

Subject card

Subject name and code	Practical Chinese Language IV, PG_00178266						
Field of study	Chinese Studies						
Date of commencement of studies	October 2026		Academic year of realisation of subject		2027/2028		
Education level	Bachelor's studies		Subject group		Obligatory subject group in the field of study		
Mode of study	full-time studies		Mode of delivery		at the university		
Year of study	2		Language of instruction		Chinese		
Semester of study	4		ECTS credits		4.0		
Learning profile	academic		Assessment form		exam		
Conducting unit	Division of East Asian Culture and Languages -> Institute of Russian and Eastern Studies -> Faculty of Languages -> Rector						
Name and surname of lecturer (lecturers)	Subject supervisor		mgr Paulina Andrzejczak				
	Teachers						
Lesson types	Lesson type	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	Number of study hours	0.0	60.0	0.0	0.0	0.0	60
	E-learning hours included: 0.0						
Learning activity and number of study hours	Learning activity	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	Number of study hours	60		4.0		36.0	100
Subject objectives	The goal of the course is for the Sinology student to achieve language competence in basic skills (reading, listening, speaking, writing) and knowledge of grammar, pronunciation, vocabulary and Chinese characters at the B1 level of the Common European Framework of Reference for Languages (HSK4).						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[SINL3_U04] Is able to use the Chinese writing system and tools for its study and analysis, such as traditional and electronic dictionaries, lexicons, language corpora, and databases.	Student uses the Chinese writing system with growing confidence. They are able to use various language tools—such as printed and digital dictionaries, lexicons, language corpora, and databases—to check the meaning, pronunciation, structure, and typical usage of characters and expressions. They can recognize stylistic differences depending on the context of communication.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[SINL3_U05] Is able to present various opinions and positions in both oral and written form, evaluate them, and engage in discussion.	Student can formulate and present their own viewpoints and simple opinions in Chinese, both orally and in writing. They understand others' statements and can respond appropriately, taking part in uncomplicated exchanges of views on familiar topics.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[SINL3_U10] Is able to independently plan and carry out lifelong learning.	Student is able to independently plan the process of learning Chinese, selecting appropriate methods and tools to support language acquisition, and demonstrates consistency and awareness of the need for continuous development of language competence.	[SU8] observation of student's independent or team work
	[SINL3_U06] Is able to use the Chinese language at the B2 level of the Common European Framework of Reference for Languages (CEFR).	The student communicates fluently in typical everyday situations and simple social contexts. They are able to produce coherent spoken and written statements, utilizing a variety of vocabulary and grammatical structures.	[SU1] oral statement/conversation/discussion [SU2] presentation/project/paper/report [SU3] text preparation/written work [SU4] test/exam - oral or written [SU8] observation of student's independent or team work
	[SINL3_U08] Is able to plan and organize work both individually and as part of a team.	Student is able to independently plan and carry out work related to acquiring lexical and grammatical material, and to collaborate effectively with others in tasks such as dialogues, communicative exercises, and language-based projects.	[SU8] observation of student's independent or team work
Subject contents	The program content is introduced each time through several didactic methods. Introductory lectures and multimedia presentations address such issues as: Specifics of the Chinese language (monosyllabicity, tonality, positionality) Traditional and simplified writing systems, keys and elements Correct pronunciation of the Chinese language Grammar of the Chinese language Vocabulary Principles of using the Chinese language dictionary using keys Digital tools for learning the Chinese language and are implemented in parallel with texts from textbooks.		
Prerequisites and co-requisites	Credit for the previous semester. Knowledge of the curriculum topics from the previous semester, knowledge of Chinese at A2/B1 level (HSK3/4) is required.		
Assessment methods and criteria	Subject passing criteria	Passing threshold	Percentage of the final grade
	homework, presentations, preparation for classes and activity during classes	51.0%	5.0%
	dictations	51.0%	5.0%
	final exam	51.0%	70.0%
	tests lasting up to ~20min	51.0%	20.0%

Recommended reading	Basic literature	Textbooks from the series: 1. Developing Chinese: Elementary Comprehensive Course, Beijing Language & Culture University Press, China. or 2. Erya Chinese: Comprehensive Course, Beijing Language & Culture University Press, China. or 3. A Course in Contemporary Chinese, Mandarin Training Center National Taiwan Normal University, Taiwan.
	Supplementary literature	Leng Yulong, Yang Chao, Wei Yixin, Comprehensive Dictionary of Chinese Idioms, Shanghai Lexicographical Publishing House, 2014.1. Mandarin Chinese-English Bilingual Visual Dictionary, DK, 2018.2. The Contemporary Chinese Dictionary (the 5th Edition), The Commercial Press, Beijing, 2016.
	eResources addresses	
Example issues/ example questions/ tasks being completed	Using such methods as text analysis with discussion, linguistic practical exercises, group work and simulation games, topics from textbooks appropriate to the semester are introduced one by one. In semester 4, for example, these are: upbringing, generational differences, cultural differences, feelings and emotions.	
Work placement	Not applicable	

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