



**UNIVERSITY OF TIRANA  
FACULTY OF FOREIGN LANGUAGES  
ENGLISH DEPARTMENT**

**CURRICULUM FOR THE SECOND CYCLE OF STUDIES**

**ACADEMIC YEAR 2016-2019**

**MASTER OF SCIENCE IN "SPECIALISED AND LITERARY TRANSLATION AND  
CONFERENCE INTERPRETING"**

**Translation B-A**

<b>Course Syllabus</b>	
<b>Module:</b>	Translation B-A
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation Studies
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	6 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	45 contact classes
<b>Course lecturers:</b>	Prof.Dr. Viktor Ristani, Prof.Dr. Shpresa Qatipi, Asoc. Prof. Dr. Ukë Buçpapaj, Dr. Rudina Xhillari, MSc. Nejla Qafmolla, PhD Candidate

**COURSE DESCRIPTION**

The course introduces the students to a wide range of non-specialized and specialized subjects appropriate for translation assignments from English into Albanian, focusing on political, diplomatic, journalistic, social sciences, historical discourse and texts, as well as materials retrieved from the Internet. It will develop the students' critical awareness of the discourse role of style, cohesion, register, appropriateness, the structural differences between English and Albanian, when translating from English into Albanian.

In addition, the students will become familiar with the various translation theories, methods, strategies and procedures which will help them to better explain and justify translation solutions of linguistic and intercultural nature, relying on the axiomatic statement "no translation problems, no translation theory".

**COURSE OBJECTIVES:**

- enhance the students' analytical skills and critical thinking capacities;
- develop skills for analyzing, processing, evaluating and representing information in written discourse;
- make students capable of analyzing their own performance;

- render students capable of developing new translation skills to a high level;

### **LEARNING OUTCOMES:**

- to develop their critical awareness of the discourse role of style, cohesion, register, appropriateness, when translating from English into Albanian;
- to enable students to critically understand the nature and difficulties of intercultural aspects of texts when translating into Albanian;
- analyze a wide range of non-specialized and specialized texts from the translator's perspective;
- explain and justify translation solutions;
- apply research technique appropriate to the topics under consideration;

### **TEACHING METHOD**

- Interactive lectures
- Seminars/translation assignments
- Simulated situations
- Group work
- PPT presentation of a course assignment and project

### **ASSESSMENT**

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to understand and handle different registers of English and Albanian, translating non-specialized and specialized texts under pressure of time for information purposes

### **COMPULSORY BIBLIOGRAPHY**

- Hatim, B. and Munday, J. *Translation An advanced resource book*, Routledge, 2004.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90'* (Monografi), Seria e Studimeve Përkthimore, GEER, Tiranë, 2010.
- Electronic copy of the Lectures prepared by the Course Lecturer;

### **RECOMMENDED BIBLIOGRAPHY**

- Baker, M., *"In other Words", - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bassnett-McGuire, S. *"Translation Studies"* Routledge, London & New York, 1992.

- Bell R.T. "*Translation and Translating*" - Theory and Practice, Longman, London and New York, 1998
- Diller, H. J. & Kornelius, J. "*Linguistische Probleme der Übersetzung*", Max Niemeyer Verlag, Tübingen, 1978.
- Ecco, U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, 2004.
- Kokona, V., *Mbi përkthimin, me përkthyesin*, Botimet Kokona, Tirane 2003, 133 faqe
- Newmark, P. "*A Textbook of Translation*", Prentice Hall, London, 1988.
- Ossimo, B., *Traduzione e qualità. La valutazione in ambito accademico e professionale*, Hoepli, 2004
- Qatipi, Sh. *Disa probleme të proverbbave në gjuhën angleze vështruar në përqasje me gjuhën shqipe*, ISBN: 978-9928-07-045-6, 2012
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.
- Steiner, G. "*After Babel. Aspects of Language and Translation*", London: Oxford University Press, 1977.
- Tupja, E., *Pro Translatore* Shtepia Botuese OMBRA GVB, Tirane, 2003, 172 faqe.

### TRANSLATION A-B

Course Syllabus	
<b>Module:</b>	Translation A-B
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation Studies
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	
<b>Seminars:</b>	30 contact classes
<b>Course lecturers:</b>	Prof.Dr. Viktor Ristani, Prof.Dr. Shpresa Qatipi, Assoc. Prof. Dr. Ukë Buçpapaj, Dr. Rudina Xhillari

### COURSE DESCRIPTION

This subject aims at training students to acquire and consolidate the skills of comprehension and translation, as well as the editing and correction ones from mother tongue to foreign language and upgrading skills in the translation of pragmatic texts and the enhancing the quality in translating pre-literary texts.

The subject is practical and aims at providing students the adequate insight into the different levels of text analysis and tackle practically grammatical, lexical and stylistic phenomena depending on the text and type of the functional style.

## **COURSE OBJECTIVES:**

Encouraging the practical application of the theoretical concepts in order to upgrade translation performance;

Introducing the methods of work applied in translation practice;

Enabling students to draw a distinction between the three stages of translation:

- Preliminary: getting the task, selection of the appropriate supporting instruments;
- Performance: understanding, transposition and reformulating the translated text;
- Final: revising and editing.

## **LEARNING OUTCOMES:**

- defining translation as a practical process;
- identifying the problems encountered during the translation stage and discussing ways how to overcome the problems;
- analysing the relationship between the language of origin and the target language;
- understanding and using efficiently the reference means: dictionaries, computer assisted translation programs etc.;
- developing required skills in order to intuitively react between culture and language;
- rendering equivalence while using idioms in English.

## **TEACHING METHOD**

- Exercise textbooks
- Materials from journals, magazines and books
- Seminars
- PPT

## **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final Test 40%

## **COMPULSORY BIBLIOGRAPHY**

- Hatim, B. and Munday, J. Translation An advanced resource book, Routledge, 2004.
- Ristani, V., Kontribut në Studimet Përkthimore gjatë viteve '90" (Monografi), Seria e Studimeve Përkthimore, GEER, Tiranë, 2010.

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- Tupja, E., *Pro Traduttore Shtepia Botuese OMBRA GVB*, Tirane, 2003, 172 faqe.

### Language C (Advanced Level)

Course Syllabus	
<b>Module:</b>	Language C (Advanced Level)
<b>Cycle of study:</b>	II
<b>Area of study</b>	Modern Languages
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/I
<b>ETCS:</b>	3 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	30 contact classes
<b>Course Lecturer/s:</b>	

#### COURSE DESCRIPTION:

This course aims to provide students with advanced knowledge of English language and to use it as a communication tool in everyday life and in different environments where there may be need to use this language as a means of communication.

#### Course Objectives:

At the end of the course students should be able:

- to ask and answer questions in the English language on various topics of everyday life.

- to communicate with other English speakers without having understanding problems.
- to discuss various topics provided in the book but also by the students.
- to use the concepts of the English language in official documents, informal letters, electronic messages and different stories.
- to create and write stories using the appropriate vocabulary obtained during these weeks.
- to read and understand the text with various registers and then be able to process it.

### **Expected results:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

### **Didactic Method:**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

### **Assesment**

- Midterm test 1: 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

- Harris M, Mower D, Sikorzysnka A. *New Opportunities, Upper-Intermediate, Student's book*, Longman
- Harris M, Mower D, Sikorzysnka A , *New Opportunities, Upper-Intermediate Language Powerbook*, Longman
- Jan Bell, Amanda Thomas, *Gold first certificate. New edition. Coursebook*, 2015
- Sally Burgess, Jacky Newbrook, *Gold First, Exam Maximiser*, 2015
- Clementine Annabell, Rawdon Wyatt, *Gold First, Teacher's Book*, 2015

### **RECOMMENDED BIBLIOGRAPHY**

- Thomas, B J, *Advanced Vocabulary and Idiom*, Nelson, 1991
- Lynn Lundquist, *Spoken English Learned Quickly*, 2008
- <http://iteslj.org/questions/>
- [www.newsdirectory.com](http://www.newsdirectory.com)
- [www.theworldpress.com](http://www.theworldpress.com)
- [www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)
- <http://ww.flo-joe.com/fce/students/tests/tsindex.htm>
- [http://www.examenglish.com/FCE/Use\\_of\\_English.htm](http://www.examenglish.com/FCE/Use_of_English.htm)

## Translation C-A

Course Syllabus	
<b>Module:</b>	Translation C-A
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	6 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	45 contact classes
<b>Course lecturers:</b>	Prof.Dr. Viktor Ristani, Dr. Iris Klosi, Dr. Jonida Petro

### COURSE DESCRIPTION

The course introduces the students to a wide range of non-specialized and specialized subjects appropriate for translation assignments from English into Albanian, focusing on political, diplomatic, journalistic, social sciences, historical discourse and texts, as well as materials retrieved from the Internet.

In addition, the students will become familiar with the various translation theories, methods, strategies and procedures which will help them to better explain and justify translation solutions of linguistic and intercultural nature, relying on the axiomatic statement "no translation problems, no translation theory".

### COURSE OBJECTIVES:

- enhance the students' analytical skills and critical thinking capacities;
- develop skills for analyzing, processing, evaluating and representing information in written discourse;
- make students capable of analyzing their own performance;
- render students capable of developing new translation skills to a high level;

### LEARNING OUTCOMES:

- to develop their critical awareness of the discourse role of style, cohesion, register, appropriateness, when translating from English into Albanian;
- to enable students to critically understand the nature and difficulties of intercultural aspects of texts when translating into Albanian;
- analyze a wide range of non-specialized and specialized texts from the translator's perspective;
- explain and justify translation solutions;
- apply research technique appropriate to the topics under consideration;

### TEACHING METHOD

- Interactive lectures

- Seminars/translation assignments
- Simulated situations
- Group work
- PPT presentation of a course assignment and project

## ASSESSMENT

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to understand and handle different registers of English and Albanian, translating non-specialized and specialized texts under pressure of time for information purposes

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- Hatim, B. and Munday, J. *Translation An advanced resource book*, Routledge, 2004.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90"* (Monografi), Seria e Studimeve Përkthimore, GEER, Tiranë, 2010.
- Electronic copy of the Lectures prepared by the Course Lecturer;

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### Methodology of Translation

Course Syllabus	
<b>Module:</b>	Methodology of Translation
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation Studies
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	15 contact classes
<b>Course lecturers:</b>	Prof. Dr. Viktor Ristani, MSc. Nejla Qafmolla, PhD Candidate, MSc. Ermal Çomo, PhD Candidate

#### COURSE DESCRIPTION

The course on Methodology of Translation provides students with the necessary theoretical concepts and tools required for their translation assignments, combining the categories and theoretical tools with the methodological basis required for the real translation experience. It also introduces the students to the principles of translation theory and methodology, in particular to the models proposed for clarifying the translation process, intended to establish principles and procedures of good translation practice.

#### COURSE OBJECTIVES:

- to understand the specific problem areas of Translation Studies.
- to reflect on the concrete challenges students encounter in their real-life situations, future challenges and practical solutions;
- to strengthen critical thinking skills and provide students with theoretical and methodological tools;
- to apply the Translation Studies specific theoretical and methodological tools to the critical analysis of the relevant translation practice;
- to consider and evaluate the text status and function in relation to translation strategies, translation methods and procedures;
- to become critically aware of the methodologies, principles and issues related to translation quality assessment.
- to become aware of professional resources for further work experience;

#### LEARNING OUTCOMES:

- to enhance the students' awareness of the linguistic and cultural differences;
- to enhance the students' awareness of the specific functions performed by different text types in various communicative contexts;
- to react critically and independently to the material assigned for translation tasks;
- to demonstrate a comprehensive understanding of a range of linguistic concepts and terminology.
- to identify and evaluate bibliographical material on an advanced research topic;
- to demonstrate a variety of skills required for the translator (excellent language skills in SL and TL, analytical skills, IT skills, research skills, intercultural skills, thematic skills, presentation skills);

## **TEACHING METHOD**

- Interactive lectures
- Seminars/translation assignments
- Simulated situations
- Group work
- PPT presentation of a course assignment and project

## **ASSESSMENT**

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to understand and handle different registers of English and Albanian, translating non-specialized and specialized texts under pressure of time for information purposes

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- Steiner, G. "*After Babel. Aspects of Language and Translation*", London: Oxford University Press, 1977.
- Tupja, E., *Pro Traduttore Shtepia Botuese OMBRA GVB*, Tirane, 2003, 172 faqe.

### Translation B-A

Course Syllabus	
Module:	Translation B-A
Cycle of study:	Master of Science
Area of study	Technical and Literary Translation and Interpreting
Curricular Course	I
Course:	
Year/Term:	I/II
ECTS:	6 ECTS
Lectures	20 contact classes
Seminars:	40 contact classes
Course lecturers:	Dr. Orges Selmani; Prof. Dr. Viktor Ristani; Prof. Dr. Shpresa Rira; Dr. Iris Klosi

### COURSE DESCRIPTION

The course aims at providing students with the strategies and techniques used in translating and rendering in Albanian the terminology of politics, law, economics, diplomacy, etc. The course intends to deal both in theory and practice the grammatical, lexical, and stylistic phenomena which will combine the subject of Translation of Terminology with other subjects.

The course is divided in the theoretical part which will serve as a background knowledge and the practical part which will allow students to develop their critical-thinking abilities while making special use of the glossaries, dictionaries and knowledge acquired.

### COURSE OBJECTIVES:

- To thoroughly examine the translation process, in theory and practice, from different linguistic and cultural perspectives, including semantics, equivalence, functional linguistics, and text analysis.
- To explore materials from a variety of sources, such as commercials, ads, contracts, agreements, etc.
- To research the work of the most prominent authorities of the translation studies such as: James S. Holmes, George Steiner, Jean-Paul Vinay, Eugene Nida and Werner Koller.
- To identify the technical aspects of the translation of terms.
- To engage in enhancing the interest regarding further reading of materials.
- To increase the ability to communicate ideas in the best way possible.
- To develop critical thinking while putting emphasis on producing synthesized and cohesive ideas.

### **LEARNING OUTCOMES:**

- The student can understand and identify the terminology as the key to solving the complicated process of translation of technical texts.
- The students can distinguish among different shades of meaning terms can acquire in various functional styles of speech.
- The student improves the abilities and skills in different functional styles.
- The student is familiarized with the terminological dictionaries.

### **TEACHING METHOD**

In order to achieve the Course objectives and outcomes, the following teaching methods will be applied:

- Collaborative learning. The student is key to this teaching style because they will have to engage with other students in class. This will allow them to understand the way work needs to be organized and manage collaboration with their colleagues.
- Learning by teaching: the understanding process is complete only by explaining the concept.
- Mentoring: each student will be instructed on a step-by-step approach, by appraising the good work and encouraging further improvement.

### **ASSESSMENT**

- Mid-term examination: 20%
- Course assignment: 30%
- Attendance and active participation: 10%
- Final examination: 40%

### **COMPULSORY BIBLIOGRAPHY**

- Lectures prepared by course lecturer
- Newmark, P. "A textbook of translation", Prentice Hall, London, 1988
- Hatim. B & Munday. J, "Translation", An advanced resource book, Routledge, 2004

- Bell, R.T, “Translation and translating””, Theory and Practice, Longman, London and New York, 1998
- Campbell, S. “Translation into the second language”, Longman, London and New York, 1998
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- Mascull, B. (1997) Key words in the Media, Collins Cobuild
- Nida, E.A & Tabec, C. “Theory and Practice of Translating” Brill, Leiden, 1969
- Updated materials which pose problems regarding translation of terminology.

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- Adab, B. Evaluating Choices: The Role of Corpora in Translation Assessment Workshop on Assessing Translation Proceedings, Birmingham: University of Franz Pochhacker, Miriam Shlesinger, The Interpreting Studies Reader, Routledge, 2001
- Hann, M. The Key to Technical Translation vol. 1: Concept Specification Amsterdam: John Benjamins Publishing Company, 1992
- Materiale nga revista, gazeta dhe botime të ndryshme të fushës
- Pavel, S. Neology and Phraseology as Terminology-in-the making in Terminology: Applications in Interdisciplinary Communication, eds. Sonneveld, H. and Loening, K, Amsterdam: John Benjamins, 1995, pp. 21-34

## Translation A-B

Course Syllabus	
<b>Module:</b>	Translation A-B
<b>Cycle of study:</b>	Master of Science
<b>Area of study</b>	Technical and Literary Translation and Interpreting
<b>Curricular Course</b>	I
<b>Course:</b>	
<b>Year/Term:</b>	I/II
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	-----
<b>Seminars:</b>	30 contact classes
<b>Course lecturers:</b>	Prof. Dr. Shpresa Rira, Dr. Rudina Xhillari, Dr. Orges Selmani;

## COURSE DESCRIPTION

The course aims at providing students with the strategies and techniques used in translating and rendering in Albanian the terminology of politics, law, economics, diplomacy, etc. The course intends to deal both in theory and practice the grammatical, lexical, and stylistic phenomena which will combine the subject of Translation of Terminology with other subjects.

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- To thoroughly examine the translation process, in theory and practice, from different linguistic and cultural perspectives, including semantics, equivalence, functional linguistics, and text analysis.
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- To increase the ability to communicate ideas in the best way possible.
- To develop critical thinking while putting emphasis on producing synthesized and cohesive ideas.

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- The student can understand and identify the terminology as the key to solving the complicated process of translation of technical texts.
- The students can distinguish among different shades of meaning terms can acquire in various functional styles of speech.
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- Learning by teaching: the understanding process is complete only by explaining the concept.
- Mentoring: each student will be instructed on a step-by-step approach, by appraising the good work and encouraging further improvement.

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- Course assignment: 30%
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- Hann, M. The Key to Technical Translation vol. 1: Concept Specification Amsterdam: John Benjamins Publishing Company, 1992
- Materiale nga revista, gazeta dhe botime të ndryshme të fushës
- Pavel, S. Neology and Phraseology as Terminology-in-the making in Terminology: Applications in Interdisciplinary Communication, eds. Sonneveld, H. and Loening, K, Amsterdam: John Benjamins, 1995, pp. 21-34

## TRANSLATION C-A

Course Syllabus	
<b>Module:</b>	TRANSLATION C-A
<b>Cycle of study:</b>	II
<b>Area of study</b>	ENGLISH LANGUAGE
<b>Curricular Course</b>	MASTER
<b>Course:</b>	YEAR I (TECHNICAL-LITERARY TRANSLATION AND INTERPRETATION)
<b>Year/Term:</b>	I/I
<b>ECTS:</b>	6 ECTS
<b>Lectures</b>	20 contact classes
<b>Seminars:</b>	40 contact classes
<b>Course lecturers:</b>	Dr. Rudina Xhillari, Dr. Adelina Albrahimi, Dr. Rozana Bela

## COURSE DESCRIPTION

Tis course aim at providing students with the adequate knowledge on the terminology used in politics, law and other areas. The course tackles theoretically and practically grammatical, lexical and stylistic phenomena depending on the type of the functional style. This subject indirectly creates an organic link between different subjects and translation in the practical and applied aspect.

The subject is theoretical with a set of lectures and practical in the form of translating different texts where students develop their skills in using glossaries, dictionaries and the knowledge acquired so far.

### **COURSE OBJECTIVES:**

- Reviewing different translation theories and practices from different linguistic and cultural perspectives, including semantics, equivalence, functional linguistics, text analysis;
- Exploring materials from a series of sources such as: Internet, advertisements and technical texts;
- analyzing different materials from various areas using translation techniques and strategies typical for technical texts;
- Identify terms in a specific texts and use terminological dictionaries and online resources in translating them;
- Use terminology management tools;

### **LEARNING OUTCOMES:**

- Student gets to understand and identify the terminology as key to solving the complicated translation process as the translation of terms is;
- Student achieves to make the distinction between the different shades of meaning of terms within one specific area;
- Student enhances the know how and skills in using the different functional styles;
- Student acquires the facilitated use of dictionaries of terms.

### **TEACHING METHOD**

- Lectures
- Seminars
- Materials from journals, books
- PPT

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

- A set of lectures prepared by the Lecturer of the subject
- Newmark, P. "A textbook of translation", Prentice Hall, London, 1988
- Hatim. B & Munday. J, "Translation", An advanced resource book, Routledge, 2004
- Bell, R.T, "Translation and translating", Theory and Practice, Longman, London and New York, 1998
- Campbell, S. "Translation into the second language", Longman, London and New York, 1998



- Crystal, D. & Davy, D, “Investigating English style”, Longman 1986
- Mascull, B. (1997) Key words in the Media, Collins Cobuild
- Nida, E.A & Tabac, C. “Theory and Practice of Translating” Brill, Leiden, 1969
- Texts from different fields that pose problems from the translation aspect.

## RECOMMENDED LITERATURE

- Adab, B. Evaluating Choices: The Role of Corpora in Translation Assessment Workshop on Assessing Translation Proceedings, Birmingham: University of Franz Pochhacker, Miriam Shlesinger, The Interpreting Studies Reader, Routledge, 2001
- Hann, M. The Key to Technical Translation vol. 1: Concept Specification Amsterdam: John Benjamins Publishing Company, 1992
- Materiale nga revista, gazeta dhe botime të ndryshme të fushës
- Pavel, S. Neology and Phraseology as Terminology-in-the-making in Terminology: Applications in Interdisciplinary Communication, eds. Sonneveld, H. and Loening, K, Amsterdam: John Benjamins, 1995, pp. 21-34

### Translation A-C

Course Syllabus	
<b>Module:</b>	Translation A-C
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/II
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	-----
<b>Seminars:</b>	30 contact classes
<b>Course lecturers:</b>	Prof.Dr. Viktor Ristani, Dr. Iris Klosi, Dr. Jonida Petro

## COURSE DESCRIPTION

The course introduces the students to a wide range of non-specialized and specialized subjects appropriate for translation assignments from Albanian into English, focusing on political, diplomatic, journalistic, social sciences, historical discourse and texts, as well as materials retrieved from the Internet.

The students will further enhance their analytical skills and critical thinking capacities, become familiar with the various translation, translation theories, methods, strategies and procedures which will help them to better explain and justify translation solutions of linguistic and intercultural nature, relying on the axiomatic statement "no translation problems, no translation theory".

## COURSE OBJECTIVES:

- develop students' critical evaluation of the cultural and discourse aspects involved in drafting translated texts in English and Albanian;
- enhance the students' analytical skills and critical thinking capacities;
- develop skills for analyzing, processing, evaluating and representing information in written discourse;
- make students capable of analyzing their own performance;
- render students capable of developing new translation skills to a high level;

### **LEARNING OUTCOMES:**

- to develop their critical awareness of the discourse role of style, cohesion, register, appropriateness, communicative intent and target group when translating from English into Albanian;
- to enable students to critically understand the nature and difficulties of intercultural aspects of texts when translating into Albanian;
- analyze a wide range of non-specialized and specialized texts from the translator's perspective;
- explain and justify translation solutions;
- apply research technique appropriate to the topics under consideration;

### **TEACHING METHOD**

- Interactive lectures
- Seminars/translation assignments
- Simulated situations
- Group work
- PPT presentation of a course assignment and project

### **ASSESSMENT**

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to understand and handle different registers of English and Albanian, translating non-specialized and specialized texts under pressure of time for information purposes

### **COMPULSORY BIBLIOGRAPHY**

- Hatim, B. and Munday, J. Translation An advanced resource book, Routledge, 2004.
- Ristani, V., Kontribut në Studimet Përkthimore gjatë viteve '90" (Monografi), Seria e Studimeve Përkthimore, GEER, Tiranë, 2010.

- Electronic copy of the Lectures prepared by the Course Lecturer;

## RECOMMENDED BIBLIOGRAPHY

- Baker, M., *"In other Words", - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bassnett-McGuire, S. *"Translation Studies"* Routledge, London & New York, 1992.
- Bell R.T. *"Translation and Translating" - Theory and Practice*, Longman, London and New York, 1998
- Diller, H. J. & Kornelius, J. *"Linguistische Probleme der Übersetzung"*, Max Niemeyer Verlag, Tübingen, 1978.
- Ecco, U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, 2004.
- Kokona, V., *Mbi përthimin, me perkthyesin*, Botimet Kokona, Tirane 2003, 133 faqe
- Newmark, P. *"A Textbook of Translation"*, Prentice Hall, London, 1988.
- Ossimo, B., *Traduzione e qualita. La valutazione in ambito accademico e professionale*, Hoepli, 2004
- Qatipi, Sh. *Disa probleme të proverbave në gjuhën angleze vështruar në përqsje me gjuhën shqipe'*, ISBN: 978-9928-07-045-6, 2012
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.
- Steiner, G. *"After Babel. Aspects of Language and Translation"*, London: Oxford University Press, 1977.
- Tupja, E., *Pro Translatore Shtepia Botuese OMBRA GVB*, Tirane, 2003, 172 faqe.

## International Organisations

Course Syllabus	
<b>Module:</b>	International Organisations
<b>Cycle of study:</b>	II
<b>Area of study</b>	Interpretation and literary-technical translation
<b>Curricular Course</b>	Master
<b>Course:</b>	I
<b>Year/Term:</b>	2016 – 2017/ second term
<b>ECTS:</b>	ECTS = 3 , 30 contact classes
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	15 contact classes
<b>Course lecturers:</b>	Dr. Miranda Veliaj, Dr. Drita Rira

## COURSE DESCRIPTION:

This course aims to equip the student with knowledge of international governmental and non-governmental organizations as well as the process of communication, both within organizations, as well as the relationships they have with other structures outside them. The communication concept is viewed from the lenses of both public and private organizations, national or

international ones. The course is organised during the second semester of the second cycle of studies. In this course students alternate theoretical and practical knowledge (lectures and seminars). Lectures will be delivered in class and accompanied by the relevant bibliography for which students will prepare report readings and share feedback. They will be given various tasks as group work or individually.

### **COURSE OBJECTIVES:**

This module aims at enabling students to familiarise with the process of functioning of the international systems and communication of international actors. This system will be viewed from within organizations, as well as the relationships they have with their structures out simultaneously getting knowledge about the functioning of international organizations and their various communication strategies.

### **LEARNING OUTCOMES:**

Through this course students will be equipped with knowledge of international and governmental organizations and non-governmental organizations. Extensive information and thorough evaluation on the above will help students improve their analytical-synthetic, evaluation and communication skills. Their language acquisition, cultural and historical skills will improve.

### **TEACHING METHOD**

Teaching methods to be used are lectures, seminars, presentations, group discussions and various exercises to be carried out to clarify the issues.

### **ASSESSMENT**

- Weekly reading reports and presence - 20%
- Presentation Assignments 40%
- Written Exam - 40%

### **COMPULSORY BIBLIOGRAPHY**

- David Armstrong, Lorna Lloyd, John Redmond *Organizatat Nderkombetare ne Politiken Boterore*, AIIS, Tirane, 2009
- Karen A. Mingst, *Bazat e Marredhenive Nderkombetare*, AIIS, Tirane, 2008
- Ralph G. Feltham, *Diplomacia*, AIIS, Tirane, 2010

### **RECOMMENDED LITERATURE**

- BARNETT Michael N., FINNEMORE Martha, *International Organizations in global politics*, Ithaca, Cornell University Press, 2004.
- HAAS Ernst B., *Beyond the Nation State*, Stanford, CA, Stanford University Press, 1964.
- HAAS Ernst B., *When knowledge is power: three models of change in international organizations*, Berkeley, CA, University of California Press, 1990.

- KARNIS Margaret P., MINGST Karen A., *International Organizations : the politics and process of global governance*, Boulder, Colo., Lynne Reine Publishers, 2004.
- MURPHY Craig N., *International Organizations and Industrial Change*, Cambridge, Polity Press , 1994.
- NELSON Paul J., *The World Bank and non-govermental organizations: the limits of apolitical development*, Basingstoke, Macmillan, 1995.
- SIMON, H. *On the concept of organizational goal. Administration Science Quarterly*, June, Vol.9 : 1964
- [www.un.org](http://www.un.org)
- [https://eeas.europa.eu/delegations/albania\\_sq](https://eeas.europa.eu/delegations/albania_sq)
- [www.coe.org](http://www.coe.org)
- [www.europa.eu](http://www.europa.eu)
- [www.peacepalacelibrary.nl](http://www.peacepalacelibrary.nl)
- [www.osce.org](http://www.osce.org)

### **Editing Skills and Translation Assessment**

<b>Course Syllabus</b>	
<b>Module:</b>	Editing Skills and Translation Assessment
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation Studies
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/II
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	
<b>Seminars:</b>	30 contact classes
<b>Course lecturers:</b>	Prof.Dr. Viktor Ristani, MSc. Ermal Çomo, PhD Candidate

### **COURSE DESCRIPTION**

The course will further develop the students' critical awareness of the linguistic, structural, stylistic, cultural differences and/or similarities between English and Albanian, when translating from English into Albanian and vice-versa. It will also contribute to identifying and discussing various problems encountered by translators, respectively lexical, semantic, structural and pragmatic problems.

The students will be required to produce oral summaries in Albanian of material recorded in English, to produce written summaries in Albanian of material written in English.

Another important aspect of the course is related to translation criticism and assessment in three areas of translation: evaluation of published translations; evaluation of professional translators' performance, evaluation in translation teaching. The students will proof read, edit and criticize translation done into Albanian from English using parallel texts for proof reading, editing and translation criticism purposes. Multiple translations of a single source language text will be studied, including students' translations

## **COURSE OBJECTIVES:**

- developing the students' analytical skills and critical thinking capacities in terms of identifying and resolving lexical translation problems;
- developing the students' analytical skills and critical thinking capacities in terms of identifying and resolving semantic translation problems;
- developing the students' analytical skills and critical thinking capacities in terms of identifying and resolving structural translation problems;
- developing the students' analytical skills and critical thinking capacities in terms of identifying and resolving pragmatic translation problems;
- producing oral summaries in Albanian of material recorded in English;
- producing written summaries in Albanian of material written in English;
- proof reading, editing and criticizing translations done into Albanian from English;

## **LEARNING OUTCOMES:**

- to enable students to critically understand the difficulties of linguistic and cultural nature when translating into Albanian and vice-versa;
- to analyze a wide range of non-specialized and specialized texts from the translator's perspective;
- to explain and justify translation solutions;
- to apply research technique appropriate to the topics under consideration;
- to develop the students' skills and capacities related to translation criticism in the area of evaluating published translations;
- to develop the students' skills and capacities related to translation criticism in the area of evaluating professional translators' performance;
- to develop the students' skills and capacities related to translation criticism in the area of evaluating for translation teaching purposes;
- to develop the students' summarizing skills and capacities related to oral summaries;
- to develop the students' summarizing skills and capacities related to written summaries;

## **TEACHING METHOD**

- Seminars/translation assignments
- Simulated situations
- Group work
- PPT presentation of a course assignment and project

## **ASSESSMENT**

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to understand and handle different registers of English and Albanian, assessing the translation of non-specialized and specialized texts under pressure of time for information purposes

### COMPULSORY BIBLIOGRAPHY

- Hatim, B. and Munday, J. *Translation An advanced resource book*, Routledge, 2004.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90"* (Monografi), Seria e Studimeve Përkthimore, GEER, Tiranë, 2010.
- Lloshi, Xh. *Përkthimi i V. Meksit dhe redaktimi i G.Gjirokastritit : 1819-1827*, Tiranë : Onufri, 2012, 398 faqe;

### RECOMMENDED BIBLIOGRAPHY

- Baker, M., *"In other Words", - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bassnett-McGuire, S. *"Translation Studies"* Routledge, London & New York, 1992.
- Bell R.T. *"Translation and Translating" - Theory and Practice*, Longman, London and new York, 1998
- Diller, H. J. & Kornelius, J. *"Linguistische Probleme der Übersetzung"*, Max Niemeyer Verlag, Tübingen, 1978.
- Ecco, U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, 2004.
- Kokona, V., *Mbi përkthimin, me perkthyesin*, Botimet Kokona, Tirane 2003, 133 faqe
- Newmark, P. *"A Textbook of Translation"*, Prentice Hall, London, 1988.
- Ossimo, B., *Traducione e qualita. La valutazione in ambito accademico e professionale*, Hoepli, 2004
- Qatipi, Sh. *Disa probleme të proverbave në gjuhën angleze vështruar në përqsje me gjuhën shqipe'*, ISBN: 978-9928-07-045-6, 2012
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.
- Steiner, G. *"After Babel. Aspects of Language and Translation"*, London: Oxford University Press, 1977.
- Tupja, E., *Pro Translatore Shtepia Botuese OMBRA GVB, Tirane, 2003, 172 faqe.*

### Language C (Advanced Level)

Course Syllabus	
<b>Module:</b>	Language C (Advanced Level)
<b>Cycle of study:</b>	II
<b>Area of study</b>	Modern Languages
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	I/II

<b>ETCS:</b>	6 ECTS
<b>Lectures:</b>	
<b>Seminars:</b>	60 contact classes
<b>Course Lecturer/s:</b>	

### **COURSE DESCRIPTION:**

This course aims to provide students with advanced knowledge of English language and to use it as a communication tool in everyday life and in different environments where there may be need to use this language as a means of communication.

### **Course Objectives:**

At the end of the course students should be able:

- to ask and answer questions in the English language on various topics of everyday life.
- to communicate with other English speakers without having understanding problems.
- to discuss various topics provided in the book but also by the students.
- to use the concepts of the English language in official documents, informal letters, electronic messages and different stories.
- to create and write stories using the appropriate vocabulary obtained during these weeks.
- to read and understand the text with various registers and then be able to process it.

### **Expected results:**

- To enable fluent communication.
- To provide students with grammatical knowledge.
- To enable students to participate in a full and comprehensive discussions.
- To help students to read and write fluently in English.

### **Didactic Method:**

The methodology used includes the student's book and the workbook, different papers, presentations and group work.

### **Assesment**

- Midterm test 1: 20%
- Midterm test 2 = 20%
- Class participation (includes participation in class and written assignments during the semester) = 30%
- Final test = 30%

### **COMPULSORY BIBLIOGRAPHY**

- Harris M, Mower D, Sikorzysnka A. New Opportunities, Upper-Intermediate, Student's book, Longman



- Harris M, Mower D, Sikorzysnka A , *New Opportunities*, Upper-Intermediate Language Powerbook, Longman
- Jan Bell, Amanda Thomas, *Gold first certificate. New edition. Coursebook*, 2015
- Sally Burgess, Jacky Newbrook, *Gold First, Exam Maximiser*, 2015
- Clementine Annabell, Rawdon Wyatt, *Gold First, Teacher's Book*, 2015

## RECOMMENDED BIBLIOGRAPHY

- Thomas, B J, *Advanced Vocabulary and Idiom*, Nelson, 1991
- Lynn Lundquist, *Spoken English Learned Quickly*, 2008
- <http://iteslj.org/questions/>
- [www.newsdirectory.com](http://www.newsdirectory.com)
- [www.theworldpress.com](http://www.theworldpress.com)
- [www.FreeEnglishNow.com](http://www.FreeEnglishNow.com)
- <http://ww.flo-joe.com/fce/students/tests/tsindex.htm>
- [http://www.examenglish.com/FCE/Use\\_of\\_English.htm](http://www.examenglish.com/FCE/Use_of_English.htm)

## Methodology of Interpreting

Course Syllabus	
<b>Module:</b>	Methodology of Interpreting
<b>Cycle of study:</b>	II
<b>Area of study</b>	ENGLISH LANGUAGE
<b>Curricular Course</b>	MASTER
<b>Course:</b>	YEAR II (TECHNICAL-LITERARY TRANSLATION AND INTERPRETATION)
<b>Year/Term:</b>	II/1
<b>ECTS:</b>	3 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	15 contact classes
<b>Course lecturers:</b>	Dr. RUDINA XHILLARI

## COURSE DESCRIPTION

This subject aims at providing students theoretical and practical knowledge on the role played by the conference interpreter as a language and cultural mediator. The subject intends to inform students about the recent challenges of scientific research on interpreting and encourage students to go into more in-depth research.

The subject is theoretical including a set of lectures and practical where there will be practical exercises and demonstrations of different issues and videos of working interpreters will be shown.

## COURSE OBJECTIVES:

- Providing students the adequate knowledge on the history of conference interpreting and the role of interpreter throughout history;
- Making students skillful in understanding and solving issues during the work of interpreting;
- Ensuring a gradual shift to the profession of the interpreter through knowing the ethical issues set by the professional organizations;
- Enabling students to reflect and evaluate critically their own performance and the performance of their booth mates;
- Providing students the opportunity to use conference interpreting as a service-providing activity
- Making them capable of managing stress and facing the audience;

### **LEARNING OUTCOMES:**

Upon the course completion students are expected to:

- Be efficient as communication facilitators and cultural mediators;
- Identify and find ways how to overcome problems encountered during the phase of interpreting;
- improve their public speaking skills and ethical issues;
- be better informed and gradually involved in the recent research on interpreting studies
- be sensitive to cross-cultural communication issue;
- manage stress when asked to interpret;

### **TEACHING METHOD**

- -Lectures
- -Seminars
- -PPT
- -Video excerpts
- -SCIC videos

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

- A set of lectures prepared by the lecturer of the subject;
- Andrew Gillies, *Note-Taking for Consecutive Interpreting - A Short Course*, Manchester, St. Jerome Publishing, 2005
- Asher R.E. 1994. *The Encyclopedia of Language And Linguistics*. Oxford: Pergamon Press
- Daniel Gile, 1995. *Basic Concepts and Models for Interpreter and Translator*, Benjamins Translation Library, 1995

- James Nolan, *Interpretation: Techniques and Exercises (Professional Interpreting in the Real World, Multilingual Matters, 2005*
- Jones, Roderick 2002 [1998]. *Conference Interpreting Explained*. Manchester: St Jerome Publishing
- Pochhacker, Franz, and Miriam Shlesinger (eds). 2001. *The Interpreting Studies Reader*, London: Routledge
- Roznan, J-F., 2002, *Note-taking in consecutive interpreting*, Kraków: Tertium
- Materials from: [scic-speech-repository@ec.europa.eu](mailto:scic-speech-repository@ec.europa.eu)
- Materials from: [www.emcintepreting.org](http://www.emcintepreting.org)
- [www.multilingualspeeches.tv/scic/portal.index.html](http://www.multilingualspeeches.tv/scic/portal.index.html)

## RECOMMENDED LITERATURE

- Lucas Stephen E. 2001. *The art of public speaking*. Boston: Mc Graw Hill
- Gile D. (2001) “Interpreting research. What you never wanted to ask but may like to know”.
- <http://interpreters.free.fr/language/gilelanguage.htm>
- <http://books.google.pl/>

## INTERPRETATION B-A and A-B

Course Syllabus	
<b>Module:</b>	INTERPRETATION B-A and A-B
<b>Cycle of study:</b>	II
<b>Area of study</b>	ENGLISH LANGUAGE
<b>Curricular Course</b>	MASTER
<b>Course:</b>	YEAR II (TECHNICAL-LITERARY TRANSLATION AND INTERPRETATION)
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	100 classes = 10 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	85 contact classes
<b>Course lecturers:</b>	Dr. Rudina Xhillari, Dr. Albana Lilaj, Dr. Orges Selmani, Dr. Adelina Albrahimi

## COURSE DESCRIPTION

This subject aims at providing students theoretical and practical knowledge on the different types of conference interpreting and making students skillful in conference interpreting in different areas. The subject intends to encourage students to go into more depth with their work regarding scientific research on interpreting.

The subject is theoretical including a set of lectures and practical as well and during the lab sessions students have simulated conferences where they put into practice their skills in consecutive and simultaneous interpreting and sight translation.

## COURSE OBJECTIVES:

- Providing students the adequate knowledge on the techniques and skills used in conference interpreting;
- Making students skillful in note-taking skills, message predicting, analysing, processing and reformulation;
- Ensuring a gradual shift to the profession of the interpreter through getting real life interpreting skills;
- Offering instructions on the code of ethics and interpretative behaviour;
- Enabling students to reflect and evaluate critically their own performance and the performance of their booth mates;
- Creating public speaking skills for the students;
- Providing students the opportunity to get involved in different researches on interpreting;
- Involving students in speech writing of various descriptive, argumentative, rhetorical, polemical speeches;
- Making them capable of managing stress and facing the audience;

### **LEARNING OUTCOMES:**

- Student manages to interpret different speeches of different areas in the consecutive mode for 10-15 minutes and simultaneous mode up to 20 minutes by reproducing accurately the original speech and by using the appropriate terminology and register;
- Student achieves to make speeches according to specific fields;
- Student improves public speaking skills and manages stress;
- Student is able to assess his/her own performance and that of the other interpreters;
- Student acquires the main principles of the code of ethics.

### **TEACHING METHOD**

- Lectures
- Textbook
- Seminars in the lab
- PPT

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

- A set of lectures prepared by the lecturer of the subject;
- James Nolan, Interpretation: Techniques and Exercises (Professional Interpreting in the Real World, Multilingual Matters, 2005)
- Gile Daniel, Basic Concepts and Models For \Interpreter and Translator Training, Benjamins Translation Library, 1995

- Andrew Gillies, Note-Taking for Consecutive Interpreting - A Short Course, Manchester, St. Jerome Publishing, 2005
- Andrew Gillies, Conference Interpreting, A Student's Practice Book, Routledge, 2013
- James. K., Jordan. R., Matthews. A., O'Brien. J., Listening Comprehension and Note-Taking Courses, Collins Study Skills in English, 1991

## RECOMMENDED LITERATURE

- Suzanne Glass, The Interpreter, Century Books, 1999
- Franz Pochhacker, Miriam Shlesinger, The Interpreting Studies Reader, Routledge, 2001
- Valencia Virginia, Note-taking Manual, A Study Guide for Interpreters and Everyone Who Takes Notes, CreateSpace Independent Publishing Platform, 2013
- Materiale nga revista, gazeta dhe botime të ndryshme të fushës
- Andrew Gillies, Note-Taking for Consecutive Interpreting- A Short Course, Routledge, 2005
- Gile's Effort Model;
- Clara Bosch, Andy Gilles, Roddrick, Nolan, Phyllis Lim & William Smalzer, Rosseane and Jones
- Gerver 1976; Moser 1978; Gile 1997; Setton 1998
- Materials from the portal: [www.multilingualspeeches.tv/scic/portal.index.html](http://www.multilingualspeeches.tv/scic/portal.index.html)
- Materials from: [scic-speech-repository@ec.europa.eu](mailto:scic-speech-repository@ec.europa.eu)
- Materiales from: [www.emcinterpreting.org](http://www.emcinterpreting.org)

## INTERPRETATION C-A

Course Syllabus	
<b>Module:</b>	INTERPRETATION C-A
<b>Cycle of study:</b>	II
<b>Area of study</b>	ENGLISH LANGUAGE
<b>Curricular Course</b>	MASTER
<b>Course:</b>	YEAR II (TECHNICAL-LITERARY TRANSLATION AND INTERPRETATION)
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	80 classes = 8 ECTS
<b>Lectures</b>	15 contact classes
<b>Seminars:</b>	65 contact classes
<b>Course lecturers:</b>	Dr. Rudina Xhillari, Prof. Dr Daniela Tamo, Dr. Adelina Albrahimi

## COURSE DESCRIPTION

This subject aims at providing students theoretical and practical knowledge on the different types of conference interpreting and making students skillful in conference interpreting in different areas. The subject intends to encourage students to go into more depth with their work regarding scientific research on interpreting.

The subject is theoretical including a set of lectures and practical as well and during the lab sessions students have simulated conferences where they put into practice their skills in consecutive and simultaneous interpreting and sight translation.

### **COURSE OBJECTIVES:**

- Providing students the adequate knowledge on the techniques and skills used in conference interpreting;
- Making students skillful in note-taking skills, message predicting, analysing, processing and reformulation;
- Ensuring a gradual shift to the profession of the interpreter through getting real life interpreting skills;
- Offering instructions on the code of ethics and interpretative behaviour;
- Enabling students to reflect and evaluate critically their own performance and the performance of their booth mates;
- Creating public speaking skills for the students;
- Providing students the opportunity to get involved in different researches on interpreting;
- Involving students in speech writing of various descriptive, argumentative, rhetorical, polemical speeches;
- Making them capable of managing stress and facing the audience;

### **LEARNING OUTCOMES:**

- Student manages to interpret different speeches of different areas in the consecutive mode for 10-15 minutes and simultaneous mode up to 20 minutes by reproducing accurately the original speech and by using the appropriate terminology and register;
- Student achieves to make speeches according to specific fields;
- Student improves public speaking skills and manages stress;
- Student is able to assess his/her own performance and that of the other interpreters;
- Student acquires the main principle of the code of ethics.

### **TEACHING METHOD**

- Lectures
- Textbook
- Seminars in the lab
- PPT

### **ASSESSMENT**

- Mid term test: 20%
- Project: 30%
- Attendance and performance 10%
- Final test 40%

### **COMPULSORY BIBLIOGRAPHY**

- A set of lectures prepared by the lecturer of the subject;
- James Nolan, Interpretation: Techniques and Exercises (Professional Interpreting in the Real World, Multilingual Matters, 2005
- Gile Daniel, Basic Concepts and Models For \Interpreter and Translator Training, Benjamins Translation Library, 1995
- Andrew Gillies, Note-Taking for Consecutive Interpreting - A Short Course, Manchester, St. Jerome Publishing, 2005
- Andrew Gillies, Conference Interpreting, A Student's Practice Book, Routledge, 2013
- James. K., Jordan. R., Matthews. A., O'Brien. J., Listening Comprehension and Note-Taking Courses, Collins Study Skills in English, 1991

## RECOMMENDED BIBLIOGRAPHY

- Suzanne Glass, The Interpreter, Century Books, 1999
- Franz Pochhacker, Miriam Shlesinger, The Interpreting Studies Reader, Routledge, 2001
- Valencia Virginia, Note-taking Manual, A Study Guide for Interpreters and Everyone Who Takes Notes, CreateSpace Independent Publishing Platform, 2013
- Materiale nga revista, gazeta dhe botime të ndryshme të fushës
- Andrew Gillies, Note-Taking for Consecutive Interpreting- A Short Course, Routledge, 2005
- Gile's Effort Model;
- Clara Bosch, Andy Gilles, Roddrick, Nolan, Phyllis Lim & William Smalzer, Rosseane and Jones
- Gerver 1976; Moser 1978; Gile 1997; Setton 1998
- Materials from the portal: [www.multilingualspeeches.tv/scic/portal.index.html](http://www.multilingualspeeches.tv/scic/portal.index.html)
- Materials from: [scic-speech-repository@ec.europa.eu](mailto:scic-speech-repository@ec.europa.eu)
- Materiales from: [www.emcinterpreting.org](http://www.emcinterpreting.org)

## Research in Translation Studies

Course Syllabus	
<b>Module:</b>	Research in Translation Studies
<b>Cycle of study:</b>	II
<b>Area of study</b>	Translation Studies
<b>Curricular Course</b>	Master of Science
<b>Course:</b>	Year I, Specialized and literary translation and conference interpreting
<b>Year/Term:</b>	II/I
<b>ECTS:</b>	6 ECTS
<b>Lectures</b>	30 contact classes
<b>Seminars:</b>	30 contact classes
<b>Course lecturers:</b>	Prof. Dr. Viktor Ristani, MSc. Nejlja Qafmolla, PhD Candidate, MSc. Ermal Çomo, PhD Candidate

## **COURSE DESCRIPTION**

Research in Translation Studies is intended to provide a comprehensive overview of major areas of research in translation studies, help the students to decide on research topics and identify information in databases of Translation Studies.

It focuses on the various stages of developing a research plan through the recommendations on resources, critical reading, note-taking, hypothesis statement, sampling, data gathering and analysis, maintaining an orderly bibliography and other aspects of planning a research project, preparing appropriate research proposals, especially for an MA thesis.

In addition, it approaches various aspects of research methodology, such as the relationship between theory and research, different types of research methods, asking research questions, formulating hypotheses, carrying out data analysis.

## **COURSE OBJECTIVES:**

- to recognize a variety of research areas in Translation Studies, such as text analysis; quality assessment; genre translation; multimedia translation; translation process, technology, history, and ethics; terminology; interpreting; translator training; and translation profession
- to identify and elaborate the research areas, issues, and types of methodologies employed in Translation Studies;
- to train students how to carry out research in Translation Studies;
- to guide and teach students how to write a research proposal, paper, and/or thesis;
- to differentiate between conceptual and empirical research;
- to acquire the knowledge and skills needed to research, design and write the graduation degree thesis in Translation Studies;

## **LEARNING OUTCOMES:**

- identifying the key research methods suitable for research in Translation Studies;
- choosing and discussing the most appropriate methods for the research project;
- explaining the theory applied in comparative, process, and causal models of Translation Studies;
- understanding the various data collection methodologies;
- making interpretive, descriptive, explanatory, and predictive hypotheses;
- writing research questions to support the relevant hypotheses;
- performing quantitative and qualitative data analysis
- becoming familiar with the referencing methods and manuals;
- describing the research methodology;
- preparing carefully for writing the graduation degree thesis;

## **TEACHING METHOD**

- Interactive lectures
- Seminars/translation assignments
- Simulated situations



- Group work
- PPT presentation of the course assignment and project

## ASSESSMENT

- 30%, course assignments and projects during the term (2 course assignments, one assignment is an essay, approximately 3 typed A4 format (1000 words) pages, the other is a translation of 20 A4 format (1000 words) pages).
- 20%, mid-term test
- 10%, active participation during contact classes
- 40%, final test

The students will demonstrate their ability to produce a short research paper and the detailed outline for the graduation degree thesis applying the methods and skills they have learnt.

## COMPULSORY BIBLIOGRAPHY

- Hatim, B. and Munday, J. *Translation An advanced resource book*, Routledge, 2004.
- Ristani, V., *Kontribut në Studimet Përkthimore gjatë viteve '90"* (Monografi), *Seria e Studimeve Përkthimore*, GEER, Tiranë, 2010.
- Lloshi, Xh. *Përkthimi i V. Meksit dhe redaktimi i G.Gjirokastritit : 1819-1827*, Tiranë : Onufri, 2012, 398 faqe;
- Electronic copy of the Lectures prepared by the Course Lecturer;

## RECOMMENDED BIBLIOGRAPHY

- Baker, M., *"In other Words", - A Coursebook on Translation*, Routledge, London and New York, 1992.
- Bassnett-McGuire, S. *"Translation Studies"* Routledge, London & New York, 1992.
- Bell R.T. *"Translation and Translating" - Theory and Practice*, Longman, London and new York, 1998
- Diller, H. J. & Kornelius, J. *"Linguistische Probleme der Übersetzung"*, Max Niemeyer Verlag, Tübingen, 1978.
- Ecco, U., *Dire quasi la stessa cosa. Esperienze di traduzione*, Bompiani, 2004.
- Hatim, Basil & Jeremy Munday. 2004. *Translation: An Advanced Resource Book*. London/New York: Routledge.
- Hatim, Basil. *Teaching and researching translation*, Harlow, England ; New York : Longman, 2001
- Kokona, V., *Mbi përkthimin, me perkthyesin*, Botimet Kokona, Tirane 2003, 133 faqe;
- Munday, Jeremy. 2001. *Introducing Translation Studies. Theories and Applications*. London/New York: Routledge.
- Newmark, P. *"A Textbook of Translation"*, Prentice Hall, London, 1988.
- Pöchhacker, Franz. 2004. *Introducing Interpreting Studies*. London/New York: Routledge.

Pöchhacker, Franz & Miriam Shlesinger (eds). 2002. *The Interpreting Studies Reader*. London/New York:Routledge (selected parts).

- Qatipi, Sh. *Disa probleme të proverbave në gjuhën angleze vështruar në përqasje me gjuhën shqipe*;
- Robinson, D., *Becoming a Translator – An Accelerated Course*, Routledge, London and New York, 1997.
- Snell-Hornby, M. *Translation Studies - An Integrated Approach*, John Benjamin B., Amsterdam, Philadelphia 1988.
- Steiner, G. "*After Babel. Aspects of Language and Translation*", London: Oxford University Press,1977.
- Tupja, E., *Pro Translatore* Shtepia Botuese OMBRA GVB, Tirane, 2003, 172 faqe.
- Venuti, Lawrence (ed). 2000. *The Translation Studies Reader*. London/New York: Routledge (selected parts).
- Williams, Jenny & Andrew Chesterman. 2002. *The Map. A Beginner's Guide to doing Research in Translation Studies*. Manchester: St. Jerome

**APPROVED BY**

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