

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

COURSE DOCUMENTATION

COURSE TITLE: LEVEL 2B CHINESE (MANDARIN)

SEMESTER: I, II

LEVEL: I

PREREQUISITE: LEVEL 2A CHINESE (MANDARIN)

COURSE DESCRIPTION:

Level 2B Chinese (Mandarin) is an advanced beginner language and culture course that builds on the work done in Level 2A Chinese. This course is indexed against 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. Upon successful completion of this course, students will be eligible to enroll in Level 3A Chinese.

The course focuses on the four language skills: listening, speaking, reading and writing, and culture. Through synchronous online sessions, skills will be taught in an integrated manner and individually. Teaching will be highly interactive, in groups of approximately 15-20 students.

Students are required to attend four hours of class per week over the course of the semester. In addition to 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.

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. This course will provide students with the communicative skills to function with growing confidence in predictable, everyday situations, deepen their understanding of Chinese culture and acquire language-learning strategies. The course will therefore help students to become independent users of Chinese, an important world language.

COORDINATOR INFORMATION:

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Tutor information

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

LETTER TO THE STUDENT

Dear Student,

Welcome to **Level 2B Chinese!** This is an advanced beginner language and culture course for persons who have completed three semesters or approximately 150 contact hours of Chinese. We are going to have a busy and productive semester. Throughout the semester we will integrate technology with our Chinese learning, helping you to build topic-related vocabulary, grammar and knowledge about Chinese culture. I am looking forward to working with each of you this semester! Learning Chinese can be challenging, so feel free to contact me anytime. We can work together and work through your difficulties.

As this class 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.

Enjoy your Chinese language adventure!

Warm regards,
Your tutor

IMPORTANT NOTICE TO STUDENTS

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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 in the lower 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 weather, dining, and asking directions

Grammar

- Comparative sentences, resultative complements, reduplication of adjectives, direction and location words, dynamic particles, and reduplication of verbs

GOALS/AIMS:

Students will be able to interact in a variety of familiar communicative situations with ease and confidence. This course is designed to help students to:

- Understand and use familiar everyday expressions and phrases aimed at satisfying needs of a concrete type;
- Ask and answer questions about weather, dining, and asking directions;
- Communicate in various 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:

- Use words and expressions about the weather, orally and in writing and make comparisons about different kinds of weather;

- Talk about eating and dining in China such as ordering Chinese dishes, paying for a meal, and getting the correct change after payment;
- Ask for and give directions when needed, identify locations by using landmarks as references;
- 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 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), 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

Integrated Chinese, Book 2, Tao-Chung Yao, 4th edition, Boston: Chen & Tsui Company, 2017.
ISBN: 978-1622911417

Dictionaries

PLECO Chinese Dictionary (highly recommended)

Mobile apps (available on Google Play Store)

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)

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 8– 10 were covered in CHIN 1005)
1	<p>Lesson 11 - Talking about the weather Vocabulary: Dialogue I (“Tomorrow’s weather will be even better”) Grammar & language practice exercises</p> <ol style="list-style-type: none"> Comparative sentences with 比 (I) The Particle 了 (III): 了 as a sentence-final particle The Modal Verb 会 (II)
2	<p>Lesson 11 - Talking about the weather Listening Comprehension: Dialogue I (“Tomorrow’s weather will be even better”) Vocabulary: Weather conditions Grammar & language practice exercises</p> <ol style="list-style-type: none"> Adj+ (一) 点儿 不但...而且 (not only, but also...)
3	<p>Lesson 11 - Talking about the weather Vocabulary: Dialogue II (“The weather here is awful”) Grammar & language practice exercises</p> <ol style="list-style-type: none"> The Adverb 又 Adj/V +是+Adj/V, +可是/但是
4	<p>Lesson 11 - Talking about the weather Listening Comprehension: Dialogue II (“The weather here is awful”)</p>
5	<p>Lesson 12 - Dining Vocabulary: Dialogue I (“Dining Out”) Grammar & language practice exercises</p> <ol style="list-style-type: none"> 一。。。也/都。。。不/没 Adverb 多/少+V 刚 vs. 刚才
6	<p>Lesson 12 - Dining Listening comprehension: Dialogue I (“Dining Out”) Grammar & language practice exercises</p> <ol style="list-style-type: none"> Resultative Complements (I) 好 as a Resultative Complement
7	<p>Lesson 12 - Dining Vocabulary: Dialogue II (“Eating at a cafeteria”) Grammar & language practice exercises</p> <ol style="list-style-type: none"> Reduplication of Adjectives The Verb 来
8	<p>Lesson 12 - Dining Vocabulary: Dialogue II (“Eating at a cafeteria”)</p>

	Listening comprehension: Dialogue II (“Eating at a cafeteria”)
9	<p>Lesson 13 – Asking directions Vocabulary: Dialogue I (“Where are you off to?”)</p> <p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. Direction & location words 2. Comparative sentences with 没 (有) 3. 那么 indicating degree
10	<p>Lesson 13 – Asking directions Listening comprehension: Dialogue I (“Where are you off to?”) Vocabulary: common place names on a university campus</p> <p>Grammar & language practice exercises</p> <ol style="list-style-type: none"> 1. 到+place+去+action 2. The dynamic particle 过
11	<p>Lesson 13 – Asking directions Vocabulary: Dialogue II (“Going to Chinatown”) Listening: Dialogue II (“Going to Chinatown”)</p> <p>Grammar</p> <ol style="list-style-type: none"> 1. Reduplication of verbs 2. Resultative complements II 3. 一。。。就。。。 (as soon as..)
12	<p>FINAL TEST Oral presentation (15%)</p>
13	<p>FINAL TEST Reading, Speaking, Writing & 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 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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