

SYLLABUS
Spring semester 2025-2026 academic year
Educational program “6B02311 Translation studies in the sphere of international and legal relation”

ID and name of course	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)	Seminars (PC)	Lab. classes (LC)		
[100672] Practice of translation and interpretation	4	-	6	-	6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
Offline	Profile course of elective component	-	discussion, problem-solving		Written Exam Univer System (Offline)	
Lecturer - (s)	Asan Kanagat Aitbaiuly					
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ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)	
to master skills and abilities of interpreting and translating texts of various styles. Subject area: features of interpretation and translation, classification of translation, technique of translating texts of various styles, grammatical norms, lexical and grammatical transformations, equivalents of lexical units, difficulties of translation from one language to another.	LO 1. To understand and apply theoretical foundations of translation and interpretation, including key concepts, types, and strategies.				1.1 Demonstrates knowledge of major translation theories and methods (literal, free, communicative, functional, etc.).	
					1.2 Identifies and explains differences between translation and interpreting, including types (simultaneous, consecutive, sight translation).	
	LO 2. To analyze linguistic and stylistic features of texts belonging to various functional styles and apply appropriate translation strategies.				2.1 Analyzes linguistic, lexical, and grammatical norms of source texts across different styles (literary, journalistic, technical, legal, etc.).	
					2.2 Applies lexical and grammatical transformations, equivalence techniques, and stylistic adaptations in translation practice.	
	LO 3. To perform oral interpretation tasks demonstrating accuracy, fluency, and cultural awareness.				3.1 Performs consecutive and sight interpretation using appropriate note-taking techniques, abbreviations, and memory strategies.	
					3.2 Interprets short speeches or dialogues maintaining accuracy, completeness, and register consistency between source and target languages.	

	LO 4. To produce written translations that accurately convey meaning, tone, and style of the source text in accordance with target language norms.	4.1 Produces coherent written translations observing grammar, syntax, and stylistic conventions of the target language.
		4.2 Revises and edits translations to ensure terminological accuracy, consistency, and fidelity to the source.
	LO 5. To evaluate translation and interpreting performance using professional and ethical standards.	5.1 Identifies and corrects typical translation/interpreting errors related to meaning, terminology, or cultural context.
		5.2 Demonstrates awareness of professional ethics, confidentiality, and responsibility in translation and interpreting contexts.
Prerequisites	Pre-Translation Text Analysis and Linguoculturological Aspects of Translation	
Postrequisites	-	
Learning Resources	Main literature: 1. Munday, J. Introducing Translation Studies: Theories and Applications (5th Edition). Routledge, 2022. 2. Pöchhacker, F. Introducing Interpreting Studies (3rd Edition). Routledge, 2022. 3. Venuti, L. The Translator's Invisibility: A History of Translation (Revised Edition). Routledge, 2021. 4. Hatim, B., & Munday, J. Translation: An Advanced Resource Book for Students. Routledge, 2019. 5. Venuti, L. (ed.). The Translation Studies Reader (4th Edition). Routledge, 2021. 6. Baker, M., & Saldanha, G. (eds.). Routledge Encyclopedia of Translation Studies (3rd Edition). Routledge, 2020. 7. Gile, D. Basic Concepts and Models for Interpreter and Translator Training (3rd Edition). John Benjamins, 2021. 8. Hatim, B., & Mason, I. Discourse and the Translator (Revised Edition). Routledge, 2020. Additional literature: 9. Chesterman, A. Memes of Translation: The Spread of Ideas in Translation Theory (Revised Edition). John Benjamins, 2016. 10. House, J. Translation Quality Assessment: Past and Present. Routledge, 2015. 11. Bell, R. T. Translation and Translating: Theory and Practice. Routledge, 2018. 12. Venuti, L. The Scandals of Translation: Towards an Ethics of Difference. Routledge, 2019. 13. Nida, E. A., & Taber, C. R. The Theory and Practice of Translation. Brill, 2003 (Reprint). 14. Katan, D. Translating Cultures: An Introduction for Translators, Interpreters and Mediators (3rd Edition). Routledge, 2021. 15. Baker, M. Translation and Conflict: A Narrative Account. Routledge, 2006. Professional scientific databases: 16. Scopus: https://www.scopus.com 17. Web of Science: https://www.webofscience.com 18. ScienceDirect: https://www.sciencedirect.com 19. ERIC: https://eric.ed.gov 20. JSTOR: https://www.jstor.org 21. Wiley Online Library: https://onlinelibrary.wiley.com 22. Taylor & Francis Online: https://www.tandfonline.com Internet resources: 23. Oxford Learner's Dictionaries (updated 2022): https://www.oxfordlearnersdictionaries.com	

	24. BBC Learning English: https://www.bbc.co.uk/learningenglish 25. British Council – Learn English (with new IR-oriented modules 2021+): https://learnenglish.britishcouncil.org 26. Breaking News English (daily updated simplified news, 2020+): https://breakingnewsenglish.com 27. Kazakh National Electronic Library (KazNEB): https://kazneb.kz
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Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. 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 IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. 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. Academic 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 <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>. 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 e- mail asan.kanagat@alumni.nu.edu.kz (https://us05web.zoom.us/join/chat?src=direct_chat_link&email=asan.kanagat@alumni.nu.edu.kz) Integration MOOC (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 course study 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.
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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
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

				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.
B	3.0	80-84		Formative and summative assessment
B-	2.67	75-79		Points % content
C+	2.33	70-74		
C	2.0	65-69	Satisfactorily	Work in practical sessions
C-	1.67	60-64		Independent work
D+	1.33	55-59	Unsatisfactory	Design and creative activity
D	1.0	50-54		Final control (exam)
				TOTAL
				100

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
	Module 1. Foundations of Translation through Analytical Reading (Weeks 1–7)		
1	Week 1. Introduction to Translation and Interpretation Practice Description: Overview of course purpose, types of translation and interpreting, importance of analytical reading for translators. Tasks: Diagnostic task using IELTS Reading Text 3 – identify main idea, tone, and translation difficulties; group discussion on reading-to-translate strategies.	3	9
	IWS1 1: - Choose one IELTS Reading Text 3 passage (about 250 words). - Identify 5 lexical or grammatical elements that may cause translation difficulties. - Explain in 100–120 words why each is problematic (e.g., ambiguity, idiom, cohesion).	1	
2	Week 2. Analyzing Texts for Translation Description: Developing critical reading skills; identifying text type, function, and register. Tasks: Analyze coherence and cohesion in Reading Text 3; write a short commentary on text function and audience.	3	9
3	Week 3. Lexical Transformations in Translation Description: Exploring lexical equivalence, synonymy, and paraphrasing strategies. Tasks: Identify key lexical items from Reading Text 3 and propose translation variants in Kazakh/Russian; justify choices in writing.	3	9
	IWS2 2: - Select 10 key lexical items from IELTS Reading Text 3. - Provide two possible translations for each item (Kazakh and Russian variants). - Justify your final choice (20–30 words each) with reference to context, tone, and register.	1	
4	Week 4. Grammatical Transformations in Translation Description: Applying grammatical shifts (voice, tense, nominalization) and syntactic adaptation. Tasks: Translate two paragraphs from Reading Text 3 focusing on grammar; peer review	3	9

	translations.		
	● IWS 1: ● Translate one IELTS Reading Text 3 passage (200–250 words). ● Focus on grammatical changes needed to preserve meaning and naturalness in the target language. ● Highlight five examples of transformations and briefly explain each (1–2 sentences per case). Expected outcome: A translated text (≈ 1 page) plus a short analytical note (150–200 words).		10
5	Week 5. Stylistic Features and Register ● Description: Understanding stylistic variation and adapting tone and register to context. ● Tasks: Identify stylistic markers; translate one paragraph twice (formal and neutral versions) and discuss differences.	3	9
	● IWS 2: ● Choose one paragraph from IELTS Reading Text 3 (150–180 words). ● Produce two translations of the same paragraph: ○ Formal academic version ○ Neutral/informative version ● Add a 150-word commentary explaining what stylistic techniques you used (lexical selection, sentence rhythm, cohesion). Expected outcome: Two versions of the same translation + stylistic commentary (≈ 2 pages).		17
6	Week 6. Cultural and Contextual Equivalence ● Description: Translating culturally bound terms and references; maintaining intercultural accuracy. ● Tasks: Locate five culturally specific elements in Reading Text 3 and provide equivalent expressions in Kazakh/Russian.	3	9
	● IWS 3: ● From IELTS Reading Text 3, select 5 expressions containing cultural or idiomatic references. ● Translate each into Kazakh or Russian and add a 50-word commentary explaining your strategy (literal translation, adaptation, omission, etc.). Expected outcome: 5 mini-commentaries (250 words total) plus original phrases and translations.	1	
7	Week 7. Editing and Revising Translations ● Description: Techniques of self-editing, back-translation, and revision. ● Tasks: Exchange translations of Reading Text 3; edit a peer's work using a checklist for accuracy and clarity.	3	9
Module 2. Interpreting Skills and Applied Translation Practice (Weeks 8–13)			
8	Week 8. Midterm 1 – Written Translation Assessment ● Description: Evaluation of translation competence through unseen IELTS Reading Text 3 excerpt. ● Tasks: Translate a 250-word passage within 90 minutes; write a 100–150-word commentary on	3	10

	strategies used.		
	● IWST 4: ● Translate an unseen IELTS Reading Text 3 excerpt (approx. 250 words). ● Provide a 100–150-word commentary analyzing lexical, grammatical, and stylistic choices. Expected outcome: A translated text (1 page) + reflective commentary (½ page).	1	
Midterm 1			100
	Week 9. Introduction to Interpreting Techniques	3	10
9	● Description: Overview of interpreting modes (consecutive, simultaneous, sight); active listening and retention skills. ● Tasks: Summarize Reading Text 3 orally; short interpretation drills from English to Kazakh/Russian.		
	IWS 3: ● Listen to or read aloud an IELTS Reading Text 3 excerpt (≈ 1 minute length). ● Take notes using your own abbreviations and symbols. ● Deliver a consecutive interpretation into Kazakh or Russian (2–3 minutes). ● Submit your notes (scanned photo or typed copy) and a 100-word reflection on what helped or hindered your performance. Expected outcome: Recorded oral interpretation (2–3 minutes) + notes + reflection paragraph.		20
10	Week 10. Consecutive Interpretation and Note-Taking ● Description: Developing note-taking symbols, abbreviations, and structured outlines. ● Tasks: Listen to recorded excerpts of Reading Text 3; take notes and reproduce content orally; group evaluation.	3	10
11	Week 11. Sight Translation Practice ● Description: Training in quick comprehension and spontaneous oral translation. ● Tasks: Perform sight translation of Reading Text 3 paragraphs; record and self-evaluate for accuracy and fluency.	3	10
	● IWST 5: ● Choose a new IELTS Reading Text 3 paragraph (120–150 words). ● Perform a sight translation (English → Kazakh/Russian) and record your performance (1–2 minutes). ● Write a 150-word reflection on accuracy, fluency, and memory strategies used. Expected outcome: Audio file + short written reflection (½ page).	1	
12	Week 12. Thematic Translation: Academic and Scientific Texts ● Description: Translating specialized academic vocabulary and complex syntax. ● Tasks: Produce a written translation of an academic Reading Text 3 passage, focusing on accuracy and cohesion.	3	10
13	Week 13. Translation of Media and Informational Texts	3	10

	● Description: Adapting journalistic and informative genres; condensing meaning effectively. ● Tasks: Translate a news-style Reading Text 3 passage; summarize main ideas in target language (100 words).		
	IWS 6: ● Translate a news-style Reading Text 3 passage (180–200 words) into Kazakh or Russian. ● Write a 100-word summary of the main ideas in English. ● Reflect (80–100 words) on how you maintained clarity and register. Expected outcome: Translated text + English summary + reflection (≈ 2 pages total).	1	
Module 3. Professional Competence and Integrated Assessment (Weeks 14–15)			
14	Week 14. Professional Ethics and Quality Assessment ● Description: Evaluating translation and interpreting quality using professional standards. ● Tasks: Apply a quality-assessment rubric to a peer's translation; discuss ethical issues in professional practice.	3	10
15	Week 15. Midterm 2 – Integrated Translation & Interpreting Project ● Description: Combined written and oral performance evaluation. ● Tasks: ○ Part 1: Submit a translation portfolio (two IELTS Reading Text 3 excerpts, 400–500 words total, with brief commentaries). ○ Part 2: Deliver a 2-minute oral interpretation of an academic paragraph.	3	10
	● IWS 4: ○ Part 1 (Written): Translate two IELTS Reading Text 3 passages (total 400–500 words). Include brief translator's notes explaining lexical or grammatical decisions (150 words). ○ Part 2 (Oral): Perform a 2-minute interpretation of a short academic paragraph (chosen or provided by instructor). ○ Reflect on your performance (100–150 words): challenges, strategies, and lessons learned. Expected outcome: Translation portfolio (2–3 pages) + short reflection + oral interpretation recording.		10
Midterm control 2			100
Final Exam – Comprehensive Translation & Reflection ● Description: Summative assessment of translation and interpreting competence. ● Tasks: ○ Translate a new IELTS-style Reading Text 3 passage (300 words) under exam conditions. ○ Write a reflective commentary (150 words) explaining strategies and challenges.			100
TOTAL for course			100

Dean of International Relations Faculty

Sairambayeva Zh.T.

**Chairperson of the Academic Committee on
Quality of Learning and Teaching**

Yerimpasheva A.T.

Head of Diplomatic Translation Department

Senior Lecturer

Murzagaliyeva M.K.

Asan K.A.

RUBRIC FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK (IWS) IN WRITTEN FORM (25% of 100% MC)

Criteria	«Excellent» 20-25%	«Good» 15-19%	«Satisfactory» 10-14%	«Unsatisfactory» 0 – 9%
Task Fulfillment & Content Quality	Comprehensive and accurate coverage of the task. Demonstrates deep understanding of translation/interpreting principles, insightful examples, and critical awareness of linguistic or cultural issues.	Adequate coverage with relevant examples; shows understanding of translation/interpreting concepts though lacking critical depth or originality.	Basic completion of the task; some relevant content but limited analysis of translation/interpreting aspects.	Incomplete or inaccurate response; lacks relevance or understanding of translation/interpreting concepts.
Structure and Organization	Clear, logical structure with coherent introduction, main body, and conclusion; smooth transitions between sections.	Well-structured overall with minor inconsistencies; ideas mostly connected logically.	Basic structure with occasional disorganization; transitions or logic sometimes unclear.	Poorly structured or incoherent organization, making comprehension difficult.
Language Use & Terminology	Excellent command of academic and translation-specific vocabulary; accurate grammar and appropriate register.	Good vocabulary and grammar with occasional minor errors that do not hinder meaning.	Limited vocabulary and some grammatical errors that slightly affect comprehension.	Poor vocabulary choice and frequent grammatical errors that impede understanding.
Analytical Thinking / Commentary	Demonstrates strong analytical and reflective thinking; justifies translation/interpreting decisions with clear reasoning and examples.	Provides some analytical commentary; reasoning is present but not always detailed or critical.	Minimal analytical reflection; mainly descriptive rather than evaluative.	No analytical reasoning or justification of translation/interpreting choices.
Use of Sources / Reference (if applicable)	Uses and cites sources appropriately (APA/MLA/Chicago); demonstrates understanding of paraphrasing and academic integrity.	Uses sources with minor citation or formatting errors; mostly paraphrased correctly.	Attempts citation but with evident errors or weak integration.	No citation, plagiarism, or complete lack of reference to external material.
Technical / Professional Accuracy	Accurately applies translation and interpreting techniques (transformations, abbreviations, note-taking symbols); shows professional precision and consistency.	Applies most techniques correctly with minor inconsistencies; generally accurate.	Some technical errors or missing techniques, but overall understanding is visible.	Numerous technical inaccuracies; misunderstanding of translation/interpreting procedure.

RUBRIC FOR SUMMATIVE ASSESSMENT OF PRESENTATIONS (25% of 100% MC)

Criteria	«Excellent» 20-25%	«Good» 15-19%	«Satisfactory» 10-14%	«Unsatisfactory» 0 – 9%
Content Quality	Comprehensive and insightful coverage of the topic. Demonstrates deep understanding of translation/interpreting issues, critical analysis, and relevant professional examples.	Adequate coverage of the topic with relevant information and examples, though lacking critical depth or originality.	Basic coverage with limited analysis or superficial understanding of translation/interpreting concepts.	Incomplete, inaccurate, or irrelevant content. Minimal understanding of the topic.
Structure and Organization	Presentation is logically structured with clear introduction, body, and conclusion; transitions between ideas are smooth and coherent.	Well-organized overall, with minor inconsistencies or unclear transitions between some sections.	Basic structure present but lacks clarity or logical progression in parts.	Poorly organized or incoherent presentation, difficult to follow.
Language Use	Excellent command of academic and translation-specific terminology; accurate grammar and professional tone.	Good range of vocabulary and generally correct grammar, with occasional minor errors.	Limited vocabulary and noticeable grammatical errors, but meaning remains understandable.	Poor vocabulary, frequent grammatical errors, or inappropriate register that impede comprehension.
Delivery	Confident, engaging, and professional delivery. Excellent pronunciation, pace, eye contact, and use of body language.	Generally confident delivery; good pace and pronunciation with minor weaknesses in engagement or fluency.	Uneven delivery; limited expression, inconsistent pronunciation, or overreliance on notes.	Monotonous or unclear delivery; poor pronunciation, minimal eye contact, or reading directly from slides.
Visual Aids / Support Materials	Professional and visually appealing slides or materials that enhance comprehension; free from errors.	Clear and relevant visuals with minor design or formatting issues.	Basic visuals that support the content but lack clarity, design, or integration.	Poor, unclear, or missing visuals; not relevant or useful for understanding.
Timing and Coverage	Fully meets time requirement (e.g., 5–7 minutes). All content areas are covered with appropriate depth.	Slightly exceeds or falls short of time limit; most points covered adequately.	Noticeably over or under time; partial or rushed coverage of topic.	Fails to meet timing requirements; major content omissions or disorganization.

