

**Foreign language C for translators and interpreters 2
(Chinese)**

Code: 101466
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	2
2500249 Translation and Interpreting	OT	4	0

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: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Other comments on languages

The subject is taught in Catalan and Spanish, but since it is about the Chinese language, Chinese will also be used as much as possible in classes

Prerequisites

This subject requires prior knowledge obtained through the following subject: Chinese C for translators and interpreters 1. Students must be able to:

- Recognise the basic graphic and lexical system, and understand basic written expressions referring to a specific, immediate environment.
- Use the basic graphic and lexical system to produce basic written expressions referring to a specific, immediate environment.

Objectives and Contextualisation

The objective of this subject is for students to learn basic structures of Standard Chinese. Their study of Chinese is aimed at preparing them to translate from the language into their mother tongue. Therefore, even though this is a language subject, it will also raise their awareness of aspects concerning translating Chinese, as well as of Chinese culture.

On successfully completing this subject, students will be able to:

- Correctly pronounce the words they have studied
- Correctly and fluently read the texts they have studied
- Understand and orally participate in short conversations related to the topics they have studied
- Recognise the basic graphic and lexical system
- Understand basic written expressions referring to a specific, immediate environment

- Apply strategies to solve comprehension problems concerning matters related to their specific environment
- Apply linguistic, cultural and thematic knowledge to communicate about matters related to their specific, immediate environment, orally and in writing, using Standard Chinese
- Use autonomous work strategies

Competences

Translation and Interpreting

- Producing written texts in a foreign language in order to translate.
- Understanding written texts in a foreign language in order to translate.

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 graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending information of short and simple written texts about subjects related to the immediate environment.
6. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
7. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
8. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
9. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the essential information of written texts about general topics.
10. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
12. 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.
13. 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 topics related to the immediate environment.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.

17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
20. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
21. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
22. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
25. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
26. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
27. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
28. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

The course is organised into three thematic units. Its content can be categorised as follows:

Phonological and graphic content:

- Pronunciation of and distinction between Standard Chinese phonemes, syllables and tones
- Pinyin transcription system
- Basic writing rules:
 - Identification of the structure of characters
 - Decomposition of characters into their different components (radicals and phonetic parts)
 - Identification of stroke order, number of strokes and types.

Lexical and morphological content:

- Study of approximately 30 frequently used radicals
- Writing and recognising 200 new characters
- Understanding and using approximately 360 new words
- On completing this subject, students will have studied about 400 characters in total, which form 760 words overall.
- Using and understanding basic vocabulary: very frequently used words related to everyday life and the immediate environment

Grammatical content (morphological level):

- Interrogative [什么, 什么时候, 为什么, 怎么, 几, 多少]
- Demonstrative [这么, 这里, 那里, 这样]

- Numerals [零~十), 两, 一~九十九, 第, 半]
- Approximate numbers [几, 多, 左右]
- Measure words for nouns and verbs
- Sentences using consecutive verbs
- Auxiliary verbs [可以, 能, 应该]
- Verbal aspects [perfective, progressive, duration, inchoative]
- Negative adverbs [别]
- Time and frequency adverbs [正在, 正, 就, 才, 又, 从来, 往往, 先, 以来, 赶快]
- Degree adverbs [最, 才, 真]
- Emphatic adverbs [差(一)点]
- Prepositions for time and place [到, 在, 离, 当, 从]
- Structural particle [地]
- Aspectual particles [了, 着]
- Subordinated sentences (因为……, 所以……;的时候 and 以后)

Grammatical content (syntactic level):

- Verbal modification
- Verbal complements: complement of quantity, degree complement, resultative complement, potential complement

Grammar:

- Comparative sentences [跟/和……一样, 有/没有, 早/晚/多/少 + c. quantity]
- Existence sentences
- Coordinated sentences [copulative: 一边……, 一边……, 又……, 又……; successive: (一)……, 就……, (首)先……, 然后/再/又/还……, ……, 又……; disjunctive: ……, 还是……]
- Conditional structure: [要是……(的话), 就……, ……, others: 除了……以外, 还/也/都……]
- Emphatic structure [是……的, 就, 一 + M + (N) + 也/都 + adv. negation, 连……, 也/都……, 难道]

Communicative and sociocultural content:

- Greetings
- Introducing oneself (name, nationality, age)
- Describing one's family
- Talking about studies
- Asking about who, how, when and why
- Suggesting someone do something
- Inviting someone to do something
- Asking or ordering someone to do something
- Buying
- Asking for directions, giving directions
- Asking and explaining where something is
- Expressing one's opinion and arguments
- Expressing cause-effect relationships
- Expressing actions in perfect and progressive aspects
- Expressing actions in the present and future
- Talking about a past experience
- Expressing the duration or time of an action
- Expressing the direction of an action
- Expressing the possibility (or otherwise) of doing something
- Expressing likes and preferences
- Making comparisons

Encyclopaedic and instrumental content:

- General knowledge about Chinese

- Basic knowledge about certain aspects of Chinese culture, directly or indirectly related to the Chinese language
- Looking for characters in a Chinese dictionary
- Mastering Pinyin transcription

Methodology

- Directed activities (70h):
- Lectures about each unit's most important content
- Reading aloud
- Reading comprehension exercises
- Listening and speaking exercises
- Grammar exercises
- Practice of grammar and vocabulary use
- Sight translation exercises
- Revision of previous content

Supervised activities (25h):

- Grammar and translation assignments to be performed outside class
- Listening and speaking exercises to be performed outside class

Autonomous activities (130 h):

- Practice of writing new characters
- Study of new characters
- Reading and preparation of texts and grammar points
- Language and translation exercises
- Listening and speaking exercises
- Study and revision of content

Each teaching unit will involve around 43 hours of student activity, including supervised and autonomous activities. It is important that students attend classes on a regular basis, and vital that they spend time each week studying new content, performing exercises and reviewing lessons in order to keep up with the pace of the subject.

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			

Reading comprehension, writing, oral comprehension, speaking exercises and lectures	70	2.8	3, 4, 1, 2, 18, 14, 10, 11, 12, 13, 15, 5, 24, 27, 23, 25, 26, 22, 28
Type: Supervised			
Supervision and revision of various kinds of exercises	21	0.84	1, 11, 25
Type: Autonomous			
Grammar and vocabulary exercises, reading and oral comprehension, speaking and writing	100	4	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 11, 5, 9, 8, 7, 6, 25

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in class.

Assessment activities consist of:

Portfolio (30%)

- vocabulary tests
- written exercises (handwritten)

Exams (70%)

There will be two exams, a mid-term exam and a final exam at the end of the semester.

In the case of retaking an exam (or retaking or compensating for any other assessment activity), the highest mark that can be obtained is 5/10.

Related matters

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The portfolio cannot be retaken or compensated for. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

More information:

<http://www.uab.cat/web/study-abroad/undergraduate/academic-information/evaluation/what-is-it-about-13456700>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	40%	2	0.08	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22, 28
Mid-term exam	30%	2	0.08	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22, 28
Portfolio	30%	30	1.2	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 24, 27, 23, 25, 26, 28

Bibliography

Bibliography

Textbook:

Casas, Helena; Rovira, Sara; Suárez, Anne-Hélène. 2021. *Lengua china para traductores: 学中文 , 做翻译* (Vol. II). Bellaterra: Servei de Publicacions de la UAB. (Materials, 188). ISBN: 9788449091339

The textbook's audio files and Omandarin, a downloadable app for smartphones and tablets, are available from www.uab.es/xuezhongwen.

Both the textbook is necessary. The rest of exercises, activities or information for the subject will be poted in the Moodle classroom at: <https://cv2008.uab.cat/>.

Reference material:

Álvarez, José Ramón. 2000. *La pronunciación del chino hablado (putonghua) para hispanohablantes*. Taipei: Lanbridge Press cop.

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015/2021. *Guia d'estil per al tractament de mots xinesos en català*. Generalitat de Catalunya. Departament de Cultura. Biblioteca tècnica de política lingüística, 2. ISBN: 978-84-393-9241-5. DOI: 10.2436/15.8040.02.1. URL: <https://ddd.uab.cat/record/133473>

Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015. *Guía de estilo para el uso de palabras de origen chino*. Madrid: Adeli. URL: <https://ddd.uab.cat/record/180644>

López Calvo, F.; Zhao, Baoyan. 2013. *Guía esencial de la lengua china*. Madrid: Adeli Ediciones.

Ross, Claudia;Sheng, Jing-Heng. 2006. *Modern Chinese grammar: a practical guide*. New York: Routledge.

Yip, Po-ching; Rimmington, Don. 2014. *Gramática básica del chino*. Madrid:Adeli Ediciones.

Yip, Po-ching; Rimmington, Don. 2015. *Gramática intermedia del chino*. Madrid: Adeli Ediciones.

Other books:

Rovira-Esteva, Sara. 2010. *Lengua y escritura chinas. Mitos y realidades*. Barcelona: Edicions Bellaterra.

Vicente, Sergi. 2018. *Xina Fast Forward*. Barcelona: AraLlibres.

Dictionaries:

- Sun, Yizhen. 1999. *Nuevo Diccionario Chino-Español*. Pequín: Shangwu Yingshuguan.
- Zhou, Minkang, *Diccionario de chino y español y del español al chino*, Ed. Herder, Barcelona 2006.
- Zhou, Minkang, *Diccionari Català-Xinès, Xinès-Català*. Barcelona: Enciclopèdia Catalana, 1999.

Online resources:

eChinese Tools: Mil y una herramientas para aprender chino: <https://dtieao.uab.cat/txicc/echinese/>

Electronic dictionaries:

- Chinese - English dictionary: <http://www.chinese-tools.com/tools/dictionary.html>
- Chinese - English dictionary: <http://www.mdbg.net/chindict/chindict.php>
- Ciku: <http://www.nciku.com/>
- Handian: <http://www.zdic.net/>
- Pleco: <https://www.pleco.com/>
- Yellow bridge: <http://www.yellowbridge.com/chinese/chinese-dictionary.php>

Software

- www.uab.es/xuezhongwen, website with audiovisual material for the textbook (also downloadable as app)
- *eChinese Tools: Mil y una herramientas para aprender chino*: <https://dtieao.uab.cat/txicc/echinese/> (database with online resources to learn Chinese).