**SYLLABUS**

**Fall semester 2023-2024 academic years**

**The educational program “7M01704 - Foreign Language: Two Foreign Languages”**

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| **Discipline’s ID and title** | **Independent work of master students (IWM)** | | **Number of credits** | | | | **Кредит-Number of credits** | **Independent work of master students with teacher (IWMT)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** | |
| 5302  Modern Methodology of Foreign Language Education | 5 | | 15 | 45 | 0 | | 6 | 7 |
| **Academic Course Information** | | | | | | | | |
| **Form of education** | **Cycle, component** | **Types of lectures** | | **Types of practical training** | | **Form and platform of final control** | | |
| Offline | Cycle of Major Disciplines. University Component  М-4 Methodology of Foreign Language Education | lecture-discussion, problematic-analytical | | Oral, debates, discussion, written, role-plays, pair-works, group-works, seminar-colloquim, testing | | Test | | |
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| **Academic Presentation of Discipline** | | | | | | | | |
| **The purpose of the Discipline**  The purpose of studying the discipline: based on the new concept of foreign language education, to ensure the quality of professional and substantive training of a future teacher of foreign languages that meets the social and pedagogical requirements of a specialist at the present stage. | **Expected Learning Outcomes (LO)\*** | | | | | **Indicators of LO achievement (ID)** | | |
|  | 1. To provide master students with an understanding of the patterns of the socio-historical conditional development of the methodology of foreign language education and the change of fundamental paradigms | | | | | ID 1.1 enables to train various aspects of communication and connect them in different combinations | | |
| ID 1.2 helps to form linguistic abilities become aware of speech features and skills | | |
| 2. To form the master students' scientific view of the methodology as a theoretical and applied science, its current state and development prospects | | | | | ID 2.1 writes a variety of different types of essay, eg. persuasive, cause and effect etc. | | |
| ID 2.2 defining a debatable question, having so far in science of the unambiguous decision | | |
| 3. Create a holistic, scientifically-based understanding of the cognitive-cultural and cultural methodology as the conceptual basis of a new competence-oriented type of foreign language education; | | | | | ID 3.1 creates communicative situations | | |
| ID 3.2 a formulation of independent conclusions and justifications, with reduction of examples | | |
| 4. To ensure the mastery of the main categories of the methodological system (goals, content, principles, methods, etc.) in the new interpretation of their conceptual essence | | | | | ID 4.1 facilitates the implementation of individual approach | | |
| ID 4.2 intensifies students' independent study | | |
| 5. To develop creative competence as an indicator of a certain level of a foreign language communicative proficiency; | | | | | ID 5.1 drawing up the terminological glossary | | |
| ID 5.2 creation of logical and practical tasks | | |
| **Prerequisites** | Pedagogy, Psychology | | | | | | | |
| **Postrequisites** | Modern Paradigm of Foreign Language Education | | | | | | | |
| **Educational Resourses** | References  Main  1 Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.  2 Mellow, J. D. (2000). Western influences on indigenous language teaching. In J. Reyhner, J. Martin, L. Lockard, & W. Sakiestewa Gilbert (Eds.), *Learn in beauty: Indigenous education for a new century*(pp. 102-113). Flagstaff, AZ: Northern Arizona University.  Additional  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 Кунанбаева С.С. Современное иноязычное образование: методологии и теории.- Алматы, 2005.  5 Кунанбаева С.С. Теория и практика современного иноязычного образования.- Алматы, 2010.  6 Кулибаева Д.Н. Методологические основы управления образовательной системой школ международного типа.- Алматы, 2006.  7 Бордовская Н.В. Современные образовательные технологии. Учебное пособие. - М., 2010.  8 Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. М, 2000.  9 Зимняя И. А. Ключевые компетенции-новая парадигма-результата образования. Высшее образование сегодня. – М.,2003, №5  10 Колкер М.Я., Устинова Е.С. Практическая методика обучения иностранному языку: Практикум. М, 2000.  **Scientific infrastructure**  1. Department of Turkology and Language Theory  2. Scientifi research Institute of Turkic and Altai studies  **Scientific professional database**  1.scopus.com  2**.** https://www.researchgate.net/  **Интернет-ресурстар**   1. <http://elibrary.kaznu.kz/ru>   2. oxfordlearn.com  2. cambridgeenglish.org   1. Полнотекстовая база «Университетская библиотека» – образовательный ресурс. – URL: [http://biblioclub.lib.vsu.ru](http://biblioclub.lib.vsu.ru/) | | | | | | | |

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| **Academic policy of the Discipline** | | | Academic policy of the course is identified 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 indicated 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 aliakbarova.a@kaznu.kz | | | |
| **EDUCATION AND ASSESSMENT INFORMATION** | | | | | | |
| **Evaluation and attestation policy** | | | | | **Evaluation methods** | |
| **Mark** | **Numeral equivalent of marks** | **% marks** | | **Traditional mark** | **Criteria-based assessment** is the process of comparing the actually achieved results of training with the expected results of training based on clearly developed criteria. Based on formative and summative assessment.  **Formative assessment** is a type of assessment carried out in the course of daily educational activities. The current indicator is. Provides operational interaction between the student and the teacher. Allows you to identify the student's capabilities, identify difficulties, help achieve the best results, and timely correct the teacher's educational process. During lectures, seminars, practical classes (discussions, quizzes, debates, round tables, laboratory work, etc.), the performance of tasks, work activity in the classroom is evaluated. The acquired knowledge and competence are evaluated.  **Summary assessment** – a type of assessment carried out after the completion of the study of the section in accordance with the discipline program. When performing IWM, it is held 3-4 times during the semester. This is an assessment of the assimilation of the expected results of training in a ratio with descriptors. Allows you to determine and record the level of mastery of the subject in a certain period. The results of the training are evaluated. | |
| A | 4,0 | 95-100 | | Excellent |
| A- | 3,67 | 90-94 | |
| B+ | 3,33 | 85-89 | | Good |
| B | 3,0 | 80-84 | | **Formative and Summative Assessment** | **%** |
| B- | 2,67 | 75-79 | | Active participation in lectures |  |
| C+ | 2,33 | 70-74 | | Active participation in practical classes | 25 |
| C | 2,0 | 65-69 | | Satisfactory | Independents work | 25 |
| C- | 1,67 | 60-64 | | Project and creative activities | 10 |
| D+ | 1,33 | 55-59 | | Final Control (Examination) | 40 |
| D | 1,0 | 50-54 | | Overall | 100 |
| FX | 0,5 | 25-49 | | unsatisfactory |
| F | 0 | 0-24 | |
| **CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:** | | | | | | |

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| **Week** | Topic name | Number of hours | Max.  score\*\*\* |
| **Module 1 Approaches and Methods in Foreign Language Teaching** | | | |
| 1 | **Lec 1.** Connection between methods of foreign-language education with other sciences. Aims of foreign language teaching. Principles of foreign language teaching. | **1** |  |
| **Sem 1.** Aims of foreign language teaching. Principles of foreign language teaching. Methods of foreign-language education as theoretical - applied science | 3 | 5 |
| 2 | **Lec 2.** Approaches and Methods in Foreign Language Teaching. Methodology of foreign-language education. Trend and fashion in Foreign Language Didactics. | 1 |  |
| **Sem 2.** Foreign Language Didactics as discipline. Defining approach, method, technique. Modern approaches to teaching a foreign language | 3 | 10 |
| **IWMT 1.** Consultation on the implementation of IWS1 on the topic:  Drawing a concept map of FLT methodology: Approach, Method, Technique and classification of the approaches concerning Language and Language Learning. Schumann’s Acculturation Theory. |  |  |
| 3 | **Lec 3.** Foreign Language Knowledge and Course Planning. | **1** |  |
| **Sem 3.** Questions about knowledge in Foreign Language Teaching/Learning. Official knowledge in FLD. Communicative competence in Foreign Language Didactics. | 3 | 5 |
| **SIW 1.** Process-Based CLT Approaches – Content-Based Instruction and Task-Based Instruction.  Product-Based CLT Approaches – Text-Based Instruction and Competency-Based Instruction |  | 20 |
| 4 | **Lec 4.** The object of knowledge in foreign language | 1 |  |
| **Sem 4.** How has the formalist/structural theory of language affected foreign language teaching practices. How has functionalism affected foreign language teaching practices | 3 | 10 |
| 5 | **Lec 5.** Recent Developments in Language Teaching Pedagogy | **1** |  |
| **Sem 5.** Claims of the Communicative Approach and its characteristics. Task-based pedagogy as an approach to language learning. Intercultural awareness / communicative competence and FLL | 3 | 10 |
| **Module 2 Views of Language Acquisition and Learning** | | | |
| 6 | **Lec 6.** Focus on Learning and the Language | 1 |  |
| **Sem 6.** Learner Variables affecting learning outcome. Learning strategies. Autonomy and self-direction in Foreign Language Teaching/Learning | 3 | 10 |
| **IWMS 2**. Consultation on the implementation of the IWS 2. |  |  |
| 7 | **Lec 7.** Views of language acquisition and learning in Foreign Language Didactics | 1 |  |
| **Sem 7.** 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 | 3 | 10 |
| **IWM 2.** Colloquium (quiz, test, project, essay, situational task, etc.). |  | **20** |
| **Midterm Control** | | | **100** |
| 8 | **Lec 8.** The Importance of Teaching Vocabulary, its role and Syllabus Requirement. Essence of modern competence – methodological foreign-language and educational paradigms as systems of cross-cultural and communicative foreign-language education | **1** |  |
| **Sem 8.** Difficulties Pupils Experience in assimilating Vocabulary. Psychological and Linguistic peculiarities of the English Vocabulary. How to Teach Vocabulary in School. Forming lexical skills: General characteristics of  lexical skills, content training vocabulary, requirements for organization learning vocabulary. | 3 | 10 |
| **IWMS 3**. Consultation on the implementation of the IWM 3. |  |  |
| 9 | **Lec 9.** Teaching Grammar, Methodical systems of foreign-language education: purpose, methods, approaches, contents, principles, technologies of foreign-language education | 1 |  |
| **Sem 9.** The Most Common Difficulties Pupils have in Assimilating English Grammar).  1. The Content of Teaching Grammar. The Principles of Selecting Grammar Material for Teaching.  2. How to Teach Grammar  3. Types of Exercises for Assimilation of Grammar | 3 | 10 |
| **IWM 3.** The forms of communication. The structure of verbal communication |  | **20** |
| 10 | **Lec 10.** The importance of Listening Comprehension. Classroom listening. | 1 |  |
| **Sem 10.** Organizational basis of foreign-language education: types of educational programs. The ways (techniques) of teaching Listening Comprehension | 3 | 10 |
| **IWMT 4.** Colloquium (quiz, test, project, essay, situational task, etc.). |  |  |
| **Module 3 Development of Language Skills** | | | |
| 11 | **Lec 11.** Teaching Speaking in English. Language means of cross-cultural communication: lexical, grammatical aspects. | 1 |  |
| **Sem 11.** Speaking as a type communicative activity – activity bases of communication on the basis of listening, speaking, reading and writing.  Basic linguistic and psychological characteristics of speaking.Cross-cultural speech activities – types of listening, speaking, reading and writing. | 3 | 10 |
| **IWMT 5.** Preparation to midterm control |  |  |
| 12 | **Lec 12.** Reading as an aim and a means of teaching and learning a foreign language | 1 |  |
| **Sem 12.** Reading comprehension. Some difficulties pupils have in learning to read in the English language. How to teach reading. Selection of texts for reading. | 3 | 10 |
| **IWM 4.** Consultation on the implementation of the IWM 4. |  | 30 |
| 13 | **Lec 13.** The importance of writing in language learning. Writing as a skill. | 1 |  |
| **Sem 13.** Difficulties pupils have in Learning to Write English. Stages in the Development of Writing Proficiency. How to Teach Writing? Examples of Exercises to Develop the Writing skills | 3 | 10 |
| **IWMT 6.** Problem task: Modern foreign- educational process: managements, organization, technologies of training. Standard operating documents: (state obligatory educational standard of specialty, educational program as organizational axis educational process |  |  |
| 14 | **Lec 14.** Planning in Foreign Language Teaching. | 1 |  |
| **Sem 14.** 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 | 3 | 10 |
| **15** | **Lec 15.** Teaching Testing and Evaluation. | 1 |  |
| **Sem 15.** Teaching and testing. 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 | 3 | 10 |
| **IWST 7. Consultation on examination issues** |  |  |
| **Midterm Control 2** | | | **100** |
| **Final Control (examination)** | | | **100** |
| **Summative assessment** | | | **100** |

**Dean Dzholdasbekova B.U.**

**Head of the Department Avakova R.A.**

**Lecturer Aliakbarova A.T.**