SYLLABUS
Spring semester 2025-2026 academic year
Educational program "7M02304 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)		
Practice of translation and interpretation [105966]	4		5,0	-	5	6

ACADEMIC INFORMATION ABOUT THE COURSE				
Learning Format	**Cycle, component**	**Lecture types**	**Types of practical classes**	**Form and platform final control**
Offline	University component	-	Training Practice	Oral examination (offline) Univer System
Lecturer - (s)	Zhumaliyeva Zhansaya Kaldybekovna			
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ACADEMIC COURSE PRESENTATION		
Purpose of the course	**Expected Learning Outcomes (LO) ***	**Indicators of LO achievement (ID)**
The goal of the course is to develop knowledge and skills of translation required by a specialist in the field of professional communication. The training course is aimed at studying various types of written and oral translation by postgraduates: translation from a piece of paper, translation of conversations and negotiations, consecutive translation, simultaneous interpretation; shaping the ability of future specialists to perform translation	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 indicates 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 interpretation and translation;
		2.2 able to interpret 20 min of speech in familiar topic;
	3. To implement strategies of translation, interpretation and ways of applying them in the process of translation;	3.1 able to recognize purpose, sender's intention of the sender and function of the text;
		3.2 able to use interpretation strategies during interpreting process;
	4. To systematize a wide range of translation techniques in translation of socially and culturally marked expressions;	4.1 able to translate realia, phrasal units, expressions, idioms;
		4.2 develops skills of synchroneity 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 methods and pragmatic adaptation of the ST;
		5.2 able to do translation analysis and identify errors, provide peer assessment using quality assessment criteria.

analysis and solve translation issues	
Prerequisites	Modern methodology of translation theory and practice
Postrequisites	Practice of Simultaneous Interpreting
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 р. 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. Mikkelson & R. Jourdenais (Eds.), The Routledge Handbook of Interpreting. 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. 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. – Chelyabimsk: 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: ttps://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

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.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements

Assessment Methods

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.

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
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	

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

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 translation and interpretation		
1	**Seminar 1 Introduction to the course.**	3	0
	Pre-translation analysis		
2	**Seminar 2 Synchrony of listening and speaking**	3	20
	Shadowing		
	IWST 1 Mock interpreting assignement for language proficiency level (baseline score); recording an interpreted encounter and scoring interpretation using scoring units, grammar, missing words, unknown terminology, fluency, delivery, accuracy, and speed.	1	
3	**Seminar 3 Linguistic analysis of the text**	3	10
	Summarizing training		
4	**Seminar 4 CDA**	3	10
	Paraphrasing training		
5	**Seminar 5 Mechanisms of adequate understanding of source language text**	3	10
	Reproduction training		
5	**IWST 2. Language engineering localization and terminology**	1	
MODULE 2 Simultaneous Interpreting		
6	**Seminar 6 Anticipation of syntactic and stylistic structures of discourse**	3	10
	Sight translation training		
	IWST 3. Overview of legal and quasi-legal interpreting	1	
	IWS 1: Court interpreter. Code of Ethics	24	**10**
7	**Seminar 7 Effort Model**	3	10
	Simultaneous interpreting strategies		
8	**Seminar 8 Cultural and consumer-oriented translation**	3	10
	Translation transformations		
	IWS 2. Interpretive theory of translation	25	10
	Midterm control 1	**100**	
9	**Seminar 9 No equivalence found: problem solving techniques**	3	10
	Translation practice		
10	**Seminar 10 Equivalence in translation**	3	10
	IWST 4. Translation techniques and practice counterparts, overview of legal systems and legal disciplines	1	
MODULE 3 Strategies and methods		
11	**Seminar 11 Speech redundancy**	3	10
	Translation training		
	IWST 5. Media translation as an integral part of media linguistics	1	
12	**Seminar 12 Loss and gain in translation**	3	10
	Translation training		
13	**Seminar 13 Speed considerations. Short cuts and issues of exhaustion in simultaneous interpreting**	3	10
	Translation training		
	IWST 6. Maintaining equivalence and adequacy in the translation of modern media texts	1	
	IWS 3 Manipulation in translation	24	15
14	**Seminar 14 Translation and interpretation as a profession**	3	10
	Translation training		
15	**Seminar 15 Interpreter's professionalism and ethics**	3	10
	Translation training		
	IWS 4. Conducting final term assessment	25	15
Midterm control 2			100
Final control (exam)			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 Murzagaliyeva M.K.

Lecturer Zhumaliyeva Zh.K.

CRITERIA EVALUATION OF LEARNING OUTCOMES

Group presentation "Language engineering localization and terminology", "Overview of legal and quasi-legal interpreting in the U.S. and global", "Panel of guest speakers from legal fields: Judge, Attorney, Paralegal Discussion: How to work with an Interpreter in different legal settings", "Maintaining equivalence and adequacy in the translation of modern media texts" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Understanding theories and concepts of the topic	Deep understanding of theories, concepts of the topic	Understanding theories, concepts of topic.	Limited understanding of theories, concepts of topic.	Superficial understanding / lack of understanding of theories, concepts of topic.
Awareness of key issues of the topic	Competent correlation of the key concepts of the topic. 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 topic. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the topic. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the topic. 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.	Offers some policy and/or practical recommendations or suggestions for improving the professional competencies.	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.