

Module/ Course Title: Basic of Chinese Language Teaching						
Module / Course code SBC61111		Student workload 79,4 hours	Credits (ECTS) 2 CU x 1,5 = 3 ECTS	Semester 7th	Frequency 2 CU x 16 = 36	Duration 16 meetings
1	Types of courses coursework		Contact hours 2 CU x 50 minutes = 100 = 1.6 hours per week	Independent study 2 CU x 120 minutes = 240 minutes = 4 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) -					
3	Learning Outcomes Course Description: This course aims to provide knowledge, understanding, and mastery of basic Mandarin teaching as a foreign language. In lectures, students will learn: 1. Learning management system; 2. Foreign language teaching (Mandarin); 3. Mandarin learning development; 4. Teaching methods; 5. Teaching/learning materials; 6. Learning media; 7. Teaching listening skills; 8. Teaching writing skills; 9. Teaching reading skills; 10. Teaching speakingskills; 11. Assessment plan. Through the applied teaching methods, students are expectedto be able to design a lesson plan and practice it in classroom simulation. Intended Learning Outcomes (ILO) 1. ILO 1: Graduates are able to identify and apply spoken and written communication techniques (Mandarin) equivalent to intermediate level (HSK 4 and HSKK); 2. ILO 2: Graduates are able to apply concepts and theories of Chinese language (applied linguistics), literature, culture (history) according to the latest developments inscience and technology; 3. ILO 3: Graduates are able to analyse and demonstrate aspects of Chinese language (applied linguistics), literature, and culture (history) to solve problems in society; 4. ILO 7: Graduates are able to comprehend ethical and professional responsibilities in the application of science and technology and their impact on the natural and social environment; 5. ILO 8: Graduates are able to demonstrate, maintain, and develop quality performance independently or in groups; Course Learning Outcomes (CLO) On completion of this course, the students will be able to: 1. Students are able to name and explain things related to learning and teaching Mandarin 2. Students are able to apply Mandarin teaching methods 3. Students are able to create and use learning media and materials in teaching Mandarin 4. Students are able to create a lesson plan					

4	<p>Subject aims/Content</p> <p>Week 1: Learning Management System 1. Students are able to understand, identify, and explain the significance of the learning management system.</p> <p>Week 2: Foreign Language Teaching (Mandarin) 2. Students are able to understand, identify, and explain the factors and components of foreign language teaching (Mandarin).</p> <p>Week 3: Mandarin Learning Development 3. Students are able to understand, identify, and explain the basic concepts of teaching Mandarin. 4. Students are able to understand, identify, and explain the basic development mechanism of teaching Mandarin.</p> <p>(Task 1 is in the form of making a PPT and group presentation video containing materials on meetings 1-3)</p> <p>Week 4: Teaching Methods 5. Students are able to understand, identify, and explain the teaching methods.</p> <p>Week 5: Teaching/Learning Materials 6. Students are able to understand, identify, and explain the types of materials. 7. Students are able to understand, identify, and explain the sources of teaching/learning materials.</p> <p>Week 6: Learning Media 8. Students are able to understand, identify, and explain the types of learning media. 9. Students are able to understand, identify, and arrange the learning media.</p> <p>(Task 2 is in the form of creating Mandarin teaching media and materials that are done in groups as well as explaining the methods used in the learning)</p> <p>Week 7: Quiz 1 Students are able to review meetings 1-6 in a quiz</p> <p>Week 8: Students take Mid-Test</p> <p>Week 9: Teaching Listening Skills 10. Students are able to understand, identify, and explain as well as create Mandarin listening skills teaching strategies.</p> <p>(Meetings 9-10 will hold a joint discussion on learning Mandarin skills, including listening, speaking, writing and reading skills)</p> <p>Week 10: Teaching Speaking Skills 11. Students are able to understand, identify, and explain as well as create Mandarin speaking skills teaching strategies,</p> <p>Week 11: Teaching Writing Skills</p>
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	<p>12. Students are able to understand, identify, and explain as well as create Mandarin writing skills teaching strategies.</p>
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	<p>Week 12: Teaching Reading Skills 13. Students are able to understand, identify, and explain as well as create Mandarin reading skills teaching strategies.</p> <p>(Task 3: students are asked to explain and arrange learning models for each Mandarin skills, including listening, speaking, writing, and reading)</p> <p>Week 13: Assessment Plan 14. Students are able to understand, identify, and arrange Mandarin learning assessment plan.</p> <p>(Task 4: students are asked to form groups to create/arrange an assessment plan of language learning skills, including listening, speaking, writing, and reading)</p> <p>Week 14: Creating a Lesson Plan for Mandarin Skills 15. Able to understand, identify, and create Mandarin listening and speaking skills lesson plans.</p> <p>Week 15: Creating a Lesson Plan for Mandarin Skills 16. Able to understand, identify, and create Mandarin writing and reading skills lesson plans.</p> <p>Week 16: Students are submitting the essay</p> <p>(Students are asked to form groups to create lesson plans, learning media and learning materials of Mandarin skills, then each member is asked to make a 50-minute teaching video with material that has been made by the group, it is ensured that each member cannot teach the same materials.)</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, and team-based project</p>
6	<p>Assessment methods</p> <p>The test/evaluation method is carried out through structured assignments, Project, giving quizzes, Midterm Examinations, and Final Semester Examinations (UAS and participation in class. The final grade in this lecture is obtained through the formula or calculation below.</p> $\text{NA} = 0,15\text{P} + 0,35\text{PRJ} + 0,10\text{K} + 0,10\text{TS} + 0,15\text{UTS} + 0,15\text{UAS}$ <p>Note</p> <div style="display: flex; justify-content: space-between;"> NA = Final Score T = Task </div> <p>PRJ = Project</p> <div style="display: flex; justify-content: space-between;"> P = Participation UTS = Midterm Examination </div> <div style="display: flex; justify-content: space-between;"> K = Quiz UAS = Final Examination </div> <p>1. Class Participation</p> <p>In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings but they are also expected to interact with peers based on the topic of discussion</p> <p>2. Assignment/Task</p> <p>As exercises for each unit are integrated, the students must complete the</p>

exercises, submit and discuss them. The score will be provided based on the answer key for the exercises.

3. Quiz

Quiz enables students to identify gaps in knowledge, or in other words, to identify how well the students know the concept of discourse and the analysis. It is thus important for the students to take Quiz 1 along the semester. The score will be provided based on the answer key for the quizzes.

4. Midterm Exam

This test may motivate students to look through and revise the previously learnt results in the material that has been given. As such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self- discipline and self-organization. The score will be provided based on the answer key for the test.

5. Final Exam

This test may motivate students to look through and revise the previously learnt results in the material that has been given. As such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self- discipline and self-organization. The score will be provided based on the answer key for the test.

	<p>7. Team-based Project (Final Test)</p> <p>Through group work, students can improve their teamwork skills and collaborative thinking. This group will be formed from meeting 9 to discuss the project plan by following the steps from the material given by the lecturer at meeting 9. Then, the group can start planning the project. Assessment will be taken through the results of group project.</p> <p>What follows is summary of the Assessment:</p> <table><tr><th>Assessment Task</th><th>Task Type</th><th>Percentage</th></tr><tr><td>Class participation</td><td>Individual</td><td>25%</td></tr><tr><td>Project</td><td>Group</td><td>25%</td></tr><tr><td>Task</td><td>Group</td><td>10%</td></tr><tr><td>Mid-Test</td><td>Group</td><td>15%</td></tr><tr><td>Quiz</td><td>Individual</td><td>10%</td></tr><tr><td>Final Test</td><td>Group</td><td>15%</td></tr></table>	Assessment Task	Task Type	Percentage	Class participation	Individual	25%	Project	Group	25%	Task	Group	10%	Mid-Test	Group	15%	Quiz	Individual	10%	Final Test	Group	15%
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7	<p>This module/course is used in the following study programme/s as well</p> <p>N/A</p>																					
8	<p>Teachers</p> <p>Team</p>																					
9	<p>Resources</p> <ol style="list-style-type: none">1. Purwanto, Ngalam. 2017. <i>Prinsip-Prinsip dan Teknik Evaluasi Pengajaran</i>. Bandung: PT Remaja Rosdakarya.2. Rahman, Muhammad. 2013. <i>Strategi dan Desain Pengembangan Sistem Pembelajaran</i>. Jakarta: Prestasi pustakaraya.3. Arifin, Zainal. 2017. <i>Evaluasi Pembelajaran</i>. Bandung: PT Remaja Rosdakarya.4. Majid, Abdul. 2016. <i>Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru</i>. Bandung: PT Remaja Rosdakarya5. Ghazali, Syukur. 2013. <i>Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif-Interaktif</i>. Bandung: PT Refika Aditama6. 吴志宏等. 2009. 新编教育管理 学. 上海: 华东师范大学出版社7. 崔永华. 2012. 对外汉语教学设计导论. 北京: 北京语言大学出版社8. 李泉. 2012. 对外汉语教材通论. 北京: 商务印书馆																					

Appendix 1. Assessment of Achieved Intended Learning Outcomes

We ek	ILO	CLO	LLO	Indicator	Form of Assessment	Weigh t (%)	LLO Weight (%)
1	1,2,3 ,7	1	1	1	Class participation	0,72	9,12
					Group work 1	1,7	
					Quiz 1	2,5	
					Mid-test	4,2	
2	1,2,3 ,7	1	2	2	Group work 1	1,7	9,12
					Class participation	0,72	
					Quiz 1	2,5	
					Mid-test	4,2	
3	1,2,3, 7	1	3,4	3,4	Group work 1	1,7	9,12
					Class participation	0,72	
					Quiz 1	2,5	
					Mid-test	4,2	
4	1,2,3 ,7	2	5	5	Group work 2	1,7	15,12
					Final Test	6	
					Class participation	0,72	
					Quiz 1	2,5	
					Mid-test	4,2	
5	1,2,3 ,7	3	6,7	6,7	Final Test	6	15,12
					Group work 2	1,7	
					Class participation	0,72	
					Quiz 1	2,5	
					Mid-test	4,2	
6	1,2,3, 7	3	8,9	8,9	Group work 2	1,7	15,12
					Class participation	0,72	
					Quiz 1	2,5	
					Final Test	6	
					Mid-test	4,2	
7	1,2,3, 7	1,2,3	1-9	1-9	QUIZ 1		0,72
					Class participation	0,72	
8	1,2,3, 7	1,2,3	1-9	1-9	Mid-test		
9	1,2,3 ,7	1,2, 3	10	10	Group work 3	1,25	7,97

					Class participation	0,72	
					Final test	6	
10	1,2,3 ,7	1,2,3	11	11	Group work 3	1,25	1.97
					Class participation	0,72	
11	1,2,3, 7	1,2,3	12	12	Group work 3	1,25	1,97
					Class participation	0, 7 2	
12	1,2,3, 7	1,2, 3	13	13	Group work 3	1,25	1,97
					Class participation	0,72	
13	1,2, 3,7	1,2,3	14	14	Group work 4	5	11,72
					Class participation	0,72	
					Final Test	6	
14	1,2, 3,7	1,2,3 ,4	15	15	Final Test	6	6,72
					Class participation	0,72	
15	1,2,3 ,7	1,2,3 ,4	16	16	Class participation	0,72	0,72
16	1,2,3, 7	1,2, 34	4,5,6,9/10/11/12 ,13,14	4,5,6,9/10/11/12 ,13,14	Final Test		
							100