1. **Title of the module**

WOLA5600 (LA560) Mandarin Chinese 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 6

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: WOLA5520 or equivalent must be demonstrated

1. **The course(s) of study to which the module contributes**
Optional for BA Asian Studies (Joint Honours)
Also available as an elective module
2. **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 at a level equivalent to an intermediate level;
	2. demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to an intermediate level;
	3. demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;
	4. express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language;
	5. demonstrate a systematic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.
3. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. communicate ideas clearly independently;
	2. demonstrate deeper intercultural awareness and understanding.
4. **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 and flexible knowledge of the target language and a firm level of communicative competence and confidence. By the end of the module students will be equipped to understand and use mandarin Chinese with a degree of flexibility and a range to an intermediate language level (comparable overall to an upper B1 level on the CEFR).

The curriculum will focus on real-life communication as a university student studying in China, by using complex expressions in an appropriate style of speaking. This includes expressing general culture related customs such as weddings traditions, Chinese traditional clothes, and Chinese cuisines, renting accommodation, describing a room and negotiating prices. Students also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to the grammar that are useful when communicating with Mandarin Chinese native speakers for these topic areas.

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

Chai, May-Lee & Chai, Winberg (2014). *China A to Z: Everything You Need to Know to Understand Chinese Customs and Culture*, New York: Plume Book

Louie, Kam (2008) *The Cambridge Companion to Modern Chinese Culture*, Cambridge: Cambridge University Press

Ma, Y. M. & Li, X. Y., (2010) *Chinese Made Easy Vol.3 & 4*, text book and work book, Hong Kong: Joint Publishing (H.K.) Co., Ltd.

Ma, Y. M. & Li, X. Y. (2007) *Easy steps to Chinese Vol.3 & 4* textbook and workbook. Beijing: Beijing Language & Culture University Press, China.

Teng, Wen-Hua (2011) Yufa!: *A Practical Guide to Mandarin Chinese Grammar* [Book], Oxford: Routledge

Zhang, Xiaoming & Heppell, Kay (2008) *Chinese for AS*, London: Cypress Book Co.UK Ltd.

Zhang, G., Li, L. & Suen, L. (2014) *Chinese in Steps* *Vol. 3*, 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 method

In Course Test, Speaking (Oral) – 20%
Assignment: Language Skills – 80%

* 1. Reassessment methods

100% Coursework (Equivalent to 1,000 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

1. **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 |