AL-FARABIKAZAKHNATIONALUNIVERSITY

International Relations Department

Chair of Diplomatic Translation

**Educational programme of specialty**

**7M02304 - Translation studies in the field of international and legal relations**

**PPP****5207 “Practicum on Consecutive Interpretation”**

Spring semester for 2023-2024 academic year

Syllabus

|  |  |  |  |  |  |  |  |  |
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| **ID and the name of the course**  [100940]  **“Practicum on Consecutive Interpretation”** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes**  **(PC)** | | **Lab. classes (LC)** |
| **PPP5207** | 4 | | 0 |  | | 0 | 9 | 4 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | | **Types**  **of practical classes** | | **Form and platform of final control**  Oral form  Offline | |
| Off-line | Basic course of elective component,  Practical course | - | | | Solving practical problems, situational tasks | |
| Lecturer - (s) | **Makisheva Mariyash Kaidaulovna** | | | | | |  | |
| e-mail: | [Makisheva50@mail.ru](mailto:Makisheva50@mail.ru) | | | | | |
| Phone: | **8 707712 0685** | | | | | |
| Assistant - (s) |  | | | | | |
| e-mail: |  | | | | | |
| Phone: |  | | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | | |

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| **Goal of discipline** | **Learning outcomes (LO)**  As a result of studying the discipline, the student will be able to: | **Achievement indicators of LO (AI)** |
| To form a consecutivetranslation competence, consisting of interlanguage-transforming, predictive-planning, synchronous-transforming, self-correcting sub-competencies. | **LO 1**. Explain the basic concepts of interpretation in modern Translation Studies | **AI 1.1 –** classifies the type of interpretation  **AI 1.2-**defines the trends of modern Translation Studies |
| **LO 2**. Apply translation transformations and techniques for consecutive translation | **AI 2.1–**defines linguistic features of Consecutive Interpretation  **AI 2.2-** determines the most effective techniques and methods of Consecutive Interpretation from the Source Language into the Target Language  **AI 2.3 –** provides 5 minute Consecutive Interpretationfrom the Source Language into the Target Language  **AI 2.4-** makes translation analysis of partner's Consecutive Interpretationrecording |
| **LO 3.**Effectively use translation techniques during Consecutive Interpretation | **AI3.1–**uses effective techniques and methods of Consecutive Interpretation  **AI 3.2 –** develops linguistic analysis of translation  **AI 3.3 –** reproduces the full version of the audio material in English  **AI 3.4 –**Consecutive Interpretation from English |
| **LO 4.**Develop the most frequent translation correspondence in the automated skill of their use | **AI 4.1–**develops a thesaurus for specified communication areas  **AI 4.2-** carries out the needed time of Consecutive Interpretation of political discourse from the Source Language into the Target Language  **AI 4.3** - makes translation analysis of partner's consecutive translation. |
| **LO 5.**To form stress resistance to overcome psychological and emotional stress | **AI 5.1–**determines own level of stress resistanceduring Consecutive Interpretation of different duration  **AI5.2-** develops stress resistance during long-term Consecutive Interpretation  **AI 5.3 –** makes translation analysis of his partner's Consecutive Interpretation |
| **Prerequisites** |  | |
| **Postrequisites** |  | |
| **Learning**  **resources\*\*** | **Literature:**  1. Feltham G. Diplomatic Handbook, 6 ed., 2001  2.James, Nolan. Essays on conference Interpreting, London, 2011  3.Miram, G.E.Profession: translator, ILG, 2010  4. Zhukov, D.M. We are translators, M, 2012  5. Gaap de Hoop Scheffer, [www.jstor.org.pp17-39](http://www.jstor.org.pp17-39)  **Internet resources:**  6. Future Learn Online Learning Platform <https://wwwfuturelearncom/>  7. International Protocol. The official UN website: <https://www.UN.org./en/>  8. E-international relations <https://www.e-ir.info>  9. Memrise Online Learning Platform <https://app.memrise.com/>  10. Internet resources on dipl. protocol. https://brainly, in question/  11. Collocation online dictionary: <https://www.ozdic.com/>  12. Cambridge Online Learner’s Dictionary: <https://dict.Cambridge.org>  13. CNN News: <https://edition.CNN.com>  14. BBC News: <https://www.bbc.co.uk>  15. The UN official website: diplomatic protocol. <https://www.un.org/> | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.**Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mailazheksekova@yahoo.comorvia video link in MSTeam, ZOOM  **IntegrationMOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the coursestudy schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS.This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Excellent |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Good |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 |  |  |
| C+ | 2.33 | | 70-74 | Work in practical classes | 70 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 14 |
| C- | 1.67 | | 60-64 | Control work | 16 |
| D+ | 1.33 | | 55-59 |
|  | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |

**CALENDAR (SCHEDULE)**

**IMPLEMENTATION OF THE COURSE CONTENT:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| weeks | | Themes: | | Amount of hours | | Max.  Scores | |
| 1 | | **Translation vs Interpretation**  **PL 1**:**1.** International Relations: forms and geographic features  **2.** News Round-up. Analyzing a newspaper article  **3.**Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 2 | | **Main features of Consecutive Interpretation**  **PL 2**:**1.**Consecutive Interpretation during briefings and joint-conferences  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 3 | | **Main features of Consecutive Interpretation**  **PL 3**:**1.** Consecutive interpretation during bilateral meeting  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
|  | | SSW 1: General approaches to specific techniques of consecutive interpretation | | 1 | | 7 | |
| 4 | | **Strategies in Consecutive Interpretation**  **PL 4**: **1.** Discourse of political leaders of the USA and UK  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 5 | | **Compression and Decompression in Consecutive Interpretation**  **PL 5**: **1.** Speech of President of the RK Tokayev K.K. at 76th session of the United Nations General Assembly  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
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| 6 | | **Silent pauses and Disfluencies in Consecutive**  **Interpretation**  **PL 6:****1.** Speech at 76th session of UN GA (part-2)  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 7 | | **Anticipation in Simultaneous Interpretation**  **PL7**:**1.** Inauguration Speech of the US President  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
|  | | **SSW2**: International Associations of Translation and nterpretation Services | | 1 | | 7 | |
|  | | **РК 1** | |  | | 16 | |
|  | |  | |  | | 100 | |
| 8 | | **Communicative Situation in Consecutive Interpretation**  **PL 8**: **1.** World Economic Forum, Davos Plenary Session, 2022  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 9 | | **Pragmatic Adaptation in Consecutive Interpretation**  **PL 9:1.** News Blocks in different SIM  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 10 | | **Socially and Culturally Marked Expressions in Consecutive Interpretation**  **PL 10**: **1.** Debates in Parliamentsof the US,the UK and Kazakhstan  **2.**News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 10 | | **IWST3**: Translation Analysis of Source Language Text | | 1 | | 7 | |
| 11 | | **Problems of Consecutive Interpretation from English into Kazakh/Russian**  **PL 11**: **1.** Speeches atSamarkand meeting of the SCO leaders  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 12 | | **Stylistic tools in Consecutive Interpretationof Political Discourse**  **PL 12**: **1.**Collective Security Treaty Organization  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 13 | | **Text and Translation Analysis**  **PL 13**: **1.** European Parliamentplenarydebate  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 14 | | **Interpreter’s role in Consecutive Interpretation**  **PL 14**: **1.** Professional etiquette and tacticsduringnegotiations.  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 15 | | **Online Consecutive Interpretation**  **PL 15**: **1.**Pandemic in 2020  **2.** News Round-up. Analyzing a newspaper article  **3.** Training. Consecutive translation of some speeches (texts) | | 6 | | 10 | |
| 15 | | **IWS 4** Conducting final term assessment | | 1 | | 7 | |
| 15 | | Final speaking assignment | |  | |  | |
|  | | **РК 2** | |  | | 16 | |
|  | |  | |  | | 100 | |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean of International Relations faculty Zhekenov D.K.**

**Head of Diplomatic Translation Department Seidikenova A.S.**

**Instructor Makisheva. M.K.**

**РУБРИКАТОР СУММАТИВНОГО ОЦЕНИВАНИЯ**

**КРИТЕРИИ ОЦЕНИВАНИЯ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ**

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| Критерий | «отлично», макс. в % | «хорошо» макс в % | «удов» макс в % | «неуд» макс в % |
| 1.Чтение | 40 | 30 | 20 | 10 |
|  | Речь воспринимается легко: необоснованные паузы отсутствуют; фразовое ударение и интонационные контуры, произношение слов практически без нарушений нормы; допускается не более 2-х  фонетических ошибок | Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; фразовое ударение и интонационные контуры, практически без нарушений нормы; допускается несколько фонетических ошибок, в том числе 1-2 ошибки, искажающие смысл | Речь воспринимается достаточно легко, однако присутствуют необоснованные паузы; есть ошибки в фразовых ударениях и интонационных контурах; допускается от 5-7 фонетических ошибок, в том числе ошибки, искажающие смысл | Речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров, допущено большое количество фонетических ошибок |
| 2.Говорение | Лексико-грамматическое оформление речи, глубокое понимание текста. задание выполнено полностью: цель общения достигнута; тема раскрыта в полном объёме (полно, точно и развернуто раскрыты все аспекты, указанные в задании). | Высказывание логично и имеет завершённый характер; имеются вступительная и заключительная фразы, соответствующие теме. Средства логической связи используются правильно. | Высказывание в основном логично и имеет достаточно завершённый характер, НО отсутствует вступительная или заключительная фраза, имеются одно-два нарушения в использовании средств логической связи | Отсутствие лексического материала, речь не воспринимается из-за необоснованных пауз; неправильных фразовых ударений и искаженных интонационных контуров |
| 3.Грамматика | использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки либо отсутствуют, либо не препятствуют решению коммуникативной задачи. | использованы разнообразные грамматические конструкции в соответствии с поставленной задачей и требованиям данного года обучения языку, грамматические ошибки незначительно препятствуют решению коммуникативной задачи. | имеются грубые грамматические ошибки. | большое количество грамматических ошибок |
| 4.Перевод | Эквивалентный перевод: содержательная идентичность текста перевода, полное лексическое соответствие текста, эквивалентный перевод с использованием основных грамматических конструкций, характерных для соответствующего языка, художественного и публицистического стиля речи, соблюдение стилистических норм для всего текста | Погрешности перевода не нарушают общего смысла оригинала, отсутствие лексических соответствий для 10-20% текста, погрешности в переводе основных грамматических конструкций, характерных для соответствующего языка, художественного и публицистического стиля речи, соблюдение стилистических норм для 80-90% текста | Неточность передачи смысла: ошибки приводят к неточной передаче смысла  оригинала, но не искажают его полностью, отсутствие лексических соответствий для 30-40% текста, отсутствие грамматических соответствий для 30-40% текста, соблюдение стилистических норм для 60-70% текста, | Неэквивалентная передача смысла: ошибки представляют собой грубое искажение смысла содержания оригинала, отсутствие лексических соответствий для 70-100% текста, отсутствие грамматических соответствий для 70-100% текста, соблюдение стилистических норм менее чем для 30% текста. |