàng)</li> <li>2. 虽然。。。, 可是/但是。。。 (suīrán..., kěshì/dànshì...)</li> </ol>
8	<p><b>Lesson 9 - Shopping</b> Listening Comprehension: Dialogue II (“Exchanging shoes”) Vocabulary: Colours</p>
9	<p><b>Lesson 10 Transportation</b> Vocabulary: Dialogue I (“Visiting a Friend’s Home”) Vocabulary: Modes of transportation</p> <p>Grammar &amp; language practice sessions</p> <ol style="list-style-type: none"> <li>1. Topic-comment sentences</li> <li>2. 或者 (huòzhě) and 还是 (háishì)</li> </ol>
10	<p><b>Lesson 10 Transportation</b> Listening Comprehension: Dialogue I (“Visiting a Friend’s Home”)</p> <p>Grammar &amp; language practice sessions</p> <ol style="list-style-type: none"> <li>1. 先。。。再。。。 (xiān...zài...)</li> <li>2. 还是。。。吧 (háishì...ba)</li> </ol>
11	<p><b>Lesson 10 Transportation</b> Vocabulary: Textbook narrative - An email: Thanking someone for a ride Listening: Textbook narrative - An email: Thanking someone for a ride</p> <p>Grammar &amp; language practice sessions</p> <ol style="list-style-type: none"> <li>1. 每。。。都。。。 (měi...dōu...)</li> <li>2. 要。。。了 (yào...le)</li> </ol>
12	<p><b>FINAL TEST</b> Oral presentation (15%) Review</p>
13	<p><b>FINAL TEST</b> Reading, Speaking, Writing &amp; Listening (for online groups, the exams will be face to face – on The UWI campus)</p>

## 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 teacher, 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 and grammar.
- Listen to Chinese on the internet etc. to immerse yourself in the language and culture.

## 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			