

**AL-FARABI KAZAKH NATIONAL UNIVERSITY**  
**Faculty of Philology**  
**Department of Turkology and Language Theory**

**PROGRAM OF FINAL EXAMINATION IN THE DISCIPLINE**

**Code: BIYaKMK 2211;  
90825**

**“Basic foreign language in the context of intercultural communication (first foreign language)”**

Educational programme “Foreign Language: Two Foreign Languages”  
Bachelor degree programme

Course – 2  
Semester – 4  
Number of credits – 5

**Almaty 2025**

## 1. THE THEMATIC PROGRAM OF THE DISCIPLINE

The purpose of the discipline “Basic foreign language in the context of intercultural communication (first foreign language)” is to form intercultural and communicative competence of students on the basis of a basic foreign language.

Learning outcomes in the discipline:

LO 1 (cognitive) - Demonstrate basic communicative competence in a foreign language, including speaking, listening, reading, and writing.

LO 2 (functional) - Understand and apply cultural norms and practices related to intercultural communication.

LO 3 (functional) - Recognize and analyze the influence of cultural context on language use and meaning.

LO 4 (systematic) - Develop strategies for overcoming challenges in intercultural communication.

LO 5 (systematic) - Foster an appreciation for the diversity and richness of cultural perspectives.

### **Main topics studied in the discipline.**

Module 1. ....

Unit 1

Gender Equality

Reading texts: The Iron Lady; What if woman ruled the world;

Research skills: Information gathering

- Level of gender equality

Interpreting and reporting results

- Explaining differences

Discussion • New laws for gender equality

Quotable Quotes • Discussing the ways boys and girls are raised

Unit 2

A Thirsty World. Water access, consumption, and future global water scarcity issues

Reading: 1 The Cochabamba Water War 2 Water Worries

Research skills: Information gathering • Water resources and consumption by country

Interpreting and reporting results • Explaining differences

Writing a paragraph: Giving an opinion on the topic of water demand

Categorizing statements: Completing a mind map: water demand

Unit 3

Nuclear Power: Clean and Bright. The benefits of nuclear energy

Reading: 1 Green Energy? 2 The One Energy Solution

Information gathering: • Two nuclear accidents

Writing a paragraph: Giving a personal opinion about the pros and cons of nuclear power

Role play and debate: • Opinions about nuclear power

Unit 4

Free Trade: Cheap Goods or Good Jobs? The social impact of free trade

Reading: 1 The North American Free Trade Agreement 2 Free Trade = No Bargain

Research skills: Information gathering • Global production and trade over time

Clarifying statements: Completing a mind map: pros and cons of free trade

Discussion • Pros and cons of building a new factory

Unit 5

Online Retailing: Disappearing Stores The effect of the Internet on retail and other industries

Reading: 1 None in Laredo 2 The End of the Store as We Know It

Research skills: Information gathering: • Growth in online shopping Interpreting and reporting results: • Comparing trends by country

Writing a paragraph about the effects of showrooming

Unit 6

Online Addiction: Too Much Fun? Video game and Internet addiction

Reading: 1 Internet Addiction 2 Fun, Popular, and Deadly

Research skills: Information gathering • Video game facts and partner interview

Interpreting and reporting results • Comparing and discussing results about gaming

Role play and debate

• Government regulation and video games

• Discussing the pros and cons of video games and TV

Unit 7

Marriage around the World. The changing of marriage in societies

Reading: 1 Different Ways of Tying the Knot 2 Changing Views of Marriage

Information gathering • Marriage and divorce by country

Interpreting and reporting results • Explaining high and low divorce rates

Discussion • Pros and cons of arranged marriage

Quotable Quotes • Discussing love and marriage

Unit 8

Fished Out: Our Empty Oceans The effects of overfishing

Reading: 1 The Grand Banks 2 Our Desert Oceans

Research skills: Information gathering • Survey of fish stocks over time Interpreting and reporting results • Summarizing and explaining changes

Role play and debate • Future fishing policy

Quotable Quotes • Discussing the damaging effects of humans on the oceans

Unit 9

Renewable Energy: The Green Choice The benefits of renewable energy sources

Reading: 1 Winds of Change 2 Beyond Fossil Fuels

Research skills: Information gathering • Changes in global energy sources Interpreting and reporting results • Discussing trends in energy supplies

Presentation • The best renewable energy source for the future

Quotable Quotes • Discussing cheap fossil fuels and ways to promote renewable energy

Unit 10

(In)Equality in a Richer World Capitalism, other economic systems, and income equality in societies

Reading: 1 The Lehman Shock 2 The Promotion of Wealth

Research skills: Information gathering • Income inequality by country Interpreting and reporting results • Comparing wealth and inequality

Writing a paragraph: Using facts and opinions to give a personal opinion about capitalism

Unit 11

The Office of the Future? Telecommuting

Reading: 1 High-Tech Companies and Telecommuting 2 Telecommuting

Research skills: Information gathering • Numbers of telecommuters by employer type

Interpreting and reporting results • Discussing telecommuting trends among employers

Role play and debate • Whether a college should introduce e-learning Quotable Quotes •

Discussing job satisfaction and the balance between work and life activities

Unit 12

Social Media: Changing Our Lives The impact of social media on politics and society

Reading: 1 The Arab Spring and Social Media 2 A Networked World

Research skills: Information gathering • Numbers of users of popular social media sites

Interpreting and reporting results • Explaining growth rates of different social media sites

Presentation • Cyberbullying and how to deal with it

Quotable Quotes • Discussing the impact of social media on people

Unit 13

Changing Ideals of Beauty What makes a person attractive?

Reading: 1 Beauty 2 What Is Beauty?

Research skills: Information gathering • Ranking attractive features in people  
Interpreting and reporting results • Comparing rankings and drawing conclusions  
Presentation • Using questions about the nature of beauty as the basis for a presentation  
Quotable Quotes • Discussing whether beauty is just physical

Unit 14

Disappearing Languages. The disappearance of other languages because of English

Reading: 1 The Rise and Fall of Languages 2 The Killer Language

Research skills: Information gathering • Rating jobs that need English Interpreting and reporting results • Comparing lists • Predicting the future

Presentation • English as the Global Language

Quotable Quotes • Discussing whether everybody in the USA should speak English

Unit 15

Is Beauty Skin Deep? Tattoos and cosmetic surgery

Reading: 1 Improving on Nature? 2 The Never-Ending Desire for Beauty

Research skills: Information gathering • Group survey on attitudes to physical features

Interpreting and reporting results • Comparing survey results about appearance

Discussion • How important is appearance in professional life?

Quotable Quotes • Discussing making changes in life that are permanent

List of recommended sources.

Main literature:

Literature: main, additional.

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1. In Focus 3, Charles Browne, Brent Culligan, Joseph Phillips
2. Across Cultures coursebook, Pearson Education Limited 2004, Elizabeth Sharman.
3. Cambridge English: Face2Face Pre-Intermediate (Student's Book). Chris Redston, Gillie Cunningham
4. Longman: Cutting Edge Intermediate (Third Edition), Sarah Cunningham, Peter Moor

## **2. METHODOLOGICAL INSTRUCTION FOR FINAL EXAMINATION: STANDARD WRITTEN EXAMINATION (OFFLINE)**

**2.1. Exam format:** Standard written examination (offline).

**2.2. The purpose of the written exam** in the discipline “Basic foreign language in the context of intercultural communication (first foreign language)” is to assess students' ability to communicate effectively in the target language, demonstrating proficiency in spoken fluency, accuracy, and comprehension within relevant contexts.

**2.3. Expected results of the exam tasks:**

One written exam card contains 3 questions that identify learning outcomes for the course studied and are assessed according to the criteria described below:

Question 1 - Criterion 1. Knowledge of the theory and concept of the course; logic of presentation. Criterion 2. Understanding and confirmation with examples of the theoretical principles presented in the course content.

Question 2 - Criterion 3. Application of the selected methodology and technology to written practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.

Question 3 - Criterion 5. Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task. Criterion 6. Justification of the result obtained from one's own practice.

**2.4. The examination procedure.**

2.4.1. The standard written offline exam is conducted in accordance with the approved schedule.

2.4.2. 15 minutes before the start of the offline written exam, the teacher on duty checks the students' identities using their ID cards, and seats the students in the seats indicated on the attendance sheets.

2.4.3. In the event that a substitute person appears at the offline written exam, the teacher on duty draws up a corresponding report of violation of these Rules.

2.4.4. Late students will not be allowed to take the exam.

2.4.5. During the exam, the teacher on duty monitors students' compliance with the rules of conduct in accordance with the approved instructions.

2.4.6. At the end of the time allotted for the exam (2 astronomical hours), the teacher on duty:

- 1) collects examination papers;
- 2) puts in each work a sign of the end of writing the work in the answer sheets - the letter X;
- 3) provides answer sheets along with attendance sheets for encryption to a specialist from the dean's office.

2.4.7. In case of delay in providing work for encryption to a specialist from the dean's office, a corresponding act is drawn up with subsequent prosecution of the perpetrators.

2.4.8. During the exam, students are prohibited from carrying and/or using cheat sheets, cell phones, smart watches and other technical and other means that can be used for unauthorized access to auxiliary information. It is prohibited to talk with other students and strangers, or to write down your full name and/or other identifying information in your answers.

2.4.9. If a student appears for the exam and refuses to answer the ticket, passing the exam will be graded as an “F.”

2.4.10. If there is no good reason, failure to appear for the exam will be assessed as an “F”.

2.4.11. If a student violates one or more of these points, an Act of cancellation of the examination work (hereinafter referred to as the Act) is filled out, and a grade of “F” (“unsatisfactory”) is assigned for the discipline.

2.4.12. For repeated violation of these Rules during the exam, the student is presented for consideration by the Faculty Council on Ethics.

2.4.13. The final grade for the discipline can be canceled within 1 month after the exam, if a student is found to have violated the instructions for conducting final control using distance learning technologies and/or rules of behavior during the exam: using cheat sheets, cell phones, negotiating, etc. based on recordings from surveillance cameras with filling out the Report. The act cannot be annulled or appealed.

2.4.14. All violations during exams are recorded in the student’s transcript.

### 3. EVALUATION POLICY

#### RUBRICTOR FOR CRITERIAL ASSESSMENT OF FINAL EXAMINATION

**Discipline:** \_ Basic foreign language in the context of intercultural communication (first foreign language). **Form:** Standard written examination (offline). **Platform:** IS Univer

№	Score Criterion	DESCRIPTORS				
		«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89 %	50-69 %	25-49%	0-24 %
<b>Question 1</b>	<i>Criterion 1.</i> Knowledge of the theory and concept of the course; logic of presentation.	An “excellent” grade is given for an answer that contains an exhaustive explanation of the question, a detailed argumentation for each conclusion and statement, is constructed logically and consistently, and is supported by examples from the developed classroom topics.	A “good” grade is given for an answer that contains a complete but not exhaustive coverage of the issue, an abbreviated argumentation of the main points, and allows for a violation of the logic and sequence of presentation of the material. The answer contains stylistic errors and inaccurate use of terms.	A “satisfactory” grade is given for an answer that contains incomplete coverage of the questions proposed in the ticket, superficially argues the main points, and allows compositional imbalances in the presentation, violations of the logic and sequence of presentation of the material.	An “unsatisfactory” grade is given for incorrect coverage of the questions posed, erroneous argumentation, factual and verbal errors, and for the assumption of an incorrect conclusion.	An “unsatisfactory” grade is also given for ignorance of basic concepts and theories; for violation of the Rules for final control.
	<i>Criterion 2.</i> Understanding and confirmation with examples of the theoretical principles presented in the course content.	A comprehensive answer with illustrated examples was given to the question; the answer is presented in literate scientific language, all terms and concepts are used correctly and explained correctly.	The answer is not fully supported by specific examples. There are some inaccuracies.	The student does not illustrate theoretical concepts with examples from the developed class notes.	Key concepts for the training course contained in questions are interpreted with significant errors.	The student does not provide examples to support the main theoretical principles of the course.
<b>Question 2</b>	<i>Criterion 3.</i> Application of the selected methodology and technology to written practical tasks. Criterion 4. Disclosure and solution of the main problem given in the practical task.	Excellent completion of the training assignment, a detailed, reasoned written answer to the question posed, followed by solving practical problems of the course.	Partial completion of the educational assignment, incomplete, sometimes reasoned answer to the question posed with an incomplete solution to the practical problems of the course; illiterate use of scientific language norms in the course.	The material is presented in fragments, in violation of logical sequence, factual and semantic inaccuracies are made, and theoretical knowledge of the course is used superficially.	An irrational method of solving a task or an insufficiently thought-out answer plan; inability to solve problems, perform tasks in general; making mistakes and omissions that exceeds the norm.	Inability to apply knowledge and algorithms to solve tasks; inability to draw conclusions and generalizations. Violation of the Rules for final control.
	<i>Criterion 4.</i> Disclosure and solution of the main	Scientific concepts are freely applied to the task at hand, followed by a logical and	The student's knowledge is adapted; the answers are weak structured, the answer contains	There is no meaningfulness of the material provided, there is no understanding of	The student finds it difficult to answer most of the additional questions on	The student did not fully understand the material. Violation of the Rules for

	problem given in the practical task.	evidence-based disclosure of the main problem.	minor factual errors, which he can correct independently, thanks to a leading question.	interdisciplinary connections.	the content of the exam or does not give the correct answers.	final control.
<b>Question 3</b>	<i>Criterion 5.</i> Evaluation and written critical analysis of the applicability of the chosen methodology to the proposed practical task.	Consistent, logical and correct justification of scientific principles and the applied methodology and technology, literacy, compliance with the norms of scientific language, 1-2 inaccuracies in the presentation of the material are allowed, which do not affect the generally correct conclusions.	3-4 inaccuracies in the use of conceptual material, minor errors in generalizations and conclusions are allowed, which do not affect the good overall level of task completion.	There are conclusions on the applicability of substantiated scientific provisions are vague and unconvincing; there are stylistic and grammatical errors, as well as inaccuracies in processing the results of a practical decision.	The task was completed with gross mistakes, the answers to the questions were incomplete, the conceptual material and argumentation were poorly used.	The task has not been completed, there are no answers to the questions posed, materials and analysis tools have not been used.
	<i>Criterion 6.</i> Justification of the result obtained from one's own practice.	The answer is illustrated with examples and visuals. materials, including from the student's own practice.	Analysis of 3-4 provisions of existing theories, scientific schools and directions with justification of the result obtained from one's own practice on the issue of the exam card with some inaccuracies.	Poor application of the main volume of material in accordance with the training program with difficulties in independently reproducing it in speaking.	Demonstration of difficulty in providing answers to problematic questions.	Lack of ability to apply course methods when giving examples. Violation of the Rules for final control.

### Formula for calculating the final grade:

Final grade (FG) = (%1+%2+%3+%4+%5+%6) / K, where % is the level of task completion by criterion, K is the total number of criteria.

### Example of calculating the final grade

№	Score	«Excellent»	«Good»	«Satisfactory»	«Unsatisfactory»	
		90-100 %	70-89%	50-69%	25-49%	0-24%
1.	Criterion 1	100				
2.	Criterion 2		75			
3.	Criterion 3			60		
4.	Criterion 4				45	
5.	Criterion 5	100				
6.	Criterion 6				49	
	<b>Final %</b>	<b>200</b>	<b>75</b>	<b>60</b>	<b>94</b>	200+ 75 + 60 + 94 = <b>429</b> <b>429 / 6 criteria = 71,5</b> <b>Final score, as % = 72</b>

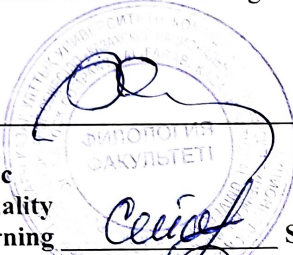


Based on percentage obtained during the calculation, we can compare the score with the rating scale.


**72 points** range from 70 points to 89 points, which corresponds to the "Good" category according to the grading scale.

Thus, with this calculation, the project will be rated **72 points "Good"** in accordance with the point-rating letter system for assessing educational achievements students with their transfer to the traditional grading scale and ECTS.

Dean

  
B.U. Dzholdasbekova

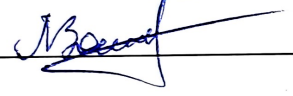
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