1. **Title of the module**

WOLA5030 (LA503) Mandarin Chinese Lower Intermediate B1.1

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)**

Spring Term

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

Prerequisite: WOLA5020 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 lower B1 level (Independent User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

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| * Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
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| * Can deal with most situations likely to arise while travelling in an area where the language is spoken.
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| * Can produce simple connected text on topics that are familiar or of personal interest.
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| * Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
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* 1. read and hand write approximately an additional 250 Mandarin Chinese characters;
	2. demonstrate a familiarity in with Mandarin Chinese vocabulary equivalent to lower B1 level on the CEFR;
	3. demonstrate an understanding of the main points of standard materials in the target language on familiar matters regularly encountered in university, work and leisure;
	4. express opinions and exchange information on topics such as personal experiences, events, travel in China, etc. in the target language;
	5. demonstrate a good 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 with a proficiency equivalent to lower B1 on the CEFR, will include:

1. everyday conversation skills including expressing time duration of an action and the distance between 2 places;
2. skills useful to talk about entertainments, giving and receiving compliments and gifts;
3. topics related to travelling and living 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. Ding, Anqi and Qi, Shaoyan (2011). *Discover China Student Book Two* (Discover China Chinese Language Learning Series). London: Macmillan Education.
2. Kang, Yuhua (2005). *Conversational Chinese 301: Pt. B.* China: Beijing Language & Culture University Press.
3. MA, Yamin and Li, Xinying (2008). *Easy Steps to Chinese vol.3 - Textbook with 1CD*. China: Beijing Language & Culture University Press.
4. Ross, Claudia (2014). *Modern Mandarin Chinese Grammar: A Practical Guide (Modern Grammars)*. Oxford: Routledge.
5. Li, Luxing (2013) *A Dictionary of 5000 Graded Words for New HSK: Levels 1, 2 & 3*. China: Beijing Language & Culture University Press.
6. **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 (350 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)***

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| **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 shown 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 introductory understanding of the life and multiple cultures of the Mandarin Chinese language speaking countries (8.5); demonstrate basic 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 gain 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 | January 2018 | 1, 7-13 | No |
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Revised FSO Jan 2018