FACULTY OF LANGUAGES AND TRANSLATION

BACHELOR OF ARTS IN CHINESE-ENGLISH TRANSLATION AND INTERPRETATION

LEARNING MODULE OUTLINE

Academic Year	2025/2026	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
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MODULE DESCRIPTION

Building upon the foundational skills developed in the first year, this module (Advanced English I) seeks to consolidate and extend students' reading and writing competencies. Grounded in the pedagogical principle that effective writing stems from engaged reading, the module employs carefully selected abridged and adapted texts. These materials serve to illustrate key grammatical concepts, lexical usage in context, and essential reading and writing strategies.

The module progresses systematically, commencing with texts at an Intermediate Level and advancing to Preliminary Advanced Level materials by semester's end. Through sustained exposure to exemplary language, students will develop greater linguistic proficiency and stylistic sophistication.

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 (ENGL2109-211)

Week	Content Coverage	Contact Hours
1	Introduction	3
2	Text 1 - Examining how words acquire multiple meanings and developing strategies to determine appropriate interpretations based on linguistic and situational context.	3

	- Analysing connections between linguistic forms and their meanings, with particular attention to potential ambiguities in informal registers and humorous texts. - Understanding discrete meaning units and their compositional relationships in forming coherent textual interpretations. - Identifying and interpreting significant non-semantic features within texts, including pragmatic and paralinguistic cues. - Investigating textual connections to broader sociocultural context (including gender perspectives) and world knowledge.	
3	Text 2 - Students explore words acquire multiple meanings and develop strategies for selecting contextually appropriate interpretations. - Students examine the connection between linguistic forms and their meanings, with particular attention to interpretive challenges in informal and humorous texts. - Learners analyse how discrete meaning units combine and interact to create coherent textual interpretations. - Students investigate how text meaning is shaped by and reflects broader sociocultural context (including gender perspectives) and world knowledge.	3
4	Text 3 - Examining how words acquire multiple meanings and developing strategies to determine appropriate interpretations based on linguistic and situational context. - Analysing connections between linguistic forms and their meanings, with particular attention to potential ambiguities in informal registers and humorous texts. - Understanding discrete meaning units and their compositional relationships in forming coherent textual interpretations. - Investigating textual connections to broader sociocultural context and world knowledge.	3
5	Text 4: - Explore how words acquire multiple meanings (polysemy) and the strategies for selecting the most appropriate interpretation based on linguistic and situational context. - Examine the connection between linguistic forms and their meanings, with particular attention to the challenges posed by archaic vocabulary and syntax. - Break down texts into fundamental meaning units and study how these components interact to form a unified interpretation. Review	3
6	Quiz 1 (Text 1-3)	3
7	Text 5: - Develop students' ability to identify and interpret significant non-literal elements within texts. - Students engage in close examination regarding key themes - particularly those related to self-growth and personal development. - Participants explore the linguistic phenomenon of polysemy, investigating how lexical items acquire multiple meanings and	3

	developing approaches for determining contextually appropriate interpretations. - Understand the complex relationship between linguistic forms and their evolving semantic values, with particular attention to the interpretive challenges presented by archaic language structures and historical usage. - Learners systematically analyse the constituent meaning units within texts and examine the syntactic and conceptual relationships that combine to produce coherent interpretations.	
8	Text 6: - Explore lexical polysemy, examining how words develop multiple meanings across different contexts. Students acquire approaches for selecting contextually appropriate interpretations. - Investigate the relationship between syntactic constructions and their semantic interpretations, with particular attention to the analytical challenges posed by lengthy, embedded, or structurally complex sentences. - Examines how phrasal constructions interact to produce coherent textual interpretations. - Identify and interpret significant extra-semantic elements in potentially sensitive texts, particularly those dealing with religious and geopolitical themes. - Explore how texts both reflect and construct socio-cultural realities, with focused examination of religious discourses and geopolitical narratives in relation to broader world knowledge.	3
9	Text 7: - Analyse how words acquire multiple meanings and to select appropriate interpretations based on linguistic context, register and pragmatic cues. - Participants examine the relationship between linguistic forms and their communicative functions, with particular attention to potential interpretive challenges when analysing texts containing culturally or politically sensitive material. - Explore how different meaning components (lexical, grammatical and pragmatic) interact to create coherent textual interpretations. - Identification and interpretation of non-literal meaning in humorous texts, including analysis of irony, satire and other comic devices that operate beyond straightforward semantic content. - Investigate how texts both reflect and shape socio-cultural knowledge, analysing the interplay between textual meaning and broader cultural frameworks and world knowledge. - The module facilitates in-depth examination and discussion of key themes and issues in selected texts.	3
10	Text 8: - Examine how single lexical items develop multiple related meanings (polysemy) and equips students with analytical techniques to determine contextually appropriate interpretations. - Investigate the connection between linguistic structures and their semantic interpretations, with particular focus on the challenges presented by lengthy, embedded or syntactically complex constructions.	3

	- Students explore the fundamental building blocks of meaning in texts and examine how these units (morphemes, words, phrases) combine to form unified, coherent interpretations. This includes analysis of both local sentence-level meaning and broader discourse coherence. Review	
11	Quiz 2 (Text 4-6)	3
12	Text 9: - Students develop critical skills in identifying and interpreting non-literal elements—such as irony, satire, and wordplay—in humorous texts. The focus extends beyond semantic content to examine how humour functions through contextual, pragmatic, and cultural cues. - Learners explore how texts engage with broader cultural knowledge, particularly through Biblical allusions. The module examines how such references interact with socio-historical contexts and shape interpretation. - Through close reading and discussion, students reflect on their own personal growth. - Investigate how words acquire multiple meanings (polysemy) and trains students in selecting contextually appropriate interpretations. - Analyse the relationship between linguistic form and meaning in lengthy or syntactically intricate constructions. - Students break down texts into fundamental meaning units and examine how they combine to form a unified interpretation. The focus includes both local coherence (sentence-level) and global coherence (text-level).	3
13	In-class writing assignment 1	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. Quiz 1	20	M1-M7
A4. Quiz 2	20	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/.