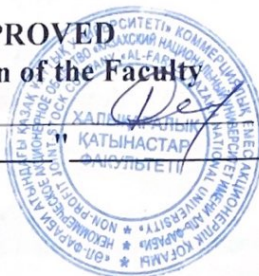


APPROVED
Dean of the Faculty

2024



LAP 4303 « Linguistic and Cultural Aspects of Translation»

Course – 4
Semester – Autumn
Credits – 5

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 **6B04201 – International law**

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

from «25» June 2024, protocol № 11

Head of the Department [Signature] Seidikenova A.S.
Teacher [Signature] Bekova Zh.K.

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "6B02311 Translation Studies in the field of International and Legal Relations"

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)		
Linguistic and Cultural Aspects of Translation [97872]	4	1,7	3,3	-	5	5

ACADEMIC INFORMATION ABOUT THE COURSE

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 and develop skills and abilities to understand and analyze linguistic and cultural concepts in source and target languages to provide effective cross-cultural communication in different communicative situations.	1. To explain development and features of morphological and syntactic patterns in SL and TL;	1.1 classifies functional style of the text and linguistic features;
		1.2 defines the main conceptual and linguistic presentation of the world of native speakers of SL and TL;
	2. To use professional skills to provide spoken and written communication between SL and TL to solve interpersonal and intercultural communication;	2.1 explains features of official, unofficial, neutral registers of rhetoric in SL and TL;
		2.2 able to communicate with native speakers according to norms and principles of cross-cultural communication;
	3. To recognize concepts of cultural values of nations speaking SL and TL based on theoretical and empirical data in the field of cross-cultural communication;	3.1 able to recognize culturally and socially marked expressions in SL material;
		3.2 develops skills of presentation the main concepts of cultural and traditional values of their own nation in SL;
	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 translation;
		4.2 be able to do pragmatic and cultural adaptation of translated material;
	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 methods and techniques of translation;
		5.2 able to do translation analysis and identify errors, provide peer assessment using quality assessment criteria.
Prerequisites	Practice of literary translation	
Postrequisites	No	

Learning Resources	Main literature: 1. Кунанбаева С.С. Компетентностное моделирование профессионального иноязычного образования, Монография. С.С. Кунанбаева. Алматы, 2014. – 208 с. 2. Hymes, D. On Communicative Competence. In J.B. Pride and J. Holmes (eds.), Sociolinguistics. Harmondsworth: Penguin, 1972 – 293 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. Byram M. Teaching and assessing intercultural communicative competence. Clevedon: Multilingual Matters, 2021 -137 p. 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. М.: Либроком, 2010, 2014. - 336 с. 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 McGraw 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
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 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 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 Meeting ID: 483 837 261 890 Passcode: HHFVM2

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.

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	Great																
A-	3.67	90-94																	
B+	3.33	85-89	Fine																
B	3.0	80-84		<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																		
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Independent work	20																		
Design and creative activity	10																		
Final control (exam)	40																		
TOTAL	100																		
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 Linguacultural approach in linguistics			
1	Lecture 1 Introduction to the course. Theoretical rationale of the study.	1	2
	Seminar 1 Listing associations	2	6

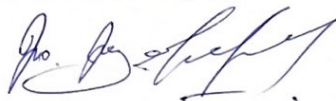
2	Lecture 2 Explaining the paradigm in linguacultural approach in linguistics	1	2
	Seminar 2 Paradigm analysis	2	7
	IWS 1 Consultation on the implementation of IWS 1	1	
3	Lecture 3 Concepts	1	2
	Seminar 3 Creating conceptual matrix	2	7
4	Lecture 4 Universal and national categories of concepts	1	2
	Seminar 4 Analyzing poems	2	7
4	IWS 1. Presentation "Cultural turn in translation"	24	17
5	Lecture 5 Cultural background, connotations, seme	1	2
	Seminar 5 Identifying the cultural meaning of phraseological units	2	7
5	IWS 2. Project work "Verbal and not verbal communications"	1	
MODULE 2 Contemporary issues of translation studies			
6	Lecture 6 The place of cultural knowledge in the formation and development of a translator's cultural competence	1	2
	Seminar 6 Close reading to identify lexico-grammatical features of SL text	2	7
	IWS 3. Consultations on the implementation of IWS 2	1	
7	Lecture 7 Linguistic and discursive manifestations of lingua-cultural identity in translation	1	2
	Seminar 7 Comparison of source text and translation	2	8
	IWS 2. Midterm control assignments	25	20
Midterm control 1			100
8	Lecture 8 Domestication and Foreignization in translation	1	2
	Seminar 8 Translation of materials of "World Nomad Games 2024"	2	6
	IWS 4. Consultations on the implementation of IWS 3	1	
9	Lecture 9 Cultural translation	1	2
	Seminar 9 Localisation of online campaigns	2	6
	IWS 3 Presentation "Translation of realia in Kazakh/Russian version of Harry Potter"	24	17
10	Lecture 10 Cultural dimension of communication	1	2
	Seminar 10 Fun translation of manga	2	6
MODULE 3 Linguistic and cultural aspects of translation transformations			
11	Lecture 11 Translation transformations	1	2
	Seminar 11 Translating social and political realia from SL into TL and vice versa	2	6
	IWS 5. Colloquium: week 1-10	1	
12	Lecture 12 Grammatical transformations	1	2
	Seminar 12 Translating idioms related to domestic animals from TL into SL	2	6
13	Lecture 13 Cultural and consumer-oriented interpretation	1	2
	Seminar 13 Domestication of websites of skin care product	2	6
	IWS 5. Consultation on the implementation of IWS 4.	1	
14	Lecture 14 Equivalence in translation	1	2
	Seminar 14 Practicing compression	2	6
15	Lecture 15 Pragmatic adaption of translation	1	2
	Seminar 15 Community translation	2	6
	IWS 4. Translation of video-games	25	20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty

Chairperson of the Academic Committee on Quality
of Learning and Teaching

Head of Diplomatic Translation Department

Lecturer




Delovarova L.F.

Yerimpasheva A.T.

Seidikenova A.S.

Bekova Zh.K.

CRITERIA EVALUATION OF LEARNING OUTCOMES

Group presentation "Verbal and not verbal communications" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Understanding theories and concepts of the terms and their translation	Deep understanding of theories, concepts of the verbal and not verbal communications.	Understanding theories, concepts of t verbal and not verbal communications.	Limited understanding of theories, concepts of the social and political terms	Superficial understanding / lack of understanding of theories, concepts of verbal and not verbal communications.
Awareness of key issues of verbal and not verbal communications in political discourse and their translation into TL	Competent correlation of the key concepts of the verbal and not verbal communications. 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 verbal and not verbal communications. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the verbal and not verbal communications. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the verbal and not verbal communications. 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 translating s verbal and not verbal communications.	Offers some policy and/or practical recommendations or suggestions for improving the professional competencies of translating verbal and not verbal communications.	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.