Universitat Autònoma de Barcelona

2023/2024

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	2

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

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

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

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 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

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 student involved will be given a final mark of "0" for the subject. Assessment activities in whichirregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

- Activity/ies to assess graphemic, morphologic and lexical competences: 30%

- Grammar test: 20%

- Activities to assess writing skills: 25%

- Reading comprehension exam: 25%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

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. 2020. 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 are available from www.uab.es/xuezhongwen.

The textbook is necessary. The rest of exercises, activities or information for the subject will be poted in the Moodle classroom.

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.

Ross, Claudia; Sheng Ma, Jing-Heng; He Baozhang; Chen, Pei-Chia. 2015. *Modern Mandarin Chinese Grammar Workbook.* London: Routledge. [Digital version available]

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.

Zhu, Yongping; Huang, Chu-Ren. 2023. *A Student Grammar of Chinese*. Cambridge University Press. [Digital version available]

Other books:

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

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

Online resources:

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

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).