



FACULTY OF LANGUAGES AND TRANSLATION

BACHELOR OF ARTS IN CHINESE-ENGLISH TRANSLATION AND INTERPRETATION

LEARNING MODULE OUTLINE

Academic Year	2024/2025	Semester	1
Module Code	ENGL2109-211/212		
Learning Module	Advanced English I		
Pre-requisite(s)	NIL		
Medium of Instruction	English		
Credits	3	Contact Hours	45 hrs
Instructor	Joanne Lau Ngar Wai	Email	nwlau@mpu.edu.mo
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MODULE DESCRIPTION

With the foundation built in the first year, this module (Advanced English I) aims to consolidate and further enhance students' reading and writing skills. It is built around the idea that writers learn by reading. Carefully abridged and adapted works are selected to exemplify various topics on grammar and vocabulary in context as well as reading and writing techniques. The works presented in this module range from the Intermediate Level at the beginning of the semester to the Preliminary Advanced Level towards the end of the semester. Proficiency will be promoted through immersion in exemplary language use.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Understand the concept of polysemy and choose the correct meaning based on the context;
M2.	Link forms with their meanings;
M3.	Understand the different meaning units and how these different units relate to one another to form a coherent interpretation;
M4.	Read beyond the semantic content;
M5.	Linking texts with the socio-cultural context and general knowledge of the world;
M6.	Examine and discuss in depth various issues and topics in the selected texts;
M7.	Write common constructions / clauses with newly acquired verbs using suitable componential units;
M8.	Use specific words to write substantial descriptions;
M9.	Use various methods of modification to develop substantial descriptions;



M10.	Use subordination and coordination to combine constructions;
M11.	Apply techniques observed in reading materials in one's writing;
M12.	Proofread one's own writing with the help of various applications.

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

PILOs	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
P1. Knowledge and skills of translation and interpreting in the areas of public administration, tourism, commerce and mass media;												
P2. Knowledge of translation theories, critical understanding of translation and interpreting;												
P3. Knowledge and skills of both Chinese and English as language professionals;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P4. Knowledge of cross-cultural communication;					✓	✓						
P5. Master Chinese-English translation and interpreting skills, strategies and technologies;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P6. Apply Chinese and English writing competence into translation practices;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P7. Apply knowledge of languages and translation studies into bi-lateral translation practices between English and Chinese;	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
P8. Apply strategies and techniques in public speaking, consecutive and simultaneous interpreting;												
P9. Gain cross-cultural awareness in translation and interpreting practices;				✓	✓	✓						
P10. Obtain basic research abilities.					✓							

MODULE SCHEDULE, COVERAGE AND STUDY LOAD

Week	Content Coverage	Contact Hours
1	Introduction /Text 1 - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context (gender issues) and general knowledge of the world;	3
2	Text 1 - The concept of polysemy and choosing the correct meaning based on the context;	3



	<ul style="list-style-type: none"> - Linking forms with their meanings and the potential caveats in informal texts and humour; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 2</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context (gender issues) and general knowledge of the world; 	
3	<p>Text 2</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats in informal texts and humour; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 3</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context (gender) and general knowledge of the world; 	3
4	<p>Text 3</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats in informal texts and humour; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 4:</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context and general knowledge of the world (self-growth and development); - Examine and discuss in depth various issues and topics (self-growth and development) in the selected texts; 	3
5	<p>Text 4:</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with archaic language; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Review</p>	3
6	<p>Text 5:</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context and general knowledge of the world (self-growth and development); - Examine and discuss in depth various issues and topics (self-growth and development) in the selected texts; <p>Quiz 1 (Text 1-3)</p>	3



7	<p>Text 5:</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with archaic language; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 6:</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in the text; - Linking texts with the socio-cultural context and general knowledge of the world (self-growth and development); - Examine and discuss in depth various issues and topics (self-growth and development) in the selected texts; 	3
8	<p>Text 6:</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with long and complex constructions; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 7:</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in politically sensitive texts (religions and geopolitics); - Linking texts with the socio-cultural context (religions) and general knowledge of the world; - Examine and discuss in depth various issues and topics (religions and stereotype) in the selected texts; 	3
9	<p>Text 7:</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with politically sensitive texts; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Text 8:</p> <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in texts with humour; - Linking texts with the socio-cultural context and general knowledge of the world; - Examine and discuss in depth various issues and topics in the selected texts; 	3
10	<p>Text 8:</p> <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with long and complex constructions; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation; <p>Review</p>	3



11	Text 9: <ul style="list-style-type: none"> - Identifying important elements beyond the semantic content in texts with humour; - Linking texts with the socio-cultural context and general knowledge of the world (Biblical allusion); - Examine and discuss in depth various issues and topics in the selected texts (Self-growth and development); Quiz 2 (Text 3-5)	3
12	Text 9: <ul style="list-style-type: none"> - The concept of polysemy and choosing the correct meaning based on the context; - Linking forms with their meanings and the potential caveats when working with long and complex constructions; - Understand the different meaning units and how these different units relate to one another to form a coherent interpretation In-class writing assignment 1	3
13	Review	3
14	Review	3
15	Exam	3

TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
T1. Lectures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T2. Translation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T3. In-class writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T4. In-class exercise	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
T5. Use of dictionaries and e-resources	✓							✓				✓
T6. Parsing	✓		✓									
T7. In-class discussion			✓	✓	✓	✓						

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.



ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. In-class writing assignment	20%	M7-M12
A2. Take-home writing assignment	10%	M7-M12
A3. Quiz 1	15%	M1-M7
A4. Quiz 2	15%	M1-M7
A5. Final examination	40%	M1-M12

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

MARKING SCHEME

Excellent: Strong evidence of original thinking; good organisation, capacity to analyse and systemise; superior grasps of subject matter; strong evidence of extensive knowledge base.

Very Good: Evidence of grasps of subject; strong evidence of critical capacity and analytical ability; good understanding of issues; evidence of familiarity with literature.

Good: Evidence of grasp of subject; some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with literature.

Satisfactory: Profiting from the study experience; understanding of the subject; ability to develop solutions to simple problems in the material.

Pass: Sufficient familiarity with the subject matter to enable the student to progress without repeating the learning module.

Fail: Little evidence of familiarity with the subject matter; weak in critical and analytical skills; limited, or irrelevant use of literature.

REQUIRED READINGS

	Title	Author	Translator	Abridged
Text 1:	Reading habits	Sue Townsend		√
Text 2:	Turkey Curry Buffet	Helen Fielding		√
Text 3:	Fancy dress	Louise Rennison		√
Text 4:	The rose and the sheep	Antoine de Saint-Exupéry	Michael Morpurgo	√



Text 5:	The rose and the nightingale	Oscar Wilde		√
Text 6:	The rose and Mr. Lyon	Angela Carter		√
Text 7:	The magic pencil	Malala Yousafzai		
Text 8:	The fountain pen	Carlos Ruiz Zafon	Lucia Graves	√
Text 9:	The composition	Frank McCourt		√

REFERENCES

LaPlante, A. (2007). *The making of a story: a Norton guide to creative writing*. WW Norton and Company.

Sellers, H. (2013). *The practice of creative writing: a guide for students*. St. Martins.

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.

ACADEMIC INTEGRITY

The Macao Polytechnic University requires students to have full commitment to academic integrity when engaging in research and academic activities. Violations of academic integrity, which include but are not limited to plagiarism, collusion, fabrication or falsification, repeated use of assignments and cheating in examinations, are considered as serious academic offenses and may lead to disciplinary actions. Students should read the relevant regulations and guidelines in the Student Handbook which is distributed upon the admission into the University, a copy of which can also be found at www.mpu.edu.mo/student_handbook/.