

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

**APPROVED**  
**Dean of the Faculty**

" 1 " 2025

Sairambaeva Z.T



**METHODOLOGICAL COMPLEX OF THE DISCIPLINE**

**IYa1105 « Foreign Language»**

**Specialty “6B04104 World Economy”**

Course – 1  
Semester – 1  
Credits – 5

**Almaty 2025**

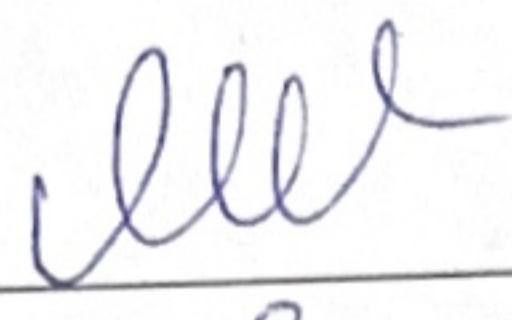


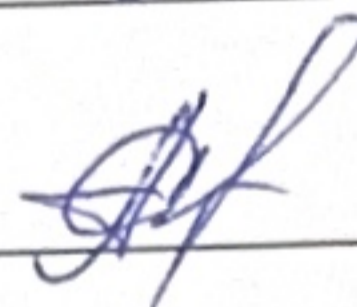
The Methodological complex was compiled by a candidate of philological science of the Diplomatic Translation Department Smagulova A.S.

Based on the curriculum for the educational program "6B04104 World Economy"

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

from «06» 30 2025 г., protocol № 12

Head of the Department  Murzagaliyeva M.K.

Teacher  Smagulova A.S.



**SYLLABUS**  
**Fall semester 2025-2026 academic year**  
**Educational program "6B04104 World Economy"**

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)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
[50] Foreign language	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	Basic course of elective component	-	discussion, problem-solving	Oral exam
Lecturer - (s)	Smagulova A.S.			
e-mail :	Smagulova.aigerm@gmail.com			
Phone :	87011674373			
Assistant - (s)	-			
e-mail :	-			
Phone :	-			

**ACADEMIC COURSE PRESENTATION**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
Purpose-to form the improvement of knowledge of foreign language communicative competence. The main methods of speech skills and foreign language communication skills are considered as a basis for the development of communicative competence; implementation of acquired speech skills in the process of searching, selecting and using material in English.	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. interpret professional texts including articles, international and economic documents;	2.1 interpret professional texts using economic 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;
		4.3 develops writing skills necessary for business writing in cross-cultural communication;
	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	-	



<b>Postrequisites</b>  <b>Learning Resources</b>	<b>Foreign Language (English)</b>  <b>Literature:</b> <ol style="list-style-type: none"> <li>1. Makisheva M.K., Duiseyeva L.A., Sarbayeva R.E. English for economists. 2013. - 152с.</li> <li>2. Английский язык для экономистов. Аванесян Ж.Т. Москва. 2014. Дуканова Н.М. Английский для экономистов:</li> <li>3. Английский для студентов факультета права и экономики Алонцева Н.Б. 2010</li> <li>4. Market Leader –Business English Intermediate level</li> <li>5. Market Leader –grammar Intermediate level</li> <li>6. English Grammar in Use Murphy. Cambridge University Press.</li> <li>7. Книги по домашнему чтению</li> <li>8. www.englishyear.com –электронный ресурс</li> <li>9. www.better-english.com –электронный ресурс</li> <li>10. www.business-test .com –электронный ресурс</li> <li>11. www.multitran.com –электронный ресурс</li> </ol> <b>Дополнительная:</b> <ol style="list-style-type: none"> <li>12. Профессиональный английский для юристов и экономистов</li> <li>13. English for University Students. Berezina</li> <li>14. Коваленко П.И. Английский для экономистов Москва. 2013</li> <li>15. Шевелева С.А. Основы экономики и бизнеса Москва. 2015</li> <li>16. Мамаева Н.Л. Английский язык для экономистов Москва. 2014</li> </ol> <b>Internet resources:</b> <ol style="list-style-type: none"> <li>9. The UN official website: <a href="https://www.un.org/en/">https://www.un.org/en/</a></li> <li>10. TED Talks: <a href="https://www.ted.com">https://www.ted.com</a></li> <li>11. CNN News: <a href="https://edition.cnn.com">https://edition.cnn.com</a></li> <li>12. BBC News: <a href="https://www.bbc.co.uk">https://www.bbc.co.uk</a></li> <li>13. English-Russian Online Dictionary: <a href="http://www.multitran.com/">www.multitran.com/</a></li> <li>14. English-Russian Online Dictionary: <a href="https://www.lingvolive.com/en-us">https://www.lingvolive.com/en-us</a></li> <li>15. Collocation Online Dictionary: <a href="http://www.ozdic.com">http://www.ozdic.com</a></li> <li>16. Oxford Comprehensive Online Dictionary: <a href="https://www.oxfordlearnersdictionaries.com/">https://www.oxfordlearnersdictionaries.com/</a></li> <li>17. Cambridge Comprehensive Online Dictionary: <a href="https://dictionary.cambridge.org">https://dictionary.cambridge.org</a></li> <li>18. FutureLearn platform courses <a href="https://www.futurelearn.com/">https://www.futurelearn.com/</a> <ul style="list-style-type: none"> <li>• Forensic psychology <a href="https://www.futurelearn.com/courses/forensic-psychology">https://www.futurelearn.com/courses/forensic-psychology</a></li> <li>• Introduction to criminology <a href="https://www.futurelearn.com/courses/criminology-and-crime">https://www.futurelearn.com/courses/criminology-and-crime</a></li> </ul> </li> <li>20. Coursera platform <a href="https://www.coursera.org/">https://www.coursera.org/</a></li> <li>21. E-International Relations <a href="https://www.e-ir.info/">https://www.e-ir.info/</a></li> </ol>
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<b>Academic course policy</b>	<p>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>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><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 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.</p> <p><b>Attendance.</b> 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.</p> <p><b>Academic honesty.</b> 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.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>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"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Basic principles of inclusive education.</b> 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.</p>
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All students, especially those with disabilities, can receive counseling assistance by e-mail smagulova.aigerm@gmail.com or via video link in zoom <https://us04web.zoom.us/j/7102206935?pwd=SIJWUHJJaFMrZmZvZWZCT0NmYU0zZz09>

**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																
A	4.0	95-100	Great	<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> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Activity at lectures</td> <td>10</td> </tr> <tr> <td>Work in practical classes</td> <td>20</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> </tbody> </table>		Formative and summative assessment	Points % content	Activity at lectures	10	Work in practical classes	20	Independent work	20	Design and creative activity	10	Final control (exam)	40	TOTAL	100
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TOTAL	100																		
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	Satisfactorily																
C	2.0	65-69																	
C-	1.67	60-64	Unsatisfactory																
D+	1.33	55-59																	
D	1.0	50-54																	
FX	0,5	25-49	Unsatisfactory																
F	0	0-24																	

#### 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
<b>MODULE 1 Module 1 Introduction to the profession in a foreign language</b>			
1	<b>PT1 Brands</b> <b>Vocabulary Focus:</b> words that go with brand, product and market <b>Grammar Focus:</b> present simple, present continuous <b>Reading:</b> Building luxury brands –Financial Times <b>Listening &amp; Speaking:</b> An interview with brand manager <b>Writing:</b> Hudson Corporation: Decide how a luggage manufacturer can protect its brand writing email	3	0
2	<b>PT 2 Travel</b> <b>Vocabulary Focus:</b> British and American travel words <b>Grammar Focus:</b> Talking about the future <b>Reading:</b> What business traveler wants-Financial times <b>Listening &amp; Speaking::</b> Talking about your travel experience <b>Writing:</b> BTS Retain a travel agent's key client <b>IWST 1 Consultation on the implementation of IWS 1</b>	3	0
3	<b>PT3 Change</b> <b>Vocabulary Focus:</b> Word to describe change <b>Grammar Focus:</b> Past simple and present perfect <b>Reading:</b> Mercedes shining star <b>Listening &amp; Speaking::</b> Discuss attitudes to changes in general at work <b>Writing:</b> Acquiring Asia Entertainment solve the problem arising from a recent merger	3	0



4	<b>PT 4 Organization</b> <b>Vocabulary Focus:</b> Words and expression to describe company structures <b>Reading:</b> A successful organization <b>Grammar Focus:</b> Noun combination <b>Listening &amp; Speaking:</b> g: talk about status on an organization <b>Writing:</b> decide on the relocation site of a shoe manufacturer	3	20
4	<b>IWS 1. Pair presentation International organization (canva, prezi)</b>		24
5	<b>PT 5 Advertisement</b> <b>Vocabulary Focus:</b> Words and expression for talking about advertisement <b>Reading:</b> A new kind of campaign <b>Grammar Focus:</b> articles <b>Listening &amp; Speaking::</b> Discuss authentic advertisement <b>Writing:</b> alpha advertising writing summary	3	9
5	<b>IWST 2. Consultation on the types of essay and their peculiarities</b>	1	
<b>MODULE 2 Foreign language competence in given situations</b>			
6	<b>PT 6 Money</b> <b>Vocabulary Focus:</b> Words and expression for talking about business <b>Grammar Focus:</b> Describe trends <b>Reading:</b> An inspirational story-Sunday Times <b>Listening &amp; Speaking::</b> Do a quiz and discuss attitude to money <b>Writing:</b> make a pitch, present new idea to investors, writing email	3	9
	<b>IWST 3. Consultations on the implementation of IWS 2</b>	1	
7	<b>PT 7 Cultures</b> <b>Vocabulary Focus:</b> Idioms for talking about business relationships <b>Grammar Focus:</b> Advice, obligation and necessity <b>Reading:</b> Culture shock <b>Listening &amp; Speaking:</b> Discuss the importance of cultural awareness <b>Writing:</b> Business culture briefing: prepare a talk on business culture	3	9
8	<b>PT 8 Human Recourse</b> <b>Vocabulary Focus:</b> Expression for taking about job application <b>Grammar Focus:</b> -ing forms and infinities <b>Reading:</b> Women at work <b>Listening &amp; Speaking::</b> Discuss the development of international markets <b>Writing:</b> fast Fitness: Find a new manager for a health club chain writing email		9
	<b>IWST 4. Consultations on the implementation of IWS 3</b>	1	
	<b>IWS 2. Midterm control assignments</b>		20
	<b>Midterm control I</b>		100
9	<b>PT 9 International markets</b> <b>Vocabulary Focus:</b> Words and expression for talking about free trade <b>Grammar Focus:</b> Conditions <b>Reading:</b> Trade between China and the US <b>Listening &amp; Speaking:</b> Interview with an expert on negotiation <b>Writing:</b> Pampas leather negotiates a deal on leather goods writing e mail	3	9
10	<b>PT 10 Ethics</b> <b>Vocabulary Focus:</b> Words to describe illegal activity or unethical behavior <b>Grammar Focus:</b> Narrative tenses <b>Reading:</b> The ethic of resume writing <b>Listening &amp; Writing:</b> An Interview with the director of an environmental organization <b>Speaking:</b> Discuss questions of ethic at work	3	9
<b>MODULE 3 Professional discourse and speech culture</b>			
11	<b>PT 11 Leadership</b> <b>Vocabulary Focus:</b> words to describe character <b>Grammar Focus:</b> Relative clauses <b>Reading:</b> Leading financial times <b>Listening &amp; Speaking:</b> Discuss the qualities of good relationship <b>Writing:</b> Practical grammar and vocabulary exercises related to the topic	3	9
	<b>IWST 5. Colloquium: week 1-10</b>	1	
12	<b>PT 12 Competition</b> <b>Vocabulary Focus:</b> Idioms from sport to describe competition <b>Reading:</b> Head to head competition <b>Listening &amp; Speaking:</b> An Interview with the manager from the competition commission <b>Grammar Focus:</b> Passives <b>Writing:</b> Creative story — "Passive Voice or Haunted"	3	9



13	<b>PT 13 Job satisfaction</b> <b>Vocabulary Focus:</b> Professional terminology related to Job <b>Grammar Focus:</b> Review of Reported Speech <b>Reading:</b> Overview of electoral systems in various countries <b>Listening &amp; Speaking:</b> Campaign speeches by well-known economist <b>Writing:</b> Write 5 facts about the role of Mass Media in economy in your country <b>IWST 5. Colloquium: week 9-13</b>	3	9
14	<b>PT 14 Cross-Cultural Negotiations: Language and Non-Verbal Communication</b> <b>Vocabulary Focus:</b> Professional terminology related to negotiations and intercultural communication <b>Grammar Focus:</b> Linking words and conjunctions for coherence and cohesion <b>Reading:</b> Article on cross-cultural negotiations <b>Writing &amp; Speaking:</b> Prepare a Prezi presentation on " <i>Peculiarities of Non-Verbal Communication in Different Countries</i> " Each student research a different country and presents their findings using Prezi <b>IWST 6. Consultation on the implementation of IWS 5.</b>	3	9
15	<b>PT 15 Public Speaking: Mastering Professional Language</b> <b>Vocabulary Focus:</b> International relations terminology <b>Grammar Focus:</b> Comprehensive review of grammar topics from weeks 1 to 14 <b>Listening &amp; Speaking:</b> Group negotiations role-play with representatives from different countries <b>Writing:</b> Collaborative writing tasks on the different platform <b>IWS 4. Conducting final term assessment</b>	3	9
	Midterm control 2		20
	Final control (exam)		100
	<b>TOTAL for course</b>		<b>100</b>

Dean of International Relations Faculty

Sairambaeva Z.T

Head of Diplomatic Translation Department

Murzagaliyeva M.K.

Chair of the Academic Committee

on the Quality of Teaching and Learning

Yerimpasheva A.T.

Lecturer

Smagulova A.S.



**THE RUBRICATOR OF SUMMATIVE ASSESSMENT OF IWS IN THE FORM OF A PRESENTATION (25% of 100% MC)**

Criteria	«Excellent» 25-30%	«Good» 20-20%	«Satisfactory» 15-20%	«Unsatisfactory» 0 – 15%
Clarity of the purpose and objectives of the presentation	The purpose and objectives are clearly articulated, easily understood by all audience members, and leave no room for doubt.	The purpose and objectives are stated but may be somewhat vague or not entirely clear.	The purpose and objectives are unclear, making it difficult to grasp the main intention.	There is no clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Relevant lexical and grammatical structures are actively and accurately used throughout the presentation.	Relevant lexical and grammatical structures are used, but there are some errors that affect clarity.	A few relevant lexical and grammatical structures are used, with multiple errors that hinder understanding.	No relevant lexical or grammatical structures are used, resulting in numerous errors that obscure meaning.
Analysis skills and presentation of main ideas	In-depth analysis of key ideas, detailed presentation with additional insights, and effective use of visual aids (e.g., charts, graphs, images).	Good analysis with key aspects presented, though lacking in detail or specific examples. Some visual aids are used.	Limited analysis of key ideas with fragmentary information presented. Few visual aids are included.	Lack of analysis; the presentation is superficial and difficult to follow. Primarily consists of text without visual aids.
Relevance and accuracy of the information provided	All information presented is complete, accurate, relevant, and fully aligned with the topic.	Information is generally accurate but contains minor gaps or inaccuracies. Partially relevant to the topic.	Significant omissions or inaccuracies are present in the information, with most content being irrelevant.	Information is fragmented and does not meet assignment requirements. Lacks relevance to the topic.
Public speaking skills	Confident and professional delivery, excellent use of voice, gestures, and engagement with the audience. Clear diction and pronunciation.	Effective speaking, though some improvement is needed in communication skills. Good diction with occasional phonetic errors.	Major improvements are needed in public speaking skills. Poor diction and pronunciation with numerous errors.	Delivery is ineffective, making it difficult for the audience to understand and engage.
Critical thinking skills and own judgement	The presentation includes deep and original conclusions, demonstrating strong critical thinking.	Main conclusions and critical thinking are evident but could be further developed.	Conclusions are present but limited; critical thinking skills are underdeveloped.	There are no original conclusions or recommendations provided.