1. **Title of the module**

WOLA5020 (LA502) Mandarin Chinese Post-Beginners A2.2

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

Centre for English and World Languages (CEWL)

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 Term

1. **Prerequisite and co-requisite modules**

Prerequisite: WOLA3030 or equivalent

1. **The programmes of study to which the module contributes**

Available as a wild module for any undergraduate with an interest in Mandarin Chinese.

Optional module of Asian studies programmes.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

Use Mandarin Chinese with a proficiency equivalent to upper A2 level (Basic User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

|  |
| --- |
| * Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
 |
| * Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
 |
| * Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
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* 1. read and hand write approximately an additional 250 Mandarin Chinese characters;
	2. demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to Upper A2 level on the CEFR;
	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;
	5. demonstrate an elementary understanding of the life and multiple cultures of the target language countries.
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. communicate ideas independently;
	2. demonstrate enhanced intercultural awareness and understanding.
2. **A synopsis of the curriculum**

Topics for listening, speaking, reading and writing at the upper elementary level, equivalent to upper A2 level on the CEFR, will include:

1. everyday conversational skills including asking and giving directions;
2. skills useful to describe illness, people’s appearance and personalities;
3. topics related to currency and shopping in China, etc..

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 and through drawing on the tutor's and students' experiences and expectations.

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

 **Core-textbook:**

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

**Reference books:**

1. Greenwood, Elinor (2007). *Easy Peasy Chinese: Mandarin Chinese for Beginners*. East Sussex, UK: DK Children.
2. Ding, Anqi, Jing Lily and Chen, Xin (2010). *Discover China Student Book One* (Discover China Chinese Language Learning Series). London: Macmillan Education.
3. MA, Yamin and Li, Xinying (2007). *Easy Steps to Chinese* *Vol.2* - Textbook with 1CD. China: Beijing Language and Culture University Press.
4. Ross, Claudia (2014). *Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars)*. Oxford: Routledge.
5. Kang, Yuhua, (2005). *Conversational Chinese 301: Pt. A.* China: Beijing Language & Culture University Press.
6. Li, Luxing (2013). *A Dictionary of 5000 Graded Words for New HSK: Levels 1, 2 & 3*. China: Beijing Language & Culture University Press.
7. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

In Course Test, Listening (30 minutes) (20%)

In Course Test, reading (45 minutes) (20%)

In Course Test, writing (45 minutes) (20%)

In Course Test, speaking (up to 4 minutes) (20%)

Reading Aloud, (up to 4 minutes) (10%)

Cultural research and Writing (300 characters in Mandarin Chinese) (10%)

13.2 Reassessment methods

Like-for-like

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** | ✔ | ✔ | ✔ |  | ✔ | ✔ | ✔ |
| Seminar | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| **Assessment method** |  |  |  |  |  |  |  |
| In-Course Test: Listening |  | ✔ | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Reading | ✔ | ✔ | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Writing | ✔ | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| In-Course Test: Speaking |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Course Assignments: Reading aloud | ✔ | ✔ | ✔ |  |  |  |  |
| Course Assignments: Culture research and writing |  |  |  | ✔ | ✔ |  | ✔ |

1. **Inclusive module design**

The Centre 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. This is showing in the following aspects:

1. Tutor: A native/near native Mandarin Chinese speaker will be teaching this module. The tutor either grew up in a Mandarin Chinese language speaking country or has a deep understanding of the culture. The tutor will also have experience of international communication challenges.
2. Learning outcomes: demonstrate an elementary understanding of the life and multiple cultures of the Mandarin Chinese language speaking countries, (8.5); demonstrate enhanced intercultural awareness and understanding. (9.2)
3. Subject content: The cultural aspects of the curriculum will be taught through seminars and the means of Mandarin Chinese language course books, video, audio materials and through drawing on the tutor's and students' experiences and expectations. (10)
4. Support activity: Students are encouraged to join the Chinese society or take part in the activities the society organized; Students have opportunities to find a language exchange partner for practising Mandarin Chinese and for exchanging cultural information.

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/08/17 | Major | September 2017 | 7-13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018