

ALIGNING *TRANSLATION* ACADEMIC PROGRAMME TO THE ARMENIAN NQF

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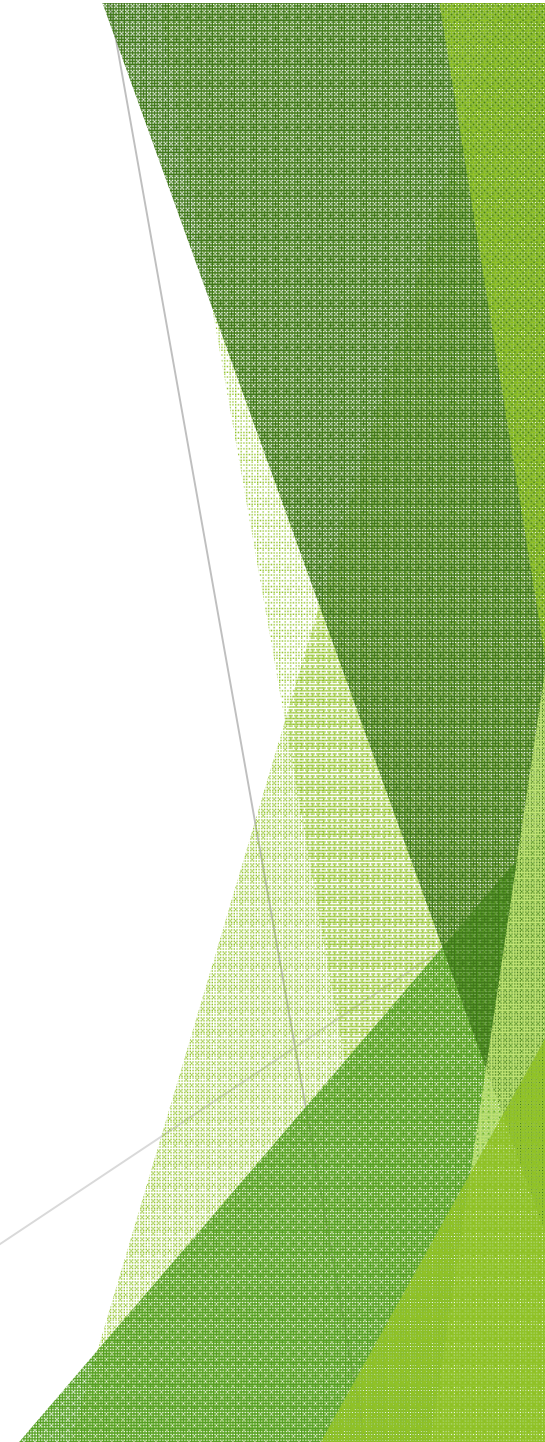
CHAIR FOR ENGLISH COMMUNICATION AND TRANSLATION

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THE REVISION PROCESS

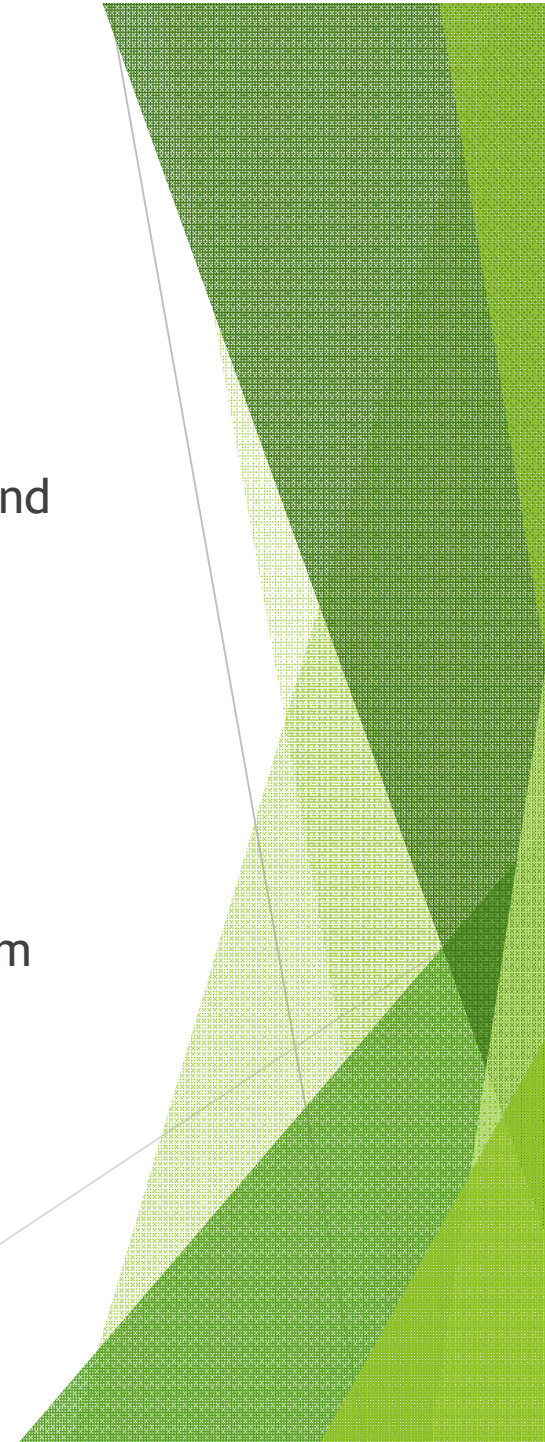
► Background

- ❑ Initial revision in the process of institutional accreditation
- ❑ Subsequent revision due to the establishment of a dedicated chair and a newly-designed curriculum
- ❑ Third-round revision with the ALIGN-TEMPUS project aiming specifically to align the programme with the Armenian National Qualifications Framework



PRE-REVISION STAGE PROGRAMME

- ▶ A program with 18 LOs, mostly grouped into professional knowledge, skill and competence areas
- ▶ Very narrow descriptors of different fragments of professional activity
- ▶ LOs lacking the descriptions of autonomy as a learner and researcher
- ▶ LOs lacking focus on technology
- ▶ A curriculum-based implementation, with the notion of modules as two-month periods within individual subjects with a summative assessment exam



REVISION STEPS

- ▶ Interpreting NQF descriptors
- ▶ Consulting the Educational Standard for Translation
- ▶ Benchmarking European Master's in Translation and Bristol University Translation MA programme LOs



The Module

- ▶ Introduction of an old term with a new meaning and definition

The Module

- ▶ In the old Brusov understanding of the term - an 8 week unit within a subject that ends with a summative exam
- ▶ UK module - academic course in US
- ▶ A module is a self-contained unit of learning, teaching and assessment. The volume of educational activity is expressed in hours of student effort. This is linked directly to the credit value of the module. Information about a module is contained in the online descriptor for that module. (General Regulation 1.1) UCD
- ▶ The module is the smallest unit of learning recognised in approval and review processes, and student records systems. **Modules are combined to form courses (degrees, diplomas, certificates, awards)** as set out in the relevant Course Regulations, which encapsulate the course structure approved by the Board of Undergraduate or Graduate Studies as appropriate, after consideration by the relevant Faculty Undergraduate/Graduate Studies Committee/Sub-Faculty. Students registered on a course must follow the appropriate Course Regulations and take the appropriate modules listed in them.
(<http://www2.warwick.ac.uk/services/aro/dar/quality/categories/courseapproval/credit/>)

MODULE INTRODUCED AS AN INTERMEDIATE BLOCK BETWEEN THE PROGRAMME AND THE COURSE

- ▶ The module has been understood as a unit of the academic programme with a set of clear and distinct learning outcomes. The module may comprise a number of courses/subjects and may serve as a prerequisite for the subsequent stages of education. The duration of a module may vary from 1 semester to 1 academic year.

Questions on the Notion of the Module

- ▶ Is the module primarily a means to facilitate the organization of the curriculum?

OR

- ▶ Is it a means to enhance student mobility?

Potential challenges?



The Structure of the Revised Programme

- ▶ Programme LOs (17) grouped under the NQF descriptors respectively
- ▶ Programme LOs grouped into 4 Modules
- Module 1 - Language and Communication (MLC) (1 academic year - Year 1)
 - 1.1 Language
 - 1.2 Communication
- Module 2 - IT and Information Mining (1 semester - Year 2, Semester 1)
 - 2.1 IT (translation aids)
 - 2.2 Information Mining (Information Search)
- Module 3 - Translation Theory and Research
 - 3.1 Translation Theory
 - 3.2 Translation Research
- Module 4 - Translation Activity
 - 4.1 Translation Activity

The Structure of the Revised Programme (2)

- ▶ Modules are broken into two smaller, interrelated blocks.
- ▶ The Modules have their own LOs broken down respectively in relation to the PLOs and the NQF descriptors.
- ▶ The number of module LOs ranges between 11 and 15.

NQF and Programme LOs

NQF 1

- ▶ Identify/Recognize/Describe the systemic features of the source and target languages, socio-historical and linguo-cultural backgrounds of the societies and communication norms of the languages under study.
- ▶ List/Reproduce the main concepts and provisions of the theory of translation, the major schools of thought (including the Armenian school) and the ways of ensuring equivalent translation.
- ▶ State the existing translation aids, including IT and electronic resources.
- ▶ Quote the workings of the translation industry (i.e. the social role of the translator, principles of professional ethics, and the main principles of collaboration (with peers and clients)).

NQF and Programme LOs (2)

NQF 2

- ▶ Apply/use appropriate SL/TL linguistic material to ensure effective intercultural communication.
- ▶ Select appropriate translation technologies for a specific type/mode of translation.
- ▶ Discuss the interrelations among the main concept and provision of translation theory schools aimed at equivalent translation.
- ▶ Demonstrate appropriate professional behavior in conditions of operation with a low degree of uncertainty.

NQF and Programme LOs (3)

NQF 3

► Identify, discriminate and evaluate electronic dictionaries, corpora, and information mining and presentation technologies for adequate translation, research and communication of research findings.



NQF and Programme LOs (4)

NQF 4

- ▶ Interpret SL text bodies from the linguo-pragmatic perspective and recommend novel approaches for rendering messages in the TL.
- ▶ Synthesize new practices of technology use for proposing new translation or theoretical generalizations to enhance SL/TL translation experiences.
- ▶ Acknowledge existing contradictions in the translation theory and related disciplines, complete comparative research on translation choices and evaluate existing translations.
- ▶ Cooperate and organize team projects with innovative approaches to translation assignments and justify their translation choices.

NQF and Programme LOs (5)

NQF 5

- ▶ Interpret complex texts and discursive actualizations for linguistic projection in the TL and appraise the translation strategies/methods for communicative transfer.
- ▶ Standardize final search and IT use approaches to independently address challenges in professional and educational settings.
- ▶ Evaluate ones contribution to the theoretical frames and platforms of translation studies and acknowledge one's educational needs in the areas of professional and academic advancement.
- ▶ Integrate linguistic and communicative competences with ethically preconditioned professional decisions to solve translational, research and situational problems.

INTERRELATIONS BETWEEN NQF DESCRIPTORS AND PLOs BY MODULE

	Module 1	Module 2	Module 3	Module 4
NQF 1	1	3	2	4
NQF 2	5	6	7	8
NQF 3	9	9	9	9
NQF 4	10	11	12	13
NQF 5	14	15	16	17

Module Learning Outcomes as Related to PLOs

Module 1 - Language and Communication

PLO - 1, 5, 9, 10, 14

PLO 1 - Knowledge and Understanding

- ▶ 1a) Recall the phonetic, lexical and grammatical content of source and target languages.
- ▶ 1b) Quote key factors, events and developments in the evolution of the source and target languages.
- ▶ 1c) State the communication norms of the source and target languages.



Module Learning Outcomes as Related to PLOs (2)

Module 1 - Language and Communication

PLO 5 - Application of Knowledge and Understanding

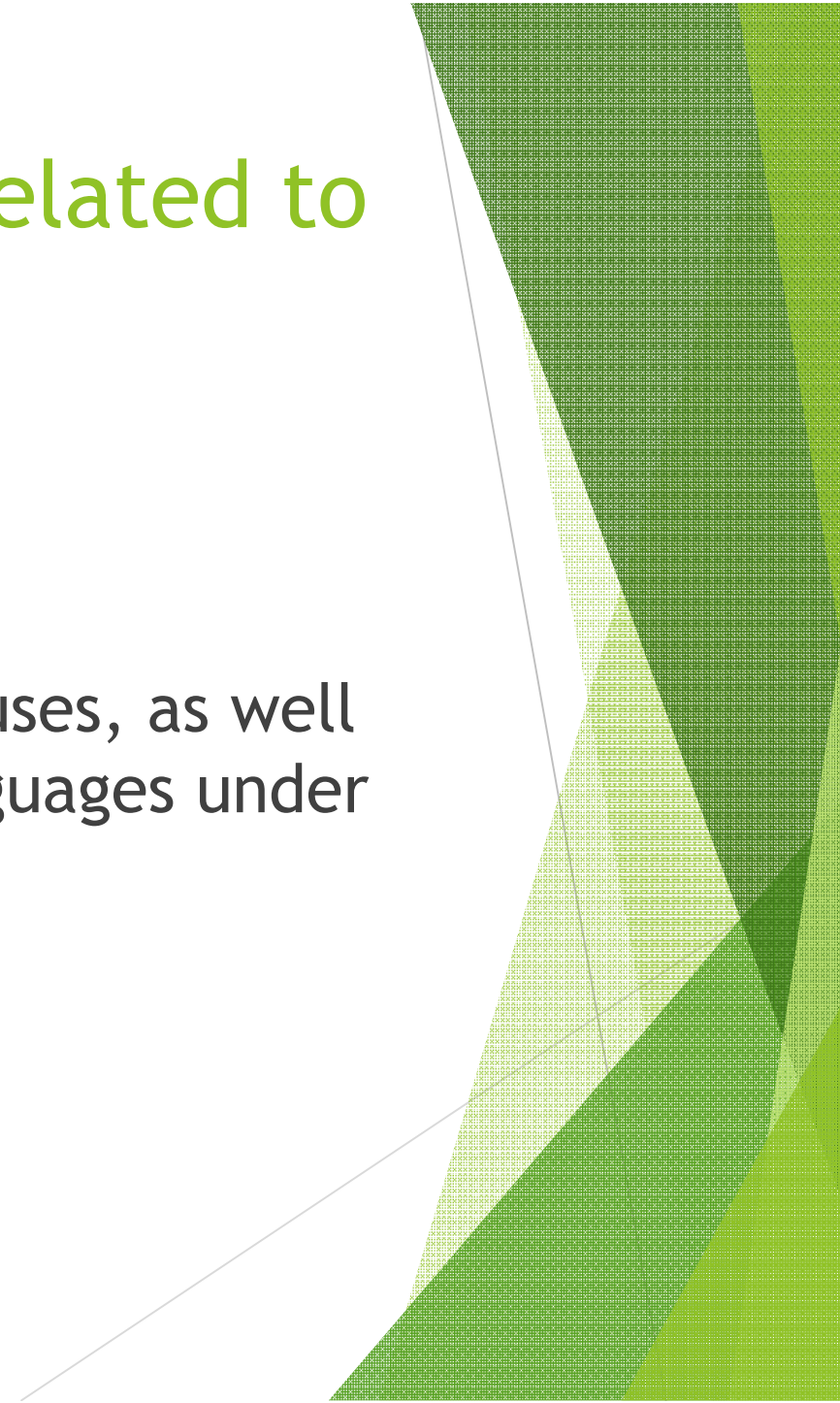
- ▶ 5a) Decode/Interpret the systemic linguistic code of the course language.
- ▶ 5b) Recognize the SL and TL context-specific communication norms in concrete communication settings.
- ▶ 5c) Compare the use of SL and TL linguistic means for conveying register and genre-specific content.

Module Learning Outcomes as Related to PLOs (3)

Module 1 - Language and Communication

PLO 9 - IT

►9) Use electronic dictionaries and thesauruses, as well as corpora to enrich their knowledge of languages under study.



Module Learning Outcomes as Related to PLOs (4)

Module 1 - Language and Communication

PLO 10 -

- ▶ 10 a) Employ context-specific TL means for the transfer of content from the SL.
- ▶ 10 b) Synthesize new bodies of text using the linguistic materials of languages under study.

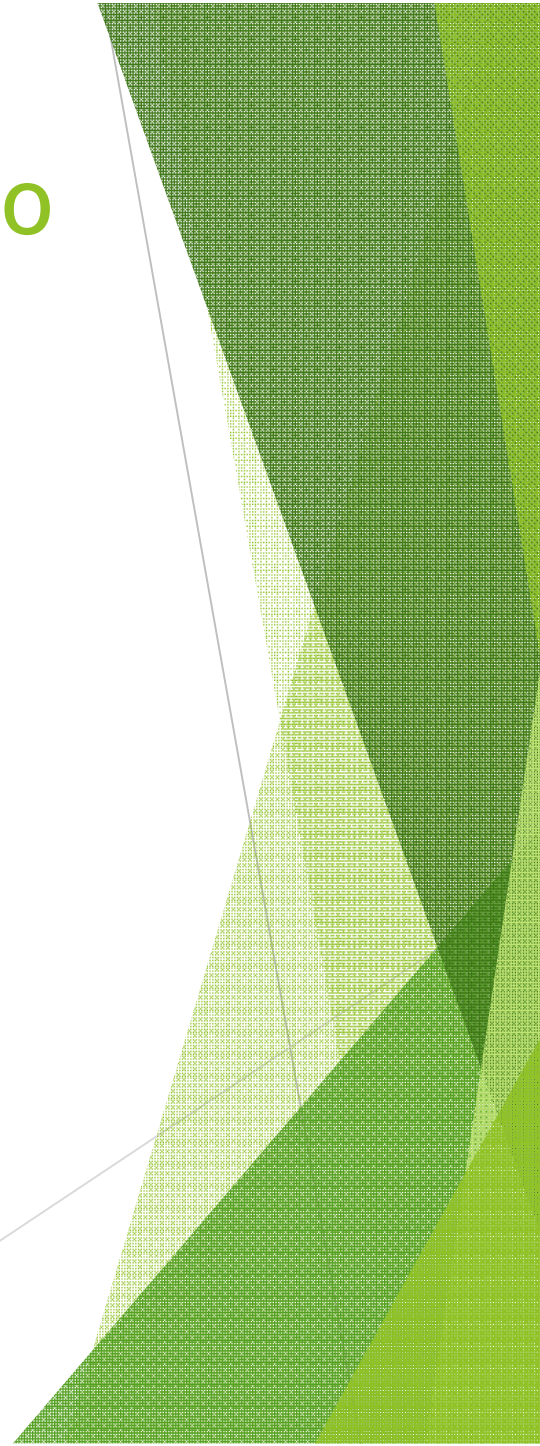


Module Learning Outcomes as Related to PLOs (5)

Module 1 - Language and Communication

PLO 14 -

- ▶ 14a) Validate one's own choice of linguistic means.
- ▶ 14b) Assess one's own and peers' language education needs to enhance communicative competence.



Module 1: Language and Communication (year 1)

1.1 Language	1.2 Communication
Practical English 1/1	Intercultural Communication and Translation Issues 1/1
Practical English 1/2	Professional Communication 1/1
Manifestations of Synonymy at Different Levels In Armenian 1/1 (elective)	Professional Communication 1/2
Socio-Cultural History of English 1/1 (elective)	Professional Translation 1/1
	Professional Translation 1/2
	Literary Translation 1/1
	Literary Translation 1/2
	Oral Interpretation 1/1
	Oral Interpretation 1/2
	Text. Discourse. Communication
	Intercultural Communication and Translation Issues 1/ 2 (elective)
	Diaspora Literature

Constructive Alignment at Module Level

Module Learning Outcomes	Teaching and Learning	Formative Assessment	Summative Assessment
<p>Recall the phonetic, lexical and grammatical content of source and target languages.</p>	<ul style="list-style-type: none"> ✓ Listening comprehension exercises (intonation patterns, pseudo-homophones, etc.) ✓ (Spontaneous) Monologue/dialogue production with the use of phonetically challenging words, focusing on right pronunciation ✓ Reading comprehension activities/Content rendering (with a focus on vocabulary and grammar use) ✓ Vocabulary building and grammar refreshing activities (semantic systematization, contextual use, collocability) ✓ Translation from English into Armenian and Armenian into English with the use of 	<ul style="list-style-type: none"> ✓ Multiple choice quizzes, true-false quizzes, open-ended questions to evaluate the pragmatic effect of intonation patterns ✓ Role-play simulation, Mock interview, Individual presentation, Performance ✓ Reading comprehension assignments (multiple choice, true-false), summary writing ✓ Multiple choice quizzes, true-false quizzes, semantic mapping, synonym differentiation quizzes, paragraph writing ✓ Written and oral translation tasks (English – Armenian, Armenian – English) 	<ul style="list-style-type: none"> ✓ 3-component test (reading, speaking, listening) ✓ Individual presentation of literary projects ✓ Test translation/interpretation

Implications

- ▶ Identified gaps between the existing programme and the NQF level requirements
- ▶ A necessary change in the structure of the curriculum (changes in course duration, courses moved from one year to another)
- ▶ Development of new content for courses, with shifted foci (with more focus on IT).
- ▶ Research practicum concepts are being revised to be more targeted.
- ▶ Some courses are informed with varied teaching and learning activities and assessment tools.

One in **alignment** is more powerful than a million who are not.

-Abraham Hicks

One in the **process of alignment** is more lost in eternal search and uncertainty than ever.

-Kristine Soghikyan



BUT then the Irish site-visit to
Yerevan happened ...

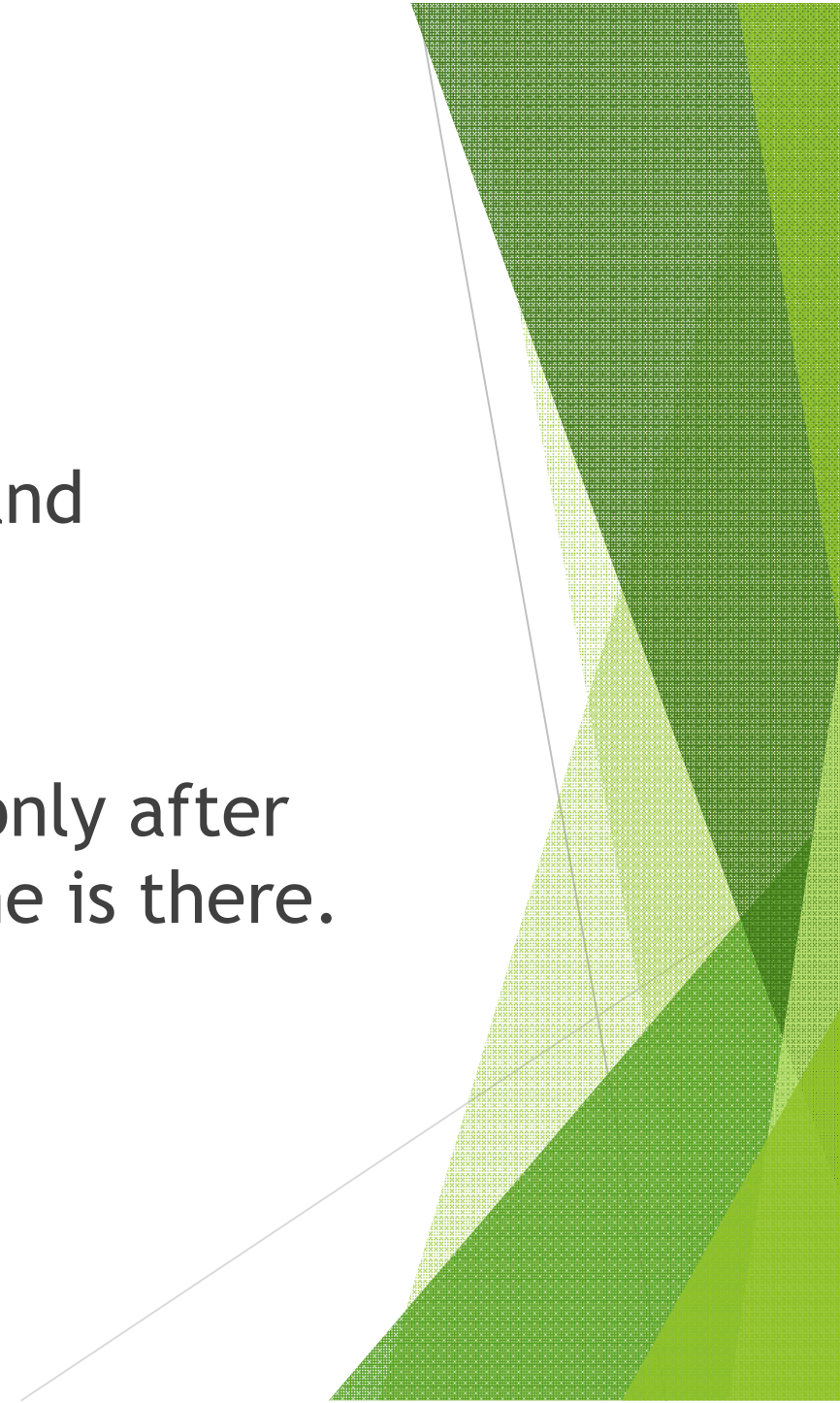


AND it turned out time has come to
learn from our mistakes...



RECOMMENDATION 1

- ▶ To have a fully revised, systematized and constructively aligned programme first
- ▶ And to start the process of alignment only after the systematized and strong programme is there.



RECOMMENDATION 2

- ▶ To revisit the concept/understanding of modules and stop using them as an intermediary level between the programme and the individual courses
- ▶ And to turn the courses into modules with a later agglomeration of the courses into competence-based modules



RECOMMENDATION 3

- ▶ To use the “principle of the funnel” when writing programme LOs:

e.g. On the successful completion of the programme:

- ▶ the student will be able to translate from English into Armenian and from Armenian into English.
- ▶ the student will be able to act ethically in intercultural communication situations.
- ▶ the student will be able to solve translation problems individually and creatively.



Thanks!
Questions? Aligned or not quite?

