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Technical Translator Academic Manual



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The Technical Translator Academic Manual has been elaborated as the guidelines providing information on various study-related issues, versatile curricular activities, as well as recommendations on the development of study and graduate papers.

The Manual is intended for students, academic staff, scientific advisors and reviewers of study and graduate papers, and the members of the Graduate Paper Examination Committees of the Professional Bachelor and Master Study Programs “Technical Translation” implemented by the Institute of Applied Linguistics, Faculty of E-Learning Technologies and Humanities, Riga Technical University.

The Manual has been developed by the team of the Institute of Applied Linguistics headed by Professor Larisa Iļinska.

Corporate authors: Marina Platonova, Tatjana Smirnova and Zane Seņko.

The Manual has been developed considering the Occupational Standard of Translator, CEFR and EMT Competence Framework, as well as the internal documents of RTU on the development of the graduate papers.

Literary Editor Oksana Ivanova
Design Paula Lore
Cover Design Paula Lore

Publisher
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1 Kaļķu Street,
Riga, LV-1658
Latvia
Tel.: +37167089123
E-mail: izdevnieciba@rtu.lv

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CONTENTS

Foreword	5
Study Programs “Technical Translation”: Competitive Education for Modern Professionals	6
Technical Translation and Knowledge Transfer	7
01 Practical Matters	8
1.1. Learning Requirements	9
1.2. Customizing the Curriculum	10
1.3. Curriculum Activities	13
1.4. Selecting a Text for the Practical Part	15
1.5. Academic Integrity, Research Ethics and Ethical Behavior	15
1.6. Deadlines and Mitigating Circumstances	16
1.7. Transfer of Credits	18
1.8. ERASMUS Mobility for Students	18
1.9. Guest Lectures	19
1.10. Research Opportunities: Conferences and Publications	20
1.11. Compliance	20
1.12. Attendance	21
1.13. Communication and Feedback	21
02 Study Papers and Course Projects	23
2.1. Bachelor Level: Translation Portfolio	25
2.2. Bachelor Level: Term Paper 1	25
2.3. Bachelor Level: Term Paper 2	27
2.4. Bachelor Level: Terminological Project	28
2.4.1. Choice of Theme	30
2.4.2. Introduction	30
2.4.3. Analytical Part	31
2.4.4. Practical Part	32
2.4.5. Conclusion	34
2.4.6. Submission of Terminological Project	34
2.4.7. Viva Voce Examination	34
03 Internships	35
3.1. Bachelor Level: Internship	36
3.2. Master Level: Compulsory Internship (Translation Methods and Practice)	37
3.2.1. Pedagogical Internship	37
3.2.2. Editorial Internship	39
3.2.3. Terminological Internship	40
3.2.4. Viva Voce Examination	41
3.3. Master Level: Qualification Internship	42
3.3.1. Term Paper 1	43
3.3.2. Term Paper 2	44
3.3.3. Translation Portfolio	44
3.3.4. Assessment	45

04	Graduate Papers	46
4.1.	Bachelor Paper	47
4.1.1.	Organization Procedure	48
4.1.2.	Choosing the Theme	49
4.1.3.	Finding the Source Text	49
4.1.4.	Finding the Scientific Adviser	49
4.1.5.	Filling the Bachelor Paper Proposal Form	50
4.1.6.	Scheduling the Meetings with the Scientific Adviser	50
4.1.7.	Submitting the Practical Part	51
4.1.8.	Submitting the Theoretical Part	51
4.1.9.	Submitting the Analytical Part	51
4.1.10.	Receiving the Final Approval by the Scientific Adviser and Submitting the Final Draft	52
4.1.11.	Appointing the Reviewer	52
4.1.12.	Pre-defense	52
4.1.13.	Introducing Corrections	53
4.1.14.	Submitting the Hard-Bound Copy	53
4.1.15.	Uploading the Digital Copy to ORTUS E-Learning Platform	54
4.1.16.	Viva Voce Examination	54
4.1.17.	Structure of the Bachelor Paper	56
4.1.18.	Introduction and Conclusion	57
4.1.19.	List of the Bachelor Paper Themes	58
4.1.20.	Bachelor Paper Assessment Criteria	59
4.2.	Master Thesis	60
4.2.1.	Organization Procedure	61
4.2.2.	Formulating the Theme	62
4.2.3.	Finding the Source Text	63
4.2.4.	Finding the Scientific Adviser	63
4.2.5.	Submitting the Master Thesis Proposal Form	64
4.2.6.	Scheduling the Meetings with the Scientific Adviser	64
4.2.7.	Submitting the Practical Part	65
4.2.8.	Submitting the Theoretical Part	65
4.2.9.	Submitting the Analytical Part	66
4.2.10.	Receiving the Final Approval by the Scientific Adviser and Submitting the Final Draft	67
4.2.11.	Appointing the Reviewer	67
4.2.12.	Pre-defense	67
4.2.13.	Introducing Corrections	68
4.2.14.	Submitting the Hard-Bound Copy	68
4.2.15.	Uploading the Digital Copy to ORTUS E-Learning Platform	69
4.2.16.	Viva Voce Examination	69
4.2.17.	Structure of the Master Thesis	70
4.2.18.	Introduction and Conclusion	71
4.2.19.	List of the Master Thesis Sample Themes	72
4.2.20.	Master Thesis Assessment Criteria	72
4.3.	Tips on Conducting Research: Methodology	74
05	Glossary of Terms	76
06	References	78

Foreword

I am happy to welcome you at the Institute of Applied Linguistics! You have chosen a challenging and interesting path – to become a translator of scientific and technical texts. In the contemporary world, translation is a special form of communication that facilitates dissemination of knowledge and technology transfer, promotes openness and diversity, and unites nations and cultures.

Language for special purposes (LSP) is the most rapidly developing stratum of vocabulary. New terms appear to denote new concepts, shaping the scope of the contemporary science, research and technology. Therefore, in order to become a technical or LSP text translator, you have to have a clear sense of purpose, be ready to learn throughout your entire life keeping up-to-date with the newest inventions, be aware of the ever-changing nature of the language of science and technology and be open to new ideas, opinions and environments.

The translators of the future apart from profound linguistic competence should also develop an advanced thematic competence to make sure they are competitive in the labor market, know their field well and can translate technically complicated texts and research articles. We pay particular attention to the development of the technological awareness of our students so that they are able to use computer-aided translation engines and adjust them to the customized needs of different commissioners. At Riga Technical University, we offer our students wide opportunities to become technology apt, visiting the lectures and workshops conducted by ICT and language technology specialists.

We also motivate and support our students in their research endeavor, offering them opportunities to present and publish the results of their research. We offer ample opportunities for full cycle studies – the graduates of the Professional Bachelor Study Program “Technical Translation” can continue their studies at the professional Master study program, whereas the alumni of the Master study program can pursue academic and research career at the Doctoral study programs.

I hope that upon completion of the study program you will find yourself a fully-employed unique professional, advanced language service provider, a versatile personality with the background in many exciting fields of human knowledge!

Professor Larisa Iljinska
Head of the Study Program “Technical Translation”

Study Programs “Technical Translation”: Competitive Education for Modern Professionals

Professional Bachelor and Master study programs “Technical Translation” have been implemented by the Institute of Applied Linguistics (IAL) for more than 30 years. They have been positively evaluated by reputable experts and are internationally recognized. These study programs are unique for Latvia in a sense that no other university or college has the required resource base to masterfully educate and train translators of scientific and technical texts in various areas of engineering observing the high international and local occupational standards.

The curriculum of the study programs “Technical Translation” is developed and improved to keep in line with the key priorities of Riga Technical University – high-quality study process, research excellence, institutional excellence and sustainable valorization, which are pursued to complete the mission of RTU – to secure the position of Riga Technical University as an internationally competitive, dynamic and modern university of science and technology.

The Institute of Applied Linguistics of Riga Technical University actively cooperates with other higher education institutions, professional associations and the industry. The IAL is a member of EMT – European Master’s in Translation network; it collaborates with the largest language service providers in the Baltic Region – Tilde and Skrivanek Baltic, as well as specialized translation agencies operating in the niche markets.

Therefore, students of the Bachelor and Master study programs “Technical Translation” have ample opportunities to undergo internship both locally and internationally and develop their translator competence to be competitive in the global translation market. The students benefit from the lectures delivered by the members of academic staff teaching engineering subjects at other faculties of RTU. Representatives of the industry are also actively involved in the implementation of the study process, both delivering workshops and master classes and participating in the work of Graduate Paper Examination Committees. Industry professionals and RTU staff are also invited as consultant supervisors to the graduate papers.

Technical Translation and Knowledge Transfer

Technical or LSP translation takes the largest segment of the world translation service market. Along with globalization of world production and consumption, there is a clear tendency for internationalization of global knowledge transfer, and translators, technical translators in particular, play a major role in making this transfer effective and efficient.

There is a growing constant demand for translation services in technology and science related fields. The genres of LSP translation range from scientific and research papers, technical manuals and standards, guidelines and product catalogues to texts on popular science and audio-visual texts on technology-related matters. A modern technical translator should possess a versatile set of skills and competences, such as linguistic competence in several languages, thematic competence, socio-cultural skills, advanced technical and digital skills, as well as service provision related skills. They can not only masterfully use the opportunities offered by CAT and machine translation tools, but also work within language technology related projects, provide conference interpreting and various localization services. In essence, a modern technical translator is not only a person speaking several languages, it is a person who can use most advanced technologies and constantly learn to keep up to date with language and technology development. Apart from these transferrable skills, a technical translator shall possess the sense of language, curiosity, intuition, creativity and inspiration!

Such a diverse skill set may equip a graduate of the Bachelor and Master study programs “Technical Translation” for a wide range of careers: technical translator, interpreter, terminologist, lexicographer, proof-reader and editor, multilingual content creator, corpus analyst, literary translator, language analyst, subtitler, theatre captioner, documentary researcher, game localizer, audio-visual translator, etc.

01

Practical Matters

- 1.1. Learning Requirements
- 1.2. Customizing the Curriculum
- 1.3. Curriculum Activities
- 1.4. Selecting a Text for the Practical Part
- 1.5. Academic Integrity, Research Ethics and Ethical Behavior
- 1.6. Deadlines and Mitigating Circumstances
- 1.7. Transfer of Credits
- 1.8. ERASMUS Mobility for Students
- 1.9. Guest Lectures
- 1.10. Research Opportunities: Conferences and Publications
- 1.11. Compliance
- 1.12. Attendance
- 1.13. Communication and Feedback

This section lays out some basic procedures that are used in organizing curricular and extra-curricular activities at the Institute of Applied Linguistics, as well as provides answers to the most frequently asked questions that students of the Bachelor and Master study programs “Technical Translation” may have.

1.1. Learning Requirements

Translation is an operation performed on languages; therefore, future translators should continuously develop their linguistic competence in order to meet the industry standards [1] and achieve professional excellence. Students enrolling in the study programs should demonstrate an advanced level of language competence in their A language, which should be not below C1 according to the Common European Framework of Reference for Languages (CEFR) [2], and B language, which should be at least at level B2 according to CEFR. In case international students enrolling in the programs lack the necessary language competence, they have an opportunity to sign up for the Summer School organized by the International Cooperation and Foreign Students Department to improve their knowledge of English.

Please mind that English used as the language of instruction at both professional Bachelor and professional Master study programs “Technical Translation” should be your either A or B language!

In their capacity of language service providers, translators should continuously develop their knowledge of the working languages, expanding the range of their socio-cultural and professional linguistic repertoire. In order to become sensitive towards the nuances of idiomatic language use, to be able to comprehend and decode intertextual references to culture specific knowledge and to masterfully use professional terminology, translators should constantly expose themselves to authentic language use – read books (incl. popular scientific, historical, field specific, technical) and periodicals (digital magazines and newspapers), watch movies and podcasts, listen to broadcasts in their B and C language to improve their competence in their working languages to level C2. Translators should also persistently develop their competence in their A language as well – it is the competence in A language that would qualify translators as true language professionals.

Students are required to spend at least 20 hours of independent work per credit point per semester. It means that within 2 CP study course, students are

required to study the necessary theoretical sources and complete out-of-class practical tasks for at least 40 hours a semester.

Reading is the most comprehensive mode how students can obtain and develop new knowledge. Bachelor students shall read actively to develop understanding of their field of specialization. At the Master level, independent work and active reading are even more important, since students have to develop a comprehensive theoretical background for conducting autonomous research. The required volume of reading may range from 600 to 1,000 pages per semester; however, if students strive to achieve academic and research excellence, this volume may be even greater.

Since nowadays much of the educational activity is carried out in the e-learning environment – RTU portal ORTUS and other platforms are available, students shall demonstrate advanced computer literacy to be able to gain all the benefits offered by virtual and blended learning environment.

Please make sure that you have a powerful modern computer with the installed current licensed software and stable Internet connection. Many tasks, tests, case studies and exams are carried out online; thus, you should always have access to ORTUS e-learning environment.

1.2. Customizing the Curriculum

Professional Bachelor and Master study programs “Technical Translation” provide opportunity to acquire education that allows graduates to develop a range of versatile skills and competences that boost their employability. The programs are continuously updated to keep up to date with the changing requirements of the labor market, providing comprehensive training in modern language technologies. Students are given considerable freedom in customizing their curriculum to both suit their own education interests and to gain competitive advantage in their future career.

Students of the professional Bachelor study program have to make several important decisions with regard to the composition of their curriculum. At the beginning of the 1st semester, students must select one compulsory elective study course from the list of Field-Specific Study Courses: Studies of the State Language; Basics of Russian; Translation Practice: Latvian-Russian and Russian-Latvian (Appendix 1. Field-Specific Study Course Selection Form).

Taking into consideration that a contemporary language service provider should be competent in at least 2 foreign languages, the study program

“Technical Translation” offers ample opportunities to develop advanced competence in the second foreign language.

The courses in the second foreign language amount to 12 credit points (18 ESCT). During their first study year, at the end of the 2nd semester, students should select the second foreign language from the range offered by the Institute of Applied Linguistics – German, French or Spanish. Should the students wish to add third foreign language to their curriculum, they may opt for taking Italian, Chinese, Korean and other languages as free electives. The list of the extracurricular languages is subject to constant update. Students should complete and submit to the Program Office the application on the choice of the second foreign language (Appendix 2).

Please make your choice of the second foreign language consciously, since you will be studying it for 4 semesters! You can alter your choice only once – during the first 3 weeks of the 3rd semester.

Technical text translation requires comprehensive competence in several scientific and technical fields. Therefore, within the professional Bachelor study program “Technical Translation” special attention is paid to the development of the **thematic competence** of the students, or the knowledge of concepts, theories and premises of a particular scientific or technical field. A technical translator may not specialize in all fields of human knowledge; however, narrow specialization in only one field would significantly reduce future career opportunities. For this reason, all students of the study program receive training in several thematic fields, such as business and legal translation, with a special focus on one particular field of specialization. The detailed outline of the development of thematic competence is given in Figure 1.

During their second study year, at the end of the 4th semester, students should select **the field of specialization** from the range offered by the Institute of Applied Linguistics:

- 1) **ICT and Telecommunications;**
- 2) **Social Sciences and Humanities** (including economics, entrepreneurship, culture studies, etc.);
- 3) **Civil Engineering and Architecture;**
- 4) **Interdisciplinary Engineering.**

Students should complete and submit to the Program Office the application on the choice of the field of specialization (Appendix 3).

Academic personnel from other RTU faculties and the representatives of the industry are involved in the study process in order to ensure that the students develop advanced thematic competence in the selected field.

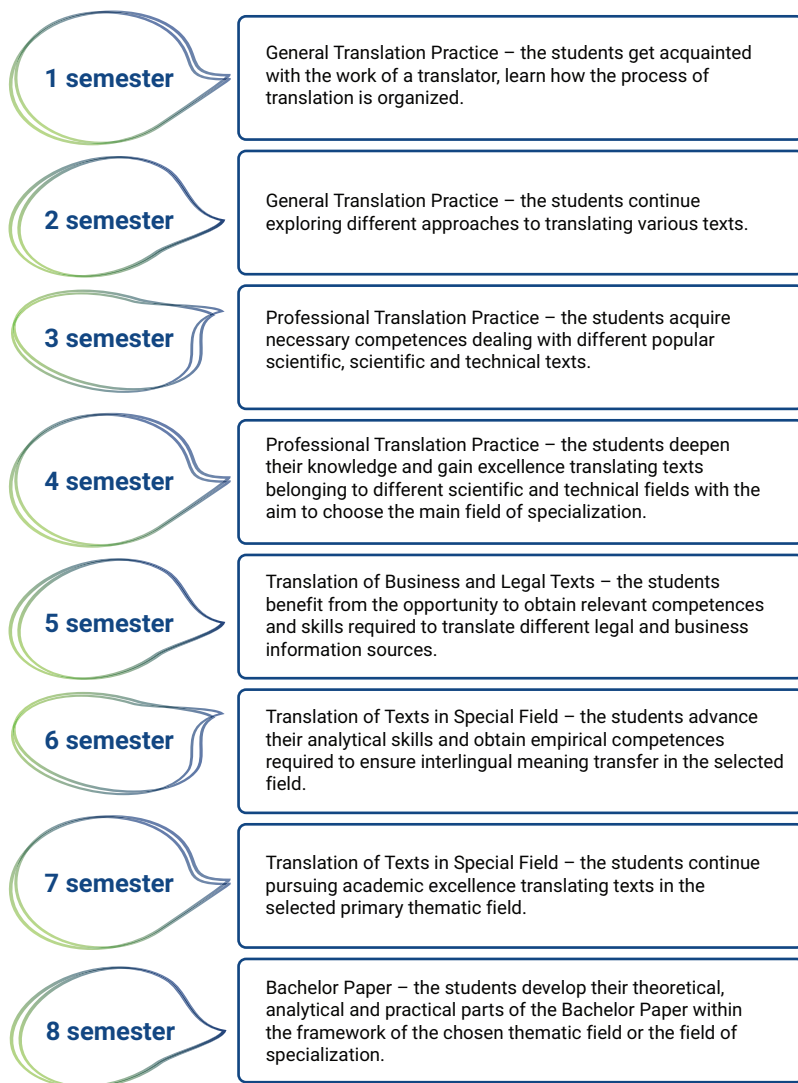


Figure 1. Development of thematic competence.

Apart from selecting the second foreign language and the field of specialization, students should also decide on the choice of free elective courses amounting to 6 CP.

Students are invited to use the opportunity to choose their free elective courses at the corresponding faculty to advance their thematic competence and deepen their knowledge in the specialization field.

Please mind that you can choose among the study courses offered by all universities that have cooperation agreements with RTU.

At the Master level, students are given considerable freedom with regard to the choice of the field of specialization, which may include any field of engineering, social science and / or humanities. Adjusting their curriculum, students should choose their second foreign language, submitting the application to the Program Office (Appendix 4).

1.3. Curriculum Activities

Curriculum of the study programs “Technical Translation” is subject to constant improvement and update. However, there are some basic control points that help monitor student progress throughout the entire period of their studies. Please consider the progress checklist for each program carefully and strictly observe the specified terms.

Table 1. Professional Bachelor Study Program “Technical Translation”:
Curriculum Adjustment Activities and Major Study Papers

Period	Compulsory activity	Additional activity	Study paper
Semester 1		Take your time learning how students' life is organized at the Faculty. Contact the representatives of the Faculty Students Council for more information.	Translation Portfolio 1
Semester 2	Choice of the second foreign language	Challenge yourself participating in the prestigious competition “The Best Young Translator of Latvia” organized by the region's leading translation agency SKRIVANEK BALTIC	Translation Portfolio 2
Semester 3		Consider submitting the application form for ERASMUS+ or any other mobility program	Translation Portfolio 3
Semester 4	Internship (4 weeks)		Internship Report
	Choice of the field of specialization	Challenge yourself participating in the prestigious competition “The Best Young Translator of Latvia” organized by the region's leading translation agency SKRIVANEK BALTIC	Term Paper 1
Semester 5		Consider submitting the application form for ERASMUS+ or any other mobility program	

Period	Compulsory activity	Additional activity	Study paper
Semester 6		Challenge yourself participating in the versatile translation projects implemented at the Faculty	Term Paper 2
		Challenge yourself participating in the prestigious competition "The Best Young Translator of Latvia" organized by the region's leading translation agency SKRIVANEK BALTIC	Terminological Project
Semester 7	Choice of the theme and scientific adviser for the Bachelor Paper	Challenge yourself participating in the versatile translation projects implemented at the Faculty	
Semester 8			Bachelor Paper

Table 2. Professional Master Study Program "Technical Translation": Curriculum Adjustment Activities and Major Study Papers

Period	Compulsory activity	Additional activity	Study paper
Semester 1	Choice of the second foreign language	Challenge yourself participating in the versatile translation projects implemented at the Faculty	
Semester 2	Internship amounting to 6 CP	Consider submitting the application form for ERASMUS+ or any other mobility program	Terminological / Editorial / Pedagogical Internship Report
	Choice of the theme and scientific adviser for the Master Thesis	Challenge yourself participating in the versatile translation competitions and international internships provided by EMT and DGT	
Semester 3		Challenge yourself participating in the versatile translation projects implemented at the Faculty	Master Thesis if a student has already acquired the qualification of a translator corresponding to Level 5 of professional qualification (LQF level 6 and 7)
			Qualification Internship: translation practice amounting to 20 CP if a student has not previously acquired the qualification of a translator
Semester 4		Challenge yourself participating in the versatile translation projects implemented at the Faculty	Master Thesis if a student has not previously acquired the qualification of a translator

1.4.

Selecting a Text for the Practical Part

The source text translated within the Practical Part of a study or a graduate paper must correspond to certain requirements. Prerequisites for the text to be approved:

- scientific and / or technical text in the chosen field of specialization;
- written by not more than three authors;
- the source published within the last 5 years;
- not a study aid, manual, or user guide.

Please mind that the text should be of the relevant level of complexity, i.e., it should exhibit all characteristics of LSP texts, terminological density of the text should be above average, and the author(s) should employ a wide linguistic repertoire. Translation of a text should be a challenging endeavor; it should provide the student with the opportunity to use one's creativity and inspiration.

1.5.

Academic Integrity, Research Ethics and Ethical Behavior

Riga Technical University strives to create a safe and inclusive learning and research environment free from any form of discrimination that promotes cooperation, integration and unity. Students of Riga Technical University shall perform their curricular, extracurricular and research activities in compliance with the Code of Ethics of RTU Students, Academic Personnel and Staff [3]. RTU Code of Ethics is based on the universal human values, moral norms and principles, which all members of RTU community should observe. The Preamble to the Code states:

The aim of the Code of Ethics of RTU Students, Academic Personnel and Staff is to promote the sense of community, to create an open, favorable and responsible RTU community.

The task of the Code is to encourage students, academic personnel and staff to be reliable and fair; to be responsible and honest in performing one's duties, to follow the guidelines outlined in the Code in their professional conduct, interpersonal communication and personal conduct.

Failure to observe the Code of Ethics may result in various sanctions and ultimately lead to exmatriculation.

In pursuit of the academic excellence, Riga Technical University adopts the highest standards with regard to academic integrity and prevention of unfair academic practices, demonstrating zero tolerance towards plagiarism. The Code of Academic Integrity and Regulation on the Breach of Academic Integrity and Breach Consideration Procedures [4] lay out the main forms of unfair use of intellectual property belonging to other people.

We invite our students to pay due tribute to all sources they use. For example:

- Use adverted commas and precise reference when you present a direct quote (name, year: page).
- Indicate indirect quotes by accompanying them with a reference to the source presented in brackets and preceded by cf. (cf. name, year).
- In case of a summarized literature review, list the authors whose ideas you rely on (e.g., The following discussion is based on the ideas developed by ...).

Please mind that submitting a text translated with the help of a machine translation engine (Google Translate, Helios, Tilde, etc.) without proper notice of that fact is considered forgery and is sanctioned as one of the forms of plagiarism.

1.6.

Deadlines and Mitigating Circumstances

Translators work to tight deadlines; moreover, currently many translation projects are implemented by a group of translators working remotely. Thus, the result of the group depends on the performance of each member of the team. Respecting the deadlines is an important social skill and an essential element of ethical behavior of a student, translator and citizen. Students should strictly observe the deadlines set for home tasks, course projects, term papers and graduate papers.

In order to monitor paper development process, Progress Report Forms are provided for all seminal tasks – Internship Progress Report (Appendix 5), Term Paper Development Progress Report (Appendix 6), Bachelor Paper Development Progress Report (Appendix 7), and Master Thesis Development Progress Report (Appendix 8).

All papers submitted after the set deadline without due reason, also known as mitigating circumstances, may be denied evaluation and thus remain an outstanding academic liability, or academic arrear of the student.

Please mind that you may be denied the opportunity to publicly present your study papers at the Viva Voce Examination if you fail to timely submit them, which may result in accumulation of academic arrears and ultimately lead to exmatriculation from the study program.

Mitigating circumstances are defined as events beyond control of the student, or serious unforeseen and unpreventable circumstances that significantly disrupt student ability to meet the requirements of the study course and impede their performance in assessment.

Please mind that any deferral of assessment can also affect your eligibility for being enrolled in the state budget funded study position as well as eligibility for scholarship, since only the students with no academic arrears can participate in study position rotation and competition for the scholarships.

In case a student fails to meet the set deadlines due to mitigating circumstances, the student should submit a claim addressed to the Head of the Study Program. In the claim (Appendix 9), the student should provide relevant information for validating the claim and attach all the necessary documentary evidence supporting it. In the claim, the student shall demonstrate that the circumstances, which impeded them from timely submission of the study tasks, were beyond their control, were unpredictable and were related directly to the timing of the assessment (occurred on or around the date of assessment).

The most common examples of mitigating circumstances that ensure approval of the claim include such unfortunate and unexpected events as serious short-term illness, accident leading to serious injury, death of a close relative or friend, or sudden acute deterioration of a long-term condition. At the same time, such reasons as health issues that occurred before the relevant assessment period, absenteeism due to leisure trips or job commitments, unawareness of due dates / times, poor time management, traffic jams, problems with personal hardware (computer or smart phone), software (expired license, lagging) and similar reasons will not be accepted as substantiating the claim.

The claim is reviewed in the period of 3 business days. If the claim is accepted, the student can settle the outstanding academic liability in the following way:

- pass the missed exam on the next available date within the current study semester without penalty. If it is not possible to pass exam during

- the current study semester, the exam can be passed during semester extension period (5 business days after the end of the semester, or other period specified by the current RTU norms and regulations);
- the student can submit an overdue study paper, except graduate papers, in a short extension period of up to 5 business days without penalty.

In case the student fails to attend the final Viva Voce Examination and present his/her Bachelor or Master Thesis due to mitigating circumstances, the next available opportunity will be provided only in the following study semester, when the next Viva Voce Examination Committee starts its work.

Please mind that the outcome of any Mitigating Circumstances Claim may be different from what has been requested.

1.7. Transfer of Credits

The profession of the translator requires extensive vocational and out-of-campus training, as well as international experience, which is another great benefit. The educational and professional experience acquired outside RTU can be recognized following the procedure laid down in the regulation “Procedure for Recognition of Competencies Developed Outside Formal Education or from Professional Experience and Learning Outcomes Achieved in Previous Education at Riga Technical University” [5]. If you want some courses and vocational education credits recognized, please contact the Head of Curriculum Design and Testing Committee.

1.8. ERASMUS Mobility for Students

RTU is a partner to more than 200 cooperation agreements with the universities all over the world. This provides opportunity for the students of the study programs “Technical Translation” to spend a semester abroad to gain valuable linguistic, cultural and professional experience.

Please carefully consider the curriculum of the study program offered by the host university abroad. There should be at least 60 % match between the curriculum of the current semester you are supposed to undertake at RTU and the curriculum at the host university in the semester selected for mobility. If it is not possible to recognize and transfer a sufficient number of credits, you will have to deal with considerable academic arrears, which may reduce your chances to get a budget funded study position or get a scholarship.

Before mobility, you have to contact RTU Outgoing Erasmus Students Coordinators, current contact information is available at the home page of RTU (www.outgoingexchange.rtu.lv), and complete ERASMUS mobility agreement (issued and signed by the ERASMUS Mobility Coordinator) and Study Results Transfer Form (Appendix 10). The latter form aligning the study courses and credits between RTU and the host university shall be submitted for consideration and signed by the Head of Curriculum Design and Testing Committee. Upon approval, the form should be signed by the Head of the IAL.

1.9. Guest Lectures

Both Bachelor and Master Study programs under discussion have gained international recognition. For example, the Master study program “Technical Translation” is a member of prestigious European Master’s in Translation network (EMT) operating under supervision of the Directorate-General for Translation of the European Commission. The academic staff of the Institute of Applied Linguistics are the members of various international networks and associations of translator training institutions.

Internationalization and research excellence are among the main objectives of RTU laid down in RTU Strategy 2021–2025. In pursuit of these objectives, the Institute of Applied Linguistics invests considerable effort in securing international learning environment and providing access to the cutting-edge research in such areas as Translation Studies, Terminology Management, Digital Humanities and many other related fields.

The Institute of Applied Linguistics provides opportunity to the students not only to spend a semester abroad within ERASMUS mobility programs (see Section 1.8) but also to enjoy guest lectures and seminars delivered by world renowned researchers. Representatives of the industry are also actively involved in the implementation of the study programs.

We expect that you will actively participate in all guest lectures and seminars, ask and answer questions to the referees to gain full benefit of the best practices and expertise of the visiting professors and industry professionals.

1.10.

Research Opportunities: Conferences and Publications

Students of the study programs “Technical Translation” are invited to participate in research activities from the onset of their studies. The Institute of Applied Linguistics regularly organizes the conference “Meaning in Translation: Illusion of Precision”, inviting world-renowned scholars in such fields as Translation Studies, Language Technologies, and Digital Humanities as plenary speakers. Students can not only attend these plenary lectures, they can also participate in the conference as speakers, as well as authors and co-authors of research papers that may be developed both independently or in cooperation with their scientific advisers.

Active involvement in the research activities may become a valuable asset if students consider continuing their studies in the PhD study programs.

1.11.

Compliance

Each student enrolled in the study program “Technical Translation” implemented by Riga Technical University is responsible for becoming familiar with the general regulations of RTU available on the university home page (<https://international.rtu.lv/study-regulations/>) and with more specific requirements stated in the regulations developed by the Faculty of E-Learning Technologies and Humanities.

Students shall provide full and current information with regard to their phone number, active e-mail, and residence permit (if applicable). Riga Technical University requires all students to timely settle their financial obligation each semester.

1.12. Attendance

Translator training is an exciting but time and effort consuming process. A person seeking for career in language service provision in general and technical translation in particular shall develop a range of linguistic, technical and socio-cultural skills (see Section 2), which requires extensive practice and hands-on experience exchange. Therefore, students should make their best to attend not less than 70 % of the lectures and practical classes in order to gain benefit from the saturated curriculum of the study program.

Students who fail to attend at least 50 % of the lectures and practical classes without reasonable excuse will not be eligible to pass their interim and final tests.

1.13. Communication and Feedback

The students may choose a variety of modes to communicate with the Head of the Study Program and the Program Office:

- to pay a visit during the office hours – Tuesdays from 16 to 18 and Fridays from 10 to 12;
- to write an e-mail
 - to the coordinators of the study program on the matters related to the organization of the study process, selection of the elective study courses, selection of the second foreign language, selection of the field specialization (e.g., ICT and Telecommunications, Civil Engineering and Architecture, Social Science and Humanities, Interdisciplinary Engineering), ERASMUS study mobility trips, etc.;
 - to the records manager of the study program on the matters related to the transfer of credit points, request for sabbatical leave, issue of notifications to the State Revenue Service, credit and other institutions, etc.;
 - to the Head of Curriculum Design and Testing Committee on the matters related to curriculum design and testing;
 - to the Head of the Study Program on all matters that may not be resolved otherwise.

The detailed contact information is provided in the Faculty website www.ethzf.rtu.lv.

It is an accepted practice that answers to e-mails are provided in the period of no more than 2 business days. Students are invited to follow this practice as well and provide response to the letters received from the Program Office in at least 2 business days.

Study Papers and Course Projects

02

- 2.1. Bachelor Level: Translation Portfolio
- 2.2. Bachelor Level: Term Paper 1
- 2.3. Bachelor Level: Term Paper 2
- 2.4. Bachelor Level: Terminological Project

Development, maintenance and perfection of advanced competence in LSP translation require continuous and persistent effort. A large proportion of the curriculum of professional study programs “Technical Translation” is dedicated to translation practice. In order to obtain Level 5 of professional qualification and meet the requirements of the occupational standard for translators [1], students shall develop a comprehensive set of skills.

This skill set is best described adopting the European Master’s in Translation (EMT) Competence Framework [6]. As a partner to EMT Network, the IAL has greatly contributed to visibility, recognition and dissemination of the Competence Framework and continuously implements it into the curriculum of all study courses aimed at development of translation competence.

Completing a range of course projects and developing a number of study papers, students shall strive to advance their skills within the following five competences: Language and Culture, Translation, Technology, Personal and Interpersonal, and Service Provision.

Language and Culture competence is a category comprising the range of “language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills that constitute the basis for advanced translation competence” [6]. Translators shall constantly develop their mastery in all their working languages, as well as promote their cultural and transcultural awareness to be able to become efficient intercultural communicators. **Translation** competence covers a set of professional skills, ranging from thematic competence and domain-specific knowledge, awareness of genre, style and register variations in all working languages to procedural knowledge of quality assurance procedures, information mining and referencing, as well as editing and post-editing skills.

In terms of **Technology**, students shall be able to use current IT solutions and applications to ensure top quality translation, as well as master CAT and MT tools being aware of their benefits and limitations. **Personal and Interpersonal** competence includes the set of “soft skills” that promote employability, flexibility and adaptability of the students: ability to work under stress, meet tough deadlines, delegate and share responsibility, work independently and in teams, etc. Finally, **Service Provision** competence implies that students may work according to the rules of professional conduct and observe the codes of professional ethics. It also implies they possess basic business skills, such as negotiation, management and budgeting skills.

Students should consciously develop all five translation competences and the related skills completing every translation task, compiling a portfolio and developing a term paper.

2.1.

Bachelor Level: Translation Portfolio

Students of the study program “Technical Translation” have to elaborate a Portfolio within the study courses “Professional Translation Practice” / “General Translation Practice”/ “Translation of Specialized Texts” **every semester**. The Portfolio is an integral part of the study course, as it contributes 20 % to the final examination grade.

Students are not allowed to take the final exam in translation courses unless they have submitted the Portfolio and received a positive assessment.

The Portfolio shall comprise minimum 12 texts provided by the instructor. The translated texts along with the originals shall be submitted by the end of week 14 of the Fall / Spring semester. The texts should be submitted as weekly home assignments, whereas the collection of the translated texts and analyses (if applicable) with comments from the instructor should be submitted by the end of week 14.

Each translated text shall be accompanied by the Glossary comprising minimum 10 terms. Therefore, the Portfolio shall contain a Glossary of minimum 120 entries.

2.2.

Bachelor Level: Term Paper 1

During the 4th semester of their studies, students of the study program “Technical Translation” have to elaborate Term Paper 1 within the study course “Professional Translation Practice”. The Term Paper is an integral part of the study course, as it contributes 20 % to the final examination grade. Students are not allowed to take the final exam unless they have submitted and presented the Term Paper and received a positive assessment.

The Term Paper must be elaborated according to a strict schedule. Students receive the Term Paper Progress Report stipulating the dates when certain stages of development of the Term Paper shall be completed (Appendix 6).

The students should follow the reporting schedule, otherwise the Term Paper may not be admitted for Viva Voce Examination and will remain an academic arrear.

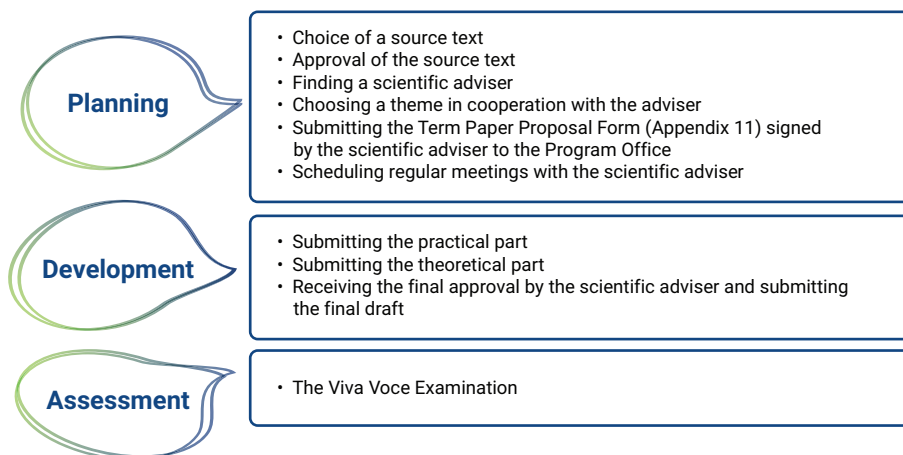


Figure 2. Detailed procedure for elaboration of the Term Paper.

The detailed procedure for elaboration of the Term Paper is presented in Figure 2.

The Term Paper must be elaborated according to the Formatting and Style Guidelines for Study and Graduate Papers [7].

Term Paper 1 consists of the practical part (30 pages long translation of a text in the chosen field from English into Latvian / Russian) and theoretical part (10 pages of theoretical review and analysis).

In the theoretical part, the students should present an overview of the relevant theories in Translation Studies and the analysis of translation challenges encountered in the process of translation of the source text into the target language. There should be a clear link between the theories considered and the examples analyzed.

Other compulsory constituent parts of Term Paper 1 include the title page, table of contents, introduction, conclusion, bibliography, appendices (source text, glossary of terms – minimum 100 entries).

Students should work in close cooperation with scientific advisers, submit the parts of the paper according to the schedule (Appendix 6) and avoid unfair academic practices – plagiarism, submission of unedited machine translation, copying of the work of other students.

Term Paper 1 shall be publicly presented during a Viva Voce examination. Please draw up your presentation in PowerPoint or other presentation format. The presentation shall not last longer than 5 minutes. Clearly indicate the aims, tasks and major findings of your research.

2.3.

Bachelor Level: Term Paper 2

During the 6th semester of their studies, students of the Study Program “Technical Translation” have to elaborate Term Paper 2 within the study course “Translation of Specialization Texts”. The Term Paper shall contain scientific theoretical research and translation of a contemporary engineering technical text from English into Latvian / Russian in one of the RTU study domains: civil engineering, architecture, computer science, electronics, radio technology, mechanical engineering, economics, etc.

The Term Paper must be elaborated according to a strict schedule. Students receive the Term Paper Progress Report stipulating the dates when certain stages of development of the Term Paper shall be completed (Appendix 6).

The students should follow the reporting schedule, otherwise the Term Paper may not be admitted for Viva Voce Examination and will remain an academic arrear.

Term Paper 2 must be elaborated according to the Formatting and Style Guidelines for Study and Graduate Papers [7]. The detailed procedure for elaboration of the Term Paper is presented in Figure 2 in the previous section.

Term Paper 2 consists of the practical part (40 pages long translation of a text in the chosen special field from English into Latvian / Russian) and the theoretical part (15 pages of theory overview and analysis).

In the theoretical part, the students should present an overview of the relevant theories in Translation Studies and the analysis of translation challenges encountered in the process of translation of the source text into the target language. There should be a clear link between the theories considered and the examples analyzed.

Other compulsory constituent parts of the Term Paper include the title page, table of contents, introduction, conclusion, bibliography, appendices (source text, glossary of terms – minimum 120 entries).

Students should work in close cooperation with scientific advisers, submit the parts of the paper according to the schedule (Appendix 6) and avoid unfair academic practices – plagiarism, submission of unedited machine translation, copying of the work of other students.

The Term Paper shall be publicly presented during a Viva Voce examination. Please draw up your presentation in PowerPoint or other presentation format. The presentation shall not last longer than 5 minutes. Clearly indicate the aims, tasks and major findings of your research.

2.4.

Bachelor Level: Terminological Project

Third year students of the Professional Bachelor Study Program “Technical Translation” are invited to develop a terminological project within the framework of the study course “Field Terminology Research and Practice”. The main aim of the given study course is to provide students with detailed introduction to terminology research and practice in the chosen field, including different engineering and social fields, as well as humanities and arts.

Within the framework of the given study course in general and in the process of terminological project development in particular, the students are expected to deepen previously acquired theoretical knowledge and attained practical skills to be used in order to more efficiently:

- identify terminological items (simple and complex terms, as well as terminological expressions);
- describe the role of terminological items in the process of special meaning transfer;
- employ the methods of term creation;
- use the existing strategies for term collection;
- analyze the principles of field terminology mining, corpus creation and annotation;
- learn how different terminological resources are organized;
- process terminological items (both monolingually and interlingually);
- align terminological items within the framework of the particular context;
- apply terminological items for special meaning transfer in both monolingual and multilingual environment;
- employ different computer-aided methods to fulfil both terminological and terminographic tasks;
- use the practical skills working with the existing terminology management tools and the adopted terminology planning strategies and activities;
- present terminological items in the digital environment and beyond;
- raise their terminological awareness not only within the scope of the selected scientific discipline, but also beyond it;
- undertake independent analysis of terminology related issues;
- conduct research (terminological project) on the leading trends and existing challenges in field terminology.

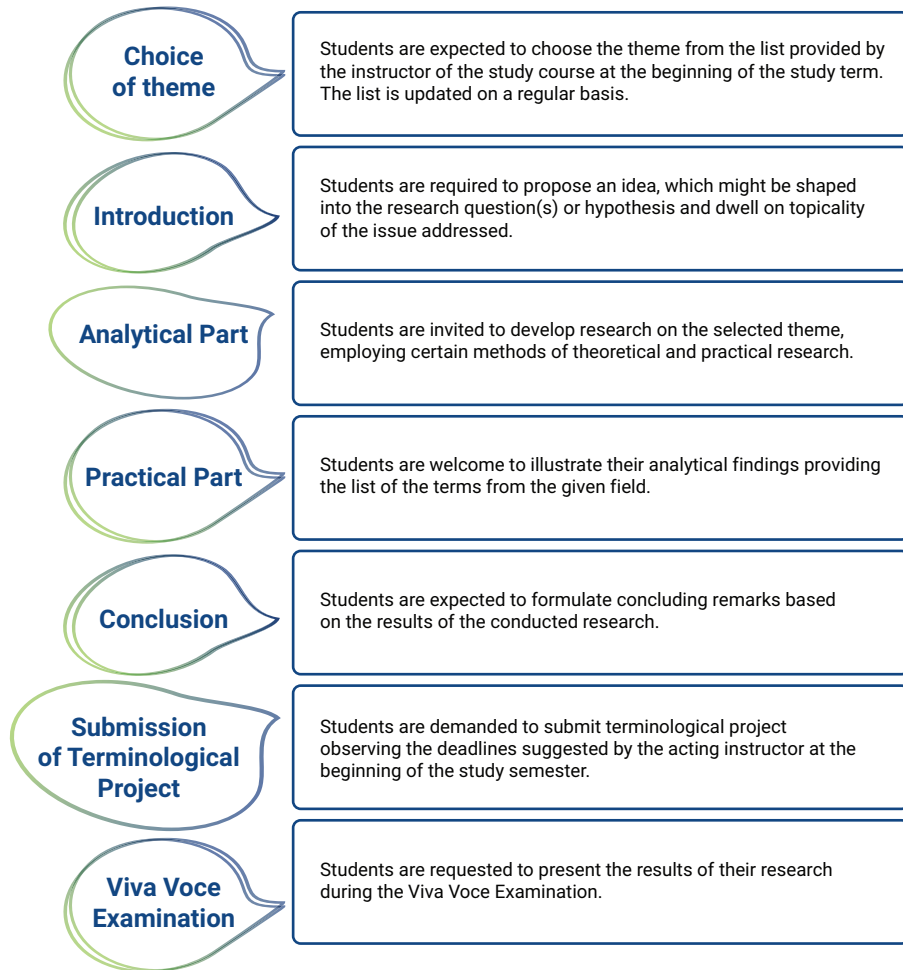


Figure 3. Terminological project development stages.

The development of the research paper (terminological project) allows students to demonstrate their abilities to critically examine field terminology related issues. The students are invited to develop the terminological project following the prescribed stages and consulting the acting instructor of the study course “Field Terminology Research and Practice”. The stages the student has to follow are presented in Figure 3.

2.4.1. Choice of Theme

At the beginning of the study semester, the students are provided with the list of the potential research themes. The students are expected to choose one theme to explore and are not allowed to consider the themes which are already engaged. The themes might be related to:

- Contrastive Analysis of Metaphoric Terms in the Field of ... in English and ...
- Color-based Terms in the Field of ... in English and ...
- The Role of Terms of Latin and Greek Origin in Technical Translation in the Field of ... in English and ...
- Canonical Forms in Technical Texts in the Field of ... in English and ...
- Types of Compound Terms Used in the Field of ... in English and ...
- The Analysis of Terms Based on Allusion in the Field of ... in English and ...
- Internationalisms vs. Local Terms in the Field of ... in English and ...
- Derivation as the Method of Term Formation in the Field of ... in English and ...
- Terms Created by Analogy in Technical Texts in the Field of ... in English and ...
- Synonyms, Variants and Doublets in Technical Texts in the Field of ... in English and ...

Please note that the list is not exhaustive and is subject to constant update. We kindly remind our students that they are welcome to propose their themes for research consulting the instructor; however, the theme of the terminological project should not coincide with the theme of any other research paper conducted by the student within the framework of other study courses.

2.4.2. Introduction

Within the framework of introduction, the students are invited to propose an interesting research question, which should be further investigated in the analytical part of terminological project. The introduction should contain information on the topicality of the chosen theme and enlist the research methods. The volume of introduction should be 1-2 pages.

2.4.3. Analytical Part

The analytical part is devoted to the analysis of a particular field terminology related issue. It should be well-structured, and the main idea stipulated in the introduction should be well-substantiated by the examples further listed in the practical part of the terminological project. The volume of the analytical part should range from 5000 to 7000 words, excluding introduction and conclusion.

We invite our students to benefit from the application of multiple research methods in contrastive perspective, organizing their ideas in a coherent and cohesive way. The potential research methods are provided in Figure 4 (the list is not exhaustive).

We invite our students to fully observe the principles and norms stipulated in the Code of Ethics and the Code of Academic Integrity, listing all reference sources used within the framework of the terminological project in bibliography.

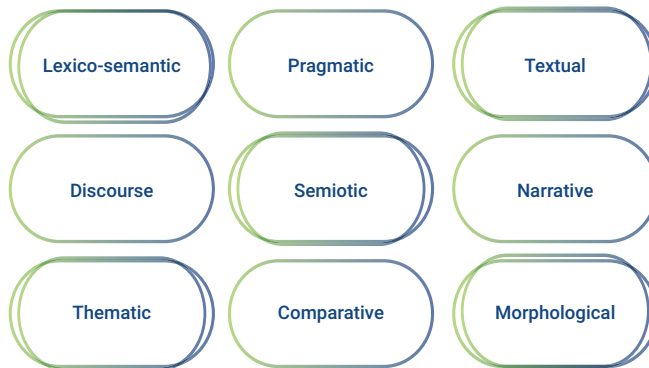


Figure 4. Research methods.

2.4.4. Practical Part

The practical part comprises the glossary of terms chosen to substantiate the ideas expressed in the analytical part of the terminological project. The glossary comprises the obligatory components and the complementary ones. The obligatory components are organized in Table 3 and include information on the source language term, its definition and source, as well as the corresponding target language term and its source.

Please note that in order to observe the principles of linguistic economy and contributing to better organization of entry data, the source and target language references should be encrypted and combined into the list provided after the glossary.

However, since the glossary of terms should be organized exhibiting the prevailing component of the research conducted in the analytical part, it requires students to thoughtfully identify those dominant components and add them to the glossary.

Please note that irrespective of the chosen theme and the prevailing components identified, inclusion of context-sensitive data is considered to be an advantage. Should the students illustrate the application of terms in context, they are required to provide reference.

Table 3. Glossary of Terms Organized Observing the Obligatory Components

No	SL term	Definition	Source	TL term	Source
1.	Red tape	Official rules and processes that seem unnecessary and delay results	SL1	Vilcināšanās (birokrātiska) ekon.	TL1

Table 4. Glossary of Terms Organized Observing both the Obligatory and Research Prevailing Components

Category	Data	Source / Comments
SL Term	Red tape	Commission of the European Communities
Definition	Official rules and processes that seem unnecessary and delay results	Cambridge Dictionary Online – Accessed on March 19, 2021
Source	SL1	
TL Term 1	Vilcināšanās (birokrātiska) ekon.	TL1
TL Term 2	Birokrātija	TL2
SL Method of Term Formation	Color-based term (function + visual similarity)	Color component is missing in the TL
TL Method of Term Formation 1	Semantic analogue (based on explanation / definition)	TL term 1 is basically the canonical form of the SL term explanation / definition
TL Method of Term Formation 2	Semantic analogue (based on translational equivalence)	TL term 2 is borrowed from French, literary meaning the same
SL Term Etymology	Legal and official documents have been bound with red tape since the 17th century and continue to be so. The first reference I can find to this practice is the 1696–1715 Maryland Laws	SL2
TL Context	Taking these arguments and the need to limit red tape into account...	SL3
SL Context	Ņemot vērā šos argumentus un nepieciešamību ierobežot birokrātiju ...	TL3

SL Sources:

SL1 – <https://dictionary.cambridge.org/dictionary/english/red-tape> – Accessed on March 19, 2021

SL2 – <https://www.phrases.org.uk/meanings/red-tape.html> – Accessed on March 19, 2021

SL3 – <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0436:FIN:EN:PDF> – Accessed on March 19, 2021

TL Sources:

TL1 – <https://www.letonika.lv/groups/default.aspx?q=red%20tape&s=0&g=2&r=10331062> – Accessed on March 19, 2021

TL2 – <https://www.eurotermbank.com/search/red%20tape> – Accessed on March 19, 2021

TL3 – <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2005:0436:FIN:LV:PDF> – Accessed on March 19, 2021

Should the students, for instance, explore the theme *Color-Based Terms in the Field of Economics in English and Latvian*, they might benefit from the following organizational model of the glossary provided in Table 4.

The glossary should comprise at least 60 terms, which should be numbered and organized into the table following either an alphabetical or thematic approach.

2.4.5. Conclusion

In conclusion, the students are expected to formulate final remarks based on the obtained results of the conducted research, identifying whether the research questions have been answered in full capacity. The volume of the conclusion is 1–2 pages.

2.4.6. Submission of Terminological Project

The students are expected to submit their terminological projects to the instructor(s) observing the deadline identified at the beginning of the study semester. Should the deadline be violated, the instructor is authorized to reject the submission of the terminological project if no evidence of mitigating circumstances is provided.

2.4.7. Viva Voce Examination

Should the terminological project be submitted observing the deadline, the students are admitted to the Viva Voce Examination. The students are invited to organize the results of their research into 5 minutes long presentation, which is crafted in PowerPoint or any other presentation software adopted by the Viva Voce Examination Committee. The presentation is followed by the Q&A session.

The Viva Voce Examination Committee is headed by the responsible instructor of the study course and comprises all lecturers (instructors) working with the students.

Internships

03

- 3.1. Bachelor Level: Internship
- 3.2. Master Level: Compulsory Internship
(Translation Methods and Practice)
- 3.3. Master Level: Qualification Internship

3.1.

Bachelor Level: Internship

During the second year of studies, students undertake fieldwork – Desk-officer Practice. This fieldwork is one of the key elements in the study program, as it provides students with an in-depth experience in the chosen profession. The duration of the fieldwork is four weeks.

The tasks of the fieldwork are set for each student:

- to get familiarized with work organization procedures at an office, enterprise or institution;
- to develop record management skills;
- to develop office management skills and norms of business communication;
- to develop skills in running office equipment;
- to develop translation skills.

Once the student has found a company that is willing to provide fieldwork, a trilateral agreement has to be generated by RTU ORTUS Document Management System. The student has to provide the following information so that the system can generate the agreement:

- name of the company or organization;
- company registration number;
- company acts in accordance with statutes, by attorney or franchise;
- company address;
- company representative with signatory powers and his / her position;
- Fieldwork Supervisor, his / her position and e-mail address;
- fieldwork dates.

Upon completion of the fieldwork, the Fieldwork Supervisor fills out an electronic reference form providing assessment to student skills in the respective professional field, personal attitude and contribution as well as performance. To complete the fieldwork, student has to submit a fieldwork report and present it publicly.

Learning outcomes of the fieldwork include but are not limited to:

- ability to improve the knowledge of fundamentals of record management and demonstrate administrative skills and compliance to the norms of business communication;
- ability to register and conduct telephone communication, work at the reception, register personal applications, and fulfil the orders of the manager;

- ability to demonstrate excellent knowledge of written and spoken communication in all working languages;
- ability to edit, manage, and translate business correspondence, minutes, reports and other relevant documents;
- ability to work with computer and other office equipment, use various software tools intended for document processing, translation, managing, editing and printing documents and correspondence.

Students are advised to consider the need to undergo internship in the 3rd semester if they plan to participate in ERASMUS mobility program. It is recommended to undergo internship in Latvia.

3.2.

Master Level: Compulsory Internship (Translation Methods and Practice)

First year students of the Professional Master Study Program “Technical Translation” are required to undergo internship, which is scheduled in the second study semester. The study course VIA010 “Internship (Translation Methods and Practice)” comprises 6 credit points, which amounts to approximately 240 hours of both in-class and out-of-class activities.

The main aim of the internship is to perfect students’ theoretical knowledge and advance their practical skills and competence. The aim is achieved by encouraging students to demonstrate their ability to employ acquired expertise in full professional capacity performing any of the internship tasks.

The students are free to choose one out of three possible internship scenarios which are designed to pursue different interests: pedagogical (including curriculum design), editorial (comprising reviewing), terminological (involving terminography related applied research activities). The detailed information on every scenario is provided in the figures further in the text.

3.2.1.

Pedagogical Internship

The volume of the pedagogical internship is 192 academic hours, which comprise time allocated for in-class activities (up to 40 hours), out-of-class activities, including time required to prepare for the lectures and / or practical classes (up to 60 hours), revision of the students’ tasks and

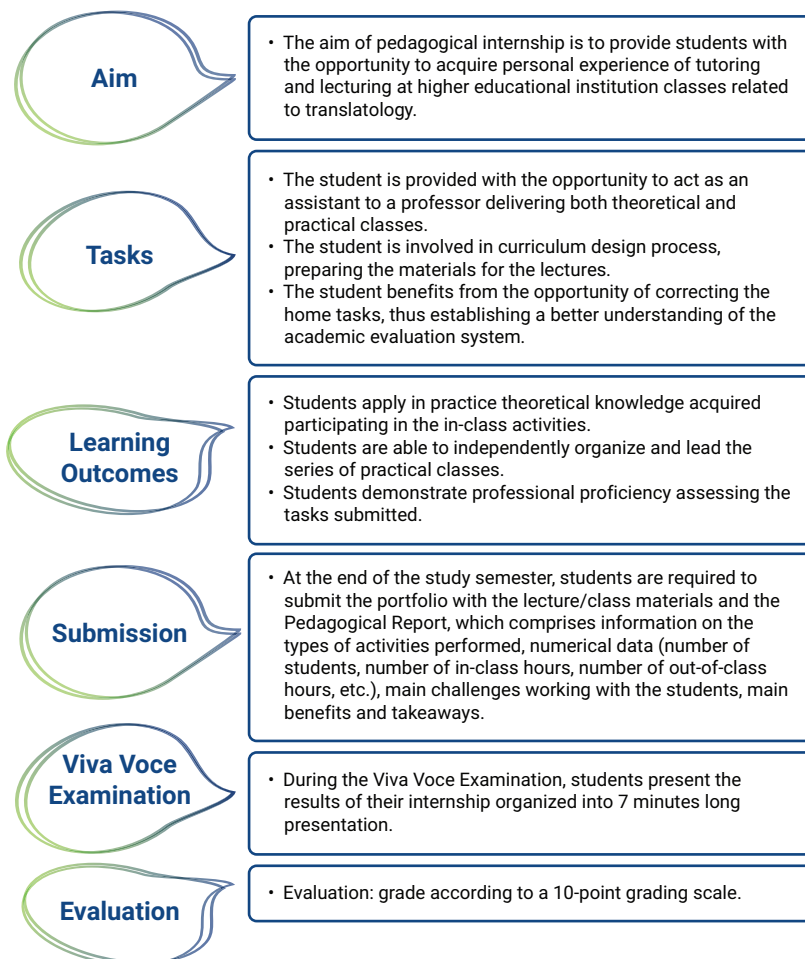


Figure 5. Pedagogical scenario.

communication with students (up to 60 hours) as well as consulting the tutor and drawing the presentation and Report (up to 32 hours). The students should submit the portfolio containing the materials prepared for every in-class activity (lecture, practical class, seminar), summary of the tasks assigned and revised, reference sources consulted in full or limited capacity to prepare for the class work.

The students, who can provide sufficient evidence of translatology-related pedagogical experience, should contact the Head of the Study Program to fill in the form of recognizing extracurricular activities.

3.2.2. Editorial Internship

Should the students want to focus on an editorial scenario, they are invited to follow the stages prescribed in Figure 6.

Should the students choose to perform editorial, reviewing and localization tasks, they shall be assigned a tutor responsible for evaluating their work at different stages. The volume of the texts students are expected to edit, review and / or localize is up to 25,000 words. Upon completion of the editorial internship alongside the Editorial Report, the students are required to submit the portfolio containing all corrected texts.

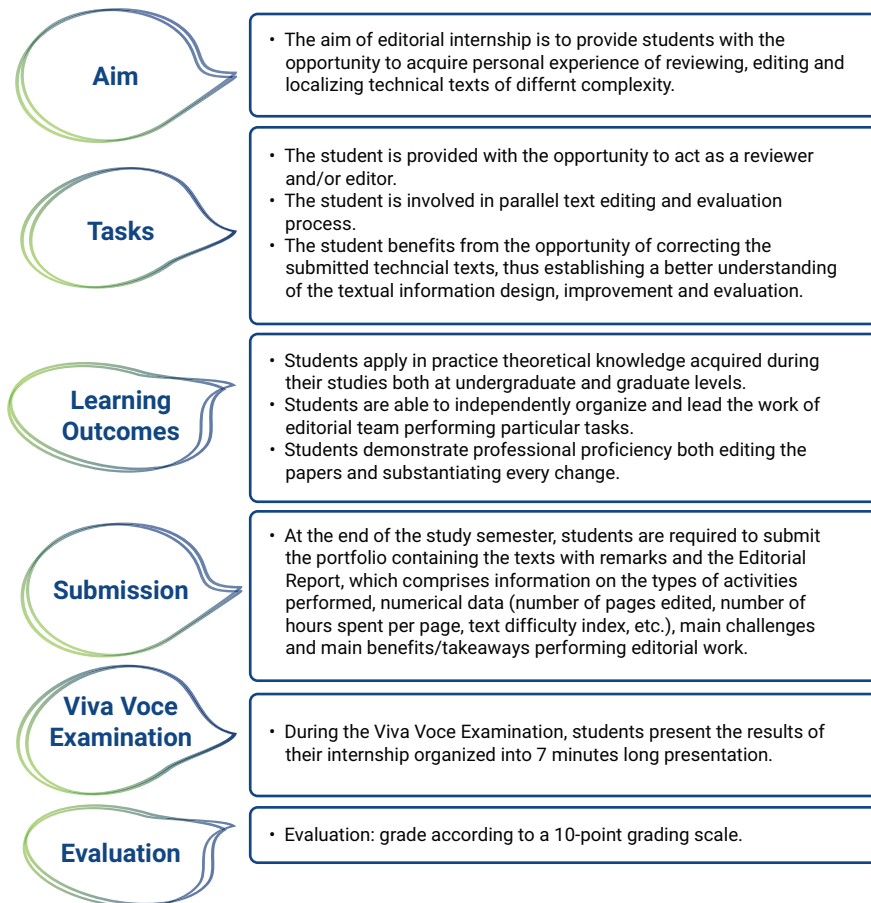


Figure 6. Editorial scenario.

We kindly remind our students that editing and / or reviewing any texts requires observing the norms and rules stipulated in the Code of Ethics and the Code of Academic Integrity. It implies providing respectful comments to the authors and substantiating every change introduced.

3.2.3. Terminological Internship

Should the students decide to undergo terminological internship, their work is going to be organized observing the data provided in Figure 7.

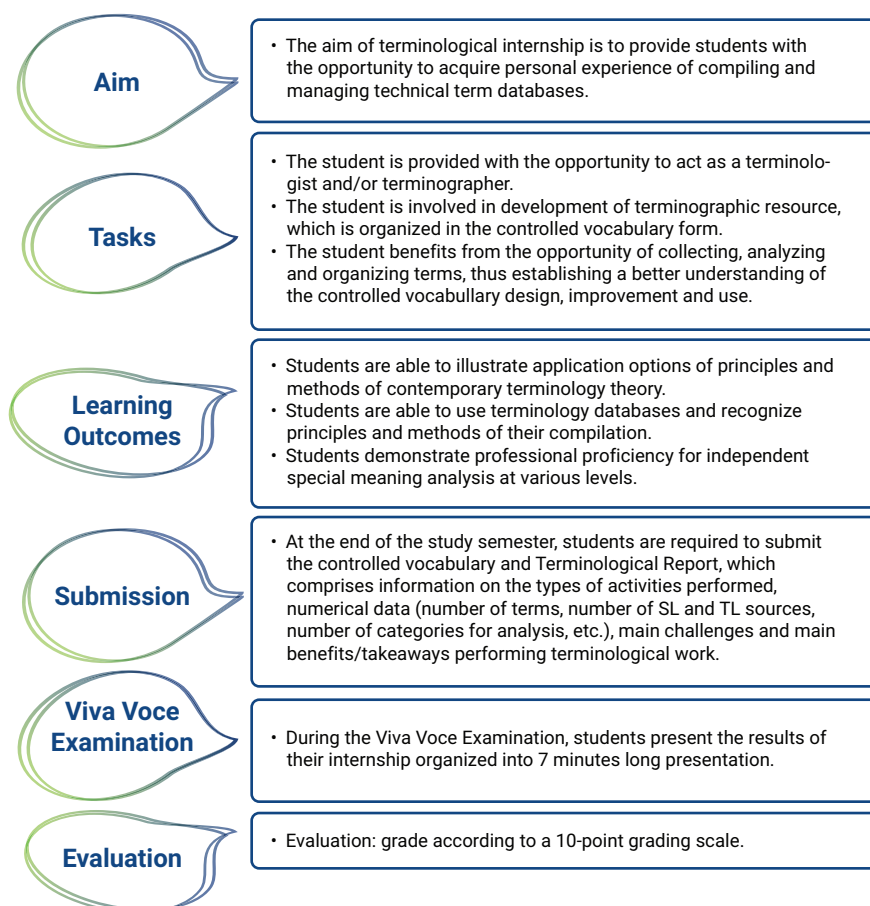


Figure 7. Terminological scenario.

Upon the completion of the terminological internship, the students are invited to submit their controlled vocabularies in the digital form, which should contain at least 150 terms. The students might benefit from designing any type of controlled vocabulary in contrastive perspective, including key term list (glossary), subject field taxonomy, thesaurus and / or ontology. Should the student choose a more complicated type of controlled vocabulary, the efforts shall be assessed accordingly.

The types of controlled vocabularies are addressed in full capacity both within the framework of the undergraduate study courses, such as “Terminology Research in the Era of Digital Humanities” and “Field Terminology Research and Practice” (see Section 2.4 of the given Manual), as well as within the framework of the graduate study course, e.g., “Terminology and Terminography”.

We kindly remind our students to observe the guidelines typical of every type of controlled vocabulary and avoid mixing and blurring.

Please note that the use of any Terminology Management System (TMS) is considered to be an advantage and is awarded additional points.

3.2.4. Viva Voce Examination

Irrespective of the type of internship undertaken, students are required to present the results of their work to the Viva Voce Examination Committee. The Head of the Study Program is the Head of the Committee, which also comprises study course acting instructor(s) and coordinator(s).

The students are invited to submit their portfolio or controlled vocabulary as well as the internship report 3 working days before the date of the Viva Voce Examination to allow the members of the Committee to get acquainted with the results obtained.

Each student is required to prepare a 7 minutes long presentation using PowerPoint or any other presentation software approved by the Head of the Study Program.

3.3.

Master Level: Qualification Internship

The students who enroll in the Professional Master Study Program “Technical Translation” holding an academic Bachelor degree or professional Bachelor degree in the areas other than translation shall undergo the Qualification Internship amounting to 20 CP (30 ECTS) in order to be eligible for obtaining Level 5 of professional qualification of a translator, which corresponds to Levels 6 and 7 of the Latvian Qualification Framework (LQF). 20 CP translate into 800 hours of in-class and out-of-class translation practice. Qualification Internship is a necessary precondition for obtaining a professional Master degree in technical translation.

The students undergo the Qualification Internship during the 3rd semester of their Master studies under supervision of a scientific adviser and, if applicable, an industry expert. The students should contact a scientific adviser for the Qualification Internship, and upon receipt of agreement from the adviser, to complete Qualification Internship Proposal Form (Appendix 13).

The aims, tasks and learning outcomes of the Qualification Internship are given in Figure 8.

The procedure for undergoing Qualification Internship is illustrated in Figure 9.

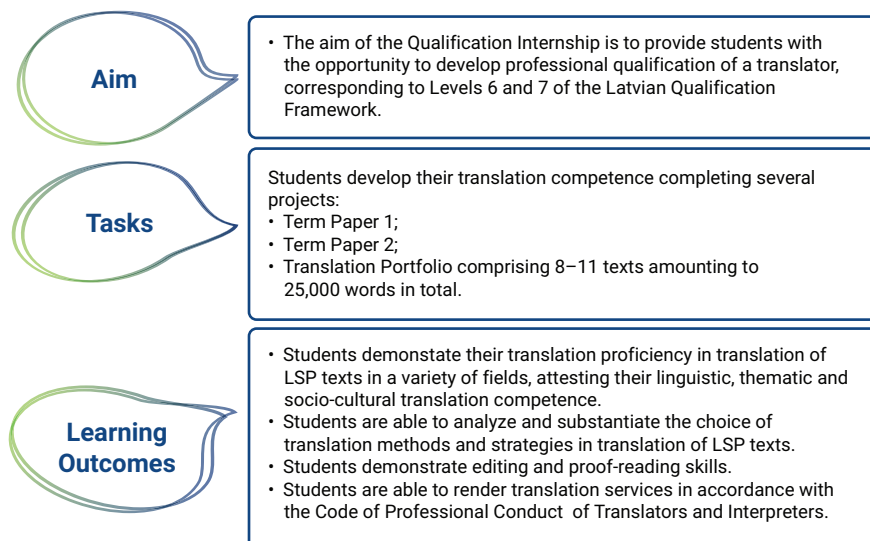


Figure 8. The aims, tasks and learning outcomes of the Qualification Internship.

Planning	<ul style="list-style-type: none"> • Finding a perspective scientific adviser for the Qualification Internship • Completing the Qualification Internship Proposal Form (Appendix 13) specifying the name of the scientific adviser and submitting it to the Coordinator of the Study Program
Term Paper 1	<ul style="list-style-type: none"> • Finding a source text for Term Paper 1 and getting the text approved • Submission of the practical part of the Paper • Submission of the theoretical part of the Paper • Submission of the final draft of the Paper • Viva Voce Examination
Term Paper 2	<ul style="list-style-type: none"> • Finding a source text for Term Paper 2 and getting the text approved • Submission of the practical part of the Paper • Submission of the theoretical part of the Paper • Submission of the final draft of the Paper • Viva Voce Examination
Translation Portfolio	<ul style="list-style-type: none"> • A student receives the texts from the scientific adviser • The texts are sent to the scientific adviser for checking
Assessment	<ul style="list-style-type: none"> • Each component of the Qualification Internship is evaluated separately according to a 10-point grading scale

Figure 9. Qualification Internship procedure.

3.3.1. Term Paper 1

Term Paper 1 consists of the practical part (30 pages long translation of a text in the chosen field from English into Latvian / Russian) and the theoretical part (10 pages of theoretical review and analysis).

In the theoretical part, the students should present an overview of the relevant theories in Translation Studies and the analysis of translation challenges encountered in the process of translation of the source text into the target language. There should be a clear link between the theories considered and the examples analyzed.

Other compulsory constituent parts of the Term Paper include the title page, table of contents, introduction, conclusion, bibliography, appendices (source text, glossary of terms – minimum 100 entries).

The Term Paper shall be publicly presented during a Viva Voce examination. The presentation prepared in PowerPoint shall not last longer than 5 minutes.

3.3.2. Term Paper 2

Term Paper 2 consists of the practical part (40 pages long translation of a text in the chosen special field from English into Latvian / Russian) and the theoretical part (15 pages of theory overview and analysis).

In the theoretical part, the students should present an overview of the relevant theories in Translation Studies and the analysis of translation challenges encountered in the process of translation of the source text into the target language. There should be a clear link between the theories considered and the examples analyzed.

Other compulsory constituent parts of the Term Paper include the title page, table of contents, introduction, conclusion, bibliography, appendices (source text, glossary of terms – minimum 120 entries).

The Term Paper shall be publicly presented during a Viva Voce examination. The presentation prepared in PowerPoint shall not last longer than 5 minutes.

3.3.3. Translation Portfolio

The total volume of the Translation Portfolio shall be 25,000 words (100 translator pages). The texts to be included in the Translation Portfolio are selected by the scientific adviser; these are medium to advanced complexity texts in a variety of fields (minimum 5, including but not limited to architecture, civil engineering, ICT, power and electrical engineering, environmental engineering, economics, mechanical engineering, etc.). The student shall accompany translation of each text with a glossary of professional vocabulary comprising the minimum of 20 entries.

Alternatively, a student may complete the particular internship tasks either by performing a translation of the compatible volume commissioned by an enterprise, state or municipal institution, or by rendering translation services in the specified amount participating in the projects implemented by the Institute of Applied Linguistics. In either case, student's performance shall be supervised by the scientific adviser.

3.3.4. Assessment

Student's performance within the Qualification Internship is continuously assessed. The students shall present the results of their work at two Viva Voce examinations and have their Translation Portfolio assessed for compliance with the quality criteria – texts shall be translated at the advanced professional level corresponding to Level 5 of professional qualification (<http://www.nki-latvija.lv/en/par-lki>).

04

Graduate Papers

- 4.1. Bachelor Paper
- 4.2. Master Thesis
- 4.3. Tips on Conducting Research: Methodology

4.1. Bachelor Paper

Upon completion of the Professional Bachelor Study Program, the students are expected to develop Bachelor Paper, which amounts to 12 credit points and equals 18 ECTS points. The main aims of the Bachelor Paper are:

- to ensure students with the opportunity to independently apply the acquired theoretical knowledge in conducting research and implementing empirical tasks;
- to develop and improve critical thinking and analytical skills required to work individually addressing the mainstream theoretical issues in the field of Translation Studies;
- to improve students' ability to analyze topical translational challenges in a particular scientific and / or technical field;
- to assess students' ability to validate and publicly present the results of their work;
- to attest the overall level of students' theoretical and practical qualification for being enrolled into post-graduate study program.

Please note that the formatting guidelines stipulated in "Formatting and Style Guidelines for Study and Graduate Papers" should be fully respected.

The Bachelor Paper is a coherent and well-organized theoretical and empirical research crafted under the supervision of the appointed scientific adviser and is developed observing the deadlines stipulated in the Bachelor Paper Progress Report (hereinafter BPPR). The BPPR (Appendix 7) is provided to every student at the beginning of eighth study semester and should be filled in, signed and submitted to the Coordinator of the Study Program alongside the bound Bachelor Paper.

Please note that should the students fail to meet the deadlines stipulated in the BPPR without having provided sufficient evidence of the mitigating circumstances, their Bachelor Paper will be rejected and they will be required to re-enroll.

The decision if the students experience exceptional situation and / or condition that might have a significant impact on the development of the Bachelor Paper or totally impede meeting the deadlines stipulated is taken by the Head of the Study Program. The request for recognizing mitigating

circumstances has to be well-substantiated and comprise all supporting documents. The students are invited to use the Mitigating Circumstances Recognition Form (see Section 1.6).

Please note that each case is analyzed individually and the decision may not be extrapolated to other seemingly analogous cases.

4.1.1. Organization Procedure

The development of the Bachelor Paper is a comprehensive and systematic activity, which is accomplished observing a certain organization procedure. The BPPR contains all relevant information on the dates and stages to follow.

The detailed procedure that shall be followed developing a Bachelor Paper is presented in Figure 10.

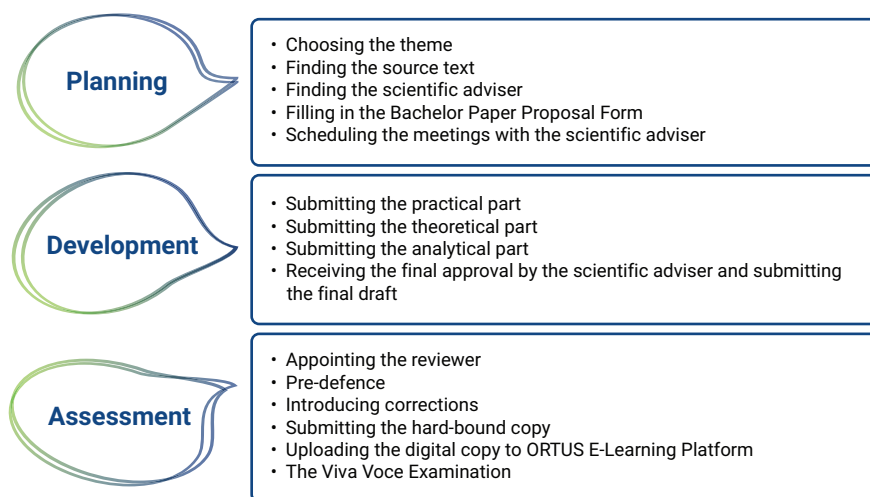


Figure 10. Bachelor Paper development stages.

4.1.2. Choosing the Theme

The students of the study program may be inspired by one of the themes provided in the list, which is subject to annual update. The list of the potential Bachelor Paper themes is available on the Faculty webpage, the Faculty Bulletin Board and in the Program Office. Since the list of the themes is very exhaustive, one academic year students are not allowed to choose the same themes. The Coordinator of the Study Program is responsible for registering the themes.

Please note that should the student choose to propose a newly formulated theme, it should be approved by both the scientific adviser and the Head of the Study Program before the development of the Bachelor Paper.

4.1.3. Finding the Source Text

Alongside choosing the theme for the Bachelor Paper, the students are requested to find the source text for translation and approve it by sending the e-mail inquiry to the Coordinator of the Study Program.

The source text should be originally written in English and should not have been translated before to the working language of the student (mainly Latvian and / or Russian) by any other student or professional translator. Please see Section 1.4 for other information on choosing the text for translation.

4.1.4. Finding the Scientific Adviser

Should the students choose the theme and find the source text, they are invited to find the scientific adviser observing the deadlines stipulated. The list of potential scientific advisers is available on the Faculty Bulletin Board or can be obtained in the office of the Coordinator of the Study Program. We kindly invite our students to remember that the list of scientific advisers and the number of Bachelor Papers they are ready to take for supervision is subject to change based on their workload. Should the student fail finding the scientific adviser until the deadline, it will be appointed by the Head of the Study Program.

Please note that the Order of the Head of the Institute of Applied Linguistics comprising the list of the students eligible to develop their Bachelor Papers, the themes and scientific advisers should be signed before the beginning of the 8th study semester.

4.1.5.

Filling the Bachelor Paper Proposal Form

Should the students choose the theme, get approval for the source text and find the scientific adviser, they are required to fill in the Bachelor Paper Proposal Form (Appendix 12). The Form should be signed by the scientific adviser and submitted to the Coordinator of the Study Program. The theme of the Bachelor Paper may be modified in the course of development of the paper, but it is prohibited to modify the theme after the pre-defense. Should the theme be changed, the student shall submit a new Bachelor Paper Proposal Form signed by the scientific adviser.

4.1.6.

Scheduling the Meetings with the Scientific Adviser

We kindly remind our students that they take full responsibility scheduling the meetings with their scientific advisers, contacting them via ORTUS platform, e-mail or approaching them during their consultation hours. The scientific advisers are invited to schedule regular (e.g., once or twice a month) online and / or onsite individual consultations. At these consultations, scientific advisers advise on the selection of the relevant literature to be reviewed in the theoretical part of the Bachelor Paper, help in selecting most illustrative examples for analysis, help in solving translation challenges, provide tips on design of a successful presentation.

Please mind that the scientific adviser shall not write the paper instead of you. Your research and analysis should be independent and reflect your own understanding of the concepts and ideas you address in your paper. You also have to make your own conclusions.

The scientific advisers shall be accessible and react at student queries in the period of no more than 2 business days. At the same time, students shall not expect that scientific advisers will check their paper during weekends and holidays, as well as in case the paper or its part is submitted at the last moment.

4.1.7.

Submitting the Practical Part

Since the students are pursuing their degree in a professional study program, it is absolutely crucial for them to start the development of their Bachelor Paper with the practical part. The practical part is basically a written translation of the technical text in a particular field, including civil engineering, architecture, computer science, power engineering, electrical engineering, telecommunications, engineering economics, chemistry, materials science, machine building, etc. The translation is mainly performed from English into Latvian / Russian; however, upon the written consent of the Head of the Study Program some other language combinations can be considered.

The volume of the practical part is ranging from 17,000 to 20,000 words, assuming that one page comprises 280–330 words and is organized following the approved formatting guidelines.

4.1.8.

Submitting the Theoretical Part

Within the framework of the theoretical part of the Bachelor Paper, the students explore a particular theoretical issue consulting the mainstream literature in light with the hypothesis proposed. We invite our students to discover multiple contexts of the interlingual and intercultural research and consider reference sources relevant to both languages and cultures.

Upon completion of the theoretical part, it should be submitted to the scientific adviser for revision.

4.1.9.

Submitting the Analytical Part

Should the students finalize their theoretical part, they are invited to develop the analytical part, which is aimed at substantiating theoretical findings and hypothesis put forward in the introduction of the Bachelor Paper with the examples from the practical part of the Bachelor Paper. The students might benefit from employing different research methods in contrastive and / or multilingual comparative perspective.

We kindly remind our students that irrespective of the theme of their Bachelor Paper, they should put a special emphasis on the translation strategies and methods they employed to resolve particular translational issues.

Please note that the analytical part is neither aimed at simply enlisting all the examples from the practical part without any explanation, nor is meant to contain any examples, which cannot substantiate the theoretical findings and the author's ideas expressed even though they might present a particular interest for analysis.

4.1.10. Receiving the Final Approval by the Scientific Adviser and Submitting the Final Draft

The students should submit the completed draft of the Bachelor Paper to the scientific adviser for final revision and approval observing the deadlines stipulated. Should the scientific adviser confirm the Bachelor Paper has been developed in line with all relevant requirements, the students are invited to submit the spiral-bound copy of the Bachelor Paper to the Coordinator of the Study Program.

4.1.11. Appointing the Reviewer

The Head of the Study Program is responsible for appointing the reviewer for each successfully developed Bachelor Paper. The Order of the Head of the Institute of Applied Linguistics containing information on the themes, scientific advisers and reviewers should be effective before the Viva Voce Examination.

4.1.12. Pre-defense

We kindly invite our students to remember that only Bachelor Papers which have been developed in line with relevant requirements and observing the deadline stipulated in the BPPR are admitted to the pre-defense. The Pre-defense Committee comprises the Head of the Study Program, the Head of the Institute of Applied Linguistics, the scientific advisers and reviewers. The Head of the Study Program leads the work of the Committee.

At the pre-defense, the students are presenting the results of their research organized in the 7-minutes long presentation crafted in Power Point or any other presentation software approved by the Head of the Study Program. The presentation is followed by Q&A session.

Please note that the pre-defence procedure and the Q&A session are compulsory and are required to recognise and evaluate the performance of the students not to make them feel uncomfortable under the pressure.

The pre-defense is aimed at recognizing the efforts of the students developing their Bachelor Paper and admitting that the Bachelor Paper has been designed in line with all relevant requirements and is ready to be presented to the Viva Voce Examination Committee for awarding the Bachelor of Arts Degree and the Qualification of Technical Translator.

The decision of the Pre-defense Committee may range from immediate pass to pass with minor corrections and failure. Should the Bachelor Paper be assigned the failure grade, it is withdrawn and rejected the re-submission.

4.1.13. Introducing Corrections

The students are expected to introduce the corrections suggested by the Pre-defense Committee and the reviewer observing the deadline stipulated in the BPPR. We remind our students that they are responsible for contacting both reviewer and scientific adviser for questions and consultations.

After corrections are introduced and the final approval from the scientific adviser is received, the scientific adviser fills in the Bachelor Paper Reference Form (Appendix 18), laying down the assessment of the work performed.

4.1.14. Submitting the Hard-Bound Copy

The ready-made Bachelor Paper should be printed out, signed and submitted as a hard-bound copy to the Coordinator of the Study Program at least 5 business days before the Viva Voce Examination. The students are given freedom to choose the color of the cloth for binding the Bachelor Paper, which should be lettered in silver or gold, stating the name of the university, type of the graduation paper and the academic year.

4.1.15.

Uploading the Digital Copy to ORTUS E-Learning Platform

We kindly remind our students that only those, who have managed to upload the full digital copy of their Bachelor Paper into ORTUS e-learning platform at least 5 business days before the Viva Voce Examination, are admitted to publicly present the results of their research at the Viva Voce Examination.

Please note that the system generates the unique report confirming the submission of the Bachelor Paper, which should be printed out, signed and submitted to the Coordinator of the Study Program with the hard-bound copy of the Bachelor Paper.

4.1.16.

Viva Voce Examination

Should the students complete all the Bachelor Paper development stages, they are invited to publicly present the results of their research at the Viva Voce Examination.

Prior the Viva Voce, the students should contact the reviewer of their paper to receive a question with regard to the contents and findings made in the paper.

The presentation should last 7 minutes and is followed by Q&A session, including the questions from the reviewer, the Committee and the audience. Depending on the organization procedure, a reviewer may either publicly read the review of the Bachelor Paper (Appendix 20), or just inform the Viva Voce Examination Committee that the paper has been assessed positively.

The Viva Voce Examination is a public event, which can be organized onsite or online. The date of the Viva Voce Examination is announced beforehand by the Head of the Study Program.

The Viva Voce Examination Committee comprises the Faculty members of the academic staff (at least 2), the invited professors (1 or 2) and the representatives of the industry (at least 2).

The Viva Voce Examination Committee decides whether the student can be awarded the Bachelor of Arts Degree and the Qualification of Technical Translator.

We remind our students to use the time allocated for the presentation wisely, without giving too much attention to organizing and structuring matters, i.e., there is no necessity to comment on every aim, every task and contents of the Bachelor Paper. The students are expected to establish the well pronounced correlation between the hypothesis and topicality formulated in the introduction (approximately 1 min), the issues addressed in the theoretical part (approximately 2 min) and substantiated in the analytical part (approximately 3 min) as well as present the conclusions (approximately 1 min).

Please note that all visual materials used to substantiate the findings should be addressed properly.

The students are invited to deliver their presentation using PowerPoint or any other presentation software if approved by the Head of the Study Program.

We advise our graduate students to make sure they avoid some mistakes during the Viva Voce Examination that can have a significant adverse impact on the final grade awarded for the Bachelor Papers. Please follow these guidelines to secure your best performance!

- Carefully check the information you put on the slides. Mistakes and misprints on the slides can create a negative impression.
- Rehearse your presentation speech several times to make sure you know how to pronounce complicated terms and that your speech does not exceed the specified time limit (7 minutes).
- Speak with confidence. Your speech should be artistic and argumentative.
- Observe the academic dress code.

Finalizing the Viva Voce Examination, the Head of the Viva Voce Examination Committee should invite all but the members of the Committee to withdraw, as the Committee should take the decision on the results in private. Every Bachelor Paper is assessed according to a 10-point grading scale. The decision on every Bachelor Paper is taken by voting, the Head of the Viva Voce Examination Committee has a casting vote in case of a tie.

We respect the freedom of our students to choose whether they want the results of their work to be announced publicly or privately. The decision should be taken at the beginning of the Viva Voce Examination.

Title page	<ul style="list-style-type: none"> • Features the title of the Bachelor Paper, the name of the student and student ID number.
Work Performance and Assessment Sheet	<ul style="list-style-type: none"> • Signed by the student and scientific adviser (Appendix 16).
Declaration of Academic Integrity	<ul style="list-style-type: none"> • The signed confirmation that the Bachelor Paper does not contain any information from unacknowledged sources (Appendix 15).
Abstract	<ul style="list-style-type: none"> • A short statement provided in English and Latvian (amounting to 250–300 words) and containing the key theoretical and empirical findings of the Bachelor Paper.
Table of Contents	<ul style="list-style-type: none"> • Enlists all chapters and numbered sections providing page number for each.
Introduction	<ul style="list-style-type: none"> • The introduction amounts to 2 pages and should contain relevant data on the hypothesis, aims, tasks, topicality, novelty and research methods.
Theoretical Part	<ul style="list-style-type: none"> • The volume of the theoretical part is approximately 15 pages. The Theoretical Part is basically the theme-driven survey of the mainstream literature.
Analytical Part	<ul style="list-style-type: none"> • The volume of the analytical part is approximately 15 pages. The analytical part dwells on the results of the research and contains examples from the practical part of the Bachelor Paper.
Practical Part	<ul style="list-style-type: none"> • The volume of the practical part is ranging from 21000 to 24000 words. The practical part comprises the translation of the approved source text.
Conclusion	<ul style="list-style-type: none"> • The conclusion amounts to 2 pages; it should contain information on the main theoretical findings and empirical results of the research.
Bibliography	<ul style="list-style-type: none"> • Listing all works and dictionaries used in the development of the Bachelor Paper.

Figure 11. Obligatory sections of the Bachelor Paper.

4.1.17. Structure of the Bachelor Paper

The Bachelor Paper contains both the compulsory and optional sections. The compulsory sections of the Paper include: title page, Work Performance and Assessment Sheet (hereinafter WPAS) (Appendix 16), abstract, declaration of academic integrity, table of contents, introduction, theoretical part, analytical part, practical part, conclusion, bibliography, glossary of terms and

lexical items of general language, source text. Whereas the optional sections comprise: acknowledgement, surveys, list of tables, list of figures, list of acronyms and any appendices. The compulsory structure of the Bachelor Paper is provided in Figure 11.

4.1.18. Introduction and Conclusion

The introduction of the Bachelor Paper should be up to 2 pages long and should contain information about the topicality of the given research and substantiated needs analysis, as well as should comprise:

- the hypothesis stating the main challenge to be explored and substantiated;
- the main aims, which should be rooted in the formulated hypothesis;
- the key tasks, which should be fulfilled in order to achieve the main aims and prove the hypothesis;

Please note that “to provide coherent, cohesive and reader-friendly translation of the source text into the target language” is not an aim, but rather a task.

- the research methods employed to address the issues in the analytical part of the Bachelor Paper;
- the limitations of the research if any, e.g., limited access to required data and lack of the previous research data on the following theme.

The conclusion of the Bachelor Paper should be up to 2 pages long and should comprise information on the main research results, both theoretical findings and empirical challenges, proposals and / or recommendations for future research as well as should state if the hypothesis is considered to be proved. The students are invited to avoid using any quotations in the conclusion, as this section of the Paper should only comprise the ideas formulated and substantiated by the author of the Bachelor Paper.

Please note that in order to improve the visibility, recognition and processing of the results of the research, it is better to organize the main findings into the bullet point list.

4.1.19. List of the Bachelor Paper Themes

The list of themes for the Bachelor Paper is subject to annual update. The full list of the current themes is available on the Faculty webpage, the Faculty Bulletin Board and in the Program Office. The following themes can be considered both as possible options or as a source of inspiration:

1. ...nyms (Synonyms, Antonyms, Homonyms, etc.) in Technical Translation
2. A Case Study of Machine Translation: Problems and Solutions
3. Advantages and Disadvantages of Machine Translation
4. Analysis of Meaning Formation Patterns in Technical Translation
5. Choice of Words: Topicality and Fashion
6. Cognitive Approach to Translating Phraseological Units from English into ...
7. Cognitive Aspects of Text Translation in the Field of
8. Creative Aspects of Translation
9. Cross-Cultural Aspects of Technical Translation
10. Current Trends in Technical Translation
11. Discourse and Time (Topicality, Frequency and Fashion in Term Formation)
12. Idioms in Technical Text Translation
13. Importance of Background Knowledge in the Translation Process
14. Main Translation Theory Concepts Applied in the Translation of Informative Texts
15. Meaning Transfer: Metaphor and Metonymy
16. Metaphor as a Tool of Intercultural Understanding in English-Latvian / Latvian-English Translation
17. Pragmatic Aspects of Technical Translation
18. Rhetoric of a Modern Text in the Field of Economics
19. Strategies for Translating Idioms and Idiomatic Expressions
20. Strategies of Technical Text Translation: Norms and Deviations
21. Stylistic Devices in Technical Text Translation
22. Technical Translation: New Term Standardization
23. Term Formation in the Field of ...
24. Text Types and Decision Making in Translation
25. Text Viewed in Relation to Genre (Genre Analysis)
26. The Importance of Background Knowledge in Contemporary ... Text Translation
27. The Role of Context in Technical Text Translation
28. The Role of Terms in the Technical Discourse in the Field of ...
29. Translation and Style: Technical Text Translation in the Field of ...
30. Translation Challenges in Translating Promotional LSP Texts

4.1.20.

Bachelor Paper Assessment Criteria

The Bachelor Paper is a graduate paper that attests student's eligibility for the Bachelor of Arts Degree in Technical Translation (LQF Level 6) and professional qualification of a translator (Level 5 of professional qualification). The following list lays down the main assessment aspects that are taken into consideration by the members of the Examination Committee when they decide on the final grade:

- Topicality of the theme of the Bachelor Paper.
- Clearly formulated hypothesis that is not self-obvious and requires certain research effort to be validated.
- Aims (2–4) and tasks (4–7) consistent with the set hypothesis.
- Logical and well-organized content, the volume of the paper in accordance with the specified requirements.
- Application of the range of relevant research methods.
- Well-structured survey of the relevant literature.
- Clear link between theory and practice.
- Good balance between the ideas of other authors and student's own ideas.
- Observance of academic integrity principles: students should avoid plagiarism and provide proper references to all sources used.
- Accuracy of expression: the paper shall be written in a clear literary language observing the rules of contemporary academic writing.
- Analysis of relevant examples from the practical part of the Bachelor Paper that illustrate the statements made in the theoretical part and demonstrate student's ability to identify and solve translation challenges.
- Accurate formatting of the Paper in accordance with the Formatting and Style Guidelines for Study and Graduate Papers [7].
- The translation in the practical part shall amount to 60 pages; it should be performed at a good professional level and should not be performed using machine translation engines.
- Conclusion shall clearly present the findings made in the Bachelor Paper.
- Bibliography shall contain at least 30 relevant entries.
- Glossary of terms and items of professional vocabulary shall contain the minimum of 180 entries.
- Presentation skills demonstrated at the Viva Voce Examination.

The final grade is a summative result of three grades – the grade ascribed by the scientific adviser, the grade suggested by the reviewer of the paper and the grade the members of the Viva Voce Examination Committee ascribe for

the public presentation of the paper, considering how successfully a student can substantiate his/her ideas, discuss relevant concepts and answer unexpected questions.

4.2. Master Thesis

Upon completion of the Professional Master Study Program, students should develop a Master Thesis, which amounts to 20 credit points (30 ECTS points). The main aims of the Master Thesis are:

- To provide students with the opportunity to demonstrate their ability to conduct independent research applying a wide range of qualitative and quantitative research methods; collect, process and analyze empirical data; scientifically test and prove hypotheses and assumptions, and make substantiated conclusions.
- To advance students' knowledge in both mainstream and cutting-edge research in such areas as translation theory, language technologies, human-computer interaction in humanities, which shall be reflected in the theoretical part of the Master Thesis.
- To help students realize their intellectual potential and exercise their cognitive capacity, developing their high-order critical and analytical thinking, reflection, synthesis, and evaluation skills; Students' ability for analysis, synthesis and evaluation shall be demonstrated in the analytical part of the Master Thesis.
- To give students opportunity to demonstrate their advanced translation competence, including linguistic, thematic, socio-cultural, technical and industry-specific skills in translation of a technical text in the practical part of their Master Thesis.
- To advance students' public speaking and argumentation skills that shall be demonstrated during the Viva Voce Examination, when students present and validate their research results.
- To attest students' research capacity and preparedness for being enrolled in the Doctoral study programs.

Please note that the Master Thesis should be formatted in strict compliance with the "Formatting and Style Guidelines for Study and Graduate Papers".

The Master Thesis is an independent well-structured theoretical and empirical research that students develop during the last semester of

their studies. The Master Thesis is a research paper that attests student's eligibility for obtaining a professional Master degree (EQF Level 7) and professional qualification of a translator, if applicable. The Thesis is developed under supervision of the appointed scientific adviser holding a PhD degree in compliance with the deadlines stipulated in the Master Thesis Progress Report (hereinafter MTPR). The MTPR (Appendix 14) is provided to every student at the beginning of either the third or the fourth study semester (depending on the previous education). The MTPR should be filled in on the control dates, signed and submitted to the Coordinator of the Study Program alongside the bound Master Thesis.

Please note that should the students fail to meet the deadlines stipulated in the MTPR without having provided sufficient evidence of the mitigating circumstances, their Master Thesis will be rejected and they will be required to re-enroll.

The decision if the students experience exceptional situation and / or condition that might have a significant impact on the development of the Master Thesis or totally impede meeting the deadlines stipulated is taken by the Head of the Study Program. The request for recognizing mitigating circumstances has to be well-substantiated and comprise all supporting documents. The students are invited to use the Mitigating Circumstances Recognition Form (see Section 1.6).

Please note that each case is analyzed individually and the decision may not be extrapolated to other seemingly analogous cases.

4.2.1. Organization Procedure

The development of the Master Thesis is subject to strict regulation with regard to the timing and reporting. It shall be conducted in a systematic and responsible manner to ensure that relevant and sufficient time is allocated for the development, revision and editing of every part of the Thesis. The process is organized following an established organization procedure. **The MTPR contains all relevant information on the control stages and dates.**

Please mind that depending on whether you already have a qualification of a translator or not, the exact semester when you shall develop and publicly present your Master Thesis will differ. Students who possess the qualification, shall develop their Master Thesis in Semester 3, whereas students who do not have it, shall undertake an additional semester of studies dedicated to building professional knowledge and gaining professional translation experience in order to obtain the qualification of a translator.

The stages of development of the Master Thesis are presented in Figure 12.

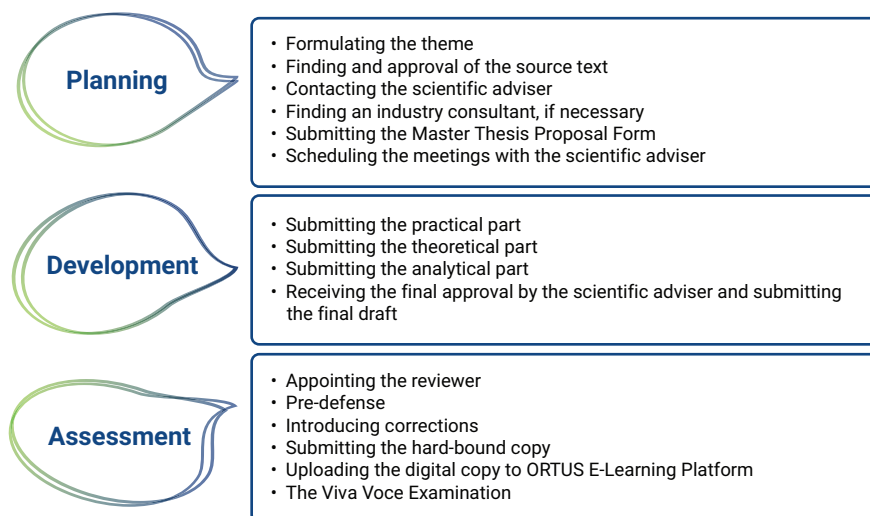


Figure 12. Master Thesis development stages.

4.2.2. Formulating the Theme

The students of the study program propose an independently formulated theme and explore the issues beyond those stipulated in the present Handbook. The theme should be approved by both the scientific adviser and the Head of the Study Program before the development of the Master Thesis. Having decided on the theme, students fill in and submit the Master Thesis Proposal Form (Appendix 14). The Coordinator of the Study Program is responsible for registering the themes.

The theme of the Master Thesis may be modified in the course of development of the Master Thesis, but not after the pre-defense. Should the theme be changed, the student shall submit a new Master Thesis Proposal Form signed by the scientific adviser.

4.2.3. Finding the Source Text

Alongside choosing the theme for the Master Thesis, the students should find the source text for translation. Since the students of the professional Master study program are given considerable freedom in choosing the field of specialization, the source text may cover a variety of thematic issues, including but not limited to civil engineering, architecture, computer science, power engineering, electrical engineering, telecommunications, engineering economics, chemistry, materials science, machine building, etc. The text may also be commissioned for translation by an agency, company or institution. It is important to make sure that the text has not been previously translated into the respective target language. The text should be approved by the Coordinator of the Study Program.

4.2.4. Finding the Scientific Adviser

When the students have decided on the theme of their Master Thesis and have chosen the source text, they are invited to contact a perspective scientific adviser and an industry consultant (if necessary), observing the deadlines stipulated in the MTPR. The list of potential scientific advisers is available on the Faculty Bulletin Board or can be obtained in the Program Office. We kindly remind our students that the list of scientific advisers and the number of Master Theses they are ready to supervise is subject to change. Should the student fail to find a scientific adviser until the deadline, they will be appointed by the Head of the Study Program.

Please mind that only the members of academic personnel who hold a PhD or Doctoral degree are eligible to supervise Master Theses. If a particular scientific adviser does not hold a respective degree, he/she may take on the function of consultants to your Thesis.

4.2.5. Submitting the Master Thesis Proposal Form

When the students have decided on the theme, obtained approval for the source text and found the scientific adviser, they are required to fill in the Master Thesis Proposal Form (Appendix 14). The Form should be signed by the scientific adviser and submitted to the Coordinator of the Study Program.

Please note that the Order of the Dean of the Faculty of E-Learning Technologies and Humanities comprising the list of the students eligible to develop their Master Theses, the themes and scientific advisers should be signed before the beginning of the last study semester. Should the students fail to timely submit the Master Thesis Proposal Form, they will not be eligible to develop the Master Thesis in the respective semester.

4.2.6. Scheduling the Meetings with the Scientific Adviser

The students shall take full responsibility for arranging the meetings with scientific advisers, contacting them using any or all available channels: ORTUS platform, e-mail or attending a tutorial. The scientific advisers shall schedule regular (e.g., once or twice a month) online and / or onsite individual tutorials.

Please mind that the scientific adviser shall not write the Master Thesis instead of you. Your research and analysis should be autonomous and reflect your own understanding of the concepts and ideas you address in your paper. You also have to make your own conclusions. It is exactly your research capacity, creativity, and analytical skills that will be assessed at the Viva Voce Examination.

The scientific advisers shall be accessible and react at student queries in the period of no more than 2 business days. At the same time, students shall not expect that scientific advisers will check their paper during weekends and holidays, as well as in case the paper or its part is submitted after the specified deadline.

4.2.7.

Submitting the Practical Part

Since the students pursue a professional Master degree, they should attest their eligibility for a professional qualification. Therefore, it is important to start the development of their Master Thesis with the development of the practical part. The practical part shall comprise a written translation of the technical text in a particular field, including civil engineering, architecture, computer science, power engineering, electrical engineering, telecommunications, engineering economics, chemistry, materials science, machine building, etc. The translation is mainly performed from English into Latvian and / or Russian; however, upon the written consent of the Head of the Study Program some other language combinations can be considered on condition that English is the target language (e.g., French-English, German-English, Spanish-English).

The volume of the practical part is 70 pages, ranging from 20,000 to 23,000 words, assuming that one page comprises 280–330 words and is organized following the approved formatting guidelines.

4.2.8.

Submitting the Theoretical Part

Within the framework of the theoretical part of the Master Thesis that should amount to 20 pages, students explore a particular theoretical issue. The students should provide a comprehensive survey of the existing body of research consulting the mainstream and cutting-edge literature on the selected research field, considering the interdisciplinary studies, if applicable. In the theoretical part, students should define and limit the theoretical framework of the research, provide definitions to the terms used, consider existing classifications and models of the relevant linguistic, terminological, and socio-cultural phenomena.

The surveyed literature should be sufficient and in line with the selected research theme. Students are advised to consider not less than 40 different sources to provide a comprehensive view of the state-of-the-art in a particular research discipline. Apprehension and reflection of the new theories, controversial issues and arguable hypotheses may make the research process more complicated; however, at the same time, it may help produce original research of substantial theoretical significance.

The theoretical significance of the Master Thesis may be also manifested in the new authentic classification, model or theory students may develop, substantiate, and approbate. Do not hesitate to leave the beaten track and explore new areas!

Upon completion of the theoretical part, it should be submitted to the scientific adviser for revision prior to the date stipulated in the MTPR.

4.2.9. Submitting the Analytical Part

After completion of the theoretical part of the Master Thesis, students proceed with the development of the analytical part that shall amount to 20 pages. In this part, students should validate the hypothesis put forward in the introduction of the Master Thesis and the theoretical findings made in the theoretical part with the examples from the practical part of the Master Thesis, approbate a model, test a classification or validate a theory.

The students should employ a variety of research methods in contrastive and / or multilingual comparative perspective. Application of qualitative and quantitative research methods helps developing critical thinking and analytical skills of the students. They demonstrate their ability to group and classify the empirical data, establish correlations and develop models, finding solutions to translation challenges caused by linguistic and cultural incompatibility between the working languages. Analysis, synthesis and evaluation skills that students employ in the development of the analytical part may help develop their creativity, intellectual capacity, and imagination.

We kindly remind our students that irrespective of the theme of their Master Thesis, they should put a special emphasis on the translation strategies and methods they employed to resolve particular translation-related issues.

Please note that it is not sufficient to simply enlist all examples from the practical part without any explanation. The analytical part shall not contain any examples which cannot substantiate the theoretical findings and the author's ideas expressed even though they might present a particular interest for analysis.

4.2.10.

Receiving the Final Approval by the Scientific Adviser and Submitting the Final Draft

The students should submit the final draft of the Master Thesis to the scientific adviser for revision and approval prior to / on the date stipulated in the MTPR. As soon as the scientific adviser confirms that the Master Thesis has been developed in compliance with all effective requirements, the students shall submit the spiral-bound copy of the Master Thesis to the Coordinator of the Study Program.

4.2.11.

Appointing the Reviewer

The reviewer for each successfully developed Master Thesis is appointed by the Order of the Dean of the Faculty of E-Learning Technologies and Humanities, which shall contain information on the themes, scientific advisers and reviewers. The Order of the Dean of the Faculty should be effective before the Viva Voce Examination.

4.2.12.

Pre-defense

Only the Master Theses that have been developed in compliance with the relevant requirements and in terms stipulated in the MTPR may be admitted to the pre-defense. The Pre-defense Committee, chaired by the Head of the Study Program, comprises the Head of the Institute of Applied Linguistics, scientific advisers and reviewers of all Theses.

At the pre-defense, the students shall present the results of their research organized in the **15-minutes long presentation** drawn up in Power Point or any other presentation software approved by the Head of the Study Program. The presentation is followed by the Q&A session.

Please note that the pre-defense procedure and the Q&A session are compulsory and are required to recognize and evaluate the performance of the students and prepare them for the Viva Voce Examination. Please treat recommendations and comments as a chance to improve your Thesis and achieve excellence in your performance.

The pre-defense is aimed at checking the Master Thesis for compliance with formal and content requirements, attesting student's eligibility for admission to the Viva Voce Examination. It also provides the basis for the decision of the Viva Voce Examination Committee on awarding the Master of Arts Degree and the Qualification of Technical Translator, if it has not been obtained within the previous education cycle.

The decision of the Pre-defense Committee may range from immediate pass to pass with minor corrections and failure. Should the Master Thesis be assigned the failure grade, it is withdrawn and rejected the re-submission.

4.2.13. Introducing Corrections

The students shall introduce corrections and make the necessary changes suggested by the Pre-defense Committee and the reviewer observing the deadline stipulated in the MTPR. We kindly remind our students that contacting both reviewer and scientific adviser for questions and consultations remains their responsibility and shall be performed timely and considerately.

After corrections are successfully introduced, the scientific adviser reviews the final draft of the Thesis and gives the final approval. Their assessment of the student performance is provided in the Master Thesis Reference Form (Appendix 19).

4.2.14. Submitting the Hard-Bound Copy

The completed Master Thesis should be printed out, signed and submitted as a hard-bound copy to the Coordinator of the Study Program at least 5 business days prior to the Viva Voce Examination. There are no specific requirements with regard to the cloth and color of the cover of the Master Thesis. The cover shall bear the inscriptions in silver or gold letters, stating the name of the university, the type of the graduate paper and the academic year.

4.2.15.

Uploading the Digital Copy into ORTUS E-Learning Platform

It is important to note that only those Master Theses that have been uploaded as the full digital copy into ORTUS e-learning platform at least 5 business days before the Viva Voce Examination are admitted to the Viva Voce Examination.

Please note that the system generates the unique report confirming the submission of the Master Thesis, which should be printed out, signed and submitted to the Coordinator of the Study Program with the hard-bound copy of the Master Thesis.

4.2.16.

Viva Voce Examination

Should the students complete all stages of Master Thesis development, they are invited to publicly present the results of their research at the Viva Voce Examination.

Prior to the Viva Voce Examination, students should contact the reviewer of their Thesis in order to receive a question regarding the theoretical framework and research results of the Master Thesis. The reviewer provides the review in the Master Thesis Review Form (Appendix 21).

The presentation should last **15 minutes** and is followed by Q&A session, including the questions from the reviewer, the Committee and the audience. The Viva Voce Examination is a public event, which can be organized onsite or online. The date of the Viva Voce Examination is announced beforehand by the Head of the Study Program.

The Viva Voce Examination Committee comprises the Faculty members of the academic staff (at least 2), the invited professors (1 or 2) and the representatives of the industry (at least 2).

The Viva Voce Examination Committee decides whether the student can be awarded the Master of Arts Degree and the Qualification of Technical Translator, if applicable.

We remind our students to use the time allocated for the presentation wisely. The students are expected to establish the well pronounced correlation between the hypothesis and topicality formulated in the introduction (approximately 1 min), the issues addressed in the theoretical part (approximately 5 min) and substantiated in the analytical part (approximately 7 min) as well as present the conclusions (approximately 1 min).

Please note that all visual materials used to substantiate the findings should be addressed properly.

The students are invited to deliver their presentation using PowerPoint or any other presentation software if approved by the Head of the Study Program.

Finalizing the Viva Voce Examination, the Head of the Viva Voce Examination Committee should invite all but the members of the Committee to withdraw, as the Committee should take the decision on the results in private. Every Master Thesis is assessed according to a 10-point grading scale. The decision on every Master Thesis is taken by voting, the Head of the Viva Voce Examination Committee has a casting vote in case of a tie.

We respect the freedom of our students to choose whether they want the results of their work to be announced publicly or privately. The decision should be taken at the beginning of the Viva Voce Examination.

4.2.17.

Structure of the Master Thesis

The Master Thesis contains both the compulsory and optional sections. The compulsory sections of the Master Thesis include the title page, Work Performance and Assessment Sheet (hereinafter WPAS) (Appendix 17), abstract, declaration of academic integrity, table of contents, introduction, theoretical part, analytical part, practical part, conclusion, bibliography, glossary of terms and lexical items of general language, source text. Whereas the optional sections comprise acknowledgement, surveys, list of tables, list of figures, list of acronyms and any appendices. The compulsory structure of the Master Thesis is provided in Figure 13.

Title page	• Features the title of the Master Thesis, the name of the student and student ID number.
Work Performance and Assessment Sheet	• Signed by the student and scientific adviser (Appendix 17).
Declaration of Academic Integrity	• The signed confirmation that the Master Thesis does not contain any information from unacknowledged sources (Appendix 15).
Abstract	• A short statement provided in English and Latvian (amounting to 250–300 words) and containing the key theoretical and empirical findings of the Master Thesis.
Table of Contents	• Enlists all chapters and numbered sections providing page number for each.
Introduction	• The introduction amounts to 2–3 pages and should contain relevant data on the hypothesis, aims, tasks, topicality, novelty and research methods.
Theoretical Part	• The volume of the theoretical part is not less than 20 pages. The theoretical part is basically the theme-driven survey of the mainstream and cutting-edge literature.
Analytical Part	• The volume of the analytical part is approximately 20 pages. The analytical part dwells on the results of the research and contains examples from the practical part of the Master Thesis.
Practical Part	• The volume of the practical part is ranging from 21,000 to 24,500 words. The practical part comprises the translation of the approved source text into the selected target language.
Conclusion	• The conclusion amounts to 2–3 pages; it should contain information on the main theoretical findings and empirical results of the research, as well as outline directions for further research.
Bibliography	• Listing all works and dictionaries used in the development of the Master Thesis.

Figure 13. Obligatory sections of the Master Thesis.

4.2.18. Introduction and Conclusion

The introduction of the Master Thesis should be up to 3 pages long and should contain information about the topicality and novelty of the given research, as well as should comprise:

- a challenging hypothesis, well-formulated aims and comprehensive tasks that should be fulfilled in order to achieve the aims and prove the hypothesis;
- a variety of relevant research methods employed to address the issues in the analytical part of the Master Thesis;
- the limitations of the research if any, e.g., limited access to required data and lack of the previous research data on the following theme.

The conclusion of the Master Thesis should be up to 3 pages long and present information on the main research results and offer proposals and / or recommendations for future research.

Please note that in order to improve the visibility, recognition and processing of the results of the research, it is better to organize the main findings into the bullet point list.

4.2.19.

List of the Master Thesis Sample Themes

- Translating Foregrounding in Non-Literary Texts
- Relevance-Theoretic Perspective on the Translation of Texts in the Field of...
- Analysis of Term Formation Patterns in the Field of ...
- Language Change and Digital Rhetoric
- Genre and Register Variation Analysis in Translation of LSP Texts
- Approaches to Text Analysis in Technical Translation: Standards of Textuality
- Interlingual Aspects of Meaning Transfer
- Information Structure in Hybrid Technical Texts
- Cultural Aspects in Promotional Text Translation
- Translation and Localization
- Digital Aspects of Technical Text Translation
- A Cognitive Approach to Translating Phraseological Units from ... into ...

4.2.20.

Master Thesis Assessment Criteria

The Master Thesis is a graduate paper that attests student's eligibility for the Master of Arts Degree in Technical Translation (LQF 7) and the Qualification of Technical Translator, if applicable. The following list lays down the main

assessment aspects that are taken into consideration by the members of the Examination Committee when they decide on the final grade:

- Topicality and novelty of the theme of the Master Thesis.
- A challenging hypothesis that provides opportunity to review multiple theories and obtain non-trivial research results.
- The use of a variety of relevant research methods in the analysis of the research questions.
- Coherent and cohesive organization of the content, clear interrelation between theory and practice that allows making substantiated conclusions.
- Comprehensive survey of the relevant literature; balance between review of the existing body of research on the theme and the author's own comments and critical evaluation of the opinions of other scholars.
- Ability to demonstrate higher order cognitive skills: analysis, synthesis and evaluation of the research theme.
- Authenticity and independence of research: avoidance of plagiarism, all sources shall be properly referenced.
- Sufficient and relevant evidence for substantiating or discarding the hypothesis.
- Detailed analysis of the empirical data, selection of relevant examples to substantiate theoretical findings, interpretation and evaluation of the data.
- The translation presented in the practical part shall be of the specified volume; it should be performed at a good professional level and should not be performed using machine translation engines.
- Conclusion shall clearly reflect the research results of the Master Thesis, shall be relevant to the conducted research and open the way for further research.
- Bibliography shall contain at least 40–50 relevant entries.
- Glossary of terms and items of professional vocabulary containing the minimum of 200 entries.
- Linguistic accuracy: the paper shall be written in a clear literary language observing the rules of contemporary research writing.
- Presentation skills demonstrated at the Viva Voce Examination.

The final grade is a summative result of three grades – the grade ascribed by the scientific adviser, the grade suggested by the reviewer of the paper and the grade the members of the Viva Voce Examination Committee ascribe for the public presentation of the paper, considering how successfully a student can substantiate the ideas, discuss relevant concepts and answer unexpected questions.

4.3. Tips on Conducting Research: Methodology

Conducting research in the field of Translation Studies is both challenging and motivating to explore even new frontiers of interlingual meaning transfer. The students can benefit greatly employing a variety of research methods both qualitative and quantitative.

Although in Translation Studies quantitative methods might be assigned the secondary role, it is necessary to consider them should the student explore the issues of sociocognitive, sociocultural, sociolinguistic nature and focus on manipulating any statistical data preferably using computational techniques. Interviews, surveys, polls, pre-collected numerical data can be considered for conducting statistical analysis (e.g., on the frequency of application), user needs and experience tailored analysis (e.g., on the application of certain machine translation software).

The wide scope of the methods of qualitative analysis available gives our students the deliberate freedom of focusing on diverse aspects in their graduate papers, simultaneously providing common methodological grounds. Some research method clusters, which can be further explored, are provided in Figure 14.

Each cluster contains multiple research methods and can be further explored in either contrastive or comparative multilingual perspective.

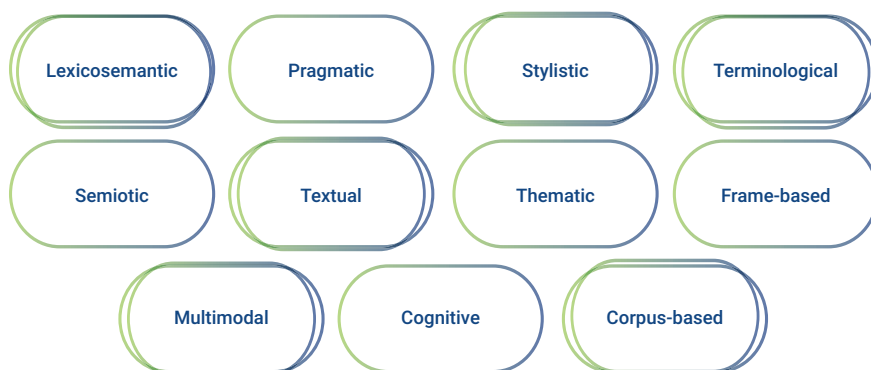


Figure 14. Research method clusters.

Please note that all research methods employed should be listed in the introduction to the graduate paper.

We kindly remind our students to employ various research methods contributing to the interdisciplinarity and versatility of their research, as well as consulting the mainstream and specialized literature in different languages.

05

Glossary of Terms

LSP – Language for special purposes, the term used to denote various linguistic variants used in professional settings.

Credit point – the amount of workload scheduled for full-time studies. 1 credit point translates into 40 hours of academic load. Depending on the study cycle, the hours of academic load can be distributed differently. At the Bachelor level study programs, the hours are distributed 50/50 – 50 % of work is conducted intramurally, in class, and 50 % of work students perform out of class, independently. The scheduled amount of the full-time studies for one academic year shall not exceed 40 credit points. Recalculating 1 credit point into the European Credit Transfer System (ECTS), it is necessary to multiply the amount by 1.5 (e.g., 2 credit points according to the Latvian education systems equals to $2 \times 1.5 = 3$ ECTS).

A language – the native language or a language of habitual use of a translator or interpreter.

B language – a language that a translator or interpreter uses as one of their working languages. The translator should possess a decent knowledge of B language in order to be able to translate from / into it.

C language – a language that a translator or interpreter can use in habitual communicative situations and translate from it as a source language, but cannot translate or interpret into it.

Academic arrear – a task / assignment that has not been completed by a definite deadline and that is an essential precondition to obtain the final assessment; failure to obtain a passing final assessment within the study course in the specified term.

Linguistic repertoire – the set of skills and knowledge a person has of one or more languages, as well as their different varieties.

Page of the study paper – a page in a study paper of A4 format containing from 280 to 330 words. Should not be mixed up with the translator's page.

Translator's page – a unit of measuring the volume of translation. Normally contains 250 words or 1,800 printed signs.

CAT – Computer Aided Translation, translation performed with the help of dedicated translation software.

Thematic competence – the knowledge of a particular subject field, industry or professional area.

06

References

- Occupational Standard of Translator. Available at: <https://rutax.lv/upload/iblock/9af/2643%2010%20Tulkot%C4%81js.pdf>
- Common European Framework of Reference for Languages (CEFR). Available at: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>
- Code of Ethics of RTU Students, Academic Personnel and Staff. Available at: https://international.rtu.lv/wp-content/uploads/sites/65/2021/02/19.-Code_of_Ethics_of_RTU.docx.pdf
- Code of Academic Integrity and Regulation on the Breach of Academic Integrity and Breach Consideration Procedures. Available at: https://international.rtu.lv/wp-content/uploads/sites/65/2021/02/38.-Code_of_Academic_Integrity-.docx.pdf
- Procedure for Recognition of Competencies Developed Outside Formal Education or from Professional Experience and Learning Outcomes Achieved in Previous Education at Riga Technical University. Available at: https://international.rtu.lv/wp-content/uploads/sites/65/2021/02/09.-Procedure_for_Recognition_of_Competencies_Developed_Outside_Formal_Education.pdf
- European Master's in Translation. Competence Framework 2017. Available at: https://ec.europa.eu/info/sites/default/files/emt_competence_fwk_2017_en_web.pdf
- Lapiņa, I., Platonova, M., Budņiks, L., Fedotova, K., Kozlovskis, K., Smirnova, T., ... & Tipāns, I. *Formatting and Style Guidelines for Study and Graduate Papers*. Riga: RTU Press, 2017. 44 p.

06

Appendices

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Bachelor Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
1st year student of the Professional Bachelor Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the selection of the second foreign language _____

(first option)

In case the selected second foreign language is not available, please enroll me in _____

(second option)

(date)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Bachelor Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
1st year student of the Professional Bachelor Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the selection of the second foreign language _____

(first option)

In case the selected second foreign language is not available, please enroll me in _____

(second option)

(date)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Bachelor Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
2nd year student of the Professional Bachelor Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the selection of the field of specialization _____

(first option)

In case the selected field of specialization is not available, please enroll me in _____

(second option)

(date)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Master Study Program "Technical Translation"
Professor Dr. philol. Larisa Iljinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
1st year student of the Professional Master Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the selection of the second foreign language _____

(first option)

In case the selected second foreign language is not available, please enroll me in _____

(second option)

(date)

(signature)



**RIGA TECHNICAL
UNIVERSITY**

FACULTY OF E-LEARNING TECHNOLOGIES AND HUMANITIES

STUDENT'S:

NAME SURNAME

FIELDWORK LEDGER

PROFESSIONAL BACHELOR STUDY PROGRAM
"Technical Translation"

Intern:	
Course	
Group	
Student ID number	

Fieldwork company:	
--------------------	--

Fieldwork Supervisor at the company:	
--------------------------------------	--

Fieldwork Coordinator at RTU:	Zane Senko
	Lecturer
	+ 371 26541429
	zane.senko@rtu.lv

Fieldwork start date:	
-----------------------	--

Fieldwork end date:	
---------------------	--

Fieldwork ledger submitted to RTU:	
------------------------------------	--

Fieldwork week	Time spent undertaking fieldwork, h	Description of the work completed during the fieldwork	Signature of the Fieldwork Supervisor at the company accepting the work performed
1.			
2.			
3.			
4.			
5.			

6.	7.	8.

Comments:

Progress Report on Elaboration of the Term Paper

Student's Name, Surname

Deadlines for elaboration of the Term Paper¹:

- Draft of the Practical Part - by __.__.20__;
- Draft of the Analytical and Theoretical Parts - by __.__.20__;
- Submission of the soft-bound copy of the Term Paper - by __.__.20__;
- Public presentation of the Term Paper - __.__.20__.
- The dates of the public presentation are subject to a change.

	Date of submission	Student's signature	Adviser's signature	Coordinator's signature	Remarks / notes
Draft of the Practical Part					
Draft of the Analytical and Theoretical Parts					
Submission of the final draft of the Term Paper					

¹ Failure to meet the deadlines may result in the student not being admitted to defend the Term Paper.

Progress Report on Elaboration of the Bachelor Paper

Student's Name, Surname

Deadlines for elaboration of the Bachelor Paper¹:

- Draft of the Practical Part - by __.__.20__;
- Draft of the Analytical and Theoretical Parts - by __.__.20__;
- Submission of the final draft of the Bachelor Paper for Pre-defence - by __.__.20__;
- Preliminary Viva Voce Examination of the Bachelor Paper - __.__.20__;
- Submission of the hard-bound copy of the Bachelor Paper and uploading its digital copy to ORTUS system - by __.__.20__;
- Viva Voce Examination of the Bachelor Paper - __.__.20__.
- The dates of Preliminary Viva Voce Examination (Pre-defence) and Viva Voce Examination are subject to a change.

	Date of submission	Student's signature	Adviser's signature	Coordinator's signature	Remarks / notes
Draft of the Practical Part					
Draft of the Analytical and Theoretical Parts					
Submission of the final draft of the Bachelor Paper for review					

¹ Failure to meet the deadlines may result in the student not being admitted to pre-defend and defend the Bachelor Paper.

Progress Report on Elaboration of the Master Thesis

Student's Name, Surname

Deadlines for elaboration of the Master Thesis¹:

- Draft of the Practical Part – by __.__.20__;
- Draft of the Analytical and Theoretical Parts – by __.__.20__;
- Submission of the final draft of the Master Thesis for Pre-defense – by __.__.20__;
- Preliminary Viva Voce Examination of the Master Thesis – __.__.20__;
- Submission of the hard-bound copy of the Master Thesis and uploading its digital copy to ORTUS system – by __.__.20__;
- Viva Voce Examination of the Master Thesis – __.__.20__.
- The dates of Preliminary Viva Voce Examination (Pre-defense) and Viva Voce Examination are subject to a change.

	Date of submission	Student's signature	Adviser's signature	Coordinator's signature	Remarks / notes
Draft of the Practical Part					
Draft of the Analytical and Theoretical Parts					
Submission of the final draft of the Master Thesis for review					

¹ Failure to meet the deadlines may result in the student not being admitted to pre-defend and defend the Master Thesis.

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Study Program “Technical Translation”
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
__ year student of the Professional Bachelor/Master Study Program
“Technical Translation”

Student ID No. _____

Application

Please extend the submission date of _____
(Part of the Paper/Thesis)
of the Term Paper / Bachelor Paper / Master Thesis (select the correct option)

(Title of the Paper/Thesis)
due to mitigating circumstances.

Description of the mitigating circumstances:

Enclosure (original and contemporaneous documentary evidence):

(date)

(signature)

RTU nolikuma

**Citās augstskolās un studiju programmās apgūto
studiju kursu atzīšana**

1. pielikums

Studiju kursu atzīšanas lapa

Studējošais vai reflektants: _____ Stud. apl. nr. _____

Studiju līmenis: 1.līm.prof., 2.līm.prof., bakalaura akad., bakalaura prof., maģistra akad., maģistra prof., doktora
(vajadzīgo pasvītrot)

Studiju programma: _____ Šifrs _____

Apgūstamais studiju kurss (nosaukums, apjoms)	Apgūtais studiju kurss (nosaukums, apjoms, apgūšanas vieta)	Kursu atbilstības vērtētājs (vārds, uzvārds, struktūrvienība)	Slēdziens	Paraksts, datums

Atbilstības vērtējuma slēdzienā iespējamie formulējumi: "neatzīt", „atzīt pilnībā”, „atzīt daļēji ... KP apjomā, papildprasības”, kā arī norādīt, pie kāda mācībspēka nokārtot papildprasības, ja tādas ir.

Studiju programmas direktors: _____ Datums: _____

(RTU filiāles direktors / dekāna vietnieks mācību darbā)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Bachelor Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
__ year student of the Professional Bachelor Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the theme of the Term Paper _____

text for the Practical Part _____
and assign _____
as a scientific adviser.

(date)

(signature)

Approved:

Scientific Adviser

(name, surname, position)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Bachelor Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
4th year student of the Professional Bachelor Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the theme of the Bachelor Paper _____

text for the Practical Part _____
and assign _____
as a scientific adviser.

(date)

(signature)

Approved:

Scientific Adviser

(name, surname, position)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Master Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
2nd year student of the Professional Master Study Program
"Technical Translation"

Student ID No. _____

Application

Please assign _____
as a scientific adviser of Qualification Internship.

(date)

(signature)

Approved:

Scientific Adviser

(name, surname, position)

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Head of the Professional Master Study Program "Technical Translation"
Professor Dr. philol. Larisa Iļinska

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
2nd year student of the Professional Master Study Program
"Technical Translation"

Student ID No. _____

Application

Please approve the theme of the Master Thesis _____
_____,
text for the Practical Part _____
and assign _____
as a scientific adviser.

(date)

(signature)

Approved:

Scientific Adviser

(name, surname, position)

(signature)

Declaration of Academic Integrity

I declare that this work is my own and does not contain any unacknowledged work from any source.

(signature)

(date)

Work Performance and Assessment Sheet

The Bachelor Paper has been elaborated at the Faculty of E-Learning Technologies and Humanities within the framework of the Professional Bachelor Study Program “Technical Translation”.

Author of the Bachelor Paper

First name, surname

(signature, date)

Scientific Adviser

Academic position, scientific degree, first name, surname

(signature, date)

The Bachelor Paper has been suggested for the Viva Voce Examination at the meeting of the Bachelor Paper Assessment Committee of the Professional Bachelor Study Program “Technical Translation”.

Head of the Professional Bachelor Study Program

“Technical Translation”

Professor Dr. philol. Larisa Ijinska

(signature, date)

Dean of the Faculty of E-Learning Technologies and Humanities

Professor Dr. philol. Marina Platonova

(signature, date)

The Bachelor Paper has been publicly presented at the meeting of the Bachelor Paper Assessment Committee on _____ and evaluated with a mark _____.

Secretary of the Bachelor Paper Assessment Committee

Associate Professor, Dr. philol. Tatjana Smirnova

(signature, date)

Work Performance and Assessment Sheet

The Master Thesis has been elaborated at the Faculty of E-Learning Technologies and Humanities within the framework of the Professional Master Study Program “Technical Translation”.

Author of the Master Thesis _____
First name, surname (signature, date)

Scientific Adviser _____
Academic position, scientific degree, first name, surname (signature, date)

The Master Thesis has been suggested for the Viva Voce Examination at the meeting of the Master Thesis Assessment Committee of the Professional Master Study Program “Technical Translation”.

Head of the Professional Master Study Program
“Technical Translation” _____
Professor Dr. philol. Larisa Ijinska (signature, date)

Dean of the Faculty of E-Learning Technologies and Humanities _____
Professor Dr. philol. Marina Platonova (signature, date)

The Master Thesis has been publicly presented at the meeting of the Master Thesis Assessment Committee on _____ and evaluated with a mark _____.

Secretary of the Master Thesis Assessment Committee _____
Associate Professor, Dr. philol. Tatjana Smirnova (signature, date)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Professional Bachelor Study Program “Technical Translation”

REFERENCE

Student's _____

(first name, surname)

Bachelor Paper _____

(title)

Relevance to the title:

Independence of the research:

Main results of the Bachelor Paper, its novelty, theoretical and practical significance, main drawbacks:

Relevance to the requirements set in the manual “Formatting and Style Guidelines for Study and Graduate Papers”:

Suggested evaluation:

Scientific Adviser

(first name, surname)

Academic position, scientific degree

Riga, _____

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Professional Master Study Program “Technical Translation”

REFERENCE

Student's _____

(first name, surname)

Master Thesis _____

(title)

Relevance to the title:

Independence of the research:

Main results of the Master Thesis, its novelty, theoretical and practical significance, main drawbacks:

Relevance to the requirements set in the manual “Formatting and Style Guidelines for Study and Graduate Papers”:

Suggested evaluation:

Scientific Adviser

(first name, surname)

Academic position, scientific degree

Riga, _____

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Professional Bachelor Study Program "Technical Translation"

REVIEW

Student's _____

(first name, surname)

Bachelor Paper _____

(title)

Contents and volume of the Bachelor Paper:

Topicality, problems, positive virtue and main drawbacks of the Bachelor Paper:

Evaluation of the Bachelor Paper and contribution:

1. Assessment:

2. Theoretical and practical significance of the Bachelor Paper:

Reviewer

(first name, surname)

Academic position, scientific degree

Riga, _____

(signature)

Riga Technical University
Faculty of E-Learning Technologies and Humanities
Institute of Applied Linguistics
Professional Master Study Program “Technical Translation”

REVIEW

Student's _____

(first name, surname)

Master Thesis _____

(title)

Contents and volume of the Master Thesis:

Topicality, problems, positive virtue and main drawbacks of the Master Thesis:

Evaluation of the Master Thesis and contribution:

1. Assessment:

2. Theoretical and practical significance of the Master Thesis:

Reviewer

(first name, surname)

Academic position, scientific degree

Riga, _____

(signature)