

**Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department**

APPROVED

Dean of the Faculty

Sairambayeva Z.T.

" 09 " 2024



METHODOLOGICAL COMPLEX OF THE DISCIPLINE

12512 «Foreign Language (professional)»

Specialties “7M02304 Translation Studies in the field of International and Legal Relations”, “7M03112 International Relations”, “7M03113 International Relations”, “7M03114 Regional Studies”, “7M04101 World Economy”, “7M04142 World Economy”, “7M04148 International business”, “7M04201 International Law”, “7M04202 International Law”

**Course – 1
Semester – Autumn
Credits – 5**

Almaty 2024

SYLLABUS

Fall semester 2024-2025 academic year

Educational programs “7M02304 Translation Studies in the field of International and Legal Relations”, “7M03112 International Relations”, “7M03113 International Relations”, “7M03114 Regional Studies”, “7M04101 World Economy”, “7M04142 World Economy”, “7M04148 International business”, “7M04201 International Law”, “7M04202 International Law”

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWS)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
[12512] Foreign Language (professional)	4	-	5	-	5	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control Oral Exam (Standard) Univer System (Offline)	
Offline	Profile course of elective component	-	discussion, problem-solving			
Lecturer – (s)	Assan Kanagat Aitbaiuly					
e-mail :	asan.kanagat@alumni.nu.edu.kz					
Phone :	87057621474					
Assistant - (s)	-					
e-mail :	-					
Phone :	-					
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)	
The purpose of the discipline is to form practical skills in various types of speech activity in a foreign language. The training course builds the ability to perceive, understand and translate information in the modern global space, participate in scientific events to test their own research. The discipline is aimed at improving competencies in accordance with international standards of foreign language education.	1. To identify and analyze key academic and professional texts and documents within their fields (International Relations, World Economy, Translation Studies, International Law).				1.1 Understands the structure and purpose of key academic texts (e.g., research papers, policy briefs, treaties, contracts).	
					1.2 Demonstrates the ability to summarize main ideas and arguments in professional documents.	
	2. To apply strategies for reading and interpreting texts related to their professional field (e.g., legal documents, economic reports, translation texts).				2.1 Identifies and explains key concepts from complex texts efficiently using skimming and scanning techniques.	
					2.2 Uses analytical reading strategies to understand specialized terminology.	
	3. To develop coherent, well-structured academic and professional writing relevant to their specialization (e.g., reports, essays, proposals).				3.1 Applies correct grammatical structures and vocabulary to professional writing tasks (e.g., legal or policy reports).	
					3.2 Develops logical, well-organized arguments using appropriate professional writing standards.	
	4. To enhance oral communication skills in professional settings, including presentations, discussions, and negotiations.				4.1 Analyzes verbal communication strategies, identifying strengths and areas of improvement in presentations and discussions.	
					4.2 Effectively uses specialized vocabulary and complex sentence structures to improve fluency in professional dialogues.	

	5. To evaluate peer and professional work (written or oral) in their field, providing constructive feedback.	5.1 Critically assesses the clarity, organization, and relevance of professional written work (e.g., proposals, case studies). 5.2 Provides detailed feedback on spoken and written responses using appropriate criteria and professional standards.
Prerequisites	Professional Foreign Language	
Postrequisites		
Learning Resources	Main Literature: 1. Graff, G., & Birkenstein, C. (2024). <i>They Say / I Say: The Moves That Matter in Academic Writing</i> (6th ed.). W.W. Norton & Company. 2. Crystal, D. (2012). <i>English as a Global Language</i> (2nd ed.). Cambridge University Press, 272 p. 3. Swales, J. M., & Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> (3rd ed.). University of Michigan Press, 440 p. 4. Gillet, A. (2013). <i>Speak for Yourself: Oral Presentation in English</i> (2nd ed.). Garnet Education, 160 p. 5. Bailey, S. (2018). <i>Academic Writing: A Handbook for International Students</i> (5th ed.). Routledge, 314 p. 6. Garner, B. A. (2016). <i>Garner's Modern English Usage</i> (4th ed.). Oxford University Press, 1056 p. 7. McCarthy, M., & O'Dell, F. (2017). <i>Academic Vocabulary in Use</i> (2nd ed.). Cambridge University Press, 176 p. 8. Alcaraz Varó, E. (2014). <i>Legal Translation Explained</i>. Routledge, 296 p. 9. Mattila, H. E. S. (2006). <i>Comparative Legal Linguistics: Language of Law, Latin, and Modern Lingua Francas</i>. Ashgate Publishing, 398 p. 10. Kahane, R. (2014). <i>Legal English for International Lawyers</i> (2nd ed.). Palgrave Macmillan, 225 p. Additional Literature: 1. Oster, U., & Guillén Nieto, V. (2020). <i>Teaching Legal English: A Practical Guide</i>. Palgrave Macmillan, 220 p. 2. Bhatia, V. K. (2014). <i>Worlds of Written Discourse: A Genre-Based View</i>. Bloomsbury Publishing, 288 p. 3. Gibbons, J. (2014). <i>Language and the Law</i> (2nd ed.). Routledge, 336 p. 4. Northcott, J. (2013). <i>Teaching Legal English</i> (2nd ed.). Oxford University Press, 200 p. 5. Kramsch, C. (2009). <i>The Multilingual Subject: What Foreign Language Learners Say about Their Experience and Why It Matters</i>. Oxford University Press, 258 p. Professional Scientific Databases: 1. Scopus: https://www.scopus.com 2. ScienceDirect: https://www.sciencedirect.com 3. JSTOR: https://www.jstor.org 4. Wiley Online Library: https://onlinelibrary.wiley.com 5. Taylor & Francis Online: https://www.tandfonline.com 6. ERIC: https://eric.ed.gov Internet Resources: 1. Multitran English-Russian Online Dictionary: www.multitran.com 2. LingvoLive Russian-English Dictionary: www.lingvolive.com 3. Oxford English Dictionary: www.oed.com 4. Collins English Dictionary: www.collinsdictionary.com 5. The Guardian: www.theguardian.com 6. BBC Learning English: www.bbc.co.uk/learningenglish 7. TED Talks: www.ted.com/talks 8. Oxford Learners' Dictionaries: www.oxfordlearnersdictionaries.com 9. TeachingEnglish by British Council: www.teachingenglish.org.uk	

The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University.
Documents are available on the main page of IS Univer .

Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.

Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.

Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.

Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control", "Instructions for the final control of the autumn / spring semester of the current academic year", "Regulations on checking students' text documents for borrowings".

Documents are available on the main page of IS Univer .

Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by e- mail asan.kanagat@alumni.nu.edu.kz
(https://us05web.zoom.us/join/chat?src=direct_chat_link&email=asan.kanagat@alumni.nu.edu.kz).

Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.

ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods	
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
A	4.0 _	95-100	Great		
A-	3.67	90-94			
B+	3.33	85-89	Fine		
B	3.0	80-84			
B-	2.67	75-79			
C+	2.33	70-74			
C	2.0	65-69	Satisfactorily		
C-	1.67	60-64			
D+	1.33	55-59	Unsatisfactory		
				Formative and summative assessment	Points % content
				Attendance	5
				Work in practical classes	25
				Independent work	20
				Design and creative activity	10
				Final control (exam)	40

	1.0	50-54		TOTAL	100
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Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A Practic al lesson	Topic name	Number of hours	Max. ball
Module 1: Foundations of Professional Communication			
1	Practical lesson 1: Introduction to Academic and Professional English Description: Introduction to the course, expectations, and overview of the types of texts students will encounter in their fields. Focus on the characteristics of professional English in academic and professional contexts. Students will review key differences between general and professional English.	3	9
2	Practical lesson 2: Writing Professional Emails and Correspondence Description: Practical exercises on writing formal emails, memos, and business correspondence. Emphasis on tone, formality, and structure appropriate for professional environments in International Relations, Law, and Economics.	3	9
	IWST 1 Research the types of documents (e.g., reports, treaties, contracts) used in your field (International Relations, World Economy, Translation Studies, or Law) and write a one-page summary of their key features.	1	
3	Practical lesson 3: Reading Academic Texts in Your Field Description: Introduction to skimming, scanning, and critical reading strategies for research articles, policy briefs, and legal documents. Focus on extracting key arguments and evidence from professional texts in their fields.	3	9
4	Practical lesson 4: Writing Research Papers and Reports Description: Focus on structuring professional reports and research papers. Students will practice writing introductions, literature reviews, and conclusions, using discipline-specific language for International Relations, Economics, and Law.	3	9
5	Practical lesson 5: Understanding and Writing Legal Documents Description: Introduction to legal English. Focus on reading and writing contracts, treaties, and legal briefs. Emphasis on precision, clarity, and terminology commonly used in legal contexts.	3	9
	IWST 2. Consultation on the implementation of IWS 1	1	
	IWS 1. Practice test 1-2	1	17
Module 2: Advanced Professional Skills and Vocabulary			
6	Practical lesson 6: Academic Vocabulary Development Description: Vocabulary-building exercises focusing on high-frequency academic and field-specific words. Use of glossaries, thesauruses, and academic vocabulary lists in law, economics, and international relations.	3	9
	IWST 3. Consultations on the implementation of IWS 2	1	
7	Practical lesson 7: Oral Presentations in a Professional Context Description: Practical exercises in preparing and delivering formal oral presentations, including using appropriate visual aids. Focus on presenting academic research, policy recommendations, or legal arguments effectively.	3	9
	IWS 2. Midterm control assignments	25	20
Midterm control 1			100
8	Practical lesson 8: Negotiation Skills and Diplomacy Language Description: Students will engage in role-playing scenarios simulating diplomatic negotiations or business discussions. Focus on the language of persuasion, negotiation tactics, and conflict resolution.	3	7
	IWST 4. Consultations on the implementation of IWS 3	1	
9	Practical lesson 9: Writing Policy Briefs and Executive Summaries Description: Practice writing concise, clear policy briefs and executive summaries that present complex information to a non-specialist audience. Emphasis on clarity and brevity.	3	8
10	Practical lesson 10: Translation and Interpretation Skills for Professional Contexts Description: Practical translation exercises from English to students' native languages and vice versa, focusing on legal and professional documents. Emphasis on maintaining meaning, tone, and accuracy.	3	8
Module 3: Critical Thinking and Cross-Cultural Communication			
11	Practical lesson 11: Cross-Cultural Communication and Professional Etiquette Description: Understanding the impact of culture on communication in international professional settings. Focus on the language and behavior expected in global business, diplomatic, and legal interactions.	3	8
	IWS 3. Assignment: Practice Test 3-4	24	17
12	Practical lesson 12: Critical Thinking and Argumentation	3	8

	Description: Exercises on analyzing and critiquing arguments in professional texts. Students will practice writing well-structured arguments in response to academic articles and legal case studies.		
	IWST 5. Colloquium: Practical lesson 1-10	1	
13	Practical lesson 13: Writing and Editing for Clarity and Precision Description: Focus on revising and editing written work. Students will learn techniques for improving clarity, removing redundancy, and ensuring precision in professional documents.	3	8
	IWST 6. Consultation on the implementation of IWS 4.	1	
14	Practical lesson 14: Peer Review and Feedback Description: Students will exchange written work (research papers, reports, or presentations) for peer review. Focus on providing and receiving constructive feedback using rubrics.	3	8
15	Practical lesson 15: Final Presentations and Course Review Description: Students will give formal presentations based on a topic relevant to their field of study (e.g., a research proposal or legal case study). The course will conclude with a review of key lessons and a discussion of future learning objectives.	3	8
	IWS 4. Conducting final term assessment	25	20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty

Sairambaeva Zh.T.

Chair of the Academic Committee
on the Quality of Teaching and Learning

Yerimpasheva A.T.

Head of Diplomatic Translation Department

Murzagaliyeva M.K.

Senior Lecturer

Assan K.A.



RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
Speaking Skills	90-100% Demonstrates advanced fluency, clear articulation, and professional vocabulary. Answers are well-structured and culturally appropriate.	75-89% Speaks with minor hesitation, good vocabulary usage, and acceptable articulation. Ideas are mostly clear with minor errors.	60-74% Limited fluency and vocabulary for professional contexts. Sentences are basic, with frequent pauses and noticeable errors.	0-59% Struggles to express ideas clearly. Limited vocabulary, frequent errors, and lack of fluency hinder professional communication.
Writing Skills	90-100% Produces coherent, well-organized, and error-free professional documents. Uses appropriate tone and style.	75-89% Produces organized writing with minor errors. Tone and style are suitable for professional contexts.	60-74% Writing shows limited organization and frequent grammatical errors. Tone and style are inconsistent with professional standards.	0-59% Writing lacks coherence, contains multiple errors, and is inappropriate for professional communication.
Listening Skills	90-100% Understands complex, professional-level audio materials with ease. Identifies key details, implications, and professional terminology accurately.	75-89% Understands most professional audio materials with minor misunderstandings. Can identify main ideas and specific details.	60-74% Struggles with complex audio materials. Understands basic content but misses key details or professional nuances.	0-59% Fails to comprehend professional-level audio materials. Misses main ideas and critical details.
Reading Skills	90-100% Reads and analyzes professional texts with ease, demonstrating strong comprehension of vocabulary, structure, and context.	75-89% Reads and understands professional texts with some effort. May require clarification of complex vocabulary or nuances.	60-74% Struggles with professional texts. Relies on basic comprehension and misses nuanced meanings or specific terminology.	0-59% Fails to understand key points in professional texts. Vocabulary and comprehension are insufficient for academic or professional purposes.
Professional Vocabulary	90-100% Demonstrates extensive and precise use of professional terminology relevant to their field.	75-89% Uses a wide range of professional vocabulary with minor inaccuracies.	60-74% Limited range of professional vocabulary. Misuses terminology or lacks precision in a professional context.	0-59% Insufficient vocabulary for professional settings. Relies on general language, failing to meet field-specific expectations.
Presentation Skills	90-100% Delivers clear, well-structured, and engaging professional presentations. Uses visual aids effectively and answers questions confidently.	75-89% Presents organized ideas with minor flaws in delivery or structure. Visual aids are used adequately, and most questions are answered confidently.	60-74% Presentation lacks structure or clarity. Struggles with delivery, use of visual aids, or responding to questions effectively.	0-59% Presentation is unclear, unorganized, and lacks professional delivery. Does not use visual aids effectively and fails to respond to questions.
Grammar and Accuracy	90-100% Displays mastery of grammar with no or minimal errors. Sentence structures are complex and appropriate for professional contexts.	75-89% Demonstrates good grammar with occasional errors. Sentence structures are mostly appropriate for professional contexts.	60-74% Frequent grammatical errors and limited variety in sentence structures. Errors may obscure meaning in professional communication.	0-59% Significant grammatical errors severely hinder communication. Limited understanding of professional grammar structures.