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ФИО: Ястребов Олег Александрович
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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

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

Department of Foreign Languages

(department realizing the PhD program)

COURSE SYLLABUS

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

(course title)

Scientific specialty:

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

(scientific specialty code and title)

The course instruction is implemented within the PhD program:

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

(PhD program title)

1. DISCIPLINE (MODULE) GOAL

The objective of mastering the discipline «Training Foreign Language, Translation and Interpreting Skills for Specific Purposes within Digitalization»

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 TO PHD-STUDENTS ON FINISHING THE COURSE

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, specialized 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, specialized 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 programs in accordance with the employers' needs;
- be able to analyze educational activities of organizations through expert review and to design programs for their development
- be able to develop independently new techniques and pedagogical approaches to training LSP, specialized 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, specialized 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. WORKLOAD OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline «Training Foreign Language, Translation and Interpreting Skills for Specific Purposes within Digitalization» is 3 credit units (144 academic hours).

Types of activities	Total ac. hrs.	Semesters
<i>Classroom activities (total), including:</i>	60	2
В ТОМ ЧИСЛЕ:		

Lectures (LC)	30	2
Laboratory activities (LA)	–	–
Practical lessons/Seminars (PC)	30	2
<i>Independent work</i>	48	2
<i>Intermediate certification (test with assessment/exam)</i>	36	3
Overall workload	144	2-3
	4	2-3

4. CONTENT OF THE DISCIPLINE

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 specialized T&I training in the history of international education	2.1. Development of the theory and practice of specialized T&I training in different countries. 2.2. National schools, projects, documents. 2.3. International and national standards of specialized 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.	LC, SM

	4.3. Organization of LSP-oriented training in the electronic mode.	
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. Organization 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. 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	LC, SM

5. EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Room 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	set of specialized furniture; whiteboard; devices: PCs/laptops, portable multimedia projector, projection screen, Internet connection (Wi-fi)

	wireless Internet connection. Software: Microsoft Windows 10 64-bit, MS Office / Office 365, MS Teams, Chrome (latest stable release).	
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. METHODOLOGICAL SUPPORT AND LEARNING MATERIALS

A course of lectures on the discipline «Training Foreign Language, Translation and Interpreting Skills for Specific Purposes within Digitalization Main readings:»

LSP skills training

Ammari, M. (2024). “LSP teaching–current trends, desiderata, research perspectives”. Institute of Applied Linguistics of Adam Mickiewicz University, Poznań, Poland, 05-06.07. 2023. *Glottodidactica*, 51(1).<https://pressto.amu.edu.pl/index.php/gl/article/view/41416/36261>

Dursun, A. (2023). Domain Analysis as a Multidimensional Research Framework: Evidence-Based Alignment for LSP Research, Assessment, and Curricula. *Global Business*

- Languages, 23, 1-13. https://gbl.digital.library.gwu.edu/articles/volume_23/10_4079_gbl_v23_2.pdf
- Hurajová, Ľ., & Chmelikova, G. (2025). ESP/LSP courses in the era of artificial intelligence: potential for facilitating the internationalisation process. *Journal of Teaching English for Specific and Academic Purposes*, 245-256.
- Maci, S. M. (2023). LSP curriculum development: from theory to practice. A case study. *Scripta Manent*, 18(1), 4-21. <https://journals.uni-lj.si/scriptamanent/article/view/19138>
- Smajla, T., & Podovšovnik, E. (2026). Students' views on the use of artificial intelligence in language for specific purposes (LSP) courses. *International Journal of Instruction*, 19(2), 125-146.
- Suknović, M. S. (2024). Perceptions of ESP Instructors in Higher Education Institutions on Meeting the Demands of Interdisciplinary and CLIL Education. *Анали Филолошког факултета*, 36(1), 177-197.
- T&I skills training*
- Alsharf, R., Aldawli, F., Alahdal, K., & Shamsan, N. (2026). Exploring the Effectiveness of Pedagogical Orientation of Generative AI Models on Enhancing University Students' Translation Skills: An Experimental Study. *International Journal of Linguistics and Translation Studies*, 7(1), 1-29.
- Cenitagoya, C. B. (2024). Specialized terminology, instrumental competence, and corpus management tools/Terminología especializada, competencia instrumental y herramientas de gestión de corpus. *FITISPos International Journal*, 11(1), 220-238.
- Cruchinho, P., López-Franco, M. D., Capelas, M. L., Almeida, S., Bennett, P. M., Miranda da Silva, M., ... & Gaspar, F. (2024). Translation, Cross-Cultural Adaptation, and Validation of Measurement Instruments: A Practical Guideline for Novice Researchers. *Journal of Multidisciplinary Healthcare*, 2701-2728. <https://www.tandfonline.com/doi/epdf/10.2147/JMDH.S419714?needAccess=true>
- Havelka, I. (2024). Interpreting intercepted communication: from talk to evidence. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, 16(1), 17-37. <https://search.informit.org/doi/epdf/10.3316/informit.T2024041900007490701628440>
- Han, C. (2026). Artificial intelligence-based automatic evaluation of human translation and interpreting: A systematic review of assessment and validation practices. *Research Methods in Applied Linguistics*, 5(1), 100300.
- Hill-Madsen, A. (2024). Intralingual translation in didactic practice: five case studies. *Semiotica*, 2024(257), 49-79.
- Liu, Y. (2026). AI-Driven Translation Education: Opportunities and Challenges for Personalized Learning. *Journal of Education, Humanities and Social Sciences*, 62, 173-179.
- Pym, A. (2023). *Exploring translation theories*. Routledge.
- Prieto Ramos, F. (2024). Revisiting translator competence in the age of artificial intelligence: the case of legal and institutional translation. *The Interpreter and Translator Trainer*, 18(2), 148-173.
- Rothwell, A., Moorkens, J., Fernández-Parra, M., Drugan, J., & Austermuehl, F. (2023). *Translation tools and technologies*. Routledge.
- Svoboda, T., Biel, Ł., & Sosoni, V. (2023). *Institutional Translator Training*. Taylor & Francis.
- Yuhong Peng, Huihui Huang, Defeng Li (2024) *New Advances in Translation Technology: Applications and Pedagogy*. Singapore: Springer Nature Singapore. <https://doi.org/10.1007/978-981-97-2958-6>
- Additional readings:*
- Montalt, V., & Muñoz-Miquel, A. (2024). Translators in medical and health settings. *Handbook of the Language Industry: Contexts, Resources and Profiles*, 20, 375.
- FROST, K. H. (2024). Why Consider Local Genres in Translation?. *Journal of Translation*,

20(1), 91-117.

Biel, Ł., Scott, J., & O'Shea, J. (2024). Legal translator profiles. Massey, Garey; Maureen Ehrensberger-Dow & Erik Angelone (eds.), 321-348.

Warburton, K. (2024). Terminology managers. Handbook of the Language Industry: Contexts, Resources and Profiles, 20, 179.

Monzó-Nebot, E., & Lomeña-Galiano, M. (2024) Toward Inclusion and Social Justice in Institutional Translation and Interpreting. Routledge. New York & London.

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/](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 specialization.

* 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 MIDTERM ATTESTATION OF STUDENTS IN THE DISCIPLINE (MODULE)

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified on the TUIS platform. 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
Department

position, department

PhD, Associate Professor,
Law Institute Foreign
Languages Department

position, department

Anastasia Atabekova

name and surname

Philipp Novikov

name and surname

HEAD OF THE DEPARTMENT

Law Institute Foreign
Languages Department

position, department

Anastasia Atabekova

name and surname