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## An Analysis of Higher Education Systems of Teaching Chinese as a Foreign Language in Poland and China

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## **An Analysis of Higher Education Systems of Teaching Chinese as a Foreign Language in Poland and China**

### **Abstract**

Nowadays, changing trends in terms of interest in language learning are easy to witness. In Poland, more and more higher education institutions, not only public, but also private, are introducing various types of majors concerning oriental languages, such as Chinese translation programs. The aim of this paper is to compare the Chinese learning process in China at the Shanghai Normal University and in Poland at the University of Silesia in Katowice. The article introduces a comparative outline of both types of learning processes, based on the author's four-year experience in teaching and studying in both of the countries in question. Furthermore, the paper examines and compares the results of teaching Chinese both at the University of Silesia in Katowice and at the Shanghai Normal University. In the end, the author provides suggestions on how to improve the Chinese learning system in non-Chinese-speaking countries.

*Keywords:* teaching Chinese, characters, hanzi, pinyin, language acquisition

### **Introduction**

The focus of this article is a comparative analysis of the Chinese learning process in China and in Poland. Firstly, the introduction to Chinese language and the learning process in general are illustrated in order to raise the readers awareness of the complex tasks students/teachers had to deal with when learning/teaching this language. Secondly, the subject of the research will be examined, namely, 1st-year students of English-Chinese translation program studying in Poland, and a group of multinational students studying Chinese in

China. What is more, the Chinese teachers of Polish and Chinese origin are examined. After that, the article investigates the language environments, teaching materials, methods, and strategies employed during classes. The following chapter is devoted to the explanation of the historical background of Chinese and the change in the importance of Chinese on the international area.

It is believed that the conclusions of this research will introduce a new perspective to the Chinese language learning and help to improve Chinese language learning systems in non-native Chinese countries. There have been various attempts of researching the field of Chinese language acquisition, however, this field still remains fairly new in Poland, thus the author believes this research will be pioneering in this area. The secondary goal is to highlight the importance of language learning and to enhance people's awareness about the complexity of the oriental languages learning process, such as Chinese.

## Historical background

Due to globalization the number of multilingual people all over the world is growing rapidly. Soon multilingualism will be treated as a global norm (Chłopek, 2011, p. 35). Reasons for learning languages are numerous; however, trends in teaching and learning languages change mainly depending on the geopolitical situation worldwide. In the 1950s no one in the Middle and Eastern Europe would think that English might become the world's most popular language used as a medium of communication across cultures and continents, not only during business meetings but also in everyday conversation. It can be observed that such change has a great impact on educational institutions, such as universities. In 1973, the University of Silesia in Katowice opened its Institute of English in Sosnowiec. Students from various places in Poland came to this department to learn languages. They could choose various majors, such as, for instance: culture of English-speaking countries, history of English language, teaching English, and finally, translation program (Barciak, 2008, p. 225). It was a significant step forward for Upper Silesia, a region in the Southern part of Poland. In the course of time, more and more languages became popular, thus, in due time, new language majors were established at the Institute of English, for instance, English-German translation program.

Although at that time English was still the language of mass communication worldwide, Chinese started becoming increasingly popular. Its popularity was due to the so-called 改革开放, that is, The Open Door Policy in 1978. China opened its borders to foreigners, investors, businessmen, students, and other people willing to cooperate. And although China was quite relentless

at the beginning, we can now see that from the economic perspective, it has made a huge impact on the entire world. What is more, it was also a major step ahead for the Chinese language education (Shang-Jin Wei, 1995, p. 74). This situation reached its peak in 2006, when the Institute of English (with Professor Janusz Arabski, who was in charge of the proceedings) opened its first group of English-Chinese translation program. By that time, we could witness changing trends in Poland, as far as the interest in language learning was concerned. There were numerous institutions taken over by Chinese investors, many business establishments were developed, where the Chinese invested their money. Among others, as a fine example can serve the Silesia Chinese Center in Jaworzno, which was established in 2010. It provided a welcome opportunity for young people seeking well-paid jobs, for instance, as translators in multinational companies.

The new English-Chinese major became a success. In 2006, it was the only one such major in Poland. There were Chinese language studies at other universities and Confucius Institutes across Poland, however, none of them was even remotely similar to the major created by the Institute of English. Over the years, English-Chinese translation program “has grown from one group up to five groups, and the number of students willing to apply during the next recruitment in 2013 [was] still growing” (Hity Studiów na Śląsku, 2012). The research showed that the Chinese translation program was the most wanted major at the University of Silesia in 2012 and, as it later turned out, also in 2013 (Bańka, 2013, p. 134).

## Theoretical Background

In this article, the author based her findings on four years of experience she has gained at the universities in question, being both a student and a teacher. She believes that this experience enabled her to understand students and teachers from the practical point of view. The most significant Chinese teaching guidelines used for the purpose of this article were the following: (1) Module syllabus: Chinese language course 1—Chinese: module 1 (Appendix 1) prepared for the University of Silesia 1st-year Chinese student beginners of English-Chinese translation program by the teaches, lecturers, and coordinators of particular modules, and (2) Multinational Chinese Language Teaching Program (Yu Chun Chi, 2010) published by Foreign Language Teaching and Research Press for a Chinese organization popularizing Chinese worldwide, called Hanban (汉办).

Course books analyzed for the purpose of this article were published by Beijing Language and Culture University Press in 2007, and are called *Hanyu*

*Jiaocheng*. It is a second edition of a series of course books devoted to English-speaking Chinese students on various Chinese levels of education. The reason why those course books are used for the purpose of this research is due to the fact that they constitute a set of course books devoted to all the Chinese module components, such as: listening, reading, writing, comprehension, speaking, and translation. However, for the purpose of this article, the author focused on investigating the course book *Hanyu Jiaocheng* vol. 1 and vol. 2 (汉语教程第一册上 and 汉语教程第一册下).

## Issues and Challenges

The following research adopted a case study approach. Observation was applied as the main data collection instrument, during which the author focused on analyzing the teachers, students in both of the universities. The Chinese course was integrated, the teacher taught listening, speaking, reading, and writing to one group, without division on individual classes. In China, there was only one type of class, integrated skills class which was also referred to as the comprehension class. The author has visited Shanghai Normal University in China, where she took part in Chinese class performed by Chinese teachers. Additionally, the author took part in various international discussions and conferences about Chinese teaching systems both in China, Shanghai, and in Poland, which helped her to collect necessary data for further research. Apart from the observation method, a comparative analysis of Chinese teaching systems in Poland and China was investigated by using the collected data.

Chinese, 汉语, a language of the population of Hans—indigenous Chinese—is not only about the characters. Each of them has got its own phonological equivalents called *pinyin*. It was introduced for the first time in the People's Republic of China in 1958, and later on in 1982 pinyin was claimed by an international standard phonetic version (ISO) of Chinese pronunciation (Wu Zhongwei, 2010, p. 10). Chinese is a tonal language, it has four major tones, each tone may change the meaning of a particular word, for example, 八—*bā*—means: 'eight,' 拔—*bá*—means: 'to pull up,' 把—*bǎ*—means: 'to hold in one's hand,' and 爸—*bà*—means: father (Yue, A. O., 2003). Each word is a syllable, or a set of syllables combined together creating another word, for example, 火—*huǒ*—means: 'fire' and 车—*chē*—means: 'a vehicle,' those two words combined together give us: 火车—*huǒ chē*—namely: 'a train.' As can be seen, students encounter numerous difficulties in their learning.

## The Student's Profile

The first group of subjects consisted of 20 Polish beginner students studying in Poland. All of them being a 1st-year English-Chinese translation major students. The second group, consisted of 15 students of the Shanghai Normal University in China. The students were of various origin, however, all of them were native speakers of Indo-European languages. In both situations, students did not have any previous experience with Chinese. They came to the university to study Chinese without any specific knowledge about the language, culture, history, etc. Their main motivation encouraging them to learn Chinese (over 90% of students in both language environments) were career opportunities. The first group's L1 was Polish, L2 English, and L3 Chinese, similarly, the second group's L1 was their mother tongue (different for each students, e.g., German, Spanish, French, Russian, Italian, etc.), L2 was usually English, and L3 was Chinese.

## The Teacher's Profile

The Chinese teacher at the Shanghai Normal University was a 40-year-old female from Shanghai, well qualified (obtained BA and MA in Chinese language teaching to foreigners) with great grammar preparation and all the necessary skills to teach Chinese. Unfortunately, her level of communication in English was quite poor, thus there were technical problems in terms of communication with the beginner students, which is a very important problem that needs to be addressed and solved. However, such situation encouraged everyone to use Chinese in class, which facilitated the learning process.

Another issue that needs to be addressed is the fact that, although there are 56 ethnic groups in China, over 100 dialects (Kaźmierczak, 2003), students across the world are usually willing to learn Standard Mandarin Chinese; however, unfortunately, the teacher at Shanghai Normal University had pronunciation difficulties with sounds such as: "ji," "qi," "xi," and "zi," "ci," "si," pronouncing respectively "ji" as "zi," "qi" as "ci," "xi" all identically as: "si" and "zi," "ci," "si." Thus, it led to numerous misunderstandings.

The Chinese teacher of Polish origin who participated in the research was a 26 years-old female teaching at the University of Silesia in Katowice, who graduated the same English-Chinese translation program that the research participants. She has participated in numerous Chinese teaching conferences in Poland and abroad, she is now pursuing her PhD in Chinese language acquisi-

tion and has participated in one-year scholarship in China (Nanjing University) where she studied Chinese for one year. Then she participated in three Hanban methodological scholarships for teachers, gaining knowledge about most efficient Chinese teaching and learning techniques. Despite her young age, she has already been teaching Chinese for four years in various academic institutions. Although Chinese teachers of Polish origin will never be as good as Chinese native speakers, their advantage over Chinese teachers is that they are fluent in Polish, hence they can explain certain issues, situations, and rules to Polish students in their native language, not only in terms of grammar, but also in terms of phonetics, phonology, and syntax, which allows for better understanding and comparing the rules governing the two languages. Mandarin Chinese gained its momentum relatively recently, as the 2008 Beijing Olympics attracted overseas students to study Chinese, hence there is still a scarce group of well-prepared teachers across Poland.

## Teaching Strategies: Advantages and Disadvantages

Table 1 presents a list of topics concerning general information about the two groups of students participating in the research, and the advantages and disadvantages that facilitated or interrupted their learning process. Both systems have their advantages and disadvantages. The aim of this research is not to verify which system is more efficient, but to find means to improve and optimize Polish learning system of Chinese. Although I have enlisted a vast list of differences, I will focus on the most significant, in my opinion, issues that need to be pointed out.

Table 1

### *Chinese learning process in China and in Poland – a comparative analysis*

Chinese learning at the University of Silesia in Katowice, Poland	Chinese learning at the Shanghai Normal University, China
GENERAL	
<ul style="list-style-type: none"> <li>– 180 hours a semester;</li> <li>– Chinese and English study;</li> <li>– 20–35 students in a group;</li> <li>– one language family students;</li> <li>– poor language environment;</li> <li>– listening exercises only in class: teachers the only medium providing listening and speaking exercises;</li> <li>– scarce amount of outside sources;</li> <li>– scarce amount of native speakers;</li> </ul>	<ul style="list-style-type: none"> <li>– 360 hours a semester;</li> <li>– Chinese study;</li> <li>– 15–25 students in a group;</li> <li>– Multinational group – multilingual group;</li> <li>– Strong language environment;</li> <li>– Strong listening exercise: possibility of listening to various native speakers (dialects, language manners);</li> <li>– Numerous outside sources;</li> <li>– Numerous native speakers;</li> </ul>

Table 1 continued

– lack of culture related notion outside the classroom;	– rich culture related notion in the surrounding area;
– only indoors activities;	– indoors activities;
– no outdoors activities;	– outdoors activities;
– teacher-centered.	– learner-centered.
Class materials	
– poor accessibility of the course books;	– great accessibility of the course books;
– still scarce amount of audiovisual sources.	– numerous audiovisual sources.
Class language	
– Polish, English and Chinese.	– only Chinese.
Course book	
– <i>Hanyu Jiaocheng</i> Vol. 1 – one semester.	– <i>Hanyu Jiaocheng</i> Vol. 1 – half of the first semester;
	– <i>Hanyu Jiaocheng</i> Vol. 2 – the other half.
Listening to the recordings	
– at home, usually no time during class.	– at home and during class.
Reading dialogues	
– out loud during class;	– out loud during class;
– at home – poor.	– at home – mandatory.
Learning vocabulary	
– reading out loud;	– reading vocabulary out loud;
– learning by means of collocations;	– learning stroke order;
– learning stroke order;	– learning by heart;
– constant writing practice;	– constant writing practice.
– creating stories with characters.	
Learning grammar points	
– well prepared grammar points followed by numerous examples;	– well prepared grammar points followed by numerous examples.
– compared to Polish – student's mother tongue.	
Memorizing characters	
– stroke order;	– stroke order;
– reading texts;	– reading texts;
– association memorization;	– non-intuitive memorizing.
– creating stories with characters.	
Examination	
– homework – usually every class;	– homework – every class;
– dictations – each week on each module;	– dictations – each week on each module;
– end of semester exam;	– end of semester exam;
– grammar tests;	– grammar tests;
– final exam.	– final exam.



Table 1 continued

Classroom activities	
– speaking, reading, writing, listening; – watching movies; – power point presentations.	– speaking, reading, writing, listening; – singing songs; – performing dialogues: acting in front of a classroom; – watching movies; – power point presentations; – other audiovisual sources.
MEANS OF LEARNING	
Repetition	
obligatory	mandatory, before and after the class
Review lessons	
obligatory	mandatory
Preview the following lesson material	
obligatory	mandatory
Memorizing/learning by heart	
– method used from time to time; – concentration on fixed phrases and culture oriented elements.	– constantly used method.
Communication directed	
– communication oriented; – dialogue like exercises.	– more course book shaped conversation; – lack of individual thinking.

In Table 1 we can observe that the amount of Chinese classes in China amounts to 360 hours a semester, whereas in Poland it is only half of that time, and therefore, the pace of learning is slower and less effective. Students have Chinese lessons only three times a week, the rest of the time is devoted to English lessons (since it is an English-Chinese translation major), whereas in China students learn Chinese everyday for a reasonable amount of time. In China, the course book *Hanyu Jiaocheng* Vols. 1 and 2 are nearly finished in one-year course, whereas in Poland it usually takes one semester or more to finish the book, which oftentimes is due to some holidays and other occasions (holidays, festivals, organization of Chinese Day).

Another issue about learning Chinese in Poland is that there is a poor Chinese language environment outside the classroom. Students have very little outside sources and Chinese speakers that would facilitate learning Chinese. What is more, if they try to use the Internet sources, usually the material is too advanced to comprehend, especially for level A1 and A2 students. At the beginning, the only medium between the students and Chinese is the teacher. A1 and A2 students' Chinese level is too poor to use the Internet to read ar-

ticles, newspapers, or surf through Chinese websites. Their abilities of getting scholarships are still limited, however, it changes rapidly. In 2006, only one person at the University of Silesia in Katowice was awarded a scholarship to go to China. Fortunately, now about five to six students receive scholarships annually and this number is still growing.

Apart from teaching speaking, reading, writing, and listening, there are also other elements to be taught, such as culture-oriented and history-oriented pieces of information. In Poland, the disadvantage is that such activities cannot take place outdoors, in museums, tea houses, or Chinese restaurants, because there are no outside sources enabling us, teachers, to make the lessons more suitable for the students, and even if there were, there is not enough time for that. Audiovisual and other materials make the class more interesting, however, they are only few such sources facilitating the learning process found in Poland. What is more, in Poland there are only five places teachers can obtain course books and other teaching materials (apart from the Internet), namely, five Confucius Institutes which are spread across Poland. However, the Confucius Institutes usually do not provide more than just the first parts of each particular course book available in the Polish language. Oftentimes, there is a problem with continuing teaching the following semesters due to the lack of further parts of the books.

It is important to notice that although Chinese learning method is learner-oriented and most of the time the class language is only Chinese, which creates a great language experience, the teachers require that students learn dialogues by heart, memorizing characters and writing each word a hundred times. Those kinds of activities do not facilitate how to remember better, they do not teach logical thinking, nor how to improve language skills or senses. In China, 95% of students study only for the tests, for the results, with no conversation practice that would improve communication skills. Polish learning system is based on communication in order to communicate across cultures and continents.

The other issue is that Chinese teachers are usually very easy going so as to have good relations with their students. Thus, students learning in China feel very comfortable, and the teacher usually has no power over them, thus it often happens that they disobey and freely talk in class. What is more, due to lack of strict teachers, the students are getting more and more lazy and often use the fact that they are foreigners to skip class and travel around China. They also tend to talk in English with their teachers or persuade them to avoid tests, and the teachers usually comply. But there are also strict Chinese teachers following the class curriculum, however, there are very few of such teachers. In Poland, however, the teachers are too strict. The syllabuses for each Chinese component are very precise, thus the lecturers have to follow the rules and organize class time the way which would enable us to cover the entire material, even though some classes are cancelled due to the previously mentioned factors.

At the Shanghai Normal University the teachers usually focus on learner-oriented teaching method (over 80% of class time) and due to the fact that the teacher spoke basic English, she was also forced to use the direct teaching method, speaking only in Chinese in class. It is a great listening exercise, however, the students of basic level of Chinese used only English in class, thus there was a problem in communication, especially in terms of introducing grammar. Thus, the teacher often provided some additional help in form of flashcards, power point presentations, or handouts prepared beforehand with English explanations of the class curriculum. Due to the small amount of students, the teacher had time to ask each student questions, and required reading dialogues from them, etc. There was enough time in class to ask each student to perform a certain class activity.

At the University of Silesia in Katowice, the number of students studying Chinese is bigger, thus it was difficult for the teacher to ask each student. The teacher usually divided exercises so that each student could actively participate in class and read at least one short phrase or a word, practicing their pronunciation individually. The teaching method used in class most of the time was teacher-oriented learning. Due to the bigger number of students in the group it was easier for the lecturer to teach students the notion provided by a particular lesson in the course book from the imperative position. The students had to listen to the lecturer, after she provided the topic of particular class, she asked students to read out the notion, for example, from the blackboard or the course book out loud. Due to the lack of time, the students read the material altogether.

What is a great advantage of Chinese learning system in China over the Polish one is the mandatory revision of previously learned texts at home, which helps students memorize the characters introduced during a lesson better, and provides the preview of the vocabulary to be discussed during the subsequent class. In this way students prepare for classes, and therefore they know what to expect, they are familiar with the vocabulary and learn grammar more easily during class, thus the pace of language learning is faster. That is why, it takes them less time to understand the material covered in classes.

During the research the author has often organized open class discussion, investigating the satisfaction level amongst students in both institutions. It turned out that students studying at Shanghai Normal University (over 75% of them) would prefer their teachers to be more strict and demanding. However, the other 25% said that they do not mind the teachers' easy-going character in class, because it is the students who need to put more effort after class in improving their command of Chinese. Furthermore, they claim that having great language environment and plenty of opportunities to practice Chinese outside classroom is what they should focus on in order to have a live contact with the language and refine their Chinese language skills.

At the University of Silesia in Katowice, over 40% of the students participating in the survey claimed that the teachers are too demanding in class due to the syllabuses regulations, however, they understand that there is no other source of Chinese language learning outside classroom environment, thus they comply with the teaching system. The rest of the students (60%) expressed their satisfaction and received very good grades and scholarships to go to China.

## Implications

The above section provides a set of advantages and disadvantages of learning Chinese both in China at the Shanghai Normal University and in Poland at the University of Silesia in Katowice. I do not wish to verify which system is more efficient. What is important is to summarize all the above-mentioned pieces of information and find a solution to improve the process of learning Chinese in Poland.

Table 2 illustrates the most important problems and advantages occurring in the process of learning Chinese in Poland at the University of Silesia in Katowice.

Table 2

*The conclusions of Chinese learning process at the University of Silesia in Katowice*

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>– communication-oriented learning;</li> <li>– Polish teachers helping to understand Chinese via Polish;</li> <li>– teaching grammar points comparing to students' mother tongue;</li> <li>– creative thinking learning methods;</li> <li>– learning by means of collocations;</li> <li>– learning by means of association.</li> </ul>	<ul style="list-style-type: none"> <li>– poor language environment;</li> <li>– lack of well prepared books for Polish students studying Chinese;</li> <li>– lack of audiovisual materials and cultural oriented data;</li> <li>– no outdoor activities with language learning;</li> <li>– poor verification of Chinese teachers send by the Embassy;</li> <li>– small number of class hours;</li> <li>– narrow opportunities of receiving a scholarship;</li> <li>– teacher-oriented learning;</li> <li>– no prevision of a following lesson;</li> <li>– too many students in the language groups.</li> </ul>

As we can see, there are still numerous issues to be addressed. In my belief, since there are very few Chinese native speakers in Poland, teachers should give their students more possibilities to study among Chinese people and to enable

them to go abroad on scholarships. Next, although it is very time-consuming, the teachers should feel obliged to prepare additional materials apart from the ones the course books provide. While there is one topic analyzed at one time/ during a lesson, the teacher should introduce a list of complementary vocabulary and phrases that can be used around the given subject. This kind of contextual/situational teaching enables students to find themselves in more day-to-day situations.

Most course books are prepared for English native speakers. Hanban (汉班) have issued course books of various levels translated into Polish and devoted not only to kids and youth, but also to adults. However, there are only the first volumes, without subsequent books, so after one semester the teachers will have no source to go on with the material from. What is more, those books are translated into Polish with numerous mistakes. They are not prepared for teaching Chinese to Polish students, thus sometimes it is difficult to comprehend the material from the texts or grammar explanations. Teachers usually decide to use English versions of Chinese course books for American students. This makes learning Chinese more complicated, because students learn Chinese (which is their L3) through English (L2) while they still think in their mother tongue (Polish–L1). In consequence, teachers need to spend a considerable amount of time preparing individual handouts, flash cards, audiovisual materials, and culture-oriented data, because such teaching resources are hardly accessible in Poland.

Apart from the fact that students at the University of Silesia in Katowice have only half the time to study Chinese when compared to the students studying at the Shanghai Normal University, another constraint is that the Chinese language groups are too big. In my opinion, the number of students in a group should not exceed 14–15 students. Due to the increasing interest in learning Chinese, the number of students willing to study this language is increasing. However, the number of qualified teachers is still insufficient. Thus, the groups sometimes amount to 35–40 students. University officials should either employ more Chinese teachers or accept fewer students. That is partially the reason why the class is usually teacher-oriented, since there is simply not enough time to let all the students speak. And the teacher has to keep up the pace of learning in order to meet up the curriculum.

All in all, despite the differences between the Chinese learning program in Poland and in China, and different teaching methods, both of them bring good results and the best students become very successful at work. Polish learning system of Chinese at the University of Silesia in Katowice is still under construction, thus I believe, despite there is still much work ahead, we will succeed in creating an impeccable Chinese learning system.

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Katarzyna Bańka

### Die Untersuchung von Lehrsystemen der chinesischen Sprache als einer Fremdsprache in Polen und in China

#### Zusammenfassung

Heutzutage beobachtet man die sich verändernden Trends im Fremdsprachenunterricht. Immer mehr Lehranstalten in Polen, sowohl öffentliche als auch private, bieten verschiedene Programme mit solchen orientalischen Sprachen, wie Chinesisch an und schaffen beispielsweise Übersetzungsprogramme mit chinesischer Sprache.

Der Zweck des vorliegenden Beitrags ist eine Vergleichsanalyse des Lehrsystems und des Lernprozesses von der chinesischen Sprache in Polen an der Schlesischen Universität und in China an Shanghai Normal University. In dem ersten Teil werden die Lehrsysteme und die Lernprozesse vom Chinesischen an den beiden Hochschulen miteinander verglichen. Die für den Beitrag durchgeführten Forschungen basierten auf mehrjähriger Erfahrung der Verfasserin im Lehren und Lernen des Chinesischen in den beiden hier zu untersuchten Institutionen. Zum Schluss zeichnet sie Ideen nach, welche zur besseren Ausbildung im Bereich der chinesischen Sprache in den Ländern beitragen könnten, in denen Chinesisch keine Muttersprache ist.

**Module syllabus: Chinese language course 1 – Chinese: module 1****1. General information**

Module co-ordinator	
Academic year	2013/2014
Semester(s)	1.
Mode of studies	full-time
Final module grade	Class work completion (“zaliczenie”): The weighted average grade of individual module components. The grade for each of the five components is the weighted average of the grades for classroom attendance (20%), mid-semester tests (written and oral tests as well as dictations) (20%) and the final test (50%)
Additional information	The module consists of five components: Conversation, Listening, Reading, Comprehension, and Writing. A positive assessment of each of the five components is required to obtain a positive grade for classwork completion.

**2. Course description**

Name	
<b>Classes</b>	
Teaching staff	
Group(s)	1S1, 1S2
Content outline	<p>1. Conversation (30 hours):</p> <ul style="list-style-type: none"> <li>– sounds of Chinese: practice in recognition and pronunciation;</li> <li>– tones of Chinese: practice in recognition and pronunciation;</li> <li>– basic grammar of the Chinese language;</li> <li>– basic everyday phrases in the Chinese language;</li> <li>– development of basic level speaking skills;</li> <li>– consolidation and practice of vocabulary through communicative spoken activities;</li> <li>– consolidation and practice of grammatical structures through communicative spoken activities.</li> </ul> <p>2. Listening (30 hours):</p> <ul style="list-style-type: none"> <li>– presentation of the Pinyin romanization;</li> <li>– tones of Chinese: description, recognition, notation, tonal “sandhi” rules;</li> <li>– dictation of words and tones;</li> <li>– development of basic level listening skills;</li> <li>– consolidation of the textbook-based vocabulary.</li> </ul> <p>3. Reading (30 hours):</p> <ul style="list-style-type: none"> <li>– practice in recognition and pronunciation of Chinese characters;</li> <li>– learning to read Chinese characters;</li> <li>– development of basic level reading comprehension skills;</li> <li>– textbook-based vocabulary building.</li> </ul> <p>4. Comprehension (60 hours):</p> <ul style="list-style-type: none"> <li>– textbook-based presentation and practice of words and phrases;</li> <li>– textbook-based presentation and practice of grammatical structures.</li> </ul> <p>5. Writing (30 hours):</p> <ul style="list-style-type: none"> <li>– rules for writing Chinese characters;</li> <li>– characters radicals adequate for the recognition of approximately 1000 words;</li> <li>– development of basic literacy in Chinese characters.</li> </ul>



Teaching methods	As in the Module description
Contact hours	180 hours
Student workload	100 hours
Student's self study description	<ul style="list-style-type: none"> <li>– doing homework;</li> <li>– preparing for the tests;</li> <li>– preparing for the dictations.</li> </ul>
Class organization	<p>According to the class schedule:</p> <p>Conversation: 15 × 2 hours</p> <p>Listening: 15 × 2 hours</p> <p>Reading 15 × 2 hours</p> <p>Comprehension: 30 × 2 hours</p> <p>Writing: 15 × 2 hours</p>
Required course materials	<p><b>Conversation:</b> Ma Jianfei. 2007. <i>Hanyu Kouyu Sucheng: Rumen Pian (Shang) (Short Term Spoken Chinese: Threshold, vol. 1)</i>. 《汉语口语速成: 入门篇》(上). Beijing Language and Culture University Press.</p> <p><b>Listening:</b> Hu Bo, Yang Xuemei. 2009. <i>Hanyu Tingli Jiaocheng (Chinese Listening Course) (Book 1 Revised)</i>. 《汉语听力教程》(修订本, 第一册). Beijing Language and Culture University Press. /Lekcje 1 – 15/</p> <p><b>Reading:</b> Peng Zhiping. 2004. <i>Hanyu Yuedu Jiaocheng (Chinese Reading Course) (Level 1, Book 1)</i>. 《一年级汉语阅读教程(第一册)》. Beijing Language and Culture University Press.</p> <p><b>Comprehension:</b> Yang Jizhou. 2006. <i>Hanyu Jiaocheng (Chinese Course) (Book 1, Part 1 Revised)</i>. 《汉语教程》(修订本, 第一册, 上). Beijing Language and Culture University Press.</p> <p><b>Writing:</b> Textbooks used in other Chinese module components</p>
Supplementary materials	Additional basic level textbooks and materials, expanding students' knowledge of vocabulary, containing texts and/or dialogues as well as grammar instructions in Chinese.
Class Web page www	
Supplementary data	

### 3. Assessment methods

Name	
<b>Class attendance</b>	
Examiner(s)	
Group(s)	1S1, 1S2
Areas of assessment	Class attendance
Assessment criteria	A student who does not have unjustified absences receives a very good grade. For each absence half a grade is subtracted from the total grade for attendance.
Grading policies	Attendance is checked during each class.

Additional information	
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Name	
<b>Active participation in classes</b>	
Examiner(s)	
Group(s)	1S1, 1S2
Areas of assessment	A student is expected to: <ul style="list-style-type: none"> <li>- do the assigned homework;</li> <li>- be prepared for class;</li> <li>- correctly perform appointed tasks;</li> <li>- correctly answer the teacher's questions;</li> <li>- be active during classes exhibiting knowledge and skills s/he has acquired while attempting to raise the level of his or her linguistic competence through self-study activities.</li> </ul>
Assessment criteria	A student receives a positive grade if s/he meets the standards in the required areas of assessment.
Grading policies	Continuous assessment during classes based on the teacher's interaction with the students and the ongoing monitoring of students' progress.
Additional information	

Name	
<b>Written and oral tests</b>	
Examiner(s)	
Group(s)	1S1, 1S2
Areas of assessment	Basic level language competence in the four skills (listening, speaking, writing and reading). Mastery of pronunciation, grammar and vocabulary taught during classes. Ability to write down and read out Chinese characters taught during classes. Ability to use Chinese language dictionaries.
Assessment criteria	In order to pass the tests the student needs to obtain at least 65% of the maximum score.
Grading policies	During almost each class a short test is administered on the basis of currently studied material. During the last class of the semester a longer test is administered testing the knowledge and skills acquired during the entire semester.
Additional information	

Name	
<b>Dictations</b>	
Examiner(s)	
Group(s)	1S1, 1S2
Areas of assessment	Ability to write down Chinese characters taught during classes (c. 200 basic level characters) at the pace of 15-18 characters per minute. Ability to recognize and indicate the tones of Chinese.

Assessment criteria	In order to pass a dictation the student needs to obtain at least 65% of the maximum score.
Grading policies	During almost each class a short dictation takes place based on the currently studied material.
Additional information	