


**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF  
KAZAKHSTAN**

**ABAI KAZAKH NATIONAL PEDAGOGICAL UNIVERSITY**

APPROVED by  
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**ENTRANCE EXAM PROGRAM FOR**  
**the Educational Program “8D01703 Foreign Language: two foreign languages”**

**Almaty, 2025**



The purpose of the entrance examination for the doctoral program in **the educational program “8D01703 - Foreign Language: Two Foreign Languages”** is to assess the level of development of general cultural, professional, and subject-specific competencies in the field of scientific research. These competencies should have been developed through the study of psychological, pedagogical, and philological sciences within the framework of the course “Methodology of Foreign Language Education” at the bachelor's and master's levels.

The candidate must demonstrate the development of the following competencies:

1. Understanding the socio-historical prerequisites for the development and transformation of fundamental paradigms in foreign language education;
2. Developing a scientific understanding of the current state and prospects for the development of foreign language education;
3. Forming a holistic and scientifically grounded understanding of modern approaches to foreign language education;
4. Classifying the main categories of modern foreign language education with a new interpretation of their conceptual content;
5. Mastering innovative pedagogical technologies and interactive methods of foreign language education.

The list of entrance examination subjects for **the educational program “8D01703 - Foreign Language: Two Foreign Languages”** is as follows:

**Subject 1:** Methodology of Foreign Language Education

**Subject 2:** Modern Methods and Approaches in Foreign Language Education

**Subject 3:** Methodology of Methodological Research

### ***Subject 1.*** Methodology of Foreign Language Education

**Theme 1.** Methodology in foreign languages teaching as a science. General and special methodology.

**Theme 2.** Modern methodology in foreign languages teaching: stages of its development (critical analysis).

**Theme 3.** Links of foreign language teaching methodology with other sciences.

**Theme 4.** The main methodological categories/concepts, definition and meaning.

**Theme 5.** Content (components) in foreign languages teaching methodology.

**Theme 6.** Means and Tools of foreign languages teaching. Demands and requirements to Modern EL textbook.

**Theme 7.** Principles in foreign languages teaching methodology (Didactic and Methodological).

**Theme 8.** Methods of scientific research (Qualitative and Quantitative) in foreign language teaching methodology.

**Theme 9.** Classical Methods of foreign language teaching: the essence, way of teaching, types of exercises, vivid representatives.

**Theme 10.** Current Trend Methods of foreign language teaching: the essence, way of teaching, types of exercises, vivid representatives.

**Theme 11.** Bologna process and transition into Competency-based education.



- Theme 12.** Classroom management: meaning, principles, strategies and techniques.
- Theme 13.** Extra-curricular activities in foreign language teaching.
- Theme 14.** Peculiarities of teaching foreign language vocabulary: the program requirements to teaching vocabulary, aims and content, difficulties in teaching vocabulary, procedure of working with vocabulary, types of exercises of teaching vocabulary.
- Theme 15.** Peculiarities of teaching foreign language pronunciation and Intonation: the role of teaching pronunciation in foreign language teaching, the program requirements to teaching pronunciation at school, methods of teaching pronunciation, types of exercises for teaching pronunciation, typical pronunciation mistakes.
- Theme 16.** Peculiarities of teaching foreign language grammar: subject of grammar, the role of teaching grammar in foreign language teaching, a goal of teaching grammar, difficulties in teaching grammar, procedure of teaching grammar, types of grammar activities, assessment of grammar.
- Theme 17.** Teaching listening comprehension: listening as a communicative skill, difficulties of listening, three-phase framework of teaching listening, types of activities.
- Theme 18.** Teaching reading: reading as a communicative skill, reading strategies, three-phase framework of teaching, types of activities.
- Theme 19.** Teaching speaking: speaking as a skill, communicative activities in teaching to speak, simulation activities, three-phase framework of teaching speaking.
- Theme 20.** Teaching writing: writing as a communicative skill, types of writing, three-phase framework of teaching writing, types of activities. The ways of teaching writing essay.

## **Subject 2. Modern Methods and Approaches of Foreign Language Education**

- Theme 1.** Intercultural communicative competence as a learning outcome in foreign language education, sub-competences, description of levels according to The Common European Framework of Reference for Languages (CEFR).
- Theme 2.** Methodological interpretation of the concepts “Intermediator of Intercultural communication”/ “Second language personality”: similarities and differences.
- Theme 3.** Intercultural Communication as the Theory of the Modern Paradigm of foreign language education.
- Theme 4.** Modern paradigm of foreign language education.
- Theme 5.** The impact of culture in foreign language education, culture-based activities/techniques in developing of Intercultural communicative competence.
- Theme 6.** Professional activity and personality of a foreign language teacher. The professional-pedagogical competencies of foreign language teacher.
- Theme 7.** Long-life learning in professional career of foreign language teachers.
- Theme 8.** The impact of Computer-Assisted language learning (CALL) in foreign language education.
- Theme 9.** The impact of Blended language learning in foreign language education. Benefits and criticism.
- Theme 10.** The impact of Mobile-assisted language learning in foreign language education.
- Theme 11.** The use of video in foreign languages education: stages of work, types of activities.



**Theme 12.** Interactive Techniques in foreign language education: types and the ways of teaching.

**Theme 13.** Student-centered approach in foreign language education: definition, initial characteristics and principles.

**Theme 14.** Humanistic approach in foreign language education: definition, the theory of Carl Rogers and Abraham Maslow in humanistic perspective.

**Theme 15.** Bloom's Taxonomy at EL lesson. Types of activates in developing low-order thinking skills and high-order thinking skills at English lesson.

**Theme 16.** Project-based learning (PBL): The essence, key features of PBL, types, the process of implementing PBL, benefits and difficulties, learning outcomes.

**Theme 17.** Characteristics and peculiarities of using Inquiry-based learning (IBL) in teaching foreign language education.

**Theme 18.** Cooperative language learning (CLL) in foreign language education: Theoretical background (Johnson & Johnson; Kagan; Slavin's contribution); definition, principles; basic elements; strategies. Case study as one of the key techniques in teaching FL professional communication.

**Theme 19.** Task-based approach in FLT (TBL): Theoretical background, types of tasks, stages of TBL lesson. Founders of TBL (Prabhu, J. Willis, Rod Ellis).

**Theme 20.** Content and language integrated learning (CLIL): Theoretical background (D. Marsh), 4'C Principles of D. Coyle.

### ***Subject 3.*** Methodology of Methodical Research

**Theme 1.** Show the differences between Communicative Competence and Intercultural Communicative Competence. Provide your evidence based on the scientific point of views of Noam Chomsky, Del Hymes, Canale and Swain, N.D. Galskova, S.S. Kunanbayeva.

**Theme 2.** As you know, Bloom's Taxonomy consists of 6 main levels in developing thinking skills of the students. Give examples and the procedure of work with at least 3 types of tasks aimed at forming of Higher Order Thinking skills (HOT's) during English lesson.

**Theme 3.** Provide your strong evidence showing that the use of Project-based learning in foreign language classroom is aimed at developing of students' communication skills.

**Theme 4.** Provide the examples of culture-based activities in developing of socio-cultural competence in foreign language classroom.

**Theme 5.** Provide your strong evidence showing that brainstorming technique is one of the best ways for pre-task stage.

**Theme 6.** Provide your strong evidence showing that the use of Cooperative learning in foreign language classroom is aimed at developing of students' communication skills.

**Theme 7.** Pair work is the most frequently used by foreign language teacher type of activity for teaching speaking. Design the rubrics and criteria for evaluating students' oral responses.

**Theme 8.** Essay is the most frequently used by foreign language teacher type of activity for teaching writing. Design the rubrics and criteria for evaluating students' written works.

**Theme 9.** Give some tips for foreign language teachers how to use discussion in foreign language classroom.



**Theme 10.** In methods of foreign language education, there are different ways in teaching grammar. Give description of these methods. Which method of teaching grammar will you choose for A1 level students and why? Provide your evidence.

**Theme 11.** In methods of foreign language education, there are different ways in teaching grammar. Give description of these methods. Which method of teaching grammar will you choose for B2 level students and why? Provide your evidence.

**Theme 12.** Teaching foreign language vocabulary refers to one of the strategic goals of teaching foreign language communication. Describe the most effective, in your opinion, activities/tasks (not less than 3) for better mastering of new lexical material.

**Theme 13.** As you know, Bloom's Taxonomy consists of 6 main levels in developing thinking skills of the students. Give examples and the procedure of work with at least 3 types of tasks aimed at forming of Higher Order Thinking skills (HOT's) during English lesson.

**Theme 14.** Teaching foreign language culture and developing socio-cultural competence belong to the modern paradigm of foreign language education. Provide examples and the descriptions of culture-based activities/tasks (not less than 3) for main secondary school students.

**Theme 15.** CLIL approach reflects the current trends of modern foreign language education, since it contains a dual-focused teaching of foreign language and content. Provide the examples of activities/tasks in forming of 4'C skills proposed by Do Coyle in 2007.

**Theme 16.** Power Point Presentation is one of the most actively used technologies by teachers today. Explain the reasons for its popularity. Describe the stages of using PPT and skills that can be developed by means of this technology.

**Theme 17.** The use of authentic material in foreign language lessons is one of the most important methodological principles of teaching. Express your opinion on their usage in foreign language classroom. What is beneficial about authentic materials? Are there any drawbacks? Provide your evidence.

**Theme 18.** Learning English at any stage at school can be fun. Songs and rhymes change the mood and pace of the lesson. Give some tips how songs can make the process of teaching really communicative-oriented.

**Theme 19.** Give some tips for foreign language teachers how to make English lesson communicative-oriented.

**Theme 20.** Student-centered learning in education is considered as one of the leading approach. Create a lesson plan demonstrating the implementation of student-centered activities and techniques.

Topics of essays according to **the educational program "8D01703 Foreign Language: two foreign languages"**:

1. The role of social networks in English language teaching: pros and cons.
2. In recent years, online education is becoming more and more popular. What are the advantages and disadvantages of this phenomenon? Use specific details and examples to explain your opinion.
3. Many universities have introduced tests for evaluation rather than the old oral exams based upon lessons from course books. What is your opinion? Use specific reasons and examples to support your answer.



4. School curriculum is selected by the Ministry of education rather than by the teachers, parents and students. Some believe that the latter should take part in the choice. Which viewpoint do you agree with? Use specific reasons and examples to support your answer.
5. Some people think that a person can never understand the culture of a country unless they speak the language. Do you agree with this opinion?
6. University students nowadays have too much freedom and do not study enough. To what extent do you agree and disagree? Explain your opinion, using specific reasons and examples.
7. Plagiarism in the academic world has become a pressing problem in many countries today. What are the causes of this problem? What are some possible solutions?
8. Full-time learning develops communication skills and socializes. E-learning accelerates the process of acquiring knowledge. Theorists and practitioners of pedagogical science believe that in the future, these educational models will merge together. What is your opinion?
9. Transition of the Kazakhstan secondary school to the updated curriculum of education: pros and cons.
10. Some people think that schools have to be more entertaining, while others think that their sole purpose is to educate. Which do you agree with? Use specific reasons and examples to support your opinion.
11. Long-life learning in professional career of foreign language teachers. What is your opinion?
12. 12. Being able to speak a foreign language is an advantage these days. Some educators think that children should start learning a foreign language at primary school, while others think children should begin in secondary school. Discuss both sides and give your opinion.
13. How has the system of foreign language education changed in recent years? Can you say that interest in a foreign language(s) has increased? Provide your evidence.
14. Which method of foreign language teaching is considered the dominant in our country at the present stage? Who is considered its creator? What are its main features? Provide your evidence.
15. The great American linguist Noam Chomsky is against the audio-lingual method and says that language is more creative and generated and language is not a habit. Language is derived from inner aspects of mind and from how humans process experience through language. Do you agree with his point of view?
16. Describe the humanistic approach of education. Why, in your opinion, the TPR and Desuggestopedia methods are humanistic. Provide your evidence.
17. According to the creator of the method G. Lozanov, on the basis of Desuggestopedia, more than 1000 words can be learned in one lesson. How do you think is this possible?
18. Imagine that you are speaking at the methodological conference dedicated to effective methods and technologies for teaching foreign language. Prove that the grammar-translation method is not outdated but can be actively used in modern English lessons.
19. Imagine that you are speaking at the methodological conference with a report on the topic: "The benefits of the Direct method". Provide your strong evidence base.
20. What is the role of the native language in teaching a foreign language? How has it changed in different teaching methods? How is this role interpreted from the point of view of communicative language teaching method (CLT)?



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