

Chinese Language Courses
Sponsor: Center for Chinese Studies
Jan. 11 to Apr. 13, 2017

Course Descriptions:

The Center for Chinese Studies encourages CUE students, faculty, staff as well as public learners 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).

CCS will offer two levels of Chinese Language Course in 2017 winter:

HSK Level 1 Chinese

HSK Level 2 Chinese

Students who take HSK Level 1 Chinese will be able to understand basic language materials related to common personal and daily life. They can retell, recite and copy words or sentences with fair accuracy and can write words or sentences following example.

Students who take HSK Level 2 will be able to understand and master basic language materials related to common personal and daily life. They will master basic sentence structures, make simple sentences, provide simple descriptions, and exchange some basic information.

Students taking the Chinese Language Course 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 instructor's guidance. They will gain introductory Chinese cultural knowledge, preliminary cross-cultural competence and international perspectives.

Course Outcome:

- (1) These two courses are 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 in HSK Level 1 Chinese, and another 150 characters and 150 vocabulary words in HSK Level 2 Chinese. Students will learn how to type and recognize characters, rather than writing characters. It is much easier than you imagined!

(2) Students who take these courses will challenge HSK¹ (Chinese Proficiency Test) level 1 or 2 and receive the international certificate for Chinese Proficiency. Students who are able to pass the HSK Level 1 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. Students who are able to pass the HSK Level 2 will have an excellent grasp of basic Chinese and can communicate in simple and direct exchange of information on familiar and routine matters.

(3) Participants in these courses will have the opportunity to participate in the Chinese Bridget Competition² in 2017 spring.

Course Prerequisites: N/A

Invitees: ALL CUE students, faculty, staff and public learners.

Registration: Directly with Dr. Xinxin Fang (Xinxin.fang@concordia.ab.ca)

Course Fee:

(1) These courses are free for CUE students, staff and faculty.

(2) For public learners from outside of CUE, please click here for course tuition payment:

<https://www.eventbrite.ca/e/chinese-language-course-tickets-30283147710>

Course Hours: 21 hours — 1.5 hours/week, for 14 weeks, starting 11 January, until 12 April.

Class Schedule:

HSK Level 1 Chinese --Thursday: 4:00 pm – 5:30 pm

HSK Level 2 Chinese --Wednesday: 4:00 pm – 5:30 pm

Credit value: non-credit

Instructor:

HSK Level 1 Chinese -- Dr. Xinxin Fang, Director for CCS

HSK Level 2 Chinese -- Dr. Xinxin Fang, Director for CCS

Classroom: HA010, CUE

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

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

Additional Contacts and Services:

[Academic Support](#)

[Student Life and Learning](#)

¹ 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 and 2 is equivalent to A1 and 2 level in CEFR (Common European Framework of Reference for Languages).

² 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.

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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

HSK Level 1 Chinese

Lesson 1: Hello 你好

Lesson 2: Thank you 谢谢

Lesson 3: What is your name 你叫什么名字

Lesson 4: She is my Chinese teacher 她是我的中文老师

Lesson 5: Her daughter is 20 years old this year 她的女儿今年20岁了

Lesson 6: I can speak Chinese 我会说汉语

Lesson 7: What's the date today 今天几号

Lesson 8: I'd like some tea 我想喝茶

Lesson 9: Where does your son work 你的儿子在哪儿工作

Lesson 10: Can I sit here 我能坐这儿吗

Lesson 11: What is the time now 现在几点

Lesson 12: What will the weather be like tomorrow 明天天气怎么样

Lesson 13: He is learning to cook Chinese food 他在学做中国菜呢

Lesson 14: She has bought quite a few clothes 她买了很多衣服

Lesson 15: I came here by air 我是坐飞机来的

HSK Level 2 Chinese

Lesson 1: September is the best time to visit Beijing 九月去北京旅游最好

Lesson 2: I get up at six everyday 我每天六点起床

Lesson 3: The red one on the left is mine 左边那个红色的是我的

Lesson 4: He recommended me for this job 这个工作是他帮我介绍的

Lesson 5: Take this one 就买这件吧

Lesson 6: Why don't you eat more 你怎么不吃了

Lesson 7: Do you live far from your company 你家离公司远吗

Lesson 8: Let me think about it and I'll tell you later 让我想想再告诉你

Lesson 9: There were too many questions; I didn't finish all of them 题太多，我没做完

Lesson 10: Stop looking for your cell phone; it's on the desk 别找了，手机在桌子上呢

Lesson 11: He is three years older than me 他比我大三岁

Lesson 12: You wear too little 你穿得太少了

Lesson 13: The door is open 门开着呢

Lesson 14: Have you seen that movie 你看过那个电影吗

Lesson 15: The New Year is coming 新年就要到了

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.³ 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.⁴ Students graduated from Management with some Chinese language ability will have more access to enter the business field with China.

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)⁵. 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

³ Please refer to Asian Pacific Foundation in Canada for more details.

⁴ 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

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

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

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-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.