

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

**APPROVED  
Dean of the Faculty**

**Sairambayeva Z.T.**

**2024**



**METHODOLOGICAL COMPLEX OF THE DISCIPLINE**

**10Q668 « Theory and Practice of Translation and Interpretation (first foreign language)»**

**Specialty 6B02311 – Translation in the sphere of international and legal relations**

Year of study – 2  
Semester – Spring  
Credits – 9

**Almaty 2024**

**The Methodological complex was compiled by a senior lecturer of the  
Diplomatic Translation Department Assan K.A.**

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

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

from «10» 09 2024 г., protocol № 1

Head of the Department



**Murzagaliyeva M.K.**

Senior Lecturer



**Assan K.A.**

## SYLLABUS

Spring semester 2024-2025 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)	Practical classes (PC)	Lab. classes (LC)		
[100668] Theory and Practice of Translation and Interpretation (first foreign language)	4	3	6	-	9	6

### ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
<i>Offline</i>	Profile course of elective component	Traditional Lecture Interactive Lecture Flipped Classroom	discussion, problem-solving	Written Exam Univer System
<b>Lecturer - (s)</b>	Assan Kanagat Aitbaiuly			
<b>e-mail :</b>	asan.kanagat@alumni.nu.edu.kz			
<b>Phone :</b>	87057621474			
<b>Assistant - (s)</b>	-			
<b>e-mail :</b>	-			
<b>Phone :</b>	-			

### ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
to ensure development of professional translation competencies with the ability to perform translation and interpretation from a foreign language into target language. Subject area: translator and interpreter rights and duties; course terminology, most common phraseological units, conditional abbreviations; etiquette formulas, their functional differences; translation	1. To understand the professional rights and duties of translators and interpreters and the ethical standards of the profession.	1.1 Demonstrates knowledge of the legal rights and responsibilities of translators and interpreters. 1.2 Explains ethical considerations, including confidentiality, neutrality, and fidelity to the source material.
	2. To acquire knowledge of course-specific terminology, phraseological units, and conditional abbreviations in the context of translation and interpretation.	2.1 Recognizes and accurately uses course-specific terminology in written and oral translations.
		2.2 Identifies and translates phraseological units and idiomatic expressions between the source and target languages.
	3. To demonstrate the ability to perform translation and interpretation tasks with attention to grammatical forms, linguistic accuracy, and cultural appropriateness.	3.1 Produces translations that accurately reflect the meaning, grammar, and stylistic features of the source text.
		3.2 Performs consecutive and simultaneous interpretations with minimal linguistic errors.
	4. To apply functional knowledge of etiquette formulas and their translation, considering linguistic and cultural differences.	4.1 Explains the functional differences of etiquette formulas across languages.
		4.2 Translates and interprets etiquette formulas accurately while maintaining their intended meaning and politeness levels.

features of grammatical forms.	5. To evaluate translations and interpretations for accuracy, fluency, and adherence to professional standards.	5.1 Critically assesses translations for accuracy, linguistic fluency, and cultural relevance. 5.2 Reviews interpretations for fidelity to the original message, appropriate tone, and context.
Prerequisites	Fundamentals of Translation Theory and Practice	
Postrequisites	-	
Learning Resources	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Комиссаров, В. Н. Современное переводоведение. Валент, 2011. 424 p.</li> <li>2. Bogucki, L., &amp; Deckert, M. (Eds.). <i>The Palgrave Handbook of Audiovisual Translation and Media Accessibility</i>. Palgrave Macmillan, 2020. 747 p.</li> <li>3. Jankowska, A., &amp; Szarkowska, A. <i>Introducing Audiovisual Translation</i>. Routledge, 2024. 320 p.</li> <li>4. Pérez-González, L. (Ed.). <i>The Routledge Handbook of Audiovisual Translation</i>. Routledge, 2019. 570 p.</li> <li>5. Chaume, F. <i>Audiovisual Translation: Dubbing</i>. Routledge, 2020. 224 p.</li> <li>6. Remael, A., Orero, P., &amp; Carroll, M. <i>Audiovisual Translation and Media Accessibility</i>. Routledge, 2020. 376 p.</li> <li>7. Gambier, Y., &amp; van Doorslaer, L. <i>Handbook of Translation Studies, Volume 5</i>. John Benjamins Publishing, 2021. 282 p.</li> <li>8. Díaz Cintas, J., &amp; Baños, R. (Eds.). <i>Audiovisual Translation in a Global Context: Mapping an Ever-Changing Landscape</i>. Palgrave Macmillan, 2021. 380 p.</li> <li>9. Lee, J., &amp; Mikkelsen, H. <i>Introduction to Court Interpreting (Third Edition)</i>. Routledge, 2020. 288 p.</li> <li>10. Szarkowska, A. <i>Media Accessibility in the Modern World: Subtitling and Beyond</i>. Routledge, 2021. 274 p.</li> </ol> <p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>11. Chaume, F. <i>Film Studies and Audiovisual Translation</i>. Routledge, 2020. 286 p.</li> <li>12. Bogucki, L., &amp; Deckert, M. <i>The Palgrave Handbook of Audiovisual Translation and Media Accessibility</i>. Palgrave Macmillan, 2020. 486 p.</li> <li>13. O'Sullivan, C. <i>Translating Popular Film: Subtitling, Dubbing, and Voice-over</i>. Palgrave Macmillan, 2021. 272 p.</li> <li>14. Abylkasymova, A. <i>Translation in Central Asian Media: A Study of Audiovisual Adaptation</i>. Nur-Sultan: Eurasian National University Press, 2021. 210 p.</li> <li>15. <i>Audiovisual Translation and Kazakhstan's Film Industry: Practices and Innovations</i>. Edited by Ismailov, K. Almaty: Qazaq University Press, 2021. 230 p.</li> <li>16. Munday, J. <i>Introducing Translation Studies: Theories and Applications (5th Edition)</i>. Routledge, 2020. 408 p.</li> <li>17. Díaz Cintas, J., &amp; Remael, A. <i>Subtitling: Concepts and Practices</i>. Routledge, 2021. 294 p.</li> <li>18. Sabatini, J., &amp; Gambier, Y. <i>Subtitling Today: Practice, Research, and Trends</i>. Bloomsbury Academic, 2022. 312 p.</li> </ol> <p><b>Professional scientific databases:</b></p> <ol style="list-style-type: none"> <li>19. Scopus: <a href="https://www.scopus.com">https://www.scopus.com</a></li> <li>20. ScienceDirect: <a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a></li> <li>21. Taylor &amp; Francis Online: <a href="https://www.tandfonline.com">https://www.tandfonline.com</a></li> <li>22. Wiley Online Library: <a href="https://onlinelibrary.wiley.com">https://onlinelibrary.wiley.com</a></li> <li>23. JSTOR: <a href="https://www.jstor.org">https://www.jstor.org</a></li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>24. Multitran Dictionary: <a href="https://www.multitran.com">https://www.multitran.com</a></li> <li>25. LingvoLive Dictionary: <a href="https://www.lingvolive.com">https://www.lingvolive.com</a></li> <li>26. Oxford Learner's Dictionary: <a href="https://www.oxfordlearnersdictionaries.com">https://www.oxfordlearnersdictionaries.com</a></li> <li>27. British Council Teaching Resources: <a href="https://www.teachingenglish.org.uk">https://www.teachingenglish.org.uk</a></li> <li>28. Kazakhfilm Studio News: <a href="https://www.kazakhfilmstudios.kz">https://www.kazakhfilmstudios.kz</a></li> <li>29. Kazakhstan Translation Studies Journal: <a href="https://www.kaztransstudies.kz">https://www.kaztransstudies.kz</a></li> <li>30. Audiovisual Translation Blog: <a href="https://www.avtranslation.blogspot.com">https://www.avtranslation.blogspot.com</a></li> </ol>	

Academic course policy	<p>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 .</p> <p><b>Integration of science and education.</b> 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</p>
------------------------	--

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

asan.kanagat@alumni.nu.edu.kz

([https://us05web.zoom.us/join/chat?src=direct\\_chat\\_link&email=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.

### 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																
A	4.0 _	95-100	Great	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> 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.</p> <p><b>Summative assessment</b> - 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.</p>															
A-	3.67	90-94																	
B+	3.33	85-89	Fine																
B	3.0	80-84																	
B-	2.67	75-79	Satisfactorily	<table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Participation at lectures</td> <td>10</td> </tr> <tr> <td>Work in practical classes</td> <td>20</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> </tbody> </table>		Formative and summative assessment	Points % content	Participation at lectures	10	Work in practical classes	20	Independent work	20	Design and creative activity	10	Final control (exam)	40	TOTAL	100
Formative and summative assessment	Points % content																		
Participation at lectures	10																		
Work in practical classes	20																		
Independent work	20																		
Design and creative activity	10																		
Final control (exam)	40																		
TOTAL	100																		
C+	2.33	70-74	Unsatisfactory																
C	2.0	65-69																	
C-	1.67	60-64																	
D+	1.33	55-59																	
D	1.0	50-54																	

### 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
	<b>Module 1: Foundations of Translation and Interpretation (Weeks 1-5)</b>		
<b>1</b>	<b>Week 1: Introduction to Translation Studies</b> <ul style="list-style-type: none"> <li>○ <b>Lecture 1:</b> Overview of translation studies; historical evolution of translation.</li> <li>○ <b>Lecture 2:</b> Key concepts: source language, target language, equivalence, and adaptation.</li> </ul>	3	3

	<ul style="list-style-type: none"> <li>○ <b>Seminars:</b></li> <li>• Discussing the historical role of translators (case studies).</li> <li>• Analyzing basic translation examples from Russian to English and Kazakh.</li> <li>• Group activity: Comparing literal vs. adaptive translations.</li> <li>• Identifying common translation challenges in different language pairs.</li> </ul>		6
	<ul style="list-style-type: none"> <li>• <b>IWST 1:</b></li> <li>○ Individual discussion on students' translation summaries and their understanding of equivalence.</li> </ul>	1	
2	<b>Week 2: Translator's Rights and Duties</b> <b>Lecture 1:</b> Legal and ethical responsibilities of translators and interpreters. <b>Lecture 2:</b> Confidentiality and fidelity in translation practices.	3	3
	<b>Seminars:</b> Case study: Ethical dilemmas in translation. Role-play: Resolving ethical issues during translation/interpretation. Group work: Translating a legal document with attention to confidentiality. Peer review of translations for ethical considerations.		6
3	<b>Week 3: Translation Methods and Approaches</b> <b>Lecture 1:</b> Overview of Komissarov's translation methods: communicative vs. semantic translation. <b>Lecture 2:</b> Exploring functional equivalence and dynamic equivalence.	3	3
	<b>Seminars:</b> Practice translating idiomatic expressions using different approaches. Analyze examples of communicative and semantic translations in literature. Translate a paragraph using both methods and compare results. Discuss group findings on method efficiency.		6
	<ul style="list-style-type: none"> <li>• <b>IWST 2:</b></li> <li>○ Consultation on understanding ethical principles and case study discussions.</li> </ul>	1	
4	<b>Week 4: Terminology in Translation</b> <b>Lecture 1:</b> Importance of terminology in professional translation (legal, technical, medical). <b>Lecture 2:</b> Developing glossaries for consistent translation.	3	3
	<b>Seminars:</b> Analyze the role of specialized terminology in translations. Practice translating technical terms and creating glossaries. Group work: Developing a glossary for a specific field (e.g., law, medicine). Peer review: Glossary accuracy and relevance.		6
	<ul style="list-style-type: none"> <li>• <b>IWS 1:</b></li> <li>○ Create a 50-term glossary for a selected field.</li> </ul>		20
5	<b>Week 5: Phraseological Units and Cultural Adaptation</b> <b>Lecture 1:</b> Challenges of translating idioms and phraseological units. <b>Lecture 2:</b> Strategies for cultural adaptation in translation.	3	3
	<b>Seminars:</b> Translate idioms and discuss their equivalents in other languages. Analyze cultural differences in idiomatic usage. Group activity: Cultural adaptation exercises for Kazakh and Russian idioms. Evaluate peer translations for cultural relevance.		6
	<ul style="list-style-type: none"> <li>• <b>IWS 2:</b></li> <li>○ Individual task: Translate 10 idioms into target languages with cultural adaptation notes.</li> </ul>		17
<b>Module 2: Advanced Topics in Translation and Interpretation (Weeks 6-10)</b>			
6	<b>Week 6: Grammatical Challenges in Translation</b> <b>Lecture 1:</b> Translating grammatical forms and structures (e.g., passive voice, tense shifts). <b>Lecture 2:</b> Techniques for resolving grammatical differences between languages.	3	3
	<b>Seminars:</b> Practice translating complex grammatical structures. Compare translations with varying grammatical approaches. Group translation of a grammatically challenging text. Peer evaluation of translated texts.		6
7	<b>Week 7: Translation of Formal and Informal Texts</b> <b>Lecture 1:</b> Differences in tone and style between formal and informal texts. <b>Lecture 2:</b> Strategies for maintaining tone during translation.	3	3
	<b>Seminars:</b> Translate formal speeches and informal dialogues. Analyze how tone affects the meaning in translations. Group work: Translating a formal letter and an informal conversation. Compare translations for tonal accuracy.		6
	<ul style="list-style-type: none"> <li>• <b>IWST 3:</b></li> <li>○ Discussion of student translations and feedback on applying methods.</li> </ul>	1	
<b>Midterm control I: Written Translation Task</b>			<b>100</b>

8	<b>Week 8: Translation of Legal and Official Documents</b> <b>Lecture 1:</b> Features of legal and official document translation: terminology, structure, and style. <b>Lecture 2:</b> Strategies for achieving accuracy and clarity in legal translations.	3	4
	<b>Seminars:</b> Analyze examples of legal documents (e.g., contracts, agreements) in English, Russian, and Kazakh. Translate a sample legal contract, focusing on terminology and structure. Group activity: Discuss challenges encountered during translation and propose solutions. Peer review of translated legal texts for consistency and accuracy.		6
	<ul style="list-style-type: none"> <li>• <b>IWST 4:</b> Analyze student translations and discuss grammar-specific challenges.</li> </ul>	1	
9	<b>Week 9: Audiovisual Translation</b> <b>Lecture 1:</b> Introduction to audiovisual translation: subtitling, dubbing, and voice-over. <b>Lecture 2:</b> Tools and techniques for audiovisual translation.	3	4
	<b>Seminars:</b> Practice subtitling a short video clip using provided software. Compare the effectiveness of subtitles vs. dubbing for the same content. Translate a short video script into Russian and Kazakh, maintaining cultural relevance. Discuss challenges in synchronizing subtitles with visual and audio elements.		6
	<b>IWS 3:</b> Create subtitles for a 2-minute video clip in one target language.		10
10	<b>Week 10: Translation of Literary Texts</b> <b>Lecture 1:</b> Translating literary works: prose and poetry. <b>Lecture 2:</b> Challenges of preserving style, voice, and cultural nuances.	3	4
	<b>Seminars:</b> Translate a short excerpt of prose, focusing on maintaining the author's voice. Analyze examples of poetry translations in Russian, Kazakh, and English. Group work: Compare multiple translations of the same text and evaluate their quality. Peer review of literary translations for style and cultural relevance.		6
<b>Module 3: Professional Practice and Specialization in Translation (Weeks 11-15)</b>			
11	<b>Week 11: Translation of Technical and Scientific Texts</b> <b>Lecture 1:</b> Specificity of technical and scientific texts: terminology and clarity. <b>Lecture 2:</b> Strategies for translating specialized content effectively.	3	4
	<b>Seminars:</b> Analyze a technical or scientific text for specialized terminology. Translate a short technical manual or scientific abstract into one target language. Group activity: Discuss challenges and propose standardized solutions for term translation. Peer review of technical translations for accuracy and terminology consistency.		6
	<ul style="list-style-type: none"> <li>• <b>IWST 5:</b> Feedback session on maintaining tone in translations.</li> </ul>	1	
12	<b>Week 12: Machine Translation and Post-Editing</b> <b>Lecture 1:</b> Role of machine translation tools (e.g., Google Translate, Trados) in modern translation. <b>Lecture 2:</b> Post-editing machine-generated translations for professional use.	3	4
	<b>Seminars:</b> Translate a text using machine translation and identify errors. Post-edit the machine-generated translation for quality improvement. Group activity: Compare human and machine translations for the same text. Discuss ethical and professional implications of machine translation in the industry.		6
13	<b>Week 13: Cultural Adaptation in Translation</b> <b>Lecture 1:</b> Adapting translations for cultural relevance and audience expectations. <b>Lecture 2:</b> Case studies of successful and unsuccessful cultural adaptations.	3	4
	<b>Seminars:</b> Analyze culturally specific texts in different languages and discuss adaptation strategies. Translate a culturally rich text into one target language, focusing on audience relevance. Group activity: Compare translations of culturally sensitive texts. Peer review of cultural adaptation efforts in student translations.		6
14	<b>Week 14: Advanced Interpretation Skills</b> <b>Lecture 1:</b> Consecutive and simultaneous interpretation: challenges and techniques. <b>Lecture 2:</b> Memory training and note-taking skills for interpreters.	3	4
	<b>Seminars:</b> Practice consecutive interpretation of a short speech in English, Russian, and Kazakh. Role-playing: Simulate real-life interpretation scenarios (e.g., meetings, interviews).		6
	Group activity: Evaluate peers' interpretation accuracy and fluency. Discuss strategies for improving memory and handling complex scenarios.		

	<b>IWS 6:</b> Individual consultations to review legal document translations and provide feedback.	1	
15	<b>Week 15: Final Project</b> <b>Lecture 1:</b> Recap of key concepts and strategies from the course. <b>Lecture 2:</b> Guidelines for preparing a professional translation/interpretation portfolio. <b>Seminars:</b>	3	4
	Present final projects: Translation of a complex text or interpretation performance. Peer evaluation of final projects for quality and professionalism. Group discussion on lessons learned and areas for improvement. Course wrap-up and feedback session.		6
	<ul style="list-style-type: none"> <li>• <b>IWS 4:</b> <ul style="list-style-type: none"> <li>○ Prepare a professional translation or interpretation portfolio.</li> </ul> </li> </ul>		10
<b>Midterm control 2: Interpretation Task</b>			<b>100</b>
<b>Final control (exam): Comprehensive Written Translation Task</b>			<b>100</b>
<b>TOTAL for course</b>			<b>100</b>

Dean of International Relations Faculty

Sairambayeva Z.T.

Chair of the Academic Committee  
on the Quality of Teaching and Learning

Yerimpasheva A.T.

Head of Diplomatic Translation Department

Murzagaliyeva M.K.

Senior Lecturer

Assan K.A.



**RUBRIC FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK (IWS) IN THE FORM OF A PRESENTATION (25% of 100% MC)**

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Content and Relevance	Comprehensive understanding of the topic; insightful analysis and well-structured content; highly relevant to translation and interpretation.	Clear understanding of the topic; good structure and mostly relevant content; minor gaps in analysis.	Basic understanding of the topic; some relevance to the field; lacks depth in analysis and structure.	Limited understanding of the topic; content lacks relevance and structure; significant gaps in knowledge.
Use of Terminology	Accurate and consistent use of specialized terminology related to translation and interpretation.	Mostly accurate use of terminology with occasional errors.	Limited use of specialized terminology; noticeable inaccuracies.	Terminology is largely incorrect or absent.
Presentation Skills	Highly engaging delivery; clear articulation, effective visuals, and excellent time management.	Engaging delivery; mostly clear articulation, effective visuals, and good time management.	Limited engagement; some issues with clarity, visuals, or timing.	Unengaging delivery; unclear articulation, poor visuals, or poor time management.
Analysis and Critical Thinking	Strong critical analysis and innovative perspectives; evidence-based examples.	Good level of analysis with relevant examples; minor gaps in critical thinking.	Basic analysis; lacks depth and fewer relevant examples.	Minimal analysis and critical thinking; lacks examples or evidence.
Language Accuracy	Excellent fluency in the presentation language; minimal grammar and vocabulary errors.	Good fluency; some grammar and vocabulary errors, but they do not affect comprehension.	Basic fluency; noticeable grammar and vocabulary issues.	Frequent grammar and vocabulary errors; affects comprehension.