

Al Farabi Kazakh National University International  
Relations Faculty Diplomatic Translation  
Department



**METHODOLOGICAL COMPLEX OF THE DISCIPLINE**  
on IyaAS 2210 "Translation of diplomatic Documents and Business Negotiations"  
(English)

**Specialty 6B03104 – International Relations**

Course – 3  
Semester – Spring  
Credits – 6

Almaty 2025

**The Methodological complex was compiled by a senior teacher of the  
Diplomatic Translation Department Karipbayeva G.A.**

Based on the curriculum for the educational program **6B003104 – International Relations**

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

from «2» 09 2025 г., protocol № 1

Head of the Department \_\_\_\_\_  
Murzagaliyeva M.K.

Teacher \_\_\_\_\_  
Karipbayeva G.A.

## SYLLABUS

for educational program "6B03104 International relations"

2025-2026 academic year spring semester

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)
		Lecture s (L)	Practical classes (PC)	Lab. classes (LC)		
102267 "Translation of diplomatic Documents and Business Negotiations"	4	-	4		6	6

### ACADEMIC INFORMATION ABOUT THE COURSE

Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	General course of University Core Discipline	-	discussion, problem-solving flipped classroom	Offline
<b>Lecturer - (s)</b>	Karipbayeva Gulnar Alipbayevna			
<b>e-mail :</b>	alipbai@gmail.com			
<b>Phone :</b>	87078202200			
<b>Assistant - (s)</b>	-			
<b>e-mail :</b>	-			
<b>Phone :</b>	-			

### 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	<b>Expected Learning Outcomes (LO)*</b> To analyze the structural, lexical, and stylistic features of diplomatic and business discourse in the source and target languages.	<b>Indicators of achievement of LO (IA)</b> • Identifies and classifies key terminology, formulaic expressions, and discourse conventions in diplomatic notes, agreements, and business correspondence. • Compares genre-specific features of diplomatic documents and negotiation texts to determine appropriate translation strategies Develops listening skills to comprehend academic speech;
	To apply appropriate translation strategies to accurately translate diplomatic documents and materials related to	1. Produces accurate translations of diplomatic texts (e.g., memoranda,

<p>of acquired speech skills in the process of searching, selecting and using material in English.</p>	<p>business negotiations.</p> <p>To evaluate translations of diplomatic and business negotiation texts based on linguistic, pragmatic, and intercultural criteria.</p>	<p>treaties, official letters) while maintaining register, tone, and pragmatic meaning.</p> <p>2. Selects and justifies translation techniques (e.g., equivalence, modulation, explication) in written and oral translation tasks.</p>
	<p>To demonstrate intercultural and pragmatic competence in translating documents used in international diplomatic and business contexts.</p> <p>To create coherent and professionally formatted translations of diplomatic documents and business negotiation materials using relevant reference tools.</p>	<p>1. Produces accurate translations of diplomatic texts (e.g., memoranda, treaties, official letters) while maintaining register, tone, and pragmatic meaning.</p> <p>2. Selects and justifies translation techniques (e.g., equivalence, modulation, explication) in written and oral translation tasks.</p>
	<p>To create coherent and professionally formatted translations of diplomatic documents and business negotiation materials using relevant reference tools.</p>	<p>1. Assesses the quality of translated texts using established criteria such as accuracy, consistency, terminology, and stylistic adequacy.</p> <p>2. Provides constructive feedback and revises translations to improve clarity, precision, and appropriateness for international communication in their speech;</p> <p>1. Explains culture-specific references, protocol norms, and politeness strategies encountered in diplomatic and business texts.</p>

		<p>2. Adapts translations to ensure cultural appropriateness and communicative effectiveness for target audiences in international relations.</p>
<b>Prerequisites</b>	Social-Political Translation	
<b>Postrequisites</b>	Business Correspondence	
<b>Learning Resources</b>	<p><b>Literature:</b>  <b>Main</b></p> <ol style="list-style-type: none"> <li>1. Bocharova E.P., Sviridyuk. English for students of International relations. 2020</li> <li>2. Borisenko I.I., Evtoushenko L.I. English in International Instruments. Moscow, 2015</li> <li>3. Karipbayeva G.A., Makisheva M.K. English for Students of International Relations: educational manual, 100 p., 2020. <a href="https://read.kz/book/show/3213.pdf">https://read.kz/book/show/3213.pdf</a></li> <li>4. Kubyas L.N., Kudachkina I.V. English for experts in international relations: teaching manual, 2014, 554 p.</li> </ol> <p><b>Additional</b></p> <ol style="list-style-type: none"> <li>5. Givental I.A. How to say it in English? Moscow, Flinta, Nauka, 2021.</li> <li>6. Jones, M. Straightforward. Upper-Intermediate: Student's Book, Workbook / Macmillan, 2018. Yanitskaya. English in diplomacy, 2015. 8. 9. 10.</li> </ol>	

Center for cross-cultural communication 302

Language Lab 322

**Internet resources:**

1. CNN News: <https://edition.cnn.com>
2. TED Talks: <https://www.ted.com>
3. The UN official website: <https://www.un.org/en/>
4. BBC News: <https://www.bbc.co.uk>

<b>Academic course policy of discipline</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.</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</p>
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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 e- mail alipbai@gmail.com

**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>				
A-	3.67	90-94						
B+	3.33	85-89	Fine					
B	3.0	80-84		<p><b>Formative and summative assessment</b></p> <table border="1"> <tr> <td>Activity at classes</td> <td>5</td> </tr> <tr> <td>Work in practical classes</td> <td>20</td> </tr> </table>	Activity at classes	5	Work in practical classes	20
Activity at classes	5							
Work in practical classes	20							
B-	2.67	75-79						
C+	2.33	70-74						

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.**

A week	Topic name	Number of hours	Max. ball
<b>MODULE 1 Module 1 DIPLOMACY, NEGOTIATIONS AND BARGAINING</b>			
1	<b>PT 1. Why Study International Relations?</b> Vocabulary: international relations terminology Grammar: Tenses review <b>Reading:</b> article "International relations is the key to all our futures" <b>Speaking:</b> discussion of recent post with #InternationalRelations <b>News Round –up.</b> Rendering and Commenting of a newspaper article on the current global issues...	4	
2	<b>PT2 What Is International Relations?</b> Vocabulary: international relations terminology Grammar: Active vs. Passive Voice <b>Reading:</b> The Evolution of Multilateral Diplomacy <b>Speaking:</b> agreeing or disagreeing with a quote <b>News Round –up.</b> Rendering and Commenting of a newspaper article on the current global issues...	4	15
	<b>IWST 1 Consultation on the implementation of IWS 1</b>	1	
3	<b>PT3 Diplomacy</b> Vocabulary: international relations terminology Grammar: Modals and semi-modals <b>News Round –up.</b> Rendering and Commenting of a newspaper article on the current global issues...	4	15
	<b>IWSP 2 Consultation</b> <b>IWS 1 "The Idea of International relations</b>		10
4	<b>PT4 Functional Strata of Diplomacy Summit Diplomacy</b> 3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b> Gram <b>Functional Strata of Diplomacy</b> mar: Conditionals - zero, first, second, third, mixed	4	10
5	<b>PT5 Functional Strata of Diplomacy. Ministerial Diplomacy.</b> Vocabulary: international relations terminology 3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b> Grammar: Conditionals - zero, first, second, third, mixed		10
6	<b>PT6 Functional Strata of Diplomacy. Technical Diplomacy</b> 3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b> Vocabulary: international relations terminology, abbreviations Grammar: regrets about past - wish, should have V <sub>3</sub> , must have V <sub>3</sub> , had to	4	10
	<b>ISW 2: Types of Diplomacy</b>		10

7	<p><b>PT7. Conference Diplomacy</b></p> <p>Vocabulary: international relations terminology</p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Grammar: Future forms - Future Active and Passive forms, would, could/ might, shall, be going to, Present Simple, Present Continuous, be to, be on the verge of / be about to/ be at the point of</p> <p>Speaking: debates about euthanasia, cloning, capital punishment, corruption etc.</p>	4	10
8	<p><b>IWST 3. Consultations</b></p> <p><b>PT 8.Negotiation and Bargaining</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology</p> <p>Grammar: Relative clauses - who/that, which/that, where, why, when and other types of clauses</p>	1	10
	<b>IWSP 4 Consultation on Midterm assessments</b>		
	<b>Midterm Control</b>		100
9	<p><b>PT9. The Bargaining process</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology</p> <p>Grammar: Infinitive - complex subject</p>	4	10
	<b>IWS 3. Negotiations and bargaining</b>	1	15
10	<p><b>PT10 THE DIPLOMATIC CORPS</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology Grammar: Infinitive vs. Gerund</p>	4	10
	<b>IWSP 5.Consultation</b>	1	
11	<p><b>PT 11. The Role of the Embassy and the Ambassador</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology</p> <p>Grammar: Infinitive - complex subject</p>	4	10
12	<p><b>PT12. The Ambassador.</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology Grammar: Infinitive vs. Gerund</p>	4	10
13	<p><b>PT 13. Members of the Diplomatic Corps</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b></p> <p>Vocabulary: international relations terminology</p> <p>Grammar review</p>	4	10
	<b>IWS 4 Preparing a mind map on the topic My understanding of Global issues and presenting it.</b>		15
14	<p><b>PT 14 Women in Official and Public Life</b></p> <p>3. News Round –up. Rendering and Commenting of a newspaper</p>	4	10

	article on the current global issues. <b>Analyzing a given article.</b>		
15	<b>Texts to be translated</b>	4	10
	3. News Round –up. Rendering and Commenting of a newspaper article on the current global issues. <b>Analyzing a given article.</b> Vocabulary: international relations terminology Grammar: Adjectives + to infinitive, -ing, that-clause, wh- clause		
	<b>IWSP 6 Consultation. Review of the course</b>		
<b>Midterm control 2</b>		<b>100</b>	
<b>Final control (exam)</b>		<b>100</b>	
<b>TOTAL for course</b>			<b>100</b>
<b>60+40</b>			

## **Dean of International Relations Faculty**

Sairambayeva Zh.T.

## **Chairperson of the Academic Committee on Quality of Learning and Teaching**

Yerimpasheva A.T.

## **Head of Diplomatic Translation Department**

Murzagaliyeva M.K.

### **Senior Lecturer**

Karipbayeva G.A.



**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 of the presentation are clearly formulated, clear to all members of the audience, and leave no doubt.	The purpose and objectives of the presentation are expressed, but may be somewhat vague or not clear enough to fully understand.	The purpose and objectives of the presentation are not clearly formulated, making it difficult to understand the main intention of the speaker.	The lack of a clear statement of the purpose and objectives of the presentation.
Lexical and grammar competence	Topical lexical and grammatical structures are actively used in a proper and correct manner.	Topical lexical and grammatical structures are used partially in a proper and correct manner with limited degree of misusage.	A few topical lexical and grammatical structures are used with a number of mistakes.	No topical lexical and grammatical structures are used with a great number of grammar and lexical mistakes.
Analysis skills and presentation of main ideas	In-depth analysis of main ideas, detailed presentation of material with additional aspects of the topic, brief and visualized information using pics, photos, diagrams, charts, tables, bullet points, etc.	A good analysis with presentation of key aspects, but more details or specific examples may be needed. A few visual tools are used.	Limited analysis of main ideas, presentation of fragmentary information. Few visual tools are used.	Lack of analysis, presentation is superficial and unintelligible. Visually it includes only text with no special tools like pics, diagrams, bullet points, etc.
Relevance and accuracy of the information provided	All the information provided is complete, accurate, relevant and fully consistent with the topic of presentation.	The information is presented in general, but there are small gaps or inaccuracies. Partially relevant to the topic.	There are significant omissions or inaccuracies in the information provided. Most parts of the presentation are irrelevant to the topic.	The information provided is fragmentary and does not meet the requirements of the assignment. No relevance to the topic at all.
Public speaking skills	Confident, professional and effective performance with excellent use of voice, gestures and audience contact. Excellent diction and pronunciation.	Speaking is effective, but some work may be needed to improve communication skills. Good diction and pronunciation with some phonetic mistakes.	Public speaking skills require major improvements. Poor diction and pronunciation with plenty of phonetic mistakes.	The performance is unsuccessful, making it difficult for audience to understand and engage.
Critical thinking skills and own judgement	The presentation contains deep and original conclusions, as well as clear demonstration of critical thinking.	The main conclusions and critical thinking skills are present, but they may be more improved.	Lack of own conclusions and recommendations.	Conclusions are available, but they are limited and may require additional development. Poor critical thinking skills.