

Methodical Recommendations for Practical (Seminar) Works

Purpose of Practical (Seminar) Sessions

Practical (seminar) works aim to develop students' communicative, cognitive, and professional competencies through active use of English in academic, intercultural, and international relations (IR) contexts. Each seminar supports the theoretical and grammatical material studied in lectures and strengthens practical speaking, reading, listening, and writing skills.

General Methodical Guidelines

1. Communicative Orientation

- Each seminar should emphasize real-life communication in English, using pair work, group work, and role-plays.
- Students should actively use grammar and vocabulary in context rather than focus on isolated drills.

2. Integration of Skills

- Each session integrates at least two skills: e.g., reading + speaking, or grammar + writing.
- Listening materials or short video clips (BBC Learning English, British Council, or Market Leader audio) are encouraged.

3. Intercultural and Professional Focus

- Examples, discussions, and role-plays should relate to International Relations, diplomacy, or current global events to maintain relevance.

4. Reflective Learning

- At the end of each seminar, students briefly reflect on new vocabulary and structures learned and write one takeaway sentence for self-assessment.

5. Use of Technology

- Encourage PowerPoint, online dictionaries, and audio materials for interactive learning.
 - Students may use digital platforms (Padlet, Quizlet, Kahoot) for vocabulary and grammar review.
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Methodical Recommendations by Module

Module 1 (Weeks 1–6): Foundations of Communication and Grammar

• Objectives:

- Develop basic oral communication for everyday and academic contexts.
- Master foundational grammar: present/past tenses, articles, and modal verbs.
- Strengthen vocabulary related to professions, countries, and cultures.

• Methods:

- Pair interviews (“About me,” “My university life”).
- Role-plays: diplomatic introductions, meetings, and cultural exchanges.
- Writing: short paragraphs and reflections.

- Grammar mini-quizzes (interactive Kahoot).
- **Sample Activities:**
 - Week 2: “Introduce Kazakhstan” mini-presentation.
 - Week 3: Role-play between a journalist and a diplomat.
 - Week 6: Predictions about world politics using modal verbs (“may,” “might,” “must”).

Module 2 (Weeks 7–11): Academic and Professional Language Development

- **Objectives:**
 - Apply grammar to professional contexts: passive voice, infinitives, compound and complex sentences.
 - Develop reading comprehension and summarizing skills.
 - Build academic vocabulary related to international communication and institutions.
- **Methods:**
 - Reading short IR articles (Breaking News English, simplified news).
 - Writing structured paragraphs (using connectors: *because*, *although*, *if*).
 - Peer correction and feedback sessions.
 - Simulated diplomatic meetings or press conferences.
- **Sample Activities:**
 - Week 8: Transform political process texts into passive voice.
 - Week 9: Write “Why I study International Relations.”
 - Week 11: Summarize a news article about global events.

Module 3 (Weeks 12–15): Application and Integration

- **Objectives:**
 - Integrate grammar, vocabulary, and academic skills into written and oral communication.
 - Practice essay writing and short academic reports.
 - Develop presentation and public speaking skills related to IR.
- **Methods:**
 - Oral presentations on international topics (3–5 minutes).
 - Group debates and discussions (“Should governments help other countries?”).
 - Peer review of written essays.
 - Mock exam preparation.
- **Sample Activities:**
 - Week 12: Writing a short essay using linking words.
 - Week 13: Presentation “My Country in World Politics.”
 - Week 14: Grammar and vocabulary review quiz.

Assessment Recommendations

- **Formative assessment** should include oral participation, active group work, and completion of IWST tasks.
 - **Summative assessment** (Midterms 1 & 2) combines reading, grammar, writing, and speaking activities reflecting real-life communication tasks.
 - Feedback should focus on clarity, fluency, and appropriate use of grammar, not only accuracy.
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Expected Outcomes of Practical Work

By the end of practical seminars, students will be able to:

- Communicate on everyday, academic, and professional topics with growing confidence.
- Use modal verbs, passive voice, and complex structures accurately in speech and writing.
- Deliver short academic presentations and produce coherent essays.
- Demonstrate intercultural awareness in communication related to International Relations.