1. **Title of the module**

WOLA5510 (LA551) Mandarin Chinese Pre-Intermediate

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**Prerequisite: WOLA3030 or equivalent must be demonstrated
2. **The course(s) of study to which the module contributes**Optional for BA Asian Studies (Joint Honours)
Also available as an elective module
3. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. read and write approximately an additional 250 Mandarin Chinese characters;
	2. demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to pre- intermediate;
	3. demonstrate a good understanding of the main points of standard materials in the target language related to basic topics in everyday life;
	4. express opinions and exchange information in the target language on topics, such as personal information, location, shopping experiences, etc. in simple terms and initiate and sustain close simple, routine exchanges without undue effort;
	5. demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.
4. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

 9.1 communicate ideas independently;

 9.2 demonstrate enhanced intercultural awareness and understanding.

1. **A synopsis of the curriculum**Language modules focus on developing students’ communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication. Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions and shopping, skills useful to describe illness, describing people’s appearance and personalities.

The cultural aspects of the above topic areas will be taught through seminars and the means of mandarin Chinese language course books, video, audio materials.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Greenwood, Elinor (2007). *Easy Peasy Chinese: Mandarin Chinese for Beginners*. East Sussex, UK: DK Children.

Ding, Anqi, Jing Lily and Chen, Xin (2010). *Discover China Student Book One* (Discover China Chinese Language Learning Series). London: Macmillan Education.

MA, Yamin and Li, Xinying (2007). *Easy Steps to Chinese Vol.2 - Textbook* with 1CD. China: Beijing Language and Culture University Press.

Ross, Claudia (2014). *Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars)*. Oxford: Routledge.

Kang, Yuhua, (2005). *Conversational Chinese 301: Pt. A.* China: Beijing Language & Culture University Press.

Li, Luxing (2013). *A Dictionary of 5000 Graded Words for New HSK:* Levels 1, 2 & 3. China: Beijing Language & Culture University Press.

Zhang, X. George, Li, Linda and Suen, Lik (2013). *Chinese in Steps volume 2* (Book and CD). London: Sinolingua London Ltd.

1. **Learning and teaching methods**

Total Contact Hours: 30

Total Private Study Hours: 120

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods

In Course Test, Speaking (Oral) – 20%

Assignment: Language Skills– 80%

* 1. Reassessment methods

100% Coursework (Equivalent to 500 Mandarin Chinese Character)

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| ICT: Speaking |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Language Skills | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**Canterbury
2. **Internationalisation**Internationalisation is actively incorporated in this module. Socio-cultural study and intercultural awareness are inherent to language study (8.5). Chinese culture will be studied and the curriculum has a specific cultural focus. Students will be asked to research and present an element of Chinese culture as part of the module assessment to demonstrate the understanding of Chinese culture. The department has a number of extra-curricular opportunities for students to engage in which are aimed to enhance students’ exposure and knowledge of Mandarin and Chinese culture. Students’ backgrounds and experiences will be actively drawn on to enhance the internationalisation and intercultural aspect of this module (9.2).

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/08/17 | Major | January 2017 | 1, 7-13 | No |
| 10/12/19 | Major | Sep 2020 | 1, 8, 10, 12-13, 17 | No |
| 14/01/21 | Minor | September 2021 | 12-14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Feb 2020 |