

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

This subject requires prior knowledge obtained through the following subject: Chinese C for translators and interpreters 2.

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.
- Understand, distinguish between and correctly pronounce the phonemes, syllables and tones of Standard Chinese.
- Read and correctly use the Pinyin transcription system.
- Master basic rules for writing: identify the structure of characters, decompose them into their different components (radicals, phonetic parts and symbolic parts), stroke order, number of strokes and types.

Objectives and Contextualisation

All the subject's credits correspond to language and translation.

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

- Understand simple texts about everyday life (MCRE-FTI A2.2.)
- Produce simple texts about everyday life (MCRE-FTI A2.2.)
- Translate simple texts referring to topics they have studied

- Understand information in short, simple, oral texts about a specific, immediate environment (MCRE-FTI A1.2.)
- Produce short, simple, oral texts about a specific, immediate environment (MCRE-FTI A1.2.)

Competences

- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- 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 graphic, lexical and morphosyntactic knowledge.
3. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose of basic written texts about general topics.
4. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce simple written texts about general topics.
5. 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 different fields and with specific communicative purposes.
6. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
7. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing simple written texts about general topics with linguistic correctness.
8. Working effectively in teams: Working effectively in teams.

Content

The subject's content is intended to develop a number of competences that are not only linguistic but also grammatical, textual and sociocultural, as well as skills for learning autonomously and in groups.

The content can be categorised as follows:

Phonetic content

- Refinement of pronunciation of Standard Chinese sounds
- Refinement of use of the Pinyin transcription system

Lexical content

- Reinforcement of vocabulary acquired previously
- Study of 500-600 new words
- Writing: character components, radicals and strokes (simplified and traditional characters)
- Character formation and etymology
- Co-occurrence and collocations

Grammatical content

- Direction complement (来, 去)
- Conjunction and emphasis structures (虽然, 但是; 除了, 还 / 都, 越 ... 越 ..., 越来越 ...)
- Aspectual particles (过, 着, 了)
- Immediate future
- Adverbs: 再, 又
- 把 - sentence
- Potential complement
- Passive sentence
- Parallel structures with interrogative pronouns

Communication and pragmatics:

- Buying clothes: asking for and giving information about clothes, colours and prices; bargaining
- Colours and their cultural significance: asking about preferences
- Hobbies: expressing likes and opinions
- Celebrating a birthday
- Talking about health

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures (grammar, vocabulary, writing, Chinese culture, etc.)	42	1.68	2, 1, 6, 4, 3, 7
Performance of reading comprehension and written production Individual or group activities.	40.5	1.62	
Type: Supervised			
Supervision and review of oral and written grammar and vocabulary exercises	25	1	2, 1, 6, 5, 4, 3, 7
Type: Autonomous			
Preparation of grammar and vocabulary exercises, reading comprehension, oral and written production, individual or group. .	108	4.32	2, 1, 6, 5, 4, 3, 7

To achieve the established objectives, this subject involves both lectures and practical classes. 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.

The work students carry out mainly consists of:

Directed activities

- Presentations by the teacher in class;
- Comprehension and oral expression exercises in class;
- Grammar exercises, individually or in small groups;
- Practice of new grammar points and vocabulary;
- Practice of communicative situations;
- Correction of exercises done at home and in class;

Supervised activities

- Grammar and translation exercises to be done at home; Listening comprehension exercises
- Listening comprehension and speaking exercises to do at home
- Reading and preparation of the texts and the new grammatical points of each lesson
- Completion of exercises from the book and exercises provided by the language and translation teacher.

Assessment activities

- Writing, vocabulary, grammar, translation and pragmatics.

Autonomous activities

- Preparation of vocabulary tests
- Performance of formative and evaluative activities
- Writing and translations

In accordance with the contents and structure of the course, it is important that students attend class regularly and it is essential that they dedicate regular time each week to prepare the new material, do the exercises and review the given material. This dedication of the students is necessary to follow the pace of the course.

Note: 15 minutes of a class within the calendar established by the center or by the degree program will be reserved for students to fill out the evaluation surveys of the teacher's performance and the evaluation of the subject or module.

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
Partial synthesis test of all contents (spelling, lexical, grammatical, syntactic, pragmatic and translation)	35	2	0.08	2, 1, 6, 5, 4, 3, 7
Synthesis test of all content (spelling, lexical, grammatical, syntactic, pragmatic and translation)	40	2	0.08	2, 1, 6, 5, 4, 3, 7
Vocabulary tests (portfolio)	10	1.5	0.06	2, 1
Written and translation assignments (portfolio)	15	4	0.16	2, 1, 6, 5, 4, 3, 7, 8

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 which irregularities 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:

- Activities to test graphemic, morphological and lexical skills: 30%
- Activities to test grammar skills: 20%
- Activities to test writing skills: 25%
- Activities to test reading comprehension: 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.

Bibliography

Textbook:

Casas, Helena; Rovira-Esteva, Sara; Suárez, Anne-Hélène. 2008/2009/2011/2013/2015/2020/2024. *Lengua china para traductores: . Vol II*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. (Materials, 198). ISBN: 978-84-490-2533-4. (6a ed.: 978-84-490-9133-9). <https://dtieao.uab.cat/xuezhongwen/>

The contents of this course will include lessons 9-12 of this textbook's. The audio files are available from www.uab.es/xuezhongwen.

Dictionaries:

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

Other reference books for the Chinese language:

- Álvarez, José Ramón. 2000. *La pronunciación del chino hablado (putonghua) para hispanohablantes*. Taipei: Lanbridge Press cop.
- Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015. *Guía de estilo para el uso de palabras de origen chino*. Adeli Ediciones: Madrid. ISBN: 978-84-940818-7-3.
- Casas-Tost, Helena; Rovira-Esteva, Sara (Eds.). 2015. *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. Online:<http://www.gencat.cat/llengua/BTPL/xines>.
- Fisac, Taciana. 2024. *Claves de la gramática china*. Vol. 35. Biblioteca de China Contemporánea. Barcelona: Bellaterra Edicions.
- 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).
- Rovira-Esteva, Sara. 2010. *Lengua y escritura chinas: Mitos y realidades*. Barcelona: Edicions Bellaterra. ISBN: 978-84-7290-511-5.

Online resources:

- [e-Chinese Tools](#)
- <http://pinyin.info/readings/index.html>

Other reference books for the Chinese culture:

- García-Noblejas, Gabriel, ed. 2012. *China. Pasado y presente de una gran civilización*. Madrid: Alianza Editorial.
- Gernet, Jacques. 2005. *El mundo chino*. Barcelona: Crítica.
- Lu Yu-ting. 2010. *Taiwan: historia, política e identidad*. Barcelona: Bellaterra.
- Ren Qiliang (任启亮). 2004. *Common Knowledge about Chinese Culture*. Hong Kong: Xianggang Zhongguo Lüyou Chubanshe.
- Schirokauer, Conrad and Miranda Brown. 2011. *Breve historia de la civilización china*. Barcelona: Ediciones Bellaterra.
- Wang Kai (王恺). 2004. *Common Knowledge about Chinese History*. Hong Kong: Xianggang Zhongguo Lüyou Chubanshe.

Software

None

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	Spanish	first semester	morning-mixed