

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

APPROVED

Dean of the Faculty

Sairambayeva Z.T.

" 10 " 2024

2024

METHODOLOGICAL COMPLEX OF THE DISCIPLINE

105917 «Language for specific purposes (C1)»

Specialty 6B02311 – Translation in the sphere of international and legal relations

Year of study – 1
Semester – Spring
Credits – 5

Almaty 2024

**The Methodological complex was compiled by a senior lecturer of the
Diplomatic Translation Department Assan K.A.**

Based on the curriculum for the educational program
6B02311 – Translation in the sphere of international and legal relations

Reviewed and recommended at the meeting of the Department of Diplomatic
Translation

from «10» 09 2024 r., protocol № 1

Head of the Department  **Murzagaliyeva M.K.**

Senior Lecturer  **Assan K.A.**

SYLLABUS

Spring semester 2024-2025 academic year

Educational program "6B02311 Translation studies in the sphere of international and legal relation"

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)			
[105917] Language for specific purposes (C1)	4	-	5	-	5	6	
ACADEMIC INFORMATION ABOUT THE COURSE							
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control		
Offline	Profile course of elective component	-	discussion, problem-solving		Written Exam Univer System (Offline)		
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)		
to form academic communication competencies in a foreign language. The issues studied: specialized vocabulary in various academic fields, complex grammatical structures, academic reading techniques, ability to analyze and critically evaluate academic texts, specifics of academic writing, oral presentation skills, public speaking strategies, methods of searching and analyzing information.	LO 1: To identify and understand specialized vocabulary in various academic fields, applying it accurately in oral and written communication.				1.1 Understands and correctly uses specialized terminology in academic contexts.		
	LO 2: To demonstrate proficiency in complex grammatical structures relevant to academic communication.				1.2 Identifies differences in vocabulary usage across academic disciplines.		
					2.1 Constructs clear and grammatically correct academic sentences using advanced structures (e.g., passive voice, nominalization, conditionals).		
					2.2 Applies complex grammatical structures in formal academic writing and presentations effectively.		
	LO 3: To develop academic reading skills, enabling analysis and critical evaluation of academic texts.				3.1 Identifies main ideas, arguments, and supporting evidence in academic texts.		
	LO 4: To master academic writing techniques, including structuring, argumentation, and adherence to formal conventions.				3.2 Evaluates academic texts critically for validity, reliability, and bias.		
					4.1 Produces well-structured essays, research reports, and reviews that follow academic conventions.		
					4.2 Incorporates appropriate citation and referencing techniques in academic writing.		
	LO 5: To enhance oral presentation and public speaking skills for academic and professional contexts.				5.1 Designs and delivers structured and engaging academic presentations.		
					5.2 Employs effective verbal and non-verbal communication strategies in public speaking.		
Prerequisites	Foreign language based on national values (B2)						
Postrequisites	Specialized foreign language						

Main literature:

1. Bailey, S. *Academic Writing for International Students of Business*. Routledge, 2015. 336 p.
2. Swales, J. M., & Feak, C. B. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 2012. 440 p.
3. Hyland, K. *English for Academic Purposes: An Advanced Resource Book*. Routledge, 2016. 352 p.
4. Flowerdew, J., & Peacock, M. (Eds.). *Research Perspectives on English for Academic Purposes*. Cambridge University Press, 2021. 354 p.
5. Dudley-Evans, T., & St John, M. J. *Developments in English for Specific Purposes: A Multidisciplinary Approach*. Cambridge University Press, 1998. 320 p.
6. Martin, J. R., & Rose, D. *Genre Relations: Mapping Culture*. Equinox, 2008. 328 p.
7. Coxhead, A. *An Academic Word List: Developing English for Academic Purposes*. Oxford University Press, 2011. 284 p.
8. Jordan, R. R. *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge University Press, 1997. 420 p.
9. Hamp-Lyons, L., & Heasley, B. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge University Press, 2006. 244 p.
10. Celce-Murcia, M., & Larsen-Freeman, D. *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle ELT, 2015. 640 p.

Additional literature:

11. Paltridge, B., & Starfield, S. *The Handbook of English for Specific Purposes*. Wiley-Blackwell, 2013. 592 p.
12. Hyland, K. *Academic Discourse: English in a Global Context*. Bloomsbury Academic, 2009. 240 p.
13. Basturkmen, H. *Ideas and Options in English for Specific Purposes*. Routledge, 2006. 192 p.
14. Kaplan, R. B. (Ed.). *The Oxford Handbook of Applied Linguistics*. Oxford University Press, 2010. 704 p.
15. Hyland, K., & Shaw, P. (Eds.). *The Routledge Handbook of English for Academic Purposes*. Routledge, 2016. 670 p.
16. Coxhead, A. *Vocabulary and English for Specific Purposes Research: Quantitative and Qualitative Perspectives*. Routledge, 2017. 192 p.

Professional scientific databases:

17. **Scopus**: <https://www.scopus.com>
18. **Web of Science**: <https://www.webofscience.com>
19. **ScienceDirect**: <https://www.sciencedirect.com>
20. **ERIC**: <https://eric.ed.gov>
21. **JSTOR**: <https://www.jstor.org>
22. **Wiley Online Library**: <https://onlinelibrary.wiley.com>
23. **Taylor & Francis Online**: <https://www.tandfonline.com>

Internet resources:

11. Oxford Learner's Dictionary: <https://www.oxfordlearnersdictionaries.com>
12. Academic Phrasebank: <http://www.phrasebank.manchester.ac.uk>
13. Collins English Dictionary: <https://www.collinsdictionary.com>
14. British Council – Teaching Resources: <https://www.teachingenglish.org.uk>
15. Ted Talks for Academic Skills: <https://www.ted.com>
16. Kazakh National Electronic Library (Kazneb): <https://kazneb.kz>
17. Multitran (English-Russian-Kazakh dictionary): <https://www.multitran.com>

**Academic
course policy**

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	<table><tr><th>Formative and summative assessment</th><th>Points % content</th></tr><tr><td>Work in practical sessions</td><td>30</td></tr><tr><td>Independent work</td><td>20</td></tr><tr><td>Design and creative activity</td><td>10</td></tr><tr><td>Final control (exam)</td><td>40</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>		Formative and summative assessment	Points % content	Work in practical sessions	30	Independent work	20	Design and creative activity	10	Final control (exam)	40	TOTAL	100
Formative and summative assessment	Points % content																
Work in practical sessions	30																
Independent work	20																
Design and creative activity	10																
Final control (exam)	40																
TOTAL	100																
C-	1.67	60-64															
D+	1.33	55-59	Unsatisfactory														
D	1.0	50-54															

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
1	Week 1: Introduction to English for Specific Purposes (ESP) - Overview of ESP: Definition, history, and importance in Translation Studies. - Identifying learner needs in ESP: Needs analysis techniques. - Types of ESP: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).	3	9
	IWST 1: - Consult with the teacher on personal learning goals for ESP.	1	
2	Week 2: Understanding Specialized Vocabulary Seminars: - Features of specialized vocabulary in academic and occupational contexts. - Word formation and affixation in ESP. - Practical exercise: Building specialized glossaries (legal, medical, business).	3	9

3	Week 3: Reading Skills in ESP • Skimming and scanning for academic texts. • Understanding text organization (headings, abstracts, main ideas). • Analyzing academic reading samples for translation.	3	9
	• IWST 2: Discuss glossary development and vocabulary usage with the teacher.	1	
4	Week 4: Grammar in ESP • Complex sentence structures in academic texts. • Passive voice and nominalization for formal writing. • Practical grammar exercises for legal and academic contexts. •	3	9
	• IWS 1: ○ Create a glossary of 20 specialized terms in a chosen academic field.		20
5	Week 5: Writing Skills in ESP (Part 1) • Structure of academic essays and reports. • Cohesion and coherence in academic writing. • Writing practice: Drafting an introduction and conclusion for an academic essay.	3	9
	• IWS 2: Write an academic essay introduction on a translation-related topic.		17
6	Week 6: Writing Skills in ESP (Part 2) • Argumentation and supporting evidence in academic writing. • Citation and referencing techniques (APA/MLA styles). • Peer review of essay drafts.	3	9
	• IWST 3: Review summaries and receive feedback on analysis accuracy.	1	
7	Week 7: Listening Skills in ESP • Understanding lectures and professional presentations. • Note-taking techniques for specific purposes. • Listening practice: TED Talks and extracting key ideas.	3	9
Midterm control 1: Specialized Vocabulary Development			100
8	Week 8: Speaking Skills in ESP • Structuring academic presentations. • Effective verbal and non-verbal communication techniques. • Practice: Delivering a short presentation on an academic topic.	3	10
	• IWST 4: Discuss final draft improvements	1	
9	Week 9: Cross-Cultural Communication in ESP • Cultural differences in professional communication. • Addressing cultural nuances in translation. • Group discussion: Comparing cultural norms in English, Russian, and Kazakh.	3	10
	IWS 3: Write a reflection on how cultural differences affect translation.		10
10	Week 10: Translating Professional Documents • Features of professional documents (letters, memos, contracts). • Strategies for translating technical and business texts. • Translating samples: Contracts and proposals.	3	10
11	Week 11: Research Skills in ESP • Searching for academic resources: Databases and journals. • Evaluating sources for credibility and relevance. • Practical task: Annotated bibliography creation.	3	10

	• IWST 5: Review notes and discuss strategies for improvement	1	
12	Week 12: Reviewing Translations • Peer-reviewing translated texts: Criteria and techniques. • Editing and revising translations for clarity and fluency. • Workshop: Group review of translations.	3	10
13	Week 13: Case Studies in ESP • Analyzing case studies in law, business, and healthcare. • Identifying challenges in ESP translation. • Translating and critiquing a case study.	3	10
	IWST 6: Rehearse the presentation and receive feedback from the teacher.	1	
14	Week 14: Ethics and Professionalism in ESP • Ethical issues in academic and professional contexts. • Professional communication standards. • Group discussion: Ethical dilemmas in translation.	3	10
15	Week 15: Final Project Presentation • Presenting a final portfolio of ESP work. • Peer review and critique of presentations. • Course wrap-up: Reflecting on ESP competencies developed.	3	10
	• IWS 4: ○ Submit the final portfolio with translations, essays, and presentations.		10
Midterm control 2: Academic Writing and Oral Presentation			100
Final control (exam): Translation Portfolio and Reflective Report			100
TOTAL for course			100

Dean of International Relations Faculty

Chairperson of the Academic Committee on
Quality of Learning and Teaching

Head of Diplomatic Translation Department

Senior Lecturer



Sairambaeva Zh.T.

Yerimpasheva A.T.

Murzagaliyeva M.K.

Assan K.A.

RUBRIC FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK (IWS) IN THE FORM OF A PRESENTATION (25% of 100% MC)

Criteria	«Excellent» 25-30%	«Good» 20-24%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Content Quality	Comprehensive coverage of the topic. Demonstrates in-depth understanding with critical insights and use of examples.	Covers the topic adequately with relevant information and examples, though lacking critical depth.	Basic coverage of the topic. Limited examples or superficial understanding.	Incomplete or inaccurate content. Little to no relevance to the topic.
Structure and Organization	Presentation is logically structured, with a clear introduction, body, and conclusion. Transitions between sections are smooth.	Well-structured presentation with minor inconsistencies in organization. Transitions are mostly clear.	Basic structure present but lacks clarity or logical flow in some parts.	Poorly organized or unclear structure, making the content difficult to follow.
Language Use	Excellent use of specialized vocabulary and accurate grammar. Minimal errors that do not impede understanding.	Good use of specialized vocabulary with occasional minor grammatical errors.	Limited use of specialized vocabulary. Grammar errors are noticeable but do not hinder comprehension.	Poor use of vocabulary and frequent grammatical errors that significantly impede understanding.
Delivery	Confident and engaging delivery. Excellent use of voice modulation, eye contact, and body language.	Confident and engaging delivery. Excellent use of voice modulation, eye contact, and body language.	Confident and engaging delivery. Excellent use of voice modulation, eye contact, and body language.	Confident and engaging delivery. Excellent use of voice modulation, eye contact, and body language.
Visual Aids	Professional and visually appealing. Visuals enhance understanding and are error-free.	Good visuals that support the content, though minor issues may exist.	Basic visuals that are relevant but not particularly engaging or professional.	Poor or missing visuals. Little relevance or quality in the materials presented.
Timing	Stays within the allocated time (e.g., 5-7 minutes), with content fully covered.	Slightly exceeds or falls short of the allocated time. Content is mostly covered.	Significantly over/under time with incomplete or rushed content.	Fails to meet the timing requirement, with significant gaps in content.