



**Free Chinese Language Course  
Non-Credit Course  
Sponsor: Center for Chinese Studies  
Sept. 7 to Dec. 7, 2016**

**Course Descriptions:**

The Center for Chinese Studies encourages CUE students, faculty and staff to study the Chinese language, be involved in intercultural discussions, and develop cross cultural competencies.

Standard Chinese is a standardized form of spoken Chinese based on the Beijing dialect of Mandarin. It is the official language of China spoken by a quarter of the population in the world, as well as one of four official languages of Singapore. It is one of the six official languages of the United Nations. The written form of standard language (中文; Zhōngwén), is based on the pictography, or logograms known as Chinese characters (汉字; Hànzì).



The free Chinese non-credit language course is for students whose first language is other than Chinese. Learners taken this free course will be able to

understand basic language materials related to common personal and daily life. They will retell, recite and copy words or sentences with fair accuracy and will write words or sentences following the example. They will begin to develop interest and confidence in learning the Chinese language. They will acquire preliminary knowledge of learning strategies, communicative strategies, resource strategies and interdisciplinary strategies under the teacher’s guidance. They will gain introductory Chinese cultural knowledge and acquire preliminary cross-cultural competence and international perspectives.

**Course Outcome:**

- (1) This entry level course is designed to give students a good command of spoken and written Chinese and an introduction to Chinese culture and civilization. Students will learn 150 characters and 150 vocabulary words. Students will learn how to type and recognize characters, rather than write characters. It is much easier than you imagined!
- (2) CUE students, staff and faculty who take this free course will challenge HSK<sup>1</sup> (Chinese Proficiency Test) level 1 and receive the international certificate for Chinese Proficiency. Learners who are

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<sup>1</sup> The HSK is an international standardized exam that tests and rates Chinese language proficiency. It assesses non-native Chinese speakers’ abilities in using the Chinese language in their daily, academic and professional lives. HSK level 1 is equivalent to A1 level in CEFR (Common European Framework of Reference for Languages).

able to pass the HSK (Level I) can understand and use very simple Chinese words and phrases, meet basic needs for communication and possess the ability to expand their Chinese language studies.

- (3) CUE students who take this free course will have the opportunity to participate an 8 to 10 days trip to China, with scholarships! (All domestic cost in China will be provided by HSK scholarships, including accommodation, food, instructions, transportation and cultural activities. CUE students just need to pay the international airfare. )
- (4) CUE students who take this free course will have the opportunity to participate cultural exchanges with partner universities in China. Students will experience and understand Chinese marketing in terms of business, environment, public health, information security, culture, etc.
- (5) CUE students, faculty and staff who take this free course will have the opportunity to participate in the Chinese Bridget Competition<sup>2</sup> in 2017 spring.

**Course Prerequisites:** N/A

**Invitees:** ALL CUE students, faculty and staff

**Special invitees:** CCC members

**Open Seats:** 20

**Registration:** Directly with Dr. Xinxin Fang

**Course Hours:** 21 hours — 1.5 hours/week, for 14 weeks, starting 7 September, until 7 December.

**Credit value:** non-credit

**Instructor:** Dr. Xinxin Fang

Ph.D., Linguistics and Applied Linguistics, Central China Normal University

M.A. Chinese Philology, Beijing Normal University

B.A. Teaching Chinese as a Foreign Language, Beijing Language and Culture University

**Location:** Classroom S302

**E-mail:** xinxin.fang@concordia.ab.ca

**Office Hours:** Please feel free to stop by HA 107 (Welcome Center) anytime.

**Class Schedule:** Wednesday: 4:00 pm – 5:30 pm

**Additional Contacts and Services:**

Academic Support

Student Life and Learning

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<sup>2</sup> The "Chinese Bridge" Competition is a large-scale international contest and show on Chinese language and talents. It is well-known in the cultural and educational exchanges worldwide.

**Email:** studentlife@concordia.ab.ca  
**Phone:** (780) 479-9241  
**Office:** HA114

**Vice President International and Research:** Dr. Manfred Zeuch  
**Email:** manfred.zeuch@concordia.ab.ca  
**Phone:** (780) 479-9329  
**Office:** HA232

**Schedule of Events (such as HSK test and Chinese Festival Celebration):** Will be provided to learners but is subject to change if the instructor or program director deems necessary and is in the best interests of the students.

## **Appendix 1 Lesson Plan**

Lesson 1 (Sept07): Hello and Thank you  
Lesson 2 (Sept14): What is your name  
Lesson 3 (Sept21): She is my Chinese teacher  
Lesson 4(Sept28): Her daughter is 20 years old this year  
Lesson 5(Oct5): I Can speak Chinese  
Lesson 6(Oct12): What's the date today  
Lesson 7(Oct19): I'd like some tea  
Lesson 8(Oct26): Where does your son work  
Lesson 9(Nov2): Can I sit here  
Lesson 10(Nov9): What is the time now  
Lesson 11(Nov16): What will the weather be like tomorrow  
Lesson 12(Nov23): He is learning to cook Chinese food  
Lesson 13(Nov30): She has bought quite a few clothes  
Lesson 14(Dec7): I came here by air

## **Appendix 2**

### **Background of China and Anticipated employment outcomes and/or linkages to further education.**

China has been the second largest trading partner of Canada for many years. China is Canada's largest export destination in Asia and third-largest in the world, behind the United States and the United Kingdom. China is also Canada's largest source of imports in Asia and the second-largest source of imports worldwide. In March of 2015, China and Canada have reached an agreement on granting visas to each other's citizens, with the validity period of up to 10 years. In April of 2016, the Tourism Industry Association of Canada (TIAC) and Destination Canada (DC) have announced a new plan in April to tap the potential of the growing Chinese market. At the provincial level, Alberta and British Columbia are the largest exporters to China, followed by Ontario and Saskatchewan. In June of 2016, Hainan Airlines in China will launch a new Beijing-Calgary trans-Pacific route.<sup>3</sup> In addition, China has become the third-largest destination for agricultural products worldwide and is expected to become the world's largest agricultural importer by 2020. China will be crucial to Canada's economic future over the next 50 years. Unlike many of Canada's trading partners, exports to China have been climbing steadily and did not fall during the global economic crisis.<sup>4</sup> Students graduated from Management with some Chinese language ability will have more access to enter the business field with China.

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<sup>3</sup> Please refer to Asian Pacific Foundation in Canada for more details.

<sup>4</sup> Although Canadian agri-food exports to China are dominated by canola products, China is also an important market for Canadian pork, beef, wheat and barley. ---- Canadian Agri-food Trade Alliance

There are hundreds of Canadian accredited international schools in China (for example, there are over 17,500 students registered in 46 BC offshore schools in China. There are also Alberta, Nova Scotia offshore schools in China). Students graduated from Education with some Chinese language ability will feel more confident to start teaching career in a Canadian accredited school.

Language is the tool of thinking and the carrier of culture. Language Teaching is always based on cultural elements. Confucius said, *Learning without thinking is vain; thinking without learning is confusion*. Language teaching without cultural reflection or critical thinking is absurd. Cultural elements and civilization will be reflected in a language class. Language learning is the study of language, skills and strategies to interact effectively and appropriately across cultures within various contexts. Chinese language learning is communicating through meaningful, authentic, and genuine interactions in Chinese language and culture within a variety of familiar contexts. Language competencies can be divided into linguistic skills, linguistic knowledge, strategies and cultural competence. These four components are relatively independent, interrelated and interpenetrating. A language teacher is a manager, professional and acculturator (Farrell, 2011)<sup>5</sup>. Chinese language learning is entering into the experiences of Chinese people through language by viewing, listening, and reading the variety of forms of expression. This includes stories, essays, poetry, drama, visual arts, and music. It is also exploring, shaping, and refining thoughts, emotions and experiences through understanding, interacting, and creatively expressing in Chinese language and culture (World-Readiness Standards for Learning Languages by ACTFL). Students graduated from art and science with Chinese language and culture competency will find themselves better at intercultural competency and problem solving strategies.

With Chinese language and culture competency, students will have at the capability to continue their education in Chinese teaching, business, philosophy, management etc. Even our CUE MISSM and MISAM students would have opportunity to explore the information technology market in China with Chinese language ability. China has developed a distinct Internet culture complete with its own major platforms and services. Out of a total population nearly 1.4 billion people, We Are Social estimates there were 668 million active Internet users in China as of August 2015. Nearly all of these Chinese netizens – 659 million – are also active social media users, a total which surpasses the user base of the US and Europe combined. The 2016 Social Admissions Report: China Edition finds that nearly 70% of prospective Chinese students use a smart phone as their primary tool for researching study abroad options. The top search or research activities among these users include:

- 85% checked school information online (e.g., ranking, programmes available, costs);
- 38% watched a video from an institution or school;
- 28% posted a question to a school representative on social media;
- 27% participated in a live chat.

Overall, nearly 90% of prospective Chinese students indicate they will use social media when deciding on an institution or school. That internal effort begins with appropriate staffing. You will need a Chinese-

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<http://cafta.org/pages/free-trade-agreements/canada-china-trade/>.

<sup>5</sup> Farrell, T.S.C. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39, 54-62.

language speaker to navigate the country's social networks." Given the strong interest in peer connection that drives this social and messaging activity, institutions will also want to find creative ways to integrate current students or alumni into their outreach on Chinese platforms.