

Degree	Type	Year
Translation and Interpreting	OB	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

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

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- Understand simple and clear oral texts about everyday topics. (CEFR-FTI A2.1)
- Express themselves in spoken Chinese on everyday topics using simple constructions. (CEFR-FTI A2.1)
- Solve translation problems in simple non-specialised texts in Standard Chinese covering a range of text types (narrative, descriptive, instructive, etc.).

## Objectives and Contextualisation

The aim of this course is to continue developing students' Foreign Language C (Chinese) communicative competencies, as well as consolidate their translating skills in a range of non-specialized Standard Chinese texts.

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

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

- Understand different types of written texts, with fairly complex constructions on general topics in familiar subject areas. (CEFR-FTI B2.2)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- Understand clearly pronounced Chinese on everyday topics (CEFR-FTI A2.2)
- Express themselves in spoken Chinese on everyday topics. (CEFR-FTI A2.2)
- Solve translation problems in non-specialized texts of different types and styles.
- Solve translation problems rooted in cultural references.
- Solve translation problems in simple specialized texts from a variety of fields.

## Competences

- Applying cultural knowledge in order to translate.
- 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 from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- 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, textual and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual and rhetorical knowledge.
5. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
6. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
7. 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 non-specialised texts of different topics, approaches and styles, and basic specialised texts.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of clear verbal texts about general topics.
9. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of texts about general topics of well-known areas of a certain complexity.
10. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
11. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
12. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
13. Identifying the specific translation problems of non-specialised texts: Identifying the specific translation problems of non-specialised texts.
14. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about general topics.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
16. 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.
17. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.

18. 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 of well-known areas.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to translate non-specialised texts of different topics, approaches and styles, and basic specialised texts.
21. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about general topics, that are appropriate to their context and possess linguistic correctness.
22. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised texts of several topics and styles, and basic specialised texts.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about personal and general topics from well-known areas that are appropriate to their context and possess linguistic correctness.
24. Solving interferences between the working languages: Solving interferences between the working languages.
25. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different types of translation problems and errors of basic non-specialised texts of different topics, approaches and styles.
26. 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 translation problems of non-specialised texts of different topics, approaches and styles, and basic specialised texts.
27. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques to solve translation problems of simple specialised written texts.
28. 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 non-specialised texts of different topics, approaches and styles, and basic specialised texts.
29. Working effectively in teams: Working effectively in teams.

## Content

### Language

The textbook and the exercise book *New Chinese Practical Book 3* (新实用汉语课本 3) will be used; apart from specific materials prepared by the instructor. There will be exercises to reinforce vocabulary, grammar, oral comprehension and pronunciation.

### Translation

Translation courses include the following content:

- Resolve translation problems rooted in cultural references.
- Resolve translation problems derived from textual tone (vulgar, informal, formal, solemn, etc.).
- Resolve translation problems derived from textual mode (written to be read aloud, written to be said, etc.).
- Resolve translation problems derived from the style of the text (light / dark, concise / pompous, rigid and archaic / natural, etc.).
- Resolve translation problems of simple specialized texts from different areas.
- Use of tools (technological and documentation) for the translation of non-specialized texts and simple specialized texts from different areas.
- Reflect on the role of gender in the process of translation.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Comprehensive and analytical reading of texts in Chinese	30	1.2	1, 2, 4, 18, 19, 15, 9, 10, 24
Language	19.5	0.78	1, 2, 4, 18, 19, 17, 16, 15, 9, 10, 8, 23, 22, 24
Type: Supervised			
Completion of various types of language exercises , correction of exercises and doubts resolution individually and in small groups.	7	0.28	2, 18, 19, 17, 16, 8, 23, 22, 24
Completion of various types of translation tasks, correction of these tasks and doubts resolution individually and in small groups.	25	1	1, 2, 4, 18, 19, 15, 9, 10, 23, 22, 24
Type: Autonomous			
Prepare translations, search for documentation	30	1.2	1, 2, 4, 9, 10, 24
Study and practice of the new words and new text in each lesson, pPreparation of oral and written expression activities, preparation for reading comprehension.	20	0.8	1, 2, 4, 18, 19, 17, 16, 15, 9, 8, 23, 22, 24

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 analyse professional situations presented by the teacher 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.

In the translation part, students will work on two translation projects during the semester. Students will take on the roles of translator or reviewer for each project and will work in small groups. On the first day of class, the lecturer will introduce the texts and their authors, and the roles will be distributed.

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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Language. Final written and oral test	20%	2	0.08	1, 2, 4, 18, 19, 17, 16, 15, 14, 9, 10, 8, 23, 22, 21, 24
Language. Mid-semester written test	20%	2	0.08	2, 18, 19, 17, 16, 15, 9, 10, 8, 23, 22, 24
Translation. Final test (at home)	25%	12	0.48	1, 2, 4, 6, 5, 18, 19, 9, 10, 12, 20, 7, 24, 29, 11, 27, 28
Translation. Mid-semester test	25%	2	0.08	1, 2, 3, 4, 19, 9, 10, 13, 24, 28
Translation. Oral discussion.	10%	0.5	0.02	1, 2, 4, 18, 19, 17, 16, 15, 9, 10, 8, 25, 26, 23, 22, 24, 11

The course assessment is distributed as follows:

Language assessment (40% of the final grade):

- Mid-semester written test: 20%
- Final written and oral exam: 20%

Translation assessment (60% of the final grade):

- Mid-semester translation test: 25%
- Class intervention on translation difficulties: 10%
- Translation test at the end of the semester: 25%

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. 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 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.

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:

(1) Translation exam (60%). This exam may include the following elements:

- Translation exercises on texts/excerpts/sentences.
- Comment/justification of specific aspects of the translation exercises (lexical, syntactical, functional, cultural aspects). In this comment/justification the student must show knowledge on theoretical references studied in this subject. These references will be available on the course's virtual campus.
- Oral translation: on-sight translation of sentences.

(2) Written language exam (including vocabulary, syntax, oral/written comprehension, and written expression) (25%)

(3) Oral language exam (15%)

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

## Bibliography

### BASIC REFERENCE

Liu Xun (ed.) (2011). *El nuevo libro de chino práctico*, volume 3. Beijing: Beijing Language and Culture University Press.

### 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, Spanish version, 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/tonedrill.html>
- <http://shufawes.ipower.com/language/dual-tonedrill.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\\_I2/](http://pinyin.quickmandarin.com/learn_chinese_quiz/tic_tac_toe_I2/)

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

- <http://www.csulb.edu/~txie/azi/page1.htm>
- <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)
- <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

- Website with many interesting links: <http://www.zhongwen.com>
- Website with many interesting links: <http://www.csulb.edu/~txie/online.htm>
- Website with grammar information: [http://liwin.com/annotated/generate\\_list.php?cat=6](http://liwin.com/annotated/generate_list.php?cat=6)
- Website with linguistic and cultural information: <http://www.yellowbridge.com/chinese/>
- China Radio International (CRI) in Spanish: <http://espanol.cri.cn/newes/xhy.htm>
- Chinese wikibook: <http://en.wikibooks.org/wiki/Chinese>
- CCTV in Spanish: <http://www.cctv.com/espanol/01/index.shtml>
- Popup Chinese: <http://www.popupchinese.com/tools/adso>
- Media in Chinese: [www.omniltak.com](http://www.omniltak.com)
- Texts in Chinese: [www.greatwall.cn](http://www.greatwall.cn)
- Texts for learning Chinese with HSK levels: <http://www.thechairmansbao.com/>
- <https://www.fun-mooc.fr/courses/Inalco/52004/session1/>
- <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

Teams and Moodle will still be used. Other platforms such as Wordwall, Kahoot or Padlet will be used as well.

## Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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