

Improving BA Translator Training Program According to the Bologna System

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Abstract

This presentation, as a part of two-day workshop, tends to cast light on how to improve BA translator training program according to the European academic standards. In so doing, it briefly alludes the Bologna Process, its components, and application in this regard. In the practical part of this meeting, some forms and catalogues are distributed among the participants of pertinent specialties in order to be filled out according to the explanations given beforehand, as well as according to those discussions held in the previous sessions.

The outcomes of this workshop will be directly included in the new BA Program of Translation Department.

Here, we read

The Bologna Process

- Learning Outcomes
- Modules
- Crediting Modules (ECTS)
- Students WorkLoad (SWL)

Working on the forms and Catalogues

The Bologna Process

The Bologna Process is an intergovernmental cooperation of 48 European countries in the field of higher education. It guides the collective effort of public authorities, universities, teachers, and students, together with stakeholder associations, employers, quality assurance agencies, international organizations, and institutions, including the European Commission, on how to improve the internationalization of higher education.

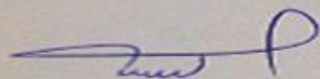
For more information visit:

<https://sites.google.com/a/cihanuniversity.edu.iq/bologna-process/>

Learning Outcomes of the Department of Translation (DTRN)

In the proposed translator training program, the students will work on English- Kurdish/Arabic, and Kurdish/Arabic - English language pairs. Here, Kurdish / or Arabic students are trained to translate written (i.e., Translation), oral (i.e., Interpreting and Sight translation), audio-visual (i.e., Subtitling and Dubbing), and electronic (i.e., Machine translation) texts from/ into English. In this regard, they will be familiar with the linguistic, literary, technical, cultural, and sociological aspects of translation, and competently apply them in translation practice. Moreover, throughout this program, students are provided with the translation theories and technologies to assist them in encountering different lingua-textual, technical, discursive, and professional problems of translation. All in all, they learn the profession of translation so that after their graduation they could role as professional translators in the society. Accordingly, the expected learning outcomes of this program can be summarized into the following items:

1. To be competent in communicating in English and Kurdish/ or Arabic.
2. To be able to analyze, contrast, and use grammatical, lexical, semantic, and pragmatic structures of the SL and TL in translation.
3. To apply translation procedures, methods, strategies, and models in translation and interpreting.
4. To be familiar with the theoretical knowledge in the fields of literature and linguistics.
5. To be familiar with and to translate literary, journalistic, scientific, and sociocultural texts.
6. To define and explain structures and functions of various text types in the sociocultural contexts of both SL and TL.
7. To be able to apply the current translation tools and technology in the translation profession.
8. To be familiar with the old and present trends of Translation Quality Assessment, and Translation Criticism.
9. To be familiar with and apply translation theories in translation practice.
10. To be able to do oral translation (including consecutive and simultaneous interpreting, and sight translation).
11. To be able to subtitle and dub audiovisual texts.
12. To be competent in using machine translation systems.
13. To acquire knowledge and skills with regard to the social role of translators/ or interpreters in the professional life.
14. To be able to do research, and to engage in advance study with scholars, in the field of Translation Studies.



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Modules

- Modules are defined in accordance with the cited learning outcomes.

For example, the first learning outcome is:

“To be competent in communicating in English and Kurdish languages.”

This outcome evokes students` bilingualism. It means, they should learn language skills in both languages. Thus, it suggests such modules as **grammar, reading comprehension, listening and speaking, etc.**

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- Modules can be basic (B), core (C), Elective (E);
- At the same time they may be theoretical, practical, or laboratory.
- Each semester`s number of modules must not exceed 6 ones.

Crediting Modules (ECTS)

- Here, modules are weighted by European Credit Transfer System (ECTS) according to which the needed workload hours (inside and outside the class) for each module is counted.
- Any ECTS credit point normally equals to 25 hours per a semester.
- ECTS credit points can range from 2 to 5 for each module. It depends on each module's level of difficulty, and this fact that how much time it is needed for students to gain a module's pertinent learning outcome.
- The ECTS credit points for each semester should not exceed 30 (i.e., 6 modules, and each modules has 5 ECTS points)

<https://sites.google.com/a/koyauniversity.org/bologna/ects>

Students Work Load (SWL)

- Student Workload (SWL) is measured in ECTS credits.

Per semester, a full time student is expected to complete 30 ECTS credits. That is, as **1 ECTS = 25hr** workload, 30 ECTS= 750hr workload.

- The workload hours includes both:

Structured SWL which is the scheduled teacher-contact hours interventions (3-5 hrs per a week),

Unstructured SWL (USWL) which is the time spent by students in their own self-study, completing course assignments, and preparing for all types of exams (3-4 hrs per a week).

For example:

Grammar: 4 structured SWL+ 3 USWL= 7 hrs per a week

7 (14 weeks of a semester)= 98 which is about 4 ECTS

Working on the Forms and Catalogues

- The proposed curriculum with the modules` codes;
- Learning outcomes approved by the department`s scientific committee;
- Modules Descriptor forms (MD) for each module which should be filled out by the teaching staff of pertinent specialty.**