

**Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department**

APPROVED

Dean of the Faculty

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Delovarova L.F.

2024



METHODOLOGICAL COMPLEX OF THE DISCIPLINE

PSP 4217 «Practice of Simultaneous Interpreting»

Specialty 6B02311 Translation in the sphere of international and legal relation

Course – 4
Semester – Autumn
Credits – 6

Almaty 2024

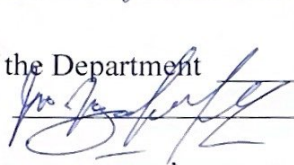
The Methodological complex was compiled by a senior teacher of the Diplomatic Translation Department Bekova Zh.K.

Based on the curriculum for the educational program 6B02311 Translation in the sphere of international and legal relation

Reviewed and recommended at the meeting of the Department of Diplomatic Translation

from «25» June 2024, protocol № 11

/ Head of the Department
Teacher



Bekova Zh.K.



Seidikenova A.S.

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "6B02311 Translation 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)	Practical classes (PC)	Lab. classes (LC)		
Practice of Simultaneous Interpreting [97900]	4	2.5	4.5	-	6	5
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
Offline	Elective component	Informative lecture Lecture-conference summarizing lecture	Training Practice	Oral examination (offline) Univer System		
Lecturer - (s)	Bekova Zhansaya Kaldybekovna					
e-mail :	zhumaliyeva.zh@kaznu.kz					
Phone :	87759516965					
Assistant - (s)	-					
e-mail :	-					
Phone :	-					
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
To form the skills of simultaneous interpreting based on the development of general, linguistic, pragmatic and intercultural competences, which, in interactions with other disciplines, contribute to the formation of professional and personal competencies.	1. To explain the norms of oral speech, the systemic relationship between the cultures of the source language and the target language;			1.1 classifies the main speech forms and types of discourse;		
				1.2 defines the ways of verbal and non-verbal communication;		
	2. To use professional skills of listening, comprehension and translation in direct communication and in recording of authentic speech, including of non-native speakers;			2.1 explains cognitive mechanisms of SI;		
				2.2 able to interpret 10 min of speech in familiar topic;		
	3. To recognize strategies of simultaneous interpretation and ways of applying them in the process of interpretation			3.1 able to recognize purpose, sender's intention and the aim of the speech;		
				3.2 able to use interpretation strategies during interpreting process;		
	4. To apply a wide range of translation techniques in translation of socially and culturally marked expressions;			4.1 able to translate realia, phrasal units, expressions, idioms and use them in interpreting process;		
				4.2 develops skills of synchronicity and booth manner;		
	5. To justify their own translation decisions, using the metalanguage of the field and evaluate their own translation and translation of others.			5.1 explains effective strategies of SI and pragmatic adaptation of the ST;		
				5.2 able to do translation analysis and identify errors, provide peer assessment using quality assessment criteria.		
Prerequisites	Practice of consecutive interpreting					
Postrequisites	No					
Learning Resources	Main literature: 1. Moser-Mercer B. Skill Acquisition in Interpreting: A Human Performance Perspective. The Interpreter and Translator Trainer, 2008 – 280 p. 2. Чернов Г. Теория и практика синхронного перевода. М: Меж. отношения, 1978 - 208 p. 3. Gile D. Basic Concepts and Models for Interpreter and Translator Training, John Benjamins Publishing, 2009 – 283 p. 4. Ислам А.И. Аударма негіздері, Алматы, 2012 – 170 p.					

	5. Braun, S. Remote interpreting. In H. Mikkelsen & R. Jourdenais (Eds.), <i>The Routledge Handbook of Interpreting</i>. New York: Routledge, 2015 - 6. Barkhudarov L.S. Language and translation. Questions of general and particular theory of translation: monograph / L. S. Barkhudarov. - 2nd ed. - Moscow: LKI, 2008. - 235 p. 7. Komissarov V.N. Modern Translation Studies: textbook. manual / V. N. Komissarov. - 2nd ed. - M.: R. Valent, 2011. - 408 p. 8. Esperança B., Bassnett S. Translation in Global News, 1st ed.: Monograph, Routledge, 2008-p. 168 9. Galperin I.R. Stylistics of English language. M.: Либроком, 2010, 2014. - 336 c. 10. Newman P. A Textbook of Translation, Pearson Education: Longman, 1987 - 113 p. 11. Baker M. In other words: a coursebook on translation, Routledge: Taylor and Francis, 2018 -391 p. Additional literature: 12. Munday J., Zhang M. Discourse Analysis in Translation Studies. Publisher: John Benjamins Publishing Company, 2017, 159 p. 13. Garaeva M.R., Giniyatullina A.Yu. Translation analysis of the text: a textbook. Kazan, 2016, 94 p. 14. Teleshova E.A. Pre-translation text analysis: theory and practice: teaching manual/ E.A. Teleshova, E.A. Shefer. – Chelyabinsk: Publishing center Sursu, 2019. – 42 p. 15. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021. 16. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142. 17. Lanchikov V.K. Handbook for sight translation: practical textbook for 3-4-year students / V.K. Lanchikov, A.P. Chuzhakin. second edition. - M.: R.Valent, 2004. – 60 p. Professional scientific databases: 18. Scientific database https://www.scopus.com 19. Science Direct scientific database https://id.elsevier.com/ 20. Scientific database IEEE Xplore https://ieeexplore.ieee.org/Xplore/home.jsp 21. Scientific platform https://link.springer.com 22. Scientific electronic library eLibrary https://elibrary.ru 23. Scientific electronic library "CyberLeninka" https://cyberleninka.ru/ Internet resources: 24. The UN official website: https://www.un.org/en/ 25. Youtube: https://www.youtube.com 26. Official website of the President of Kazakhstan: https://www.akorda.kz/en 27. CNN News: https://edition.cnn.com 28. BBC News: https://www.bbc.co.uk 29. European Commission: Translator's training resource: https://commission.europa.eu/ 30. European Parliament: Multimedia Center: https://multimedia.europarl.europa.eu/en 31. English-Russian Online Dictionary: www.multitran.com/ 32. Russian-Kazakh Online Dictionary: https://sozdik.kz 33. Deepl translator: https://www.deepl.com/en/translator 34. English-Russian Online Dictionary: https://www.lingvolive.com/en-us 35. The Science Dictionary: https://www.thesciencedictionary.com 36. Collocation Online Dictionary: http://www.ozdic.com 37. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/ 38. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org 39. Online resource McGaw Hill Access Engineering: https://www.accessengineeringlibrary.com/ 40. Online course "Working with Translation" by Cardiff University https://www.futurelearn.com/courses/working-with-translation/8/todo/132923 41. Main types of translation transformations https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy 42. http://www.trworkshop.net/ 43. http://elibrary.kaznu.kz/ru
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Academic course policy

The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University. 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 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 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". 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 zhumaliyeva.zh@kaznu.kz or via video link in MS Teams Meeting ID: 495 800 371 465, Passcode: JqFMXa 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 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. <table><tr><th>Formative and summative assessment</th><th>Points % content</th></tr><tr><td>Activity at lectures</td><td>5</td></tr><tr><td>Work in practical classes</td><td>25</td></tr><tr><td>Independent work</td><td>20</td></tr><tr><td>Design and creative activity</td><td>10</td></tr><tr><td>Final control (exam)</td><td>40</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>	Formative and summative assessment	Points % content	Activity at lectures	5	Work in practical classes	25	Independent work	20	Design and creative activity	10	Final control (exam)	40	TOTAL	100
Formative and summative assessment	Points % content																	
Activity at lectures	5																	
Work in practical classes	25																	
Independent work	20																	
Design and creative activity	10																	
Final control (exam)	40																	
TOTAL	100																	
A	4.0	95-100	Great															
A-	3.67	90-94																
B+	3.33	85-89	Fine															
B	3.0	80-84																
B-	2.67	75-79																
C+	2.33	70-74																
C	2.0	65-69	Satisfactorily															
C-	1.67	60-64																
C	2.0	65-69																
C-	1.67	60-64																
D+	1.33	55-59																
D	1.0	50-54																
FX	0.5	25-49	Unsatisfactory															
F	0	0-24																

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 Introduction to Simultaneous Interpreting			
1	Lecture 1 Introduction to the course. Basics of mental training of simultaneous interpreters	1	2
	Seminar 1 Tasks on mnemonics	3	6
2	Lecture 2 Synchrony of listening and speaking	1	2
	Seminar 2 Shadowing	3	7
	IWS 1 Consultation on the implementation of IWS 1	1	
3	Lecture 3 Function and style of the discourse	1	2
	Seminar 3 Practice of SI	3	7
4	Lecture 4 Linguistic features of political discourse	1	2
	Seminar 4 Linguistic analysis of political discourse	3	7
4	IWS 1. Presentation "History of oral interpretation"	24	17
5	Lecture 5 Model Efforts	1	2

	Seminar 5 Paraphrasing in SI	3	7
5	IWS 2. Project work "Mistranslations"	1	
MODULE 2 Simultaneous Interpreting in different communicative situations			
6	Lecture 6 Formats and protocols of official meetings	1	2
	Seminar 6 Practice of SI in inaugural speeches	3	7
	IWS 3. Consultations on the implementation of IWS 2	1	
7	Lecture 7 Speech redundancy	1	2
	Seminar 7 Practice of SI in UNGA addresses	3	8
	IWS 2. Midterm control assignments	25	20
Midterm control 1			100
8	Lecture 8 Loss and gain in translation	1	2
	Seminar 8 Practice of SI in presidential debates	3	6
	IWS 4. Consultations on the implementation of IWS 3	1	
9	Lecture 9 Speed considerations. Acoustic.	1	2
	Seminar 9 Practice of SI in court	3	6
	IWS 3 Presentation "Schools and Associations"	24	17
10	Lecture 10 SI of dialogical speech	1	2
	Seminar 10 Practice of SI in political interview	3	6
MODULE 3 Strategies in simultaneous interpreting			
11	Lecture 11 Strategies in SI	1	2
	Seminar 11 Translation analysis	3	6
	IWS 5. Colloquium: week 1-10	1	
12	Lecture 12 Cognitive mechanisms in simultaneous interpretation	1	2
	Seminar 12 Identifying anticipation in process of SI	3	6
13	Lecture 13 Cultural and consumer-oriented interpretation	1	2
	Seminar 13 Pauses and stalling in practice of SI	3	6
	IWS 5. Consultation on the implementation of IWS 4.	1	
14	Lecture 14 Note taking in SI	1	2
	Seminar 14 Practicing compression	3	6
15	Lecture 15 Interpreter's professionalism and ethics	1	2
	Seminar 15 Practicing decompression	3	6
	IWS 4. Conducting final term assessment	25	20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty

Delovarova L.F.

Chairperson of the Academic Committee on Quality
of Learning and Teaching

Yerimpasheva A.T.

Head of Diplomatic Translation Department

Seidikenova A.S.

Lecturer

Bekova Zh.K.



CRITERIA EVALUATION OF LEARNING OUTCOMES

Group presentation "Mistranslations", "Schools and Associations" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Understanding theories and concepts of mistranslations	Deep understanding of theories, concepts of mistranslations.	Understanding theories, concepts of mistranslations.	Limited understanding of theories, concepts of mistranslations.	Superficial understanding / lack of understanding of theories, concepts of mistranslations.
Awareness of key issues mistranslations into TL	Competent correlation of the key concepts of mistranslations. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of mistranslations. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of mistranslations. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of mistranslations. Little or no empirical research is used.
Pilot Study	Excellent use of the results of pilot studies (interviews or surveys) in the presentation	Good use of the results of pilot studies (interviews or surveys) in the presentation.	Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.	Poor use of the results of pilot studies (interviews or surveys) in the presentation.
Suggestion of policy or practical recommendations/suggestions	Offers very good policy and/or practical advice or suggestions for improving the professional competencies of rendering mistranslations.	Offers some policy and/or practical recommendations or suggestions for improving the professional competencies of translation.	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
Presentation, teamwork	Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.	Good engagement, good quality visuals, slides or other materials, good teamwork.	Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.	Low engagement, low quality content, poor teamwork.