

| Degree programme             | Type | Course |
|------------------------------|------|--------|
| Translation and Interpreting | OB   | 3      |

## Contact lecturer

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## Teaching staff

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## Group languages

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

## Prerequisites

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

- Understand written texts about personal and general topics in familiar subject areas.(MCRE-FTI A2.2.)
- Write about personal and general topics on familiar subjects.(MCRE-FTI A2.2.)
- Understand information of oral texts on topics related to the concrete and immediate environment. (MCRE-FTI A1.2.)
- Produce oral texts on topics related to the concrete and immediate environment. (MCRE-FTI A1.2.)
- Solve basic contrastive problems in the language combination.
- For translation, they should also have good writing skills in the target language.

Note: The teaching will be delivered in Catalan and/or Spanish.

## Objectives

### Learning objectives

The purpose of this course is to further the development of students' Foreign Language C (Chinese) communicative competences, as well as introduce them to translating simple non-specialized texts in Standard Chinese. 6 credits are for language skills and 3 credits for translation exercises.

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

- Understand fairly complex written texts about personal and general topics in familiar subject areas.
- Write about personal and general topics on familiar subjects.
- Understand simple and clearly pronounced utterances in Chinese about everyday topics.
- Express themselves in spoken Chinese on everyday topics using simple constructions.
- Translate non-specialized texts in Standard Chinese.
- Identify and solve basic translation problems in simple non-specialized in standard Chinese.
- Recognize traditional characters.

## Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.
3. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from several fields that are appropriate to their context and posses linguistic correctness.
4. Solving interferences between the working languages: Solving interferences between the working languages.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation-related basic knowledge.
6. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
8. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
9. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
10. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit different types of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
11. Applying technological resources in order to solve translation problems: Applying technical resources in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
12. Formulating the proper information needs for the translation of different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of several fields.
13. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from various fields.
14. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the information sources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
15. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
16. Applying the documentation resources in order to solve translation problems: Applying the

- documentation resources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
17. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.
  18. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
  19. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts with linguistic variation and cultural references.
  20. 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 written texts from different fields and from different functions, with problems of linguistic variation and cultural references.
  21. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
  22. Working effectively in teams: Working effectively in teams.
  23. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
  24. 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.

## Contents

### Language

- Study of new lexicon and review of the lexicon learnt in previous courses.
- Study of new grammar points and review of some grammar points studied in previous courses.
- Production of texts in Chinese of diverse typology.
- Cultural topics related to the texts studied.

### Translation

- Basic principles for the practice of Chinese-Spanish / Chinese-Catalan translation.
- Basic problems, techniques and strategies for the translation of Chinese texts.
- Resolution of contrastive difficulties: differences in writing conventions, lexicon, morphosyntax, etc.
- Resolution of translation problems of texts on personal topics and general topics of known areas.
- Resolution of translation problems of simple non-specialized texts in Standard Chinese.
- Use of technological resources and basic documentation techniques relevant to the translation of Chinese texts.

## Learning activities and methodology

| Title                 | Hours | ECTS | Learning outcomes |
|-----------------------|-------|------|-------------------|
| Team work             | 20    | 0.8  |                   |
| Directed activities   | 126   | 5.04 | 4                 |
| Autonomous activities | 37.5  | 1.5  | 4                 |
| Supervised activities | 34    | 1.36 | 4                 |

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.

### Activities

The language content will be explained by lectures and worked on in different activities based on the textbook. Those activities will mainly involve reading comprehension exercises, writing assignments, oral practice and vocabulary and grammar exercises. Activities will be carried out individually or in small groups.

The translation content will be work on through three different areas:

- Autonomous preparation activities of non-specialized texts that will allow students to reflect on the translation process and text typology.
- Activities proposed during the classes that will allow students to develop their translation competences. Those activities will mainly consist of different individual/group activities, such as comprehension activities, writing, correcting texts, solving translation problems, lexical revision activities, looking up information, debates on language and/or translation, etc.
- Documentation tasks that will allow the student to enhance their knowledge about Chinese culture and Chinese society. Those tasks will also help them to better understand the text that needs to be translated, to contextualize information and adhere to the purpose of the original document while maintaining proper register.

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                                            | Weight | Hours | ECTS  | Learning outcomes                                                         |
|--------------------------------------------------|--------|-------|-------|---------------------------------------------------------------------------|
| Language (Teaching portfolio)                    | 18%    | 1.2   | 0.048 | 1, 2, 3, 4, 5, 6, 7                                                       |
| Translation (Teaching portfolio)                 | 16%    | 1.1   | 0.044 | 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24          |
| Translation (Tests and/or translations projects) | 24%    | 2.1   | 0.084 | 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 |
| Language (Vocabulary test, lexical and           | 42%    | 3.1   | 0.124 | 1, 2, 3, 4, 5, 6, 7                                                       |

## Continuous assessment

The continuous assessment of this course is distributed as follows:

a) Language (60% of the final mark)

b) Translation (40% of the final mark)

The evaluation activities of the language part (60% of the final grade) will be the following:

I. Teaching portfolio - 18%: these are oral and written comprehension and expression activities proposed in class and the evaluable activities such as dictations, essays, reading exercises, teamwork, etc.

II. Written tests - 42%: these are tests of vocabulary and syntax, oral and written comprehension, and oral and written expression

The evaluation activities of the translation part (40% of the final grade) will be the following:

I. Translation tests or projects - 24%

- partial test/partial translation project - 10%
- final test/final translation project - 14%

II. Teaching portfolio - 16%

- Delivery of all the activities commented and corrected in the classroom during the course - 6%
- Activities evaluated individually by the teacher (oral presentations, summaries of reading books, translations, etc.) - 10% (minimum two)

## 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:

I. Language (60%)

- Oral expression and comprehension exam: 15%
- Written expression and comprehension exam: 15%
- Lexicon and syntax exam: 30%

II. Translation (40%)

- Translation exercise: 15%
- Commentary/justification of specific aspects of the translation exercise (lexical, syntactic, functional, cultural aspects). The commentary must show knowledge of theoretical references covered during the

- semester (NB: the materials related to these references will be available in the CV of the course): 10%
- Oral translation exercise: on-sight translation of sentences: 15%

## Us of IA

The use of Artificial Intelligence (AI) is permitted in classroom activities, provided that students carry out a critical analysis of the translations generated. In assessed tests or assignments in which AI is used, students must explain which parts were produced or consulted using these tools, as well as the difficulties encountered in solving translation-related problems.

Students must clearly indicate which contents have been generated using AI and for what purpose it has been used. This approach is particularly appropriate when the objective is to promote learning through editing, critical reflection, and problem-solving. Teaching staff may specify categories of AI tools or functionalities that are not permitted in a particular activity.

## 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, 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.

## Bibliography

### Basic bibliography:

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

### Complementary bibliography:

- Casas-Tost, Helena; Rovira-Esteva, Sara (eds.) (2021) *Guia d'estil per al tractament de mots xinesos en català*. Generalitat de Catalunya, Departament de Cultura. 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>
- 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).
- Martínez-Robles, David (2007). *La lengua china: historia, signo y contexto: Una aproximación sociocultural*. Editorial UOC.
- Rovira-Esteva, Sara (2010). *Lengua y escritura chinas. Mitos y realidades*. Barcelona: Edicions Bellaterra.
- Ross, Claudia; Sheng, Jing-Heng (2006). *Modern Chinese grammar: a practical guide*. New York: Routledge.
- 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.

### 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: Herder.
- Zhou Minkang (1999). *Diccionari Català-Xinès, Xinès-Català*. Barcelona: Enciclopèdia Catalana.

### Electronic Dictionaries and mobile applications

- Pronunciación y pinyin: <https://chinese.yabla.com/chinese-pinyin-chart.php>
- Chinese - English dictionary: <http://www.mdbg.net/chindict/chindict.php>
- Line Dict Chinese-English: <https://dict.naver.com/linedict/zhendict/dict.html#/cnen/home>
- Guoyu cidian (en caràcters tradicionals): <http://140.111.34.46/newDict/dict/index.html>
- Handian: <http://www.zdic.net/>
- Pleco: <https://www.pleco.com/>
- Yellow bridge: <http://www.yellowbridge.com/chinese/chinese-dictionary.php>

### Software

Teams and/or Moodle will be used.

### E-ChineseTool

### Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

| Type of teaching           | Group | Language | Semester        | Shift         |
|----------------------------|-------|----------|-----------------|---------------|
| (PAUL) Classroom practices | 1     | Chinese  | second semester | morning-mixed |