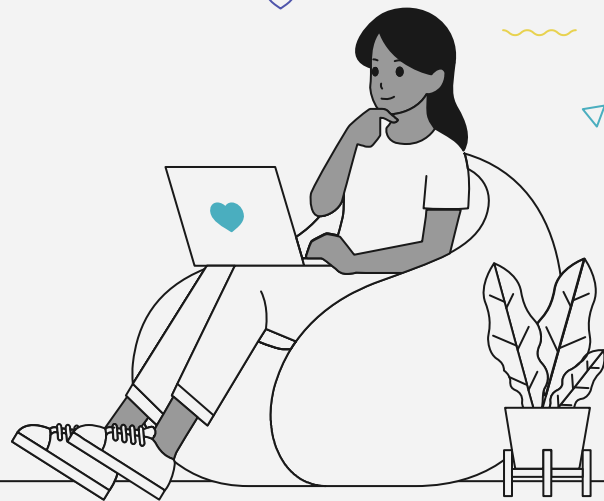




# From radicals lists to clicks: enhancing Chinese translation teaching and learning through digital literacy

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Studies, Universitat Autònoma de Barcelona





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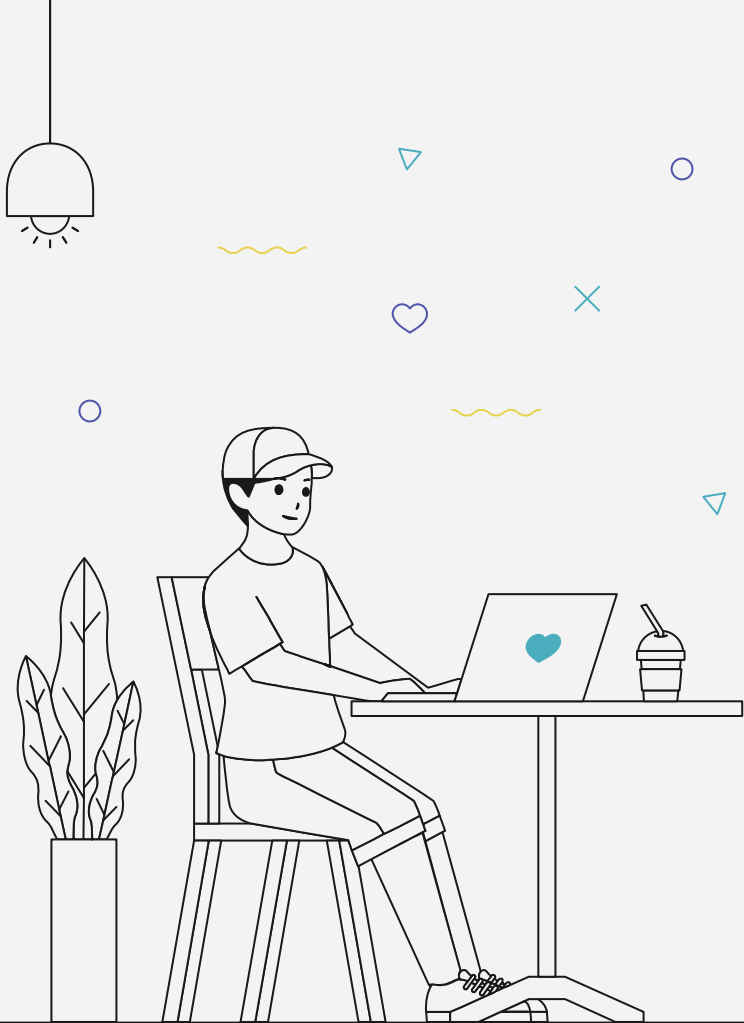
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# 01 Introduction

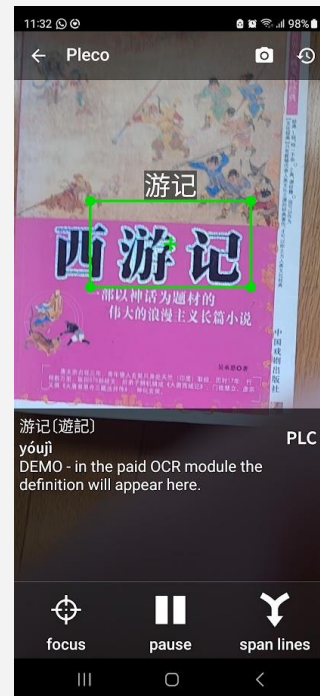


# Learning Chinese

in 2002



in 2025



02

# Our programme





# Chinese offer at our faculty



**1988-89**

Chinese included in the  
BA in Translation and  
Interpreting



**2009-10**

Degree in T&I  
Degree in East Asian  
Studies



**Now**

Revision of degrees



**2000-01**

Creation of an East Asian  
Studies programme



**2020-21**

Degree in Spanish and  
Chinese Studies



# Chinese: “C” language in T&I Degree (I)

1<sup>st</sup> + 2<sup>nd</sup> year:

## Language for translation purposes

- Each term, 74.25 h. lesson time + 100 h. autonomous work (297 + 400 in total)
- Mainly introduction to language
- Focus on written skills
- Translation + contrastive exercises introduced from the beginning

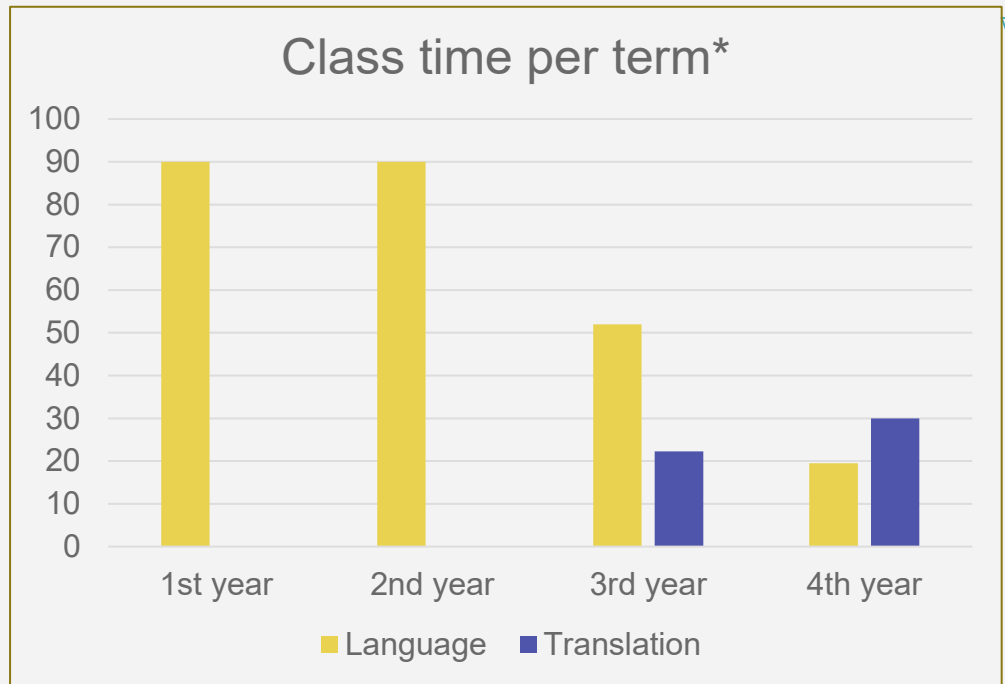


# Chinese: “C” language in T&I Degree (II)

## 3<sup>rd</sup> + 4<sup>th</sup> year:

### Language + translation

- Translation is introduced progressively
- Time devoted to learning the language is substantially reduced
- *New Practical Chinese Reader* as textbook



\*Excluding autonomous work





# Introduction to translation

## 3<sup>rd</sup> year

- Basic principles for the practice of Chinese-Spanish/Chinese-Catalan translation.
- Resolution of contrastive difficulties: differences in writing conventions, lexicon, morphosyntax, etc.
- **Use of technological resources** and basic documentation techniques relevant to the translation of Chinese texts.
- Resolution of translation problems of texts on personal topics and general topics of known areas.

## 4<sup>th</sup> year

- Resolution of translation problems of different types of simple non-specialized texts in standard language.
- Production of translated texts in Spanish or in Catalan from Chinese.
- Reflection on the processes of reading comprehension and translation.
- Cultural topics related to the studied texts.
- **Use of (technological and documentation) tools** for the translation of simple, non-specialized texts in standard language.



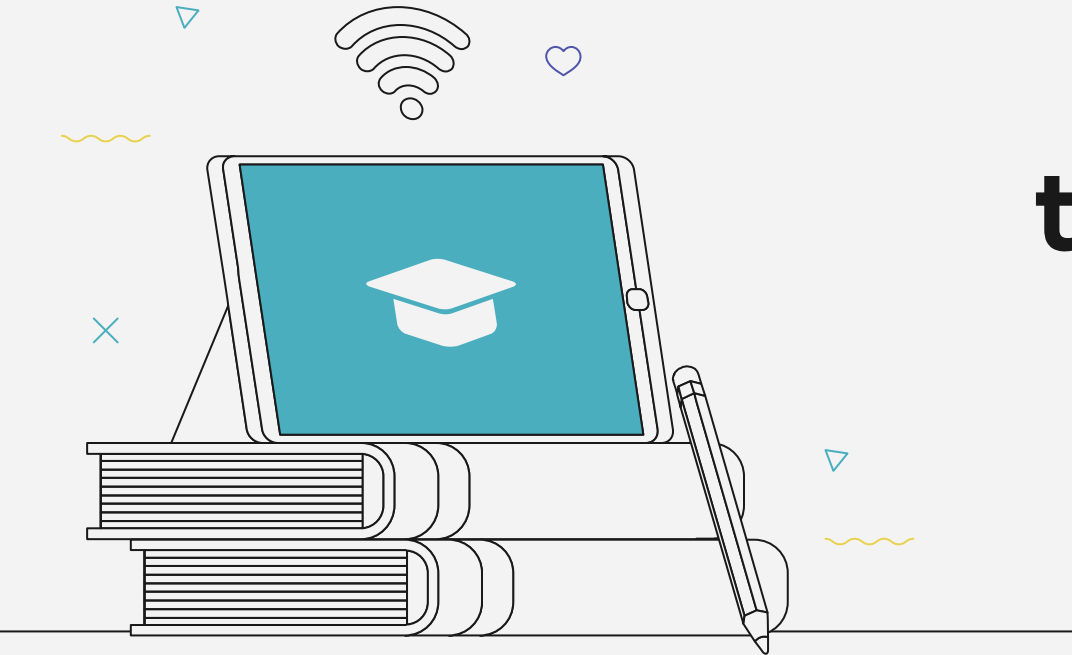
# Introducing technologies in the classroom



1. Translate this text and make a list with all the tools/resources you used.
2. Translate this text and reflect on the tools used and their usefulness for specific purposes.
3. Compare various versions (human translation, GenAI translation, DeepL translation...) of a text you translated in class. Identify potential mistakes, good translations, segments that could be improved (and argue why). Are there any patterns?
4. Translate these posts from Xiaohongshu and identify slang or specificities of Chinese in this social media.

03

# Challenges: the world has changed





# 1. Students have changed



## Shorter attention span

Many students struggle to concentrate in class or while doing their assignments.



## Digital natives

An important part of their life and interactions take place in the digital world.

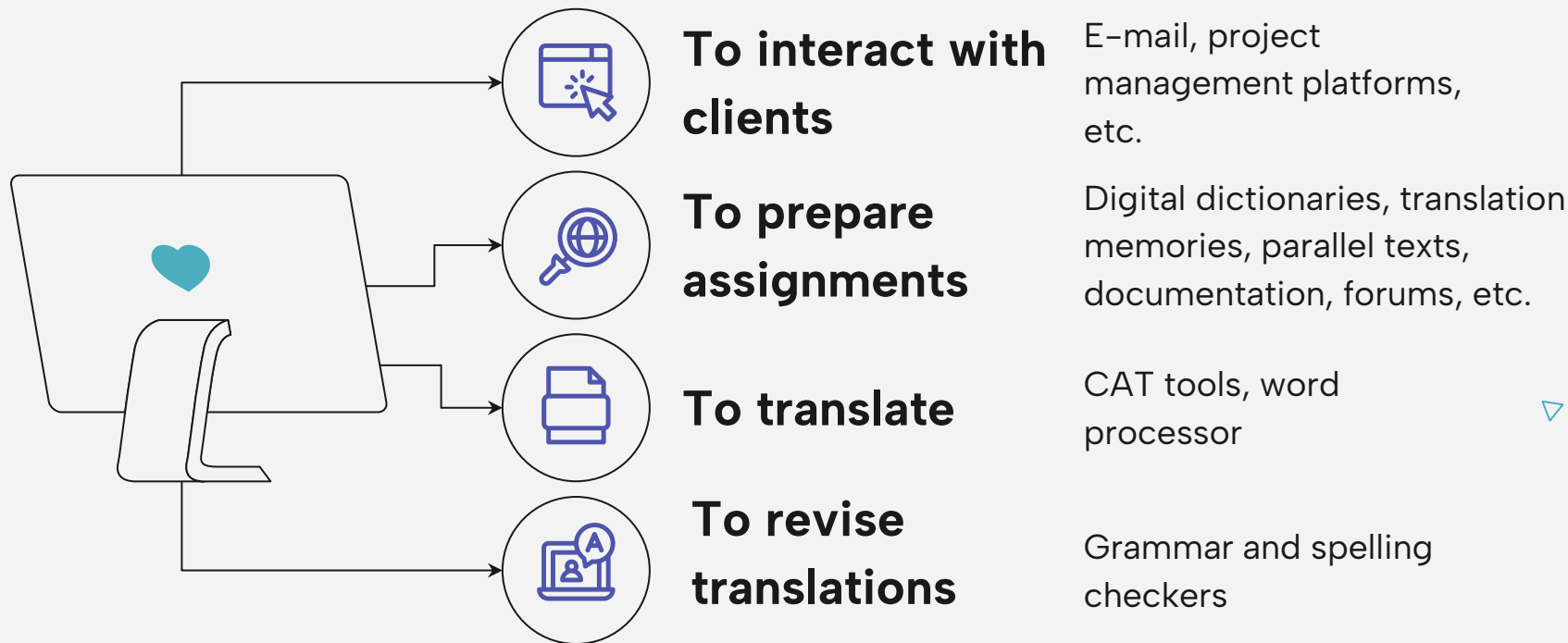


## Handwriting is anecdotal

They rarely handwrite, even in their mother tongue.



## 2. Professional translators use technologies (almost for everything)



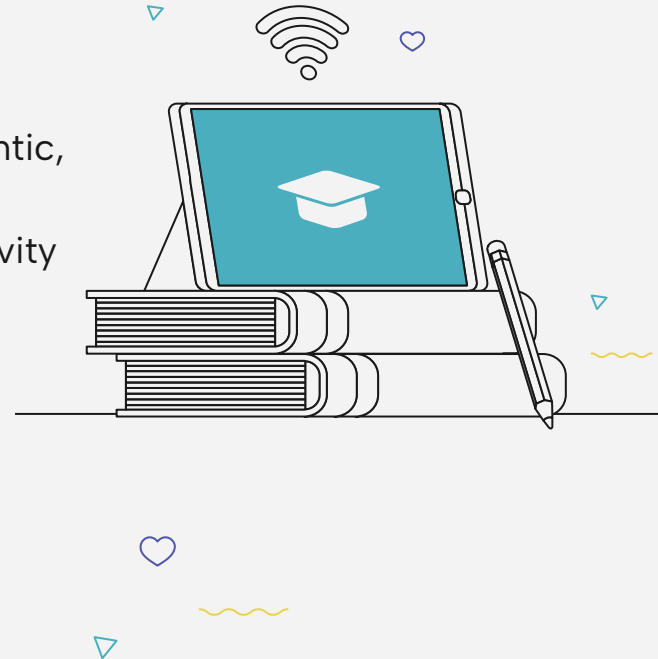
### 3. Mobile assisted language learning (MALL) + microlearning are here to stay

#### Benefits of MALL

- The potential for learning to be personalized, situated, authentic, spontaneous and informal (Kukuska-Hulme, 2009)
- Multimodality, mobility, instantaneous participation, interactivity (Lee, 2022)

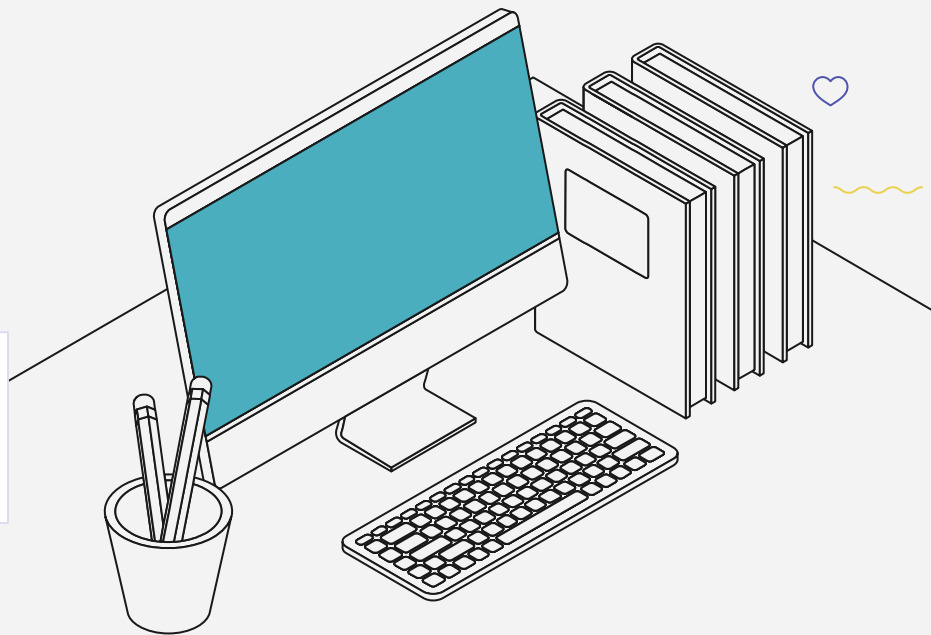
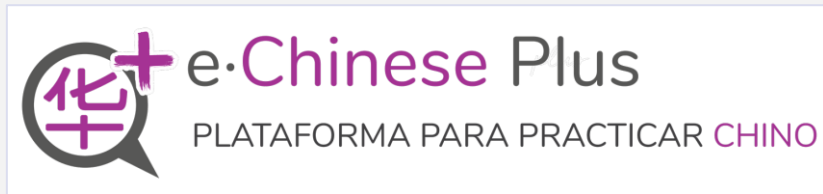
#### The shift to microlearning (Bruck, 2002)

- It reduces “the overflow and complexity of information and structure[s] it into sequences and strings”
- New didactic models, redesign of learning processes
- Individual learners choose time, place and pace of learning



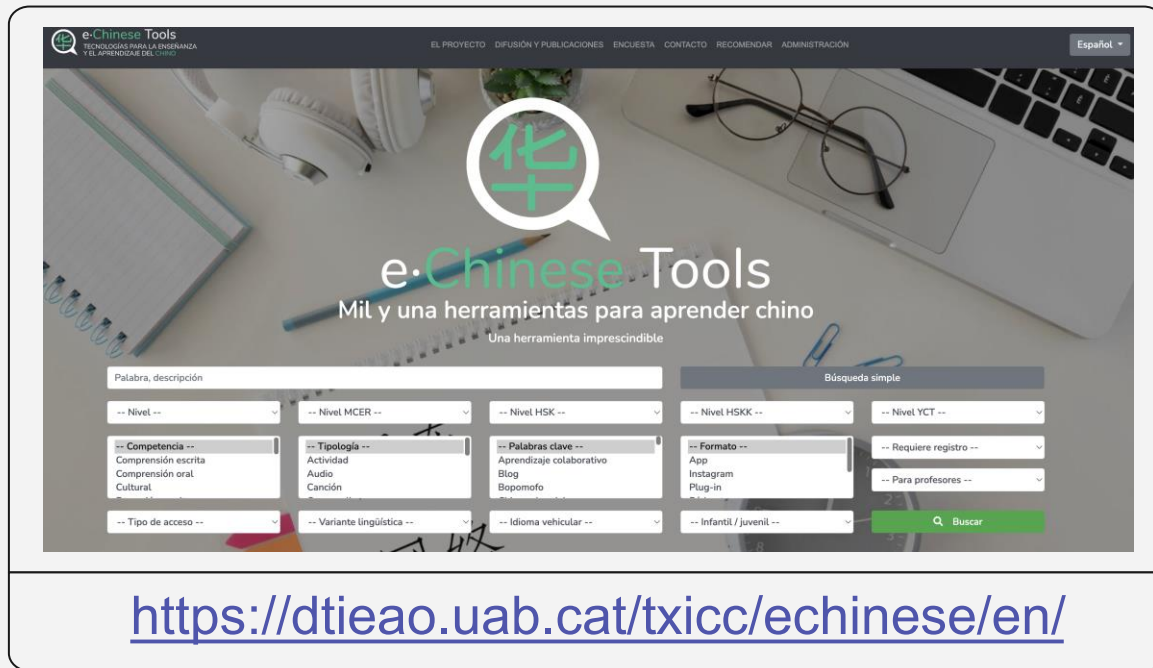
04

# Our digital tools



# e-Chinese Tools

Open access  
database of digital  
tools and resources  
for learning Chinese



<https://dtieao.uab.cat/txicc/echinese/en/>

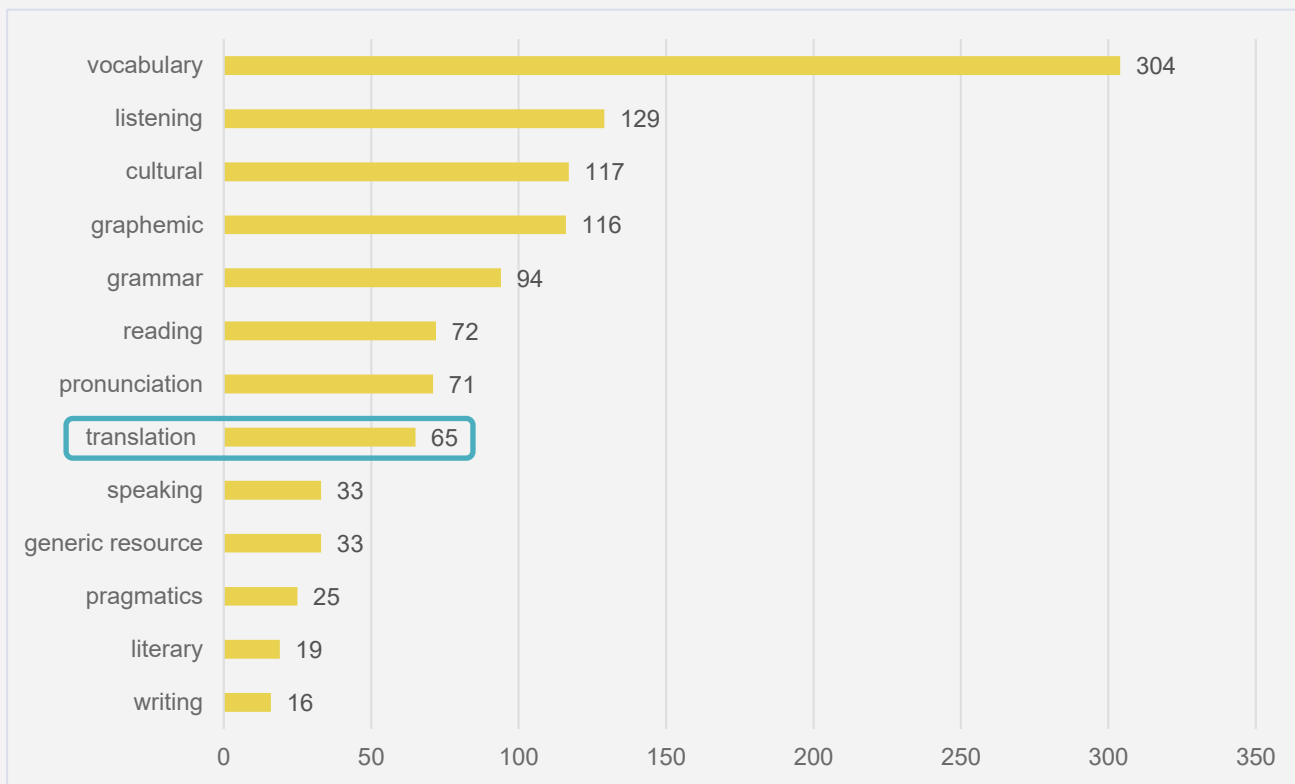


fundació  
Institut Confuci  
de Barcelona

巴塞罗那孔子学院基金会



# Skills covered by e-Chinese Tools



# e-Chinese Tools



## Useful for finding tools

More than 450 resources described



## Languages

Limited resources for Spanish-speaking students (and languages other than English)



## Imbalance

Between receptive and productive skill practice



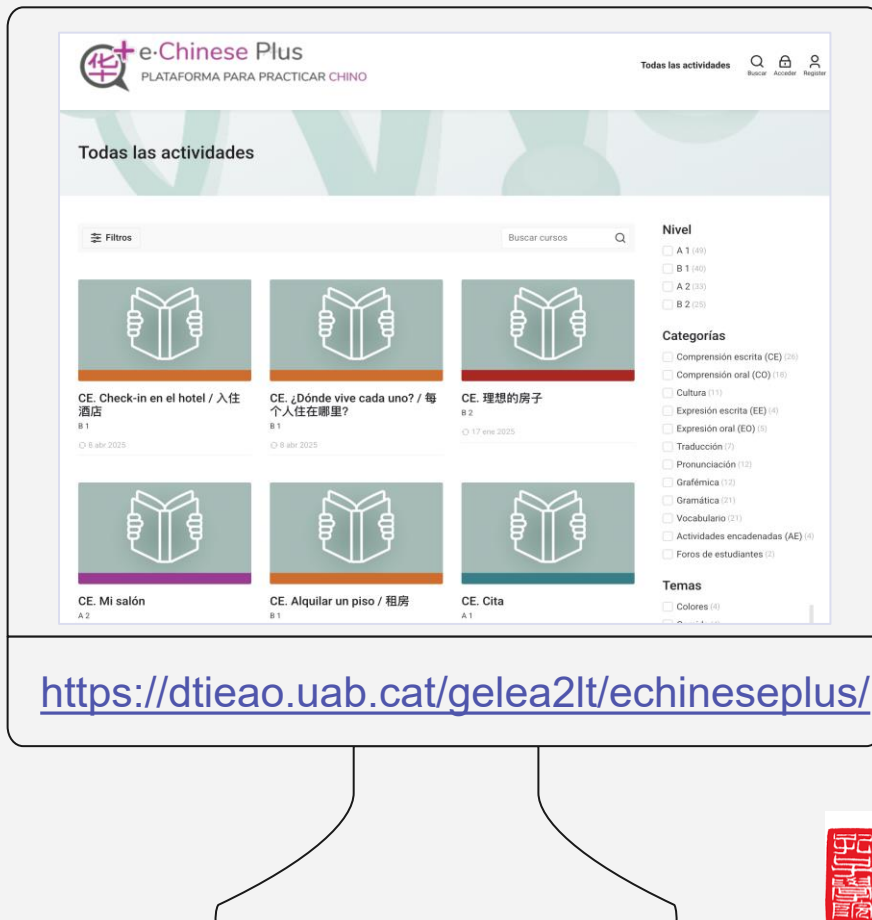
## Limited open access

High quality resources often not free



# e-Chinese Plus

Open access  
platform with  
interactive activities  
for learning Chinese



# Principles Guiding Activity Creation

**Open access:** Moodle-based platform

**Self-correcting activities** with detailed feedback

Different formats and learning styles

Use of technology (CALL)

+ GenAI = **ICALL** (24%)

# Platform in numbers

150 activities

4 levels

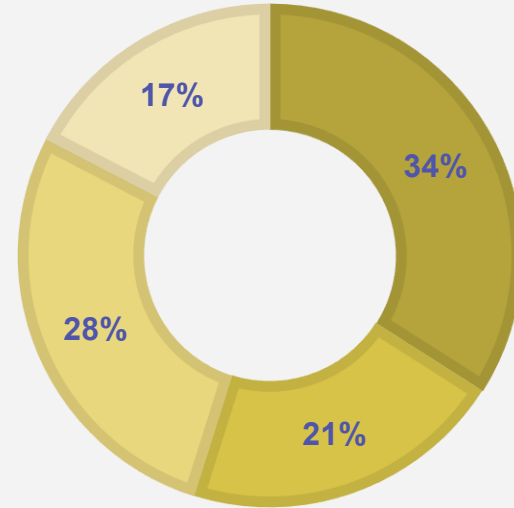
10 skills + sequenced activities

>430 registered users

2 forums:

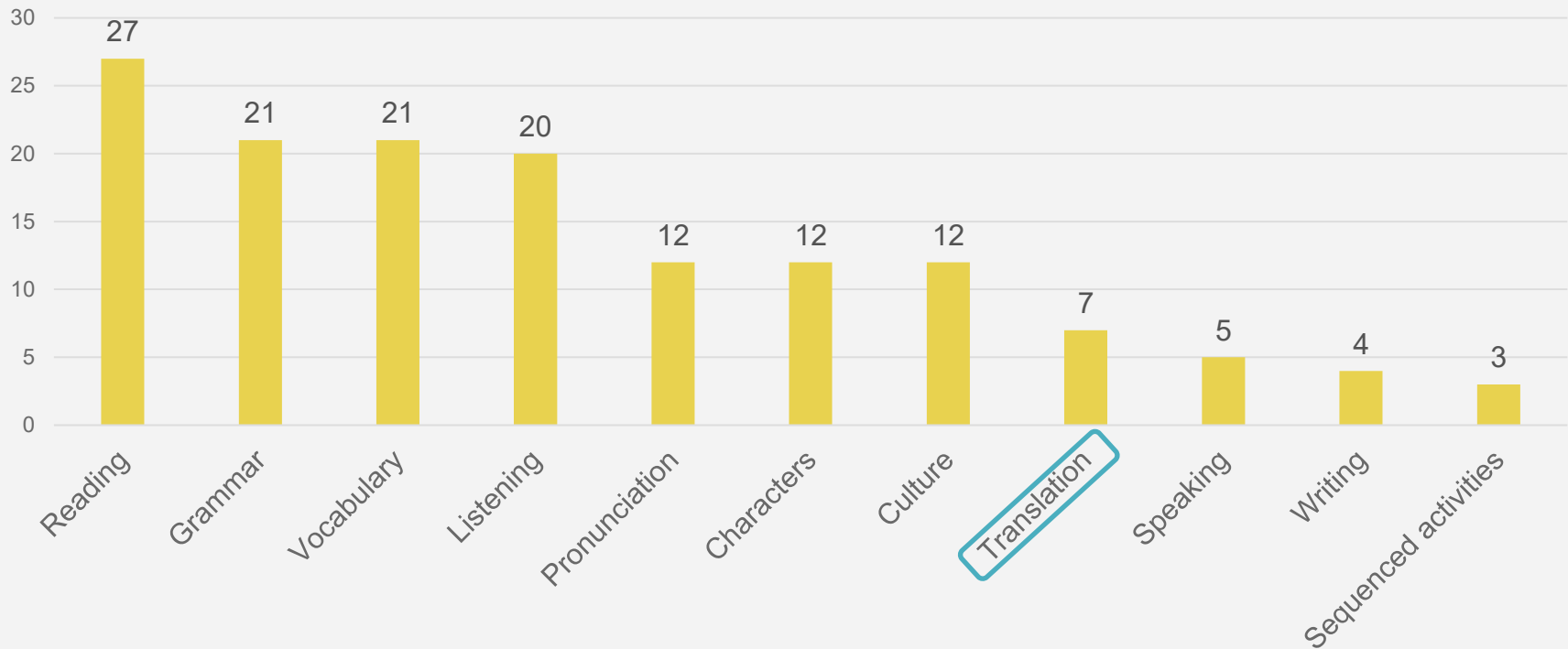
- student forum
- assistance forum

## LEVEL

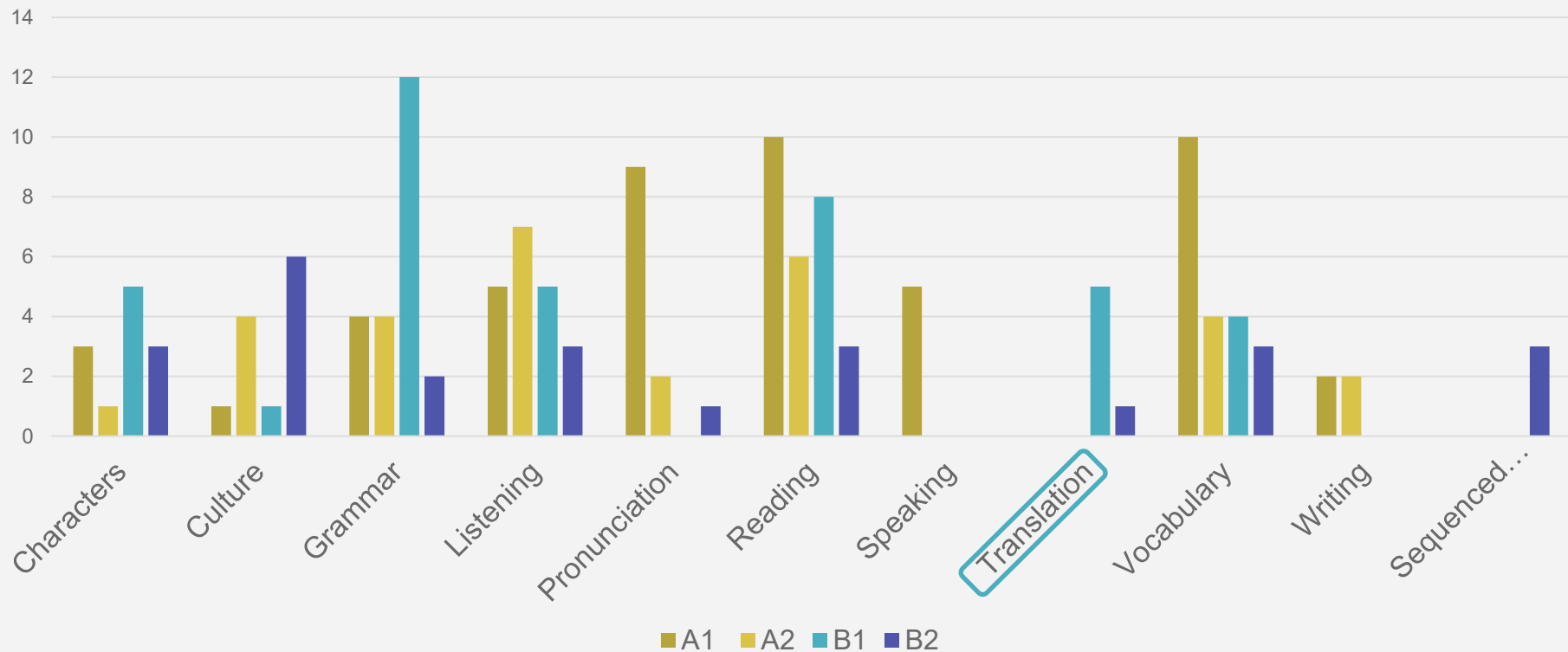


■ A1 ■ A2 ■ B1 ■ B2

# Activity distribution by skill



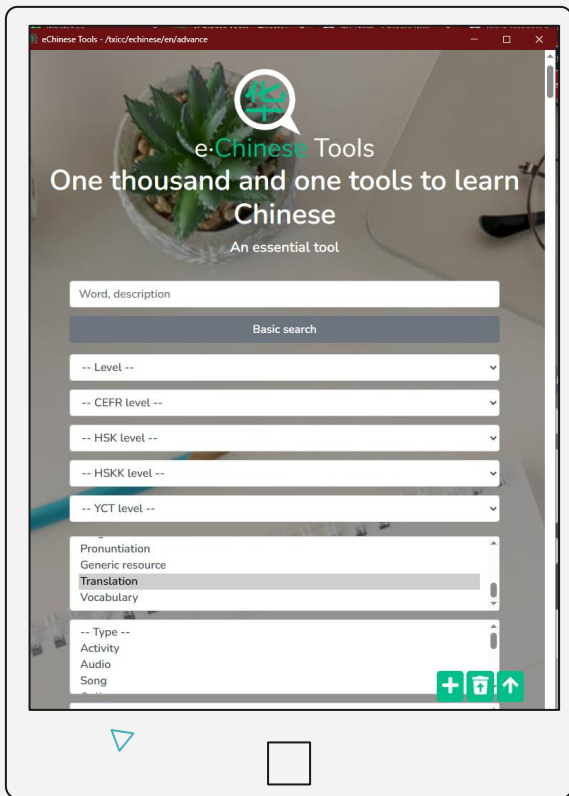
# Activity distribution by skill and level



# 05 Introducing e·Chinese in our teaching







# Exercises with eChinese Tools

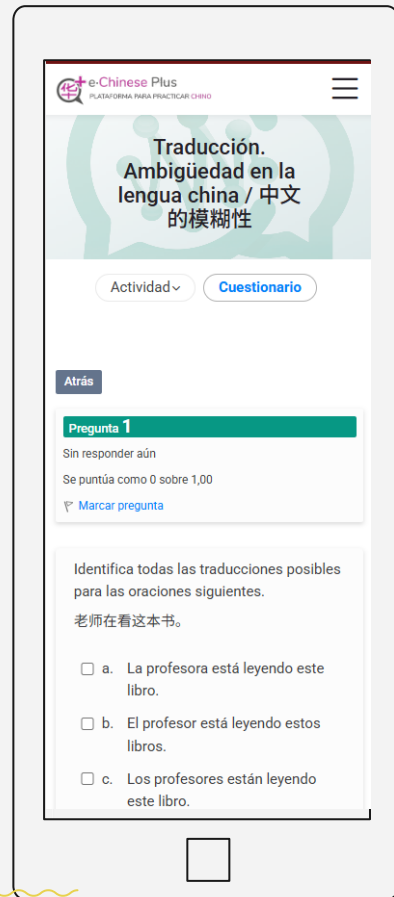
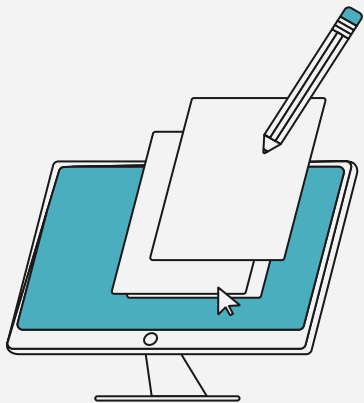


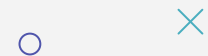
1. **In general language classes:** Select a given skill and look for resources to practise it according to your level. Compare and grade these resources.
2. **In translation classes:**
  1. Individual task: Search for translation resources. Use them for a given translation. Identify strengths and shortcomings.
  2. Group task: Share and compare your finding with your peers. Create a collaborative map with the best resources for each specific purpose.

# Translation activities in e-Chinese plus

## A1

- Ambiguity in Chinese language: activity to reflect on the challenges of translating gender, number or verbal time from Chinese into Spanish





# Translation activities in e-Chinese plus



## B1

- Translation of polysemic words according to their context (麻烦, 辛苦)
- Translation of forms
- Translation of measure words according to their context (群)
- Translation of question words according to their function
- Translation of 除了... .. (以外)

Relaciona cada oración con la traducción más adecuada para la parte en negrita sin repetir ninguna opción.

今天你来了帮我搬家, 真是**麻烦**你了!

包饺子很**麻烦**!

你哥哥正在学习, 不要去**麻烦**他。

你觉得会有**麻烦**吗?

**麻烦**你帮我问一下路。

Elegir...

Elegir...

por favor

pesado

muchas gracias por todo

problemas

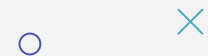
molestar

中华人民共和国签证

Formulario de solicitud de visado de la República Popular China

一、个人信息 - Sección 1. Información personal

1.1. 英文姓名 Nombre completo como en pasaporte	姓 Apellido 中间名 Nombre medio 名 Nombre	粘贴一张近期正面免冠、浅色背景的色彩护照照片。 Pegue aquí una foto de color, del estilo de pasaporte, (con cara plena, vista frontal, sin gorro y con un fondo claro)
1.2. 中文姓名 Nombre en chino	1.3. 别名或曾用名 Otro(s) nombre(s)	
1.4. <input type="text"/> Sexo <input type="checkbox"/> 男 varón <input type="checkbox"/> 女 mujer	1.5. 出生日期 Fecha de nacimiento	
1.6. <input type="text"/> Nacionalidad actual	1.7. <input type="text"/> Nacionalidad(es) anterior(es)	
1.8. <input type="text"/> Lugar de nacimiento (ciudad, comunidad/provincia, país)	〈市、省/州、国〉	
1.9 身份证/公民证号码		



# Translation activities in e·Chinese plus



## B2

- Translation of idioms (成语)
- As part of sequenced activities:
  - 媽祖遶境
  - Onomatopoeia
  - Computer vocabulary and expressions
  - Chinese food (translation of recipes)

A continuación tienes la receta de col salteada (清炒大白菜). Relaciona cada instrucción con su traducción.

把大白菜洗净，切成块。	Elegir...
蒜切碎备用。	Elegir...
热锅加油，	y saltéala a fuego vivo hasta que esté tierna.
放入蒜末炒香。	y mezcla todo bien.
加入大白菜，	añade el ajo picado y saltéalo.
大火翻炒至变软。	Pica el ajo y resérvalo.
加少许盐和生抽调味，	Lava la col y córtala a trozos.
继续翻炒均匀。	Añade la col
	Sazona con una pizca de sal y salsa de soja,
	Calienta un wok con aceite,
	Elegir...

No hay mal que por bien no venga.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
塞	翁	马	失

Matar dos pájaros de un tiro.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
一	石	二	鸟

e dije digo, digo Diego.

<input type="text"/>	<input type="text"/>	<input type="text"/>
暮	四	朝

# Sequenced activities

## – microlearning

### Onomatopoeia

1. Look at the phonetic part of the following characters and match each onomatopoeia with its pinyin.

2. Link each onomatopoeia with the sound it represents.

3. Complete each sentence with the appropriate onomatopoeia.

4. Relate each onomatopoeia with a possible translation into Spanish.

Onomatopoeia matching interface:

- On the left, a list of Chinese characters for onomatopoeia: 嗡嗡, 叮咚, 滴答, 咕咕, 轰隆, 咕噜, 汪汪, 喵喵, 呼呼, 叽叽喳喳.
- On the right, a dropdown menu with the pinyin options: wāngwāng, jījīzhāzhā, dīngdōng, miāomiāo, dīdā, gūgū, hōnglōng, gūlū, wēngwēng, hūhū.

Relaciona cada onomatopoeia con el sonido que representa.



Sentence completion exercise:

- 门铃响了， 一声。
- 雷声，把我吓了一跳。
- 他端起一杯水， 一口就喝完了。
- 雨确实不大， 的，不像是在下雨。
- 蜜蜂在花丛中 地飞。
- 小猫 地叫着。
- 小狗 地对陌生人叫。
- 小鸟在树上 地叫。
- 这几天冬季的寒风 地吹来。
- 鸽子在屋顶上 地叫着。(鸽子 gēzi: paloma)

Available onomatopoeia labels: 咕咕, 滴滴答答, 呼呼, 叽叽喳喳, 咕噜, 汪汪, 轰隆.

Onomatopoeia en contexto (en chino)	Onomatopoeia en español	Verbo en español
1. 门铃响了，叮咚一声。	<input type="text"/>	
2. 雷声轰隆，把我吓了一跳。	<input type="text"/>	<input type="text"/>
3. 他端起一杯水，咕噜一口就喝完了。	<input type="text"/>	
4. 蜜蜂在花丛中嗡嗡地飞。	<input type="text"/>	<input type="text"/>
5. 小猫喵喵地叫着。	<input type="text"/>	<input type="text"/>
6. 小狗汪汪地对陌生人叫。	<input type="text"/>	<input type="text"/>
7. 小鸟在树上叽叽喳喳地叫。	<input type="text"/>	<input type="text"/>
8. 这几天冬季的寒风呼呼地吹来。		<input type="text"/>
9. 鸽子在屋顶上咕咕地叫着。(鸽子 gēzi: paloma)		<input type="text"/>

Available Spanish verbs: ulular, zumar, ladrar, miau, gluglú, pío pío, bum, bzzz, retumbar, trinar, arrullar, maullar.

# And what about handwriting?

## e-Chinese Tools

111 resources related to graphemic skills

- Stroke order
- Radicals
- Character decomposition
- Worksheets creator

## e-Chinese Plus

12 activities to practice graphemic skills

- Stroke order, stroke count (A1)
- Radicals (A1)
- Principles for simplification of characters (B1)
- Identification of similar characters (B2)

My course

Grafémica. 形近字辨析 (2)  
B 2  
○ 22 abr 2025

Grafémica. 形近字辨析 (1)  
B 2  
○ 22 abr 2025

Grafémica. 猜字谜语 (II) (B2)  
B 2  
○ 20 dic 2024

Grafémica. Adivinanzas sobre caracteres / 猜字谜语 (1)  
B 1  
○ 10 abr 2025

Grafémica. Significado claves / 部首含义 (2)  
B 1  
○ 10 abr 2025

Grafémica. Significado claves / 部首含义 (1)  
B 1  
○ 10 abr 2025

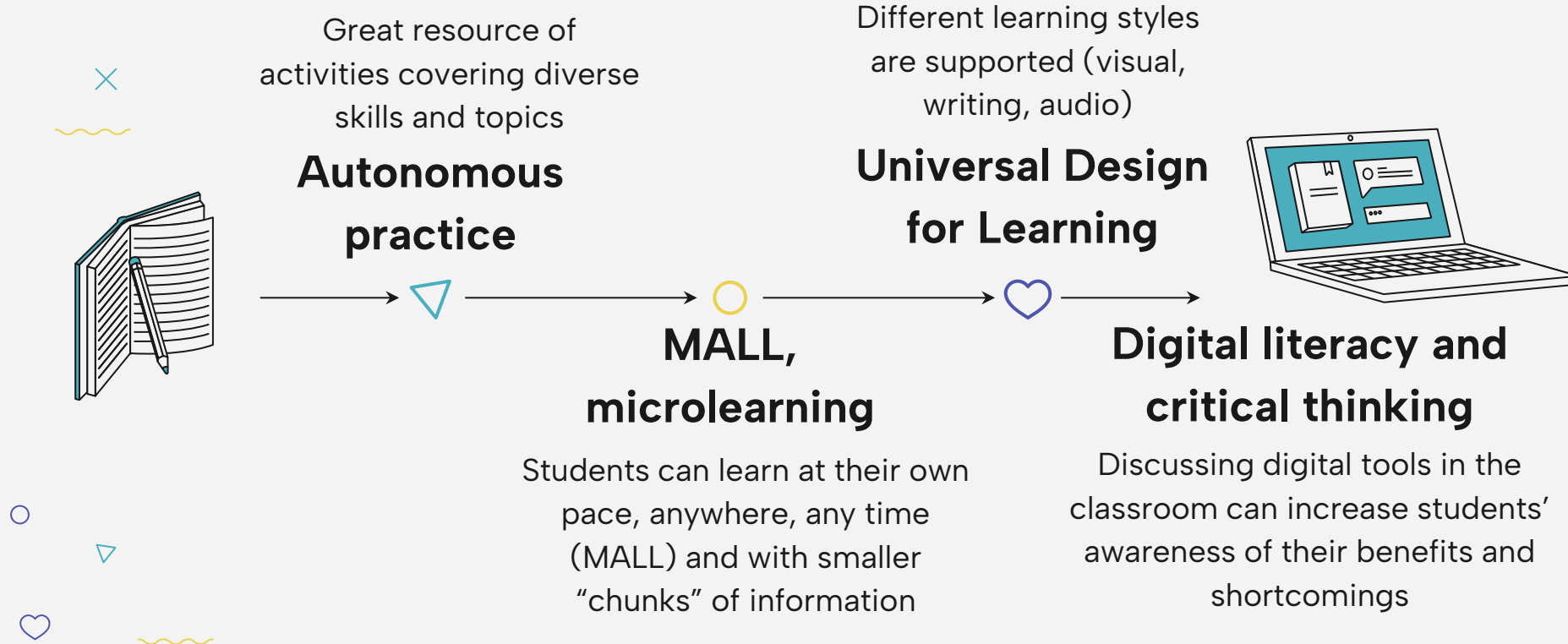
Categorías

- ☐ A 2 (32)
- ☐ B 2 (25)
- ☐ Comprensión escrita (CE) (25)
- ☐ Comprensión oral (CO) (20)
- ☐ Cultura (10)
- ☐ Expresión escrita (EE) (4)
- ☐ Expresión oral (EO) (5)
- ☐ Traducción (7)
- ☐ Pronunciación (12)
- ☒ Grafémica (12)
- ☐ Gramática (19)
- ☐ Vocabulario (20)
- ☐ Actividades encadenadas (AE)
- ☐ Foros de estudiantes (2)

Temas

- ☐ Colores (4)
- ☐ Comida (4)
- ☐ Compras (3)
- ☐ Deportes (3)
- ☐ Descripción (lugares) (11)
- ☐ Descripción (personas) (2)
- ☐ Direcciones (3)
- ☐ Fechas (1)
- ☐ Fiestas (3)

# Conclusions: Digital tools in our teaching



# Challenges and milestones

## Teachers' digital literacy

When using AI or Moodle platform  
to create multimodal activities

01

## Productive activities

Open-ended activities are  
limited now, need to explore  
AI's potential

02

## Detailed feedback

Especially important in translation  
and grammar exercises where  
various options might be possible

03

## Finalist at the UN

## Chinese Language Day

Digital innovation  
showcase

06

## Living project

Constant development  
and improvement

05

## Open-access platform

with quality materials

04





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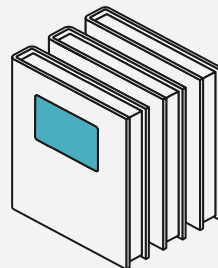
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