

TRANSLATION OF MODULE TITLES

Jolanta Šarkanienė, Reda Baranauskienė
Šiauliai University, Faculty of Humanities

Introduction

The article deals with the translation of special higher education terminology from Lithuanian into English. In this research we will mainly focus on the translation of titles of modules taught at Šiauliai University (ŠU), Faculty of Humanities.

The study of terms increasingly draws attention of the terminologists. Due to the process of internationalization and other rapid changes of our society, the need for special terminology becomes an issue of growing importance. Although some multilingual and bilingual terminological dictionaries of different areas were published in Lithuania, still the misbalance of quantity is noticeable. For example, only a few dictionaries are dealing with the terminology of higher education, such as multilingual “Educational Dictionary of Terminology” (Kvašytė, 2005), “Descriptive Bilingual Glossary of Educational Terms” (Miniotienė, Žindžiuvienė, 2006); “English-Lithuanian Dictionary of Special Education” (Petruševičius, 2002), etc. These publications are closely related to the professional discourse of higher education and only partly provide for the needs of its members. The problem becomes even more urgent for those who have to study the terminology dealing with higher education.

On 19 June 1999, twenty nine European Ministers in charge of higher education signed a Declaration on establishing the European Area of higher education by 2010 and promoting the European System of higher education. The Bologna Declaration set such goals as to adopt a common framework of easily readable and comparable degrees; establish a system of credits (such as the ECTS) and issuance of the Diploma Supplement (an administrative annexe of the Degree or Diploma); promote mobility and eliminate obstacles to the mobility of students, teachers, and graduates, etc. As module titles are the constituent element of the Diploma Supplement, it plays an important role in promoting transparency and recognition of qualification in a different state than that of training, as well as in post-academic mobility of the students and graduates or those who wish to have mobility in their professional life inside or outside the State they live in. That is why an investigation dealing with the adequacy of translation of module titles of

common study programmes is expedient and relevant seeking to implement the objectives of the Bologna Declaration.

The aim of the paper is twofold: to examine the adequacy of translation of the titles of modules (from Lithuanian into English) taught at ŠU Faculty of Humanities and to suggest the adequate translation of the course units.

The objectives of the present paper are as follows:

1. To provide a descriptive analysis of the research literature on terminology.
2. To reveal the most frequent problems dealing with the translation of terminology.
3. To carry out a contrastive analysis of the translated module titles (taught at the undergraduate study programmes) of ŠU Faculty of Humanities with the ones used by other authoritative Lithuanian and foreign universities, such as Vilnius University, Kaunas Vytautas Magnus University, University of Oxford, Manchester Metropolitan University, etc.
4. To propose a list of course titles for the programmes taught at ŠU Faculty of Humanities as well as other higher education terms that are encountered in the prospectuses of study programmes.

The scope of the research is 768 higher education terms drawn from the internet search system of study modules (or undergraduate prospectuses) taught at Šiauliai University and other Lithuanian and foreign universities. The database provided by ŠU, among other things, provides short descriptions of the modules.

In order to achieve the aims of the paper the following *methods of investigation* were applied: analysis of research literature, analytic and descriptive analyses, as well as the contrastive method determined by the comparative character of this research.

The present paper consists of two major parts. Part 1 provides theoretical grounding of terminology. In Part 2 the contrastive analysis of the translated titles of modules taught at ŠU Faculty of Humanities with the ones used by other authoritative Lithuanian and foreign universities is performed. The statistical data of the analysed course units is also provided in this section.

We presume that our research and the data collected for it might be useful for the University administrative staff dealing with the organisation and coordination of the study programmes. It could be useful for compiling various informational material about the study programmes in English as well as for organising and coordinating student exchange programmes. Moreover, practical value of the work is considered in its helpfulness for international students as well as employers of the foreign countries. It can also assist users in making terminological choices and students conducting research in higher education terminology.

The novelty of the research

In Lithuanian-English studies the problem of adequacy of translation of module titles (from Lithuanian into English) has never been explored. Some Lithuanian linguists (cf. Kvašytė R., Miniotienė B., Žindžiuvienė I., Petruševičius J., etc.) dealt with the special higher education terminology in their works mentioned above. However, there are some dictionaries published by foreign institutions and containing the most common subjects and modules as well as many other higher education terms which are encountered in academic life, e.g. “Postsecondary Education. English-Spanish Glossary” (2006), “Higher Education Terminology. English-German Dictionary” (2004), etc. These issues benefit any scientist, scholar or a student coming from abroad to a country or going to study or do research to find the terms used in higher education.

The theoretical aspect of investigation of terminology

1.1. The conception of terminology

The present-day rapid development and internationalization of science and technology as well as the continuous changes in cultural, economic, and political situation among nations cause different professional communication problems all over the world. Therefore, terminology is a subject of great interest to linguists in relation to a big increase in the numbers of terms arising from the needs of society and more frequent and wider usage of terms (Keinys, 2005).

The science of terminology was established by the German engineer Eugen Wüster (1898-1977), whose book “Internationale Sprachnormung in der Technik, besonders in der Elektrotechnik” (“International Standardization of Technical Language”) was published in 1931. He brought together theories and methods from several disciplines, such as linguistics, logic, ontology, and information science. Moreover, the analysis of

linguistic problems of creation and standardization as well as theory of terminology has been carried out, among others, by Juan C. Sager (“A Practical Course in Terminology Processing” (1990)), Cabré M. T. (“Terminology: Theory, Methods and Applications” (1999)). The works of the three latter terminologists had a significant influence on Lithuanian terminology. Among Lithuanian linguists, Būga K., Jablonskis J., Keinys St., Gaivenis K., etc. can be mentioned.

The term ‘*terminology*’ has an ambiguous meaning. On the one hand, it is “the body of terms used with a particular technical application in a subject of study, profession, etc.” (Oxford Dictionary of English (further in this research – ODE), 2003). On the other hand, it refers to the scientific field dealing with the principles and methods governing the study of concepts and their designations (terms, names, symbols) in any subject fields. In addition, this discipline is concerned with the task of collecting, processing, and managing terminological data in one or more languages (Valeontis, Mantzari, 2006). Terminology acts interdisciplinary as it borrows the fundamental instruments and concepts of a number of disciplines, e.g.: linguistics, information science, ontology and other specific fields, adapting them accordingly in order to cover its own specific requirements. Juan C. Sager (1990, 13) emphasises the multi-dimensional character of the theory of terminology and defines it with relation to three different dimensions:

1. The cognitive dimension which examines the relations among the concepts and thereby how the concepts constitute structured sets of knowledge units or concept systems in every area of human knowledge, as well as the representation of concepts by definitions and terms.
2. The linguistic dimension which examines existing linguistic forms as well as potential linguistic forms that can be created in order to name new concepts.
3. The communicative dimension which examines the use of terms as a means of transferring knowledge to different categories of recipients in a variety of communicative situations and covers the activities of compilation, processing and dissemination of terminological data in the form of specialised dictionaries, glossaries or terminological databases, etc. (Sager, 1990, 13).

The linguistic dimension of the theory of terminology can be detected mainly in the linguistic mechanisms that set the patterns for term formation and term forms (Valeontis, Mantzari, 2006). It is of interest to terminologists and specialists of different subject fields as well as translators and interpreters. Since the linguistic aspects of term formation are

closely related with the topic of our research, it needs further investigation.

1.2. Standardization of terminology

One of the basic aims of standardization of terminology is to unify or harmonize concepts and concept systems and to achieve agreement on unambiguous concept designations in a given field, either in a single language or in several languages. The need for standardization of terminology appears due to communication difficulties caused by the inequality of the form of a term or the ambiguity of the concept (Gaivenis, 2002, 81). According to the standards of the International Organisations for Standardization (ISO), the following guidelines for creation of terms are distinguished (RETS, 2001, 254–255):

- Terms should constantly reflect some key features of the concepts they are linked to in order to facilitate precise reference. At the same time, they should be as economical as possible without giving rise to homonymy;
- terms should be lexically systematic and should conform to the phonological and morphological rules of language;
- terms must comply with the general rules of word formation of the language;
- the meaning of a term should be recognizable independent of any specific concepts.

Regarding Lithuanian terminology, Keinys S. (1980) singles out the following requirements for the creation of terms:

- terms should be unambiguous. The requirement deals with a term which is clearly different from other terms, and preferably has no synonyms or homonyms, nor is polysemous;
- terms should be precise, logical and self-explanatory;
- terms should be harmonized with other terms within the same system;
- terms should be convenient. This requirement is determined by a short form of a term that causes its easier usage in the language;
- terms should comply with the syntactic and morphological rules of the language.

In practice, however, these requirements cannot always be met since the terminologists encounter many problems dealing with the variety of standards of creating terminology.

Additionally, creating of terms has much in common with computer science. Using computational techniques **term banks** are created in order to avoid duplication, distortion and misunderstanding in the context of creation of terms. These terminology databases provide listings of terms of different subjects

as well as the theoretical and practical knowledge. In general there are approximately forty term banks in the world. The most significant and modern ones belong to Belgium, Spain, Canada, Luxembourg, Sweden, Finland, Germany, etc. (Gaivenis, 2002, 83). The following single terminology databases are created for the European Union: EUTERPE (the Parliament), EUROTTERMS (Translation Centre), TIS (Council of Ministers), etc. (Tamm, 2005, 160). Meanwhile Lithuania has several term banks, such as “Term Bank of the Republic of Lithuania” (Lithuanian terms with their equivalents in various foreign languages), Glossary of Terms including “Eurovoc” (the multilingual and interdisciplinary thesaurus of the EU, translated into Lithuanian in 2002), VDIC (terminology database of the Translation, Documentation and Information Centre); STD (Lithuanian-English dictionary of statistical terms of the Department of Statistics to the Government of the Republic of Lithuania), etc. However, there is a need to unify terminology internationally. Therefore, in order to avoid duplication in rapidly developing areas of science, several efforts have been made to organise data banks or terminology in various fields, for example, the European Union term bank EURODICATUM (European Automatic Dictionary) is accessible online via Euronet to every user (Crystal, 2005).

All above mentioned issues are important and closely related to the contrastive analysis that is carried out in this article.

To compare the translation of the titles of modules taught at ŠU Faculty of Humanities with the ones taught at authoritative Lithuanian and foreign universities, a theoretical view on the issue of terminology in relation with translation is needed to which the following sub-section is dedicated.

1.3. The issues of translation of terminology

The development of all branches of science is constantly bringing new terms into use, for example, terminology makes up approximately 5-10% of a text (Newmark, 1998, 160). Concerning the fact that translation improves cultural contacts, a number of terms appear in translation reviews. Consequently, nowadays translation of terms becomes inevitable, for it represents the interlinguistic communication between (or inside) the countries.

Ambrasas-Sasnava (1978) distinguishes the following kinds of translation according to various criteria:

1. The author and the translator (authorial, authorized, non-authorized).
2. The translator and source-language text (traditional, machine translation).
3. The attitude of the translator (adequate, free, for-

mal, letter-by-letter, word-for-word).

4. The aim of translation (letter-by-letter, philological, literary, adaptation).
5. The levels of a language (lexical, morphological, etc.).

However, translation of terms carries with it some debatable issues. The primary issue concerns the problem of adequate translation which may also be referred to a concept of equivalence. Therefore it is necessary to clarify those two concepts: adequacy and equivalence, in order to avoid confusion and misunderstanding in our study.

In the context of translation studies, the concept of adequacy has various interpretations. Some authors (Končius, Nausėda, 2006) maintain that it deals with a linguistic unit (a word, a phrase, a sentence or a text) which totally corresponds to a unit of an original text, i.e. their semantic structures are entirely equal. In fact, they understand this concept as synonymous to the concept of equivalence. Other authors (Ambrasas-Sasnava, 1978, 124) put forward a suggestion of the following definition of the adequate translation: “The translation which is completely adequate to a source-language text on informational and emotional aspects” (our translation). Regarding the notion of equivalence, Ambrasas-Sasnava K. (1978, 127) proposes that the translation is equivalent when the content of the original text is conveyed. Meanwhile Masaitienė D. (1996, 80) partly agrees with Ambrasas-Sasnava K. stating that adequate text is the relation between the source-language text (or a text unit) and the target language text (or a text unit) when the content, form, style, function, etc. of the source-language text are

preserved. According to the outstanding linguist Jakobson R., “translation is a way of interpretation of a sign of a language” (cited from Armalytė, Pažūsis, 1990, 37) (our translation). Further, he states that the information which is conveyed by the signs of different languages can be adequate, though there is no complete equivalence between them. Consequently, the notion of adequacy is considered to be more general in relation to the notion of equivalence as the adequate translation attempts maximum in congruity of the communicational and functional situation. The concept of equivalence typically refers to the notion of the formal correspondence, though it not always leads to a successful translation. Accordingly, our study, dealing with the contrastive analysis of the range of the translation of the module titles, will be focused on the concept of adequacy in order to transfer a real meaning of a module title closely related to its content that provides the reader clear understanding of the course.

Concerning rapid changes in different areas of science and technology, another problem encountered in terminology translation is that of appearing of new terms, i.e. neologisms which have been a characteristic feature of modern science fiction. In every language the number of neologisms is increasing expeditiously, therefore it leads to a matter of the troublesome issue. Newmark P. (1998) ascribes it to the professional translator’s biggest problem as it refers to the notion of obscurity. Furthermore, he suggests twelve types of neologism as well as possible methods of their translations: (see Table 1) (Newmark, 1998, 150).

Table 1. *A frame of reference for the translation of neologisms*

Type		Translation procedures
A.	Existing lexical items with new senses	1. Transference (with inverted commas) 2. TL neologism (with composites) 3. TL derived word 4. Naturalisation 5. Recognised TL translation 6. Functional term 7. Descriptive term 8. Literal translation 9. Translation procedure combinations (couplets, etc.) 10. Through-translation 11. Internationalism
	1. Words	
	2. Collocations	
B.	New forms	
	1. New coinages	
	2. Derived words (including blends)	
	3. Abbreviations	
	4. Collocations	
	5. Eponyms	
	6. Phrasal words	
	7. Transferred words (new and old referents)	
	8. Acronyms (new and old referents)	
	9. Pseudo-neologisms	
	10. Internationalisms	

Moreover, while translating technical text, the author proposes to point out the problematic terms and look them up in the micro of the “Encyclopaedia Britannica” and the relevant Penguin.

However, according to Newmark P. (1998), the central problem is considered to be the terms which appear only once in the source language. In case, they are context-bound terms, it is possible

to clarify their meaning by denying the less likely versions. However, sometimes neologisms carry a specific/individual meaning that can be transferred from the target language text to the source language text using the descriptive way of translation. Besides, Newmark P. (ibid) raises a problem of polysemy of terms and difficulties in translation of concept-words which are notorious for their different meanings in various technologies.

Additionally, Mažeikienė V. (2000, 59) also distinguishes the problematic aspect of translation of neologisms, though she does not suggest any solution to the problem.

The issue of “false friends” refers to another problem concerning translation of terms. “False friends” are “words that look the same in two languages, but often do not mean the same thing” (Crystal, 2005). Mažeikienė V. (2000) as well as Newmark P. (1998) agree that similarity in both native and target languages of fuzzy terms renders our translation problematic and needs special attention. The following English-Lithuanian examples illustrate the above-mentioned issue:

organ (English) – a large musical instrument with pipes of different length, played by pressing keys on it (MEDAL, 2002)

versus

organas (Lithuanian) – a part of your body that does a specific job, such as your heart or brain (MEDAL, 2002);

bananas (English) – silly or crazy (MEDAL, 2002)

versus

bananas (Lithuanian) – a long curved fruit with a yellow skin (MEDAL, 2002).

Thus, summarising all the above-mentioned

debatable issues related to the terminology translation, it may be asserted that a translator faces a wide range of concerns associated with the translation of terms. Therefore, they need to gain a basic understanding of the theory of terminology and its various applications. However, it must be borne in mind that “it is possible to translate almost everything though it often leads to tremendous difficulties” (Newmark, 1998, 161) (our translation).

The aim of the following section, dealing with a contrastive analysis of the range of the translations of module titles, is to discover whether module titles (taught at the undergraduate study programmes at ŠU Faculty of Humanities) translated from Lithuanian into English can be referred to the adequate translation. Moreover, we will provide some examples of higher education terms (and their adequate translations) that are common to the undergraduate prospectuses of both Lithuanian and other foreign universities.

Contrastive analysis of the range of the translation of module titles

Before analysing the adequacy of translation of special higher education terminology (from Lithuanian into English) it is important to determine the translation unit. Therefore in our study we will focus only on a word or a combination of several words (course titles) which are not determined by a context though are coherent with a module description.

The contrastive analysis of Lithuanian and English higher education terms provides the course titles taught at Lithuanian and other foreign universities. The list of the universities is presented in Table 2.

Table 2. *The list of the comparable Lithuanian and foreign universities*

No.	Lithuanian universities	Foreign universities
1.	Kaunas University of Technology (KUT)	London Metropolitan University (LMU)
2.	Kaunas Vytautas Magnus University (KVMU)	Manchester Metropolitan University (MMU)
3.	Šiauliai University (ŠU)	Middlesex University in London (MUL)
4.	Vilnius Gediminas Technical University (VGTU)	UCE Birmingham (UCEB)
5.	Vilnius University (VU)	Oxford University (OU)
6.		SSEES University of London (SSEESUL)

The contrastive analysis contains eleven Lithuanian and foreign universities which are randomly selected without any particular pattern or purpose. Though, while providing an adequate translation of the module title, the major focus lies on the translation equivalent proposed by the authoritative universities (if the module is offered at all), e.g.: Vilnius University, Kaunas Vytautas Magnus University, Oxford University, Manchester

Metropolitan University, etc.

The third part of this research contains the list of inadequate, grammatically incorrect, etc. translations of Lithuanian module titles (87 items) which are selected from all the analysed titles of the modules (392 items) taught at ŠU Faculty of Humanities. An adequate translation proposed by the authors of this article as well as the comparison with English module titles of other Lithuanian and

foreign universities are also provided in this section. Modules (core and alternatively chosen modules) are listed according to an alphabet and the module code. As can be seen from the below presented analysis of translation of the module titles, all single-word Lithuanian terms (module titles) are translated into English by Šiauliai and other Lithuanian and foreign universities without any difficulties or differences (if the module is offered at all), e.g.:

(Lt) *Logika* – (En) *Logic* (ŠU; KUT; OU; LMU);

(Lt) *Didaktika* – (En) *Didactics* (ŠU; KUT).

However, it should be noted that the translation of some complicated terms (module titles) (from Lithuanian into English) carries with it some troublesome issues. The most complicated cases are concerned with the matter of inadequacy. Consider the following examples (see Table 3):

Table 3. *Major cases of an inadequate translation*

No.	Lithuanian course title, university	English course title	Adequate translation of the term proposed by the author of this research
1.	Vertimo teorija ir praktika (ŠU)	Translation Theory and Practice Theory and Practice of Translation's Interpretation Theory and Practice of Translation/ Interpretation	Translation Studies
2.	Vertimo teorija ir praktika (KVMU)	Translation: Theory and Practice	
3.	Vertimo praktika (KUT)	Translation. Practice Session (written and oral)	
4.	Specialybės kalbos kultūra (ŠU)	Speciality Language Culture	Speciality Language Etiquette or Speciality Language Policy, or Speciality Language Standardisation
5.	Specialybės kalbos kultūra (KUT)	Culture of Professional Language	
6.	Specialybės kalbos kultūra (VGTU)	Speciality Language Culture	
7.	Bakalauro baigiamasis darbas (ŠU)	Final Bachelor Degree Work	Bachelor Thesis
8.	Bakalauro baigiamasis darbas (KUT)	Final Degree Project	
9.	(OU)	Thesis/Dissertation	
10.	(SSEESLU)	Free-Standing Dissertation	
11.	(LMU)	Dissertation / Independent study project	
12.	Bakalauro darbas (KVMU)	Bachelor's Thesis	
13.	UCEB	Dissertation	
14.	Bakalauro darbas (VU)	Bachelor Thesis	

The first example in Table 3 presents five translation variants of similar Lithuanian module titles. Since all of them refer to the multi-word term, we suggest the two-word term (*'Translation Studies'*), which is both economical and easily understandable.

The following example is probably the most troublesome case as the Lithuanian word combination *'Specialybės kalbos kultūra'* is translated word-for-word (*'Speciality Language Culture'* or *'Culture of Professional Language'*). Accordingly, it leads to false associations and misunderstanding for the readers, especially for foreign people. Therefore in order to avoid a one-to-one translation, we propose several adequate translation variants (*'Speciality Language Etiquette'*, *'Speciality Language Policy'*, or *'Speciality Language Standardisation'*) which are common to the language of most English speaking countries.

Finally, the third Lithuanian module title taught at ŠU contains the biggest number of translation equivalents used for the corresponding modules at

other Lithuanian and foreign universities. In this case, we suggest the translation of the module title provided by the authoritative Vilnius University (*'Bachelor Thesis'*) as it refers to the economical and clear higher education term.

Further, while analysing the translation of module titles, some linguistic errors (grammatical, lexical, etc.) can be found. For example, the translation of the Lithuanian word *'paveldosauga'* is very complicated as it contains even three translation variants provided by ŠU, e.g.:

(Lt) *Paveldosaugos įvadas* – (En) *Introduction to Cultural Heritage Protection*;

(Lt) *Paveldosaugos sistema Lietuvoje* – (En) *System of Heritage Protection in Lithuania*;

(Lt) *Lietuvos paveldosaugos istorijos bruožai* – (En) *Features of History of Lithuanian Heritage*.

We propose the following translation of the Lithuanian word *'paveldosauga'*: *'heritage protection'*.

Moreover, the omission/excess usage of the definite article is common in the translation of course titles provided by ŠU, e.g.:

(Lt) *Europos viduramžių istorija* – (En) *History of* (‘the’ is omitted) *Middle Ages*;

(Lt) *Europos Sąjungos struktūra ir valdymas* – (En) *Structure and Government of* (‘the’ is omitted) *European Union*;

(Lt) *Lietuvių kalbos leksikologija* – (En) *Lexicology of* (‘the’ is omitted) *Lithuanian Language*.

Some more examples to illustrate other troublesome cases are as follows:

(Lt) *Muziejaus ryšiai su visuomene* – (En) *Museum Basics* instead of *Museum Public Relations* (technical mistake);

(Lt) *Lietuvos tautinio atgimimo istorija* – (En) *Cultural Heritage of National Minorities in Lithuania* instead of *History of Lithuanian National Revival* (technical mistake);

(Lt) *Viduramžių-XVIII a. visuotinė literatūra* – (En) *World Literature of* (‘the’ is omitted) *Middle Ages – XVIII* (space absence) c.

The total amount of analysed English course units is 681 items, 392 whereof are taught at ŠU, 79 – at KVMU, 75 – at KUT, 38 – at VU, 33 – at OU, 28 – at LMU, 14 – at SSEESUL, 12 – at VGTU, 10 – at UCEB. The figure below illustrates the proportions of analysed course titles of different universities.

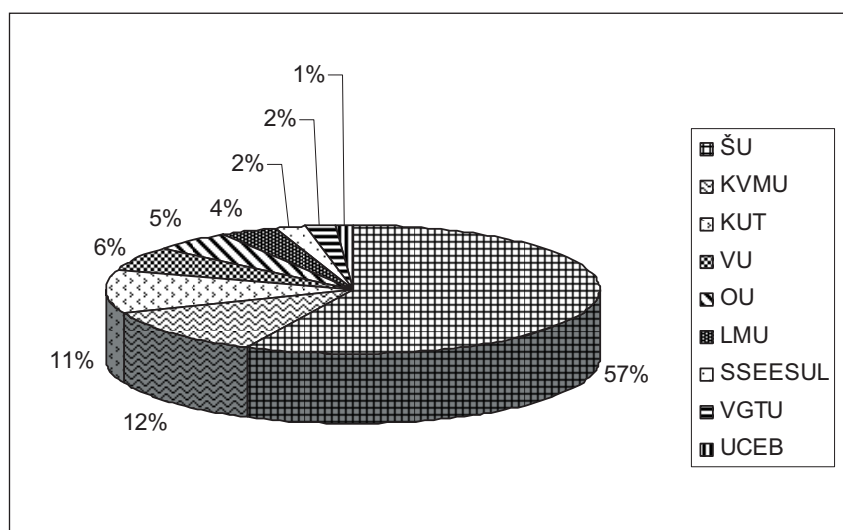


Figure 1. The percentage prevalence of the analysed module titles taught at different universities

As the figure suggests, more than a half of the analysed English course titles are provided by ŠU (57% (392 items)). KVMU (12% (79 items)), KUT (11% (75 items)), VU (6% (38 items)) and OU (5% (33 items)) come next. Finally, there are only few analysed course titles provided by the rest of universities (in total, 9% (64 items)).

The analysis of the translation of module titles taught at ŠU Faculty of Humanities (from Lithuanian into English) has shown only a few troublesome cases. However, some of them dealing with the matter of inadequacy are more important and potentially more dangerous than linguistic errors. Newmark P. (1998) also emphasises the problematic issue of a good translation by asking many rhetorical questions: “What is a good translation? What fails? What is distinguished translation?” Moreover, he suggests that “a good translation fulfils its intention; in an informative text, it conveys the facts acceptability, in a vocative text, its success is measurable, <...>,”

there is often a tension between the expressive and the aesthetic functions of language and therefore a merely ‘adequate’ translation may be useful to explain what the text is about, <...>.” Though our study deals with the higher education terms (single words or a combination of several words) which are not determined by a context, still an adequate translation plays a significant role as it reflects the key features of the module description that the term is linked to. An adequate translation of the module title is self-explanatory, therefore it facilitates precise reference.

Further, Table 4 and Table 5 contain the analysis of the translation of some selected Lithuanian higher education terms (12 items) which are common to the undergraduate prospectuses of both Lithuanian and foreign universities and to the English-German dictionary of higher education terminology published by German Academic Exchange Service.

Table 4. *Lithuanian higher education terms and their English equivalents proposed by Lithuanian universities*

Lithuanian University LT title of the term	KUT	KVMU	ŠU (Course catalogue 2004/2005)	ŠU (Programmes and Courses in English 2007/2008)	VG TU	VU	Adequate translation of the term
1. Bakalauro darbas	–	Bachelor's Thesis	Final Bachelor Degree Work (Bakalauro baigiamasis darbas)	–	–	Bachelor Thesis	Bachelor Thesis
2. Bakalauro studijų programų katalogas	Undergraduate and Graduate prospectus	–	Course catalogue	–	–	Catalog of Study Programmes	Undergraduate Prospectus
3. Bakalauro studijų programa	–	Programme of Bachelor Studies	Bachelor's Studies	–	–	Bachelor studies	Bachelor Studies
4. Karjeros galimybės	–	–	Career opportunities	–	–	–	Careers
5. Kreditų skaičius	Credits	–	Credits (ECTS)/ Credits (LT)	No. of Credits	Course volume	ECTS credits	Credit Value
6. Laisvai pasirenkamas dalykas	–	Elective Course	Freely chosen (elective)	Optional Subject	Option (one of the following)	–	Optional Subject
7. Modulio aprašas	Course description	–	Content	–	Course description	–	Module Description
8. Modulis	–	Course	Course	–	–	–	Module
9. Privalomas dalykas	–	Required Course	Obligatory	–	–	–	Core Module
10. Programos aprašas	–	–	–	–	Program description	–	Programme Content
11. Vertinimo metodai	Assessment	–	Methods of assessment	Methods of Assessment	Assessment	–	Assessment
12. "Sumuštinio" tipo studijos	–	–	–	–	–	–	<i>Sandwich mode</i>

Table 5. *Lithuanian higher education terms and their English equivalents proposed by foreign universities and German Academic Exchange Service (in the English-German dictionary of higher education terminology)*

Foreign University LT title of the term	LMU	MMU	MUL	UCEB	OU	SSEESUL	German Academic Exchange Service	Adequate translation of the term
Bakalauro darbas	–	–	–	–	–	–	Dissertation, thesis	Bachelor Thesis
Bakalauro studijų progr. katalogas	Undergraduate Prospectus	Undergraduate Prospectus	Undergraduate Prospectus	Undergraduate Prospectus	–	Undergraduate Prospectus	Course catalogue	Undergraduate Prospectus
Bakalauro studijų programa	–	–	–	–	–	–	–	Bachelor Studies

Table 5 continued

Karjeros galimybės	Career opportunities	Career opportunities		Careers	Careers / graduate destinations		–	Careers
Kreditų skaičius	–	–	–	–	–	Credit value	Credit points	Credit Value
Laisvai pasirenkamas dalykas	Optional module	–	Cross-accredited module	Independent Study Module	Optional Subject/ Optional Course	Floating Option	Optional subject	Optional Subject
Modulio aprašas	Course Content	–	–	Course Content	Module Description		Course content	Module Description
Modulis	Module	–	Module	–	–	–	Module	Module
Privalomas dalykas	Core module	–	Major subject	–	Core course	Compulsory unit	Core subject	Core Module
Programos aprašas	Programme content/ Course structure	Programme content	–	Course Overview	–	Degree Structure	–	Programme Content
Vertinimo metodai	Assessment	Assessment	–	Assessment	Assessment	–	Assessment	Assessment
„Sumuštinio“ tipo studijos	<i>Sandwich year of paid employment</i>	–	<i>Sandwich Degree</i>	<i>Sandwich mode (4 year studies with work placement)</i>	–	–	–	<i>Sandwich mode</i>

The first presented higher education term (*Bakalauro darbas*) (see Table 4 and Table 5) has been already discussed in our study. Therefore we will move to the following terms listed in both tables. The major method of choosing the adequate translation deals with the matter of the authoritativeness. Moreover, it is important to note that the italicised term (*„Sumuštinio“ tipo studijos* (No. 12)) is common only to the undergraduate prospectuses of the foreign universities, though it may be used in Lithuanian prospectuses of the study programmes in the nearest future. For instance, Middlesex University in London determines the term *Sandwich mode* as four-year studies including 12-month work placement or two six-month placements.

To conclude, the data obtained in the present analysis demonstrates the national prevalence of the translation of terms, i.e. a particular term carries the translation equivalent, particular to one country (in our case – Lithuania and Great Britain), e.g. the terms *Careers*, *Undergraduate Prospectus*, *Core Module* are common to foreign universities. While trying to make an adequate translation of the Lithuanian terms we referred mainly to the practice of Great Britain.

Conclusions

1. The present study of the translation of titles of modules taught at ŠU Faculty of Humanities (392 items) and some selected terms of higher education (12 items), common to the prospectuses of the study programmes, has shown that most translations are adequate and used by many universities. On the whole, the adequate translations constitute 75% of all the analysed higher education terms provided by the ŠU Faculty of Humanities (404 items (392 + 12)). Consequently, 25% of the module titles contain some translation problems, i.e. sometimes we encounter the problematic cases when the module titles are translated differently, although they contain the same titles and similar module descriptions in Lithuanian. Further, there are some grammatical and technical errors found which are supposed to be less important and dangerous than the ones dealing with the matter of inadequacy. Although there are only a few cases of an inadequate translation, they lead to the problematic issue which needs to be analysed and reviewed.

2. Further studies of translation of special higher education terminology are needed. They may be carried out along the following lines: the contrastive analysis of the translation of module titles taught at other faculties of ŠU, the study of higher education terminology used in the prospectuses published by other authoritative foreign universities, etc. Moreover, the present research may be a constituent part of the future Master Thesis aiming to collect data for the bilingual (Lt-En, En-Lt) dictionary of higher education terms used at ŠU. Further, the creation of the database of special higher education terminology of ŠU and representation on the internet sites may be advantageous for the academic community of both ŠU and other universities.

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TRANSLATION OF MODULE TITLES

Jolanta Šarkaniėnė, Reda Baranauskienė

Summary

The present-day rapid development and internationalization of science and technology as well as the continuous changes in cultural, social and educational situation among nations cause different professional communication problems all over the world. Translation of educational terms and module titles in particular becomes inevitable, for it represents the interlinguistic communication between (or inside) the countries. The aim of the article is twofold: to examine the adequacy of translation of the titles of study modules (from Lithuanian into English) taught at ŠU Faculty of Humanities and to suggest the adequate translation of the programme units. The empirical investigation has shown that 75% of all the analyzed educational terms provided by the ŠU Faculty of Humanities are adequate. 25% of the titles are translated differently and even inadequately although they contain the same module content. Inadequate translation can be treated as translation mistake.

Keywords: translation of terms, educational terminology, adequacy, equivalence, inadequacy.

MODULIŲ PAVADINIMŲ VERTIMAS

Jolanta Šarkanienė, Reda Baranauskienė

Santrauka

Straipsnyje nagrinėjamos edukologinių terminų standartizavimo bei vertimo problemos. Pasaulyje vyksta spartūs kultūriniai, socialiniai, edukologiniai pokyčiai, kurie sąlygoja naujos profesinės terminijos raidą. Skirtingų šalių universitetai bendradarbiauja, siekia pritraukti kuo daugiau studentų iš užsienio. Mūsų straipsnio tikslas – išanalizuoti žymiausių Lietuvos ir Didžiosios Britanijos universitetų reklaminius studijų programų prospektus, juose esančius modulių pavadinimus, jų vertimo ypatumus, klaidas bei pasiūlyti adekvačius vertimo ekvivalentus. Empirinis tyrimas parodė, jog 75 proc. ŠU Humanitariniame fakultete siūlomų modulių pavadinimų išversti adekvačiai. 25 proc. modulių pavadinimų verčiami skirtingai, nors jų turinys tapatus. Neadekvatus vertimas apsunkina suvokimą ir gali būti traktuojamas kaip vertimo klaida.

Prasminiai žodžiai: terminų vertimas, edukologiniai terminai, adekvatumas, ekvivalentiškumas, neadekvatus vertimas.

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