

**SYLLABUS**  
**Spring semester 2023-2024 academic year**  
**Educational program " Foreign Language"**

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
<b>ID 1550407, Foreign Language</b>	3	0	45	0	5	7
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
<i>Offline</i>	BD, Compulsory component	-	Practical lesson, discussion, written tasks	Written tasks		
<b>Lecturer - (s)</b>	Rakymbayev Ayat Zhumashevich, senior lecturer					
<b>e-mail :</b>	aktam.82@mail.ru					
<b>Phone :</b>	3773330 (1270)					
<b>Assistant - (s)</b>						
<b>e-mail :</b>						
<b>Phone :</b>						
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
	As a result of studying the discipline the undergraduate will be able to:					
The purpose of the discipline is to develop the ability to work with various types of standardized tests that assess the level of English as a foreign language. The course is aimed at mastering the skills of working with tests in 4 aspects: listening, reading, writing and speaking and provides a proper level of knowledge of lexical and grammatical laws of the language.	ER 1. more detailed description and explanation of phenomena, self-experience, assessment;			1.1. admission to participation in a foreign language without any problems (independently and in groups);		
	ER 2. comment on the events;			1.2. ability to think, analyze and communicate in a foreign language		
	ER 3. explain, justify position, point of view, public speeches, etc.			2.1 ability to study and analyze what has been learned		
	ER 4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions.			2.2 be able to ask questions about the events read and answer other questions		
				3.1 be able to argue and prove their point of view in front of the majority (group);		
				3.2 be able to share your experience or knowledge with the group and participate in discussions		
				4.1 ability to use complex sentences, complex phrases in communication		
				4.2 ability to use idiomatic and phraseological expressions in communication		
<b>Prerequisites</b>	Basic Foreign Language A2					
<b>Postrequisites</b>	Language for Special Purposes B2					
<b>Learning Resources</b>	Literature: main, additional. 1. Insight Intermediate Student's Book with Answers with Audio Jane Wildman, 2020. 2. Insight Intermediate Student's Book with Answers with Audio Jane Wildman, 2020. 3. McCarthy M., O'Dell F. English Vocabulary in Use. New edition. Upper-Intermediate . – Cambridge: Cambridge University Press, 2012. 4. New headway. Intermediate Student's book. Oxford University Press, 2009.					

	New headway. Intermediate . Workbook. Oxford University Press, 2009.4. Cambridge IELTS 10 Academic Student's Book with Answers with Audio
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<b>Academic course policy</b>	<p>The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Integration of science and education.</b> The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.</p> <p><b>Attendance.</b> The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.</p> <p><b>Academic honesty.</b> Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.</p> <p>Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by <u>the "Rules for the final control" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "Regulations on checking students' text documents for borrowings"</u>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Basic principles of inclusive education.</b> The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race/ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counselling assistance by phone/e- mail zhaksylykkyzy.k@kaznu.kz.</p> <p><b>Integration MOOC (massive open online course).</b> In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.</p> <p><b>ATTENTION!</b> The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.</p>
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**INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT**

Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods																						
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.</p> <p><b>Summative assessment</b> - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td colspan="2">Work in practical classes</td> <td>70</td> </tr> <tr> <td colspan="2">Independent work</td> <td>30</td> </tr> <tr> <td colspan="2">Final control (exam)</td> <td>40</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>100</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>100</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment		Points % content	Work in practical classes		70	Independent work		30	Final control (exam)		40	TOTAL		100	TOTAL		100	TOTAL		100
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A	4.0 _	95-100	Great																							
A-	3.67	90-94																								
B+	3.33	85-89	Fine																							
B	3.0	80-84																								
B-	2.67	75-79																								
C+	2.33	70-74																								
C	2.0	65-69																								
C-	1.67	60-64	Satisfactorily																							
D+	1.33	55-59																								
D	1.0	50-54																								
				Unsatisfactory																						

A week	Topic name	Number of hours	Max. score
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<b>MODULE 1</b>			
<b>1</b>	Unit 1 Food: fuel or pleasure? If you really want to win	<b>3</b>	<b>10</b>
<b>2</b>	Unit 1 We are family. Describing a person	<b>3</b>	<b>10</b>
	Unit 2 Ka-ching! Changing your life	<b>1</b>	
<b>3</b>	<b>SIW(students' individual work ) Vocabulary-Grammar Test</b>	<b>3</b>	<b>15</b>
	Unit 2 Race to the sun. In the office. Telling a story		<b>10</b>
<b>4</b>	Unit 3 Modern manners. Judging by appearances	<b>3</b>	<b>10</b>
<b>5</b>	<b>SIW(students' individual work ) Vocabulary-Grammar Test</b>	<b>3</b>	<b>10</b>
<b>MODULE 2</b>			
<b>6</b>	Unit 3 If at first you don't succeed, ... Renting a flat	<b>3</b>	<b>10</b>
	Midterm examination	<b>1</b>	
<b>7</b>	Unit 4 Back to school, aged 35. In an ideal world	<b>3</b>	<b>10</b>
	<b>SIW(students' individual work ) Vocabulary-Grammar Test</b>		<b>15</b>
<b>8</b>	Unit 4 Still friends? A visit from a pop star	<b>3</b>	<b>10</b>
	Unit 5 Slow down, you move too fast. Same planet different worlds	<b>1</b>	
<b>Midterm control 1</b>			<b>SIW(students' individual work ) Vocabulary- Grammar Test</b>
<b>9</b>	<b>Mid-Term 2 total</b>	<b>3</b>	<b>10</b>
<b>10</b>	Unit 5 Job swap. Meetings. Formal letters and a CV	<b>3</b>	<b>10</b>
	Unit 6 Love in the supermarket. See the film...get on a plane	<b>1</b>	
<b>MODULE 3</b>			

11	<b>SIW(students' individual work ) Vocabulary-Grammar Test</b>	<b>3</b>	<b>10</b>
	Unit 7 Can we make our own luck? Murder mysteries		<b>10</b>
12	<b>Reading. Speaking. Lexical-grammar test.</b>	<b>3</b>	<b>20</b>
13	Practical English Everything in the open	<b>3</b>	<b>10</b>
	Writing. An article for a magazine	<b>1</b>	
14	Review and check What do you remmber?	<b>3</b>	<b>10</b>
15	<b>SIW(students' individual work ) Vocabulary-Grammar Test</b>	<b>3</b>	<b>10</b>
<b>Midterm control 2</b>			<b>100</b>
<b>Final control (exam)</b>			<b>100</b>
<b>TOTAL for course</b>			<b>100</b>

Dean \_\_\_\_\_ **B.U. Dzholdasbekova**

Head of Department \_\_\_\_\_ **R.A. Avakova**

Lecturer \_\_\_\_\_ **A.Zh.Rakymbayev**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**TEMPLATE**

**Task name** (points, % content from 100% MC, copy from the calendar (graphics) implementation of the content of the training course, methods of teaching and learning

<b>Criterion</b>	<b>"Excellent" Max. weight in %</b>	<b>"Good" Max. weight in %</b>	<b>"Satisfactory" Max. weight in %</b>	<b>"Unsatisfactory" Max. weight in %</b>

<b>Criterion</b>	<b>"Excellent" 20-25%</b>	<b>"Good" 15-20%</b>	<b>"Satisfactory" 10-15%</b>	<b>"Unsatisfactory" 0-10%</b>
<b>Understanding Theories and concepts of professional identity and professionalism of a teacher</b>	Deep understanding of theories, concepts of professional identity and teacher professionalism. Relevant and relevant links (citations) to key sources are provided.	Understanding theories, concepts of professional identity and teacher professionalism. Links (citations) to key sources are provided.	Limited understanding of theories, concepts of professional identity and teacher professionalism. Limited references (citations) to key sources are provided.	Superficial understanding / lack of understanding of theories, concepts of professional identity and professionalism of the teacher. Relevant references (citations) to key sources are not provided.
<b>Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan</b>	Links well the key concepts of professional identity and teacher professionalism with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	Links the concepts of professional identity and teacher professionalism with the context of Kazakhstan. Supports arguments with evidence from empirical research.	Limited connection of the concepts of professional identity and professionalism of teachers with the context of Kazakhstan. Limited use of evidence from empirical research.	There is little or no connection between the concepts of a teacher's professional identity and the context of Kazakhstan. Little or no use of empirical research.
<b>Policy proposal or practical recommendations/suggestions</b>	Offers sound policy and/or practical recommendations, proposals for improving the professional identity and professionalism of teachers in Kazakhstan.	Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in Kazakhstan	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.

<b>Letter, APA style</b>	The writing demonstrates clarity, conciseness and correctness. Strictly follows the APA style.	The letter demonstrates clarity, conciseness and correctness. Basically follows the APA style.	The letter has some key errors and clarity needs to be improved. There are mistakes in following the APA style.	The writing is unclear, it is difficult to follow the content. Lots of mistakes in following the APA style.

**Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)**

<b>Criterion</b>	<b>"Excellent"</b> 25-30%	<b>"Good"</b> 20-20%	<b>"Satisfactory"</b> 15-20%	<b>"Unsatisfactory"</b> 0 – 15%
<b>Understanding theories and concepts of the professional identity of the teacher and the teaching profession</b>	Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Understanding theories, concepts of the professional identity of the teacher and the teaching profession.	Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession.
<b>Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan</b>	Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used.
<b>Pilot Study</b>	Excellent use of the results of pilot studies (interviews or surveys) in the presentation	Good use of the results of pilot studies (interviews or surveys) in the presentation.	Satisfactory use of the results of pilot studies (interviews or surveys) in the presentation.	Poor use of the results of pilot studies (interviews or surveys) in the presentation.

<b>Suggestion of policy or practical recommendations/suggestions</b>	Offers very good policy and/or practical advice or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Offers some policy and/or practical recommendations or suggestions for improving the professional identity and teaching profession in Kazakhstan.	Limited policy and practical recommendations. Recommendations are non-essential, not based on rigorous analysis, and are shallow.	Little or no policy and practice advice, or advice of very low quality.
<b>Presentation, teamwork</b>	Excellent, attractive presentation, excellent quality of visuals, slides, materials, excellent teamwork.	Good engagement, good quality visuals, slides or other materials, good teamwork.	Satisfactory level of involvement, satisfactory quality of materials, satisfactory level of teamwork.	Low engagement, low quality content, poor teamwork.