

MA in Chinese Language and Culture (CLC)

For the students of MA in Chinese Language and Culture (CLC) 2021-22 and subsequent intakes.

Institute of Modern Languages
University of Dhaka

December 2021

MA in Chinese Language and Culture (CLC)

i. Introduction

This MA in Chinese Language and Culture (CLC) program and/or degree to be offered by the Institute of Modern Languages, University of Dhaka is recommended for students i) who have already completed the BA (Honours) in CLC degree at the Institute of Modern Languages or elsewhere, and ii) are interested in acquiring mastery in Chinese Language and Culture.

This Syllabus of the above mentioned MA program has been designed in a way that it complies with the objectives of the Institute of Modern Languages (IML) as a site of foreign language education, and maintains the uniformity among the contents of the syllabuses of other Masters degrees in foreign language and culture offered at this institute.

ii. Proposed title of the Program:

Masters of Arts in Chinese Language and Culture (CLC)

iii. Program objectives

The MA in CLC aims at training students to use Chinese language at advanced level for academic and professional purposes. We expect to produce highly efficient practitioners and professionals in Chinese language, as there is a serious demand for such persons in Bangladesh.

This Masters in CLC are expected to have an exhaustive knowledge and expertise in i) Chinese language and literature, ii) in area studies (history, geography, culture, etc.), and also in linguistics. It will provide students with skills required for professions related to i) Chinese language education, ii) Translation and Interpretation from Bengali/English to Chinese and vice versa, and iii) area studies (history, geography, society, literature, culture, politics, etc.), iv) research in the field of language and linguistics in general.

iv. Resource persons

The institute has teachers with required qualifications in the relevant fields and professional experience in teaching.

v. Teaching methodology

Seminars/Workshops, interactive sessions, presentations, research, etc.

vi. Details of the Program

In order to get the degree, a student must have 36 credits. The program will be carried out in 1 academic year, divided into 2 semesters. During this program, 8 courses for thesis group and 9 courses for non-thesis group will be offered as requirement of the degree. This program is divided into two groups: thesis and non-thesis. The value of each course is to be weighed in terms of 4 credits given that the value for dissertation is 8 credits. 15 clock hours teaching is equivalent to 1 Credit hour. A 4 credit course will be given in 60 clock hours, 4 hours per week, in 15 weeks.

vii. Evaluation

The full marks for each course is 100, which is distributed as follows: i) Class Attendance (5), ii) Class Test/Presentation/Oral examination/Assignment (15), iii) Midterm (20) and, iv) Final written examination (60).

viii. Distribution of the Courses

Semesters	Courses	Course Code	Course Name	Credits
1 st Semester	Theory (Any two)	CLC 501	Sociolinguistics	(4×2)= 8
		CLC 502	Intercultural Communication	
		CLC 503	Introduction to Literary Theory	
	Specialized Study I (Any two)	CLC 504	Studies of Chinese Culture I	(4x2) = 8
		CLC 505	Modern Chinese Literature: Poetry and Drama	
		CLC 506	Morphology and Syntax in Chinese	
		CLC 507	Translation and Interpretation I	
		CLC 508	Methodology of Teaching Chinese as a Foreign Language	
	Research	CLC 509	Advanced Research Methodology	4
2 nd Semester	Specialized Study II (Corresponding two of Specialized I)	CLC 510	Studies of Chinese Culture II	(4x2) = 8
		CLC 511	Modern Chinese Literature: Short stories, Novel and Essays	
		CLC 512	Phonetics, Phonology, Semantics and Pragmatics in Chinese	
		CLC 513	Translation and Interpretation II	
	Teaching	CLC 514	Teaching Practicum	
	Dissertation or 2 taught courses	CLC 515	Dissertation	8 or (4x2) =8
		CLC 516	Advanced Communication in Chinese	
CLC 517		Academic writing in Chinese		
				36

Course Details

CLC 501	Sociolinguistics	4
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Sociolinguistics investigates the interactions between language and society. Generative linguistics studies the nature of grammatical systems. This course brings the two together, introducing students with prior training in linguistic theory to a broad array of sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. Students will also draw connections with research methods and approaches to data analysis used in other areas of linguistics, and examine attitudes toward language and culture and their social and political consequences. The course emphasizes the insights into the use of language in society provided by a generative linguistics approach to natural language.

Recommended books:

Trudgill, P. 2001. *Sociolinguistics: An Introduction to Language and Society, Fourth Edition*. London: Penguin Books.
 Hudson, R.A. 2001. *Sociolinguistics*. UK: Cambridge University Press.

CLC 502	Intercultural Communication	4
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This course will focus on the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace, city, and world. Main objective of this course is to explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two. Students expected to be able to understand how communication processes differ among cultures and will be able to identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them. Through this course they will discover the importance of the roles of context and power in studying intercultural communication which is linked to acquire knowledge, skills and attitudes that increase intercultural competence.

Recommended books:

Haugen, E. 1972. "The Ecology of Language", in Dil, A. S. (ed) *The Ecology of Language: Essays by Einar Haugen*, Stanford: Stanford University Press.
 Martin, J. et al. 2002. *Readings in Intercultural Communication: Experiences and Contexts*. New York: McGraw-Hill Education.
 Martin, J.N. and Nakayama, T.K. 2017. *Intercultural Communication in Contexts*. New York: McGraw-Hill Education.

Patel, F. et al. 2011. *Intercultural Communication – Building a Global Community*. India: SAGE Publications.

Yamada, H. et al. 2017. *The Seven Keys to Communicating in China – An Intercultural Approach*. Georgetown University Press.

CLC 503	Introduction to Literary Theory	4
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This course introduces literary theories. In this course students will be introduced in depth theories which provide them a strong background for comprehending contemporary literary studies as an academic discipline. It also inspires students to view literary and cultural texts through a new set of lenses. The course examines texts in literary theory from Plato to Foucault and beyond, representing the rich history of the field and the contemporary debates. Literary theory considers the value and function of literature in society as well as the most rewarding ways to read and consider literature.

Recommended books:

Abrams, M. H. 2000. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd.

Arnold, Matthew. 1865. *Essays in Criticism*. New York: MacMillan and company.

Blamires, Harry. 2001. *A History of Literary Criticism*. Delhi: Macmillan.

Habib, M. A. R. 2005. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Blackwell.

CLC 504	Studies of Chinese Culture I	4
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This course will focus on how the modern Chinese society and culture are formed. This course is designed to provide a general introduction to Chinese culture as objects of scientific inquiry through examination of the major problems in the analysis of historical and contemporary sociocultural systems in China. Students will learn not just about Chinese culture, but how to approach the study of a culture and its development. The course will also cover issues facing today's Chinese society, which include education, politics, economy, Westernization, status of women, and family structure. It is also intended to acquaint students with the major research strategies, analytical tools, and theoretical perspectives of social science.

Recommended books:

Ying-shih Yü, Josephine Chiu -Duke, Michael Duke (2016). *Chinese History and Culture-Sixth Century B.C.E. to Seventeenth Century*. Columbia University Press: New York, New York, United States

Latourette Scott Kenneth.1943.The Chinese-Their History and Culture.The Macmillan New York, New York, United States.
 Zhang Qizhi.2015.An Introduction to Chinese History and Culture. China Academic Library,China.

CLC 505	Modern Chinese Literature: Poetry and Drama	4
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This course introduces students to classical Chinese literature. Students will read poetry and drama from the earliest times to the mid-nineteenth century. They will study how literature intersected with political, social, economic, religious, and intellectual systems over the same time frame. Students are expected to be able to analyze the poetry and drama with attention to the works' themes, structures, and styles. They will also carry out comparative studies between Bengali and Chinese poetry and drama with the knowledge of this course. Students will also learn Haiku and Tanka.

Recommended books:

Yao Den et al.2012.Chinese Literature. Cambridge University Press.Cambridge.Cambridge, England.
 Gu Dong Ming.2018.Routledge Handbook of Modern Chinese Literature.Taylor and Francis.United Kingdom.
 Leidensia Sinica.2019.Chinese Poetic Modernism.Brill.Leiden, Netharlands.
 Hong Zicheng.2009.A History of Contemporary Chinese Literature.Brill.Leiden, Netharlands.
 Chen Xiaomei.2010.The Columbia Anthology of Modern Chinese Drama.Columbia University Press,New York, United States.

CLC 506	Morphology and Syntax in Chinese	4
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This course will aim at an understanding of language and the way it works by examining linguistic descriptions in terms of phonetics and phonology, morphology, syntax and semantics and their functional relations. It will also provide a general background to sociolinguistics. At the end, the course provides students with the ideas and issues of linguistics that have contributed to the development of the field of language teaching. Over all, the course develops an understanding of students about the Chinese language and how it operates in use.

Recommended books:

Packard L. Jerome.2010.The Morphology Of Chinese.Cambridge University Press.Cambridge, England.

Sybesma Rint.2017.Encyclopedia of Chinese Language And Linguistics (5 Volumes).Brill.Leiden, Netharlands.
 Sun Chaofen.206.Chinese: A Linguistics Introduction.Cambridge University Press.Cambridge, England.
 Fromkin, V. and Rodman, R. 1998. *An Introduction to Language*. New York: Harcourt Brace.
 Leech, G.N. 1981. *Semantics*. Harlow: Penguin.
 Ronnie, C., Kempson, R. and Gregoromichelaki, E. 2009. *Understanding Semantics*. London: Routledge.
 Tallerman, M. 2011. *Understanding Syntax*. New York: Routledge.
 Yule, G. 1985. *The Study of Language*. Cambridge: Cambridge University Press.

CLC 507	Translation and Interpretation I	4
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The goal of this course is to close reading to bring about a clear understanding of the text, to initiate research and documentation to broaden the general knowledge base of the translator and to better understand to text, to prepare required to translate a clue avoiding the trap of ‘faux amis’. Students are expected to be able to translate short stories/ novels from Chinese to Bengali and vice versa. Students will also learn basic theories of the Interpretation. Students are expected to be expert in consecutive interpretation as well.

Recommended books:

Roger T. Bell.1991.Translation and Translating: Theory and Practice.London ; New York :Longman.
 Eugene Nida.1968.The theory and practice of translation.Leiden : E.J. Brill, 1969
 J.C. Catford.2010.Translation: Theory and Practice in Dialogue.(Continuum Studies in Translation). New York, USA
 Baker, M. 2011. *In Other Words -A Coursebook on Translation-*. London: Routledge.
 Munday, J. 2001. *Introducing Translation Studies -Theories and Applications-*. London: Routledge.
 Nolan, J. 2005. *Interpretation -Techniques and Exercises-*. Bristol: Multilingual Matters.

CLC 508	Teaching Methodology of Chinese as a Foreign Language	4
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This course explores the various approaches, methods, and techniques that have been historically employed in Foreign Language Teaching (FLT) focusing on teaching Chinese as a Foreign language, and their theoretical rationale. This course will also help the students know different stages and strategies of teaching language skills covering listening, speaking, reading, writing, grammar, vocabulary and pronunciation. They will also examine the various types of Chinese

language syllabuses on offer and learn to implement and evaluate syllabuses. The course also links the relevance of the syllabus to existing teaching materials by exploring the principles of materials development. They will learn to design effective learning tasks and develop varieties of engaging and meaningful materials that ensure purposeful language use for Chinese language learners. In the process, they will become aware of current research on second language acquisition and principles and practices of language teaching. Finally, they will learn the principals of testing and how these principles may be applied in practice and become aware of the issues in relation to test reliability, validity and standardization in scoring.

Recommended books:

Orton Jane, Scrimgeour.2019.Teaching Chinese as a Second Language.Routledge.Tylor and Francis Group.Oxfordshire, United Kingdom.

Wen Xiaohong, Jiang Xin.2018.Studies on Learning and Teaching Chinese As a Second Language.Routledge, London, United Kingdom.

Douglas, D. 2009. *Understanding Language Testing*. New York: Routledge.

Holliday, A. 1994. *Appropriate Methodology and Social Context*, Cambridge: Cambridge University Press.

Hughes, A. 2010. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Kumaravadivelu, B. 2002. *Beyond Methods: Macro strategies for Language Teaching*. New York: Yale University Press.

Larsen-Freeman, D. 2011. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

McGrath I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Nunan, D. 1986. *Syllabus Design*. Oxford: Oxford University Press.

Nunan, D. 1991. *Language Teaching Methodology: A Textbook for Teachers*. Boston: Prentice Hall.

Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Richards, J. C. and Rodgers, T. S, 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. 2011. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

CLC 509	Advanced Research Methodology	4
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This course will provide an introduction to the research process and orient students to the format of empirical research. The major tools of collecting and analyzing data in the qualitative and the quantitative approaches will be discussed and examined. The relevance of obtaining knowledge

and insights from literature survey and the linking of ideas from the literature survey to the research findings will be emphasized. Finally, students will formulate a detailed research proposal for their Dissertation.

Recommended books:

রহমান, এ এস এম আতীকুর (২০০৫) সমাজ গবেষণা পদ্ধতি। ঢাকা: তনু এজ পাবলিকেশন্স। Brown, J. D. 1988. *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: Cambridge University Press. Dornyei, Z. 2007. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford University Press. McDonough, J. and McDonough, S. 1997. *Research Methods for English Language Teachers*. London: Arnold. Walliman, N. 2011. *Research Methods: The Basics*. London and New York: Routledge. Wilkinson, D. and Birmingham, P. 2003. *Using Research Instruments: A Guide for Researchers*. London and New York: RoutledgeFalmer.

CLC 510	Studies Chinese Culture II	4
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This course will focus on Chinese culture more deeply. Using the knowledge of “CLC 504: Studies Chinese Culture I” students are expected to go further in this field. This course provide a good chance to the students to carry out a comparative study between Bangladeshi culture or Bengali speakers’ culture and Chinese culture.

Recommended books:

Zhang Longxi.2015.Cross-cultural Studies: China and the World.East Asian Comparative Literature and Culture.ISBN: 978-90-04-28494-4
Chris Shei.2020.The Routledge Handbook of Chinese Studies.ISBN 9780367181390
Bob Hodge.1998.Politics of Chinese Language and Culture.Routledge.London, United Kingdom.
Professor Zhang Longxi.2015.Cross-cultural Studies: China and the World.East Asian Comparative Literature and Culture.Volume: 6.ISBN: 978-90-04-28494-4

CLC 511	Modern Chinese Literature: Short stories, Novel and Essays	4
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This course provide the students of MA in Chinese Language and Culture with the knowledge on pre-modern and contemporary literary works on the short stories, novel and essays. The literary works includes the novel written by Mishima Yukio and Murakami Haruki.

Recommended books:

Zhang Longxi.2015.Cross-cultural Studies: China and the World.East Asian Comparative Literature and Culture.ISBN: 978-90-04-28494-4
Hsia C. T. .2016.The Classic Chinese Novel-a Critical Introduction.Columbia University Press.New York, United States.
Lau S. M. Josheph.2007.The Columbia Anthology of Modern Chinese Literature(Modern Asian Literature Series).Columbia University Press.Nerw York, United States.
Ling Vivian.2020.Chinese Short Stories For Language Learners.Tuttle Publishers.Vermont, United States.

CLC 512	Phonetics, Phonology, Semantics and Pragmatics in Chinese	4
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The course provides the students with advanced knowledge in Chinese semantics and pragmatics. The aim of the subject of study is to give a brief introduction to semantics and pragmatics. Semantics is the study of meaning. More precisely it is the study of the relation between linguistic expressions and their meanings. Pragmatics is the study of context. More precisely it is the study of the way context can influence our understanding of linguistic utterances. The term semantics simply means the study of meanings. The study explores how meaning in language is produced or created. Semantics not only concentrates on how words express meaning but also on how words, phrases and sentences come together to make meaning in language. To start with, you will be motivated to focus on the nature and scope of semantics. Hence, here in this unit, you will be introduced to the concept and definition semantics, brief history of semantics, semantics and other disciplines, major concern of semantics, and the different approaches to the study of semantics.

Recommended books:

Guillaume Jacques.2012.Introduction to Chinese historical phonology.University of Paris, Paris, France.
Jialing Wang and Norval Smith.1997.Studies in Chinese Phonology.De Gruyter Mouton.Volume 20 in the series Linguistic Models.
<https://doi.org/10.1515/9783110822014>
C.-T. James Huang, Y.-H. Audrey Li, Andrew Simpson.2014.The Handbook of Chinese Linguistics.Print ISBN:9780470655344 |Online ISBN:9781118584552
|DOI:10.1002/9781118584552
Rint Sybesma.2017.Encyclopedia of Chinese Language and Linguistics (5 Volumes).ISBN: 978-90-04-18643-9
Chris Shei.2014.Understanding the Chinese Language
A Comprehensive Linguistic Introduction.Routledge,London, United Kingdom.

CLC 513	Translation and Interpretation II	4
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In this course, students will examine and implement the basic methodologies, theories and principles in the field of Chinese translation. Contents will include various technical and non-technical materials. Students will examine and implement the basic methodologies, theories and principles in the field of Chinese interpretation. Materials will include film, formal and informal documents, and interpretation of a variety of meetings and events. Students will analyze the cultural contexts in which the interpretation activities take place. They will work on improving their Chinese Linguistic competencies and become familiar with the use of interpretation technology and equipment. This course has a strong service learning component in which students will work with various local organizations and the Chinese community to meet their interpretation needs. Through these service learning activities, students will have valuable opportunities to apply and reflect on their learning as well as work with the technical and social complexities of providing services according to needs. Students will also learn advanced theories of the Interpretation. Students are expected to be expert in simultaneous interpretation as well.

Recommended books:

Daniel Weissbort. 1981. Translation: Theory and Practice : a Historical Oxford University Press. Oxford, England

Peter Newmark. 1988. A textbook of translation. Prentice-Hall International. New York

Baker, M. 2011. *In Other Words -A Coursebook on Translation-*. London: Routledge.

Munday, J. 2001. *Introducing Translation Studies -Theories and Applications-*. London: Routledge.

Nolan, J. 2005. *Interpretation -Techniques and Exercises-*. Bristol: Multilingual Matters.

CLC 514	Teaching Practicum	4
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The course intends to develop students' practical skills necessary to teach Chinese as a foreign language. They are encouraged to translate the theoretical knowledge that they have gathered in "CLC 508: Methodology of Teaching Chinese as a Foreign Language". Tasks such as Teaching Classroom Techniques into practice, conduct teaching sessions in front of their peers, apply the skills learnt and gain hands-on teaching experiences will be carried out. Students have the opportunity to experiment with new techniques in a friendly environment and receive formative feedback from the peers. The principles of teacher development and the knowledge of approaches, methods, and techniques in LT come together through micro-teaching and peer observation. On completing the micro-teaching, the students will be able to prepare and apply lesson plans, develop confidence in using a variety of materials and teaching techniques, and expand on their teaching skills and understand the necessity of continuous reflection on the teachers' part for ensuring optimal learning for students. They will design and develop a portfolio as a component of assessment.

Recommended books:

Moloney Robyn, Xu Ling Hui.2016.Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language.Springer.ISBN:978-981-287-772-7

Goh Yeng-Seng.2017.Teaching Chinese as an International Language.Cambridge University Press, Cambridge, United Kingdom.

Lu Yang.2017.Teaching and Learning Chinese in Higher education.Routledge,London, United Kingdom.

Orton Jane, Scrimgeour.2019.Teaching Chinese as a Second Language.Routledge.Tylor and Francis Group.Oxfordshire, United Kingdom.

Wen Xiaohong, Jiang Xin.2018.Studies on Learning and Teaching Chinese As a Second Language.Routledge, London, United Kingdom.

Darling-Hammond, L. 2012. *Powerful teacher education: Lessons from exemplary programs.* London: Wiley.

Darling-Hammond, L. and Bransford, J. 2005. *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco: John Wiley and Sons.

Elliott, J. 2012. *Reconstructing teacher education: Teacher development.* New York: Routledge.

Michael J. W. 1991. *Training foreign language teachers: A reflective approach.* Cambridge: Cambridge University Press.

Richards, J. C. and Farrell, T. S. C. 2011. *Practice teaching: A reflective approach.* Cambridge: Cambridge University Press.

Tedick, D. J. 2013. *Second language teacher education: International perspective.* New York: Routledge.

CLC 515	Dissertation	8
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The dissertation will be written by the students must be based on an original empirical research underpinned by a comprehensive literature survey, conducted independently on the basis of some theories. Students will investigate and report their findings on the basis of data they have collected to answer their research question. They will be expected to write a well-conceived and appropriately executed paper based on their original piece of work. In principle, dissertation will be written in Chinese and the word limit should be around 20,000 characters. However, in some special cases the department may allow students to write dissertation in Bengali or English, which should be of around 30,000 words. The research report will be assessed by both the supervisor and by external examiners. Finally, students will face an interview in a formal defense of the thesis. It will be conducted by the Examination Committee members to assess student's learning outcomes through research.

CLC 516	Advanced Communication in Chinese	4
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In this course students shall be introduced Advanced Chinese Conversation and Contemporary Issues offers training in advanced level conversational Chinese with emphasis on learning about the language, society, and culture of contemporary China. Students are expected to be conversant with practical conversational expressions and strategies.

Recommended books:

Guillaume Jacques.2012.Introduction to Chinese historical phonology.University of Paris, Paris, France.

Tang Yanfang, Chen Qincai.2004.Advanced Chinese:Intention, Strategy, and Communication: with Online Media.Yale University.Connecticut, United States.

Tang Yanfang, Lee Carolyn Kushan, Xu Li, Zhang Jin, Yu Peng.2020.Acting Chinese- an Intermediate-Advanced Course IN Discourse and Behavioral Culture.Routledge.Tylor and Francis Group.London, United Kingdom.

CLC 517	Academic Writing in Chinese	4
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Students will be able to write clear academic Chinese and advanced level text on a wide range of subjects related to his or her interests. They are expected to write critical essay or report, passing on information or giving reasons in support of or against a particular point of view. Students will also learn how to write a research project and presentation documentation.

Recommended books:

Bailey Stephen.2018.Academic Writing-a Handbook for International Students.Routledge.Tylor And Francis Group.London, United Kingdom.

Zemach E Dorothy, Rumisek a Lissa.

Lillis Theresa, Curry Jane Mary.2010.Academic Writing in a Global Context.Routledge.London, United Kingdom.

Heard B. Stephen.2016.The Scientist’s Guide to Writing.Prienceton University Press.New Jersey, United States.

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