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

**LAW INSTITUTE**

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

**COURSE SYLLABUS**

**Methodology of Foreign Language Teaching**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**45.04.02 Linguistics**

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field of studies / speciality code and title

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

**Legal Translation and Interpreting**

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higher education programme profile/specialisation title

## 1. COURSE GOAL(s)

The goal of the course is to introduce students to English Teaching Methodology as a scientific study, its notion, principles and provide general information on the theory and research methods.

The course focuses on the requirements to train students to be competent to compile teaching materials by selecting and combining various sources and provide for teaching English in a non-linguistic Higher Education institutions, General English and English for Specific Purposes. Special emphasis is laid on Techniques for Teaching language abilities.

The course lays grounds for students to understand foreign language teacher's professional standards within the framework of the competence-based paradigm.

The course makes students be aware of foreign language teaching specificity, its nature, principles, procedures, teaching. The course includes detailed coverage of different teaching theories, approaches and repertoires that are revealed and analyzed from a comparative multicultural perspective.

## 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course “Didactics of Specialized Translation Skills Training” is aimed at the development of the following competences:

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-2	Knowledge of the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign language being learnt.	GPC-2.1. Knows the specifics of the scientific picture of the world and the components of its discursive modelling in Russian and the foreign languages being learnt.
		GPC-2.2. Masters comprehensive tools to produce academic discourse in Russian and foreign languages.
GPC-3	Readiness to master the general theory of teaching and methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice.	GPC-3.1. Knows the background concepts, theories, approaches within the contemporary teaching theory and methods to teach specialized disciplines within the chosen field of the training of specialists in translation and interpreting. GPC-3.2. Masters comprehensive tools to train specialists in translation and interpreting.
GPC – 5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of intercultural professional communication with native speakers.	GPC-5.1. Knows the conventions of foreign community communication in diverse situational contexts. GPC-5.2. Masters comprehensive tools for interlingual and intercultural interaction in line with the rules and traditions of intercultural professional communication with native speakers.

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC - 6	Ability to master modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	GPC-6.1. Knows the standards and format research documentation (dissertation, report, review, abstract). GPC-6.2. Masters comprehensive tools to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).

### 3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of B1 block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-2	Knowledge of the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign language being learnt.	Consecutive Interpreting Course, Editing and Proofreading	Translation / Interpreting Internship, Teaching Internship, Legal Documents Translation, Translation and Interpreting for Public Services.
GPC-3	Readiness to master the general theory of teaching and methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice.	Consecutive Interpreting Course, Editing and Proofreading	Translation / Interpreting Internship, Teaching Internship, Legal Documents Translation, Translation and Interpreting for Public Services.
GPC – 5	Ability to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language community, in line with the rules and traditions of	Consecutive Interpreting Course, Editing and Proofreading	Translation / Interpreting Internship, Teaching Internship, Legal Documents Translation, Translation and Interpreting for Public Services.

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
	intercultural professional communication with native speakers.		
GPC - 6	Ability to master modern technologies to collect, process and interpret the obtained experimental data, methods to compile and format research documentation (dissertation, report, review, abstract).	Consecutive Interpreting Course, Editing and Proofreading	Translation / Interpreting Internship, Teaching Internship, Legal Documents Translation, Translation and Interpreting for Public Services.

\* To be filled in according to the competence matrix of the higher education programme.

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (**full-time training**)\**

Type of academic activities		Total academic hours	Semesters/training modules			
			1	2	3	4
<i>Contact academic hours</i>		<i>24</i>		<i>24</i>		
including:						
Lectures (LC)		8		8		
Lab work (LW)						
Seminars (workshops/tutorials) (S)		16		16		
<i>Self-studies</i>		<i>66</i>		<i>66</i>		
<i>Evaluation and assessment (exam/passing/failing grade)</i>		<i>18</i>		<i>18</i>		
<b>Course workload</b>	academic hours	<b>108</b>		<b>108</b>		
	credits	<b>3</b>		<b>3</b>		

\* To be filled in regarding the higher education programme correspondence training mode.

#### 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
English Teaching Methodology as a research study	Topic 1.1 English Teaching Methodology as a scientific study, its notion, principles.	LC, S
	Topic 1.2 General information on the theory and research methods.	LC, S
	Topic 1.3 Goals of teaching English in a non-	

Course module title	Course module contents (topics)	Academic activities types
	linguistic Higher Education institutions, General English and English for Specific Purposes. Topic 1.4 Different modules for learning English. Topic 1.5 Curriculum and content of teaching and learning English in non-linguistic Higher Education institutions. Topic 1.6 Contemporary Course books.	
Teaching language abilities (Phonetics, Vocabulary, Grammar)	Topic 2.1 Goals and Techniques for Teaching language abilities. Strategies for Learning. Topic 2.2 Developing Activities. Topic 2.3 Assessing Language Proficiency.	LC, S
Teaching language skills (listening, speaking, reading, and writing).	Topic 3.1 Goals and Techniques for language skills. Topic 3.2 Teaching Strategies for Developing Language Skills. Topic 3.3 Developing Activities. Assessing Proficiency	LC, S

\* - to be filled in only for **full**-time training: *LC* - lectures; *LW* - lab work; *S* - seminars.

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Lecture	A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Seminar	A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	
Self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	

\* The premises for students' self-studies are subject to **MANDATORY** mention

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

*Main readings:*

1. Kelly. D. Training the Trainers: Towards a Description of Translator Trainer Competence and Training Needs. – TTR : traduction, terminologie, rédaction, Volume 21, numéro 1, 1er semestre 2008, p. 99-125. - [URL:// http://id.erudit.org/iderudit/029688ar](http://id.erudit.org/iderudit/029688ar)
2. Pym A. Trial, Error and Experimentation in the Training of Translation Teachers.- <http://usuaris.tinet.cat/apym/on-line/training/trialanderror.pdf>
3. Gile D. Basic Concepts and Models for Interpreter and Translator Training. – John Benjamins Publishing Company.- 2009.
4. Available from e-book platform. – URL: [http://www.benjamins.com/cgi-bin/t\\_bookview.cgi?bookid=BTL%208](http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=BTL%208)

*Additional readings:*

1. AlQinai J, *Training Tools for Translators and Interpreters.- Jordan Journal of Modern Languages and Literature Vol. 3 No.1, 2011, pp. 19-38.- URL: [http://journals.yu.edu.jo/jjml/Issues/Vo3No1\\_2011PDF/2.pdf](http://journals.yu.edu.jo/jjml/Issues/Vo3No1_2011PDF/2.pdf)*
2. Amparo Hurtado Albir. 2007. [https://www.stjerome.co.uk/tsa/abstract/425/Competence-based Curriculum Design for Training Translators. The Interpreter and Translator Trainer \(ITT\): Volume 1, Number 2: 163-195](https://www.stjerome.co.uk/tsa/abstract/425/Competence-based%20Curriculum%20Design%20for%20Training%20Translators.%20The%20Interpreter%20and%20Translator%20Trainer%20(ITT):%20Volume%201,%20Number%202:163-195)
3. Englund Dimitrova, B. Training and Educating the Trainers - a Key Issue in Translators' Training // Eva Hung, ed. Teaching Translation and Interpreting 4. Amsterdam and Philadelphia: Benjamins.
4. Darwish, A. A Model for Designing Decision-based Translation Tests. At-turjuman Online. [www.at-turjuman.com](http://www.at-turjuman.com). Published 12 April 1995.
5. Darwish, A. Towards a Theory of Constraints in Translation. At-turjuman Online. [www.at-turjuman.com](http://www.at-turjuman.com). Posted 16 June 1999.
6. Kelly D. A Handbook for Translator Trainers
7. Manchester: St Jerome Publishing, Translation Practices Explained: Volume 10, second edition, 2005
8. [The Interpreter and Translator Trainer \(ITT\) - Online Periodicals: St. Jerome Publishing.](https://www.stjerome.co.uk/tsa/journal/2/) - <https://www.stjerome.co.uk/tsa/journal/2/>

*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 Online" <http://www.biblioclub.ru>
  - EL "Yurayt" <http://www.biblio-online.ru>
  - EL "Student Consultant" [www.studentlibrary.ru](http://www.studentlibrary.ru)

- EL "Lan" <http://e.lanbook.com/>
- EL "Trinity Bridge"
- CTTT. 2001. Homepage of the Consortium for Training Translation Teachers <http://www.ice.urv.es/trans/future/cttt/cttt.html>.
- The Interpreter Diaries. - <http://theinterpreterdiaries.com/tag/training-for-trainers/>

## 2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation <http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>
- Google Scholar search engine.

*Training toolkit for self- studies to master the course \*:*

### 1. Course Guide. Compiled by Professor Anastasia Atabekova.

\* 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.

## **8. 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:**

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### **HEAD OF EDUCATIONAL DEPARTMENT:**

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### **HEAD OF HIGHER EDUCATION PROGRAMME:**

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