

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 3A CHINESE (MANDARIN)

SEMESTER: 1

LEVEL: 1

PREREQUISITES: LEVEL 2B CHINESE (MANDARIN)

COURSE DESCRIPTION:

Level 3A Chinese is designed to consolidate all the skills (listening, speaking, reading and writing) that students have obtained in the previous courses, as well as to introduce more complex grammatical structures and to expand vocabulary. Students will develop the ability to make practical use of the language in increasingly complex real-life situations; to participate in casual conversations; to understand specially prepared readings and to write short, simple messages in a conversational style.

This course is indexed against B1- of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in listening and speaking and Level III - of Chinese Language Proficiency Scales for Speakers of Other Languages (CLPS) in general. It consists of four contact hours per week.

COURSE RATIONALE:

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 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 given 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.

COORDINATOR INFORMATION:

Name: Dr Nicole Roberts

Email address: Nicole.Roberts@sta.uwi.edu

Tutor information

Mr Jianrong Lu – Jianrong.Lu@sta.uwi.edu

LETTER TO THE STUDENT

Dear Student,

Welcome to **Level 3A Chinese**. This semester, we are going to consolidate all the skills (listening, speaking, reading and writing) that you have gained in previous courses, as well as introduce more complex grammatical structures and expand your vocabulary. We will therefore have a busy and productive semester, which will help you develop your abilities in using Chinese in some complex situations. I am looking forward to working with each of you this semester!

Feel free to contact me anytime if you have any problems or questions. 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 intermediate 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 birthday parties, doctor's visits and dating

Grammar

- Verbal phrases and subject-predicate phrases used as attributives; time duration; times of actions; “把” construction; descriptive complements; potential complements; and directional complements.

GOALS/AIMS:

Students will be able to interact in a variety of familiar communicative situations with

ease and confidence. This course intends to help students to:

- Understand and use familiar everyday expressions and phrases aimed at satisfying needs of a concrete type.
- Communicate in various real-life situations such as birthday parties, medical appointments and dating 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 Independent User **B1-** and the Level of the CLPS Level III - User.

The B1 user can:

- Understand the main points of clear, standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The Level III user will be:

- Able to comprehend basic language material that is related to everyday life or work, that would be encountered in a general communicative situation.
- Able to communicate with others on familiar topics.
- Able to give simple descriptions of the basic conditions related to the topics.

LEARNING OUTCOMES:

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

- Engage in communication related to a party such as asking a friend to go to a party, arranging a time and place to meet, and thanking people for their gifts.
- Talk with the doctor about the basic symptoms of a cold, and allergies; understand and repeat doctor's instructions.
- Know the way to invite someone to go on a date, accept a date and decline a date politely.
- Listen and respond to questions about the topics listed above.
- Read a paragraph or passage regarding the above-mentioned topics.
- Write a paragraph or short passage concerning the above-mentioned topics in simple Chinese.
- Identify 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.

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 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 CLL)

Integrated Chinese, Book 2, Tao-Chung Yao, 4th edition, Boston: Chen & Tsui Company, 2016.

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 1–13 were covered in Levels 1A, 1B, 2A & 2B Chinese)
1	Lesson 14 Birthday party Vocabulary: Dialogue I (“Let’s go to a party”) Vocabulary: Fruits

	<p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. 呢 indicating an action in progress 2. Verbal phrases and subject-predicate phrases used as attributives
2	<p>Lesson 14 Birthday party Listening comprehension: Dialogue I (“Let’s go to a party”) Vocabulary: Items for a party</p>
3	<p>Lesson 14 Birthday party Vocabulary: Dialogue II (“Attending a birthday party”)</p> <p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. Time duration 2. Sentences with 是。。。的 3. 还 4. 又。。。又。。。
4	<p>Lesson 14 Birthday party Listening Comprehension: Dialogue II (“Attending a birthday party”) Vocabulary: simple facial features</p>
5	<p>Lesson 15 Seeing a doctor Vocabulary: Dialogue I (“My stomach ache is killing me!”)</p> <p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. 死 indicating an extreme degree 2. Times of actions 3. 起来 indicating the beginning of an action 4. 把 construction (I)
6	<p>Lesson 15 Seeing a doctor Listening comprehension: Dialogue I (“My stomach ache is killing me!”) Vocabulary: common flu symptoms Reading comprehension exercises</p>
7	<p>Lesson 15 Seeing a doctor Vocabulary: Dialogue II (“Allergies”)</p> <p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. The preposition 对 2. 越来越。。。 3. 再说
8	<p>Lesson 15 Seeing a doctor Listening comprehension: Dialogue II (“Allergies”)</p>
9	<p>Lesson 16 Dating Vocabulary: Dialogue I (“Seeing a movie”) Listening comprehension: Dialogue I (“Seeing a movie”)</p>

	Grammar & language practice exercises 1. Descriptive complements (II) 2. Potential complements 3. 就
10	Lesson 16 Dating Vocabulary: Dialogue II (“Turning Down an Invitation”) Vocabulary: Dating activities Grammar & language practice exercises 1. Directional complements (II)
11	Lesson 16 Dating Listening comprehension: Dialogue II (“Turning Down an Invitation”) Review
12	FINAL TEST Oral presentation (15%)
13	FINAL TEST Speaking, Reading, Writing & Listening

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 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			

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