

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Philosophy, School of Social Science, Faculty of Education Sciences, Faculty of Applied and Technological Sciences, Medical school		
ACADEMIC UNIT			
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		SEMESTER	Winter
COURSE TITLE	Comprehensive Chinese I		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Workshop		3	3
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	General background and development of language skills/strategies in the Chinese language		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English and Chinese		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>The general aim of this course is to familiarize students with the foundational framework of the Chinese language system and core dimensions of Chinese culture, while fostering an exploratory and engaging learning environment that bridges linguistic competence with intercultural awareness. This course aims to:</p> <ul style="list-style-type: none"> ◆ demystify Chinese language learning by introducing a phonetic-semantic-pragmatic approach to <i>pinyin</i> (Chinese Phonetic Alphabet), Chinese characters, and basic sentence structures, countering the “Chinese is impossibly difficult” stereotype; ◆ help learners understand basic language materials related to common personal and daily life;

- ◆ enable learners to retell, recite and copy words or sentences with fair accuracy and write words or sentences following the example;
- ◆ help learners develop interest and confidence in learning the Chinese language;
- ◆ enable learners to gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.

Specifically, by the end of the course, students will be able to acquire the following competences:

I. Linguistic Competence

1. Phonological Knowledge and Skills

- ◆ Learners can accurately pronounce all initials and finals in Standard Mandarin (with $\leq 10\%$ error rate in tone production, as measured by instructor assessment).;
- ◆ Learners can transcribe spoken words into *Pinyin*, with 90% accuracy, including four tone marks and a neutral tone (e.g., distinguishing “mā” (mother) from “mǎ” (horse)).

2. Lexical and Grammatical Knowledge and Skills

- ◆ Learners can master approximately 150 common Chinese characters toward proficiency in the four skills of listening, speaking, reading and writing;
- ◆ Learners can recognize the most basic components or radicals of characters;
- ◆ Learners can recognize strokes and stroke order of characters;
- ◆ Learners can master around 150 words or phrases related to daily life and school life;
- ◆ Learners can develop a good command of such basic Chinese grammar as simple basic sentence patterns, general questions, the attributes indicating a possessive relationship, the adverbs of degree used as adverbials, and common notional words and function words, etc.

3. Pragmatic Ability

- ◆ Learners can engage in dialogues on familiar topics related to personal or everyday life (e.g., exchanging basic personal information, greetings, thanks, apologies, farewells, describing hobbies, time, numbers, dates, weather, currency, and position, expressing the most basic needs or instructions, making the simplest requests or seeking help, etc.) with appropriate turn-taking using the simplest communicative expressions;
- ◆ Learners can write fairly correct basic Chinese characters learned in class and compose simple phrases and sentences in *pinyin*.

II. Cultural Competence

1. Cultural Knowledge

- ◆ Learners will know the benefits of using different languages in the countries where they live;
- ◆ Learners will know the tangible Chinese culture, such as food and costumes;
- ◆ Learners will know simple Chinese social etiquette and customs;
- ◆ Learners will know interpersonal relationship in Chinese culture.

2. Culture Understanding

- ◆ Learners will gradually develop an interest in Chinese culture;
- ◆ Learners will experience the most basic Chinese values;
- ◆ Learners will experience the most basic the Chinese cultural components and understanding the relationship between language learning and cultural learning.

3. Cross-Cultural Competence

- ◆ Learners will have a basic understanding of the commonalities and differences between Chinese culture and the culture of the countries where they live;
- ◆ Learners will begin to learn the importance of developing cross-cultural competence through learning Chinese language and Chinese culture.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

1. Search for, analysis, and synthesis of data and information (with technology)
2. Adapting to new situations
3. Team work
4. Working in an international Environment
5. Respect for difference and multiculturalism
6. Social, professional, and ethical responsibility

(3) SYLLABUS

This course is planned to cover approximately 13 lessons from the HSK Standard Course 1 textbook, with the specific teaching content and arrangement as follows:

	Title	Teaching Content Description
Week 1	Lesson 1 你好	<p>Pinyin including:</p> <ul style="list-style-type: none"> ●Initials and Finals of Chinese Pinyin(1): b、p、m、f、d、t、n、l、g、k、h、j、q、x、i、u、ü、er、a、ia、ua、o、uo、e、ie、üe、ai、uai、ei、uei (ui)、ao、iao; ●Tones (Four Tones); ●Chinese Syllables; ●Tone Sandhi: 3rd tone +3rd tone. <p>Characters including:</p> <ul style="list-style-type: none"> ●Strokes of Chinese Characters (1): 一、丨、丿、丶、㇏; ●Single-Component Characters: 一、二、三、十、八、六.
Week 2	Lesson 2 谢谢你	<p>Pinyin including:</p> <ul style="list-style-type: none"> ●Initials and Finals of Chinese Pinyin (2): zh、ch、sh、r、z、c、s、ou、iou (iu)、an、ian、uan、üan、en、in、uen (un)、ün、ang、iang、uang、eng、ing、ueng、ong、iong; ●The Neutral Tone; ●Rules of Pinyin (1): Tone Marking and Abbreviation. <p>Characters including:</p> <ul style="list-style-type: none"> ●Strokes of Chinese Characters (2): ㇀、㇁、㇂; ●Single-Component Characters: 口、见、山、小、不.
Week 3	Lesson 3 你叫什么名字	<p>Words & Phrases including:</p> <ul style="list-style-type: none"> ●叫、什么、名字、我、是、老师、吗、学生、人. <p>Grammar including:</p> <ul style="list-style-type: none"> ●The Interrogative Pronoun “什么”; ●The“是”Sentence; ●Interrogative Sentences with “吗” <p>Pinyin including:</p> <ul style="list-style-type: none"> ●Differentiation: pronunciation of the initials j, q, x and z, c, s; ●Differentiation: pronunciation of the finals i, u, ü; ●Tone Sandhi of “不 (bù)”; ●Rules of Pinyin (2): ü or finals led by u with j, q, x. <p>Characters including:</p> <ul style="list-style-type: none"> ●Strokes of Chinese Characters (3): ㇃、㇄; ●Single-Component Characters: 月、心、中、人; ●Stroke Order (1): horizontal preceding vertical and left-falling preceding right-falling.
Week 4	Lesson 4 她是我的汉语老师	<p>Words & Phrases including:</p> <ul style="list-style-type: none"> ●她、谁、的、汉语、哪、国、呢、他、同学、朋友; <p>Grammar including:</p> <ul style="list-style-type: none"> ●The Interrogative Pronouns “谁”and “哪”; ●The Structural Particle “的”; ●The Interrogative Particle “呢”(1). <p>Pinyin including:</p>

		<ul style="list-style-type: none"> ●Differentiation: pronunciation of the initials zh, ch, sh, r; ●Differentiation: pronunciation of the alveolar nasal n and the velar nasal ng; ●Tone Sandhi of “一 (yī)”; ●Rules of Pinyin (3): use of y and w. Characters including: <ul style="list-style-type: none"> ●Strokes of Chinese Characters (4): 乚、㇏; ●Single-Component Characters: 七、儿、几、九; ●Stroke Order (2): top preceding bottom and left preceding right.
Week 5	Lesson 5 她女儿今年二十岁	Words & Phrases including: <ul style="list-style-type: none"> ●家、有、*口、女儿、几、岁、了、今年、多、大; Grammar including: <ul style="list-style-type: none"> ●The Interrogative Pronoun “几”; ●Numbers below 100; ●“了” Indicating a Change; ●The Interrogative Phrase “多+大” Pinyin including: <ul style="list-style-type: none"> ● The Retroflex Final; ● Differentiation: pronunciation of finals beginning with i, u, ü; ● Difference between Aspirated and Unaspirated Initials; ● Rules of Pinyin (4): syllable-dividing mark. Characters including: <ul style="list-style-type: none"> ● Strokes of Chinese Characters (5): ㇇、㇏; ● Single-Component Characters: 水、女、了、大; ● Stroke Order (3): outside preceding inside and middle preceding sides.
Week 6	Lesson 6 我会说汉语	Words & Phrases including: <ul style="list-style-type: none"> ●会、说、妈妈、菜、很、*好吃、做、写、汉字、字、怎么、读; Grammar including: <ul style="list-style-type: none"> ●The Modal Verb“会”(1); ●Sentences with an Adjectival Predicate; ●The Interrogative Pronoun“怎么”(1); Pinyin including: <ul style="list-style-type: none"> ●Tone Collocation in Disyllabic Words (1): 1st tone+1st/2nd/3rd/4th tone; Characters including: <ul style="list-style-type: none"> ●Strokes of Chinese Characters (6): ㇇、㇏、㇏; ●Single-Component Characters: 东、我、西; ●Structure of Chinese Characters (1): single-component and compound.
Week 7	Lesson7 今天几号	Words & Phrases including: <ul style="list-style-type: none"> ●请、*问、今天、号、月、星期、昨天、明天、去、学校、看、书; Grammar including: <ul style="list-style-type: none"> ●Expression of a Date (1): month, date, day of the week; ●Sentences with a Nominal Predicate; ●Sentences with a Serial Verb Construction (1): 去+place +to do sth. Pinyin including:

		<ul style="list-style-type: none"> ●Tone Collocation in Disyllabic Words (1): 2nd tone+1st/2nd/3rd/4th tone; Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 四、五、书; ●Structure of Chinese Characters (2): left-right and left-middle-right; ●Chinese Radicals: “讠” and “讠”.
Week 8	Lesson 8 我想喝茶	Words & Phrases including: <ul style="list-style-type: none"> ●想、喝、茶、吃、米饭、下午、商店、买、个、杯子、这、多少、钱、块、那; Grammar including: <ul style="list-style-type: none"> ●The Modal Verb“想”; ●The Interrogative Pronoun“多少”; ●The Measure Words “个” and “口”; ●Expression of the Amount of Money Pinyin including: <ul style="list-style-type: none"> ●Tone Collocation in Disyllabic Words (3): 3rd tone+1st/2nd/3rd/4th tone Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 少、个; ●Structure of Chinese Characters (3): top-bottom and top-middle-bottom; ●Chinese Radicals: “车” and “口”.
Week 9	Lesson 9 你儿子在哪儿工作	Words & Phrases including: <ul style="list-style-type: none"> ●小、猫、在、那儿、狗、椅子、下面(下)、在、哪儿、工作、儿子、医院、医生、爸爸; Grammar including: <ul style="list-style-type: none"> ●The Verb“在”; ●The Interrogative Pronoun “哪儿” ●The Preposition“在”; ●The Interrogative Particle “呢” (2) Pinyin including: <ul style="list-style-type: none"> ●Tone Collocation in Disyllabic Words (4): 4th tone+1st/2nd/3rd/4th tone. Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 在、子、工; ●Structure of Chinese Characters (4): half-enclosure; ●Chinese Radicals: “辶” and “门”.
Week 10	Lesson 10 我能坐这儿吗	Words & Phrases including: <ul style="list-style-type: none"> ●桌子、上、电脑、和、本、里、前面、后面、这儿、没有(没)、能、坐、王方、谢朋; Grammar including: <ul style="list-style-type: none"> ●The“有”Sentence: indicating existence; ●The Conjunction “和”; ●The Modal Verb “能”; ●Imperative Sentences with “请”. Pinyin including: <ul style="list-style-type: none"> ●Pronunciation of Neutral-Tone Syllables; ●Pronunciation of Reduplicated Syllables; ●Pronunciation of Words with the Suffix “-们”, “-子” or “-头”. Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 上、下、本、末; ●Structure of Chinese Characters (5): enclosure; ●Chinese Radicals: “口” and “讠”.

Week 11	Lesson 11 现在几点	Words & Phrases including: <ul style="list-style-type: none"> ●现在、点、分、中午、吃饭、时候、回、我们、电影、住、前、北京; Grammar including: <ul style="list-style-type: none"> ●Expression of Time; ●Time Word Used as an Adverbial; ●The Noun “前”. Pinyin including: <ul style="list-style-type: none"> ●Function of Neutral-Tone Syllables; Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 午、电; ●Chinese Radicals: “阝” and “亻”.
Week 12	Lesson 12 明天天气怎么样	Words & Phrases including: <ul style="list-style-type: none"> ●天气、怎么样、太 (太.....了)、热、冷、下雨 (下、雨)、小姐、来、身体、爱、些、水果、水; Grammar including: <ul style="list-style-type: none"> ●The Interrogative Pronoun “怎么样”; ●Sentences with a Subject-Predicate Phrase as the Predicate; ●The Adverb “太”; ●The Modal Verb “会” (2). Pinyin including: <ul style="list-style-type: none"> ●Tone Collocation in Trisyllabic Words (1): words starting with a first-tone syllable; Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 天、气、雨 ●Chinese Radicals: “女” and “气”.
Week 13	Lesson 13 他在学做中国菜呢	Words & Phrases including: <ul style="list-style-type: none"> ●喂、*也、学习(学)、上午、睡觉、电视、喜欢、*给、打电话、*吧、大卫; Grammar including: <ul style="list-style-type: none"> ●The Interjection “喂”; ●“在 呢” Used to Indicate an Action in Progress; ●Expression of Telephone Numbers; ●The Modal Particle “吧”. Pinyin including: <ul style="list-style-type: none"> ●Tone Collocation in Trisyllabic Words (2): words starting with a second-tone syllable; Characters including: <ul style="list-style-type: none"> ●Single-Component Characters: 日、目、习; ●The Chinese Radicals: “日” and “目”.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> ● PowerPoint presentations ● Audio & video clips ● Online exercises ● Email communication with students

<p>TEACHING METHODS</p> <p>The manner and methods of teaching are described in detail.</p> <p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Activity	Semester workload
	Workshop	39
	Exercises	20
	Autonomous Learning	13
	A Final Examination	3
	Course total	75
<p>STUDENT PERFORMANCE EVALUATION</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>1. Language of Evaluation</p> <p>Primary Language: Chinese (with optional English translation for key terms)</p> <p>Chinese Elements: <i>Pinyin</i> transcription & simplified characters provided in workshop materials and exams</p> <p>2. Methods of Evaluation</p> <p>A. Formative assessment including workshop attendance, participation in class activities, and exercise and homework performance accounts for 40% of total grade.</p> <p>B. Summative assessment, or rather the final exam, which includes both written and oral tests, accounts for 60% of the overall grade.</p> <ul style="list-style-type: none"> ➤ Part of the question types for the final written exam will be modeled after those and the difficulty level of the HSK Level 1 exam. They may include listening comprehension, reading comprehension, multiple choice questions relating to cultural knowledge, and writing of <i>Pinyin</i> and Chinese characters, etc. ➤ The oral test for the final exam includes reading aloud <i>pinyin</i> and conducting a pair dialogue based on the given topic. 	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

1. Confucius Institute Headquarters (Hanban). *International Curriculum for Chinese Language Education*. Beijing: Beijing Language and Culture University Press, 2014.

2. Jiang, L. P., Wang, F., Wang, F., & Liu, L. P. *HSK Standard Course 1*. Beijing: Beijing Language and Culture University Press, 2014.
3. The Overseas Chinese Affairs Office of the State Council and the Office of Chinese Language Council International. *Common Knowledge About Chinese Culture*. Beijing: Higher Education Press, 2018.
4. Yang Nan. *Road to Success: Lower Elementary I*. Beijing: Higher Education Press, 2013.
5. Zhang Hui. *Road to Success: threshold*. Beijing: Beijing Language and Culture University Press, 2008.

- Related academic journals:

1. LIN Han. *Teaching Design Based on Scaffolding Teaching Method--Taking Lesson 12 of the "HSK Standard Tutorial" as an Example*. The Guide of Science & Education, 2023.
2. WU Yongyi. *The Internal Logic of the International Curriculum for Chinese Language Education (For Primary and Secondary Schools): Objectives, Content and Pedagogy*. Journal of International Chinese Teaching, 2024.