MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE REPUBLIC OF KAZAKHSTAN
M. Utemisov West Kazakhstan University
Faculty of Philology

Approved by:
Acting Chairman of the Admissions Committee
M. Utemisov West Kazakhstan University
G.S.Kaissagaliyeva
"25" 12 2026

ENTRANCE EXAMINATION PROGRAM
for Applicants to the Educational Program Group M019 "Teacher training in foreign language"

Uralsk, 2026

The entrance examination program for applicants to the educational program group **M019 "Teacher training in foreign language"** has been compiled in accordance with the *State Compulsory Standard of Postgraduate Education*, approved by the Order of the Minister of Science and Higher Education of the Republic of Kazakhstan (No. 2, dated July 20, 2022).

Program Developers:
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The program was reviewed and approved at the meeting of the Educational Program Committee for Training of Teachers in Foreign Languages and Literature.
Protocol No. 9, dated 06.05, 2026

Head of Educational Program: _____ B.B. Utegaliyeva
(Signature, Full Name)

The program was reviewed and approved at the meeting of the Board of the Faculty of Philology.
Protocol No. 9, dated 12.05, 2026

Chairman of the Board: _____ A.A. Akbulatov
(Signature, Full Name)

EXPLANATORY NOTE

This entrance examination program is designed for **international applicants** applying for the Master's degree program **7M01705 / 7M01709 "Foreign Language: Two Foreign Languages"** (Program Group *M019 Teacher training in foreign language*).

Purpose of the Exam: A comprehensive assessment of academic motivation, value-oriented readiness for studying abroad, theoretical preparation in modern language pedagogy, as well as the ability to solve practical methodological problems and analyze pedagogical case studies.

Exam Format and Procedure:

The entrance examination is conducted as a comprehensive oral interview. The content of the examination paper / interview consists of **three interconnected sections**:

1. **Section 1. General & Motivational Questions (20 questions):** Aimed at identifying the applicant's academic goals, reasons for choosing the country and university, readiness for research activities, and academic adaptation in an international environment.
2. **Section 2. Methodology of Language Teaching (20 questions):** Designed to test theoretical knowledge of modern language pedagogy, internationally recognized approaches (CLT, CLIL, TBLT), methods of teaching language skills and aspects, as well as assessment and lesson planning techniques.
3. **Section 3. Case Studies (5 cases):** Intended to evaluate practical skills in analyzing complex teaching scenarios, designing methodological solutions, adapting learning materials, and differentiating instruction in mixed-ability classrooms.

ENTRANCE EXAMINATION PROGRAM

SECTION 1. GENERAL & MOTIVATIONAL QUESTIONS

1. Why did you choose our country to pursue your Master's degree?
2. What specifically attracted you to our university and this degree program?
3. What are your main academic and professional goals for the next 3–5 years?
4. How will studying in this Master's program help you achieve your career plans?
5. What teaching or foreign language learning experience do you already have, and how has it influenced your choice of profession?
6. What main challenges do you expect to face while studying abroad (in a new academic and cultural environment), and how do you plan to overcome them?
7. What topic or research problem would you like to investigate for your Master's thesis?
8. How do you perceive the role of a foreign language teacher in today's globalized world?
9. What qualities and competencies, in your opinion, make a foreign language teacher successful?
10. How do you assess your current level of foreign language proficiency, and what aspects do you plan to work on during your studies?
11. What is your experience in participating in research conferences, writing academic papers, or taking part in educational projects?
12. How do you plan to adapt to our university's academic system and requirements?
13. How do you understand the principles of academic integrity and avoiding plagiarism in research activities?
14. What contribution can you, as an international student, bring to our university's academic community?
15. How do you feel about working in international and multicultural student groups? Describe your teamwork experience.
16. What is the significance of learning a second foreign language in your professional trajectory?

17. How do you view the development of foreign language education in your home country, and what contribution would you like to make to it?

18. What current trends and challenges in higher education do you consider most significant today?

19. How do you manage your time and priorities under heavy academic and research workloads (Time management)?

20. Why should we select your candidacy for admission to this Master's program?

SECTION 2. METHODOLOGY OF LANGUAGE TEACHING

1. Language teaching methodology as a discipline: subject, objectives, core categories, and interdisciplinary links (linguistics, psychology, pedagogy).
2. The Common European Framework of Reference for Languages (CEFR) and its application in course design and assessment.
3. The concept of Intercultural Communicative Competence (ICC) and its key components.
4. Communicative Language Teaching (CLT): core principles, roles of the teacher and learners.
5. Teaching pronunciation (phonetics and intonation): main approaches, stages, and exercise types.
6. Techniques for presenting and clarifying new vocabulary. Teaching active and passive vocabulary.
7. Explicit (deductive) and implicit (inductive) approaches to teaching grammar.
8. Teaching listening: key strategies (Listening for gist, for specific information, for detail) and stages of working with listening texts.
9. Techniques for teaching interactive speaking: dialogue types and the use of information gap tasks.
10. Teaching monologic speaking: discourse types, stages of developing prepared and spontaneous speech skills.
11. Teaching reading: reading strategies (Scanning, Skimming, Intensive/Extensive reading) and working with authentic texts.
12. Teaching writing: process-oriented and genre-based approaches to teaching written communication.
13. Lesson planning and design: setting learning objectives using Bloom's Taxonomy and structuring lesson stages.
14. Integration of digital technologies, ICT, and online platforms in modern language education.
15. Formative and summative assessment in language teaching: functions, criteria, and evaluation tools.
16. Content and Language Integrated Learning (CLIL): principles and implementation context.
17. Application of Project-Based Learning (PBL) and Case-Study methods in language teaching.
18. Teaching foreign languages in mixed-ability classes: differentiated instruction methods.
19. Developing students' critical thinking skills through foreign language instruction.
20. Fostering learner autonomy and developing self-assessment skills.

SECTION 3. CASE STUDIES

1. **Case 1 (Low Motivation and Language Barrier).**

Scenario: During a speaking lesson, several students refuse to participate in the discussion, citing fear of making mistakes and feeling self-conscious in front of their peers.

Task: Propose a set of methodological techniques and interaction patterns (Pair work, Group work, Role-play) to help reduce the language barrier and engage all students.

2. **Case 2 (Error Correction During Fluency Practice).**

Scenario: During a fluency-focused communicative activity, a student makes grammatical and pronunciation errors but successfully conveys their message.

Task: Determine the methodologically appropriate teacher response strategy (Error correction): should the teacher interrupt the student, and which correction techniques (recast, delayed feedback) are best suited and why?

3. **Case 3 (Adapting Teaching Materials for Cultural Context).**

Scenario: An international coursebook contains a sociocultural topic or cultural references that are unfamiliar or difficult for students to comprehend.

Task: Demonstrate an algorithm for adapting instructional materials (Simplification, Supplementation, Adaptation) while preserving their communicative value and authenticity.

4. **Case 4 (Teaching in a Mixed-Ability Class).**

Scenario: A single language class includes students with both A2 and B2 proficiency levels. Advanced students quickly complete tasks and get bored, while weaker students struggle to keep up with the pace.

Task: Design a differentiated instruction task for this group within a single topic.

5. **Case 5 (Designing a Problem-Solving Communicative Task).**

Scenario: A teacher needs to conduct a lesson on "Cross-Cultural Differences and Business Etiquette" without using traditional round-robin text reading.

Task: Design a problem-solving task or a simulation game that encourages independent problem-solving and peer discussion among students.

RECOMMENDED READING

1. **Harmer, J.** (2015). *The Practice of English Language Teaching* (5th ed.). Harlow: Pearson Education Limited.
2. **Ur, P.** (2012). *A Course in English Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
3. **Scrivener, J.** (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Oxford: Macmillan Education.
4. **Richards, J. C., & Rodgers, T. S.** (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge: Cambridge University Press.
5. **Council of Europe.** (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume.* Strasbourg: Council of Europe Publishing.

SUPPLEMENTARY READING

1. Teaching Specific Skills and Language Aspects

- **Thornbury, S.** (1999). *How to Teach Grammar*. Harlow: Pearson Education Limited.
- **Thornbury, S.** (2005). *How to Teach Speaking*. Harlow: Pearson Education Limited.
- **Kelly, G.** (2000). *How to Teach Pronunciation*. Harlow: Pearson Education Limited.
- **Grabe, W.** (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- **Hyland, K.** (2019). *Second Language Writing* (2nd ed.). Cambridge: Cambridge University Press.

2. Assessment, Planning, and Educational Technology

- **Hughes, A.** (2003). *Testing for Language Teachers* (2nd ed.). Cambridge: Cambridge University Press.
- **Woodward, T.** (2001). *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. Cambridge: Cambridge University Press.

• **Coyle, D., Hood, P., & Marsh, D.** (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

• **Dörnyei, Z.** (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.

• **Dudeney, G., Hockly, N., & Pegrum, M.** (2013). *Digital Literacies: Social Learning and Language Materials*. Harlow: Pearson Education Limited.