

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

APPROVED

Dean of the Faculty

Sairambaeva Z.T

" 2 " 09 2025

METHODOLOGICAL COMPLEX OF THE DISCIPLINE

**BIYaKMK «Basic foreign language in the context of cross-cultural
communication (B2) »**

Specialty "6B03104 - International Relations"

Course – 2
Semester – 3
Credits – 5

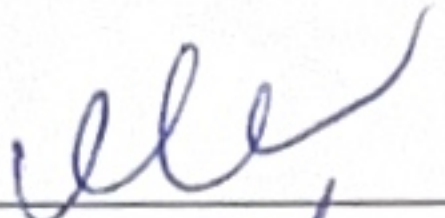
Almaty 2025

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 "6B03104 - International Relations"

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

from « 06 » 30 2025 г., protocol № 10

Head of the Department  Murzagaliyeva M.K.

Teacher  Smagulova A.S.

SYLLABUS
Fall semester 2025-2026 academic year
Educational program "6B031104 International relations"

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 (IWSST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
[97823] Basic foreign language in the context of cross-cultural communication (B2)	4	-	5		5	6

ACADEMIC INFORMATION ABOUT THE COURSE

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	Online Testing Moodle Platform
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)
to develop students' ability to apply lexical and grammatical structures in the cross-cultural context	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;
		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	Foreign Language (English)	
Postrequisites	Theory and practice of translation and interpretation (first foreign language)	
Learning Resources	Literature: 1. Makisheva M.K Karipbayeva G.A.,. 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., 2017. 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: 1.Multimedia language classroom 322 2. Center for cross-cultural communication 302 Internet resources: 9. The UN official website: https://www.un.org/en/ 10. TED Talks: https://www.ted.com 11. CNN News: https://edition.cnn.com 12. BBC News: https://www.bbc.co.uk 13. English-Russian Online Dictionary: www.multitran.com/ 14. English-Russian Online Dictionary: https://www.lingvolive.com/en-us 15. Collocation Online Dictionary: http://www.ozdic.com 16. Oxford Comprehensive Online Dictionary: https://www.oxfordlearnersdictionaries.com/ 17. Cambridge Comprehensive Online Dictionary: https://dictionary.cambridge.org 18. 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 20. Coursera platform https://www.coursera.org/ 21. 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 lectures and seminars (practical) classes, laboratory classes and into the tasks of the 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 e-mail smagulova.aigerm@gmail.com or via video link in in zoom <https://us04web.zoom.us/j/7102206935?pwd=SIJWUHlJaFMrZmZvZWZCT0NmYU0zZz09> 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

Grade	Digital equivalent points	points, % content	Assessment according to the traditional system
A	4.0	95-100	Great
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	
C	2.0	65-69	
C-	1.67	60-64	Satisfactorily
D+	1.33	55-59	
D	1.0	50-54	Unsatisfactory
FX	0.5	25-49	
F	0	0-24	

Assessment Methods

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.

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 lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.

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.

Formative and summative assessment	Points % content
Activity at lectures	-
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	PT1 Art of Diplomatic Communication Vocabulary Focus: Key terms and types of diplomacy Grammar Focus: Comprehensive review of English verb tenses Reading: Article "The Art of Diplomacy" Listening & Speaking: Discussion based on the TED Talk "The Art of Diplomacy" Writing: Essay on diplomacy as an art of communication	3	0
2	PT 2 Effective Use of Diplomatic Language Vocabulary Focus: Terminology of international relations; expressions used in shuttle diplomacy Grammar Focus: Grammatical structures commonly used in diplomatic negotiations Reading: Article or excerpt on <i>The Use of Diplomatic Language</i> Speaking: Role-play and dialogues applying diplomatic expressions in real-life contexts Writing: Analysis of key linguistic strategies in diplomacy (based on selected speeches by renowned diplomats), including 10-15 useful phrases/structures, non-verbal cues (body language), emotional tone, and persuasion techniques IWST 1 Consultation on the implementation of IWS 1	3	0
3	PT3 Women in Diplomacy: Leadership and Influence Vocabulary Focus: Key terminology in international relations; concepts of preventive diplomacy Grammar Focus: The Complex Subject structure Reading: Texts on prominent UN Secretaries-General	3	0

	Speaking: Individual presentations on a selected UN Secretary-General + a 5-question multiple-choice quiz Writing: 10 sentences using the Complex Subject construction, based on facts about UN Secretaries-General		
4	PT 4 Diffusion of Power: Exploring Forms of Government Vocabulary Focus: Key terminology in international relations and political systems Reading: Short informative texts on democracy, demarchy, anarchy, autocracy, monarchy, oligarchy, utopia/dystopia, and other forms of governance Grammar Focus: Use of relative clauses (who, which, where, when, etc.) Speaking: Individual presentations on selected forms of government Writing: Complex definitions of selected forms of power using relative clauses Vocabulary task: 5–10 key terms with student-generated definitions	3	20
	IWS 1. Pair presentation “World leaders: psychological portrait” (canva, prezi)		24
5	PT 5 Hard vs Soft Power: Tools of Influence in International Relations Vocabulary Focus: International relations terminology; concepts of public diplomacy Reading: Text “Hard and Soft Power” (analysis and discussion) Grammar Focus: The Infinitive — forms, commonly used verbs, and the Complex Object construction Listening: <i>Cartoon Ed – Hard, Soft, and Smart Power</i> (video comprehension and reflection) Speaking: Audio recording: personal explanation of the term “ <i>Smart Power</i> ” (uploaded to Padlet) Writing: Midterm written assignment: practical exercises integrating vocabulary and grammar of the module	3	9
	IWST 2. Consultation on the types of essay and their peculiarities	1	
MODULE 2 Foreign language competence in given situations			
6	PT 6 Human Rights: The Universal Declaration and Global Campaigns Vocabulary Focus: Terminology related to international relations and human rights Grammar Focus: Conditionals — Zero, First, Second, Third, and Mixed Reading: Selected articles from the <i>Universal Declaration of Human Rights (UDHR)</i> Listening: TED-Ed video — “ <i>What Are the Universal Human Rights?</i> ” (comprehension and discussion) Speaking: Structured debates on controversial human rights issues (e.g. euthanasia, cloning, capital punishment, corruption, etc.) Writing: Reflective or argumentative posts on selected human rights topics using the different platform	3	9
	IWST 3. Consultations on the implementation of IWS 2	1	
7	PT 7 Key Actors in International Relations: States, Nations, and Beyond Vocabulary Focus: Core terminology in international relations Grammar Focus: The Gerund — forms and verbs commonly followed by gerunds Reading: Text: <i>Actors in International Relations</i> (overview and analysis) Listening & Speaking: Group discussions (6TH format) on two case studies — <i>Catalonia</i> and <i>Kashmir</i> Writing: Padlet activity — writing posts and commenting on peers’ reflections regarding international actors and regional conflicts	3	9
8	PT 8 The Power of Ideology in International Relations Vocabulary Focus: International relations terminology; concept of pop-star diplomacy Grammar Focus: Conditionals — Zero, First, Second, Third, and Mixed Reading: Excerpts from the novel “ <i>The Wave</i> ” Article “ <i>Radicalization</i> ” (Future Learn) Speaking: Discussion of key concepts — <i>ideology</i> , <i>brainwashing</i> , and <i>radicalization</i> — and their interconnection in modern political contexts Writing: Practical grammar and vocabulary exercises related to ideology and influence	3	9
	IWST 4. Consultations on the implementation of IWS 3	1	
	IWS 2. Midterm control assignments		20
	Midterm control 1		100
9	PT 9 Embassy in Crisis: Case Studies and Diplomatic Response Vocabulary Focus: International relations terminology; shuttle diplomacy Grammar Focus: Expressing regrets and past deductions: <i>wish</i> , <i>should have</i> + V3, <i>must have</i> + V3, <i>had to</i> Reading: Case study: <i>The U.S. Embassy Hostage Crisis in Iran</i> Listening & Speaking: Discussion of video materials on <i>soft</i> , <i>hard</i> , and <i>smart power</i> Speaking & Writing: Group discussion and written review of the film , with focus on crisis diplomacy	3	9

	Speaking: Individual presentations on a selected UN Secretary-General + a 5-question multiple-choice quiz Writing: 10 sentences using the Complex Subject construction, based on facts about UN Secretaries-General		
4	PT 4 Diffusion of Power: Exploring Forms of Government Vocabulary Focus: Key terminology in international relations and political systems Reading: Short informative texts on democracy, demarchy, anarchy, autocracy, monarchy, oligarchy, utopia/dystopia, and other forms of governance Grammar Focus: Use of relative clauses (who, which, where, when, etc.) Speaking: Individual presentations on selected forms of government Writing: Complex definitions of selected forms of power using relative clauses Vocabulary task: 5–10 key terms with student-generated definitions	3	20
	IWS 1. Pair presentation “World leaders: psychological portrait” (canva, prezi)		24
5	PT 5 Hard vs Soft Power: Tools of Influence in International Relations Vocabulary Focus: International relations terminology; concepts of public diplomacy Reading: Text “Hard and Soft Power” (analysis and discussion) Grammar Focus: The Infinitive — forms, commonly used verbs, and the Complex Object construction Listening: <i>Cartoon Ed – Hard, Soft, and Smart Power</i> (video comprehension and reflection) Speaking: Audio recording: personal explanation of the term “ <i>Smart Power</i> ” (uploaded to Padlet) Writing: Midterm written assignment: practical exercises integrating vocabulary and grammar of the module	3	9
	IWST 2. Consultation on the types of essay and their peculiarities	1	
MODULE 2 Foreign language competence in given situations			
6	PT 6 Human Rights: The Universal Declaration and Global Campaigns Vocabulary Focus: Terminology related to international relations and human rights Grammar Focus: Conditionals — Zero, First, Second, Third, and Mixed Reading: Selected articles from the <i>Universal Declaration of Human Rights (UDHR)</i> Listening: TED-Ed video — “ <i>What Are the Universal Human Rights?</i> ” (comprehension and discussion) Speaking: Structured debates on controversial human rights issues (e.g. euthanasia, cloning, capital punishment, corruption, etc.) Writing: Reflective or argumentative posts on selected human rights topics using the different platform	3	9
	IWST 3. Consultations on the implementation of IWS 2	1	
7	PT 7 Key Actors in International Relations: States, Nations, and Beyond Vocabulary Focus: Core terminology in international relations Grammar Focus: The Gerund — forms and verbs commonly followed by gerunds Reading: Text: <i>Actors in International Relations</i> (overview and analysis) Listening & Speaking: Group discussions (6TH format) on two case studies — <i>Catalonia</i> and <i>Kashmir</i> Writing: Padlet activity — writing posts and commenting on peers’ reflections regarding international actors and regional conflicts	3	9
8	PT 8 The Power of Ideology in International Relations Vocabulary Focus: International relations terminology; concept of pop-star diplomacy Grammar Focus: Conditionals — Zero, First, Second, Third, and Mixed Reading: Excerpts from the novel “ <i>The Wave</i> ” Article “ <i>Radicalization</i> ” (Future Learn) Speaking: Discussion of key concepts — <i>ideology</i> , <i>brainwashing</i> , and <i>radicalization</i> — and their interconnection in modern political contexts Writing: Practical grammar and vocabulary exercises related to ideology and influence	3	9
	IWST 4. Consultations on the implementation of IWS 3	1	
	IWS 2. Midterm control assignments		20
	Midterm control 1		100
9	PT 9 Embassy in Crisis: Case Studies and Diplomatic Response Vocabulary Focus: International relations terminology; shuttle diplomacy Grammar Focus: Expressing regrets and past deductions: <i>wish</i> , <i>should have</i> + V3, <i>must have</i> + V3, <i>had to</i> Reading: Case study: <i>The U.S. Embassy Hostage Crisis in Iran</i> Listening & Speaking: Discussion of video materials on <i>soft</i> , <i>hard</i> , and <i>smart power</i> Speaking & Writing: Group discussion and written review of the film, with focus on crisis diplomacy	3	9

10	PT 10 War and Armed Conflicts: Causes, Impact, and Representation Vocabulary Focus: Professional terminology and common abbreviations related to warfare Grammar Focus: Passive Voice (forms and usage) Reading, Listening & Writing: TED-Ed video: <i>The Secret Student Resistance to Hitler</i> by Iseult Gillespie, Extracts from the film <i>The Hacksaw Ridge</i> and TV series <i>The Umbrella Academy</i> Listening: <i>The Wars That Inspired Game of Thrones</i> by Alex Gendler Speaking: Discussions on the causes of major wars throughout history, Role-plays based on scenes from the film extracts	3	9
MODULE 3 Professional discourse and speech culture			
11	PT 11 Terrorism and Counterterrorism: Ethical Dilemmas and Strategies Vocabulary Focus: International relations terminology; concept of dollar diplomacy Grammar Focus: Present Participle (forms and uses) Reading: Case studies — <i>Drone Strikes</i> and <i>Guantanamo Bay</i> Speaking: Guided discussion — <i>Do the Ends Justify the Means?</i> Writing: Practical grammar and vocabulary exercises related to the topic	3	9
	IWS 5. Colloquium: week 1-10	1	
12	PT 12 Political Systems of the UK, US, and Kazakhstan Vocabulary Focus: Political systems terminology; names of ministries and government bodies Reading: Newspaper articles about the British royal family Listening: Media coverage of American politics Speaking: Venn Diagram comparison of political systems, Interactive quiz on political structures Grammar Focus: <i>Used to, to be used to, get used to</i> — forms and usage Writing: Creative story — <i>"Passive Voice or Haunted"</i>	3	9
	IWS 3 Reading and analyzing the book		17
13	PT 13 Elections and Political Campaigns: Systems and Communication Vocabulary Focus: Professional terminology related to elections Grammar Focus: Review of Reported Speech Reading: Overview of electoral systems in various countries Listening: Campaign speeches by well-known politicians Speaking: Discussion on presidential elections in Kazakhstan — rules and procedures Writing: Write 5 facts about the role of Mass Media in elections in your country	3	9
14	PT 14 Cross-Cultural Negotiations: Language and Non-Verbal Communication Vocabulary Focus: Professional terminology related to negotiations and intercultural communication Grammar Focus: Linking words and conjunctions for coherence and cohesion Reading: Article on cross-cultural negotiations Writing & Speaking: Prepare a Prezi presentation on <i>"Peculiarities of Non-Verbal Communication in Different Countries"</i> Each student researches a different country and presents their findings using Prezi Listening: Video — <i>Little Things That Are Different About Life in Kazakhstan</i>	3	9
	IWS 6. Consultation on the implementation of IWS 4.	1	
15	PT 15 Public Speaking: Mastering Professional Language Vocabulary Focus: International relations terminology Grammar Focus: Comprehensive review of grammar topics from weeks 1 to 14 Speaking: Group negotiations role-play with representatives from different countries Writing: Collaborative writing tasks on the different platform Listening: Materials from the BBC Learning platform	3	9
	IWS 4. Conducting final term assessment		20
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

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.