

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CLC1AN08N
Subject Title	Language and Culture: A Chinese perspective 漢語視角下的語言與文化
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	This CAR (Cluster-Area Requirements) subject is designed to meet the University's goal of cultivating well-rounded graduates with a strong foundation in culture. It focuses on the rich cultural contexts of languages, aiming to: - Facilitate understanding of human history, culture, and the diverse identities within Chinese-speaking communities. - Enhance knowledge of the linguistic characteristics of Chinese literature and interpret the cultural elements embedded in Chinese vocabulary, promoting the appreciation of the Chinese language and culture. - Develop a sense of cultural responsibility and contribute to the preservation of cultural heritage. - Encourage students to reflect on their language usages and cultural identities, ultimately strengthening their sense of national identity. - Encourage critical thinking about the relationship between language and culture.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: a. Acquire the fundamental concepts of language, culture and their interrelationship and their application to human languages, history and culture; b. Contribute to preserving the cultural heritage associated with languages; c. Read, analyze, and write effectively about Chinese language and its cultural contexts; d. Develop an understanding of cultural exchange and language contact; e. Evaluate the role of Chinese language varieties in modern society and develop independent perspectives, fostering national pride while appreciating the rich cultural diversity within China; and

	f. Collaborate on group projects related to Chinese language, integrating diverse ideas.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. Overview: Introduce the subject and the definition of language and culture; Explain the relationship between language and culture, including linguistic relativism, linguistic determinism, and the linguistic premises theory. 2. Language Contact and Cultural Exchange: Explore the background and content of language borrowing, including lexical and structural borrowings. 3. Cultural Influences Behind Names - People and Places: Discuss the ethnic and temporal characteristics of personal names, regional and cultural characteristics of place names, as well as other linguistic phenomena in personal and place names. 4. Word Formation and Cultural Connotations: Introduce the cultural background of kinship terms; Explain several Chinese word formation approaches and their embedded traditional concepts, as well as etymology of linguistic elements; Explore the regionally unique vocabulary in various dialects, interpret the regional cultural connotations carried by these vocabulary items, and analyze the symbiotic relationship between vocabulary and culture. 5. Introduction to Chinese Dialects: Sort out the division criteria of major Chinese dialect groups, and detail the typical phonetic, lexical, and grammatical features of each dialect group as well as their geographical distribution characteristics; Trace the origin and differentiation of Chinese dialects from the Ancient Chinese period, sort out the key nodes of dialect development in different historical stages, and analyze the historical context of their evolution into the modern dialect system. 6. The Chinese Grammatical Features and the Modalities of Chinese Thinking: Understand the relationship between language and thought; Investigate the correlation between the grammatical characteristics of Chinese and the modalities of Chinese thinking. 7. Chinese Language Varieties and Arts: Examine the relationship between Chinese language varieties and arts; Understand the syllabic and lexical features of the Chinese language, and the forms of traditional Chinese poetry; Analyze the application scenarios of dialects in modern art forms, including the humorous expression of dialects in talk shows, the characterization with dialects in films/TV dramas, and the creation of dialect lyrics in pop songs; Discuss the impact of dialects on the dissemination of popular culture and the construction of regional cultural identity. 8. Hong Kong's Language and Culture: Take Hong Kong as an example to discuss different languages/dialects used in the region, including Cantonese, Mandarin, English, and the code-switching among them; Explore the history and multiculturalism of Hong Kong and analyze the Chinese logic shown in local advertisements as well as euphemisms and taboos in Cantonese.

Teaching/Learning Methodology (Note 3)	A flipped-classroom and inquiry-based learning approach will be adopted: 1. Pre-class self-learning phase Students study short materials (readings, videos, online resources) related to the syllabus topics, such as the relationship between language and culture, language borrowing, or the features of Chinese dialects. They also complete simple tasks using generative AI, for example, asking the AI to list dialect groups in China. The self-study phase helps students acquire fundamental concepts and understand cultural exchange and language contact. It also trains students to read and analyze Chinese language materials effectively before coming to class. 2. Initial assessment of student understanding At the start of each class, a quick quiz, a tutorial worksheet, or a short reflective discussion board post checks what students have learned. For example, after studying cultural influences on names, students might be asked to explain the meaning behind a local place name. This step ensures that misconceptions are caught early. It encourages students to appreciate cultural heritage and to start forming their own views on language diversity. 3. In-class active learning activities Working in small groups, students analyze real examples from the syllabus: kinship terms in different dialects, grammatical features of Chinese and how they reflect Chinese thinking, or code-switching in Hong Kong advertisements. Students also prepare short group presentations on topics such as “dialects in Cantopop songs.” Moreover, students may engage in debates and whole-class discussions on the topics that will be learned in this subject. For example, cultural influences behind people’s and place names. These collaborative and inquiry-based activities help students apply knowledge, write and speak effectively about Chinese in context, preserve cultural heritage through analysis, develop teamwork skills by integrating diverse ideas, and evaluate different perspectives—balancing national pride with appreciation of regional diversity.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><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><tr><td>1. Exercises/Assignments</td><td>25%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>2. Group Presentations</td><td>15%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Essays</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>4. Pre-class activities and tutorial performance</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Exercises/Assignments	25%	√	√	√	√	√		2. Group Presentations	15%	√	√	√	√	√	√	3. Essays	50%	√	√	√	√	√		4. Pre-class activities and tutorial performance	10%	√	√	√	√	√		Total	100 %						
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	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. Exercises/Assignments (25%): Exercises or small assignments will be designed to evaluate students' comprehension of the interrelationship between Chinese language and culture. 2. Group Presentations (15%): This assesses students' communication and collaboration skills regarding specific topics. It evaluates their clear Chinese expression, proper use of linguistic terms, and teamwork in aspects like task-sharing and idea-exchange. During presentations, students should show their understanding of chosen topics, such as the cultural significance of linguistic features. 3. Essays (50%): Students are required to write short essays on specific topics and present a well-supported argument. The final version of each essays should be between 1000 - 1500 words in Chinese. This assessment comprehensively evaluates students' research, critical thinking, and advanced understanding of Chinese language. 4. Pre-class activities and tutorial performance (10%): This is appropriate for the flipped classroom and inquiry-based approach as it evaluates students' consistent preparation and active engagement. It monitors the completion of pre-class tasks, such as interacting with online resources and contributing to discussion boards, which builds foundational knowledge. Furthermore, it assesses the quality of students' in-class participation—including contributions to group discussions, responses to questions on pre-class materials, and demonstration of collaboration and inquiry skills during tutorials—ensuring that students are actively constructing their understanding through practical application and peer interaction. Students may use GenAI in assessment unless they have been told otherwise before the assessment. The work submitted for assessment must be students' own work. The submitted work may not be accepted for the purpose of assessment if its authenticity is questionable. Third-party materials (included AI-generated materials) used in the work must be properly referenced. Submitting third-party materials as their own work is an act of academic dishonesty and will lead to disciplinary actions. Departments and subject teachers have the discretion to request students to make an honour declaration for the authenticity of the work they submit for assessment.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Pre-class activities (including reading and viewing multimedia materials)	28 Hrs.
	▪ Preparation of the presentation	15 Hrs.

	▪ Essays	30 Hrs.
	Total student study effort	112 Hrs.
Reading List and References	Required Reading List: * - 羅常培：《語言與文化》，北京：語文出版社。1989 年。 - 朱曉農：〈語言作為文化史分期標準：語言文化學宣言〉，《華東師大學報（哲社版）》，第 6 期（2020），頁 76-90。 - 趙靜蓉：《文化記憶與身份認同》，北京：生活·讀書·新知三聯書店，2015 年。 - 游汝傑：《中國文化語言學引論》（修訂版），上海：上海辭書出版社，2003 年。 - 朱曉農：《方法：語言學的靈魂》（增訂本），上海：上海教育出版社，2024 年。 - 袁家驊：《漢語方言概要》，北京：語文出版社，2001 年。 - 周振鶴、游汝傑：《方言與中國文化》（第二版），上海：上海人民出版社，2019 年。 - 樊星：《當代文學與地域文化》，武漢：華中師範大學出版社，1997 年。 - 羅伯特·考克爾著，郭青春譯：《電影的形式與文化》，北京：北京大學出版社，2004 年。 * The subject teacher will select the combination of required reading materials from the above list. References: - 阿芒·馬特拉著，繆詠華、廖潤珮譯：《文化多元性與全球化》，台北：麥田出版股份有限公司，2011 年。 - 陳原：《語言與社會生活——社會與語言學札記》，北京：生活·讀書·新知三聯書店，1980 年。 - 戴昭銘：《文化語言學導論（增訂版）》，北京：商務印書館，2023 年。 - 甘于恩、劉倩：《七彩方言——方言與文化趣談》，廣州：華南理工大學出版社，2006 年。 - 郭慧君：《廣東方言與文化探索》，廣州：中山大學出版社，2007 年。 - 魯樞元：《超越語言：文學言語學芻議》，北京：中國社會科學院出版社，1990 年。 - 曼紐爾·卡斯特著，夏鑄九、王志弘譯：《認同的力量》，北京：社會科學文獻出版社，2003 年。 - 申小龍：《文化語言學論綱》，南寧：廣西教育出版社，1996 年。 - 申小龍：《漢語與中國文化》，上海：復旦大學出版社，2008 年。 - 沈錫倫：《民俗文化中的語言奇趣》，台北：台灣商務印書館，2001 年。 - 邵敬敏主編：《文化語言學中國潮》，北京：語文出版社。1995 年。 - 王晉熙：《粵語忌諱現象的語言學研究》，香港：紅出版青森文化，2022	

	年。 13. 游汝傑：《中國文化語言學引論》，上海：上海辭書出版社，2003 年。 14. 游汝傑：《地方戲曲音韻研究》，北京：商務印書館。2006 年。 15. Kramersch, Claire. <i>Language and culture</i>. Oxford University Press, 1998. 16. Stanlaw, James, et al. <i>Language, culture, and society: An introduction to linguistic anthropology</i>. (7th ed). Westview Press, 2017. 17. Whorf, Benjamin. <i>Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf</i>, edited by John Carroll, MIT Press, 1956.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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