1. **Title of the module**

WOLA5180 (LA518): Mandarin Chinese Lower Intermediate B1.2

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

CEWL

1. **The level of the module (e.g. 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 term

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

Prerequisite: LA503: Mandarin Chinese Lower Intermediate B1.1 or equivalent

1. **The programmes of study to which the module contributes**
2. Optional module of Asian Studies programmes.
3. Available as a Wild Module to any undergraduate with interest in Mandarin Chinese.
4. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

Use Mandarin Chinese, in 4 skills (Listening, Reading, Speaking and Writing) with a proficiency equivalent to upper B1 level (Independent User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

1. read and hand write approximately an additional 250 Mandarin Chinese characters at a level equivalent to upper B1 on the CEFR;
2. demonstrate a familiarity with Mandarin Chinese vocabulary equivalent to upper B1 level on the CEFR;
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 on topics that are familiar, of personal interest or pertinent to everyday life in the target language;
5. demonstrate a strong understanding of the life and multiple cultures of the target language countries.

CEFR: Common Reference B1 Level: self-assessment grid

|  |
| --- |
| * Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. * Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. * Can produce simple connected text on topics which are familiar or of personal interest. * Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. |

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

On successfully completing the module students will be able to:

1) communicate complex ideas clearly in written and in oral form;

2) demonstrate deeper cultural awareness and understanding.

1. **A synopsis of the curriculum**

The curriculum will focus on communication in the immediate environment with some exposure to simple articles/TV news on current affairs. Topics for listening, speaking, reading and writing with a proficiency equivalent to upper B1 level on the CEFR, will include:

1. everyday conversation skills including expressing general culture related customs such as weddings traditions, Chinese traditional clothes, Chinese cuisines, etc.
2. renting accommodation, describing a room.
3. negotiating prices; asking for a refund/an exchange in a shop.
4. grammar useful for communicating with Mandarin Chinese native speakers at upper B1 level, for example: verb-complement structures and expressions, etc.
5. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Core textbook:

* Zhang, G., Li, L. & Suen, L.(2014) *Chinese in Steps* *Vol. 3*, London: Sinolingua London Ltd

Reference books:

* 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* text book 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.

1. **Learning and Teaching methods**This module will be taught by means of seminars and private study

Contact hours: 30  
Private Study hours: 120

1. **Assessment methods**13.1 Main assessment methods This module will be assessed by 80% In-Course Test and 20% Course Assignment.

**In-course tests 80%:**

Listening 20%, 30 minutes

Reading 20%, 45 minutes

Writing 20%, 45 minutes

Speaking 20%, up to 5 minutes

**Course assignment 20%:**

Cultural research and writing, written text in Mandarin Chinese of 450 characters: 20%

13.2 Reassessment methods

Like for like assessment

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: 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 a good 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 Mandarin Chinese language course books, video, audio materials and through drawing on the tutor's and students' experiences and expectations. (10)
4. Support activities: Students are encouraged to join the Chinese society or take part in the activities the society organises. Students have an opportunity to gain a language exchange partner to practise and exchange 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) |
| 15/06/18 | Major | September 2018 | 1, 8, 10, 13 | No |
|  |  |  |  |  |