SYLLABUS
Spring semester 2025-2026 academic year
Educational program "6B02311 Translation 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)		
Theory and practice of consecutive interpreting[106016]	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
Offline	MD University component	Discussion Interactive lectures	Training Practice	Oral examination (offline) Univer System
Lecturer - (s)	Zhumaliyeva Zhansaya Kaldybekovna			
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Assistant - (s)	-			
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
to form students' understanding of consecutive interpretation theory and develop consecutive interpretation practical skills in various communicative situations. The issues studied: history of consecutive interpretation, types of CI, etiquette and psychological aspects of CI, strategies and techniques of CI, interpretation skills in different situations, modern technologies in CI.	1. To explain basic principles of consecutive interpretation;	1.1 classifies the main speech forms and types of discourse;
		1.2 defines the ways of verbal and non-verbal communication;
	2. To use methods and techniques of consecutive interpretation and note taking;	2.1 explains stages of preparation and main strategies;
		2.2 able to interpret 5 min of speech in familiar topic;
	3. To recognize principles of consecutive interpretation in a specific situation;	3.1 able to recognize purpose, sender's intention and pragmatics of the speech;
		3.2 able to use strategies during interpreting process;
	4. To apply a wide range of translation techniques and strategies in interpreting;	4.1 able to translate idioms, phrasal units, expressions and use them in interpreting process;
		4.2 develops long-term memory and note taking skills;
	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 strategies of CI and pragmatic adaptation;
		5.2 able to do translation analysis and identify errors, provide peer assessment using quality assessment criteria.
Prerequisites	Theory and Practice of Translation and Interpretation	
Postrequisites	Translation of Economic and Juridical Documents	
Learning Resources	**Main literature:**	

1. Gile D. Basic Concepts and Models for Interpreter and Translator Training, John Benjamins Publishing, 2009– 283 p.
2. Gillies A. Consecutive Interpreting (Translation Practices Explained), Routledge, 2020, 260 p.
3. Pöchhacker F., Lui M. Technology, John Benjamins Publishing Company, 2024, 174 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, 2020 -
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, 2020, 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 Practice of Consecutive Translation | General | Microsoft 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

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	

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.

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 Consecutive Interpreting		
1	**Lecture 1** Features of consecutive interpretation.	2	0
	Seminar 1 Requirements for consecutive interpretation.	2	0
2	**Lecture 2** Professional qualities of a consecutive interpreter.	2	4
	Seminar 2 The interpreter as a performer.	2	16
	IWST 1 Consultation on the implementation of IWS 1	1	

3	**Lecture 3** Psychological challenges of public interpretation.	2	2
	Seminar 3 Skills for psychological self-control.	2	8
4	**Lecture 4** Features of interpreting spontaneous speech.	2	2
	Seminar 4 Identifying meaning units in spoken discourse.	2	8
4	**IWS 1.** Presentation "History of oral interpretation"	28	
5	**Lecture 5** Visualization in consecutive interpretation.	2	2
	Seminar 5 Mnemonic technique exercises.	2	8
5	**IWST 2.** Project work "Model Efforts"	1	
MODULE 2 Basics of Interpreter's Note-Taking			
6	**Lecture 6** Training consecutive interpretation of spontaneous speech without note-taking.	2	2
	Seminar 6 Interpreter's note-taking as an essential tool for consecutive interpretation.	2	8
	IWST 3. Consultations on the implementation of IWS 2	1	
7	**Lecture 7** Training note-taking skills.	2	2
	Seminar 7 Training consecutive interpretation of spontaneous speech using notes.	2	8
8	**Lecture 8** Training to consolidate note-taking skills	2	2
	Seminar 8 Practice of two-way consecutive interpretation of spontaneous speech using notes.	2	8
	IWST 4. Consultations on the implementation of IWS 3	1	
	IWS 2. Midterm control assignments	29	15
	Midterm control 1		**100**
9	**Lecture 9** Speed considerations and features	2	2
	Seminar 9 Practice of SI in court	2	8
	IWS 3 Presentation "Schools and Associations"	28	15
10	**Lecture 10** Interpretation of prepared presentations with note-taking.	2	2
	Seminar 10 Practice of CI in political interview	2	8
MODULE 3 Training Conference Interpretation			
11	**Lecture 11** Strategies in CI	2	2
	Seminar 11 Interpretation of audience questions and speaker answers.	2	8
	IWST 5. Colloquium: week 1-10	1	
12	**Lecture 12** Analysis and self-analysis of the interpreters' work.	2	2
	Seminar 12 Identifying techniques in process of CI	2	8
13	**Lecture 13** Cultural and consumer-oriented interpretation	2	2
	Seminar 13 Interpretation of press conference	2	8
	IWST 6. Review of weeks 1-13	1	
14	Lecture 14 **Seminar 1** Practicing compression	2	2
	Seminar 14 Practicing decompression	2	8
15	**Lecture 15 Inte**rpreter's professionalism and ethics	2	2
	Seminar 15 AI in CI	2	8
	IWS 4. Conducting final term assessment	29	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 "History of oral interpretation", "Model Efforts", "Schools and Associations" (30% of 100% RK)

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