**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "8D02302 – Translation Studies (Western Languages)"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWD)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWDT)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| 96022 Psychology of Interpretation and Translation | 5 | | 2 | 3 | - | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| Offline | Major disciplines,  University component | Information lecture  Problem lecture  Lecture-conference  Lecture-consultation  Interactive lecture | | Seminar-conversation  Seminar-debate  Seminar-discussion  Seminar-"round table"  Seminar - "brainstorming" | | Oral examination  Offline | |
| **Lecturer - (s)** | Associate professor Saule Dusupovna Seidenova | | | | |
| **e-mail :** | [seidenova.saule@gmail.com](mailto:seidenova.saule@gmail.com) | | | | |
| **Phone :** | +7 707 809 69 77 | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| The aim of the discipline is to form the ability to apply the methods and techniques of the conscious state of the translator to activate individual psychological mechanisms in the interpretation and written translation. | 1. 1. to activate the psychological mechanisms of translation activities; | | | | | 1.1 doctoral student can analyze of paralinguistic, cognitive and linguistic aspects of translation; | |
| 1.2 doctoral student applies the psychological mechanisms of translation activities; | |
| 2. to build the personal dynamics of the intellectual development of a particular specialist; | | | | | 2.1 doctoral student analyses semantic, visual and auditory perception; | |
| 2.2 doctoral student build the personal dynamics of the intellectual development and creative potential of the translator; | |
| 3. to develop semantic visual and auditory perception in the process of translation activity; | | | | | 3.1 doctoral student analyzes semantic visual and auditory perception in the process of translation activity; | |
| 3.2 doctoral student develops semantic visual and auditory perception in the process of translation activity; | |
| 4. to apply probabilistic forecasting in simultaneous interpreting; | | | | | 4.1 doctoral student can analyze methods for developing probabilistic forecasting mechanisms; | |
| 4.2 doctoral student applies probabilistic forecasting in simultaneous interpreting; | |
| 5. to improve systematically memory, attention, imagination in translation activities. | | | | | 5.1 doctoral student applies the psychological approach of translation and interpretation; | |
| 5.2 doctoral student improves systematically memory, attention, imagination in translation activities. | |
| **Prerequisites** | FKAТ5207 Functional and cognitive aspect of translatology | | | | | | |
| **Postrequisites** | IP 8304 Research seminar | | | | | | |
| **Learning Resources** | **Literature:**  1. Bell, Roger T. 2019. Psycholinguistic/cognitive approaches. In: Backer, Mona (ed.), The Routledge Encyclopedia of Translation Studies: PP.186-190.  2. Gile D. Effort models. In: Routledge encyclopaedia of interpreting studies. Pochhacker F. (editor). Routledge; 2020; p. 135-137.  3. Elmer S., Kuhnis J. Functional connectivity in the left dorsal stream facilitates simultaneous language translation: an EEG study. Front Hum Neurosci 2022; 10: 60 pp.  4. Korpal P. Interpreting as a stressful activity: physiological measures of stress in simultaneous interpreting. Poznan Studies in Contemporary Linguistics 2021; 52(2): 297-316 pp.  5. Chernigovskaya T.V., Parin S.B., Parina I.S., Konina A.A., Urikh D.K., Yachmonina Y.O., Chernova M.A., Polevaya S.A. Simultaneous interpreting and stress: pilot experiment. Int. J. Psychophysiol, 2020; 165 pp.  6. Chernov G.V. Theory and practice of simultaneous interpreting. - Moscow: International relations, 2019. - 208 p.  **Research infrastructure**  1. Scientific laboratory "Sociolinguistics, theory and practice of translation"  **Professional scientific databases**   * 1. Scopus. * 2. Web of Science. * 3. Science Direct. * 4. Directory of Open Access Journals (DOAJ)   5. JSTOR.  **Internet resources**  1. <http://elibrary.kaznu.kz/ru>  2. MOOC / video lectures, etc.  3. Словари и энциклопедии на Академике // [https://dic.academic.ru](https://dic.academic.ru/)  4. Лингвистический энциклопедический словарь // http://tapemark.narod.ru/les/  5. Автоматический перевод микротекстов Reverso Context // [https://context.reverso.net](https://context.reverso.net/)  6. Словарь Мультитран // [https://www.multitran.com](https://www.multitran.com/)  7. British National Corpus // <https://www.english-corpora.org/>  8. American National Corpus // [https://www.americannationalcorpus.org](https://www.americannationalcorpus.org/)  9. Национальный корпус казахского языка // <http://qazcorpus.kz/indexru/>  10. Национальный корпус русского языка // [https://ruscorpora.ru](https://ruscorpora.ru/)  **Software**  1. MOODLE  2. Canvas LMS  3. Kahoot!  4. Movavi  5. Audacity | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  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 IWDT, IWD, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **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.  **Аcademic honesty.** Practical/laboratory classes, IWD 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"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "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 phone / e-mail [*seidenova.saule@gmail.com*](mailto:seidenova.saule@gmail.com) or via video link in MS Teams[*https://teams.microsoft.com/l/team/19%3a46EnMwIMd6ikHrvTHcpqJTEchbPZCv1rDzLCan5w5SE1%40thread.tacv2/conversations?groupId=ea7cfeb1-7522-4bb8-aadd-46a758df0ff0&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b*](https://teams.microsoft.com/l/team/19%3a46EnMwIMd6ikHrvTHcpqJTEchbPZCv1rDzLCan5w5SE1%40thread.tacv2/conversations?groupId=ea7cfeb1-7522-4bb8-aadd-46a758df0ff0&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b)  **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 IWD. 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 | **Formative and summative assessment**  Formative assessment:  10 points for 1 academic week, including: activity at lectures - 2 points, work in practical classes - 8 points, independent work - 10 points.  Summative assessment:  100 points at the end of each module. | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| 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.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1** The psychological aspects of translation. | | | |
| **1** | **L 1.** Introduction. Translation psychology. | 1 | 2 |
| **PC 1.** The psychological aspects of translation. | 2 | 8 |
| **2** | **L 2.** A process-oriented branch of Descriptive Translation Studies. | 1 | 2 |
| **PC 2.** The name and nature of Translation Studies by James S. Holmes. | 2 | 8 |
| **3** | **L 3.** Systematic empirical translation process research. | 1 | 2 |
| **PC 3.** The translator’s mind during the translation process. | 2 | 8 |
| **IWDT 1.** Consultations on the implementation of **IWD 1.** | 1 | 5 |
| **IWD 1.** The scope of psychology in Translation and Interpreting. Task format: individual project. | 2 | 5 |
| **4** | **L 4.** Cognitive approaches and aspects in Translation Studies. | 1 | 2 |
| **PC 4.** Translation strategies and tactics. | 2 | 8 |
| **5** | **L 5.** Neurolinguistics and interpreting. | 1 | 2 |
| **PC 5.** Literary Translation and Translation Studies by James S. Holmes. | 2 | 8 |
| **IWDT 2.** Consultations on the implementation of **IWD 2.** | 1 | 5 |
|  | **IWD 2.** General tendencies in processing and establishing links between process and product. Task format: portfolio. | 2 | 5 |
| **6** | **L 6.** Cognition, affect and personality traits. | 1 | 2 |
| **PC 6.** Creativity. A method for measuring creativity (Bayer-Hohenwarter). | 2 | 8 |
| **7** | **L 7.** Poetry translation as expert action. | 1 | 2 |
| **PC 7.** Translation of non-literary texts (news texts, tourism texts, instructions for use) | 2 | 8 |
| **IWDT 3.** Consultations on the implementation of **Midterm control 1.** | 1 | 10 |
| Midterm control 1 | | | **100** |
| MODULE 2 Studies in translation and interpreting | | |  |
| **8** | **L 8.** Didactics: Competence and expertise. | 1 | 2 |
| **PC 8.** Training translators. | 2 | 8 |
| **9** | **L 9.** Different varieties of expertise. | 1 | 2 |
| **PC 9.** The caveat. | 2 | 8 |
| **IWDT 4.** Consultations on the implementation of **IWD 3.** | 1 | 2 |
| **IWD 3.** Investigating literary translation processes. Task format: group project. | 2 | 3 |
| **10** | **L 10.** The quality of translation. | 1 | 2 |
| **PC 10.** Translation norms. | 2 | 8 |
| **11** | **L 11.** The principle of dynamic equivalence. | 1 | 2 |
| **PC 11.** Functionalist approaches. | 2 | 8 |
| **IWDT 5.** Consultation on the implementation **of IWD 4.** | 1 | 2 |
| **IWD 4.** Designing translation process research. Task-format: testing. | 2 | 3 |
| **12** | **L 12.** Translation and Freudian psychoanalysis. | 1 | 2 |
| **PT 12.** The psychoanalyst’s aim as to back-translate metatext into “latent content”. | 2 | 8 |
| **13** | **L 13.** Defenses. | 1 | 2 |
| **PT 13. T**he metatext’s revision by the translator. | 2 | 8 |
| **IWDT 6.** Consultation on the implementation of IWD 6. | 1 | 2 |
| **IWD 5.** Psycholinguistic/cognitive approaches to interpretation and translation. Task format: presentation. | 2 | 3 |
| **14** | **L 14.** Revisions of translations by editors as the subjective perception of language. | 1 | 2 |
| **PT 14.** Idiosyncrasies and personal preferences for given expression modes, different textual experiences etc. | 2 | 8 |
| **15** | **L 15.** Didactic spin-off. | 1 | 2 |
| **PT 15.** Contributions of psychology to translation. | 2 | 8 |
| **IWDT 7.** Consultation on the implementation **of Midterm control 2.** | 1 | 5 |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** B.U. Dzholdasbekova

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** M.M. Aimagambetova

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** O.A.Kuratova

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

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| **Criterion** | **"Excellent"**  **Max. weight in %** | **"Good"**  **Max. weight in %** | **"Satisfactory"**  **Max. weight in %** | **"Unsatisfactory"**  **Max. weight in %** |
|  |  |  |  |  |

**Written assignment "My professional history" (25% of 100% MC)**

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| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| **Understanding Theories**  **and concepts of professional identity and professionalism of a teacher** | Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided. | Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided. | Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided. | Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher.  Relevant references (citations) to key sources are not provided. |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan** | Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis). | Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research. | Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research. | There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research. |
| **Policy proposal or practical recommendations/suggestions** | Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan. | Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan | 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. |
| **Letter,**  **APA style** | The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style. | The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style. | The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style. | The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style. |

**Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

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