Al-Farabi Kazakh National University

Faculty of philology and world languages

Chair of General Linguistics and European Languages

**Syllabus
4 semester 2017/2018 academic year**

Academic course information

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Discipline’s code | Discipline’s title | Type | No. of hours per week | Number of credits | ECTS |
| Lect. | Pract. | Lab. |
|  | Basic foreign  Language(B2) | BC (basic component) |  | 3 |  |  |  |
| Lecturer  | Konyrbekova Tolkyn Ordabekovna, master of Humanitarian Sciences, senior teacher of the chair of General Linguistics and European languages | Office hours | Scheduled |
| e-mail | E-mail: tolkyn.79@mail.ru |
| Telephones | Telephone: 87017836506 | Auditory: 318 |  |
| Assistant  | Full name, academic degree, academic rank. | Office hours | Scheduled |
| e-mail | E-mail:  |
| Telephones | Telephone:  | Auditory |  |

|  |  |
| --- | --- |
| Academic presentation of the course | **Type of course** (theoretical, practical; basic, elective) and its purpose (role and place of the course in the educational programme): Practical course**The aim of the course:** English language for specific purposes is an approach to language teaching as a Second or Foreign Language, which aim is to empower a group of people with specific needs, no matter if for academic, professional or personal issues. The whole course is tailor-made, so that the focus of the teaching content and method varies according to each field of interest. Two major types of Foreign language for specific purposes have been recognized: English for Academic Purposes and English for Occupational Purposes): А) cognitive: be able to * demonstrate acquired knowledge (specifically) and it’s understanding;
* demonstrate an understanding of the overall structure of the study field and the relations between its elements (specifically);

Б) functional: be able to* include new knowledge in the context of basic knowledge, interpret its contents;
* analyze educational situation and offer direction to solve it;
* use methods (research, calculation, analysis, etc.) inherent to the field of study (specifically) individually or in a group teaching and research activities; \*\*

 В) systemic: be able to* synthesize, interpret and evaluate the learning outcomes of discipline, modules, midterm exam content (specifically);
* analyze dynamics of scientific problems decision of the course (scientific reviews of specific issues researches);
* make an analysis of learning outcomes of the course, generalize them through scientific essays, presentations, reviews, scientific review, etc.);

Г) Social: be able to * constructive educational and social interaction and cooperation in the group;
* propose to consider a problem, to reason its importance;
* accept criticism and to criticize;
* work in a team;

Д) metacompetenсes: be able to* recognize the role of taken course in the implementation of individual learning paths.

\* The system of descriptor verbs must be used during the formation of competences (Look in Application 2)\*\* Active and interactive methods is recommended to ensure deeper understanding and learning of educational material and to achieve learning outcomes of the course (individual researches, group projects, case studies and other methods).  |
| Prerequisites  | The course “**First Foreign Language for Special Purposes”** is related to basic disciplines as “Basic Foreign Language”, “Practical Grammar of the First Foreign Language”, “Practice on Phonetics of the First Foreign Language”, and to the theoretical and linguistic disciplines to be studied in the next semester. |
| References and Resources | ***Basic*:**1. John and Liz Soars/Headway upper- intermediate, fourth edition. Oxford University Press
2. Stephan Gramley and Kurt-Michael Pätzold. A Survey of Modern English Taylor & Francis e-Library, 2004.

***Additional*:**Hughes, G. (2000) A History of English Words, Oxford: Blackwell.Internet resources: |
| Academic policy of the course in the context of university moral and ethical values | **Academic Behaviour Rules:**Compulsory attendance in the classroom, the impermissibility of late attendance. Without advance notice of absence and undue tardiness to the teacher is estimated at 0 points.Submission of assignments (Independent work of students, midterm control, laboratory tasks, projects and etc.) prior to the deadlines. The violation of submission deadlines leads to the deduction of penalty points.**Academic values:**Academic honesty and integrity: independent performance of assignments; inadmissibility of plagiarism, forgery, cheating at all stages of the knowledge control, and disrespectful attitude towards teachers. (The code of KazNU Student’s honor)Students with disabilities may receive advice via ... E- address, phone ... |
| Evaluation and attestation policy | **Criteria-based evaluation:** assessment of learning outcomes in correlation with descriptors (verification of competence formation during midterm control and examinations).**Summative evaluation:** evaluation of the presence and activity of the work in the classroom; assessment of the assignment, independent work of students, (project / case study / program / ...)The formula for calculating the final grade. |
| Calendar (schedule) the implementation of the course content (Appendix 1) | Weekly description of lecture topics, practical / seminar / laboratory / project work , assignments for independent work of students; an indication of the topic scope and grading scheme, including an assessment of the control task.Summary and analysis of the curriculum content after the first half of the semester (midterm control 1) in the form of a scientific essay / system-oriented analysis of scientific issues of studied topics / presentation of individual case studies / evaluation of personal contribution to the development of a group project assignment, and others. |

Lecturer Konyrbekova T.O.

Head of the Department Madiyeva G.B.

Chairman of the Faculty Methodical Bureau Imankulova S.

**APPENDIX 1**

Calendar (schedule) the implementation of the course content

**Calendar (schedule) the implementation of the course content:**

|  |  |  |  |
| --- | --- | --- | --- |
| Week / date | Topic title (lectures, practical classes, Independent work of students) | Number of hours | Maximum score |
| 1 | 2 | 3 | 5 |
| 1 | Lesson 7. Getting alongThe Peter Pan generationModal verbs  | 3 | 10 |
| 2 | Lesson 8. How remarkable!Relative clauses,participleText: She dreamed a dream | 3 | 10 |
| 3 | Lesson 9. The way we were Text. 21 century man who lives in Victorian times Independent work of student with teacher: Assignment submission 1 «Theme and form of the assignment» Homonyms and homophones | 3 | 10 |
| 4 | Lesson 10“Over my dead body”, Modal auxiliary verbs |  | 15 |
| 5 | Lesson 11 “ It is all hypothetical!” Text: Broken dreams |  | 15 |
| 6 | Lesson 12 Time flies, Articles,determiners |  | 10 |
| 7 | Lesson 12 Where time stands still Control task. |  | 30 |
| **Independent work of students with teacher is 7 hours for semester. 3, 5, 7, 9, 11, 13 and 15 weeks are included into syllabus (assignment submission)**  |

**APPENDIX 2**

**DESCRIPTION**

of the expected learning outcomes as the system of formed competences

 (on the Dublin descriptors).

А) a short summary of the competence content, B) verbs to formulate the content of competence in the discipline, identify methods, techniques, types of tasks, aimed at the formation of these competencies; define the typology of examination tasks and questions are given in brackets.

**Cognitive competence:**

**Knowledge.** [А) memorization and reproduction of learned material – from the specific facts to a complete theory; B) *know, organize, identify, repeat, fill in the tables, remember, name, organize, recognize, relate, recall, repeat, reproduce; make a list, select, tell, show.*]

**Understanding.** [А) the ability to convert material from one form of expression - into another, interpret information, to express assumption about the future course of occurances, events; B) *classify, describe, identify characteristics, discuss, explain, express, certify, find, recognize, report, restate, review, select, translate*.]

**Functional competence:**

**Application.** [А) ability to apply learned material in specific circumstances and new situations; B) *apply, choose, demonstrate, dramatize, illustrate, interpret, operate, practice, develop a schedule / sketch, solve, use, write.*]

**Analysis.** [А) the ability to separate parts of the integrity; identify the relationship between them; define the organization principles of the integrity; carry out a distinction between facts and consequences; evaluate the importance of the data; B) *analyze, evaluate, calculate, classify, compare, criticize, differentiate, differ, distinguish, examine, experiment, reveal the similarities and differences, clarify the parameters, check*.]

**System competence:**

**Synthesis.** [ А) the ability to combine elements to get integrity with novelty, (essay, presentation, report, project, case, quest, and others.); B) *organize, gather, collect, compile, build, create, develop, formulate, prove point of view, manage, organize, plan, predict, prepare, propose, create, write.*]

**Evaluation.** [А) ability to assess the value of one or another particular material, the logic of information, construction of the text, compliance with conclusions, importance of activity outcome; B) *evaluate, discuss, pertain, choose, compare, defend, evaluate, judge, predict, select, maintain, defend a point of view, prove, predict, submit argument*.]

**Social competence:**

**Willingness to cooperate:** A) to provide with information, ideas, problems and solutions, work in a team; B) *to formulate (problem, purpose, objectives, conclusions, conditions, etc.); to define (requirements, criteria, guidelines); make decisions and report them to make conclusions, give argumentation, to justify, to insist, to persuade, etc..*

**Metacompetence:**

**Skills in the field education.** [A) to develop skills essential to continue education with a high degree of autonomy; B) *Being able to reflection, objective evaluation of their achievements; realize necessity of new competencies; identify areas for further personal and professional development, and others.* **]**