

**FEDERAL STATE AUTONOMOUS EDUCATIONAL INSTITUTION OF HIGHER  
EDUCATION  
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA  
LAW INSTITUTE  
DEPARTMENT OF FOREIGN LANGUAGES**

*Approved by  
Council on Education Methodology in the Field of Studies*

**SYLLABUS  
OF FINAL STATE ASSESSMENT AND EVALUATION**

**Field of Studies**

45.04.02 «Linguistics»

**Degree:**

Master

**Specialization:**

«Translator and Interpreter for Public Services and Institutions»

MOSCOW

## CONTENTS

### TERMS AND ABBREVIATIONS

#### PART I. GENERAL PROVISIONS

1. Introduction
2. Final State Assessment and Evaluation in the Master's Degree Programme
3. Final State Assessment and Evaluation Goal and Tasks
4. Learning Outcomes and Competences under Evaluation within Final State Assessment and Evaluation
5. The Final State Assessment and Evaluation Workload and Scope

#### PART II. FINAL INTERDISCIPLINARY EXAMINATION

- 6.1 The Interdisciplinary Examination modules
  - 6.1.1. Computer-based test
  - 6.1.2. Written Module
  - 6.1.3. Oral module
- 6.2. Final Interdisciplinary Examination Rules
- 6.3. The Final Interdisciplinary Examination Contents
  - 6.3.1. Theoretical Contents
  - 6.3.2. Practice Skills
- 6.4. Assessment Criteria for the Final Interdisciplinary Examination
  - 6.4.1. Computer-based test
  - 6.4.2. Written and oral modules to check theoretical content knowledge
  - 6.4.3. Criteria for Assessment on Translation and Interpreting Practice
- 6.5. Sources for Training to Final Interdisciplinary Examination

#### PART III. MASTER'S QUALIFICATION PAPER

- 7.1. General Provisions
- 7.2. Requirements for Master's Qualification Paper and Defense Procedure
  - 7.2.1. MQP Research Scope, Materials and Methodology
  - 7.2.2. Master's Qualification Paper Structure.
  - 7.2.3. Master's Qualification Paper Defense
- 7.3. Criteria for MQP Assessment
  - 7.3.1. Criteria for Marks
- 7.4. Toolkit for Final State Assessment and Evaluation
  - 7.4.1. Samples of Materials for Final State Assessment and Evaluation
  - 7.4.2. Academic Progress Assessment System
- 7.5. Sources for Master's Qualification Paper Preparation
8. Education and Research Technologies for Final State Assessment and Evaluation
9. Didactic Support for Individual Learning
10. Infrastructure for Final State Assessment and Evaluation

## TERMS AND ABBREVIATIONS

ECTS – Workload according to the European Credit Transfer and Accumulation System.

*ECTS-credit* – One ECTS-credit equals to 36 academic hours.

*FIE* - Final Interdisciplinary Examination

*FQP* – *Final Qualification Paper*, submitted and defended as a Master's thesis (dissertation)

*FSA&E* – *Final State Assessment and Evaluation*, the procedure for evaluation of students' academic performance after the completion of all the programme disciplines and internships.

*FSES HE* – Federal State Educational Standard of Higher Education.

*HE* - Higher Education

*HEI* - Higher Education Institution

*GC* - General Competencies

*GPC* - General Professional Competencies

*SPC* - Specialized Professional Competencies

*SEB* - State Examination Board

*T&I* – Translation and Interpreting

*CAT* - Computer-assisted tools

## PART I. GENERAL PROVISIONS

### 1. Introduction

1.1. The Syllabus is developed for students of Master's degree programme Translator and Interpreter for Public Services and Institutions

1.2. The Syllabus specifies the *Final State Assessment and Evaluation* (FSA&E) procedure, stages, modules and their contents, learning outcomes and competences that are subject to the evaluation, as well as the criteria for assessment.

1.3. The *FSA* in the field of Linguistics 45.03.02, specialization in Legal Translation and Interpreting includes the state interdisciplinary examination and the defense of the master's final qualification paper (thesis/dissertation).

1.4. State Examination Board (SEB) holds FSA&E. SEB is approved by Decree of the RUDN Rector. Experts in the MA Programme Field of Studies from other HE Institutions represent 70% of the SEB, including Employer's Industry representatives.

1.5. The *FSA&E* Syllabus is annually updated in accordance with the procedure, set out at RUDN University.

1.6. The following documents regulate the FSA procedure:

- Federal State Educational Standard of Higher Education (FSED HE) in field of studies 45.04.02 *Linguistics* approved by Decree of the Ministry of Education and Science of the Russian Federation;

- RUDN University HE Standards in the field of studies 45.04.02 *Linguistics* approved by Decree of the Ministry of Education and Science of the Russian Federation

- Master's Programme in Translator and Interpreter for Public Services and Institutions provided by the RUDN Law Institute Department of Foreign Languages, the programme being approved by the Decree of the RUDN Rector according to the set procedure.

1.7. The *FSA&E* procedure records the results of all its modules through the following marks: "excellent", "good", "satisfactory", "unsatisfactory".

1.8. The Appeals procedure on the *FSA&E* results may be initiated in accordance with the provisions set out in the RUDN University Regulations on the mentioned issue.

### 2. Final State Assessment and Evaluation in the Master's Degree Programme

The *FSA&E* is the final stage of Master's Degree programme. The comprehensive procedure covers a set of modules and materials from a number of the Programme disciplines that are aimed at developing legal translator and interpreter's competences.

### 3. Final State Assessment and Evaluation Goal and Tasks

The *FSA&E* goal is to check the level of graduates' learning outcomes and competences in terms of their compliance with the requirements of Federal State Educational Standards of Higher Education for Linguistics (Master's degree), RUDN University Higher Education standards in the mentioned field, and MA programme particular focus on particular areas of graduates' professional activities.

The above is reached through a set of tasks:

- to check the graduates' knowledge, skills and abilities to conduct research and perform professional activities in the field of language and culture mediation in specific administrative-legal domains;

- to check the graduates' knowledge, skills and abilities with regard to key concepts, theories, and schools of Linguistics and its branches, History and Methodology of Language Studies, Pedagogy and Psychology of HE, Cross cultural communication, and other disciplines of the MA Programme

- to check the graduates' knowledge, skills and abilities in the field of Translation and Interpreting Studies, Translation Industry, Translator and Interpreter's profession, its specifics and tools;

- to check the graduates' professional expertise level regarding legal translation and interpreting skills and required abilities in practice.

#### **4. Learning Outcomes and Competences under Evaluation within Final State Assessment**

The MA Programme in Translator and Interpreter for Public Services and Institutions graduate is expected to demonstrate the following competences through the Final State Assessment procedure:

##### ***Generic Competencies (GP):***

- able to search, critically analyze problematic situations based on a systematic approach, and develop an action strategy (GP-1)
- able to manage a project at all stages of its life cycle (GP-2)
- able to organize and manage the work of a team, developing a team strategy to achieve a set goal (GP-3).
- able to apply modern communication technologies in the state language of the Russian Federation and foreign language (s) for academic and professional purposes (GP-4)
- able to analyze and take into account the diversity of cultures in the process of intercultural interaction (GP-5)
- able to determine and implement the priorities of his own activities and ways to improve it based on self-assessment (GP-6)
- capable of: searching for the necessary sources of information and data, perceive, analyze, memorize and transmit information using digital means, as well as using algorithms when working with data obtained from various sources in order to effectively use the information received to solve problems; evaluate information, its reliability, build logical conclusions based on incoming information and data (GP-7).

##### ***General Professional competencies(GPC)***

-able to apply the system of theoretical and empirical knowledge about the functioning of the system of the studied foreign language and the trends of its development, considering the system of values and ideas inherent in the culture of the countries of the studied foreign language (GPC-1);

- able to take into account in practice the specifics of a foreign language scientific picture of the world and scientific discourse in Russian and the foreign language(s) under study; (GPC-2);

- able to apply general didactic principles of teaching and upbringing in professional activity, use modern methods and technologies of organizing the educational process; technologies (GPC-3)

- able to generate and understand speech fragments in the studied foreign language in oral and written forms with regard to the official neutral and unofficial registers of communication (GPC – 4);

- able to carry out interlingual and intercultural interaction in accordance with the conventions of speech communication in a foreign language society, with the rules and traditions of intercultural professional communication with native speakers (GPC-5);

- masters the use of modern technologies for collecting, processing and interpreting the obtained experimental data, methods of compiling and forming scientific documentation (GPC-6);

- able to work with the major search engines, expert systems and other knowledge systems as well as systems of verbal information processing (GPC-7);

- able to use digital technologies and methods in professional activities for studying and modeling objects of the professional activity, data analysis, information presentation, etc. (GPC - 8)

##### ***Specialized Professional Competences***

able to carry out pedagogical activities in the field of teaching a foreign language and translation at the level of higher education using modern information resources and technologies (SPC-1)

able to carry out expert and analytical activities, linguacultural mediation and translation in the legal field (SPC-2);

able to carry out expert and analytical activities, linguacultural mediation and translation in the administrative sphere (SPC-3);

able to carry out expert and analytical activities, linguacultural mediation and translation in the official business sphere (SPC-4);

Able to carry out expert and analytical activities, linguacultural mediation and translation in the healthcare sector (SPC-5).

### **5. The Final State Assessment Workload and Scope**

The *FSA&E* includes two stages, namely the Final Interdisciplinary Examination (*FIE*), and the defense of the Master's Final Qualification Paper (*FQP*)

The *FSA&E* total workload amounts to eight credits.

The *FIE* workload amounts 3 credits.

The *FQP* defense workload amounts to 5 credits.

## **PART II. FINAL INTERDISCIPLINARY EXAMINATION**

### **6.1 The Interdisciplinary Examination modules**

The *FIE* includes three modules.

– Computer-based test

– Written module

– Oral module

#### **– 6.1.1. Computer-based test**

The test focuses on facts knowledge in General Linguistics and History of Linguistics.

The test includes multiple-choice tasks. The total number of tasks amounts to 100. The time limit to perform the computer test is 90 minutes.

#### **6.1.2. Written Module**

The written exam includes 3 assignments in each question card:

-2 questions to check the graduates' theoretical content knowledge.

The key topics for the mentioned assignments cover the disciplines that are subject to mandatory study within RUDN standard for the MA course in Linguistics, as well as and the RUDN MA course with specialization in Legal Translation and Interpreting;

-1 assignment to check knowledge, skills and abilities with regard to translation of legal documents (2000 characters).

The time limit for the written exam is 180 min.

#### **6.1.3. Oral module**

The oral exam includes 3 assignments:

– *Assignment* to check theoretical content knowledge within a number of disciplines that are subject to mandatory study within the RUDN MA course with specialization in Legal Translation and Interpreting, and the disciplines :

– *Sight translation* of legal text.

– *Consecutive bilateral interpreting* on administrative-legal topics.

The preparation for the first assignment takes 45 min.

The text for assignment 2 (sight translation-interpreting) is received by the graduate after his/her reply to the first question.

The text for assignment 3 is kept by the SEB members. The graduate listen to the block and provide interpreting ( each block is introduced only once).

### **6.2.Final Interdisciplinary Examination Rules**

The examination is designed to test the understanding of the concepts in the examined subject matter. Obviously, students should neither seek nor accept any assistance during the examination.

Examination materials have to be returned at the end of the examination.

Students are allowed to use bilingual dictionaries only when doing the written translation assignment.

Any student found with unauthorized materials in the examination will be discharged from the examination.

Cell phones and any other types of recording/playing equipment are NOT permitted in examination room.

No food of any kind is permitted in examination rooms without the permission of the Department Office staff, except for medical reasons. Beverages are permitted.

The room proctor will read a series of examination procedures.

### **6.3. The Final Interdisciplinary Examination Contents**

#### **6.3.1. Theoretical Contents**

##### ***Theme 1. History and Methodology of Science (Research in Linguistics)***

General Linguistics as a Humanities discipline.

The concept of methodology.

Research methods in Linguistics Studies.

##### ***Theme 2. General Linguistics and History of Linguistics***

Language units, subsystems (layers). Relations between language units.

Language and Speech.

Language and Thought.

Philosophy of Language.

Language Studies in Antiquity.

Language Studies in Europe and Middle East throughout Middle Ages.

Logical paradigm through General Linguistics development.

Historical Linguistics and Indo-European studies.

Comparative-historical linguistics in the 19th century.

Naturalistic paradigm in Linguistics.

Psychological approach in linguistics.

Ferdinand de Saussure School.

Neogrammarians.

Leipzig school, Moscow school, Kazan school.

Sociological paradigm in Linguistics.

The structural-functional paradigm in linguistics in the 20th century.

Structuralism and its methodology.

Modern scientific paradigms in Linguistics.

Discourse Studies. Argumentation in Discourse

##### ***Theme 3. Quantitative Linguistics and New Information Technologies***

Quantitative Linguistics as a branch of Linguistics.

Systemic-quantitative approach in Linguistics.

Statistics and Quantitative analysis in Language Studies and linguistic research.

ICT tools for Research in Linguistics.

Corpus-based Language studies.

Corpus-based translation.

##### ***Theme 4. Crosscultural Communication***

Cross-cultural communication a linguistic discipline

Cross-cultural communication critical concepts.

Barriers in Cross-cultural Communication

Intercultural Communication Competence

Theories on Cross Cultural Communication.

Crosscultural communication as Mediation.

##### ***Theme 5. Pedagogy and Psychology of HE***

Pedagogics as a Humanities discipline.

Psychology of mutual cognitive activities through learning.

Motivation as a driving tool for foreign language learning.  
Foreign Language training at HEI: methods and approaches, technologies,  
Foreign Language training at HEI: curriculum drafting  
Foreign Language training at HEI: assessment and evaluation, etc.

***Theme 6. Translation Studies (T&I Studies)***

Translation Studies as a discipline.

Translation Studies History.

Translation theories.

Translation Studies key concepts

Translation techniques. Their specificity for Legal Translation.

Equivalence and Adequacy in Translation. The E&A specificity in Legal Translation.

Adaptation and Interpretation in Translation. The A&I specificity in Legal Translation.

***Theme 7. Legal Translation Studies***

Legal Translation as a discipline.

Legal Translation as interaction of Language and Law.

Legal Translation through History

Legal Terminology and its Translation

***Theme 8. Translator and Interpreter's Training***

Translator and Interpreter training: International landscape

Translator and Interpreter's Professional Ethics.

Translator and Interpreter's Competences, their specificity for the legal translation and interpretation domain.

***Theme 9 Translation as profession***

Translation as Mediation.

The Concept of Translation Quality.

Community Interpreting.

Interpreting for Court and Police.

Legal Translation and Human Rights

***Theme 10. CAT –tools for T&I***

ICT for Translator's professional activities.

ICT for Interpreter's professional activities.

**6.3.2. Practice Skills**

***Theme 11. Legal documents translation***

Genres of Legal documents in Russian and English legislation and practice

Structure and layout of legal documents of different genres in Russian and English legislation and practice

Grammar and lexis specifics of legal documents of different genres in Russian and English legislation and practice

Terminology specifics of legal documents of different genres in Russian and English legislation and practice

***Theme 12. Sight interpreting (sight translation)***

Grammar, lexis, terminology specifics of legal discourse genres in Russian and English speaking countries legislation and practice

Comprehension techniques

Text reframing and restructuring, segmentation

Condensation strategy with information preservation

Memory skills

***Themes 13-14. Consecutive bilateral interpreting on administrative-legal topics.***

Grammar, lexis, terminology specifics of legal discourse genres in Russian and English speaking countries legislation and practice

Comprehension techniques

Text reframing and restructuring, segmentation



Condensation strategy with information preservation

Note taking

#### **6.4. Assessment Criteria for the Final Interdisciplinary Examination**

##### **6.4.1. Computer-based test**

Each task is worth 1 score. The minimum number of scores to pass the test is 60.

##### **6.4.2. Written and oral modules to check theoretical content knowledge**

Assignments to check theoretical content knowledge within the written and oral parts of the final state examination are evaluated

*“Excellent”*

– the essence of the topic under study in the question card has been fully outlined in a comprehensive, systemic and consistent way

– comprehensive view of interdisciplinary relations of the topic under study with other disciplines within the MA programme has been set forth

– explicit logic has been set forth in the material presentation and comments

– terminology has been used properly

– ability has been proved to illustrate theoretical provisions with concrete examples;

– systemic and sustainable relations of the topic under study with other interdependent areas, concepts, schools of thought within the language studies, T&I interpreting studies have been characterized

– replies to the SEB questions have fully satisfied its members

– personal vision of the current challenges and further research trends on the topic under study has been offered with regard to the profession in the field of T&I Industry/Academia.

*“Good”*

– major provisions with regard to the content of the question card have been outlined in a systemic and consistent way

– clear mention on interdisciplinary relations of the topic under study with other disciplines within the MA programme has been made

– terminology has been used properly

– ability has been proved to illustrate theoretical provisions with concrete examples;

– general relations of the topic under study with other interdependent areas, within the language studies, T&I interpreting studies have been characterized

– however, not all the material have been supported with solid and consistent argumentation and logic

– replies to the SEB questions have generally satisfied its members

– no personal vision of the current challenges and further research trends on the topic under study has been offered.

*“Satisfactory”*

– provisions with regard to the content of the question card have been outlined in an incomplete and inconsistent way, only general understanding of the topic under study has been revealed

– no mention on interdisciplinary relations of the topic under study with other disciplines within the MA programme has been made

– only some provisions of the topic under study have been discussed

– difficulties have been revealed with regard to supporting theoretical provisions with concrete examples

– difficulties have been revealed or mistakes have been made through concepts definitions and terminology use

– replies to the SEB questions have not satisfied its members

*“Unsatisfactory”*

– provisions with regard to the content of the question card have not been outlined, only fragmented understanding of the topic under study has been revealed

– provisions of the topic under study have been mentioned but no comments have been provided

– no ability has been shown to illustrate theoretical provisions with concrete examples

– a considerable number of mistakes have been made through concepts definitions and terminology use

– no replies to the SEB questions have been provided

### **6.4.3. Criteria for Assessment of Assignments on Translation and Interpreting Practice**

#### **6.4.3.1. Criteria for Written Translation Assignment**

includes error analysis and takes into account such aspects as accuracy, solutions for equivalency and adequacy, compliance with the source and target language conventions. The following parameters are taken into account:

##### **Accuracy of Information Transfer in translation**

*Excellent* - no problems with the transfer of meaning, omissions or additions are possible without changing the meaning and amount of the factual information, no more than 5% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Good*-Information is transmitted with some distortions, omissions or irrelevant additions due to problems in translator's understanding of some parts of the original message; no more than 6-8% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Satisfactory*-system problems with the understanding of the original test, no more than 15% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Unsatisfactory*-serious problems with the transmission of the original message; over 16% of inaccurate language units in the target text are used in the wrong way relative to the semantic accuracy per number of words in the source text

##### **Language equivalence in translation**

*Excellent* - All Language units are use correctly, the translation does not need to be improved from the lexical, grammatical and stylistic points of view, although there may be 1-2 stylistic errors;

*Good* -correct use of language units; a specialized language presents some problems with inappropriate equivalents (1-2 errors); there are 1-2 stylistic , terminology, grammar inconveniences that do not affect the overall content.

*Satisfactory* - use of language units creates noticeable gaps within the understanding of the information meaning; the translator failed to cope with specialized vocabulary (3-4 errors), with grammatical conventions (up to 3 errors) and style features (up to 3 errors).

*Unsatisfactory* -misuse of vocabulary (5 or more errors); the understanding of the original text is seriously hampered even within the use of grammar and stylistics of the general literary language (5 or more errors, respectively).

##### **Socio-cultural and institutional adaptation of the text in translation**

*Excellent* - All nuances of the meaning are specified, institutional / sociocultural registers are accurately and sensitively reflected and transferred; systemic understanding of the institutional / cultural context is verbally visible, 1-2 inaccuracies are permissible (neutral translation was used, failure to convey the specifics of the unit of the source language in the target language took place)

*Good* - 80% of the nuances of the meaning are specified; the institutional / socio-cultural registers are accurately and sensitively reflected and transferred; systemic understanding of the institutional / cultural context is verbally visible; 3-4 inaccuracies are permissible (neutral translation was used, failure to convey the specifics of the unit of the source language in the target language took place)

*Satisfactory* - There is no constant attention to the specificity of the concepts “institutional / sociocultural contexts”, there is no systematic understanding of the institutional / cultural context, the translated text contains up to 3 errors or 5-6 inaccuracies, related to socio-cultural or institutional realities.

*Unsatisfactory* - the translation does not reflect the specific concepts of “institutional / sociocultural contexts”,

the translated text contains 4-5 errors or 7-8 inaccuracies, related to socio-cultural or institutional realities.

#### **6.4.3.2. Criteria Consecutive Interpreting and Sight Translation Assessment**

***Includes the following parameters:***

##### **Accuracy of Information Transfer in interpreting**

*Excellent* - no problems with the transfer of meaning, omissions or additions are possible without changing the meaning and amount of the factual information, no more than 10% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Good* - Information is transmitted with some distortions, omissions or irrelevant additions due to problems in translator’s understanding of some parts of the original message; no more than 15% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Satisfactory* - system problems with the understanding of the original test, no more than 20% of language units use in the target text may be of too general meaning regarding semantic accuracy in relation to the number of words in the source text

*Unsatisfactory* - serious problems with the transmission of the original message; over 20% of inaccurate language units in the target text are used in the wrong way relative to the semantic accuracy per number of words in the source text

##### **Language equivalence in interpreting**

*Excellent* - All Language units are use correctly, the translation does not need to be improved from the lexical, grammatical and stylistic points of view, although there may be 1-2 stylistic errors;

*Good* - correct use of language units; a specialized language presents some problems with inappropriate equivalents (1-2 errors); there are 1-2 stylistic , terminology, grammar inconveniences that do not affect the overall content.

*Satisfactory* - use of language units creates noticeable gaps within the understanding of the information meaning; the translator failed to cope with specialized vocabulary (3-4 errors), with grammatical conventions (up to 3 errors) and style features (up to 3 errors).

*Unsatisfactory* - misuse of vocabulary (5 or more errors); the understanding of the original text is seriously hampered even within the use of grammar and stylistics of the general literary language (5 or more errors, respectively).

##### **Socio-cultural and institutional adaptation of the text in interpreting**

*Excellent* - All nuances of the meaning are specified, institutional / sociocultural registers are accurately and sensitively reflected and transferred; systemic understanding of the institutional / cultural context is verbally visible, 1-2 inaccuracies are permissible (neutral translation was used, failure to convey the specifics of the unit of the source language in the target language took place)

*Good* - 80% of the nuances of the meaning are specified; the institutional / socio-cultural registers are accurately and sensitively reflected and transferred; systemic understanding of the institutional / cultural context is verbally visible; 3-4 inaccuracies are permissible (neutral translation was used, failure to convey the specifics of the unit of the source language in the target language took place)

*Satisfactory* - there is no constant attention to the specificity of the concepts “institutional / sociocultural contexts”, there is no systematic understanding of the institutional / cultural

context, the translated text contains up to 3 errors or 5-6 inaccuracies, related to socio-cultural or institutional realities.

*Unsatisfactory* - the translation does not reflect the specific concepts of “institutional / sociocultural contexts”,

the translated text contains 4-5 errors or 7-8 inaccuracies, related to socio-cultural or institutional realities.

#### **Content completeness of information transfer in interpreting**

*Excellent* - transmitted 90% of the information without losing the meaning and significant details

*Good* - transferred up to 80% of information without loss of meaning

*Satisfactory* - transferred up to 70% of the meaning

*Unsatisfactory* - transferred to 60% of the meaning.

### **6.5. Sources for Training to Final Interdisciplinary Examination**

#### ***History and Methodology of Science (Research in Linguistics)***

Pereplyotchik D. The Ontology of Language and the Methodology of Linguistics [Электронный ресурс] // Psychosyntax. 2017. ISSN 978-3-319-60066-6 DOI: [http://dx.doi.org/10.1007/978-3-319-60066-6\\_1](http://dx.doi.org/10.1007/978-3-319-60066-6_1)

T. Schütze, C.. The empirical base of linguistics: Grammaticality judgments and linguistic methodology [Электронный ресурс] 2016. 1 с. ISBN 9783946234036 URL: <http://www.oapen.org/download/?type=document&docid=603356>

Benson P. Ways of seeing: The individual and the social in applied linguistics research methodologies [Электронный ресурс] // Language Teaching. 2017. №52.01. С. 60-70. ISSN 0261-4448 DOI: 10.1017/s0261444817000234

Litosseliti L.(2010) . Research Methods in Linguistics, Continuum, 2010, 240 p.

Olszewska A. (2011) Research Methods in Linguistics.URL: <http://ru.scribd.com/doc/59929372/Research-Methods-in-Linguistics>

#### ***General Linguistics and History of Linguistics***

Akmajian, A., Demers, R., Farmer, A., Harnish, R. (2010).Linguistics: An Introduction to Language and Communication. Cambridge, MA: The MIT Press.

Cossu, A.Saussure, Ferdinand de (1857–1913).International Encyclopedia of the Social & Behavioral Sciences , 2015

Glossary of linguistic terms. – URL: <http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/contents.htm>

Halliday, M. A.K.; Webster, J. (2006).On Language and Linguistics. Continuum International Publishing Group.

Konrad Koerner, E.F. History of Linguistics. International Encyclopedia of the Social & Behavioral Sciences , 2015

Linguistics. – URL: [http://www.dmoz.org/Science/Social\\_Sciences/Linguistics](http://www.dmoz.org/Science/Social_Sciences/Linguistics)

Marques, P.M., Sampaio Alonso,K., Pinheiro. D.O. From sign to construction: the Saussurean legacy and the constructionist approaches of grammar / UFRJ. // Gragoatá. 2017. №22.44. С. 1149-1171. ISSN 1413-9073 DOI: 10.22409/gragoata.2017n44a1022

#### ***Quantitative Linguistics and New Information Technologies***

Feng H. Quantitative Corpus Linguistics with R: A Practical Introduction (Second edition). Stefan Th. Gries / School of Foreign Languages, Bohai University, P. R. China [Электронный ресурс] // Digital Scholarship in the Humanities. 2019. №.. ISSN 2055-7671 DOI: 10.1093/llc/fqz021

Gerlach Martin, Font-Clos Francesc. A standardized Project Gutenberg corpus for statistical analysis of natural language and quantitative linguistics [Электронный ресурс] 2018. URL: <https://arxiv.org/abs/1812.08092>

Mizumoto A., Plonsky L. R as a Lingua Franca: Advantages of Using R for Quantitative Research in Applied Linguistics [Электронный ресурс] // Applied Linguistics. 2015. №37.2. С. 284-291. ISSN 0142-6001 DOI: 10.1093/applin/amv025

Stefan Th. Gries. Quantitative Linguistics. International Encyclopedia of the Social & Behavioral Sciences, 2015

### ***Pedagogy and Psychology of HE***

Ferragut Rodríguez, O. Didactic of Pedagogy and Psychology / Universidad de Pinar del Río "Hnos Saíz Montes de Oca". Centro de Estudios para Recursos del Aprendizaje y la Investigación. // Revista MENDIVE. 2016. №14.2. C. 20-226. ISSN 1815-7696

Kristen M. Turpin. Training Foreign Language Learners to be Peer Responders: A Multiliteracies Approach. // L2 Journal. 2019. №11.1. C. 35-60. ISSN 1945-0222 DOI: 10.5070/L211140673

Luís Alea García, S. The orientation of the cognitive activity, a proposal of a methodological conception for the graduate's formation in Psychology and Pedagogy / Universidad de Ciencias Pedagógicas "Rafael María de Mendive". // Revista MENDIVE. 2015. №13.2. C. 180-199. ISSN 1815-7696

Parker I. Psychology, Europe, and Beyond Psychology, Europe, and Beyond / University of Leicester; UK [Электронный ресурс] // Psychotherapy and Politics International. 2016. №14.3. C. 203-210. ISSN 1476-9263 DOI: 10.1002/ppi.1384

Turner, J.R., Baker R. Pedagogy, Leadership, and Leadership Development / 3940 North Elm Street; G184 Denton, TX 76207-7102 [Электронный ресурс] // Performance Improvement. 2017. №56.9. C. 5-11. ISSN 1090-8811 DOI: 10.1002/pfi.21734

Wu, Wai-Ling, Lechago, Sarah A., Rettig, Lisa A. Comparing mand training and other instructional methods to teach a foreign language / University of Houston–Clear Lake [Электронный ресурс] // Journal of Applied Behavior Analysis. 2019. №52.3. C. 652-666. ISSN 0021-8855 DOI: 10.1002/jaba.564

### ***Crosscultural Communication***

Christopher E. Communication across cultures / Independent researcher [Электронный ресурс] // World Englishes. 2018. №37.3. C. 455-460. ISSN 0883-2919 DOI: 10.1111/weng.12332

María José Quero Gervilla. Cultural Communication. // Periférica. 2018. №19. C. 143-153. ISSN 1577-1172

Kinast, Eva-Ulrike, Schroll-Machl S., Thomas A. Handbook of Intercultural Communication and Cooperation [Электронный ресурс] 2010. 1 с. ISBN 9783525403273 URL: <http://www.oapen.org/download/?type=document&docid=1000245>

### ***Translation Studies (T&I Studies)***

Handbook of Translation Studies Online. – URL: <http://benjamins.com/online/hts/>

Baker M. Routledge Encyclopedia of Translation Studies. – URL: [http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies\\_160847;](http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies_160847;)

Robinson D. Becoming a Translator. – URL [http://npu.edu.ua!/e-book/book/djvu/A/iif\\_kgpm\\_Douglas%20Robinson.%20Becoming\\_a\\_Translator\\_.pdf](http://npu.edu.ua!/e-book/book/djvu/A/iif_kgpm_Douglas%20Robinson.%20Becoming_a_Translator_.pdf)

As-Safi A. B. Translation Theories, Strategies And Basic Theoretical Issues

[http://www.uop.edu.jo/download/research/members/424\\_2061\\_A.B..pdf](http://www.uop.edu.jo/download/research/members/424_2061_A.B..pdf)

Molina L. et Amparo Hurtado Albir Translation Techniques Revisited: A Dynamic and Functionalist Approach. – URL:<http://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf>

Nida E.A. Theories of Translation-URL:<http://www.erudit.org/revue/ttr/1991/v4/n1/037079ar.pdf>

Gyde H. Qualitative research in TS: interdisciplinarity, intermethodology. URL [http://www.est-translationstudies.org/resources/research\\_issues/qualitative%20research%20in%20TS.html](http://www.est-translationstudies.org/resources/research_issues/qualitative%20research%20in%20TS.html)

### ***Legal Translation Studies***

Akbari Alireza. How to Raise Quality Assurance in Legal Translation: The Question of Objectivity? / KU Leuven, Belgium. // Studies in Logic, Grammar and Rhetoric. 2018. №53.1. C. 7-29. ISSN 0860-150X DOI: 10.2478/slgr-2018-0001

Baker M. Routledge Encyclopedia of Translation Studies. – URL: [http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies\\_160847](http://ebookey.org/Routledge-Encyclopedia-of-Translation-Studies_160847);

Handbook of Translation Studies Online. – URL: <http://benjamins.com/online/hts/>

Biel, L.. Researching Legal Translation: A multi-perspective and mixed-method framework for legal translation / University of Warsaw. // Revista de Llengua i Dret - Journal of Language and Law. 2017. №0.68. C. 76-88. ISSN 0212-5056 DOI: 10.2436/rld.i68.2017.2967

Mišćenić E. Legal Translation vs. Legal Certainty in EU Law [Электронный ресурс] // Legal Risks in EU Law. 2016. DOI: [http://dx.doi.org/10.1007/978-3-319-28596-2\\_5](http://dx.doi.org/10.1007/978-3-319-28596-2_5)

Oțăt D. Working with Bilingual Corpora to Enhance Legal Translation Competence / University of Craiova, Craiova, Romania. // Romanian Journal of English Studies. 2018. №15.1. C. 134-144. ISSN 2286-0428 DOI: 10.1515/rjes-2018-0018

Prieto Ramos, F. Quality Assurance in Legal Translation: Evaluating Process, Competence and Product in the Pursuit of Adequacy [Электронный ресурс] // International Journal for the Semiotics of Law - Revue internationale de Sémiotique juridique. 2014. №28. C. 11-30. ISSN 0952-8059 DOI: <http://dx.doi.org/10.1007/s11196-014-9390-9>

### ***Translator and Interpreter's Training***

Candel-Mora M. A. Translator Training and the Integration of Technology in the Translator's Workflow [Электронный ресурс] // Technology Implementation in Second Language Teaching and Translation Studies. 2016. ISSN 978-981-10-0572-5 DOI: [http://dx.doi.org/10.1007/978-981-10-0572-5\\_4](http://dx.doi.org/10.1007/978-981-10-0572-5_4)

Horbačauskienė Jolita. Translation studies: Translator training vs employers' expectations / Faculty of Social Sciences, Humanities and Arts Mickevičiaus g. 37-1309, Kaunas, LT 44244, Lithuania. // Journal of Language and Cultural Education. 2017. №5.1. C. 145-159. ISSN 1339-4584 DOI: 10.1515/jolace-2017-0009

Kaisa Koskinen. Training Translators for a Superdiverse World. Translators' Intercultural Competence and Translation as Affective Work / Университет Восточной Финляндии. // Russian Journal of Linguistics. 2015. №19.4. C. 175-184. ISSN 2312-9182

Oțăt Diana. Corpus-Based Training to Build Translation Competences and Translators' Self-Reliance / University of Craiova, Craiova, Romania. // Romanian Journal of English Studies. 2017. №14.1. C. 107-113. ISSN 2286-0428 DOI: 10.1515/rjes-2017-0013

Vermes A. Translator Training Programmes in Hungary and the United States of America / Eszterházy Károly University, Eger, Hungary. // Romanian Journal of English Studies. 2017. №14.1. C. 81-88. ISSN 2286-0428 DOI: 10.1515/rjes-2017-0010

Valero-Garcés, C. Training public service interpreters and translators: facing challenges / Universidad de Alcalá, Madrid. // Revista de Llengua i Dret - Journal of Language and Law. 2019. №0.71. C. 88-105. ISSN 0212-5056 DOI: 10.2436/rld.i71.2019.3262

### ***Translation as profession***

ISO 13611: 2104(E), ISO 1710:2015, ISO 1087-1,2:2000, ISO 12616:2002, ISO/TS 11669

### ***CAT –tools for T&I***

Frérot, C. Corpora and corpus technology for translation purposes in professional and academic environments. Major achievements and new perspectives / University of Grenoble Alpes. Grenoble, France. // Cadernos de Tradução. 2016. №36.1. C. 36-61. ISSN 2175-7968

Journal of Biomedical Informatics , 2018

Kristin N. Dew, K., Turner, A., Choi, Y., Bosold, A., Kirchoff. K. Development of machine translation technology for assisting health communication: A systematic review

LeBlanc, M. The impact of new translation technologies on specialized texts. // Studia Romanica Posnaniensia. 2016. №43.1. C. 77-92. ISSN 0137-2475 DOI: 10.14746/strop.2016.425.006

Piccioni, S., Pontrandolfo, G. Translation competence and tools: Why does not technology substitute translation training? / Università "G. D'Annunzio" di Chieti-Pescara. // Revista de Lingüística y Lenguas Aplicadas. 2017. №12.1. C. 87-101. ISSN 1886-2438 DOI: 10.4995/rlyla.2017.6990

Ruggiero, D., Hill, S. New Trends in 21st Century Civic Engagement and Spanish for Specific Purposes: Technology, Translation, and Social Justice / Foreign Languages and Literatures, The University of Memphis, Memphis, TN, USA. // Journal of Languages for Specific Purposes. 2016. №3.1. С. 51-62. ISSN 2359-9103

***Legal documents translation***

Multi-Task Deep Learning for Legal Document Translation, Summarization and Multi-Label Classification [Электронный ресурс] / Elnaggar Ahmed [и др.]. 2018. URL: <https://arxiv.org/abs/1810.07513>

Batista-Fernández, Y., Vivar-Pérez, T.. Legal Translation in the Academic Context: Translation and Revision of University Partnership Agreements (English-Spanish) / Universidad de Oriente, Santiago de Cuba. // Santiago. 2017. №0.0. С. 168-179. ISSN 2227-6513

Stepanova, V. Translation Strategies of Legal Texts (English-Russian).Procedia - Social and Behavioral Sciences , 2017

Prieto-Ramos, F. Global Law as Translated Text: Mapping Institutional Legal Translation / Centre for Legal and Institutional Translation Studies (Transius), Faculty of Translation and Interpreting, University of Geneva. // Tilburg Law Review. 2017. №22.1-2. С. 185-214. ISSN 2211-2545 DOI: 10.1163/22112596-02201009

Translation semantic variability: How semantic relatedness affects learning of translation-ambiguous words [Электронный ресурс] / BRACKEN J. [и др.]. // Bilingualism: Language and Cognition. 2016. №20.04. С. 783-794. ISSN 1366-7289 DOI: 10.1017/s1366728916000274

***Sight interpreting and Consecutive bilateral interpreting on administrative-legal topics.***

Baigorri-Jalón J., Takeda K. New Insights in the History of Interpreting [Электронный ресурс] 2016. 1 с. ISBN 9789027258670 URL: <http://www.oapen.org/download/?type=document&docid=643260>

Barbosa. D., M.Omission in simultaneous interpreting / Universidade Federal de Goiás. // Cadernos de Tradução. 2015. №35.2. С. 269-288. ISSN 2175-7968

Hofmann S., Czulo O., Hansen-Schirra S. Empirical modelling of translation and interpreting [Электронный ресурс] 2017. 1 с. ISBN 9783961100248 URL: <http://www.oapen.org/download/?type=document&docid=641700>

Okoniewska, A. Interpreting for the European Parliament. Precision or Illusion.Procedia - Social and Behavioral Sciences , 2016

Lázaro Gutiérrez, R., Sánchez Ramos, M. Corpus-Based Interpreting Studies and Public Service Interpreting and Translation Training Programs: The Case of Interpreters Working in Gender Violence Contexts [Электронный ресурс] // Yearbook of Corpus Linguistics and Pragmatics 2015. 2015. DOI: [http://dx.doi.org/10.1007/978-3-319-17948-3\\_12](http://dx.doi.org/10.1007/978-3-319-17948-3_12)

### **PART III. MASTER'S QUALIFICATION PAPER**

The *MQP format of studies* aims to integrate and enhance the graduate's learning outcomes in the course of research-led activities on the MQP preparation and public defense.

*The tasks of the MQP format of studies* include the monitoring and evaluation of the level of general, general professional, and specialised professional competences within the interrelated fields of professional activities that the MA programme train students for.

#### **7.1. General Provisions**

The MQP preparation starts during the student's first year of studies and ends up in the MA programme fourth term.

A research supervisor (from the academic staff of the Department that runs the MA programme) is appointed for each Master's student. The paper title and the research supervisor are approved by the Vice-rector order.

The stages for the MQP preparation, prerequisites for the graduate's admission to the oral defense of the dissertation, requirements for the MQR text and list of documents are specified in the RUDN University regulations “*The Rules on the RUDN Graduate's qualification paper*”, approved by the Rector order № 878, dated 30.11.2016.

The MQP should be drafted and publicly defended in English, the language for empirical studies are subject to student's choice, provided that they are in the list of languages taught at the Department that runs the MA programme.

Upon the completion of the Master's Thesis text, the research supervisor submits a written review of student's work within the preparation of Master's Thesis to the Department that runs the MA programme.

Graduates upload their MQP to the RUDN University e-library, the papers are subject to plagiarism check.

Two reviews from the Academia community member (PhD holders, not members of the academic staff of the department that runs the MA programme) should be provided to the SEB prior to the date of defense.

## **7.2. Requirements for Master's Qualification Paper and Defense Procedure**

### **7.2.1. MQP Research Scope, Materials and Methodology**

*The MQP theme* should respond to societal needs and bring to light social importance of the respective research.

The MQP is expected to explore and solve issues of current importance within the field of studies, as well as in line with particular specifics of the MA programme specialization.

The MQP should combine theoretical and applied research goal and tasks with respect to the above.

Despite the focus on particular issues the MQP is expected to reveal the overall level of learning outcomes and competences that are specified in the RUDN university HE Standard for the field of study within the fields of professional activities that the MA programme train students for, namely, language, translation and interpreting skills training, translation activities, consultative- communicative activities.

This means that the theme of the research should be presented within a broad context, related to contemporary society needs, universal human values and that of specific communities, individual's personal and civil existential dimension.

Moreover, interdisciplinary relations of the programme disciplines should be identified within the research particular angle.

Links among the research topic and findings, on the one hand, and T&I Industry, language specialists' training, Language and communication service providers should be outlined either in the MQP text (most recommended) and/or in the course of oral defense.

*Research materials* for MQP are expected to bear social relevance, meet the societal/professional needs of particular community/ activities of national or international institutions, etc.

*Methodology* should be explained in a clear way. Concrete research methods within qualitative and/or quantitative paradigms should be specified (i.e. case-study, content analysis, interviews).

The profile of *the participants* to the experiment should be outlined in terms of the gender, age, professional expertise, etc.

The research data should reveal the graduate's ability to conduct interdisciplinary independent and concise analysis, apply theoretical knowledge to particular applied contexts.

### **7.2.2. Master's Qualification Paper Structure.**

Master's Thesis must contain the following parts:

*Title page* (in Russian and in English)

*Annotation* of the Research

*Table of Contents*

*Introduction* (states a subject and object, goals and objectives of the research, specifies its novelty and current importance, theoretical and (or) practical value, defines research materials and methods, research hypothesis and statements)

*Two or three chapters* that aim to implement the research goal and tasks.

*The first chapter* is expected to consider historical development of the research theme



under study, provide relevant literature review, describe current state of affairs in the area, identify further trends that should be subject to further research on the problem.

*The second chapter* should provide empirical experimental investigation in line with the tasks set out in the paper, set forth the empirical data verification, specify research limitations.

*Each chapter should end up with conclusions* on the investigation performed herein.

*The MQP conclusion* should specify the how the paper addressed research hypothesis and statements, goal and tasks, compare the research findings with other data in the area of studies, provided by national and international researchers, and set forth recommendations for further research or practical application activities.

*The reference list* should be drafted in line with the set standards. References should combine fundamental works of founding scholars in the area of studies and latest publications on the topics under study.

*Annex* might tables, figures, schemes, documents, templates, questionnaires samples, bilingual translation of the text data that was used as research material, etc.

### **7.2.3. Master's Qualification Paper Defense**

In the course of the MQP defense graduates are expected to prove their knowledge and abilities to conduct independent research, to justify the designed methodology, to consider the topic under study within the interdisciplinary contexts, to solve the professional tasks within research-related activities, to argue and defend their viewpoints.

In the course of the MQP defense the graduate delivers an oral report accompanied by multimedia presentation, the defense is open for public. All the documents required, including the MQP text and reviews are subject to SEB members' consideration.

### **7.3. Criteria for MQP Assessment**

The MQP assessment and evaluation is held on a number of criteria with regard to the text technical processing features, MQP contents and its oral presentation and defense.

**The parameters** are listed below:

*The text technical processing*

Compliance with formal requirements, correct citations

The check for plagiarism

Compliance of the MQP structure with the set requirements

*MQP Contents*

Compliance of the topic with the field of study

Relevance of the research topic

Correspondence of the MQP contents with the research statements, hypothesis, goals and objectives of the study

Substantiation of research problems and presentation of its results in the context of humanitarian and social values, tasks, needs of modern society in international dimensions

Mastery of a modern conceptual apparatus of scientific knowledge and research

The degree and relevance of interdisciplinary in research

Scientific, practical and / or methodological novelty of research

Validity of the selected/developed methodology

Degree of completeness of the review of the state of affairs in the field under study

Consistency and validity of the presentation of research data

Completeness and validity of conclusions

Proficiency in written academic discourse

*MQP Oral presentation and defense*

Ability to outline the MQP in a clear, logic and systemic way

Mastery of research facts, data, and findings

Ability to respond to the SEB questions in a consistent way, to reveal interdisciplinary links among different disciplines within the MA Programme, with regard to MQP

Abilities to hold academic discussions and disputes, to provide persuasive and solid arguments in reply to critical comments

Proficiency in oral academic discourse conventions, strategies, and tactics in the intercultural environment

Ability to avoid miscommunication with regard to academic/ societal/ cultural/ professional issues

### **7.3.1. Criteria for Marks**

*Excellent mark is awarded to the following graduates:*

There are no critical notes with regard to the MQP text technical processing

The check for plagiarism reveals over 75% of originality and authenticity of the research texts.

MQP text complies with formal requirements, contains correct citations

The topic is specified in line with the field of study

Relevance of the research topic is fully justified and proved

MQP contents fully and consistently coordinate with the research statements, hypothesis, goals and objectives of the study

The author substantiates the research problems and presents its results in the context of humanitarian and social values, tasks, needs of modern society in international dimensions

The author demonstrates mastery of a modern conceptual apparatus in the field of scientific knowledge and research

The paper rests on the interdisciplinary paradigm, uses its principles in line with particular research fields and tasks

The MQP reveals scientific, practical and / or methodological novelty of research

The selected/developed methodology proves to be valid

The paper contain comprehensive and interdisciplinary review of the state of affairs in the field under study

The research data is introduced in a consistent way, its validity is proved by a number of qualitative and quantitative data

The MQP conclusions provide solid argumentation for research completeness and validity

The MQP text confirms the author's proficiency in written academic discourse

The graduate shows a solid ability to outline the MQP in a clear, logic and systemic way

The graduate's report and replies reveal his/her mastery of research facts, data, and findings

The graduate responds to the SEB questions in a consistent way, reveals interdisciplinary links among different disciplines within the MA Programme, with regard to MQP

The graduate's communicative behavior confirms his/her abilities to hold academic discussions and disputes, to provide persuasive and solid arguments in reply to critical comments

The graduate's communicative behavior proves his/her proficiency in oral academic discourse conventions, strategies, and tactics in the intercultural environment

The graduate's communicative behavior proves his/her ability to avoid miscommunication with regard to academic/ societal/ cultural/ professional issues

*Good mark is awarded to the following graduates:*

There are some technical misprints, that do not affect the MQP text body in general.

The check for plagiarism reveals over 75% of originality and authenticity of the research texts.

MQP text complies with formal requirements, contains correct citations.

The topic is specified in line with the field of study.

Relevance of the research topic is proved in general.

MQP contents coordinate with the research statements, hypothesis, goals and objectives of the study in general, however, more consistent coordination of all the above mentioned items with them the MQP is recommended.

The author substantiates the research problems and introduces its results with regard to humanitarian and social values, tasks, needs of modern society in a generalized way, more contents-related statements and wordings are recommended.

The author is aware of a modern conceptual apparatus in the field of scientific knowledge and research, however, there is fragmentation and lack of consistency in its use.

The paper strives to follow interdisciplinary paradigm, however, it bears declarative character, no concrete examples of the respective approach are offered in the text..

The MQP reveals scientific, practical and / or methodological novelty of research.

The selected/developed methodology proves to be valid.

The paper provides generalized review of the state of affairs in the field under study, some landmark publications of either past or present are not mentioned.

The research data validity is proved in general.

The MQP conclusions provide general argumentation for research completeness.

The MQP text is drafted correctly in terms of English lexis and grammar, however, some stylistic inconsistencies take place in the description.

The graduate shows his/her ability to outline the MQP in a clear, logic and systemic way.

The graduate's report and replies reveal his/her ability to keep in mind research facts, data, and findings, and refer to them in case of need.

The graduate responds to the SEB questions, however more details are expected by SEB members.

The graduate's communicative behavior confirms his/her readiness to hold academic discussions, and to provide arguments in reply to critical comments, however not always the respective goals are reached.

The graduate's communicative behavior proves his/her awareness of existence of oral academic discourse conventions, strategies, and tactics in the intercultural environment, however, the graduate sometimes fails to use them properly.

The graduate's communicative behavior proves his/her attempt to avoid miscommunication with regard to academic/ societal/ cultural/ professional issues, however, the graduate sometimes fails to reach the goal.

*Satisfactory mark is awarded to the following graduates:*

The MQP contains obvious technical misprints, that affect the MQP text body in general.

The check for plagiarism stands reveals that originality and authenticity of the research text does not overcome 70%.

MQP text does not comply with formal requirements, citations are provided incorrectly.

The topic goes in generalized line with the field of study.

However, the relevance of the research topic for the above field is not proved.

There is no consistent coordination of MQP contents with the research statements, hypothesis, goals and objectives of the study.

The author does not substantiate the research problems, its results are just mentioned with regard to the current needs of modern society, however no concrete statements of wordings in the text elaborate on the latter or prove it.

The author fails to use modern conceptual apparatus in the field of scientific knowledge and research in a proper way.

The author lacks awareness of the interdisciplinary paradigm relevance for the research topic, goal and methodology.

The MQP does not reveal any scientific, practical and / or methodological novelty of research

The selected/developed methodology is introduced in a declarative way, no concrete methods and their sequences are offered.

The paper provides generalized review of the state of affairs in the field under study.

The research data validity is not proved.

The MQP conclusions contain only declarative/descriptive wordings.

The MQP text contains a considerable number of language mistakes in terms of English lexis/grammar/stylistics.

The graduate fails to outline the MQP in a clear, logic and systemic way

The graduate's report and replies reveal his/her failure to keep in mind research facts, data, and findings, and refer to them in case of need.

The graduate fails to respond to the SEB questions.

The graduate feels difficulties in holding academic discussions, and providing arguments in reply to critical comments.

The graduate's communicative behavior reveals lack of his/her awareness of existence of oral academic discourse conventions, strategies, and tactics in the intercultural environment.

The graduate's communicative behavior reveals lack of his/her awareness, readiness and ability to avoid miscommunication with regard to academic/ societal/ cultural/ professional issues.

*Unsatisfactory mark is awarded to the following graduates:*

The MQP contains gross technical misprints, that affect the MQP text body in general.

The check for plagiarism stands reveals that originality and authenticity of the research text does not overcome 60%.

MQP text does not comply with formal requirements, citations are provided incorrectly.

The topic does not go in line with the field of study.

The relevance of the research topic for the above field is not proved.

There is no coordination of MQP contents with the research statements, hypothesis, goals and objectives of the study.

The author does not substantiate the research problems, its results are not considered with regard to the current needs of modern society.

The author is unable to use modern conceptual apparatus in the field of scientific knowledge and research in a proper way.

The author has no awareness of the interdisciplinary paradigm relevance for the research topic, goal and methodology.

The MQP does not bring any scientific, practical and / or methodological novelty of research

The selected/developed methodology is introduced in a declarative way, no concrete methods and their sequences are offered.

The paper provides a fragmented review of the state of affairs in the field under study.

The research data validity is not proved.

The MQP conclusions contain only declarative/descriptive wordings.

The MQP text contains gross language mistakes in terms of English lexis/grammar/stylistics.

The graduate fails to present the research in a clear, logic and systemic way

The graduate's report and replies reveal that he/she does not keep in mind research facts, data, and findings.

The graduate can not respond to the SEB questions as he/she does not understand them.

The graduate can not hold academic discussion, and provide any arguments.

The graduate's communicative behavior reveals that he/she is not aware of oral academic discourse conventions, strategies, and tactics in the intercultural environment.

The graduate's communicative behavior reveals that he/she is neither aware of, nor able to avoid miscommunication with regard to academic/ societal/ cultural/ professional issues.

#### 7.4. Toolkit for Final State Assessment and Evaluation

Competence Code	Stages and Modules	Formats and scores			Final Scores	
		Final Interdisciplinary Examination				Master's Thesis Defense
		Computer-based	Written part	Oral part		

		test									
			4 term	Question 1 on theoretical content knowledge	Question 2 on theoretical content knowledge	Question 3 on legal document translation	Question 1 on theoretical content knowledge	Question 2 on sight translation (administrative -legal field)	Question 3 Consecutive bilateral translation (administrative-legal field)	Written text of qualification paper	
GPC 1-8 SPC 1-5	Computer-based test	100									100
GP 1-7; GPC 1-8; SPC 1-5	Final Interdisciplinary Examination		15	15	20	10	20	20			100
GPC 1-8	Written part		15	15	20						50
GP 1-7; GPC 1-8; SPC 1-5	Oral part					10	20	20			50
SPC 1;2;6; 7;8	Master's Thesis Defense								60	40	100
SPC 1;2;6; 7;8	Written qualification paper								60		60
SPC 1;2;6; 7;8	Oral defense									40	40

#### 7.4.1. Samples of Materials for Final State Assessment and Evaluation

##### 7.4.1.1. Extract from the computer-based test

1. The first such scholar, sparking a widespread interest in Structuralism.

- a. Claude Lévi-Strauss
- b. Louis Althusser

2. The paradigm of Bloomfieldian linguistics in American linguistics was replaced by the paradigm of

- c. generative grammar
- d. functional grammar

3. The branch of linguistics that interprets language in terms of the concepts, sometimes universal, sometimes specific to a particular tongue, which underlie its forms.

e. Cognitive linguistics

f. Psycholinguistics

4. Nikolay Trubetzkoy and Roman Jakobson headed the efforts to set the course of phonological theory in the decades following 1940 in

- the Prague School

- the Moscow linguistic school

5. Relation between signs and the things to which they refer; their *denotata*, or meaning studies

- Syntactics:

- Pragmatics:

- Semantics

6. The paradigm that fixed the name "linguistic anthropology" in the 1960s, was launched by

- Dell Hymes

- Benjamin Lee Whorf

7. An interdisciplinary field dealing with the statistical or rule-based modeling of natural language from a computational perspective.

- Computational linguistics

- Quantitative linguistics

8. The author of the *Syntactic Structures* (1957)

- Noam Chomsky,

- Umberto Eco

9. The scholar who proposes that every cultural phenomenon can be studied as communication.

- Umberto Eco

- Charles Morris

10. The scholar who proposed the behaviorist theory

- B. F. Skinner

- Noam Chomsky

#### **7.4.1.2. Material for the FIE written part**

Question card 1

1. General Linguistics as a Humanities discipline.

2. Quantitative Linguistics as a branch of Linguistics.

3. Translate the texts extracts into Russian

Text 1. Convention on the Rights of Persons with Disabilities

Article 12 - Equal recognition before the law

4. States Parties shall ensure that all measures that relate to the exercise of legal capacity provide for appropriate and effective safeguards to prevent abuse in accordance with international human rights law. Such safeguards shall ensure that measures relating to the exercise of legal capacity respect the rights, will and preferences of the person, are free of conflict of interest and undue influence, are proportional and tailored to the person's circumstances, apply for the shortest time possible and are subject to regular review by a competent, independent and impartial authority or judicial body. The safeguards shall be proportional to the degree to which such measures affect the person's rights and interests.

5. Subject to the provisions of this article, States Parties shall take all appropriate and effective measures to ensure the equal right of persons with disabilities to own or inherit property, to control their own financial affairs and to have equal access to bank loans, mortgages and other forms of financial credit, and shall ensure that persons with disabilities are not arbitrarily deprived of their property.

## Text 2.Labour Agreement

### ARTICLE VIII - GRIEVANCE PROCEDURE

The employee who has a grievance shall discuss it with the Project Manager either himself or through his steward. If the grievance is not settled in the meeting, it may be appealed by the Union Representative to the Project Manager within five days of the meeting. If the grievance is not disposed of to the satisfaction of the party filing the grievance, the grievance may be appealed by the party or representative of the party filing the grievance by filing a written appeal to the opposing party within seven days.

Within seven days after the appeal of the opposing party, the parties will attempt to settle the grievance. If the grievance is not disposed of to the satisfaction of the complaining party, the grievance may be appealed to arbitration by the party filing the grievance lodging a written appeal with the other party within ten days of receipt of such written decision.

#### 7.4.1.3.Material for the FIE oral part

##### Question Card 14

- 1.Legal Translation through History.
2. At sight translation
- 3.Consecutive bilateral interpreting on legal topics.

##### Task 2. Sight translation. Right to information

Suspects of a criminal offence need to be informed of their rights in a language they understand. They need to be informed about the accusation against them and should be granted timely access to the case materials.

A Directive on information in criminal proceedings was adopted in 2012. This Directive aims at providing minimum standards in order to address the situation throughout the EU.

While procedural rights are set out in the European Convention of Human Rights (ECHR) or implied in the case-law of the European Court of Human Rights (ECtHR), rules on the amount of information given to suspects and on the way in which information is transmitted differ from one EU country to another.

The lack of minimum harmonisation can lead to situations where suspects and accused persons do not receive all the information they need for their defence. This may jeopardise the fairness of criminal proceedings and can lead to miscarriages of justice.The risk has a negative effect on mutual trust between EU countries and hampers judicial cooperation. Trust can only be ensured if there are common minimum standards of basic procedural rights applying throughout all EU countries.

The Directive provides that suspects who are arrested must be informed of their basic rights in writing, through a document drafted in everyday language, whether they ask for it or not.

##### Task 3. Consecutive bilateral interpreting

1. Separation of powers within the executive branch of government is a crucial feature of the statutory creation of a multitude of quasi-independent tribunals in the 20th century.	Разделение полномочий внутри исполнительной ветви власти является важнейшей причиной нормативного создания множества условно-независимых трибуналов в 20-м веке.
2. Исполнительная власть не должна иметь чрезмерные законодательные полномочия, а также полномочия, которые следует осуществлять судьям.	The executive should not have excessive legislative power, and it should not have powers that ought to be exercised by judges
3. The principal is that government power ought to be assigned at the right level.	Главным является то, что власть правительства должна передаваться тем, кто соответствует требуемому уровню.

4. Значение разделения властей в конституции шире его функции контроля за исполнительной властью.	The separation of powers has an importance to the constitution that is wider than its role in controlling the executive
---	---

#### 7.4.1.4. Themes for MQP

– Specifics of Interpreter's Engagement in Judicial Proceedings (Civil, Administrative, Criminal) in National Jurisdictions

- Legal documents of different genres: Equivalency and Adequacy in Translation
- Interpreting as Cultural Mediation
- Community Interpreting in various settings
- Corpus-Based Specialised Translation
- Translation/Interpreting within Language Rights issues (in different countries)
- Challenges to Translate Headings in the Russian Codes
- Challenges to Translation/Interpreting within Globalisation
- Challenges to Translation/Interpreting within Unscheduled Migration
- Court Interpreter Profession Specifics (in different countries)
- Interference in Legal Translation ( International legislation samples).
- Contracts of Different Types: Editing and Proofreading

#### 7.4.2. Academic Progress Assessment System

Correspondence of grading systems (previously used grades of final academic performance, ECTS grades and point-rating system (PRS) of grades):

Scores for Academic Progress Ranking	Russian Education Marks	Scores	Marks	ECTS Scores
86 - 100	5 (отлично)	95 –	5+	A
		86 - 94	5	B
69 - 85	4 (хорошо)	69 - 85	4	C
51 - 68	3 (удовлетворительно)	61 - 68	3+	D
		51 - 60	3	E
0 - 50	2 (неудовлетворительно)	31 - 50	2+	FX
		0 - 30	2	F
51-100	Зачет	51-100	Зачет	Passed

#### 7.5. Sources for Master's Qualification Paper Preparation

Douglas, C. The Student Thesis Conference as a model for authentic and inclusive student research dissemination / University of Hull. / Caroline Douglas [и др.]. // Higher Education Pedagogies. 2018. №3.1. С. 319-341. ISSN 2375-2696 DOI: 10.1080/23752696.2018.1478675

Gelfand, M.S. Plagiarism in Disertations / A. A. Kharkevich Institute for Information Transmission Problems of the Russian Academy of Sciences, Moscow. // Obrazovanie i Nauka. 2018. №20.3. С. 160-181. ISSN 1994-5639 DOI: 10.17853/1994-5639-2018-3-160-181

Majid Wajdi, I. Made Sumartana, Ni Putu Dyah Hudiananingsih. Avoiding Plagiarism in Writing a Research Paper / Politeknik Negeri Bali. // Soshum: Jurnal Sosial dan Humaniora. 2018. №8.1. С. 94-102. ISSN 2088-2262

Mike Unwalla. Software for Checking Style and Grammar in Scientific Writing. // IEEE Potentials. 2017. №36:3. С. 38-40. ISSN 0278-6648 DOI: 10.1109/mpot.2017.2655739

Ortiz Ocaña, A. The Configuration of the Dissertation. Its Structure, Writing, Defense and Publication / Universidad del Magdalena. // Revista Latinoamericana de Estudios Educativos. 2018. №14.2. С. 102-131. ISSN 1900-9895 DOI: 10.17151/rlee.2018.14.2.6

Pain E. How to write your Ph.D. thesis [Электронный ресурс] // Science. 2018. №.. ISSN 0036-8075 DOI: 10.1126/science.caredit.aau0338

Starfield, S., Paltridge, B. Thesis and dissertation writing in a second language: Context, identity, genre. Journal of Second Language Writing, 2019

Woo H. Terrell, S. R. (2015). Writing a Proposal for Your Dissertation: Guidelines and Examples, 1st ed. New York: The Guilford Press. ISBN: 978-1-4625-2302-3. 282 pp /



#### **8. Education and Research Technologies for Final State Assessment and Evaluation**

- Project-based training
- Task-based training
- Context-based training
- Case-studies
- Flipped-classroom
- CAT, and ICT tools
- Quantitative and qualitative research methods in Language and T&I studies

Mendeley, Google scholar, Research Gate, Academia.edu, etc. databases.

#### **9. Didactic Support for Individual Learning**

The independent work of MA student is carried out in accordance with the individual plan, approved in accordance with the schedule of the educational process by the relevant department.

MA students in their work use various resources on the topic of their scientific research. At the same time, they are obliged to familiarize themselves with the works on the topic of their research recommended by the scientific adviser, scientists working in the university, as well as in other scientific and educational organizations representing the main law schools of the country. By all means, MA students must familiarize themselves with the works on the topic of their research, published in international journals, accessible through international (including electronic) library systems, access to which is provided by the University.

MA student conducts research independently, avoiding plagiarism.

#### **10. Infrastructure for Final State Assessment and Evaluation**

To prepare for FSA& students are provided with access to the University's information resources, specially equipped classrooms and computer classes with workstations that provide Internet access, as well as multimedia equipment.

To use ICT in the educational process, university provides software that allows to search for information on the Internet, systematize, analyze and present it, as well as export information to digital media.

MA students can conduct analytical work on the premises of the Educational and Scientific Information Library Centre (Scientific Library), open space reading hall No. 2, and auditorium No. 326 (6 Miklukho-Maklaya St.).

The premises must comply with current sanitary and fire safety standards, as well as safety requirements.

The Programme developers

Dr.Habil. in Linguistics, full professor  
PhD in Linguistics, associate professor

A.A.Atabekova  
L.Yu.Lutskovskaya

Head of the Department  
Dr.Habil in Linguistics, full professor

A.A.Atabekova