

Foreign language and translation C2 (Chinese)

Code: 101402
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

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
- Correction of frequent errors of pronunciation;
- Consolidation of 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 of characters and 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
- The progressive aspect of an action
- The continuous aspect of an action or a state
- New conjunctions to form complex sentences
- Consolidation of the already learnt phenomena through readings

Communicative and sociocultural elements

- Taking public transportation
- A conversation at the post office
- Learning about the traditional Chinese painting culture through the texts or dialogues of the book
- Celebration of Chinese New Year and Chinese gastronomy
- Talking about sports
- Renting a flat
- Learning how to comment on experiences and express opinions
- Learning how to talk about plans, making suggestions and talking about tourism and time

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.
- 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
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Type: Directed

Completion of reading comprehension activities	15	0.6
Comprehension activities	6	0.24
Exercise resolution	5.5	0.22
Master class	44	1.76
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

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, compositions and other written exercises (handwritten), class activities
- 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

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	35%	3	0.12	2, 3, 1, 9, 7, 6, 11, 12
Mid-term test	35%	3	0.12	1, 9, 8, 7, 5, 4, 10
Portfolio	30%	10	0.4	1, 9, 8, 7, 5, 4, 10, 12

Bibliography

Textbook

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

Other grammar and reference books:

- 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>
- 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.
- Rovira-Esteva, Sara, Casas-Tost, Helena (Eds.). 2015. *Guía de estilo para el uso de palabras de origen chino*. Madrid: Adeli. URL: <https://ddd.uab.cat/record/180644>
- Yip, Po-ching; Rimmington, Don. 2014. *Gramática básica del chino*. Madrid: Adeli Ediciones

Online tools:

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

Software

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