Welcome to Chinese-English Translation and Language Teaching in the College of Arts and Humanities at Swansea University. Our exciting and innovative teaching, research and creative/professional expertise enrich our Postgraduate Taught Masters programmes. For information on the course and the structure of our programmes, please read this module information booklet.

**MA DEGREE STRUCTURE**

Each programme is divided into two parts. Part One consists of 120 credits of core and optional modules. Full-time students study these over two semesters, part-time students over four. Part Two consists of the Dissertation worth 60 credits. It is undertaken following the successful completion of part one. Each programme contains compulsory and optional modules.

Visit: www.swansea.ac.uk/the-university/world-class/semesterandtermdates/ for information on term dates.

**DISCLAIMER**

The Department has made all reasonable efforts to ensure that the information contained within this publication is accurate and up-to-date when published but can accept no responsibility for any errors or omissions.

The Department reserves the right to revise, alter or discontinue programmes or modules and to amend regulations and procedures at any time, but every effort will be made to notify interested parties.

It should be noted that not every module listed in this handbook may be available every year, and changes may be made to the details of the modules.
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(Rule: Choose 4 modules among the 7 compulsory options and choose the other 2 modules from either the compulsory or the optional modules)
SEMESTER ONE
COMPULSORY MODULES

ENAM13  Principles of Chinese Translation and Interpreting
Level     M
Credits    20
Module Co-ordinator  Dr CC Shei
Teaching Method  Taught/Lecture Based
When Taught    Semester 1 (Sep-Jan Taught)
Assessment Method Assignment 1, Assignment 2, Project

This module discusses principles of translation and interpreting in light of translation competence with the intention of translating competence into performance in dealing with problems related to Chinese translating and interpreting. Competence can be understood as a combination of knowledge, skills and behavioural patterns utilised to improve performance. Translation competence, though variously defined, can include at least:
- Communicative Competence
- Extra-Linguistic Competence
- Instrumental-Professional Competence
- Transfer Competence

The nature and meaning of each of these sub-components are discussed and translated into practical terms. That is, some principles and strategies the translator should know and be equipped with while working in the field will extracted out of these discussions. Lectures will focus on the concepts and norms important to field workers in translation and interpreting; while opportunities will be offered in practical sessions to develop the skills and strategies in all these aspects of competence.

For communicative competence, discussion will focus on the ability to analyse language and its communicative functions, exploring such theories as competence vs. performance, semantics vs. pragmatics, register and genre, and so on and offering exercises for students to recognise how spoken and written languages are used to carry out speech acts necessary for successful communication in a variety of discourse settings.

For extra-linguistic competence, the importance of world knowledge to language understanding will be introduced, touching upon such issues as mental models, frames, schema and scripts, image and sound qualities, culture and technology, paratext in translating and public settings in interpreting and so on.

For instrumental-professional competence, emphasis will be on the influence of language technology on the working condition of translation and interpreting, especially machine translation, computer aided translation, technical translation, terminology management, web technology and communication technology. Key concepts and skills in these tools will be introduced and practiced to build up basic literacy.

For transfer competence, we will discuss contrasts between the two working languages (e.g. Chinese and English) and what problems and strategies are usually involved in getting the message across. Various translation methods will be discussed as well as concepts and theories in translation studies.
SEMESTER ONE

COMPULSORY MODULES

ENAM15    Linguistic Foundation for Translation and Language Teaching
Level      M
Credits    20
Module Co-ordinator  Dr CC Shei
Teaching Method  Taught/Lecture Based
When Taught   Semester 1 (Sep-Jan Taught)
Assessment Method  Class Test 1 - Held under exam conditions
                                 Class Test 2 - Held under exam conditions
                                 Assignment 1

This module offers a tailor-made introductory course of linguistics to prospective translator and language teachers, emphasising those components which are especially important to translators and language teachers. For example, the study of phonetics is important for language teaching, especially articulatory phonetics for teaching pronunciation and acoustic phonetics for analysing sounds scientifically for precise manipulation of sounds. Vocabulary research, psycholinguistics, discourse analysis and sociolinguistics are branches of linguistics especially important to prospective language teachers in order to teach language with efficient, authentic, contextually, and cognitively based methods. For translators, corpus linguistics and topics related to machine translation are especially useful as they can be used to solve problems and speed up work. All these, plus other fundamental components of linguistics such as morphology, syntax and semantics, will be taught in this module. Moreover, these topics will be discussed with a view to applying linguistic knowledge to practical tasks of language teaching and translating rather than revolving around theoretical issues.

ENAM02    Chinese Language Studies
Level :     M
Credits:    20
Taught:    Semester 1
Module Co-ordinator:   Dr. CC Shei
Teaching Method:   Taught/Lecture Based
Assessment Methods:   Coursework 1, Coursework 2

This module introduces Chinese linguistics to students who already know the Chinese language. The primary aim is to equip students with adequate metalinguistic knowledge to pursue theory and practice in applied language studies, including translation studies and language teaching. The instruction and discussion will cover fundamental aspects of the phonology, morphology, syntax and pragmatics of the Chinese language. As a result of learning this module, students will obtain enough core knowledge in Chinese linguistics to help with both theoretical and practical pursuit of an academic or professional career related to Chinese applied language studies, such as translating and Chinese language teaching.

The essay aims to offer students a chance to consolidate their learning in linguistics theories covered in this module and to output an integrated or critical view on a certain aspect of applied Chinese language studies, for example, “The boundaries between morphemes, words and phrases in Chinese”. The project, on the other hand, allows students to work in groups and to put their knowledge to practice by investigating real issues in translation or language teaching. Possible project titles are: “Interaction and tension between syntax and information structure in translating between English and Chinese”; “Incorporating elements of critical discourse analysis in Chinese language teaching”, and so on.
SEMMESTER ONE
OPTIONAL MODULES

ALEM22    Communicative Language Teaching
Level      M
Credits    20
Module Co-ordinator  Mrs FH Hardy
Teaching Method  Taught/Lecture Based
When Taught   Semester 1 (Sep-Jan Taught)
Assessment Method  Coursework 1, Coursework 2

The module covers basic principles, philosophy and the historical development of learning and theory of language learning leading to the communicative approach to language teaching. It addresses the current debate about methods and methodologies in the context of English as an international language.

MLZM01    Advanced Translation (English - Chinese)
Level      M
Credits    20
Module Co-ordinator  Dr M Wang
Teaching Method  Taught/Lecture Based
When Taught   Semester 1 and 2 (Sep-Jun Taught)
Assessment Method  Class Test 1 – Coursework
                    Class Test 2 – Coursework
                    Class Test 3 - Coursework
                    Project

In 17 weekly two hour small-group seminars running through Semester 1 and into Semester 2, students will translate, discuss and annotate both non-technical and technical texts. Practice assignments will grow progressively longer to reflect real world conditions and students will on occasion be expected to work together, critiquing and editing each other’s work to produce a collaborative finished version. Techniques for discovering domain-specific knowledge and translating technical terminology will be explored and developed. Assessment will be by three test translations in different domains done through the year under exam conditions (2 hours with dictionaries and/or electronic resources), each counting for 25% of the marks of the module, plus one Terminology Project or Wikipedia Project counting for the final 25%.
### SEMESTER ONE

#### OPTIONAL MODULES

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<td>Level</td>
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<td>Module Co-ordinator</td>
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In 10 two-hour guided computer classes held weekly through Semester 1, this module provides hands-on training in key computerised tools and techniques required by the modern translation profession. Starting with productivity-enhancing aspects of generic office software (Word, Excel), we move on to look at online resources and data mining. The bulk of the module is devoted to hands-on use of three leading translation memory systems (e.g. SDL Trados, MemSource, Lionbridge’s Translation Workspace, Google Translator Toolkit) to a professional standard. Assessment is by one group-based practical assignment in which students localize an English-language website into several languages, working in teams and each then writing an individual report. 20% of the marks are contributed by the group's data files, 20% by the quality of the translation and terminology produced by each language team, and 60% by the individual report.

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In this module we will explore the nature of vocabulary and the difficulties associated with defining and categorizing the “Word”. We will examine and identify word components, and look at the ways in which larger language chunks-groups of words-sometimes behave like single vocabulary items. We will analyse what is meant by word knowledge and the various facets of this and in the light of this whether it is realistic to measure how many words a person knows. We will look at models of the L2 lexicon and use this as a basis for the investigation of the manner in which to teaching the reading, writing, listening and speaking of foreign language lexis.
SEMESTER TWO
COMPULSORY MODULES

ENAM07 Classroom Teaching Practice (Chinese)
Level M
Credits 20
Module Co-ordinator Dr CC Shei
Teaching Method Taught/Lecture Based
When Taught Semester 2 (Jan - Jun Taught)
Assessment Method Coursework 1

This is the Chinese counterpart of ENAM00 Classroom Teaching Practice, a highly successful module for MA TEFL (Teaching English as a Foreign Language) students. This module, on the other hand, is intended for students doing the MA in TCFL (Teaching Chinese as a Foreign Language). Students take this module to prepare themselves for undertaking the ENAM04 dissertation option -- Professional Reflective Practice (Chinese).

The syllabus will cover:
Lesson planning
Anticipating problems with meaning, form and pronunciation at the planning stage
Checking understanding of meaning
Classroom management (techniques and strategies)
Planning a receptive skills or a productive skills lesson
Error correction techniques
Presenting grammar through a text or a situation
Phonology and pronunciation work
Teacher-centred practice
Student-centred practice
Teaching basic literacy skills to second language learner
Teaching observation at both pre- and upper-intermediate level

ENAM10 Chinese-English Translation Theory and Practice
Level M
Credits 20
Module Co-ordinator Dr CC Shei
Teaching Method Taught/Lecture Based
When Taught Semester 2 (Jan - Jun Taught)
Assessment Method Class Test 1 – Coursework
Class Test 2 – Coursework
Class Test 3 – Coursework
Project

This module introduces translation theory relevant to translating between Chinese and English. It also teaches translation strategies and code of practice in the same area. Thirdly, the module teaches students how to match translation theory to practice in academic writing under the rubric of translation commentary. In particular, the emphasis of the module is on using discourse analysis theory and skills to analyse the source text in order to produce target text ‘to the order of’ the readership or publication contexts (i.e. the skopos theory). In this module, the student not only learns how to produce high-quality translations from Chinese to English or vice versa, but also becomes knowledgeable in translation and linguistic theories, as well as train themselves in academic writing.
SEMESTER TWO
COMPULSORY MODULES

ENAM12    Technology Enhanced Language Teaching and Learning
Level    M
Credits    20
Module Co-ordinator  Mr DE Minshall
Teaching Method  Taught/Lecture Based
When Taught   Semester 2 (Jan - Jun Taught)
Assessment Method  Coursework 1, Coursework 2

Advances in information, communication, media and language technology constantly change the ways we use language to carry out social functions. Language teaching and learning should follow the steps of technology closely to achieve the best available result. This module aims to introduce students to key components of modern technology relevant to language learning and teaching, including (a subset of) the following:

(1) Information technology: Internet and web search engines; data mining and storage;
(2) Communication technology: mobile phone applications; social media and online networking; video conferencing;
(3) Media technology: TV shows, YouTube videos, multimedia language learning software;
(4) Language technology: corpus and concordancing, computational linguistics, speech technology;
(5) Educational technology: authoring tools, distance learning platforms, CALL / iCALL applications.

Classroom activities include teaching, demonstration, discussion and practice with regard to the nature, functionality and applicability (to language learning and teaching) of the technology in question. Learning takes place at both a practical and conceptual level, focusing on how technology can be harnessed for the purpose of language learning and teaching.

ENAM14    Media and Translation
Level    M
Credits    20
Module Co-ordinator  Dr CC Shei
Teaching Method  Taught/Lecture Based
When Taught   Semester 2 (Jan - Jun Taught)
Assessment Method  Assignment 1, Project

This module explores the intersection between translation and media studies from both theoretical and practical points of view. Types of media considered are: films, TV programmes (soap opera, variety show, reality TV, news report), social media, newspapers, advertisements, and so on. Module starts from introduction to the nature and characteristics of each type of media, focusing on how language is used to express meanings and convey the message through each particular channel and environment. Different kinds of translating activities, facilities and theories are then mapped to different types of media. For example, subtitling and dubbing are specialised terms used in translating films and TV programmes with associated tools and theories. Paratext is an important notion in translating texts accompanied by images, such as news articles and social media postings, that requires specific skills and strategies. Sight translation is used to translate newspapers into spoken language on the fly, which can benefit from a psycholinguistic explanation on language processing and speech production. When translating TV commercials and advertisement on the web, it is important to consider speech act theory, cultural difference, and discourse of persuasion. In addition to media translation theory, the module also offers hands on experiences in using subtitling software and various language apps and translation aids for carrying out media translation projects.
**SEMESTER TWO**

**OPTIONAL MODULES**

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<td>ENAM00</td>
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<td>Semester 2 (Jan - Jun Taught)</td>
<td>Coursework 1, Coursework 2, Coursework 3, Coursework 4</td>
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Practical supervised and assessed English language teaching module open to teachers with qualifications below Cambridge English DELTA or equivalent. Students apply, practise, and critically appraise language teaching methods and principles in ESL classes consisting of volunteer students at two levels of proficiency (CEFR A2/B1 and CEFR B2/C1). The module is prerequisite for ENAM01 Professional Reflective Practice.

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<td>ENAM03</td>
<td>Young Language Learners</td>
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This is a module about young language learners and the way children acquire a second language in instructional settings. From the study of theories of first and second language acquisition, students will move on to the analysis of the classroom environment and focus on issues such as classroom management, resources and materials for the low level young learner classroom.

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<td>Research Methods for ELT</td>
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Required module for MA TEFL candidates. An introduction to relevant principles and some techniques in language teaching research contexts. Assessed by a limited and guided research project.
MLTM17 Translation Work Experience for MA Students
Level M
Credits 20
Module Co-ordinator Dr MA Fernandez Parra
Teaching Method Practical
When Taught Semester 1 and 2 (Sep-Jun Taught)
Assessment Method Coursework 1, Coursework 2, Report, Report

The first part of this module consists of a number of lectures by industry professionals presenting translation project workflow and organization of the translation business, project management software, and job application procedures. It is concluded with an application letter and a CV for a position in a translation agency. In the second part of the module, this fictitious translation agency will be operational. The texts to be translated are selected by lecturers who act as customers. In addition, translation agencies or international partners may act as customers. Translation agencies will use archived work. For each translation, the originator of the task fills in a customer satisfaction report, a brief summary overview of the extent to which the product satisfies professional standards.