**Methodological Recommendations and IWS/IWST for "Translation of Scientific and Technical Texts"**

**Methodological Recommendations**

1. **Understanding the Text Type**
   * Students should first be exposed to different types of scientific and technical texts (e.g., research articles, technical manuals, patents).
   * Encourage students to identify the purpose, structure, and audience of the text.  
     **IWS Task:** Assign reading of scientific articles, requiring students to analyze and summarize the key features of the genre.
2. **Terminology Mastery**
   * Emphasize the importance of accurate terminology translation. Use glossaries and terminology databases.
   * Students should practice creating and maintaining their own glossaries for each field.  
     **IWS Task:** Students will create a glossary of 50 key terms from a chosen field and translate them into their native language.
3. **Translation Techniques**
   * Teach techniques such as calque, transposition, modulation, and equivalence, focusing on how these apply in technical translation.
   * Encourage the practice of back-translation (translating back into the original language) to check accuracy.  
     **IWST Activity:** Teacher-led practice translating scientific abstracts, followed by group discussion to highlight various translation choices.
4. **Use of Translation Tools**
   * Introduce Computer-Assisted Translation (CAT) tools like Trados or MemoQ for terminology management and consistency.
   * Train students to use these tools efficiently for their projects.  
     **IWS Task:** Students will complete a translation project using a CAT tool and submit both the translation and an analysis of how the tool helped.
5. **Editing and Proofreading**
   * Stress the importance of revising translations for clarity, conciseness, and adherence to target language norms.
   * Provide exercises that require editing poorly translated technical texts.  
     **IWST Activity:** In class, students will work with the teacher to revise and edit their translations based on peer feedback.

**Individual Work of Student with Teacher (IWST)**

1. **Translation Feedback and Defense**
   * After receiving feedback on a translation task, students will present their original translation and defend their choices, explaining how they addressed specific linguistic and technical challenges.
   * Outcome: A defended translation with a clear rationale for translation choices.
2. **Collaborative Editing and Presentation**
   * Students will work in groups to revise translations and present the edited version. They must explain why certain changes were made and how the final version improved.
   * Outcome: Group presentation on translation improvements with peer and teacher feedback.
3. **Final Project Defense**
   * As the culmination of the course, students will present their term paper or final project (a translation of a scientific/technical text) and defend their translation choices. They should demonstrate their understanding of terminology, translation techniques, and editing processes.
   * Outcome: A detailed presentation followed by a defense, where students respond to teacher and peer questions on their translation approach and strategies.

**Presentation and Defense Tasks:**

* **Presentation Length:** 10-15 minutes.
* **Defense:** Following the presentation, students must answer questions from peers and the teacher about specific translation challenges, terminology choices, and methods used.
* **Evaluation Criteria:**
  + Accuracy of the translation.
  + Justification of translation decisions.
  + Use of terminology.
  + Clarity and coherence of the presentation.
  + Ability to defend translation choices during the Q&A session.