C2.1 – Presentation

(25% coursework)

As future translators and language service professionals, you need opportunities to connect theory with practice. The presentation assignment allows you to present the translation-related issue you have researched, and develop your confidence in professional communication. Your peers will act as colleagues and critical friends, providing feedback from a translator's perspective.

Purpose

The microteaching task is designed to help you:

- Gain experience in presenting complex translation issues clearly and persuasively.
- Apply theoretical approaches to practical translation situations.
- Develop professional communication, clarity, and use of academic/disciplinary language.
- Learn to give and receive constructive professional feedback.

Task Description

- You will work individually.
- Prepare and deliver a 20-minute presentation on the topic you researched for your essay.
- Your peers will act as fellow translators and provide structured feedback.
- All sessions will be followed by Q&A and peer and instructor feedback.

Suggested Structure of the presentation

1. **Introduction** (2–3 minutes)

State your topic clearly.

Explain why it matters for translation practice.

Outline the structure of your talk.

2. **Theoretical Background** (4–5 minutes)

Summarise the main theories and scholarly perspectives you reviewed.

Highlight key debates

3. **Analysis of the Translation Issue** (5–7 minutes)

> Present examples (e.g., parallel texts, corpora, subtitling, MT output, real translation tasks).

> Identify common challenges and potential strategies.

> Show contrastive elements where relevant.

4. **Proposal / Application** (3–4 minutes)

> Share strategies or solutions supported by your research.

> If relevant, show a short translation sample with commentary.

> Explain how theory informs practice.

5. **Conclusion** (2 minutes)

> Summarise your key findings.

> Point to implications for professional translators.

Peer Feedback & Reflection

After each presentation, peers will provide oral feedback using a professional, constructive tone. 5% of your participation grade will be based on the quality of the feedback you give to others.

Focus on: What worked well; What could be improved; How the lesson reflected grammar teaching approaches studied in class

Each student is also expected to write a reflection after the presentation, identifying, among other features, strengths and areas for improvement.

Evaluation Criteria

Criteria	19–20 Excellent	17–18 Very Good	15–16 Good	10–14 Satisfactory	0–9 Incomplete
Content & Accuracy	Deep, precise, and original analysis of the translation issue.	Accurate, well explained, with minor gaps.	Accurate but limited depth.	Superficial or partially inaccurate.	Missing, inaccurate, or irrelevant.
Engagement with Theory	Wide and critical use of scholarly sources, well integrated.	Strong engagement with key sources, some critical insight.	Adequate but descriptive use of literature.	Limited or weak engagement.	No relevant sources used.
Professional Communication	Clear, confident, well-paced, engaging delivery.	Mostly clear, minor weaknesses in delivery.	Adequate but uneven.	Unclear, hesitant, or too dependent on notes.	Ineffective.
Use of Examples & Application	Excellent use of examples (texts, corpora, MT, subtitling, etc.), highly relevant.	Good examples, generally well integrated.	Some examples, uneven integration.	Minimal or poorly chosen examples.	No examples.
Visuals & Organisation	Highly professional slides/handout, logical and coherent flow.	Clear slides, coherent overall.	Adequate structure but uneven design/flow.	Weak structure or unclear visuals.	Disorganised or missing.