

**Foreign language and translation C2 (Chinese)**

Code: 101402  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

## Other comments on languages

Chinese and Catalan will also be used in the classes

## Prerequisites

This course is the continuation of the previous course Chinese language and translation C1.

At the beginning of the subject the student should be able to:

- Recognize the basic graphic and lexical system and understand basic written expressions related to the concrete and immediate environment.
- Use the basic graphic and lexical system and produce basic written expressions related to the concrete and immediate environment.
- Produce and understand short oral texts and have a simple conversation
- Pronounce and distinguish standard Chinese phonemes, syllables and tones
- Use the Pinyin transcription system.
- Basic principles of writing: identification of the structure of the characters, decomposition into their different elements (semantic keys, phonetic parts), order, number and type of strokes.

## Objectives and Contextualisation

The aim of this subject is to consolidate the development of the basic communicative skills of the student in Language C to prepare it for direct translation.

All course credits will be dedicated to language study.

At the end of the subject the student should be able to:

- Understand written texts about everyday topics.
- Produce written texts on everyday topics.
- Understand information from short and simple oral texts about everyday topics related to the concrete and immediate environment.

- Produce very short and simple oral texts on topics related to everyday issues of the immediate concrete environment.
- Express himself orally and in writing in modern Chinese about his concrete and immediate environment.

## Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Working effectively in teams.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual basic knowledge.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of short and simple written texts about subjects related to the immediate environment.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
6. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
7. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
8. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend information of short and simple verbal texts about the immediate environment.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple verbal texts about topics related to the immediate environment.
11. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics with linguistic correctness.
12. Working effectively in teams: Working effectively in teams.

## Content

We will use *The new Practical Chinese Book*, Vol.II. (新实用汉语课本) as textbook , aimed at the development of reading, comprehension and oral and written expression skills.

The study of these contents aims to develop a series of not only linguistic competences, but also pragmatic, textual and sociocultural, as well as an aptitude to learn independently and in groups.

### Phonetic contents

- Perfecting the pronunciation of the sounds of Mandarin Chinese
- correct frequent errors of pronunciation; consolidate the knowledge acquired from previous courses

### Lexical contents

- consolidation of the vocabulary already acquired the previous courses

- Extension to 240-260 new words
- calligraphy: elements of the characters, keys and strokes (simplified and traditional characters)
- formation and character etymology
- Cooccurrence (combination of some words with others)

#### Grammatical contents

- Consolidation and introduction of previous and new "resultative complements".
- Learn the use of new frequently used expressions.
- Sentences with a verbal predicate I
- The progressive aspect of an action
- The continuous aspect of an action or a state
- Learn new conjunctions through which compound sentences will be formed

#### Consolidate the learned phenomena through readings

#### Communicative and sociocultural elements

- Take public transport
- A conversation at the post office
- Learn the traditional Chinese painting culture through the texts or dialogues of the book
- Celebration of Chinese New Year and Chinese gastronomy
- Talk about sports
- Rent a floor
- Learn how to comment on experiences and express opinions
- Learn how to talk about plans, make suggestions and talk about tourism and time

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## Methodology

For this purpose, the chosen methodology is the following:

- Task learning: under the teacher's supervision and also in an autonomous way, the students make tasks and projects to reflect on the problems they may have in reading and translating Chinese and look for the way to solve them.
- Case study: students analyze professional situations provided by the teacher with the aim of conceptualizing the experience and look for efficient solutions.
- Cooperative learning: Methodology that encourages students to socially construct knowledge in short groups to encourage students to work together in order to improve their and their classmates's learning process

The training activities that will take place in this course are divided into directed activities, supervised activities, autonomous work and assessment activities.

- The directed activities consist in developing non-specialized texts of different typologies from the point of view of translation and oral and written production.
- The supervised activities consist in the realization of activities proposed by the teacher.
- Autonomous work : about 90 hours of autonomous work are expected. The students have to prepare the vocabulary, the texts, the exercises and the grammar points indicated by the teacher, in this way the

teacher will be able to direct the study to the questions about intercultural, phonetic, lexical , syntax, translation and production of oral texts and writings.

- The assessment activities are tasks and tests that allow both teacher and students to evaluate the learning progress and to reflect on the teaching-learning process.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Completion of reading comprehension activities	15	0.6	
Comprehension activities	6	0.24	
Exercise resolution	5.5	0.22	
Master class	48.5	1.94	
Production of oral production activities	6	0.24	
Translation and writing exercises	10	0.4	
Type: Supervised			
Correction of exercises and resolution of doubts	7.5	0.3	
Exercise of oral comprehension	5	0.2	
Translation and writing exercises	10	0.4	
Type: Autonomous			
Practice writing characters	20	0.8	
Preparation of oral expression activities	10	0.4	
Preparation of written expression activities	10	0.4	
Reading exercise	30	1.2	
Study of the new characters and the new lexical structures and syntactic	30	1.2	

## Assessment

The evaluation activities will be the following types:

Teaching folder: 30%

Tests: 70%

The information concerning student evaluation, namely the assessed tasks and their relative weighting in the final mark, is a general orientation only. The lecturer teaching this course will provide a detailed description and breakdown at the beginning of the semester.

Revision

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark. The lecturer and student will agree on the day / time to revise any of the assessed course activities.

### Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work which makes up the final grade and who have an average of 3.5 or more according to the evaluation criteria. The lecturer will inform students of the procedure for resitting or making up evaluated work when they publish the final grade. This will be published before the final mark is entered into the system. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The student's portfolio is excluded from reassessment.

### "No-evaluable" mark

A mark of *no-evaluable* (N/A Not Assessable) will be awarded if a student fails to hand in more than 25% of the assessed work used to calculate the final mark.

### Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student will be given a final mark of "0" for the course. A student does not have the right to resitting or making up work in cases of plagiarism, copying or identity theft.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Teaching folder	30%	3	0.12	1, 9, 8, 7, 5, 4, 10, 12
Tests	35%	3	0.12	1, 9, 8, 7, 5, 4, 10
Tests	35%	5.5	0.22	2, 3, 1, 9, 7, 6, 11, 12

## Bibliography

### Text book

The New Practical Chinese Book Vol.II. Textbook and exercises "(新 实用 汉语 课本)"

### Dictionaries

It is not necessary to buy dictionaries at this level, but you should have some knowledge of it, so it is recommended that students know at least the following two reference works:

- Sun, Yizhen. Nuevo Diccionario Chino-Español. Pequín: Shangwu Yingshuguan, 1999.
- Diccionari Català-Xinès, Xinès-Català. Barcelona: Enciclopèdia Catalana, 1999. Very useful as it is one of the few dictionaries that provide pinyin transliteration both of words and examples.

### Grammars and other materials

- Martínez Robles, David. La lengua china: historia, signo y contexto. Una aproximación sociocultural. Barcelona: Editorial UOC, 2007.

- Ramírez, Laureano. Del carácter al contexto: Teoría y práctica de la traducción del chino moderno. Bellaterra: Universitat Autònoma de Barcelona, 1999. Materials, 74.
- Rovira Esteva, Sara. Lengua y escritura chinas: mitos y realidades. Barcelona: Edicions Bellaterra, 2010.

Resources in the internet:

1. To deepen in pinyin phonetics and transcription issues:

- <http://pinyin.info/readings/index.html>

2. To practice autonomously the pronunciation (tones, phonemes, etc.):

- <http://www.shufawest.us/language/tonedrift.html>
- <http://shufawes.ipower.com/language/dual-tonedrift.html>
- <http://courses.fas.harvard.edu/~pinyin/>
- <http://www.hello-han.com/ch-education/yinjieku/hanziyinjieku-en.php>
- <http://www.instantspeakchinese.com/pinyin/index.cfm>
- <http://pinyinpractice.com/wangzhi/>
- <http://www.standardmandarin.com/>

3. In order to be able to practice the writing of the characters (simplified and traditional):

- <http://www.language.berkeley.edu/fanjian/toc.html>
- <http://www.usc.edu/dept/ealc/chinese/character/>
- <http://shufawes.ipower.com/language/flashcard.html>
- <http://lost-theory.org/ocrat/chargif/>
- [http://shufawes.ipower.com/language/con\\_flash.html](http://shufawes.ipower.com/language/con_flash.html)

## Software

You can download Ubilingua, an app with complementary materials, from GooglePlay for free.