

Curriculum

Subject: SAJ, Seminar in English language - developing English translation skills and written language accuracy

Year: V

Academic year: 2018/2019

Lesson allocation: 2/60

Language: English

Subject profile

The subject trains and develops fifth-year students' written English language skills and language accuracy through written bidirectional Slovak-English translation practice. It builds on the skills learnt and developed in the previous years of the English curriculum. We learn about different stages of translation, translation tools, and how to convey the desired meaning while avoiding common mistakes, mistranslations, and the so-called false friends between Slovak and English. We also develop the ability to critically evaluate quality of translation, distinguish the denotative and connotative meanings of words, and develop stylistic elegance and grammatical and lexical range and accuracy towards C2 level (CEFR). We focus on selected English state examination subjects in Year 5, other literary and non-literary texts, and supplementary language in use exercises providing further practice.

Aims of the subject

- improve accuracy and naturalness of written translation between Slovak and English
- provide in-class written translation practice for the chosen English state examination subjects in Year 5
- understand different stages of translation (analysing source texts, determining target audience, translating, editing, proofreading, language quality inspection, etc.)
- raise awareness of—and avoid—common translation errors
- provide an overview of other factors influencing the quality of translation (punctuation, register and tone, advanced stylistic devices, cohesion and coherence, etc.)
- improve the participants' abilities to critically evaluate quality of translation
- provide an overview of basic translation tools (machine translation, online translation tools, translation software, translation memories, etc.)
- provide a safe, supportive environment where the method of trial and error can be applied

Educational strategies

Written translation practice, researching, using online tools, guided practice, teacher feedback, peer-feedback, class discussion, source text analysis, group work, pair work, individual work.

Resources

- Selected printed and online style guides, sample texts, extracts from literary and non-literary texts, and dictionaries.

Assessment: See below.

Contents

Thematic unit – number of lessons: Theoretical foundation of translation, No. of lessons 20					
Aims: to understand basic principles of translation (understanding terminology and translation process)					
Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
Aims and principles of translation	2	- understand basic principles at place when translating source texts to target texts in another language	- understood basic principles at place when translating source texts to target texts in another language, translated practice translations in good form	- discussion, evaluated in-class practice	- Intercultural education - Personal and social education - Media education
Translation workflow	2	- get to know the process of translating source language texts into target language texts accurately and effectively	- translated a number of target language texts to source language texts accurately and effectively	- discussion, evaluated in-class practice	
First (rough) translation	2				
Editing	2				
Proofreading	2				
Language quality assurance tools and online tools	2				
Common errors and mistranslations (language clinic)	4				
Understanding denotative and connotative meaning	4				

Thematic unit – number of lessons: Guided and assessed translation practice, No. of lessons 20

Aims: improve translation skills through in-class guided and assessed practice

Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
In-class translation practice Subject-specific translation practice Literary translation practice	10	- apply translation skills more effectively and accurately through guided practice and assessed practice	- successfully applied translation skills	- discussion, evaluated in-class practice	- Intercultural education - Personal and social education - Media education - Environmental education
Translation feedback Teacher feedback Peer-feedback	10	- understand how to avoid common errors, ensure good accuracy and naturalness of translation	- understood how to avoid common errors, achieved good accuracy and naturalness of translation in guided practice	- discussion, evaluated in-class practice	- Health and healthy lifestyle - Entrepreneurship

Thematic unit – number of lessons: Language accuracy training, No. of lessons 20

Aims: to increase grammatical and lexical range and accuracy in English

Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
Grammar practice Vocabulary practice Punctuation practice Advanced structures language practice	5 5 5 5	- use advanced language structures accurately and appropriately with ease and confidence - recognise and avoid common mistakes	- used advanced language structures accurately and appropriately with few accuracy or other issues - successfully completed assessed practice tasks and written tests	- in-class Use of English activities - in-class oral and written vocabulary activities - written practice tests	Personal and social education

ASSESSMENT POLICY:

The seminar is assessed and attendance is mandatory. All assessment is entered in the electronic record of marks in the form of percentages (%) representing successful task completion.

Written assessed translation consists of a minimum of **two** assessed in-class practice translations (EN-SK, SK-EN) per semester and will be determined based on adherence to source text, lexical and grammatical accuracy, naturalness of translation, style, and overall impression.

Language in use (language accuracy) assessment consists of a number of (partial or full) written Use of English-styled practice tests at C1 level (CEFR) and **additional assessed language activities** given throughout the semester (assessed for content, grammatical and lexical range and accuracy, fluency, and adherence to a time limit). Students with insufficient assessment at the end of term will be required to take replacement assessment in the form and time specified by subject teacher. Failing this in the second term means that a board examination will have to be taken in August.

Use of mobile phones and other electronic devices in lessons is only allowed with teacher's permission. Other school code regulations apply.

FINAL ASSESSMENT SCALE:

Scale	Grade
100% - 88%	1
88% - 75%	2
75% - 61%	3
61% - 51%	4
51% - 0%	5

Assessment

Written assessed translation (EN-SK, SK-EN) 60%
Language in use (language accuracy) 40%

Semester 1 & 2

Approved by the English department on _____ .

Revised for the 2018/2019 academic year by Mgr. Marián Steiner.