

**AL-FARABI KAZAKH NATIONAL UNIVERSITY**  
**International Relations Faculty**  
**Diplomatic Translation Department**

**PROGRAM**  
**OF THE FINAL EXAM ON THE DISCIPLINE**  
**ID [97870]**  
**“Methods of teaching legal translation”**  
**The Educational Program “6B03211 Translation in the sphere of international and**  
**legal relations”**

**ALMATY 2025**

The compiler of the exam program is senior lecturer Zhumaliyeva Zh.K.

The program of the final exam on the discipline has been considered and approved at the meeting of the “Diplomatic Translation Department” department.

Minute № 1 September 2, 2025

The head of the department

M.K. Murzagaliyeva

**Examination and Assessment Policy**  
**for the course “Methods of teaching legal translation”**  
**Educational program “7M02304 Translation Studies in the field of**  
**International and Legal Relations”**

**Instructor: Zhumaliyeva Zh.K.**

**Examination is conducted ORALLY offline through the standard set of  
the system Univer**

Examination and Assessment Policy is to evaluate the learner’s knowledge of the theoretical basis of the discipline, the ability to make sight translation; to make simultaneous interpretation of professional materials from SL in TL.

**Examination procedure:**

Examination is conducted by the Instructor.

Examination tickets are provided by system Univer via the tab of relevant discipline. Student should open the ticket and demonstrate the screen to the Instructor. Examination ticket is consisted of 3 questions.

1 – theoretical question

2 – sight interpretation of the text

3 – oral interpretation of the video

Preparation time – 10 minutes

Answer time – 15 minutes

**Task 1: Theoretical Question**

**Objective:** Assess understanding of translation theory, especially within scientific and technical contexts.

**Knowledge (Remembering):** Students should recall essential theories, translation principles, and terminology specific to scientific and technical texts.

**Comprehension (Understanding):** Students should explain translation theory concepts in their own words, showing they understand the specific challenges of translating scientific/technical texts.

**Evaluation:** Students should provide reasoned arguments or examples supporting different translation strategies for scientific and technical texts.

*Criteria:*

- Accuracy in defining key terms, concise summarization of translation theories relevant to technical/scientific texts.
- Clarity and precision in responses; ability to explain theory and relate it to technical translation issues.
- Ability to critically evaluate approaches and choose the most appropriate for specific text types.

**Recommendations for Study:**

- Review major translation theories, focusing on scientific/technical challenges (e.g., terminology consistency, style).
- Practice explaining these concepts verbally or in writing.

**Task 2: Translation of Scientific/Technical Terms and Phrases (SL to TL)**

**Objective:** Assess accuracy and context-appropriate translation of terminology between Source Language (SL) and Target Language (TL).

Students should correctly translate specialized terms and phrases, adapting them accurately to the TL’s scientific/technical conventions.

Students must analyze terms within the source text to determine appropriate TL equivalents, considering linguistic and contextual factors.

*Criteria:*

- Correct and context-appropriate translation of terms; precise adherence to SL

meaning and TL norms.

- Effective recognition of terms with no direct equivalent; successful use of TL terminology that reflects the same scientific concept.

**Recommendations for Study:**

- Compile glossaries for common technical terms in both SL and TL.
- Practice identifying context-dependent meanings of terms.

**Task 3: Translation of Scientific/Technical Excerpt (SL to TL)**

**Objective:** Evaluate the translation of an excerpt with complex structures and specialized vocabulary.

Students should translate an excerpt, synthesizing grammatical, terminological, and stylistic knowledge to create a coherent TL text.

*Criteria:*

- Overall accuracy, fluency, and scientific/technical appropriateness of the translated text; minimal errors in terminology and syntax
- Students should justify their translation choices for challenging terms or structures, demonstrating understanding of the text's purpose and audience. Evidence of thoughtful, purposeful choices reflecting the target audience's knowledge level.

**Recommendations for Study:**

- Practice translating short excerpts with varied technical content.
- Reflect on translation choices and write brief justifications for key terms or difficult passages.

**Regulations:**

1. Examination is scheduled according to Examination Schedule and is proctored.
2. Information about Examination day and time is provided to teachers and students in advance. Students should be informed of rules and conditions of Examination in advance.
3. Audacity, audio recorder, should be installed and checked by students in advance. Students should be informed of its application rules.
4. Start of the Examination should be reminded 30 min before Examination starts.
5. In accordance with the rules of proctoring, students are prohibited from:
  - use of cheat sheets
  - the use of cell phones, smart watches and other technical means that can be used for unauthorized access to auxiliary information
  - use of websites
  - use of books
  - using drafts
  - use of messengers
  - using the help of other people
  - exit from the room
  - talking with others
  - looking away
6. Preparation of the workplace before the final control:

To pass examination successfully, you must:

  - Provide proper lighting in the room
  - Check the availability and speed of the Internet connection
  - Check the working condition of the microphone and audacity.
  - Turn on the computer
  - Restart your computer for maximum performance

- Turn off all unnecessary at this time tabs and programs

### Assessment

Question - 1 – 30 points

Question - 2 – 30 points

Question - 3 – 40 points

### Grading scale:

The grading system can be found in the table below:

| Assessment by letter system | Equivalent of grades in points | Percentage % | Traditional way of assessment |
|-----------------------------|--------------------------------|--------------|-------------------------------|
| A                           | 4,0                            | 95-100       | Excellent                     |
| A-                          | 3,67                           | 90-94        |                               |
| B+                          | 3,33                           | 85-89        | Good                          |
| B                           | 3,0                            | 80-84        |                               |
| B-                          | 2,67                           | 75-79        |                               |
| C+                          | 2,33                           | 70-74        |                               |
| C                           | 2,0                            | 65-69        | Satisfactory                  |

1. The maximum level of academic performance in midterm control 1 (5th week) - 100% (share in the total grade 0.2)

2. The maximum level of performance in MIDTERM (10th week) - 100%

|                     |      |                 |                                                                  |
|---------------------|------|-----------------|------------------------------------------------------------------|
| C-                  | 1,67 | 60-64           | Unsatisfactory                                                   |
| D+                  | 1,33 | 55-59           |                                                                  |
| D                   | 1,0  | 50-54           |                                                                  |
| FX                  | 0,5  | 25-49           |                                                                  |
| F                   | 0    | 0-24            | "Discipline is not completed"<br>(Not taken into account in GPA) |
| I (Incomplete)      | -    | -               |                                                                  |
| AU (Audit)          | -    | -               | "Discipline was attended"<br>(Not taken into account in GPA)     |
| Att. (cert.)        | -    | 30-60<br>50-100 | "Certified"<br>(Not taken into account in GPA)                   |
| He att. (not cert.) | -    | 0-29<br>0-49    | "Not certified" (Not taken into account in GPA)                  |

|              |   |   |                                                                                        |
|--------------|---|---|----------------------------------------------------------------------------------------|
| R (Retake)   | - | - | "Re-studying the discipline"<br>(Not taken into account in GPA)                        |
| R-difference | - | - | "Discipline difference according to the curriculum"<br>(Not taken into account in GPA) |

(share in the overall rating 0.2)

3. The maximum level of academic performance in midterm control 2 (15th week) - 100% (share in the total grade 0.2)

4. The maximum level of progress in intermediate attestation (PA), final exam - 100% (share in the overall assessment 0.4)

5. The maximum level of academic achievement in the discipline is 100%

6. The final grade in the discipline is determined as the sum of academic performance in RC1, MT, RC2 and PA, taking into account the share

7. "n" - not showing up for the exam

#### **At the end of the Examination:**

Teacher or examiner assesses the examiner;

Put mark to the final transcript of the Univer system;

Draws up a protocol for each student (within a month after the exam).

**Examination date is set according to Examination Schedule.**

#### **Program for the final examination in the course “Practice of Simultaneous Interpreting”**

##### **Topics of the lessons:**

1. Introduction to the course. Basics of mental training of simultaneous interpreters
2. Synchrony of listening and speaking
3. Simultaneous interpretation with visual support
4. Simultaneous interpretation of pre-translated discourse
5. Mechanisms of adequate understanding of source language text during simultaneous interpretation
6. Anticipation of syntactic and stylistic structures of discourse
7. Anticipation of the content of speech
8. Cultural and consumer-oriented translation
9. No equivalence found: problem solving techniques
10. Mechanisms in simultaneous interpretation
11. Speech redundancy
12. Loss and gain in translation
13. Speed considerations. Short cuts and issues of exhaustion in simultaneous interpreting
14. Translation and interpretation as a profession: accreditation
15. Interpreter's professionalism and ethics

##### **Topics of practical lessons:**

1. Tasks on mnemonics
2. Shadowing training

3. Summarizing training
4. Paraphrasing training
5. Reproduction training
6. Sight translation training
7. Simultaneous interpreting techniques and practice

## **References**

1. Виссон Л. Синхронный перевод с русского языка на английский. М., 2001
2. Сдобников В.В. «20 уроков устного перевода», Москва, 2006
3. Ислам А.И. Аударма негіздері, Алматы, 2012
4. Комиссаров, Вилен Наумович. Лингвистическое переводоведение в России: учеб. пособие / В. Н. Комиссаров ; предисл.и ред. Б. Ольховикова. М.: ЭТС, 2002
5. Braun, S. (2015). Remote interpreting. In H. Mikkelsen & R. Jourdenais (Eds.), The Routledge
6. Handbook of Interpreting. New York: Routledge
7. Cyril Flerov – What Every Interpreter Must Know about Decibels, published April, 2020
8. Nimdzi – Introduction to Virtual Interpreting Technology (VIT), published 25 July 2018
9. Алексеева, Ирина Сергеевна. Профессиональный тренинг переводчика: учеб. пособие для переводч.и преподавателей / И. С. Алексеева. СПб.: Союз, 2003
10. Чернов Г.В. Теория и практика синхронного перевода. М.: Междунар. отношения, 1978.
11. Ширяев А.Ф. Синхронный перевод: Деятельность синхронного переводчика и методика преподавания синхронного перевода. М.:Воениздат, 2005.
12. Hewitt, William E., Court Interpretation: Model Guides for Policy and Practice in the State Courts, 2005
13. Moser-Mercer, Barbara. Simultaneous interpreting: Cognitive potential and limitations. Interpreting, 2000
14. Zetterstrand, Sylvia, Direct Speech in Legal Interpreting, National Association of Judiciary Interpreting and Translators, 2004
15. Moser-Mercer, Barbara, Skill Acquisition in Interpreting: A Human Performance Perspective. The Interpreter and Translator Trainer, 2008
16. [www.multitran.ru](http://www.multitran.ru) электронный ресурс "Multilingual dictionary"
17. [www.cnn.com](http://www.cnn.com) электронный ресурс "CNN news"
18. [www.bbc.co.uk](http://www.bbc.co.uk) электронный ресурс "BBC news"
19. [www.akorda.kz](http://www.akorda.kz) электронный ресурс "Official website of Akorda"
20. <https://interpretertrainingresources.eu/> электронный ресурс "Interpreter Training Resources"

## CRITERIA EVALUATION OF THE EXAMINATION

**Discipline: Methods of teaching legal translation**

**Master degree; Format of the Examination: Oral; Platform: «Univer» system**

|   | Bloom's taxonomy |                          | points<br><br><b>Criteria</b>                                                                                                               | Excellent                                                                                                                                               | Good                                                                                                                                                  | Satisfactory                                                                                                                                            | Unsatisfactory                                                                                                                  |                                                                       |
|---|------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|   |                  |                          |                                                                                                                                             | 90-100%                                                                                                                                                 | 70-89%                                                                                                                                                | 50-69%                                                                                                                                                  | 25-49%                                                                                                                          | 0-24                                                                  |
| 1 | Knowledge        | 1 B question (30 points) | Recall of terminology, interpreting techniques, theories, and concepts essential for simultaneous interpreting.                             | Demonstrates complete and precise recall of terminology, interpreting strategies, and related theories, showing an advanced grasp of subject knowledge. | Shows a strong recall of most terminology and techniques, with minor inaccuracies. Understands theories but may lack some depth in uncommon concepts. | Recalls basic terminology and common techniques, but with noticeable gaps. Shows limited understanding of the underlying theories or technical details. | Fails to recall essential terminology and interpreting techniques, demonstrating little to no understanding of key concepts.    | Lacks the foundational vocabulary needed for accurate interpretation. |
| 2 | Understanding    | 2 question (30 points)   | Comprehension of the process of interpreting, recognition of nuances, and the ability to explain concepts behind simultaneous interpreting. | Clearly understands complex interpreting situations, explains subtleties in interpretation, and can identify nuances in language and cultural context.  | Shows a good comprehension of interpreting principles and can articulate the main concepts with minor errors or omissions.                            | Has a general understanding of the interpreting process but misses some finer points, nuances, or cultural implications.                                | Lacks basic understanding of the interpreting process and struggles to explain fundamental concepts or contextual requirements. | Struggles to interpret accurately within the context provided.        |

|   |                    |                        |                                                                                                                                                 |                                                                                                                                                    |                                                                                                                                                |                                                                                                                                                    |                                                                                                                                                         |                                                                        |
|---|--------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 3 | <b>Application</b> | 3 question (40 points) | The ability to apply interpreting techniques in real-time, maintain accuracy, and manage challenges such as accents, speed, and complex topics. | Applies interpreting techniques accurately and fluidly, handling complex accents, high-speed speech, and technical topics with ease and precision. | Applies interpreting techniques effectively in most situations, though may struggle slightly with complex accents or very high-speed passages. | Shows an ability to apply basic interpreting techniques but struggles significantly with fast or complex speech, leading to frequent inaccuracies. | Fails to apply interpreting techniques effectively, leading to numerous misunderstandings and misinterpretations, especially with challenging material. | Struggles with maintaining clarity, speed, or accuracy under pressure. |
|---|--------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|