Programme Specification

Programme award and title: MSc/PGDip in Translation Studies with TESOL

| SCQF Level: | 11 | SCQF Credit Value: | 180 |

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme
- To provide a combined training in both translation and TESOL
- To provide a practice-led and focused training in both linguistic and cultural translation and transfer. The programme requires a good language degree or equivalent relevant linguistic ability.
- To introduce issues in cultural translation (i.e. the problem of addressing cultural differences in communication and activity) through a series of issues related to practical problems
- To train students in the practice-led activity of producing a high-level portfolio of translation work
- To provide a critical awareness of work-based situations where cultural and practical translation are used
- To train students to produce and comment upon substantial pieces of translation in the light of their practical and linguistic training
- To provide an understanding of the principles and practice of TESOL at a level appropriate to graduates who already have a sound academic training.
- On completion, students should possess the knowledge and practical classroom skills to be confident, critically reflective, and enterprising teachers of English to speakers of other languages

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

Knowledge and understanding
- a high-level awareness of and ability to discuss and address issues in practical and cultural translation
- a critical awareness of how these apply practically in given work-related situations and practical circumstances
- a critical understanding of debates around issues in practical instances of cultural transfer and translation
- an ability to pursue independent, practice-led study and practice in translation
- Knowledge of current theory and practice in the teaching of language skills: speaking, listening, reading and writing and the language elements: grammar, vocabulary and pronunciation
- Knowledge of the processes which are involved in learning a second language

Subject-specific skills and other attributes
- ability to translate multiple texts at a high level
- awareness of the issues arising within the translation of these texts
- ability to translate and comment critically on a substantial piece of translation
- sophisticated awareness and thought about the practice of cultural transfer, translation, and interpretation
- practice-led research skills in translation studies
- different approaches towards test design in English Language Teaching
- different approaches towards research design in second language learning
- a pedagogic knowledge of functional English syntax and grammar
- a pedagogic knowledge of the sound system of English

Reflect on one's own and one's peers classroom practice
- Plan a language learning curriculum
- Assess the proficiency of second language learners.

Future employability includes:
- opportunities for translation work in companies and organisations
- opportunities to teach TESOL
- freelance professional translation and TESOL work
- academic opportunities in linguistic and cultural study including doctoral study in translation studies and language use/education

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- High-level communication skills
- Awareness of issues in cultural and linguistic communication with wide relevance to the workplace
- Ability to reflect critically on practice/work-based situations
- Ability to identify problems at a technical and an abstract level in a given task
- Self-motivation and independent working on portfolio and lengthy, single tasks
- Reflective approach to practical activities
- • Relate the totality of their learning to the demands of any teaching situation/classroom in which they find themselves
- • Develop interpersonal skills for working with others in different contexts (for example, work, social etc.)

### Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Modes of assessment are varied across the translation side of the programme according to the specific skills involved. Arts graduate training is based on due completion of a portfolio of skills, obtained through flexible pathways; theoretical tuition (CTTP01) assesses ability to reflect on issues through long essays; practical translation is assessed through a portfolio of hands-on work on a selection of textual material
- The TESOL side, combines theory and practice and teaching on the pedagogic modules is through seminar presentations, discussion, and small group tasks.
- Each module will include the equivalent of assignments totalling up to 4000 words.
- The dissertation combines practice-based and reflective work and focused on translations studies, informed by the linguistic, cultural, and/or educational awareness developed on TESOL modules

### Professional/statutory body accreditation or recognition:
N/A

### Further details:
Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


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