

**SYLLABUS**  
**Spring semester 2023-2024 academic year**  
**Educational program "7M02312 –Computer Technologies and Methodology in Philology "**

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 (IWDST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
Linguoculturology and professional communication	5		6	-	6	6

**ACADEMIC INFORMATION ABOUT THE COURSE**

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	Core disciplines, Elective component	Interactive dialogue, Informative, Developing, Stimulating	Seminar-conversation, Seminar-discussion, Seminar - "brainstorming"	Oral, offline
<b>Lecturer - (s)</b>	Mussaly Laila			
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**ACADEMIC COURSE PRESENTATION**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the course: The formation of intercultural competence, which can be achieved only through the mastery of strategies of education and intercultural communication in the field of mother tongue and other languages.	Teaching the theory and practice of intercultural communication has a systematic-summative and pragmatic-professional nature. In accordance with the requirements of credit technology in the process of acquiring professional knowledge and skills of students, a large range of independent work aimed at further development of knowledge, self-realization of their business abilities, self-reflection.	To achieve this goal, students need to perform the following tasks: - to develop students' knowledge of the phenomena and phenomena of other linguistic cultures, to educate them to respect the values of their own and other linguistic cultures;
	Teaching the theory and practice of intercultural communication has a systematic-summative and pragmatic-professional nature. In accordance with the requirements of credit technology in the process of acquiring professional knowledge and skills of students, a large range of independent work aimed at further development of knowledge, self-realization of their business abilities, self-reflection.	- to explain the stereotypes that are equal to other peoples, closely related to their culture; - formation of communication skills based on understanding the relationship between language and culture;

	<p>Training in intercultural communication is aimed at enabling practical communication between different cultures. The culturally contradictory content of the course should focus the student's attention on the comparison of "mother tongue - another language"..</p>	<p>- to teach to carry out intercultural communication. analyze the passages from the works of British writers and poets on culture; critically comprehend and generalize the literary norms and theoretical provisions;</p>
	<p>Teaching the basics of the theory and practice of intercultural communication - the use of modern interactive teaching technologies: individual and group project work, global simulation,</p>	<p>methods of developing critical thinking, role-playing games, etc. involves the use of.</p>
	<p>The main aim of the course is forming a specialist possessing the competences of literary criticism.</p>	<p>Cross-cultural studies and linguoculture, able to implement professional activity in the sphere of philological education.</p>
<b>Prerequisites</b>	<p>Theory of Second Language Acquisition, Modern Methodology of Foreign Philological Studies, Literary Hermeneutics of the English Artistic Text</p>	
<b>Postrequisites</b>	<p>National Variants of Contemporary English. Speechwriting and copywriting: history, theory and practice, Text theory and discourse, Language Impact and Intercultural Communication, Sociolinguistic aspects in language learning</p>	
<b>Learning Resources</b>	<ol style="list-style-type: none"> <li>1. Верещагин Е.М., Костомаров В.Г. Лингвострановедческая теория слова. – М., 1980г.</li> <li>2. Верещагин Е.М., Костомаров В.Г. Язык и культура. – М., 1983г.</li> <li>3. Guirdham M. Communicating across cultures. - West Lafayette: Bloomsbury, 2020. - 383 p.</li> <li>4. Hammer M. R. Intercultural communication competence // Asante M. K., Gudykunst W. B. (eds.). Handbook of international and intercultural communication. - London: Sage Publications, 2017. - P. 247-260.</li> <li>5. Kaikkonen P. Intercultural learning through foreign language education // Candin C. N. (ed.) Experiential Learning in Foreign Language Education. - London; New York, etc.: Longman, 2021. - P. 61-105.</li> <li>6. Lustig M. W., Koester J. Intercultural competence. Interpersonal communication across cultures. - Longman, 2012. - 401 p.</li> <li>7. Spitzberg B. H. A Model of intercultural communication competence // Samovar L. A., Porter R. (eds.) Intercultural communication: a reader. - Belmont; Albany; Bonn, etc.: Wadsworth Publishing Company, 2019. - P. 379-391.</li> <li>8. Azimov E.L, Schukin A.I Dictionary of methodical terms (theory and practice of language teaching). - SPb.: Zlatoust, 2014. - 472 p.</li> <li>9. Apresyan Yu.D. The problem is synonymous. // Questions of linguistics. - № 6, 1957. - С. 23-49.</li> <li>10. Arutyunova ND Language and the world of man. - М.: Языки русской культуры, 1998. - 895 с.</li> <li>11. Benvenist E. Dictionary of Indo-European social terms. - М.: Progress, University, 1995. - 452</li> <li>12. Vasilenko IyA Dialogue of civilizations: sociocultural problems of political partnership.- М.: Editorial URSS, 2019.</li> <li>13. Elizarova G.V Culture and training in foreign languages. - SPb.: KARO, 2015</li> <li>14. Hall E. T., Hall E. How cultures collide // Weaver G. R. (ed.) Culture, communication, and conflict: readings in intercultural relations. - Needham Heights, MA: Simon and Schuster Publishing, 2018. - P. 9-16.</li> </ol>	
<b>Academic course policy</b>	<p>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 . <b>Integration of science and education.</b> 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</p>	

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 IWST, 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 phone / e-mail [karagoishiyeva.daneliya@gmail.com](mailto:karagoishiyeva.daneliya@gmail.com) or via video link in MS Teams [https://teams.microsoft.com/l/team/19%3a1Ng2Mtu\\_EmJ9GY2xiVYeoas8so2qnoOpgqxaiMLnJawY1%40thread.tacv2/conversations?groupId=ea5102f0-e948-4744-8d35-a3bee28b9224&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b](https://teams.microsoft.com/l/team/19%3a1Ng2Mtu_EmJ9GY2xiVYeoas8so2qnoOpgqxaiMLnJawY1%40thread.tacv2/conversations?groupId=ea5102f0-e948-4744-8d35-a3bee28b9224&tenantId=b0ab71a5-75b1-4d65-81f7-f479b4978d7b).

**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	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> 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.</p> <p><b>Summative assessment</b> - 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.</p>	
A	4.0 _	95-100	Great		
A-	3.67	90-94			
B+	3.33	85-89	Fine		
B	3.0	80-84			
				<p><b>Formative and summative assessment</b></p> <p>Formative assessment: 10 points for 1 academic week, including: activity at lectures - 0 points, work in practical classes - 10 points, independent work - 10 points.</p> <p>Summative assessment: 100 points at the end of each module.</p>	<p><b>Points content</b>      %</p>

B-	2.67	75-79		Activity at lectures	0
C+	2.33	70-74		Work in practical classes	25
C	2.0	65-69	Satisfactorily	Independent work	25
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59	Unsatisfactory	Final control (exam)	40
D	1.0	50-54		TOTAL	100

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

### CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:

weeks	Topic name	Number of hours	Max. ball
1	<b>L.1</b> The theme: "Intercultural Communication and Cultural Differences" 1. Cultural differences 2. Origin and global rise of the intercultural communication problem 3. Cross-cultural communication and its aspects 4. Cross-cultural communication training	2	
1	<b>PT 1</b> The theme: "Intercultural Communication and Cultural Differences" 1. Cultural differences 2. Origin and global rise of the intercultural communication problem 3. Cross-cultural communication and its aspects 4. Cross-cultural communication training	1	8
2	<b>L.1</b> The theme: "Basic forms of communication (verbal and nonverbal)" 1. Basic forms of communication 2. <b>Types of Communication: The Verbal Approach</b> 3. <b>Types of Communication: The Nonverbal Approach</b> 4. Role of non-verbal communication in professional interpretation 5. <b>Synergy Between the Two Types of Communication</b> 6. <b>Combining the Two Types of Communication</b>	2	
2	<b>PT 2</b> The theme: "Basic forms of communication (verbal and nonverbal)" 1. Basic forms of communication 2. <b>Types of Communication: The Verbal Approach</b> 3. <b>Types of Communication: The Nonverbal Approach</b> 4. Role of non-verbal communication in professional interpretation 5. <b>Synergy Between the Two Types of Communication</b> 6. <b>Combining the Two Types of Communication</b>	1	8
3	<b>L.3</b> Theme: "Verbal communication and culture of speech communication" 1. Speech Communication		

	2. Verbal Communication 3. Interpersonal Speaking 4. Hierarchical Communication		
3	<b>PT 3</b> Theme: “Verbal communication and culture of speech communication” 1. Speech Communication 2. Verbal Communication 3. Interpersonal Speaking 4. Hierarchical Communication		8
3	<b>IWSP 1 Consultation on the implementation of IWS1</b>		5
3	<b>IWS 1.</b> Presentation on the theme		25
4	<b>L.4</b> The theme: “The notion of culture. Common and different in cultures” 1. Definition of culture. 2. Cultural diversity. 3. Interactions of cultures. 4. Common and different in cultures	1	
4	<b>PT 4</b> The theme: “The notion of culture. Common and different in cultures” 1. Definition of culture. 2. Cultural diversity. 3. Interactions of cultures. 4. Common and different in cultures		8
5	<b>L.5</b> Theme: “The main speech acts in situations of etiquette: Communication, presentation, meeting, greeting, farewell, compliments and congratulations” 1. What is a speech act? 2. Seven steps to creating an effective speech 3. Samples of compliments and congratulations 4. Samples of some communication at work		
5	<b>PT 5</b> Theme: “The main speech acts in situations of etiquette: Communication, presentation, meeting, greeting, farewell, compliments and congratulations” 1. What is a speech act? 2. Seven steps to creating an effective speech 3. Samples of compliments and congratulations 4. Samples of some communication at work		8
5	<b>IWSP 2 Consultation on the implementation of IWS2</b>		5
5	<b>IWS 2</b> Review. Presentation on the theme.		20
5	<b>Make a structural and logical diagram of the read material</b>		10
5	<b>MT 1</b>		100
6	<b>L.6</b> Theme: “Requests and suggestions, agreeing and disagreeing (refusal, objection); invitation and response to the invitation” 1. Requests for comment 2. Request comment through talk pages 3. Request comment on users	2	

6	<p><b>PT 6</b> Theme: “Requests and suggestions, agreeing and disagreeing (refusal, objection); invitation and response to the invitation”</p> <ol style="list-style-type: none"> <li>1. Requests for comment</li> <li>2. Request comment through talk pages</li> <li>3. Request comment on users</li> </ol>	1	8
7	<p><b>L.7</b> Theme: “Types of written communication: Cards (invitation, congratulations and thanks). Fax and email. Note and record phone messages”</p> <ol style="list-style-type: none"> <li>1. Example Applications of SMS Messaging</li> <li>2. Email, Fax and Voice Message Notifications</li> <li>3. Types of written communication</li> <li>4. Invitation Wording and samples of cards</li> </ol>		
7	<p><b>PT 7</b> Theme: “Types of written communication: Cards (invitation, congratulations and thanks). Fax and email. Note and record phone messages”</p> <ol style="list-style-type: none"> <li>1. Example Applications of SMS Messaging</li> <li>2. Email, Fax and Voice Message Notifications</li> <li>3. Types of written communication</li> <li>4. Invitation Wording and samples of cards</li> </ol>	1	8
8	<p><b>L.8</b> Theme: “Business and personal letter. Resume (CV), letter of application to work, shape and forms when applying for a job”</p> <ol style="list-style-type: none"> <li>1. Job application advice</li> <li>2. Interests and achievements and type of application form</li> <li>3. Resume or Curriculum Vitae (CV)?</li> <li>5. Format of letter</li> </ol>	2	
8	<p><b>PT 8</b> Theme: “Business and personal letter. Resume (CV), letter of application to work, shape and forms when applying for a job”</p> <ol style="list-style-type: none"> <li>1. Job application advice</li> <li>2. Interests and achievements and type of application form</li> <li>3. Resume or Curriculum Vitae (CV)?</li> <li>5. Format of letter</li> </ol>		8
8	<b>IWSP 3 Consultation on the implementation of IWS3</b>		5
8	<b>IWS Review</b>		25
9	<p><b>L.9</b> Theme: “Terms of adapting to a foreign language interpreter culture. Semantics of the cultural realities of idioms, quotations, proverbs and sayings. Determination of culture shock”</p> <ol style="list-style-type: none"> <li>1 Phrases of Culture Shock</li> <li>2 Some information about Culture Shock</li> <li>3. Transition shock</li> </ol>		
9	<p><b>PT 9</b> Theme: “Terms of adapting to a foreign language interpreter culture. Semantics of the cultural realities of idioms, quotations, proverbs and sayings. Determination of culture shock”</p> <ol style="list-style-type: none"> <li>1 Phrases of Culture Shock</li> <li>2 Some information about Culture Shock</li> <li>3. Transition shock</li> </ol>	2	8
10	<b>L.10</b> The theme: “Speech act. The speech act structure. The role	2	

	<p>communicative situation”</p> <ol style="list-style-type: none"> <li>1. The notion of a speech act</li> <li>2. Locutionary, illocutionary and perlocutionary acts</li> <li>3. Illocutionary acts</li> <li>4. Classifying illocutionary speech acts</li> <li>5. Indirect speech acts</li> <li>6. Communicative situation and communication competence</li> </ol>		
10	<p><b>PT 10</b> The theme: “Speech act. The speech act structure. The role communicative situation”</p> <ol style="list-style-type: none"> <li>1. The notion of a speech act</li> <li>2. Locutionary, illocutionary and perlocutionary acts</li> <li>3. Illocutionary acts</li> <li>4. Classifying illocutionary speech acts</li> <li>5. Indirect speech acts</li> <li>6. Communicative situation and communication competence</li> </ol>		8
10	<b>IWSP 4 Consultation on the implementation of IWS4</b>		5
10	<b>IWS 4</b> Speech act. The speech act structure. The role communicative situation”.		25
10	<b>IWSP 5</b> <b>Make a structural and logical diagram of the read material</b>		10
10	<b>MT (Midterm Exam)</b>		100
11	<p>L.11 Theme: “The notion of the norm of literary language”</p> <ol style="list-style-type: none"> <li>1. The notion of the norm of literary language</li> <li>2. A little history of the language</li> </ol>		
11	<p><b>PT 11 T.</b> Theme: “The notion of the norm of literary language”</p> <ol style="list-style-type: none"> <li>1. The notion of the norm of literary language</li> <li>2. A little history of the language</li> </ol>	1	8
12	<p><b>L.12</b> The theme: “Types of conversation”</p> <ol style="list-style-type: none"> <li>1. The definition of the notion “conversation”</li> <li>2. <b>Oral and written conversation</b></li> <li>3. <b>Monologic and dialogic conversation</b></li> <li>4. Formal and informal conversation</li> </ol>	1	
12	<p><b>PT 12</b> The theme: “Types of conversation”</p> <ol style="list-style-type: none"> <li>1. The definition of the notion “conversation”</li> <li>2. <b>Oral and written conversation</b></li> <li>3. <b>Monologic and dialogic conversation</b></li> <li>4. Formal and informal conversation</li> </ol>	1	8
12	<b>IWSP 6 Consultation on the implementation of IWS5</b>		5
12	<b>IWS 5 Review</b>		25
13	<p><b>L.13</b> The theme: “Communication channels. Communicative barriers. Conditions of communication efficiency”</p> <ol style="list-style-type: none"> <li>1. Communication channels</li> <li>2. Barriers to effective communication</li> <li>3. Conditions hindering effective communication</li> <li>4. <b>Effective communication skills</b></li> </ol>	1	
13	<p><b>PT 1</b> The theme: “Communication channels. Communicative barriers. Conditions of communication efficiency”</p> <ol style="list-style-type: none"> <li>1. Communication channels</li> <li>2. Barriers to effective communication</li> <li>3. Conditions hindering effective communication</li> </ol>	1	8

	<b>4. Effective communication skills</b>		
14	<b>L.14</b> Theme: “Speech etiquette. Etiquette verbal formulas and texts as a means of social and interpersonal” 1. Speech Etiquette 2. Basic points to remember when making introductions 3. There are seven different aspects of telephone etiquette to consider	1	
14	<b>PT 14</b> Theme: “Speech etiquette. Etiquette verbal formulas and texts as a means of social and interpersonal” 4. Speech Etiquette 5. Basic points to remember when making introductions 6. There are seven different aspects of telephone etiquette to consider.	1	8
15	<b>L.15</b> The theme: “System of values in the country of the studied language and Kazakhstan. Cultural shock” 1. Cultural differences and their place in the work of interpreter 2. High context and low context cultures 3. Monochronic and Polychronic cultures 4. Different cultural orientations 5. Problems caused by cultural differences 6. Cultural shock	1	
	<b>PT 1</b> The theme: “System of values in the country of the studied language and Kazakhstan. Cultural shock” 1. Cultural differences and their place in the work of interpreter 2. High context and low context cultures 3. Monochronic and Polychronic cultures 4. Different cultural orientations 5. Problems caused by cultural differences 6. Cultural shock.	1	8
	<b>IWSP 7 Consultation on the implementation of IWS6</b>		5
	<b>IWS 6 Review of the course</b>		25
	<b>Questions</b>		10
	<b>MT 2</b>		100

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