

**SYLLABUS**  
**Spring semester 2024-2025 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)		
Innovative technologies and methods of teaching translation disciplines [105764]	4	1,7	3,3	-	5	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
<i>Offline</i>	Elective component	Informative lecture Lecture-conference summarizing lecture	Training Practice		Oral examination (offline) Univer System	
<b>Lecturer - (s)</b>	Bekova Zhansaya Kaldybekovna					
<b>e-mail :</b>	zhumaliyeva.zh@kaznu.kz					
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<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)	
o introduces modern technologies and methods of teaching translation disciplines, innovative approaches in educational process. The issues studied: online platforms and mobile applications in teaching, interactive learning materials and simulations, artificial intelligence in translation training, modern methods of teaching translation, project techniques, teamwork, translation	1. To explain theoretical frameworks and principles behind innovative methods and technologies in translation pedagogy				1.1 able to describe major theories and models of translation pedagogy, such as communicative, task-based, and technology-integrated approaches	
					1.2 demonstrate the ability to apply these theoretical frameworks to the design of translation lessons and tasks in their own teaching practice;	
	2. To use professional skills of effectively intergradation technology tools and resources in the translation classroom;				2.1 use digital tools such as CAT tools (e.g., SDL Trados, MemoQ), machine translation engines (e.g., Google Translate, DeepL), and terminology databases;	
					2.2 design and implement translation exercises or activities that effectively incorporate digital tools to enhance learning outcomes;	
3. To critically assess the effectiveness of various translation technologies and methods in improving translation teaching outcomes;				3.1 evaluate the strengths and limitations of specific translation technologies and methods used in different teaching contexts;		
				3.2 able to write reflective reports assessing how well certain technological tools and methods worked in enhancing both their own and their peers' translation skills;		
4. To acquire the ability to design innovative curriculum components that incorporate current trends and technologies in translation;				4.1 create a detailed syllabus or lesson plan that integrates modern technologies such as cloud-based collaboration tools, AI-powered		

programs and tools.		translation aids, and collaborative platforms; 4.2 demonstrate an understanding of emerging trends in translation pedagogy (e.g., post-editing machine translation, gamification, or data-driven approaches) by including these elements in their course design;
	5. To develop advanced teaching strategies for fostering critical thinking and problem-solving skills in translation students using innovative methods.	5.1 incorporate methods such as flipped classrooms, problem-based learning, or peer-driven translation exercises into their teaching practices; 5.2 lead seminars or workshops where they engage others in discussions about ethical issues, decision-making, and problem-solving in translation tasks, demonstrating an ability to foster critical thinking in learners.
<b>Prerequisites</b>	Modern methodology of translation theory and practice	
<b>Postrequisites</b>	Technique of Translation Recording	
<b>Learning Resources</b>	<p><b>Main literature:</b></p> <ol style="list-style-type: none"> <li>1. Moser-Mercer B. Skill Acquisition in Interpreting: A Human Performance Perspective. The Interpreter and Translator Trainer, 2008 – 280 p.</li> <li>2. Чернов Г. Теория и практика синхронного перевода. М: Меж. отношения, 1978 - 208 p.</li> <li>3. Gile D. Basic Concepts and Models for Interpreter and Translator Training, John Benjamins Publishing, 2009 – 283 p.</li> <li>4. Ислам А.И. Аударма негіздері, Алматы, 2012 – 170 p.</li> <li>5. Braun, S. Remote interpreting. In H. Mikkelsen &amp; R. Jourdenais (Eds.), The Routledge Handbook of Interpreting. New York: Routledge, 2015 -</li> <li>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.</li> <li>7. Komissarov V.N. Modern Translation Studies: textbook. manual / V. N. Komissarov. - 2nd ed. - M.: R. Valent, 2011. - 408 p.</li> <li>8. Esperança B., Bassnett S. Translation in Global News, 1<sup>st</sup> ed.: Monograph, Routledge, 2008–p. 168</li> <li>9. Galperin I.R. Stylistics of English language. M.: Либроком, 2010, 2014. - 336 с.</li> <li>10. Newman P. A Textbook of Translation, Pearson Education: Longman, 1987 - 113 p.</li> <li>11. Baker M. In other words: a coursebook on translation, Routledge: Taylor and Francis, 2018 -391 p.</li> </ol> <p><b>Additional literature:</b></p> <ol style="list-style-type: none"> <li>12. Munday J., Zhang M. Discourse Analysis in Translation Studies. Publisher: John Benjamins Publishing Company, 2017, 159 p.</li> <li>13. Garaeva M.R., Giniyatullina A. Yu. Translation analysis of the text: a textbook. Kazan, 2016, 94 p.</li> <li>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.</li> <li>15. Giventel I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.</li> <li>16. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142.</li> <li>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.</li> </ol> <p><b>Professional scientific databases:</b></p> <ol style="list-style-type: none"> <li>18. Scientific database <a href="https://www.scopus.com">https://www.scopus.com</a></li> <li>19. Science Direct scientific database <a href="https://id.elsevier.com/">https://id.elsevier.com/</a></li> <li>20. Scientific database IEEE Xplore <a href="https://ieeexplore.ieee.org/Xplore/home.jsp">https://ieeexplore.ieee.org/Xplore/home.jsp</a></li> <li>21. Scientific platform <a href="https://link.springer.com">https://link.springer.com</a></li> <li>22. Scientific electronic library eLibrary <a href="https://elibrary.ru">https://elibrary.ru</a></li> <li>23. Scientific electronic library "CyberLeninka" <a href="https://cyberleninka.ru/">https://cyberleninka.ru/</a></li> </ol> <p><b>Internet resources:</b></p> <ol style="list-style-type: none"> <li>24. The UN official website: <a href="https://www.un.org/en/">https://www.un.org/en/</a></li> <li>25. Youtube: <a href="https://www.youtube.com">https://www.youtube.com</a></li> <li>26. Official website of the President of Kazakhstan: <a href="https://www.akorda.kz/en">https://www.akorda.kz/en</a></li> <li>27. CNN News: <a href="https://edition.cnn.com">https://edition.cnn.com</a></li> <li>28. BBC News: <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></li> <li>29. European Commission: Translator’s training resource: <a href="https://commission.europa.eu/">https://commission.europa.eu/</a></li> <li>30. European Parliament: Multimedia Center: <a href="https://multimedia.europarl.europa.eu/en">https://multimedia.europarl.europa.eu/en</a></li> <li>31. English-Russian Online Dictionary: <a href="http://www.multitran.com/">www.multitran.com/</a></li> </ol>	

	<p>32. Russian-Kazakh Online Dictionary: <a href="https://sozdik.kz">https://sozdik.kz</a></p> <p>33. Deepl translator: <a href="https://www.deepl.com/en/translator">https://www.deepl.com/en/translator</a></p> <p>34. English-Russian Online Dictionary: <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a></p> <p>35. The Science Dictionary: <a href="https://www.thesciencedictionary.com">https://www.thesciencedictionary.com</a></p> <p>36. Collocation Online Dictionary: <a href="http://www.ozdic.com">http://www.ozdic.com</a></p> <p>37. Oxford Comprehensive Online Dictionary: <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></p> <p>38. Cambridge Comprehensive Online Dictionary: <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a></p> <p>39. Online resource McGaw Hill Access Engineering: <a href="https://www.accessengineeringlibrary.com/">https://www.accessengineeringlibrary.com/</a></p> <p>40. Online course "Working with Translation" by Cardiff University <a href="https://www.futurelearn.com/courses/working-with-translation/8/todo/132923">https://www.futurelearn.com/courses/working-with-translation/8/todo/132923</a></p> <p>41. Main types of translation transformations <a href="https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy">https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy</a></p> <p>42. <a href="http://www.trworkshop.net/">http://www.trworkshop.net/</a></p> <p>43. <a href="http://elibrary.kaznu.kz/ru">http://elibrary.kaznu.kz/ru</a></p>
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<b>Academic course policy</b>	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>.</p> <p>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 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.</p> <p><b>Attendance.</b> 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.</p> <p><b>Academic honesty.</b> 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.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>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"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Basic principles of inclusive education.</b> 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.</p> <p>All students, especially those with disabilities, can receive counseling assistance by e-mail <a href="mailto:zhumaliyeva.zh@kaznu.kz">zhumaliyeva.zh@kaznu.kz</a> or via video link in MS Teams Meeting ID: 495 800 371 465, Passcode: JqFMXa</p> <p><b>Integration MOOC (massive open online course).</b> 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.</p> <p><b>ATTENTION!</b> 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.</p>
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#### INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods
<b>Grade</b>	<b>Digital equivalent points</b>	<b>points, % content</b>	<b>Assessment according to the traditional system</b>	<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</p>
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

				descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
B	3.0	80-84	Satisfactorily	<b>Formative and summative assessment</b>	<b>Points % content</b>
B-	2.67	75-79		Activity at lectures	5
C+	2.33	70-74		Work in practical classes	25
C	2.0	65-69		Independent work	20
C-	1.67	60-64		Design and creative activity	10
C	2.0	65-69		Final control (exam)	40
C-	1.67	60-64		TOTAL	100
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
<b>MODULE 1 Introduction</b>			
1	Lecture 1 Introduction to Innovative Technologies in Translation Teaching	1	2
	Seminar 1 Evaluating the Effectiveness of CAT Tools in Translation Teaching	2	8
2	Lecture 2 The Evolution of Translation Pedagogy: From Traditional to Technology-Enhanced Methods	1	2
	Seminar 2 Creating an Interactive Translation Curriculum with Technology	2	8
	IWST 1 Create a Technology-Enhanced Translation Lesson Plan	1	
3	Lecture 3 Translation Technology Tools: An Overview of CAT Tools and MT Systems	1	2
	Seminar 3 Machine Translation Post-Editing: Challenges and Best Practices	2	8
4	Lecture 4 Artificial Intelligence in Translation: Opportunities and Challenges	1	2
	Seminar 4 Exploring the Role of Corpora in Teaching Translation	2	8
4	IWS 1: Designing an Assessment Rubric for Translation Tasks Using Technology	24	15
5	Lecture 5 The Role of Data in Translation: Big Data, Corpora, and Data-Driven Translation	1	2
	Seminar 5 Ethical Implications of Using Machine Translation in the Classroom	2	8
5	IWST 2. Write a Reflective Essay on the Use of Technology in Translation Pedagogy	1	
<b>MODULE 2 Resources</b>			
6	Lecture 6 Gamification in Translation Pedagogy	1	2
	Seminar 6 Transforming Translation Learning into a Fun Experience	2	8
	IWST 3. Consultation on implementation IWS	1	
7	Lecture 7 Cloud-Based Collaborative Tools for Translation	1	2
	Seminar 7 Collaborative Translation in the Digital Age: Tools and Methods	2	8
	IWS 2. Midterm assignment	25	15
Midterm control 1			100
8	Lecture 8 The Integration of Machine Translation and Post-Editing in Teaching	1	2
	Seminar 8 The Impact of AI and Neural Machine Translation on Translation Pedagogy	2	8
	IWST 4. Consultation on implementation IWS	1	
9	Lecture 9 Ethical Issues in Technology-Enhanced Translation Education	1	2
	Seminar 9 Blended Learning and Its Impact on Translation Competence	2	8
	IWS 3 Peer Review and Feedback on Technology-Enhanced Translation Exercises	24	10
10	Lecture 10 Task-Based Learning in Translation Pedagogy	1	2
	Seminar 10 Flipped Classroom: Using Video and Online Resources for Translation Teaching	2	8
<b>MODULE 3 Practice</b>			
11	Lecture 11 Blended Learning Approaches for Translation Teaching	1	2
	Seminar 11 The Integration of Cultural Elements in Technology-Enhanced Translation Teaching	2	8
	IWST 5. Consultation on implementation IWS	1	
12	Lecture 12 Post-Editing Machine Translation (PEMT) as a Teaching Methodology	1	2
	Seminar 12 Translating for Specific Purposes: Technology Tools for Legal, Medical, and Technical Translation	2	8
13	Lecture 13 Virtual Reality (VR) and Augmented Reality (AR) in Translation Training	1	2
	Seminar 13 Using AI to Teach Translation Ethics and Decision-Making	2	8
	IWST 6. Consultation on implementation IWS	1	
14	Lecture 14 Mobile Learning: Teaching Translation through Mobile Applications	1	2
	Seminar 14 The Role of Translation Memory Systems in Teaching and Learning	2	8
15	Lecture 15 The Future of Translation Pedagogy: Innovations and Trends to Watch	1	2

	Seminar 15 The Future of Translation Pedagogy: AI, VR, and Beyond	2	8
	IWS 4. Conducting final term assessment	25	10
<b>Midterm control 2</b>			<b>100</b>
<b>Final control (exam)</b>			<b>100</b>
<b>TOTAL for course</b>			<b>100</b>

**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**

**Bekova Zh.K.**

### CRITERIA EVALUATION OF LEARNING OUTCOMES

**Group presentation** Create a Technology-Enhanced Translation Lesson, **Write a Reflective Essay on the Use of Technology in Translation Pedagogy**, Peer Review and Feedback on Technology-Enhanced Translation Exercises, (Designing an Assessment Rubric for Translation Tasks Using Technology  
(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.