

## **KIN103 – Kinesisk språk III**

**Emnerapport (engelsk) fra emneansvarlig Shouhui Zhao, 2015**

### **1. Course organization / teaching methods**

Ten students signed up for the course and four gave their feedback in the online student evaluation survey. The course targets at learners who study Chinese language as a minor, and this is the first time that such a course extended beyond the basic level lasted for only one semester (i.e., Kin101 and 102). The course consists of lectures and seminars, delivered by three teachers respectively in a close and dynamic collaboration. A typical lesson (one lesson per week) includes two parts: language points (grammar) and knowledge background. While the lecture focuses on linguistic explanation about the language structural forms and clearing up the intercultural communication issues that potentially pose as a hinder to language learning, seminar class manifests more learner centric and interactive features, and this is even truer in an extra afternoon class in which students have a plenty of opportunities to demonstrate their oral skills.

### **2. Student attendance**

There are five to six students consistently come to class throughout the semester. Two have applied for mandatory attendance exemption, but attended the classes from time to time, and completed all assigned written and oral homework. One student did not show up and another student came once a while due to personal reason and did not meet the requirement of mandatory attendance. Out of five to six students that regularly came to the class, most of them but one remained close to 100 percent attendance. The reason for the student that could not come as frequent as her classmates is because the time clashing with her other classes at UiB. In the feedback, one student with previous knowledge complained about the rigidity of attendance requirement.

### **3. Exam**

The assessment includes a three hour written exam and an oral test. No students expressed dissatisfaction about the arrangement. The written exam, which has ten questions in 13 pages, covers a wide variety of language skills including both inputs and out puts. While the first six

questions concern language forms (i.e., sentence structure), the last three questions are about the practical use of language. Similarly, the oral test is also composed of two components with the first three tasks are about special focused skills, namely reading, oral translation and answering questions asked by an assessor, the last question is an oral presentation based on a assigned topic with the aid of situational pictures. A typical individual testing lasts for approximately 10 minutes.

#### **4. Course statistics**

Number of students signed up for the course («vurderingsmeldt») in 2015: 10.

Number of students who attended the exam: 7.

Grade distribution: 4 A, 2 C and 1 F (fail). Average grade: B.

#### **5. Course assessment**

This assessment of the course is based on both the student's exam result and their feedback showed in the online evaluation form. Examination results were satisfactory: 4 students got grade A, and two students received grade C, yielding an average of B. As stated in the accompanying student evaluations, students were largely satisfied with the course.

Specifically, three students said 'svært fornøyd' and one 'ganske fornøyd'. About the benefit of following the course, whereas one student said that he got great benefit from following the course, one chose 'verken eller', two students agreed that following the course contributed to their learning result ('nokså stort utbytte'). This percentage also applies to the question "Hvor fornøyd er du med pensum". The students appeared to be dividing among themselves when it comes to "Hvor stort læringsbytte har du hatt av å lese pensumlitteraturen?", but all four students agreed that the "pensummengden tilpasset kursets omfang". The majority students also agreed that "stort læringsutbytte har hatt når det kommer til språklig utvikling" and were happy with the "den praktiske informasjonen om kurset (frister, undervisningsopplegg osv)". Specifically, the percentage for the former are that one student opted for "stort utbytte", two were for "nokså stort utbytte"(one chose 'verken eller') and about the latter, three 'ganske fornøyd' and one had no opinion.

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