



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

## Chinese Language and Culture

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<b>What will you learn from this Elective?</b>	<p>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.</p> <p>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.</p> <p><b>Beginner Level:</b> 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.</p> <p><b>Post-Beginner Level:</b> 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.</p> <p><i>Please note: You may select either beginners or advanced, not both.</i></p>
<b>Student Workload</b>	<p>The Chinese Language &amp; Culture Elective will incorporate a blended delivery model. Each module will involve 100 hours of student work:</p> <ul style="list-style-type: none"><li>- 9 x 2-hour face-to-face classes (18 contact hours)</li><li>- 84 hours of self-directed activities (Blackboard Collaborate Ultra webinars, online language and culture activities and practice, advance reading, online activities, assessment preparation).</li></ul>



## Assessment Components

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.

## Learning Outcomes

On successful completion of this module, students should be able to:

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 A1+ for non-beginners



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(see below for level- specific descriptions):

[A1 Complete Beginners: Understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type; introduce him/herself and others; ask and answer questions about personal details; engage in simple interactions with other speakers.]

[A1+ Post-beginners: Understand and use a wider range of familiar expressions and simple sentences related to everyday topics (e.g. personal information, daily routines, shopping, local geography); participate in simple and routine exchanges of information on familiar matters; produce short, simple descriptions of aspects of their background and immediate environment.]

2. Demonstrate knowledge and critical awareness of the cultures and societies of countries and regions in which the target language is spoken
3. Demonstrate knowledge and understanding of key linguistic structures, styles, registers, and (where appropriate) varieties of the target language, and identify differences between these and their first language.
4. Collaborate with other learners to produce a group project in the target language, involving interaction in the target language and drawing on a range of materials and stimuli.
5. Use and engage with a range of materials and stimuli, both online and in class, appropriate to the proficiency level attained (A1 or A1+), for communication, comprehension, and language development.