**Federal State Autonomous Educational Institution
of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE
LUMUMBA
RUDN University**

Law Institute

educational division (faculty/institute/academy) as higher education programme developer

Department of Foreign Languages

(educational department as higher education programme developer)

COURSE SYLLABUS

**Training Foreign Language, Translation, and Interpreting Skills for Specific
Purposes within Digitalization**

course title

Research Speciality

5.8.2. Theory and Methodology of Training and Education
(by fields and levels of education)

field of studies / speciality code and title

The course instruction is implemented within the PhD programme of higher education:

Training Foreign Language, Translation and Interpreting Skills for Specific Purposes
within Digitalization

higher education programme profile/specialisation title

**Moscow
2023**

1. COURSE GOAL

The discipline aims to form students' awareness and understanding of the approaches, contents, means and methods of research regarding the scope of teaching foreign languages for specific purposes, training translation and interpreting skills within digitalization in the framework of the PhD program.

2. REQUIREMENTS FOR LEARNING OUTCOMES

According to the results of mastering the course regarding the system of the foreign language, PhD students are expected to

– be able to critically analyze and evaluate modern scientific achievements, generate new ideas in solving research and practical problems, including in interdisciplinary fields

– master the methodology and methods for pedagogical research

– master the culture of scientific research in the field of pedagogical sciences, including the use of information and communication technologies

– be able to develop independently new techniques and pedagogical approaches to training LSP, specialised translation and interpreting skills and implement them in educational process within digitalization, in different educational and socio-cultural contexts

– be able to run independently systematic comparative research in the field of international, national and institutional policies and practices regarding international, national and institutional policies and practices in training LSP, specialised translation and interpreting skills within digitalization, in different educational and socio-cultural contexts

– be able to interpret the results of pedagogical research, assess the boundaries of their applicability, assess potential risks of their implementation in educational and sociocultural environment, define prospects for further research

– know how to model, implement and evaluate the educational process and design continuing professional education programmes in accordance with the employers'needs;

– be able to analyze educational activities of organizations through expert review and to design programmes for their development

– be able to develop independently new techniques and pedagogical approaches to training LSP, specialised translation and interpreting skills and implement them in educational process within digitalization, in different educational and socio-cultural contexts

– be able to run independently systematic comparative research in the field of international, national and institutional policies and practices regarding international, national and institutional policies and practices in training LSP, specialised translation and interpreting skills within digitalization, in different educational and socio-cultural contexts

– be able to participate in professional team work to design educational environments for training skills in foreign languages, translation, and interpreting for specific purposes within digitalization, and to manage the process of education in the mentioned areas.

3. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The course workload of the discipline *amounts* to four credits (144 academic hours, including one credit, namely 36 hours for evaluation and assessment).

Table 3.1. Course workload and academic activities

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Contact hours	60		60		
Including					
Lectures (LC)	30		30		
Lab work (LW)					
Tutorials/seminars (SM)	30		30		

Self-study, ac., hrs.		48	48	
Midterm and final assessment, ac.hrs		36		*36*
Course total workload	Acad hours	144	108	36
	credits	4	3	1

4. COURSE CONTENTS

Table 4.1. Course contents and academic activities types

Course module title	Course module contents (topics)	Academic activities types
Module 1. Development of the theory, methodology, and practice of teaching LSP in the history of international education.	1.1. Development of the theory and practice of teaching LSP in different countries. 1.2.National schools, projects, documents. 1.3. International and national standards of teaching LSP.	LC, SM
Module 2. Development of the theory, methodology, and practice of specialised T&I training in the history of international education	2.1. Development of the theory and practice of specialised T&I training in different countries. 2.2.National schools, projects, documents. 2.3. International and national standards of specialised T&I training	LC, SM
Module 3. Conceptual Background for LSP, T&I university-based training paradigm:	3.1. Competence modelling framework 3.2. Curriculum Design 3.3. Modes of Instruction 3.4. Lesson Planning and Classroom Management 3.5. Assessment and Evaluation Techniques 3.6. Teachers' Training: Current Challenges	
Module 4. Digital tools for LSP training	4.1. Digital resources for LSP teaching. 4.2. Development of courses for on-line / on-site LSP training. 4.3. Organisation of LSP-oriented training in the electronic mode.	LC, SM
Module 5. Digital tools for specialized T&I training	5.1. Digital resources for specialized T&I teaching. 5.2. Development of courses for on-line / on-site specialized T&I training. 5.3. Organisation of specialized T&I training in the electronic mode.	LC, SM
Module 6. International, regional, national features of HE organizations in the field of foreign language education	6.1. International, regional, national strategies, policies, structures, and practices of educational organizations in the field of education in languages, with account of digitalization. 6.2. International and national standards as a tool for harmonizing the training process and future professional activities under the multilingual industry requirements, within the language education HE program profile	LC, SM
Module 7. International, regional, national features of HE organizations in the field T&I training	7.1. International, regional, national strategies, policies, structures, and practices of educational organizations in the field of education in T&I, with account of digitalization.	LC, SM

	7.2. International and national standards as a tool for harmonizing the training process and future professional activities under the multilingual industry requirements, within the T&I HE program profile	

5. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 5.1. Classroom equipment and technology support requirements

Academic Activity Type	Classroom Equipment	Specialized training/ lab equipment and module learning resources
Lecture	Classroom for lectures, equipped with a set of specialized furniture; whiteboard; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi)
Seminar	Classroom for seminars and group work, group and individual consultations, equipped with a set of specialized furniture; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi)
Computer Lab	Computer lab equipped with a set of specialized furniture; devices: portable multimedia projector, laptop, projection screen, Stable 10 Mbps wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi) TRADOS, SMARTCAT
Self-Study	Classroom for seminars and group work, group and individual consultations, equipped with a set of specialized furniture. Stable 10 Mbps wireless Internet connection.	set of specialized furniture; whiteboard; devices: PCs/laptops, Internet connection (Wi-fi)

6. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

LSP skills training

Atabekova, A., Lutskovskaia, L., & Gorbatenko, R. (2021). Developing multiliteracy skills and pragmatic communication awareness of university students learning a foreign language (English) for specific purposes. Thinking Skills and Creativity, 42, 100956. https://doi.org/10.1016/j.tsc.2021.100956

Basturkmen, H. (2002). Towards a framework for analyzing theory and practice in LSP. https://doi.org/10.1515/iral.2002.002

Deyrich, M. C. (2021). LSP in European Projects: Recent Developments and Challenges in Language Policy and Practice. *Language Teaching Research Quarterly*, *23*, 105-120. https://files.eric.ed.gov/fulltext/EJ1314920.pdf

Mertelj, D. (2019). Teacher Talk in Higher Education as a Language for Specific Purposes: Its Features and LSP Teachers' Awareness. Iranian Journal of Language Teaching Research, 7(2), 83-99. https://files.eric.ed.gov/fulltext/EJ1220767.pdf

T&I skills training

Biloveský, V., & Laš, M. (2018). The Particulars of Teaching Specialized Translation: A Case Study of Matej Bel University. European Journal of Contemporary Education, 7(2), 265-274.

Hurtado Albir, A. (2019). Research on the didactics of translation. Evolution, approaches and future events.http://rua.ua.es/dspace/handle/10045/109666

Latorraca, R., & Aiello, J. (2021). Investigating translation trainees' self-perceived competence: A process-oriented, collaborative seminar on translation and translation revision. Babel, 67(4), 460-481.

Petrova, O., & Sdobnikov, V. (2021). HOW CAN AND SHOULD TRANSLATION TEACHERS BE TRAINED?. Journal of Teaching English for Specific and Academic Purposes, 267-277.

Peñalver, E. A., & Urbieta, A. S. (2020). Enhancing medical translation skills through a gamified experience. Failure or success?. Panace, 21(51), 4-12.

Piletić, D. (2019). Translation in Foreign Language Teaching at University Level. Folia Linguistica et Litteraria, (27), 245-270.

ten Hacken, P. (2019). On the cognitive difference between literary and specialized translation. Studia Translatorica, (10), 177-189.

Verplaetse, H. (2022). Translation quality in student specialized translation. Extending the Scope of Corpus-Based Translation Studies, 209.

ICT in LSP,T&I skills training

Language in the Digital Era. Challenges and Perspectives [Digital resource] / Sandrini P. [et al.]. 2016. https://doi.org/10.1515/9783110472059

Willison J. The Models of Engaged Learning and Teaching [Digital resource] 2020. http://library.oapen.org/bitstream/20.500.12657/37702/1/2020_Book_

ICT in T&I skills training

Marczak, M. (2018). Translation Pedagogy in the Digital Age. How digital technologies have been altering translator education. Angles. New Perspectives on the Anglophone World, (7). http://journals.openedition.org/angles/895

Granger, S., & Lefer, M. A. (2020). The Multilingual Student Translation corpus: a resource for translation teaching and research. Language Resources and Evaluation, 54(4), 1183-1199.

Fantinuoli C. Interpreting and technology [Digital resource] 2019. http://library.oapen.org/bitstream/20.500.12657/37702/1/2020_Book_

Additional readings:

Esfandiari, M. R., Shokrpour, N., & Rahimi, F. (2019). An evaluation of the EMT: Compatibility with the professional translator's needs. Cogent Arts & Humanities, 6(1), 1601055.

Fawns, T. (2019). Postdigital education in design and practice. Postdigital Science and Education, 1(1), 132-145. https://link.springer.com/article/10.1007/s42438-018-0021-8

Galán-Mañas, A. (2019). Professional portfolio in translator training: professional competence development and assessment. The Interpreter and Translator Trainer, 13(1), 44-63.

Harmer J. The Practice of English Language Teaching, 3rd ed. Pearson Longman, 2007 - 288 p. /http://ru.scribd.com/doc/55944844/The-Practice-of-English-Language-Teaching-3rd-Ed-Jeremy-Harmer-2001/

Jandric, p. & Boras, D. (Eds.)(2015) Critical learning in digital networks. New York: Springer. https://link.springer.com/chapter/10.1007%2F978-3-319-13752-0_5

Krajcso, Z. (2018). Translators' competence profiles versus market demand. Babel, 64(5-6), 692-709.

Long, M. K. (Ed.). (2017). Language for specific purposes: Trends in curriculum development. Georgetown University Press.

Morell, T. (2020). EMI teacher training with a multimodal and interactive approach: A new horizon for LSP specialists. Language Value. https://www.e-revistes.uji.es/index.php/languagevalue/article/view/4724

Muñoz-Miquel, A. (2018). Differences between linguists and subject-matter experts in the medical translation practice: An empirical descriptive study with professional translators. Target. International Journal of Translation Studies, 30(1), 24-52.

Oraki, A., & Tajvidi, G. (2020). Training Translators and Interpreters: The Need for a Competence-based Approach in Designing University Curricula. Iranian Journal of English for Academic Purposes, 9(2), 42-56.

Orlando, M. (2019). Training and educating interpreter and translator trainers as practitioners-researchers-teachers. The Interpreter and Translator Trainer, 13(3), 216-232.

Trace, J., Hudson, T., & Brown, J. D. (2015). Developing courses in languages for specific purposes. [Digital resource] https://core.ac.uk/download/pdf/32300318.pdf

Valero Garcés, M. C. (2019). Training public service interpreters and translators: facing challenges. DOI: 10.2436/rld.i71.2019.3262

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
- RUDN Electronic Library System (RUDN ELS) http://lib.rudn.ru/MegaPro/Web
- EL University library on-line http://www.biblioclub.ru
- EL Yuright http://www.biblio-online.ru
- EL Consultant for Student www.studentlibrary.ru
- EL Lan' http://e.lanbook.com/
2. Databases and search engines:
- Yandex search engine https:// www .yandex.ru/
- Google search engine https://www.google.ru/
- Scopus abstract database http://www.elsevierscience.ru/products/scopus/

Training toolkit for self- studies to master the course*:
1. The set of learning aids for PhD students in the field of Pedagogy and Education, in line with the specialisation.
* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

7. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.
* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Dr.Sc., Full Professor, Law
Institute Foreign Languages   Anastasia Atabekova
Department

position, department	signature	name and surname
PhD, Associate Professor, Law Institute Foreign Languages Department		Valentina Stepanova
position, department	signature	name and surname
PhD, Associate Professor, Law Institute Foreign Languages Department		Philipp Novikov
position, department	signature	name and surname

HEAD
OF EDUCATIONAL DEPARTMENT

Law Institute Foreign Languages Department		Anastasia Atabekova
position, department	signature	name and surname