

UNIVERSITY OF MALTA

FACULTY OF ARTS

POSTGRADUATE DIPLOMA IN TRANSLATION

Programme of Study  
(for courses commencing October 2006)

**YEAR ONE (2006-2007)**

**Semester 1 (October 2006 – January 2007)**

**Compulsory Study Units** (all students *must* register for these units)

ATS 5030 Translation Theories	(4 credits NC)
ATS 5031 Language Analysis Concepts and Skills	(4 credits NC)
ATS 5032 Language Enhancement (Maltese)	(4 credits NC)
ATS 5034 Translation Practice I	(5 credits NC)

**Semester 2 (February 2007 – June 2007)**

**Compulsory Study Units** (all students *must* register for these units)

ATS 5035 Language Enhancement (English and Foreign Language)	(4 credits NC)
ATS 5036 Computer-Aided Translation	(4 credits NC)
ATS 5037 Translation Practice II	(5 credits NC)

**YEAR TWO (2007-2008)**

**Semester 1 (October 2007 – January 2008)**

**Compulsory Study Units** (all students *must* register for these units)

ATS 5040 Translation for Specific Purposes I	(5 credits NC)
ATS 5042 Multilingualism and Contrastive Linguistics of Maltese and English	(4 credits NC)
ATS 5043 The EU and international institutions	(4 credits NC)

**Semester 2 (February 2008 – June 2008)**

**Compulsory Study Units** (all students *must* register for these units)

ATS 5041 Translation Theories II	(4 credits NC)
ATS 5044 Translation for Specific Purposes II	(5 credits NC)
ATS 5045 Professional Issues in Translation	(4 credits NC)
ATS 5046 Translation Project	(4 credits NC)

**N.B. This course will only be offered if a sufficient number of students apply and are accepted for the course.**

UNIVERSITY OF MALTA  
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POSTGRADUATE DIPLOMA IN TRANSLATION

COURSE CATALOGUE 2006-2008

**ATS 5030 Translation Theories (4 credits)**

**Aims:**

The course aims to increase the participants` understanding of translations by defining central concepts, by describing what translators are like and what translators do.

**Content Summary:**

‘Translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language’.

The course focuses on some of the approaches of translation: free vs. literal; covert vs. overt; semantic vs. communicative and documentary vs. communicative. Other aspects such as culture and gender are also discussed.

**Bibliography:**

Bassnett, S. and A. Lefevere (2002). *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters.

Munday, J. (2001). *Introducing Translation Studies: Theories and applications*. London: Routledge.

Newmark, P. (2001). *Approaches to Translation*. London: Pergamon Press.

Venuti, L. (2000). *The Translation Studies Reader*. London: Routledge .

Von Flotow, L. (2004). *Translation and Gender: Translating in the Era of Feminism’* : Manchester: St Jerome.

Assessment: 100% Assignment including Presentation.

Lecturer: Prof. L.Sciiha

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## **ATS 5031 Language Analysis: Concepts and Skills (4 credits)**

### **Aims:**

The unit is intended to equip participants with a sound grasp of the foundational concepts in the scientific analysis and description of language, and to exercise them in the use of basic methods of language analysis. Attention will be paid to linguistic analysis at the levels of the word (Morphology and Lexical Semantics), sentence (Syntax and Sentence Meaning), and text (Discourse). Given the Translation course's emphasis on the written medium, the unit will not address the sound systems of language. For the purposes of analysis and exemplification, language data will be drawn from Maltese and the other languages represented on the Translation course.

### **Content Summary:**

Students who successfully complete this course will be able to carry out competent grammatical, semantic, and discourse analyses in their individual language pairs, and will have ready comprehension of references to the area-specific terminology in their readings throughout the Translation course.

The following areas will be treated in sequence:

- 1) Grammar: Morphology and Syntax
  - a) Morphology
    - Morphemes, morphs and allomorphy;
    - Word-categories, inflection, and inflectional paradigms;
    - Derivational morphological processes.
  - b) Syntax
    - Agreement phenomena;
    - Phrase and sentence structure;
  
- 2) Semantics:
  - a) Basic distinctions:
    - Semantics vs. pragmatics;
    - Sense, denotation, and reference.
  - b) Lexical semantics:
    - Referential and non-referential aspects of meaning;
    - Sense relations within the lexicon;
    - Lexical fields;
    - Componential analysis;
  - c) Sentence meaning:
    - Propositional analysis;
    - Predicates, arguments and thematic roles.
  
- 3) Discourse:
  - a) Pragmatics:
    - Utterance meaning;
    - The Gricean Maxims.
  - b) Text analysis:
    - Cohesion;
    - Coherence.

**Readings:**

O'Grady, W., Dobrovolsky, M., and Katamba, F. (1996). *Contemporary Linguistics: An introduction. (3rd edition). London: Longman.*  
*Radford, A., et al. (1999). Linguistics: An introduction. Cambridge: Cambridge University Press.*

**Assessment:** End-of-unit Test.

**Lecturers:** Dr. Ray Fabri; Mr. Paul A. Falzon, Prof. A. Borg

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**ATS 5032 Language Enhancement (Maltese) (4 credits)****Aims:**

Language enhancement of the target language aims at giving the students an awareness of the mechanisms of Maltese by bringing out the distinctive character of the language and delineating its main structures through descriptive analysis.

Thus, the aims of the module are to develop:

orthography (definite rules and standardisation)

morphology (rules of formation)

lexis (word-formation, compounding, lexical innovation)

syntax (rules of formation and transformation, the structure of utterances including groups/phrases, clauses, sentences)

semantics (types of meaning).

**Content Summary:**

This module will concentrate on (a) the different levels of structure:

- Orthography: definite rules, standardisation
- Morphology: rules of formation
- Lexis: word-formation, compounding, lexical innovation
- Syntax: rules of formation and transformation, the structure of utterances including groups/phrases, clauses, sentences
- Semantics: types of meaning

And (b) on stylistic varieties of Maltese usage to encourage sensitive reading and interpretation and to enable students to formulate ideas with a care for content, appropriateness, and accuracy.

**Assessment:** Examination: 40%; Coursework: 60%.

**Lecturers:** Prof. M. Mifsud; Dr. C. Briffa

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## **ATS 5034 Translation Practice I (5 credits)**

### **Aims:**

In this course students will participate in a series of practical sessions during which they will be provided with a series of texts that will initially be introduced and discussed and will then be translated into Maltese. The texts will be chosen from various fields and will enable the students to gain familiarity with specific linguistic features (including lexis, syntax, semantics...) that are characteristic of the field to which the texts belong. Students will also be trained to recognize the style of the texts and to identify their characteristics in order to be in a position to translate them effectively. For this purpose the texts selected for translation may also be preceded by considerations regarding translation theory.

Another aim of the course, to which about 20% of the practice will be dedicated, is to prepare students to translate from Maltese into the foreign language in which they are specializing.

### **Teaching and learning methods:**

Tutorials in groups according to the foreign language in which one chooses to specialize. Work will be given regularly throughout the course and assessed continuously.

### **Content Summary:**

The course will include:

Texts chosen from different sources (newspapers, journals, official documentation, technical...) to be translated into Maltese and/or English and, to a lesser extent, into the foreign language of specialization.

Textual analysis in order to identify specific linguistic/stylistic features of different texts.

Written language development.

### **Assessment and bibliography:**

To be specified by the tutors of the practice groups.

**Lecturers:** Various Lecturers from Languages Departments.

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## **ATS 5035 Language Enhancement (English and Foreign Language) (4 credits)**

### **Aims:**

This module aims to

- recognise the style of texts as preparation for effective translation.
- identify and name text characteristics which are key to its type.
- defend and present conclusions effectively.

### **Content Summary:**

Analysis of a wide variety of FL texts to determine characteristic linguistic features. Students will produce short analyses in which they will defend conclusions on the function of the text, by reference to language and text organisation.

This module covers:

- 1) A wide variety of texts or extracts from texts: journalism, scientific for peers and the general public, promotional, academic, legal, educational, technical.
- 2) Study of audience, purpose, text types, scheme and layout.
- 3) Selection of language to support comments on text function.
- 4) Language and terminology of text analysis, and ways of writing analyses.
- 5) Reference to text linguistics and discourse analysis.
- 6) Written language development including style, usage and practice exercises.

**Readings and references:**

BEAUGRANDE, R. & DRESSLER, W. (1981) *Introduction to Text Linguistics*. Longman.  
BHATIA, S (1993) *Analysing Genre*. Longman  
BAKER, M (1992) *In Other Words: A Coursebook on Translation*, Routledge.

**Assessment:**

Examination (40%); Coursework (60%).

**Lecturers:** Various Lecturers from Languages Departments.

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**ATS 5036 Computer-Aided Translation (4 credits)**

**Aims:**

The aims of this module are:

- . to look at the background to Computer Aided Translation (CAT), its current position and likely future developments;
- . to raise awareness of how the development of CAT tools is affecting the translating profession;
- . to offer some insights into the basic design principles, linguistic problems and modes of use;
- . to give hands-on experience of existing systems, including in particular Translation Memory (TM) products (as exemplified by Trados Translator's Workbench), and Machine Translation Technology.

**Teaching and Learning Methods:**

Lectures, hands-on workshops and unsupervised training with self-access to the equipment available.

**Content Summary:**

This module considers the essential problems associated with computer-assisted translation (Translation Memory and Machine Translation) and gives practical experience of some common tools currently available.

1. The course begins with a brief overview of the main categories of CAT tools available today: Machine Translation (MT), Translation Memory (TM), and Terminology databases (TDBs).

2. It then considers :

**for MT:**

- . basic design principles;
- . linguistic problems;
- . interactive systems;
- . interactive re-translation;
- . pre- and post-editing, dictionary editing.

**for TM:**

- . basic design principles;
- . basic interfaces: dedicated (eg. Déjà Vu, SDLX, etc), vs. integrated into Word-Processor (eg. Trados).
- . TM support tools, eg. alignment programs.

for TDBs:

- . basic design principles (indexing of terms);
- . usage issues: what it is appropriate to put in a TDB, how to organise it;
- . advantages and disadvantages of the various categories of tools;
- . likely future developments.

**Assessment:**

Exercises (60%). Two equally weighted exercises (contributing 30% each to the overall mark) to be completed during the course, one on MT and the other on TM. These exercises will require the use of the available hardware/software, or other hardware/software of your choice (with the approval of the module lecturer).

Essay/Project (40%). On a topic either from a prescribed list, or suggested by the student and agreed.

**Readings and References:**

Bowker, Lynne (2002). *Computer-Aided Translation Technology: A Practical Introduction*. Ottawa: University of Ottawa Press (185 pp). ISBN: 0-7766-3016-4 (hb), 0-7766-0538-0 (pb)  
BENIS M (1999) *Unlocking your potential: Translation Memory, Speech Recognition and Machine Translation*. In ITI Bulletin, December 1999 – January 2000, pp2-90.

**Periodicals:**

ASLIB publications: latest editions of *Translating and the Computer*. ITI bulletin: latest editions, in particular December 1999-January 2000.

**Useful resources on the Web:**

Déjà Vu website: <http://www.atril.com/>

Trados website: <http://www.trados.com/>

Translation Journal, recent issues: <http://www accurapid.com/journal/>

[http://groups.yahoo.com/group/TW\\_users](http://groups.yahoo.com/group/TW_users)

<http://mason.gmu.edu/~across2/mtgrid.htm>

**Lecturers:** Dr. R. Fabri; Mr. M. Rosner

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## **ATS 5037 Translation Practice II (5 credits)**

### **Aims:**

During this course the content and notions included in Translation Practice I will be elaborated further. Students will carry out in-depth analyses of the texts presented to them prior to carrying out their translation. They will also apply theories of translation by stating the criteria they adopt when they translate a text. As in Translation Practice I, texts will be chosen from various fields and students will be trained to recognize the style of the texts and to identify their characteristics in order to be in a position to translate them effectively.

Another aim of the course, to which about 20% of the practice will be dedicated, is to adopt the above considerations when translating from Maltese into the foreign language

### **Teaching and learning methods:**

Tutorials in groups according to the foreign language in which one chooses to specialize. Work will be given regularly throughout the course and assessed continuously.

### **Content Summary:**

The course will include:

Texts taken from different sources (newspapers, journals, official documentation, technical...) to be translated into Maltese and/or English and, to a lesser extent, into the foreign language of specialization. Elaboration of the techniques and approaches used while translating a text. Written language development.

### **Assessment and bibliography:**

To be specified by the tutors of the practice groups.

**Lecturers:** Various Lecturers from Languages Departments.

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## **ATS 5040 Translation for Specific Purposes I (5 credits)**

## **ATS 5044 Translation for Specific Purposes II (5 credits)**

### **Content Summary:**

Working with specialized languages requires resources and techniques different from those used when investigating general language. The course focuses on skills and attitudes necessary when dealing with translation for specific purposes. At the end of the course the students will be capable of compiling and working with glossaries, monolingual corpora, parallel texts, comparable corpora and other tools needed in this particular area of translating. Specific areas in this study unit may include legal, economic, financial, scientific and other technical registers.

### **Readings:**

Bowker Lynne and Pearson Jennifer, 2002, *Working with Specialized Language*, Routledge, London and New York.

Other texts indicated during individual courses.

**Assessment:** To be specified by the tutors of the practice groups.

**Lecturers:** Various Lecturers from Languages Departments.

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## **ATS 5041 Translation Theories II (4 credits)**

### **Aims:**

The aims of this module are:

to provide insights from linguistics in order to illuminate the processes involved in translation;

to offer ways of monitoring and simulating translation practice so as to reveal the techniques translators employ and the principles which underlie them.

### **Content Summary:**

Translation theory is concerned with the explanation and description of the phenomenon of 'translation' and, currently, with attempting to understand the *process* of translating.

The linguistic approach places translation theory within a broadly-defined Applied Linguistics and focuses on the problem of equivalence at various levels (lexical, grammatical, textual, pragmatic) and the building and justification of an integrated model of the process. This model - based on Systemic Linguistics and expounded by Bell (1991) - links the decoding of the source language text to the creation of a language universal *semantic* (or *mental*) *representation* and its subsequent reencoding as the target language text through a multi-stage system which involves the syntax, semantics and pragmatics of both languages.

Current issues in the translation theory debate and the contribution of key figures to it will be discussed and assessed.

### **Reading and References:**

BAKER, M (ed) (1998) *The Routledge Encyclopedia of Translation Studies*, Routledge.

MUNDAY J (2001) *Introducing Translation Studies: Theories and Applications*, Routledge.

VENUTI L (ed) (2000) *The Translation Studies Reader*, Routledge.

### **Recommended Reading:**

BAKER, M (1992) *In Other Words: A Coursebook on Translation*, Routledge.

BASSNET, S (1991) *Translation Studies*, Routledge.

BELL, R (1991) *Translation and Translating: Theory and Practice*, Longman.

NEWMARK, P (1988) *A Textbook of Translation*. New York: Prentice Hall.

NORD, C (1997) *Translating as a Purposeful Activity*, St Jerome.

SNELL-HORNBY, M (1988/1995) *Translation Studies: An Integrated Approach*, John Benjamins.

VENUTI, L (1995) *The Translator's Invisibility: A History of Translation*. London: Routledge.

### **Assessment**

Assessment is by 100% coursework.

**Lecturer:** Prof. L. Sciriha.

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## **ATS 5042 Multilingualism and Contrastive Linguistics of Maltese and English (4 credits)**

### **Part I - Dr. A. Camilleri Grima**

#### **Content Summary:**

The first part of this course will introduce students to the basic concepts and technical applied linguistic terminology that will be utilized throughout their careers. They will need to acquire a clear understanding of each and must know about the most important studies in the field. Definitions and discussions of the following will be covered:

- Native language, second language, foreign language
- Native speaker, non-native speaker
- Target language, source language
- Bilingualism
- Code-switching
- Sociolinguistics, psycholinguistics,
- Communicative competence
- Language competences

The second part of the course will offer some space for reflection on the role of culture in language, and will include the following:

- Culture – definitions
- Intercultural awareness – knowledge and competence
- Skills in intercultural awareness
- Fieldwork in intercultural awareness

#### **Readings:**

Burke, L., Crowley, T. & Girvin, A. (2000) *The Routledge Language and Cultural Theory Reader*, London: Routledge.

Camilleri Grima, A. (2002) *How Strange! The use of anecdotes in the development of intercultural competence*, Strasbourg: Council of Europe.

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Davies, Alan (1991) *The Native Speaker in Applied Linguistics*, Edinburgh: Edinburgh University Press.

Wei, Li (2000) *The Bilingualism Reader*, London: Routledge.

### **Part II – Ms C. Aveta**

#### **Aims:**

This part of ATS5012 will examine the similarities and divergences between the morphological and syntactic mechanisms by which Maltese and English realise a number of distinctions and functions. Greater emphasis will be placed on elements of contrast, such that the course participants will be better enabled to make principled judgments as to the grammaticality and contextual appropriacy of proposed translation equivalents from source to target text/language. Some attention will also be devoted to false friends and language interference phenomena.

#### **Content Summary:**

The course will first provide an overview of inflectional and derivational morphological phenomena in Maltese and English.

It will then examine a number of Noun Phrase and nominal features, including\*:  
genitive case;  
modification of head Noun in NP;  
determination;  
definiteness;  
number and gender systems;  
nominal derivational patterns (agentives etc.).

Attention will then turn to the Verb Phrase, with special reference to\*:  
verbless sentences;  
temporal distinctions;  
aspectual distinctions;  
adverbials;  
verb complementation patterns.

Claude-level features will be examined\*:  
co-ordination;  
complementation;  
subordination;  
word-order and topicalisation.

\*Not listed in order of treatment.

At the lexical and phrasal level, false friends and related interference phenomena will be discussed.

**Readings:**

Biber, Douglas, et al. (1999). *Longman grammar of spoken and written English*.  
London & New York: Longman.

Borg, Albert and Alexander-Azzopardi, Marie. (1997). *Maltese*. (Routledge Language Descriptions). London: Routledge.

**Assessment:** CWK 50% Examination 50%.

**Lecturers:** Dr. A. Camilleri Grima; Ms C. Aveta.

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**ATS 5043 The EU and international institutions (4 credits)**

**Aims:**

The course will familiarise students with the major institutions of the European Union, as to how they are composed; the Treaty provisions legitimising these institutions; their function in the decision-making processes of the EU and the intra-institutional aspect. In all cases, a reference to Malta's representation in these institutions will be made. New institutions (European council) and roles (Union Minister of foreign Affairs, Team presidencies, etc being discussed at IGC level) will also be dealt with. Enlargement issues will also referred to. The course will also relay information on other major regional and international institutions which the EU has competence to liase with on behalf of its Member States or otherwise, namely the United Nations (including IMO, FAO) the World Trade Organisation, the Council of Europe, the OSCE and NATO.

A session will be specifically devoted to the Mediterranean: Euromed Process (even though not an institution/organisation); Western Mediterranean Forum (5+5); Mediterranean Forum.

Lecture 1

The Council and the European Council

Lecture 2

The Commission

Lecture 3

The European Parliament

Lecture 4

The Court of Justice

The Economic and Social Committee

The Committee of the Regions

Lecture 5

The Court of Auditors

The European Ombudsman

Decision-making procedures

New posts as proposed by the draft Constitutional Treaty and the IGC

Lecture 6

United Nations (including IMO, FAO) the World Trade Organisation, the Council of Europe, the OSCE and NATO

Lecture 7

Mediterranean: Euromed Process; Western Mediterranean Forum (5+5); Mediterranean Forum

**Readings:**

Hartley *Foundations of European Community Law* (4<sup>th</sup> edition, 1998), Chapter 1

How the European Union works - A citizen's guide to the EU institutions

[http://europa.eu.int/comm/publications/booklets/eu\\_documentation/06/index\\_en.htm](http://europa.eu.int/comm/publications/booklets/eu_documentation/06/index_en.htm)

**Assessment:** Examination 100%.

**Lecturer:** Mr. E. W. Demicoli

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**ATS 5045 Professional Issues in Translation (4 credits)**

**Content Summary:**

The translator's role is to act as a bridge for the free passage of ideas from one side to the other. He/she shall use skill and discretion to intellectual commerce for the highest standards of performance, ethical behaviour, and sound business practice. The translator has to endeavour to translate with utmost accuracy and fidelity to convey to the reader of the translation the same meaning and spirit the original conveyed. This level of excellence requires: a) mastery of the target language; b) up-to-date knowledge of the source language and the subject area; c) safeguarding the interests of clients and confidentiality; d) professional integrity and dignity; e) reliability, competence and impartiality.

**Teaching and Learning Methods:**

Classes follow lecture, seminar and workshop formats. Practising translators, Directors of Translation Agencies and Heads of Translation Units shall be invited to lecture.

**Assessment Methods and Weightings:**

60% Coursework 40% Examination

**Readings:**

Peter Newmark, *Approaches to Translation*, Phoenix ELT, GB, 1999.

**Lecturers:** Prof. J. Eynaud; Visiting Lecturers.

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**ATS 5046 Translation Project (4 credits)****Aims:**

1. To prepare students for professional life in the field of translation, by giving the opportunity to do an extended translation to a high level of accuracy and competence;
2. To give students the opportunity to work under their own initiative, supported by appropriate academic guidance;
3. To give students training in the basic linguistic skills and terminology needed to discuss translation issues and access the relevant literature;
4. To develop ability to think analytically and objectively about the translation process and product;
5. To give students the analytical training and terminology to enable you to produce concise, accurate and coherent annotations to a translation.

**Teaching and Learning Methods:**

Classes follow lecture, seminar and workshop formats.

**Content Summary:**

The module consists of the following components:

1. Individual study for and completion of an extended piece of translation.
2. Individual translation supervision

Students shall:

produce a translation of approximately 2- 3,000 words of an approved text;  
provide relevant annotations to the above-mentioned translation, clearly discussing the nature of the translation issues and problems encountered, the strategies adopted to address them, and the justifications for choices made;  
discuss and justify translation choices generally, with accuracy and consistency;  
access the essential literature on translation studies through a knowledge of essential terminology from linguistics such as:  
The organisation of texts  
Text function, register and genre  
The 'cultural' context of texts  
Communicating meaning in texts

**Readings:**

Umberto Eco, *Mouse or Rat? Translation as Negotiation*, Weidenfeld & Nicolson, London, 2003.

**Assessment Rationale:**

The translation project will enable students to understand the implications of time-management in a professional context, planning initial subject research, translation, revisions and annotations to a series of imposed deadlines. The project will demonstrate students' awareness and understanding of professional requirements and the independent ability to comply with these. The finished project will represent an invaluable asset in their professional portfolio.

50% of the mark is based on the translation and 50% on the Introduction and Annotations; candidates are required to pass both components to pass overall.

**Lecturers:** Various Lecturers from Faculty of Arts and the Institute of Linguistics.