



Chinese Language and Culture

Module Coordinator

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What will you learn from this Elective?

Less than a quarter of the world speaks English. Learning languages opens doors to the other three-quarters – and a world of hidden opportunities. Whatever goals you have in life, personal and professional, being able to communicate in more than one language has many benefits. Developing language skills expands your understanding of other cultures, develops your critical thinking and memory skills, and transforms you into a global citizen who is comfortable and confident wherever you are. For these reasons, learning another language not only helps your university studies, it also gives you transferable skills that are highly valued by employers. This Trinity Elective unlocks the fundamentals of the Chinese language and its beautiful writing system. This module will equip you with some key communicative and cultural skills to engage with the world's most spoken native language. You will also engage with a cultural topic in its linguistic context.

Beginner Level. This Trinity Elective unlocks the fundamentals of the Chinese language and its beautiful writing system. This module will equip you with some key communicative and cultural skills to engage with the world's most spoken native language. You will also explore a cultural topic in its linguistic context.

Post-Beginners Level. This Trinity Elective provides the opportunity for learners who already have some basic knowledge of Chinese, but who are still at a beginner level. This module is suitable for students who have already taken a beginner Chinese class (A1.1, including Leaving Certificate Chinese) and whose proficiency is approximately at HSK level 1 (with knowledge of some 150 words)/approaching CEFR level A1.2., you will also explore a cultural topic in its linguistic context.

Student Workload

The Chinese Language & Culture Elective will incorporate a blended delivery model. Each module will involve 100 hours of student work:

- 9 x 2-hour face-to-face classes (18 contact hours)
- 82 hours of self-directed activities (Blackboard Collaborate Ultra webinars, online language and culture activities and practice, advanced reading, online activities, assessment preparation).

Assessment Components

The delivery of Trinity Electives should ensure that students are exposed to a range of assessment methods, including innovative methods. Please describe both formative and summative assessment components, noting how the assessment(s) enable learning and the achievement of the learning outcomes.

100% continuous assessment:

- 15% 5 language quizzes
- 35% Participation in online discussion board on the specific cultural/linguistic themes addressed in the module (5 original posts & 5 comments on peer posts)
- 15% Reflective Learning Journal (5 responses to prompts designed to guide you in the process of reflection on your language learning experience)
- 35% Presentation – An oral pre-recorded and time ‘Pecha Kucha’ style presentation and its written script that will examine a key cultural issue identified in the module uploaded to Blackboard.

A Pecha Kucha’ (or 20x20) presentation involves preparing 20 slides which appear for 20 seconds, accompanied by a narrative. Very much in the same family as presentation styles such as lightning talks or the ‘thesis in three’ format, Pecha Kucha is a rigid and fast-moving oral presentation format for individual learners which employs 20, mostly visual, slides which are shown for strictly 20 seconds each (6 minutes and 40 seconds in total). This format keeps presentations concise, fun and fast-moving. It has been described as a kind of visual haiku, a way to deliver a more striking or memorable talk rather than using more conventional presentation methods. Students are requested to present on any topic of their choice, using this visual slide format as their prompts. Pecha Kucha presentations can be delivered synchronously, live or via video calling applications, or asynchronously as a pre-recorded and timed slide/audio presentation which is then uploaded to Blackboard for assessment. In the preparation of a Pecha Kucha presentation, learners must select images and address issues of copyright, visibility etc., craft a script or story that maintains their listeners’ attention, and manage the technical details of a timed and pre-recorded slide presentation. These are valuable transferable skills which are gained during the assessment preparation.

Indicative Reading List

- Bauer, Laurie & Peter Trudgill. (1998). *Language Myths*. London: Penguin.
- Hogan-Brun, Gabrielle (2017). *Linguanomics: The Market Potential of Multilingualism*. London: Bloomsbury Academic.
- Pinker, Stephen. (2011). *Words and Rules: The Ingredients of Language*. New York: HarperCollins.

Level Requirements	<p>Please note that this Beginner module (A1 common European proficiency level) is suitable only for complete beginners without any prior linguistic knowledge. Post-Beginner modules is suitable for post-Beginners who already have some basic knowledge but are still at a beginner level (including Leaving Certificate Chinese) and whose proficiency is approaching CEFR level A1.2. We require students to declare linguistic proficiency accurately, according to these guidelines. Applications will be screened following enrolment. If students enrol for a language module that does not match their proficiency then they will be allocated randomly to any Trinity Elective in which places are available.</p>
Learning outcomes	<p>On successful completion of this module, students should be able to:</p> <ol style="list-style-type: none"> 1. Communicate appropriately in the target language with other learners as well as native or competent speakers of the language, to a level approximately equivalent to CEFR level A1 for complete beginners or CEFR level B2 for non-beginners. 2. Demonstrate a knowledge and a critical understanding of the cultures and societies of countries in which a target language is spoken. 3. Demonstrate a knowledge and understanding of the linguistic structures, styles, registers and, as appropriate, varieties of the target language and identify how these differ from a student's first language. 4. Demonstrate an ability to critically reflect on language learning. 5. Exploit, for a variety of purposes online and in class, a range of materials and other stimuli appropriate to the proficiency level attained (A1 or B2)