**SYLLABUS**

**Fall semester 2020-2021 academic years**

**on the educational program “Foreign language for academic purposes”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **ST 4309** | Foreign language for academic purposes | 6 |  | 30 | |  | | 3 | 6 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Practical |  | | | Written task | | 6 | | Test |
| Lecturer | Konyrbekova Tolkyn Ordabekovna | | | | | |  | | |
| e-mail | Tolkyn.79@mail.ru | | | | | |
| Telephone number | 8 7017836506 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| to provide students with the knowledge and practical skills required to take the international standardized tests,  to improve all four language skills, speaking, listening, reading and writing | 1. read and understand a variety of different authentic English language academic text types, demonstrate knowledge of appropriate reading and pre-reading strategies, including scanning, annotating, predicting outcomes, making inferences, and identifying stated or implied main ideas and supporting details; | **ID 1.1 –** skims, scans and focuses on target material in all types of reading passages;  **ID 1.2 –** identifies the elements of a text and, where required, reproduce these elements in their own writing;  **ID 1.3** – understands the question types found in the reading and how to address them. |
| 2. respond to writing tasks, following instructions and making the best use of the time available, demonstrating enhanced vocabulary and grammatical structures; | **ID 2.1 –** writes a variety of different types of essay, eg persuasive, cause and effect etc.;  **ID 2.2 -** writes a report interpreting and describing statistical data using appropriate language and grammar, analysing graphs and charts. |
| 3. demonstrate the enhanced speaking skills in argumentation, discussion and polemics in English; | **ID 3.1 –** evaluate and self-correct their speaking;  **ID 3.2 -** formulates expresses and defends opinions using appropriate vocabulary and grammatical structures. |
| 4. demonstrate improved listening skills for overall understanding of academic and professional discourse eg lectures; | **ID 4.1** – identifies the main ideas and distinguishes relevant supporting details of a formal or academic passage;  **ID 4.2** – understands the question types found in the listening and how to address them |
| 5.develop the skills to successfully apply vocabulary which are used broadly in academic domain. | **ID 5.1** – uses key definitions, parts of speech, common collocations and example sentences;  **ID 5.2** – applies appropriate vocabulary for the particular topic. |
| **Prerequisites** | SІҮаО 3409 – Special Foreign Language – General Professional (C1) | |
|  | SІҮаО 3409 – Special Foreign Language – General Professional (C2) | |
| **Information resources** | 1. Arline Burgeimer. Inside Reading, Oxford University Press, 2009 2. Anneli Williams. Collins Vocabulary For IELTS. Harper Collins Publishers, 2011 3. Els Van Geyte. Collins Writing For IELTS. Harper Collins Publishers, 2011 4. Karen Kovacs. Collins Speaking For IELTS. Harper Collins Publishers, 2011 5. 3. Fiona Aish. Collins Listening For IELTS. Harper Collins Publishers, 2011 | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicate  d in the calendar (schedule) of implementation of the content of the curriculum. Appropriating timeframes of homeworks or projects can be prolonged in case of softening circumstances (such, as illness, emergencies, the accident, unforeseen circumstances, etc.) according to the Academic policy of university. Participation of the student in discussions will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback are welcomed.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail axaule.kaibuldayeva@gmail.com |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| weeks | Topic name | LO | ID | amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

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| Module **1** | | | | | | | |
| 1 | **PT 1.** UNIT 1. Family matters  Aim: skim reading, understanding the structure of a paragraph, understanding the function of a paragraph, summarizing paragraphs | LО 1 | ID 1.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 2 | **PT 2.** UNIT 2. Healthcare  Aim: Working out the meaning of words, recognizing synonyms and antonyms in the text | LО 5 | ID 5.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 3 | **PT 3.** Unit 3. Getting an education  Aim: Working out meaning from context. Recognizing key words in a sentence. Finding and understanding specific information. Taking notes. | LО 5  LO 1 | ID 5.2.  ID 1.3. | 3 | 10 | Analysis | Online on Zoom platform |
| 3 | **IWSP 1 Consultation on the implementation of IWS1** | LО 3 | ID 3.2 |  | 5 |  | Online on Zoom platform |
| 3 | **IWS 1.** Describe a time during your education that you really enjoyed. You should say:  • when this period was  • where you were  • what you were studying at the time and say why you were so happy. | LО 3 | ID 3.2 |  | 25 | Logic task |  |
| **Module П** | | | | | | | |
| 4 | **PT 4.** UNIT 4. Water  Aim: Development awareness of sentence structure, Understanding the main ideas in the text. | LО 1 | ID 1.2. | 3 | 10 |  | Online on Zoom platform |
| 5 | **PT 5** UNIT 5. Non-verbal clues  Aim: Locating information in a text. Summarising ideas. Identifying incorrect distractors. | LО 5 | ID 5.1. | 3 | 10 |  | Online on Zoom platform |
| 5 | **IWSP 2 Consultation on the implementation of IWS2** | LО 3 | ID 3.1. |  | 5 |  | Online on Zoom platform |
| 5 | **IWS 2**  Describe an environmental problem or event. You should say:  • What is it  • Where is it happening  • What problems does it cause | LО 3 | ID 3.1. |  | 15 | Logic task |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | **PT 6** UNIT 6. Scientists at work  Aim: Completing sentences and diagram labels | LО 1 | ID 1.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 7 | **PT 7** UNIT 7. The job market  Aim: Completing notes, summaries and flow charts | LО 5 | ID 5.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 8 | **PT 8** UNIT 8. Twenty-somethings  Aim: Identifying information: Answering true/false/not given questions | LО 4 | ID 4.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 8 | **IWSP 3 Consultation on the implementation of IWS3** | LО 4 | ID 4.1. |  | 5 |  | Online on Zoom platform |
| 8 | **IWS 3** Describe your favorite gadget. You should say:  • What is it  • When did you get it  • How often do you use it and say why is it so important to you | LО 3 | ID 3.2. |  | 25 | Logic task | Online on Zoom platform |
| 9 | **PT 9** UNIT 9. Community spirit  Aim: Matching information | LО 2 | ID 2.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 10 | **PT 10** UNIT 9. Community spirit  Aim: Matching information | LО 4 | ID 4.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 10 | **IWSP 4 Consultation on the implementation of IWS4** | LО 4 | ID 4.1. |  | 5 |  | Online on Zoom platform |
| 10 | **IWS 4**  Describe a place that you enjoy visiting.  • where the place is  • what you can see and do there  • how it has changed since you first visited it and explain why you enjoy visiting this place. | LО 4 | ID 4.1. |  | 25 | Problem task |  |
| 10 | **IWSP 5**  **Make a structural and logical diagram of the read material** | LО 2 | ID 2.2. |  | 10 |  |  |
| 10 | **МТ (Midterm Exam)** | LО 3 | ID 3.2. |  | 100 |  |  |
| 11 | **PT 11** UNIT 10. On the move  Aim: Identifying writer`s views or claims; answering yes/no/not given | LО 1 | ID 1.3. | 3 | 10 | Analysis | Online on Zoom platform |
| 12 | **PT 12** UNIT 10. On the move  Aim: Identifying writer`s views or claims; answering yes/no/not given | LО 1 | ID 1.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 12 | **IWSP 6 Consultation on the implementation of IWS5** | LО 1 | ID 1.1. |  | 5 |  | Online on Zoom platform |
| 12 | **IWS 5 .** Let’s move on to talk about accommodation:  • tell me about the kind of accommodation you live in?  • how long have you lived there?  • what do you like about living there? | LО 3 | ID 3.1. |  | 25 | Problem task | Online on Zoom platform |
| 13 | **PT 13** Unit 11. Cultural differences | LО 1 | ID 1.2. | 3 | 8 | Analysis | Online on Zoom platform |
| 14 | **PT 14** Unit 11. Cultural differences  Many people think that cheap air travel should be encouraged because it gives ordinary people freedom to travel further. However, others think this leads to environmental problems, so air travel should be more expensive in order to discourage people from having it. Discuss both views and give your own opinion.  It is often said “when is Rome, do as the Romans do” | LО 2 | ID 2.1. | 3 | 8 | Analysis | Online on Zoom platform |
| 15 | **PT 15** IELTS Practice Test | LО 1 | ID 1.1. | 3 |  |  | Online on Zoom platform |
| 15 | **IWSP 7 Consultation on the implementation of IWS6** | LО 5 | ID 5.1. |  | 5 |  | Online on Zoom platform |
| 15 | **IWS 6** Do you think people should adapt and accept the culture of the country they are visiting? Is it possible to learn a culture without learning the language? | LО 2 | ID 2.1. |  | 25 | Analysis |  |
| 15 | **TEST** | LО 1 | ID 1.1. |  | 10 |  |  |
| 15 | **MT 2** | LО 3 | ID 3.2. |  | 100 |  |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean Dzholdasbekova B.U.**

**Chairman of the Faculty Methodical Bureau Ospanova G.T.**

**Head of the Department Madiyeva G.B.**

**Lecturer Konyrbekova T.O.**