Al Farabi Kazakh National University
International Relations Faculty
Diplomatic Translation Department

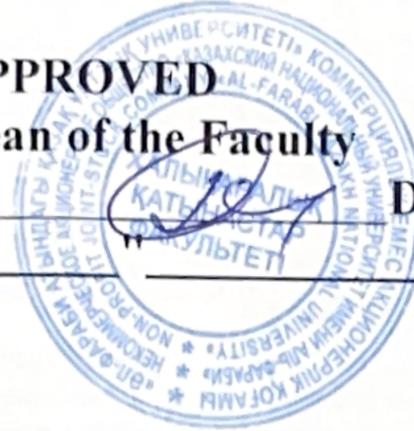# METHODOLOGICAL COMPLEX OF THE DISCIPLINE

97823 «Basic Foreign Language in the Context of Cross-Cultural Communication (B2)»

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

Course – 3
Semester – Autumn
Credits – 6

Almaty 2024

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "6B02311 Translation 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 (IWST)
		Practical Lessons (L)	Practical classes (PC)	Lab. classes (LC)		
[97823] Basic foreign language in the context of cross-cultural communication (B2)	4	-	6		6	6

ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Practical Lesson types	Types of practical classes	Form and platform final control
Offline	Basic course of elective component		discussion, problem-solving	Oral Exam (Standard) Univer System (Offline)

Practical Lessonr - (s)	Assan Kanagat Aitbaiuly
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline: to improve students' communicative and cross-cultural competences, develop professional translation competence. Subject area: language system and ways of its use in cross-cultural and communicative activities, relationship between communicative and cross-cultural competences, problems of cross-cultural communication, verbal and non-verbal means, communication barriers, national and specific components.	– 1. To understand professional terminology and abbreviations, structure of texts, titles, and explain main idea and themes of authentic texts related to professional activities;	1.1 understands professional terminology and abbreviations structure of texts;
		1.2 explains the main idea and themes of authentic texts related to professional activities;
	2. To interpret professional texts including articles, international and legal documents;	2.1 interpret professional texts using basic terminology;
		2.2 able to work efficiently with international documents;
	3. To apply skills and abilities to recognize professional terms and academic grammar structures in authentic texts;	3.1 applies skills and abilities to recognize basic professional terms in authentic texts;
		3.2 able to use academic grammar structures in their speech;
	4. To develop skills in all aspects of speech activity: speaking, listening, reading and writing;	4.1 develops speaking skills using professional terminology and academic grammar in given professional situations;
		4.2 develops listening skills to comprehend academic speech;
	5. To produce language using vocabulary and grammar structures appropriate for the context of cross-cultural communication	5.1 able to generate written speech on professional topics.
		5.2 able to discuss main professional issues, express their opinion and prove their points of view.
Prerequisites	Foreign Language (English)	

Postrequisites	Theory and practice of translation and interpretation (first foreign language)
Learning Resources	**Literature:** 1. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. https://read.kz/book/show/3213.pdf 2. Sarbayeva R.E., Makisheva M.K. Handbook for students of international relations and international law: educational manual, 156 p., 2022. https://read.kz/book/handbook-for-students-of-international-relations-and-international-law-educational-manual-156-p 3. Nurmukhankyzy D., Alipbayeva A.A. Professional English for lawyers: e-book/ D.Nurmukhankyzy, A.A.Alipbayeva. – Taldykorgan, 2019 - 145 p. 4. English. TED Tasks: textbook. M: MGIMO University, 2019, p. 142. 5. Mann M., Taylore-Knowles S. Destination: B1, B2 Grammar & Vocabulary. Macmillan, 2013, 255 p., 258 p. 6. Clanfield, L. Global: Upper-Intermediate coursebook: textbook / Macmillan, 2013. 7. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015 8. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021. **Research laboratories:** 9. Multimedia language classroom 322 10. Center for cross-cultural communication 302 **Professional scientific databases:** 11. Scientific database https://www.scopus.com 12. Science Direct scientific database https://id.elsevier.com/ 13. Research and teaching platform JSTOR https://www.jstor.org / 14. Scientific electronic library eLibrary https://elibrary.ru 15. Scientific online library WILEY https://onlinelibrary.wiley.com/ 16. Scientific electronic library "CyberLeninka" https://cyberleninka.ru/ **Internet resources:** 17. The UN official website: https://www.un.org/en/ 19. TED Talks: https://www.ted.com 20. CNN News: https://edition.cnn.com 21. BBC News: https://www.bbc.co.uk 22. English-Russian Online Dictionary: www.multitran.com/ 23. English-Russian Online Dictionary: https://www.lingvolive.com/en-us 24. Collocation Online Dictionary: http://www.ozdic.com 25. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/ 26. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org 27. FutureLearn platform courses https://www.futurelearn.com/ • Forensic psychology https://www.futurelearn.com/courses/forensic-psychology • Introduction to criminology https://www.futurelearn.com/courses/criminology-and-crime 28. Coursera platform https://www.coursera.org/ 29. E-International Relations https://www.e-ir.info/
Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. 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 Practical Lessons 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 <u>"Rules for the final control"</u>, <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u>, <u>"Regulations on checking students' text documents for borrowings"</u>. 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 asan.kanagat@alumni.nu.edu.kz (https://us05web.zoom.us/launch/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.

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.
A	4.0	95-100	Great	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 Practical Lessons, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.
A-	3.67	90-94		
B+	3.33	85-89	Fine	**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.
B	3.0	80-84		

Formative and summative assessment	Points % content
The teacher introduces his own types of assessment or uses the proposed option	The teacher enters his score into points in accordance with the calendar (schedule). The exam does not change and the final score in the course.

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
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	
D	1.0	50-54	
FX	0,5	25-49	Unsatisfactory
F	0	0-24	

Work in practical classes	30
Independent work	20
Design and creative activity	10
Final control (exam)	40
TOTAL	100

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
	MODULE 1 Module 1 Introduction to the profession in a foreign language		
1	**PRACTICAL LESSON 1: Geography: Countries, Capital Cities, Nationalities, and Languages** • Vocabulary: Countries, capital cities, nationalities, and languages • Grammar: Present Simple and Present Continuous • Reading: World maps and country facts • Listening & Speaking: Interactive map quiz (countries, capitals, and nationalities) • Writing: Descriptions of countries and their nationalities (padlet)	4	9
2	**PRACTICAL LESSON 2: Famous People (History, Diplomacy, and Politics). World Leaders** • Vocabulary: Historical and political figures, diplomacy terminology • Grammar: Past Simple vs Present Perfect • Reading: Short biographies of famous world leaders (e.g., Churchill, Mandela, Gandhi) • Speaking: Presentations on world leaders • Writing: Comparative essay on leadership styles of famous figures **IWST 1 Consultation on the implementation of IWS 1**	4	9
3	**PRACTICAL LESSON 3: History and the World of Politics** • Vocabulary: Political movements and ideologies • Grammar: Past Continuous for historical events • Reading: Key political events and their impact on global history • Speaking: Discussions on the influence of political events	1 4	9

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	• Writing: Timelines of historical political movements		
4	**PRACTICAL LESSON 4: Politics: Definition and Classifications. Political Values**	4	9
	• Vocabulary: Definitions of politics, types of political systems		
	• Grammar: Conditional sentences (zero, first, second)		
	• Reading: Comparative articles on political systems		
	• Speaking: Debate on different political values		
	• Writing: Definitions and classifications of political systems		
4	**IWS 1. Video project "National values as a soft power tool"**	27	17
5	**PRACTICAL LESSON 5: Defining Policy. Politics and Policy**	4	9
	• Vocabulary: Policy terms, key political concepts		
	• Grammar: Passive Voice		
	• Reading: Articles on the difference between politics and policy		
	• Speaking: Group discussion on famous policy decisions		
	• Writing: Essays on political policies and their implications		
5	**IWST 2. Consultation on the types of essay and their peculiarities**	1	
	MODULE 2 Foreign language competence in given situations		
6	**PRACTICAL LESSON 6: Domestic and Foreign Policy. International Relations**	4	9
	• Vocabulary: Domestic and foreign policy terminology		
	• Grammar: Reported Speech		
	• Reading: Articles on the roles of domestic and foreign policies		
	• Speaking: Role-play: formulating a foreign policy strategy		
	• Writing: Analysis of a country's domestic and foreign policies		
	IWST 3. Consultations on the implementation of IWS 2	1	
7	**PRACTICAL LESSON 7: International Organizations and Their Abbreviations. The Impact of International Organizations on the Global Community**	4	9
	• Vocabulary: International organizations (UN, NATO, WTO, etc.)		
	• Grammar: Modals of deduction and obligation		
	• Reading: Texts on the impact of international organizations		
	• Speaking: Group presentations on an international organization of choice		
	• Writing: Descriptions of international organizations and their roles		
	IWS 2. Midterm control assignments	30	20
Midterm control 1			100
8	**PRACTICAL LESSON 8: Government. State and Social Institutions**	4	7
	• Vocabulary: Government structures and social institutions terminology		
	• Grammar: Relative Clauses		
	• Reading: Articles on government institutions in different countries		
	• Speaking: Pair discussions on the roles of government institutions		
	• Writing: Definitions of state and social institutions using relative clauses		
	IWST 4. Consultations on the implementation of IWS 3	1	
9	**PRACTICAL LESSON 9: Political Regimes. Forms of Government**	4	8
	• Vocabulary: Political regimes (democracy, autocracy, etc.)		
	• Grammar: Complex Subject		
	• Reading: Texts on forms of government		
	• Speaking: Pair presentations on world leaders and their political regimes		
	• Writing: Definitions of different political regimes using key vocabulary		
10	**PRACTICAL LESSON 10: Lobby, PR, GR, and Media: Global Issues**	4	8
	• Vocabulary: Lobbying, public relations, government relations		
	• Grammar: Infinitive structures		
	• Reading: Articles on the influence of media and PR in politics		
	• Speaking: Discussion on media's role in shaping political decisions		
	• Writing: Case study: the influence of lobbying on government policies		
	IWS 3 Reading and analyzing the book called "The Wave" by Morton Rhue (1981, US) in comparison with the film "The Wave" (2008, Germany): assignments	27	17
	MODULE 3 Professional discourse and speech culture		
11	**PRACTICAL LESSON 11: What is Bureaucracy?**	4	8
	• Vocabulary: Bureaucracy terminology		
	• Grammar: Conditionals - mixed types		
	• Reading: Text on the functions of bureaucracy		
	• Speaking: Debate: is bureaucracy necessary?		
	• Writing: Explanation of the role of bureaucracy in modern governance		
	IWST 5. Colloquium: week 1-10	1	
12	**PRACTICAL LESSON 12: Bureaucracy: Functions and Problems**	4	8
	• Vocabulary: Bureaucratic functions and issues		

	• Grammar: Past Perfect • Reading: Case studies on bureaucratic challenges • Speaking: Role-play on solving bureaucratic inefficiencies • Writing: Practical exercises on addressing bureaucratic problems		
13	**PRACTICAL LESSON 13: How Effective Is Bureaucracy? Views of State and Society** • Vocabulary: Bureaucratic effectiveness terminology • Grammar: Present Perfect Continuous • Reading: Articles on state vs society views on bureaucracy • Speaking: Group discussions on the effectiveness of bureaucracies • Writing: Analytical essays on the effectiveness of bureaucracy	4	8
	IWST 6. Consultation on the implementation of IWS 4.	1	
14	**PRACTICAL LESSON 14: Multiculturalism in Different Countries** • Vocabulary: Multiculturalism, integration, assimilation • Grammar: Gerund vs Infinitive • Reading: Comparative texts on multicultural policies in various countries • Speaking: Group presentations on multiculturalism in assigned countries • Writing: Descriptive essays on multicultural policies	4	8
15	**PRACTICAL LESSON 15: Multiculturalism in Different Countries (Part 2)** • Vocabulary: Cultural diversity, global citizenship • Grammar: Future Perfect • Reading: Case studies on multicultural challenges and successes • Speaking: Debates on the impact of multiculturalism on social cohesion • Writing: Reflection on the future of multiculturalism in global politics	4	8
	IWS 4. Conducting final term assessment	30	20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean of International Relations Faculty   Delovarova L.F.

Chairperson of the Academic Committee on
Quality of Learning and Teaching   Yerimpasheva A.T.

Head of Diplomatic Translation Department   Seidikenova A.S.
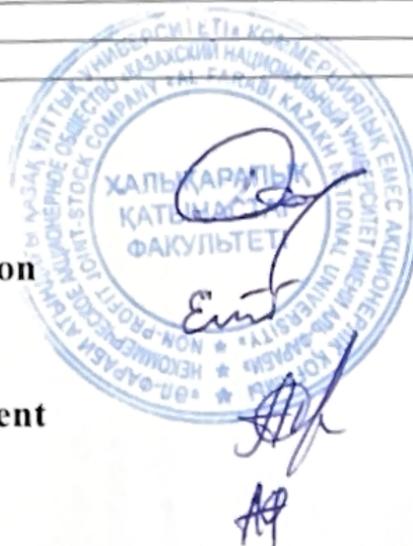
Senior Lecturer   Assan K.A.

RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Final Project: Demonstration of Foreign Language Competence in Cross-Cultural Contexts

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
Language Proficiency (Grammar, Vocabulary, Fluency)	90-100% Demonstrates near-native command of language with minimal errors	75-89% Good language control with occasional minor errors	60-74% Some noticeable language errors, but meaning is generally clear	0-59% Frequent errors hinder comprehension
Cross-Cultural Competence (Understanding and Application)	90-100% Provides deep insights into cultural differences and applies knowledge accurately in interactions	75-89% Demonstrates good understanding of cultural differences and applies knowledge in most situations	60-74% Some understanding of cultural differences, but lacks depth in application	0-59% Poor or no understanding of cultural differences
Task Completion and Relevance	90-100% Fully addresses task requirements, shows excellent content relevance and thoroughness	75-89% Addresses most task requirements, generally relevant with few gaps	60-74% Partially addresses task requirements, some irrelevant or underdeveloped content	0-59% Fails to address task requirements, content largely irrelevant or incomplete
Methodology Application (Translation Techniques, Strategy Use)	90-100% Applies appropriate translation methods with creativity and precision	75-89% Applies correct methods but lacks some creativity or precision	60-74% Basic methods applied with limited effectiveness	0-59% Incorrect methods applied or no methods used
Participation and Engagement (In-Class Contribution)	90-100% Actively contributes to class discussions, takes leadership roles in group activities	75-89% Contributes well to class and group activities, though not always leading	60-74% Minimal participation, inconsistent contribution to group activities	0-59% No participation or engagement in class activities

Written Assignment on Cross-Cultural Communication and Language Proficiency

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %
Structure and Organization (Clarity, Coherence, Flow)	90-100% Essay is well-organized, with clear structure, logical flow, and strong thesis	75-89% Mostly clear structure with some minor issues in flow or logic	60-74% Some problems with structure, essay lacks coherence or clarity in places	0-59% Disorganized or unclear structure, essay difficult to follow
Content Knowledge (Understanding of Topic, Cultural Awareness)	90-100% Demonstrates deep understanding of the topic, with clear and insightful connections to cross-cultural communication	75-89% Good understanding of topic with some insightful points, but lacks depth in places	60-74% Basic understanding, with limited or surface-level connections to cross-cultural communication	0-59% Poor or no understanding of the topic, lacking relevance or insight
Use of Language (Grammar, Vocabulary, Sentence Structure)	90-100% Excellent control of language with minimal errors, wide range of vocabulary	75-89% Good language control, few minor errors, but lacks complexity	60-74% Some errors in grammar and sentence structure, limited vocabulary	0-59% Frequent language errors that hinder meaning, very limited vocabulary
Argumentation and Analysis (Depth of Analysis, Critical Thinking)	90-100% Strong, well-supported arguments, with deep analysis of cultural differences and communication strategies	75-89% Clear and relevant arguments with some analysis, though lacking depth in places	60-74% Some arguments are unclear or unsupported, basic analysis	0-59% Lacks coherent arguments or analysis, little to no critical thinking
Adherence to Guidelines (Word Count, Formatting, Citation)	90-100% Fully adheres to assignment guidelines, proper formatting and citation	75-89% Mostly follows guidelines with few minor deviations	60-74% Several deviations from guidelines, including word count or formatting	0-59% Does not follow guidelines, lacks proper formatting or citation
Originality and Creativity	90-100% Highly original and creative approach to the topic, showing independent thought	75-89% Some originality and creativity, but relies on common approaches	60-74% Limited originality, mostly standard ideas or approaches	0-59% No originality, ideas copied or standard without creative input