

**УТВЕРЖДЕНО**  
на заседании Ученого совета  
НАО «КазНУ им. аль-Фараби»  
Протокол №11 от 11.06.2024 г.

**Программа экзамена D019 – «Иностранный язык: два иностранных языка» по группам образовательных программ (8D01705 – «иностранный язык: два иностранных языка») для поступающих в докторантуру**

**I. Общие положения**

1. Программа составлена в соответствии с приказом министра образования и науки Республики Казахстан от 31 октября 2018 года №600 «Об утверждении типовых правил приема на обучение в организации образования, реализующие образовательные программы высшего и послевузовского образования» (далее – типовые правила).

2. Вступительный экзамен в докторантуру состоит из собеседования, написания эссе и экзамена по профилю группы образовательных программ.

Блок	Баллы
1. Собеседование	30
2. Эссе	20
3. Экзамен по профилю группы образовательной программы	50
Итого/проходной балл	100/75

3. Продолжительность вступительного экзамена – 3 часа 10 минут, в течение которых поступающий пишет эссе, отвечает на электронный экзаменационный билет. Собеседование проводится перед вступительным экзаменом в ВУЗ.

**II. Порядок проведения вступительного экзамена**

1. По группам образовательных программ D019 – «Иностранный язык: два иностранных языка» пишут проблемные/тематические эссе. Объем Эссе – не менее 250 слов.

2. Цель Эссе – определить уровень аналитических и творческих способностей, которые выражаются в способности формулировать свою аргументацию на основе теоретических знаний, социального и личного опыта.

Виды эссе:

– Мотивационное эссе, раскрывающее мотивирующие причины исследовательской деятельности;

– научно-аналитическое эссе, обосновывающее актуальность и методологию планируемого исследования;

– проблемно-тематическое эссе, отражающее различные аспекты научного знания в предметной области.

**Темы для подготовки к экзамену по профилю группы образовательной программы**

**Discipline «Methodology of Modern Paradigm of Foreign Language»**

**Methodology of foreign language education.** Connection between methods of foreign-language education with other sciences. Aims of foreign language teaching. Principles of foreign language teaching.

**Methods of foreign-language education as theoretical - applied science.** Approaches and Methods in Foreign Language Teaching. Methodology of foreign-language education. Trend and fashion in Foreign Language Didactics.

**Knowledge in Foreign Language Teaching/Learning.** Official knowledge in FLD. Communicative competence in Foreign Language Didactics.

**The object of knowledge in foreign language.** How has the formalist/structural theory of language affected foreign language teaching practices. How has functionalism affected foreign language teaching practices.

**Recent Developments in Language Teaching Pedagogy.** Claims of the Communicative Approach and its characteristics. Task-based pedagogy as an approach to language learning. Intercultural awareness / communicative competence and FLL.

**Focus on Learning and the Language.** Learner Variables affecting learning outcome. Learning strategies. Autonomy and self-direction in Foreign Language Teaching/Learning

**Views of language acquisition and learning in Foreign Language.** Didactics. Language learning and acquisition. Second Language Acquisition (SLA). The role of output in Foreign Language Teaching and Learning. Psychology and language learning theories in FLD.

**General characteristics of lexical skills.** Difficulties Pupils Experience in assimilating Vocabulary. Psychological and Linguistic peculiarities of the English Vocabulary. Content training vocabulary, requirements for organization learning vocabulary.

**Methodical systems of foreign-language education:** purpose, methods, approaches, contents, principles, technologies of foreign-language education (methods, means, receptions, interactive and information technology etc.)

**Basic linguistic and psychological characteristics of speaking.** Speaking as a type communicative activity – activity bases of communication on the basis of listening, speaking, reading and writing.

**Reading as an aim and a means of teaching and learning a foreign language.** Reading comprehension. Some difficulties pupils have in learning to read in the English language. How to teach reading. Selection of texts for reading

**Stages in the Development of Writing Proficiency.** Difficulties pupils have in Learning to Write English. How to Teach Writing? Examples of Exercises to Develop the Writing skills

**Management of educational process.** Planning educational process (types of planning). Features of planning on credit system: Lesson as main form of the organization educational process: extra-curricular work on a foreign language

**Testing and evaluation.** Basic aspects of testing. Types of tests. Criteria of evaluation. Self-evaluation as a system of evaluation. European language portfolio about evaluation

### **«Functional English grammar, English Phonetics, Intercultural Communication**

**Introduction into Functional Grammar.** Key concepts and principles of functional grammar. Comparison with traditional grammar and its methodologies.

**Subject of Functional Grammar.** Explanation of grammatical functions and their significance. Analysis of subjects and finite verbs within functional grammar.

**Organization of Grammar and Meaning.** Understanding the hierarchical structure of grammar (rank and class). Examination of phrases and embedding within functional grammar. Exploration of different types of meaning in functional grammar.

**Word Order in Functional Grammar.** Explanation of basic word order in English sentences. Discussion of different types of word order and their implications. Analysis of direct word order and instances of inversion.

**Cohesion, Coherence, and Discourse.** Identification and explanation of cohesive devices in discourse. Examination of clauses and their role in creating coherence. Integration of text and grammar to understand discourse structures.

**Thematic Roles and Semantic Functions.** Exploration of thematic roles (Agent, Theme, Experiencer, etc.) and their importance in functional grammar. Analysis of semantic functions such as Subject, Object, and Predicate and their realization in language.

**Mood and Modality.** Explanation of mood types (indicative, imperative, subjunctive) and their expression in functional grammar. Analysis of modal verbs and other modal expressions in conveying speaker attitude, possibility, necessity, etc.

**Textual Functions.** Examination of textual functions (theme, rheme, coherence, cohesion) in discourse analysis. Understanding the role of textual features in organizing information and guiding reader interpretation.

**Introduction to English Phonetics.** Overview of phonetics and its importance in language learning. Different branches of phonetics: articulatory, acoustic, and auditory phonetics.

**Articulatory Phonetics.** Description of the organs of speech and their role in producing sounds. Classification of English consonant and vowel sounds based on articulatory features.

**English Consonant Sounds.** Description and classification of English consonant sounds. IPA symbols for consonant sounds and their corresponding English examples. Consonant clusters and their pronunciation patterns.

**English Vowel Sounds.** Description and classification of English vowel sounds. IPA symbols for vowel sounds and their corresponding English examples. Vowel reduction and vowel length in English pronunciation.

**Phonological Processes in English.** Assimilation, elision, and other phonological processes in English pronunciation. Examples of phonological processes in connected speech and how they affect pronunciation.

**Stress and Intonation.** Definition and types of stress in English words and sentences. Intonation patterns in English speech and their role in conveying meaning and emotion. Linking, rhythm, and pitch variations in connected speech.

**Phonetic Transcription.** Introduction to the International Phonetic Alphabet (IPA). Practice in phonetic transcription of English words and sentences.

**Dialectal Variations in English Pronunciation.** Regional and social variations in English pronunciation. Comparison of different English accents and dialects.

**English Phonetics in Language Teaching.** Importance of teaching phonetics in English language education. Strategies for integrating phonetics instruction into language teaching.

**Practical Applications of English Phonetics.** Pronunciation improvement techniques for English language learners. Use of technology and resources for practicing English phonetics

**Cultural Awareness in Global Communication.** Importance of cultural intelligence in international interactions. Cultural dimensions and their impact on communication styles. Strategies for developing cultural awareness and sensitivity

**Cross-Cultural Communication Challenges.** Language barriers and translation issues. Nonverbal communication differences across cultures. Misinterpretation of cultural norms and practices

**Cultural Sensitivity in Business Communication.** Cultural etiquette in business meetings and negotiations. Building trust and rapport across cultures. Adapting communication strategies for diverse stakeholders.

**Intercultural Competence Development.** Cultural self-awareness and reflexivity. Empathy and perspective-taking in cross-cultural interactions. Training programs and workshops for enhancing intercultural competence

**Language and Intercultural Communication.** Role of language proficiency in intercultural understanding. Translation challenges and strategies. Code-switching and multilingual communication in diverse settings. Challenges of virtual communication across cultures

**Media Representation and Cultural Stereotypes.** Impact of media portrayals on intercultural perceptions. Deconstructing stereotypes and biases in media content. Promoting diversity and inclusivity in media representation

**Intercultural Conflict Resolution.** Understanding cultural differences in conflict management styles. Mediation and negotiation techniques for resolving cross-cultural conflicts. Building consensus and finding common ground across cultures

**Cultural Adaptation and Adjustment.** Stages of culture shock and acculturation. Coping strategies for navigating cultural transitions. Support networks and resources for expatriates and migrants.

**Ethical Considerations in Intercultural Communication.** Cultural relativism vs. universal ethical principles. Addressing power dynamics and privilege in cross-cultural interactions. Promoting ethical leadership and responsible global citizenship

### **Discipline “Lexicology and Stylistics of first foreign language”**

**Lexicology as a Linguistic Discipline.** Branches of Linguistics. Lexical Units. Word-formation. Ways of forming English words. Affixation. Word-composition. Classification of English compounds.

**Conversion. Shortening or (Abbreviation). Blendings.** Non-Productive ways of word-building.

Etymology of English words. Native English words. Borrowings in the English language. Classification of borrowings.

**Semasiology.** Types of meaning. The causes of semantic changes. Semantic structure of English words. Nature of semantic changes. The main semantic aspects of compounds.

**Types of semantic relations.** Synonyms. The dominant synonym. Classification of synonyms. Antonyms. Euphemisms. The evolution of Euphemisms. English vocabulary as a system. Homonyms. Classification of Homonyms. Archaisms. Neologisms.

**Phraseology. Phraseological units or Idioms.** Principles of classification. Semantic classification of phraseological units. Structural classification of phraseological units. Parts of speech classification of phraseological units. The structural-semantic classification of PU. The British and American variants of English. Differences in pronunciation. Differences in spelling. Grammar system of American English.

**Formal and informal styles of speech.** Formal styles of speech. Informal styles of speech. English dialects in Great Britain. The dialects of the United States.

**Lexicography as a branch of linguistics.** A brief history of Lexicography. Common characteristics of dictionaries. Classification of dictionaries

**Modern Trends in English Lexicography.** Corpus Linguistics. Different Types of Corpora. Computational lexicography. Electronic dictionaries.

**An Overview of English Stylistics.** Understanding Language Variation and Expression. Definition and Scope of Stylistics. Historical Development of Stylistic Analysis. Theoretical Frameworks in Stylistic Studies

**Stylistic Analysis of Literary Texts.** Techniques and Approaches. Close Reading and Textual Analysis. Identification of Literary Devices and Figures of Speech. Analysis of Narrative Style and Point of View

**Stylistic Devices in Poetry.** Enhancing Meaning through Language. Metaphor, Simile, and Symbolism. Imagery and Sensory Language. Sound Devices: Alliteration, Assonance, and Onomatopoeia. The Role of Syntax in Stylistic Analysis: Sentence Structure and Effect. Sentence Types and Structures. Parallelism and Repetition. Sentence Length and Complexity

**Linguistic Registers.** Exploring Variation in Formal and Informal Language Use Formal vs. Informal Language Registers. Register Shifts in Different Contexts. Register Variation across Different Social Groups

**Stylistic Variation in Advertising.** Persuasion through Language and Imagery. Advertising Techniques: Slogans, Jingles, and Catchphrases. Visual Stylistics: Images, Colors, and Layout. Persuasive Language: Rhetorical Appeals and Emotional Appeals.

**Stylistic Choices in Political Discourse.** Rhetoric and Persuasion Strategies. Political

Speeches and Public Addresses. Persuasive Techniques: Ethos, Pathos, and Logos. Spin and Framing: Shaping Public Perception through Language

**Gender and Stylistic Differences in Language Use.** Exploring Linguistic Variation. Gendered Language Patterns and Stereotypes. Language and Power: Gendered Discourse in Different Contexts. Language and Identity: Negotiating Gender Roles through Language

**Stylistic Evolution in Shakespearean Literature.** Language Change over Time. Shakespeare's Language: Early Modern English. Shakespeare's Stylistic Devices: Wordplay, Pun, and Metaphor

#### **The list of recommended literature:**

1. Кунанбаева С.С Современное иноязычное образование: методология и теории. Алматы 2015.
2. Кунанбаева С.С. Теория и практика современного иноязычного образования.- Алматы, 2010.
3. Кулибаева Д.Н. Методологические основы управления образовательной системой школ международного типа. – Алматы, 2006.
4. Бордовская Н.В. Современные образовательные технологии. Учебное пособие. – М., 2010.
5. Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. М, 2000.
6. Зимняя И. А. Ключевые компетенции-новая парадигма-результата образования. Высшее образование сегодня. – М.,2003, №5
7. Колкер М.Я., Устинова Е.С. Практическая методика обучения иностранному языку: Практикум. М, 2000.
8. Lightbown, P. and N.Spada. 2016. How Languages are Learned, 3rd Edition. Oxford: Oxford University Press.
9. Brown, H. 2016. Principles of Language Learning and Teaching. Englewood Cliffs, New Jersey: Prentice Hall Regents.
10. Harmer, J. 2017. The Practice of English Language Teaching. London: Longman.
11. Hedge, T. 2015. Teaching and Learning in the Language Classroom. Oxford: OxfordUniversityPress.
12. Арнольд И.В. Стилистика современного английского языка. Стилистика декодирования. / И.В. Арнольд/ – СПб., 2002. – 384 с.
13. Widdowson, H. G. (2002). Stylistics and the Teaching of Literature. In A. Wichmann, J. Flowerdew, & S. Hunston (Eds.), *The Discourse of Language Teaching* (pp. 95-107). Palgrave Macmillan.
14. Simpson, P. (2004). *Stylistics: A Resource Book for Students*. Routledge.
15. Leech, G. (2008). *Style in Fiction: A Linguistic Introduction to English Fictional Prose* (2nd ed.). Pearson Education Limited.
16. Short, M. H. (1996). *Exploring the Language of Poems, Plays, and Prose*. Longman.
17. Carter, R., & Nash, W. (1990). *Seeing Through Language: A Guide to Styles of English Writing*. Blackwell Publishers.
18. Burke, M. (2010). *Literary Reading, Cognition and Emotion: An Exploration of the Oceanic Mind*. Routledge.
19. Lock, G., & Jones, R. (2010). *Functional Grammar in the EFL Classroom: Noticing, Exploring and Practicing*. Publisher (United Kingdom): Palgrave Macmillan.
20. Martin, J. R., Matthiessen, C. M. I. M., & Painter, C. (1997). *Working with Functional Grammar*. New York, NY: St. Martin's Press, Inc.
21. Halliday, M. (1994). *An Introduction to Functional Grammar* (2nd ed.). New York, NY: Oxford University Press Inc.
22. Beikoff, K. (1996). How functional grammar works. Daily Telegraph. Retrieved June 10, 2013, from <http://minerva.ling.mq.edu.au/network/debates/DailyTelegraph.html>
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Retrieved March 10, 2010, from [http://www.philseflsupport.com/grammar\\_issues.htm](http://www.philseflsupport.com/grammar_issues.htm)

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25. Knapp, P., & Watkins, M. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: UNSW Press.

26. Schleppegrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.

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28. Xu Rumin. (1993). *A Theoretical Grammar of English*. Nanning: Guangxi People's Publishing House.

#### **Additional literature:**

1. Закон Республики Казахстан «Об образовании». – А. 2007.

2. Государственная программа развития образования в Республике Казахстан. Астана, 2004.

3. Концепция развития иноязычного образования Республики Казахстан. – Алматы, 2004.

4. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.

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14. Michael Vaughan-Rees. *Test your pronunciation*. Pearson Education Limited. 2010

15. Соколова Т. Р. Москва, 2001 г. *Практический курс по фонетике*.

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