Al-Farabi Kazakh National University

Faculty of Philology and World languages

Chair of General Linguistics and European languages

**Syllabus  
3rd semester 2020-2021 academic year**

Academic course information

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Discipline’s code | Discipline’s title | | Type | No. of hours per week | | | | Number of credits | | ECTS |
| Lect. | Pract. | | Lab. |
| BYYa1213 | Cultural speech and Intercultural communication | | BC (basic component) |  | 2 | |  | 2 | |  |
| Teacher | | Aliakbarova Aigerim Tilesbekkyzy, Master of Humanitarian Sciences | | | | Office hours | | | Scheduled | |
| e-mail | | Aliakbarova2014@gmail.com | | | |
| Telephones | | 3773339 | | | | Auditory | | |  | |

|  |  |
| --- | --- |
| Academic presentation of the course | **Type of course** is practical and its purpose to develop knowledge in basic areas of learning target language and to use acquired knowledge in Intercultural communication.  **The aim of the course:** to give comprehensive knowledge concerning basic English in the area of Intercultural communication, to involve to cognitive process and make them to learn by heart vocabulary of studied materials. Moreover, to form translational, social-cultural competences in case of intercultural communication.  The aim of the course: to form a system of competences in the context of qualification requirements:  А) cognitive: be able to   * demonstrate acquired knowledge in Intercultural communication; * demonstrate country study knowledge of targeted language and to make contrastive analysis with the own language.   B) functional: be able to   * to use acquired knowledge in different controversial issues, case studies, situations; * to use acquired knowledge in writing essays; * to use suitable, appropriate lexemes in different basic areas.   C) systemic: be able to   * make an analysis of learning outcomes of the course, generalize them through scientific essays, presentations, reviews, scientific review); * to offer proposals in solving problematic question in Intercultural communication; * analyze dynamics of scientific problems decision of the course (scientific reviews of specific issues researches);   D) Social: be able to   * treat other students well; * express adequate expression concerning discipline and other students; * accept criticism and to criticize; * work in a team.   E) metacompetenсes: be able to   * recognize the role of taken course in the implementation of individual learning paths. |
| Prerequisites | Foreign language, modern theory and practice of English, general-professional foreign language, practice of written translation. |
| References and Resources | **Main:**  1. New English file. Intermediate. Student’s Book (Clive Oxenden and Christina Lathan-Koening). – Oxford University Press, 2009  2. New English file. Intermediate. Work Book (Clive Oxenden and Christina Lathan-Koening). – Oxford University Press, 2009  3. Concise Oxford Russian Dictionary. University Press, 2007  **Supplementary:**  1. «Practical English Grammar Exercises» A.J. Thompson & A.V. Martinet. Oxford University Press. 2000  2. «Practical English Grammar» 4th edition. A.J. Thompson & A.V. Martinet. Oxford University Press. 2000  3. «Advanced English Practice» 3d edition. B.D. Graver. Oxford University Press 2000 |
| Academic policy of the course in the context of university moral and ethical values | **Academic Behaviour Rules:** Compulsory attendance in the classroom, the impermissibility of late attendance. Without advance notice of absence and undue tardiness to the teacher is estimated at 0 points.  Submission of assignments (Independent work of students, midterm control, laboratory tasks, projects and etc.) prior to the deadlines. The violation of submission deadlines leads to the deduction of penalty points.  **Academic values:** Academic honesty and integrity: independent performance of assignments; inadmissibility of plagiarism, forgery, cheating at all stages of the knowledge control, and disrespectful attitude towards teachers. (The code of KazNU Student’s honor) Students with disabilities may receive advice via ... E- address, phone ... |
| Evaluation and attestation policy | **Criteria-based evaluation:** assessment of learning outcomes in correlation with descriptors (verification of competence formation during midterm control and examinations). **Summative evaluation:** evaluation of the presence and activity of the work in the classroom; assessment of the assignment, independent work of students, (project / case study / program / ...) The formula for calculating the final grade. |
| Calendar (schedule) the implementation of the course content (Appendix 1) | Weekly description of lecture topics, practical / seminar / laboratory / project work , assignments for independent work of students; an indication of the topic scope and grading scheme, including an assessment of the control task. Summary and analysis of the curriculum content after the first half of the semester (midterm control 1) in the form of a scientific essay / system-oriented analysis of scientific issues of studied topics / presentation of individual case studies / evaluation of personal contribution to the development of a group project assignment, and others. |

**APPENDIX 1**

Calendar (schedule) the implementation of the course content

**Calendar (schedule) the implementation of the course content:**

|  |  |  |  |
| --- | --- | --- | --- |
| Week / date | Topic title (lectures, practical classes, Independent work of students) | Number of hours | Maximum score |
| 1 | 2 | 3 | 4 |
| 1 | 1 Seminar *«What is Intercultural communication»*  1) Elements of culture. Give detailed information  2) What is Intercultural communication?  3) What are the main reasons of appearing the term «Intercultural communication»?  1 IW. 1) Types of Intercultural communication  2) The main peculiarities of Intercultural communication? | 1  1 | 6  4 |
| 2 | 2 Seminar *«Cultural beliefs, attitudes and values»*  1) Give comprehensive definition to the terms cultural values, attitudes and beliefs?  2) Beliefs are determined by what? Dwell on it.  3) What defines cultural values  4) How to preserve cultural values  2 IW. 1) Make a list of Kazakh values and explain all of them.  2) Is it good being a superstitious?  3) Make a list of a particular culture’s values (it’s optional) | 1  1 | 6  4 |
| 3 | 3 Seminar *«Cultural Realias, Cultural clash»*  1) Give comprehensive definition to “Cultural realia”  2) The main reasons of cultural clash?  3 IWS. 1) Give one global example for cultural clash  2) How to avoid cultural clash? | 1  1 | 6  4 |
| 4 | 4 Seminar *«Cultural Stereotypes»*  1) Ways of appearing cultural stereotypes?  2) Complete the words in the text.  4 IW. 1) Make a list of Kazakh stereotypes  2) Bad sides of stereotypes outweigh good sides. Give your point of view. | 3  1 | 6  4 |
| 5 | 5 Seminar *«Speech etiquette»*  1) Factors which influence on Cultural speech etiquettes  2). Circle the correct words.  5 IWS. 1) Make a list of British speech etiquettes  2) Make a list of American speech etiquettes. | 1  1 | 6  4 |
| 6 | 6 Seminar *«Proverbs. Idiomatic phrases»*  1) Roles of Proverbs in a particular culture  2) Complete the words in the text  3) Do proverbs or idiomatic expressions reflect the culture of a particular nation?  6 IW. 1) Make a list of Kazakh proverbs  2) Compare English and Kazakhstani proverbs | 1  1 | 6  4 |
| 7 | **Module work 1 (written form)**  **Module work 1 (oral form)**  IWS  **Overall (Module 1)** | 1  1 | 40  **100** |
|  | **MIDTERM** | 2 | **100** |
| 8 | 8 Seminar *«Culture shock»*  1) The pecularities of culture shock  2) Complete the sentences  3) Stages of culture shock  8. IW ) Ways of avoiding culture shock  2) Effects (bad and good) of culture shock | 1  1 | 6  4 |
| 9 | 9 Seminar *«Ethnocentrism, ethnorelativism»*  1) Stages of Ethnocentrism. Give detailed information  2) Match yes or no  3) Stages of ethnorelativism. Give detailed information  9. IWS Being an ethnocentric, is it good or not?  2) Top 7 reasons for being Kazakh, British and American  3) Are an ethnocentric person? Give one more example for ethnocentric person. How to avoid ethnocentrism? | 1  1 | 6  4 |
| 10 | 10 Seminar *«Four nations»*  1) Give detailed information about four nations in the UK.  2) Complete the words in the sentences  3) Due to what factors do they (four nations) slightly differ?  10. IW 1) English sightseeings, recreational, historical areas. English values, stereotypes about English.  2. Scottish recreational, historical areas. Scottish values, stereotypes about Scottish.  3. Welsh sightseeings, recreational, historical areas. Welsh values, global stereotypes about Welsh.  4. Nothern Irish sightseeings, recreational, historical areas. Northern Irish values, global stereotypes about Northern Irish. | 1    1 | 6  4 |
| 11 | 11 Seminar *«British islands»*  1) Correct the spelling mistakes  2) Use each word / phrase in the box  3) Replace the underlined word with a single word  11 IWS 1) British islands comprise how many parts?  2) The geographical features of British islands. | 1  1 | 6  4 |
| 12 | 12 Seminar *«The seven natural wonders of America»*  1) Tick the correct words  2) Complete the text with suitable words  12 IW. 1) For what these seven wonders are famous?  2) Compare American 7 wonders with the world seven wonders.  3) Does Kazakh have seven wonders? If yes, give information about them. | 1  1 | 6  4 |
| 13 | 13 Seminar *«The USA: making the news in the 20th century»*  1) Complete the words in the sentences  2) Complete the dialogues with a suitable word 13 IWS 1) Who is Neil Armstrong and his contributions?  2) What were the names of the three astronauts? | 1  1 | 6  4 |
| 14 | 14 Seminar *«Australia»*  1) How Australia differ from other English speaking countries.  2) Add the related words  3) Circle the correct words  14 IW 1) The values, beliefs of Australia  2) Top seven reasons for being Australian | 1  1 | 6  4 |
| 15 | **Module work 2 (written form)**  **Module work 2 (written form)**  **IWS**  **Overall (Module 2)** | 1  1 | 30  **100** |
|  | **Examination** |  | **100** |

Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.T.Aliakbarova

Head of the Department\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_G.B. Madiyeva

Chairman of the Faculty Methodical Bureau\_\_\_\_\_\_\_\_\_\_\_\_\_G. Ospanova

**APPENDIX 2**

**DESCRIPTION**

of the expected learning outcomes as the system of formed competences

(on the Dublin descriptors).

А) a short summary of the competence content, B) verbs to formulate the content of competence in the discipline, identify methods, techniques, types of tasks, aimed at the formation of these competencies; define the typology of examination tasks and questions are given in brackets.

**Cognitive competence:**

**Knowledge.** [А) memorization and reproduction of learned material – from the specific facts to a complete theory; B) *know, organize, identify, repeat, fill in the tables, remember, name, organize, recognize, relate, recall, repeat, reproduce; make a list, select, tell, show.*]

**Understanding.** [А) the ability to convert material from one form of expression - into another, interpret information, to express assumption about the future course of occurances, events; B) *classify, describe, identify characteristics, discuss, explain, express, certify, find, recognize, report, restate, review, select, translate*.]

**Functional competence:**

**Application.** [А) ability to apply learned material in specific circumstances and new situations; B) *apply, choose, demonstrate, dramatize, illustrate, interpret, operate, practice, develop a schedule / sketch, solve, use, write.*]

**Analysis.** [А) the ability to separate parts of the integrity; identify the relationship between them; define the organization principles of the integrity; carry out a distinction between facts and consequences; evaluate the importance of the data; B) *analyze, evaluate, calculate, classify, compare, criticize, differentiate, differ, distinguish, examine, experiment, reveal the similarities and differences, clarify the parameters, check*.]

**System competence:**

**Synthesis.** [ А) the ability to combine elements to get integrity with novelty, (essay, presentation, report, project, case, quest, and others.); B) *organize, gather, collect, compile, build, create, develop, formulate, prove point of view, manage, organize, plan, predict, prepare, propose, create, write.*]

**Evaluation.** [А) ability to assess the value of one or another particular material, the logic of information, construction of the text, compliance with conclusions, importance of activity outcome; B) *evaluate, discuss, pertain, choose, compare, defend, evaluate, judge, predict, select, maintain, defend a point of view, prove, predict, submit argument*.]