

Degree	Type	Year
2500249 Translation and Interpreting	OB	4

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## Teaching groups languages

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## Prerequisites

At the beginning of the course students should be able to:

- Understand written texts with a certain complexity on personal and general topics of known areas. (MCRE-FTI B1.2.)
- Produce written texts on personal and general topics of known fields. (MCRE-FTI B1.1.)
- Understand simple and clear oral texts about everyday topics. (MCRE-FTI A2.1.)
- Produce simple oral texts on everyday topics. (MCRE-FTI A2.1.)
- Solve basic problems of translation of simple non-specialized narrative and descriptive texts in standard language.

## Objectives and Contextualisation

The objective of this subject is to continue the development of the communicative skills of the student in Language C as well as to consolidate the Chinese language's ability to translate simple non-specialized texts in standard language.

2 credits will be dedicated to the practical study of language and 4 credits to translation.

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

- Understand written texts on general topics of known fields.
- Produce written texts with some complexity on personal and general topics of known areas.
- Solve problems of translation of simple non-specialized texts in different types of standard language.
- Produce written texts in language A and translate them.
- Understand texts written in a foreign language and translate them.
- Produce written texts in a foreign language and translate them.
- Understand oral texts in a foreign language and interpret them.
- Produce oral texts in a foreign language and interpret them.
- Use translation technological resources.
- Use translation documentation resources.
- Master the methodological principles that govern translation.
- Solve problems of translation of non-specialized texts.

## Competences

- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.
- Working effectively in teams.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual and rhetorical knowledge.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of diverse typology of basic non-specialised texts (expository, argumentative, educational type texts) in standard dialect.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the translation of different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of basic non-specialised texts in standard dialect (expository, argumentative and educational type texts).
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. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
9. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
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 basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.

11. 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.
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 with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
13. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
14. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
15. 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.
16. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of complex oral texts from a wide variety of fields and registers, that are appropriate to their context and possess linguistic correction.
17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic non-specialised written texts (expository, argumentative, educational text types) in standard dialect, that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different kinds of translation problems and errors of a diverse typology of basic non-specialised written texts (expository, argumentative...) in standard dialect.
20. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve a diverse typology of translation problems of basic non-specialised texts in standard dialect.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve translation problems of different types of basic non-specialised texts in standard dialect.
23. Working effectively in teams: Working effectively in teams.

## Content

### 1. For Students of the Degree in Translation and Interpreting

#### Language:

- Study of new lexicon and revision of the lexicon studied in previous courses.
- Study of new grammar points and review of some grammar points studied in previous courses.
- Production of texts in Chinese of different types.
- Cultural topics related to the course texts.

#### Translation:

- 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.
- Reflection on reading texts to translate.
- Cultural topics related to the studied texts.

- Use of tools (technological and documentation) for the translation of simple, non-specialized texts in standard language.

## 2. For Chinese exchange students

Translation:

- Production of translated texts in Spanish from Chinese.
- Reflection on the processes of reading comprehension and translation.
- Reflection on reading texts to translate.
- Resolution of translation problems of different types of simple non-specialized texts in standard language.
- Resolution of translation problems derived from the style of the text.
- Resolution of translation problems derived from tone (vulgar, informal, formal, etc.).
- Cultural topics related to the studied texts.
- Gender and translation.
- Use of technological and documentation tools for the translation from Chinese into Spanish.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Language	15	0.6	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18
Translation	30	1.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Type: Supervised			
Language and translation	31	1.24	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Type: Autonomous			
Language and translation	54.4	2.18	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

In order to achieve the objectives of the subject, the methodology chosen is as follows:

- Learning by tasks: under the supervision of the teacher and also independently, students perform tasks and projects to reflect on the problems they may have in reading and translating texts in Chinese and find a way to solve them.
- Case study: Students analyze professional situations presented by the teacher in order to conceptualize the experience and search for effective solutions.
- Cooperative learning: students are encouraged to build knowledge socially; use of small groups for students to work together in order to optimize their and their classmates' learning.

The formative activities that will be carried out in this subject are divided into directed activities, supervised activities, autonomous work and evaluation activities.

- The directed activities consist of working different types of simple non-specialized texts from the point of view of translation and oral and written production.
- The supervised activities consist in carrying out activities proposed by the teacher.

- Autonomous work: it requires about 70 hours of autonomous work. Students must autonomously prepare the vocabulary, texts, exercises and grammar points indicated by the teacher, in this way in class the teacher can direct the study to solve issues in the fields of interculturality, phonetics, lexicon, the syntax, the translation and the production of oral and written texts.
- The evaluation activities are tests and tasks that allow both the teacher and the students to evaluate the progress of learning and 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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Language (Teaching portfolio)	16%	3.2	0.13	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23
Language (Written tests)	24%	3.5	0.14	1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18
Translation (Teaching portfolio)	10%	2.9	0.12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Translation. Final test/project	30%	8	0.32	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23
Traslation. Mid-semester test (with glossary)	20%	2	0.08	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17

The course is distributed as follows:

- 60% - Translation
- 40% - Language

#### Continuous assessment

a) Translation (60% of the final mark)

I. Teaching portfolio: 10%

II. Partial translation test with access to a glossary: 20%

III. Final translation test/project: 30%

b) Language (40% of the final mark)

I. Teaching portfolio - 16% : The teaching portfolio includes the oral and written activities proposed in class and the evaluable activities such as dictation, writing, reading exercises, teamwork, etc.

II. Tests - 24% : tests for vocabulary and syntax, oral and written comprehension, and oral and written expression.

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 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. 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, impersonation, 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 penalized.

#### 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. The two blocks Translation and Language will do the SingleAssessment separately, just like in the ContinuousAssessment.

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 course will be established according to the following percentages:

- 40% Final language exam in which the contents seen during the semesters will be assessed.
- 60% Single translation test with consultation of dictionaries of a similar level to all the contents seen during the course.

The processes for reviewing grades and recovering the subject are the same as those applied to continuous assessment. See above in this teaching guide.

## Bibliography

### REFERENCE WORKS

Casas-Tost, Helena; Rovira-Esteva, Sara; Suárez, Anne-Hélène. 2020. *Lengua china para traductores: 学中文，做翻译. Vol I.* Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. (Materials, 188). (6ª ed.).

Casas-Tost, Helena; Rovira-Esteva, Sara; Suárez, Anne-Hélène. 2021. *Lengua china para traductores: 学中文，做翻译. Vol II.* Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. (Materials, 198). (6ª ed.).

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

Ramírez, Laureano. 1999. *Del carácter al contexto: Teoría y práctica de la traducción del chino moderno.* Bellaterra: Servei de publicacions de la UAB. (Materials, 74).

Zhou Minkang, *Gramática china*, 1997, versión castellana, Bellaterra: Servei de publicacions de la UAB. (Materials, 30).

### ONLINE RESOURCES

1. To learn more about Pinyin transcription and phonetics

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

2. To practise 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.instantspeakchinese.com/pinyin/index.cfm>
- <http://pinyinpractice.com/wangzhi/>
- <http://www.standardmandarin.com/>
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/tones\\_drill/](http://pinyin.quickmandarin.com/learn_chinese_quiz/tones_drill/)
- [http://www.quickmandarin.com/chinesepinyinable/pinyinable\\_vertical.php](http://www.quickmandarin.com/chinesepinyinable/pinyinable_vertical.php)
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/blue/](http://pinyin.quickmandarin.com/learn_chinese_quiz/blue/)
- [http://pinyin.quickmandarin.com/learn\\_chinese\\_quiz/tic\\_tac\\_toe\\_12/](http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_12/)

3. To practise writing characters (simplified and traditional):

- <http://www.csulb.edu/~txie/azi/page1.htm>
- <http://www.language.berkeley.edu/fanjian/toc.html> (correspondències)
- <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)
- <http://www.quickmandarin.com/chinesecharacter/>

4. Dictionaries

- Zhou, Minkang. 2006. *Diccionari Castellà-Xinès, Xinès-Castellà.* Barcelona: Editorial Herder. (Diccionaris de Herder).
- Chinese - English dictionary: <http://www.chinese-tools.com/tools/dictionary.html>
- Chinese - English dictionary: <http://www.mdbg.net/chindict/chindict.php>
- Chinese character dictionary: <http://www.chineselanguage.org/dictionaries/ccdict/>
- Chinese dictionaries: <http://www.yourdictionary.com/languages/sinotibe.html#chines>
- Picture dictionary: <http://classes.yale.edu/chns130/Dictionary/index.html>

- Xinhua zidian: <http://www.poptool.net/chinese/zidian/>

## 5. Other online resources

- Web amb un munt d'enllaços interessants: <http://www.zhongwen.com/>
- Web amb un munt d'enllaços interessants: <http://www.csulb.edu/~txie/online.htm>
- Web amb informació de tipus gramatical: [http://liwin.com/annotated/generate\\_list.php?cat=6](http://liwin.com/annotated/generate_list.php?cat=6)
- Web amb informació lingüística i cultural: <http://www.yellowbridge.com/chinese/>
- Radio Internacional de China (CRI) en espanyol: <http://espanol.cri.cn/newes/xhy.htm>
- Chinese wikibook: <http://en.wikibooks.org/wiki/Chinese>
- CCTV espanyol: <http://www.cctv.com/espanol/01/index.shtml>
- Popup Chinese: <http://www.popupchinese.com/tools/adso>
- Mitjans de comunicació en xinès: [www.omniltak.com](http://www.omniltak.com)
- Text de xinès: [www.greatwall.cn](http://www.greatwall.cn)
- Textos per aprendre xinès amb nivells HSK: <http://www.thechairmansbao.com/>
- <https://www.fun-mooc.fr/courses/linalco/52004/session1/about>
- <http://bestofmoocs.com/category/langues/chinois-mandarin/>
- <https://mirades.uab.cat/ebs/>

More bibliography related to the contents of the subject will be provided throughout the semester.

## Software

Moodle and/or Teams are used.

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Chinese	first semester	morning-mixed
(SEM) Seminars	1	Chinese	first semester	morning-mixed