



RTU Course "Translator's Skills"

01A01 Speciālā lietojuma valodu katedra

General data

Code	VIA610
Course title	Translator's Skills
Course status in the programme	Compulsory/Courses of Limited Choice
Course level	Post-graduate Studies
Course type	Professional
Field of study	Languages
Responsible instructor	Irina Liokumoviča
Academic staff	Marina Platonova Antra Roskoša
Volume of the course: parts and credits points	1 part, 2.0 Credit Points, 3.0 ECTS credits
Language of instruction	LV, EN, RU
Possibility of distance learning	Not planned
Abstract	<p>Like interpreters, translators need a variety of skills and traits to be successful in their art. We assume that a good translator is by definition bilingual. But a bilingual person still needs certain other skills, expertise, and personality traits to be a good translator. The course is aimed at the development of the following skills:</p> <ul style="list-style-type: none"> •the student of the Master study programme must be fluent in languages and familiar enough with the cultures of the home and target languages; •the student of the Master study programme should have the same in-depth knowledge of terminology, professional slang, colloquialisms, and other lexical and stylistic nuances of the second language; •the student of the Master study programme should develop the level of general education in addition to the prerequisite language skills; •the student of the Master study programme must have not only above-average writing skills in the target language, but also be able to analyze, summarize and review the text; •the student of the Master study programme must have excellent computer skills and a willingness to continue to learn new technology; •the student of the Master study programme must have good business skills, including marketing, negotiating, pricing, and time management. Throughout the course, the students are encouraged to broaden their individual knowledge and understanding of the subject as well as to undertake independent reading both to supplement and consolidate what is being taught.
Goals and objectives of the course in terms of competences and skills	<p>The aim of the course: the present course is intended for students to improve their core linguistic and non-linguistic skills every professional technical translator is expected to have, as well as to help students develop these skills empirically.</p> <p>Objectives of the course. Within the framework of the course students should improve their:</p> <ul style="list-style-type: none"> •Linguistic skills (reading, writing, listening and speaking); •Research skills (use of monolingual and bilingual dictionaries, encyclopaedias, and various scientific materials); •Analytical skills (identifying the best meaning and the structure in the Target Language); •Computer skills (information and time management); •Presentation skills
Structure and tasks of independent studies	During the course students have to write essays on the topics covered, prepare and present a project on a selected translator's skill, attend lectures and participate in seminars.
Recommended literature	<ul style="list-style-type: none"> •Baker M., (2011) <i>In Other Words: A Coursebook on Translation</i>, Routledge, London; •Hardwick L., (2000) <i>Translating Words, Translating Cultures</i>, London: Duckworth; •Hatim, Basil, and Ian Mason (1997) <i>Translator as Communicator</i>, London and New York: Routledge; •Iljinska L., (2004) <i>English for Science and Technology: Course Design, Text Analysis, Research Writing</i>. Riga, RTU Publishing House; •Mossop B., (2001) <i>Revising and Editing for Translators</i>, Manchester: St.Jerome; •Neubert, Albrecht (2000): "Competence in Language, Languages, And In Translation". In: Schäffner, Christina/Adab, Beverly (eds): <i>Developing Translation Competence</i>. Amsterdam/Philadelphia: 3-18; •Newmark P., (2002) <i>A Textbook of Translation</i>, New York: Prentice Hall; •Schäffner C., Adab B., eds. (2002) <i>developing Translation Competence</i>, Amsterdam and Philadelphia: John Benjamins; •Williams J., Chesterman A., (2002) <i>The Map: A Beginner's Guide to Doing Research in Translation Studies</i>, Manchester: St. Jerome; •www.translate.sa.gov.au/coe.htm •www accurapid.com/journal •www.stjerome.co.uk/journal.htm •www.translatortips.com
Course prerequisites	English language skills at level B2 according to CEFR

Course outline

Theme	Hours
Introductory lecture on the importance of various linguistic and non-linguistic skills	2
Writing: Technical writing as a big part of technical translation. Importance of stylistic, lexical and other devices	2
Reading: Reading techniques – tools to facilitate the translator’s job. (Reading for details. Skimming, scanning)	2
Speaking: translator as a mediator in the negotiations.	2
Listening: Developing good verbal information processing skills. Fishing out the main idea	2
RESEARCH SKILLS. The importance of Background Knowledge	2
Translation as a research: use of different monolingual and bilingual dictionaries	2
Analysis of the text: micro- and macro-analysis of the actual text; monitoring for cohesion and coherence	2
ICT Competence: information management, time management, information processing and storage, ICT translation tools	2
Translation as a short presentation: Public speaking skills, conference interpreting, translator in the court.	2
Various types of presentations and technical equipment used to deliver them.	2
Language as a part of the culture: the role of cultural knowledge of the respective community	2
Code of Ethics: the main items of the general code of ethics of the translator	2
Freelancer: scope of responsibility, pros and cons.	2
Business essentials: marketing and negotiations, tax system and payments, etc.	2
Discussions	2

Learning outcomes and assessment

Learning outcomes	Assessment methods
Students are able to improve linguistic skills (reading, writing, listening, speaking).	Students develop technical and academic writing skills, improve reading strategies, negotiation skills, develop listening comprehension skills. Assessment: discussion, seminars, written works, practical tasks.
Students are able to improve research skills.	Students actively use monolingual and bilingual dictionaries, encyclopedias, scientific and reference literature. Assessment: discussion, seminars, project (part 1).
Students are able to improve analytic skills (improved structure, organization and contents of the TT).	Students conduct micro and macro text analysis, cohesion and coherence analysis, study and identify most appropriate forms and meaning. Assessment: written works, practical tasks, project (part 2).
Students are able to improve computer competences (information and time management).	Students manage information and time, process and store information, use machine translation software. Assessment: Project (part 3).
Students are able to improve presentation skills (free and accurate translation, application of technical equipment).	Students translate in the lecture room, public spaces, at the conferences, presentations, etc. Assessment: oral presentation.
Students are able to improve social skills, competence in culture and ethics.	Students are aware of specific features and professional ethics of the target society. Assessment: discussions.
Students are able to improve business skills (marketing, negotiating, price setting).	Students are aware of norms and requirements put forward to free lance translator. Exam: writing – 8 blocks tasks – 90 min; speaking – analysis of particular skills; Evaluation ratio: participation -5%; written works – 25%; research project – 30%; critical evaluation - 5%, exam – 35%.

Study subject structure

Part	CP	ECTS	Hours per Week			Tests		
			Lectures	Practical	Lab.	Test	Exam	Work
1.	2.0	3.0	0.0	2.0	0.0	*		