

## The Hong Kong Polytechnic University

### Subject Description Form

<b>Subject Code</b>	CBS1CN12P
<b>Subject Title</b>	Chinese Language and the Chinese Societies
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: CBS1C08 and CBS1C08P and CBS1CN08 and CBS1C12P
<b>Objectives</b>	<p>The Chinese language, especially in its written form, has always been one of the most powerful symbols of cultural unity among all Chinese communities. Many Chinese, hence, look upon the Chinese language as being more uniform and unchanging than it actually is (Norman 1988:1). In fact, Chinese has developed into a pluricentric language just like English since the mid-20<sup>th</sup> century by having several standard versions in its spoken and written form. As reflected by the strong degree of diversity of the lexical items appeared in newspapers published in different regions, the unintelligibility among the Chinese adopted in Inland China and that in other principal Chinese communities overseas, such as Hong Kong, Macau, Taiwan and Singapore, is much greater than expected. In addition to diversity, Chinese is an ever changing language just like any other human language. There is ongoing influx of new words, new expressions and new sentence structures in Chinese language from every area of life which describes the changes and developments in the societies that take place day to day.</p> <p>This subject aims at helping students to develop a deeper understanding of the diverse nature and the development of Chinese language; and improve their intercultural communicative competence in global Chinese by</p> <ul style="list-style-type: none"> <li>• raising their awareness of the heterogeneous and changing nature of the Chinese language;</li> <li>• examining the major factors, such as the influence of dialect strata, the differences in political structures, economic systems and socio-cultural backgrounds of the Chinese language;</li> <li>• developing the necessary linguistic skills and contextualized cultural knowledge to use contemporary Chinese more effectively; and</li> <li>• fostering intercultural attitudes of respect and understanding for their language and culture and the languages and cultures of other Chinese communities.</li> </ul>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) develop a higher-order appreciation of the diverse nature of Chinese language with a local-global vision;</p> <p>(b) develop the linguistic skills needed to comprehend accurately the</p>

	<p>vocabulary, sentence patterns, styles and usages of the Chinese varieties  adopted by different Chinese communities;</p> <p>(c) describe and examine critically the similarities and differences among different varieties of Chinese;</p> <p>(d) Identify and make use of the available internet resources and reference materials to solve Chinese language related problems encountered in their lifetimes;</p> <p>(e) Develop a deeper understanding of the Chinese cultures in contemporary Chinese societies;</p> <p>(f) Communicate effectively with members of other Chinese communities in linguistically accurate and culturally appropriate ways.</p> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning</p> <p><b>Literacy</b>  Literacy skills in Chinese will be greatly improved by (1) the extensive reading on works describing the current status of Chinese language and societies; (2) collecting authentic linguistic data from different varieties of Chinese; (3) writing a 2,000 – 3,000 characters term paper in Chinese based on the observations of the usage of different Chinese variants.</p> <p><b>Higher order thinking</b>  Systemic and critical thinking skills will be enhanced through the tests and the final project. The tests will require students to examine critically some linguistic phenomena whereas the final project will train students to identify a topic to study, collect appropriate data and analyze the data critically.</p> <p><b>Life-long learning</b>  The subject will provide students the impetus to actively enquiry the differences and similarities of different varieties of Chinese. It further introduces students to the essential resources and reference materials to comprehend the ever changing Chinese language and societies so that they can solve real-life problems encountered in their workplaces or China-related social lives.</p>
<p><b>Subject Synopsis/  Indicative Syllabus</b>  <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Introduction <ul style="list-style-type: none"> <li>• The genetic affiliation of Chinese.</li> <li>• Typological characteristics of Chinese.</li> </ul> </li> <li>2. Modern standard Chinese and dialects <ul style="list-style-type: none"> <li>• The formation of modern standard Chinese.</li> <li>• The norms of modern spoken standard Chinese.</li> <li>• Overview of modern Chinese dialects.</li> <li>• The dialect strata in the Chinese communities overseas.</li> </ul> </li> <li>3. The rise and development of Inland written Chinese <ul style="list-style-type: none"> <li>• Sociopolitical factors leading to the formation of Inland written Chinese.</li> <li>• Newly emerged words and expressions.</li> <li>• New words from foreign languages.</li> <li>• Europeanized structures in contemporary Chinese.</li> </ul> </li> <li>4. Language and societies</li> </ol>

	<ul style="list-style-type: none"> <li>• Diglossia, bidialectalism and multilingualism in the principal Chinese communities.</li> <li>• Language policy in Inland China, Hong Kong, Taiwan and Singapore.</li> </ul> <p>5. The varieties of modern written Chinese</p> <ul style="list-style-type: none"> <li>• Mutual (un)intelligibility among different Chinese variants.</li> <li>• The lexical differences among different Chinese variants.</li> <li>• The grammatical differences among different Chinese variants.</li> <li>• The prospects of Global Chinese in the internet age.</li> </ul>																																														
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The subject will be conducted in both lectures and seminars. Subject matter is delivered in lectures enhanced with multimedia and web demonstrations. Seminars are more interactive in nature in which students are required to critically reflect on the assigned readings. The group project and term paper is another significant learning means in this subject.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="512 770 1439 1438"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Group project (Posterlet)</td> <td>30% (10%)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final test (Reading requirement)</td> <td>30% (10%)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper (Writing requirement)</td> <td>40% (10%)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>For the Group project, the students will form groups of around 3 students and self-select a topic from a list recommended by the instructor. The students are required to design a simple survey, in-person interview or web questionnaire to collect first-hand data about language usage from speakers of a certain Chinese variant, and report the data within the framework set out in this subject in the form of an oral presentation (20%) and a posterlet (10%). At the end of the semester, all groups will be asked to design a creative electronic posterlet based on their group project (there is no need to collect new data) and present it in a mock-conference. The posterlet assignment is to encourage creative thinking, interaction among students in a fun way for them to learn from each other's work.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Group project (Posterlet)	30% (10%)	✓	✓	✓	✓	✓	✓	2. Final test (Reading requirement)	30% (10%)	✓	✓	✓		✓	✓	3. Term paper (Writing requirement)	40% (10%)	✓	✓	✓	✓	✓	✓	Total	100 %						
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	<p>A final test will be given to the students at the end of the semester to assess their overall understanding of the concepts and theories covered in this course. In order to fulfill the reading requirement, the students are required to read 206 pages of texts, which are listed in the reading list below. 10% of the final test will come solely from the reading assignment, and not covered by the lecture notes; the remaining 20% will be covered by the lecture notes.</p> <p>Each student is required to write a 2,000 – 3,000 characters term paper individually in Chinese. The term paper could be based on the group project, or a totally new topic. Through analyzing the collected data and writing up a comprehensive term paper, students will be able to achieve most of the intended learning outcomes. Students are required to submit online two drafts of the same piece of extensive writing in order for CLC tutors to provide feedback and assess the progress in the writing process and their literacy ability. The term paper will account for 40% of the final grade, among which 10% will be attributed to the grade of the writing requirement.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Data collection and analysis</li> </ul>	18 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparing group project and presentation</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing term paper</li> </ul>	25 Hrs.
Total student study effort	127 Hrs.	
<b>Reading List and References</b>	<p><u>Reading requirement</u>  鄒嘉彥、游汝杰編 2003 《漢語和華人社會》，頁 1-206，香港：香港城市大學。</p> <p><u>Recommended</u>  Chen, Ping. 1999. <i>Modern Chinese: History and Sociolinguistics</i>. Cambridge, UK: Cambridge University Press.  郭熙 2003 《中國社會語言學》，南京：南京大學出版社。  周荐、董琨主編 2008 《海峽兩岸語言與語言生活研究》，香港商務。  Jerry Norman. 1988. Chinese. New York: Cambridge University Press.  Sandel, Todd L, Wen-Yu Chao, and Chung-Hui Liang. 2006. Language shift and language accommodation across family generations in Taiwan <i>Journal of Multilingual and Multicultural Development</i> 27.2: 126-147.</p>	

Lee, K.-S. & Leung, W.-M. (2012) The status of Cantonese in the education policy of Hong Kong. *Multilingual Education*, 2:2, Spinger.

Ramsey, S. Robert. 1987. *The Languages of China*. Princeton: Princeton University Press.

石定栩 2006《港式中文兩面睇》，香港：星島出版社。

馮淑儀 2006〈港式中文與大陸中文〉，兩岸四地語文政策國際學術研討會，香港，香港理工大學，2006年5月11-13日。

楊錫彭 2007《漢語外來詞研究》，上海：人民出版社。

李貴生、梁慧敏（2010）：教育政策專題評論 -- 教學語言（三語政策下粵語的定位問題、語言調查與語文政策），《教育政策論壇文集（二）》，香港，香港教育學院政策與領導學系編，頁 106-109。

刁晏斌 1995《新時期大陸漢語的發展與變革》，頁 34-47，台北：洪葉文化事業有限公司（14 頁）。

刁晏斌 2000《差異與融合——海峽兩岸語言應用對比》，頁 21-50，南昌：江西教育出版社（30 頁）。

石定栩、朱志瑜 1999 英語對香港書面漢語辭彙的影響—語言接觸引起的語言變化，《外國語》4.2-11（10 頁）。

石定栩、朱志瑜 2005 英語對香港書面漢語辭彙的影響—香港書面漢語和標準漢語中的同形異義詞，《外國語》6.2-9（8 頁）。

李貴生、梁慧敏（2010）〈香港工作場所中三語使用的初步調查〉，《中國語文研究》，香港中文大學中國文化研究所，第 29 期，頁 97-110（14 頁）。

李楚成 2003《香港粵語與英語的語碼轉換》，《外語教學與研究》35.1, 13-19（7 頁）。

梁慧敏、李貴生（2012）〈香港非粵語母語者語言轉移的初步探討〉，《人文中國學報》，第 18 期，頁 367-400（34 頁）。

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石定栩、邵敬敏、朱志瑜 2014《港式中文與標準中文的比較》，第二版，香港：香港教育圖書公司。

#### Dictionaries

李谷城 1992《中國大陸政治術語》，香港：中文大學。

李谷城 2006《中國大陸改革開始新詞語》，香港：中文大學。

沈孟璵 2009《新中國 60 年新詞新語詞典》，成都：四川辭書出版社。

施光亨 2003《兩岸現代漢語常用辭典》，北京：北京語言大學出版社。

#### Chinese corpora on the Internet

The Hong Kong Institute of Education: Linguistic Variations in Chinese Speech Communities synchronous corpus, contains texts

<http://www.livac.org/>

The UCLA Corpus of Written Chinese

<http://score.crpp.nie.edu.sg/laohong/UCLA.htm>

	<p>Chinese corpus consortium <a href="http://www.d-ear.com/CCC/">http://www.d-ear.com/CCC/</a></p> <p>北京大學中國語言研究中心：現代漢語語料庫 <a href="http://ccl.pku.edu.cn/Yuliao_Contents.Asp">http://ccl.pku.edu.cn/Yuliao_Contents.Asp</a></p> <p>台灣中央研究院：現代漢語平衡語料庫 <a href="http://db1x.sinica.edu.tw/kiwi/mkiwi/">http://db1x.sinica.edu.tw/kiwi/mkiwi/</a></p> <p><u>Documentary Videos</u></p> <p>香港理工大學中文及雙語學系：《中國語言文化系列》（1998）</p> <p>電視廣播有限公司：《星期二檔案：鄉音鄉情》（2010）</p>
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[Syllabus prepared by Dr Roxana Fung; revised by Dr Leung Wai Mun & Dr Zhang Caicai]