

**SYLLABUS**  
**Spring semester 2023-2024 academic year**  
**Educational program " Language for special purposes C2"**

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)		
Ya STc 3301 Language for special purposes C1	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)		
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.	As a result of studying the discipline the undergraduate will be able to:					
	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);		
				1.2. ability to think, analyze and communicate in a foreign language		
	ER 2. comment on the events;			2.1 ability to study and analyze what has been learned		
			2.2 be able to ask questions about the events read and answer other questions			
ER 3. explain, justify position, point of view, public speeches, etc.			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			
ER 4. The free use of language for international communication, including emotion, allegory, using idiomatic expressions.			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 B2,C1					
<b>Postrequisites</b>	Language for Special Purposes C2					
<b>Learning Resources</b>	Literature: main, additional. 1. Insight Upper Intermediate Student's Book with Answers with Audio Jane Wildman, 2020. 2. Insight Upper 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. Advanced. Student's book. Oxford University Press, 2009. New headway. Advanced . 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"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Work in practical classes</td> <td>70</td> </tr> <tr> <td>Independent work</td> <td>30</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>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
Formative and summative assessment	Points % content														
Work in practical classes	70														
Independent work	30														
Final control (exam)	40														
TOTAL	100														
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													
				<table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>TOTAL</td> <td>100</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment	Points % content	TOTAL	100	TOTAL	100				
Formative and summative assessment	Points % content														
TOTAL	100														
TOTAL	100														

A week	Topic name	Number	Max.
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		of hours	score
<b>MODULE 1</b>			
<b>1</b>	<b>PC 1.</b> Unit 1 Inspiration Reading and vocabulary. Challenges Grammar and listening. The 'we' generation. Reading. Discussion. Debate.	<b>3</b>	<b>10</b>
<b>2</b>	<b>PC 2.</b> Unit 1 Inspiration Listening, speaking and vocabulary. Do the right thing. Vocabulary with self-; Heroes discussion. Culture, vocabulary and grammar. Belief and commitment Writing an article "Role models". Vocabulary Insight 1	<b>3</b>	<b>10</b>
	<b>IWST P 1.</b> Consultations on the implementation of <b>IWS 1</b>	<b>1</b>	
<b>3</b>	<b>PC 3.</b> Unit 2 The world around us Reading and vocabulary. Real education. Discussion. Debate. Grammar and listening. Future tense Life on the edge. Dangerous jobs. Discussion. Reading. Listening, speaking and vocabulary. Urban stories Active listening. Deciding on a new community project	<b>3</b>	<b>10</b>
	<b>IWS 1.</b> Essay Write about the following topic: It is important for people to take risks, both in their professional lives and their personal lives. Do you think the advantages of taking risks outweigh the disadvantages? Give reasons for your answer and include any relevant examples from your own knowledge or experience.		<b>15</b>
<b>4</b>	<b>PC 4.</b> Unit 2 The world around us Culture, vocabulary and grammar. Songlines. Famous natural or manmade landmarks in the country. Future time clauses Writing. Describing a place. Vocabulary Insight 2 Cumulative review of Units 1-2	<b>3</b>	<b>10</b>
<b>5</b>	<b>PC 5.</b> Unit 3 Things that matter Reading and vocabulary. Headers. The stuff in our lives. Synonyms. Phrasal verbs with <i>out</i> Grammar and listening. Determiners. Articles What's left behind. Speaking, Discussion. Debate.	<b>3</b>	<b>10</b>
<b>MODULE 2</b>			
<b>6</b>	<b>PC 6.</b> Unit 3 Things that matter Listening, speaking and vocabulary. One man's trash ...Discussion Adjectives describing objects Selecting things to exhibit. Speaking, listening Culture, vocabulary and grammar. Lost treasures Writing A story. Lost and found Vocabulary Insight 3 . Phrasal verbs	<b>3</b>	<b>10</b>
	<b>IWST 2.</b> Consultations on the implementation of <b>IWS 2</b>	<b>1</b>	
<b>7</b>	<b>PC 7.</b> Unit 4 Mind and body Reading and vocabulary. Perfect people. Speaking, discussion. Noun suffixes. Used to, get used to or be used to Fact or fiction. Talking about habitual behaviour. Discussion, Debate	<b>3</b>	<b>10</b>
	<b>IWS 2.</b> Paragraph Writing <b>"One Man's Trash Is Another Man's Treasure Essay"</b> <b>To what extent do you agree or disagree?</b>		<b>15</b>
<b>8</b>	<b>PC 8.</b> Unit 4 Mind and body Listening, speaking and vocabulary. False value Active listening. Idioms. Phrases with body parts. Discussing a controversial topic. Listening Culture, vocabulary and grammar. Frankenstein. Text analysis Future in the past Writing. A letter to a newspaper. The value of life. Taking a view and support your ideas Vocabulary Insight 4. The origins of idioms. Cumulative review. Units 1-4	<b>3</b>	<b>10</b>
	<b>IWST 3.</b> Consultations on the implementation of <b>IWS 3</b>	<b>1</b>	
<b>Midterm control 1</b>			<b>100</b>

<b>9</b>	<b>PC 9.</b> Unit 5 Words Reading words, words, words Strategy Skipping words that you do not understand Vocabulary Insight. Phrasal verbs with on. Verb prefixes: en – and em- Grammar. Advice, obligation and prohibition; Past modals Listening. Ways of learning	<b>3</b>	<b>10</b>
<b>10</b>	<b>PC 10.</b> Unit 5 Words Listening. The future of libraries Vocabulary. Phrases with pont. Choosing a book for a book club Reading. Shakespeare. A writer for all time Strategy. Avoiding repetition Vocabulary Insight 5	<b>3</b>	<b>10</b>
	<b>IWST 4.</b> Consultation on the implementation of <b>IWS 3</b>	<b>1</b>	
<b>MODULE 3</b>			
<b>11</b>	<b>PC 11.</b> Unit 6. The media and the message Who controls the news? Reading. Armed with a smartphone Vocabulary. Collocations: journalism; word analysis Grammar. Speculation about the past, present and future Listening. The big picture.	<b>3</b>	<b>10</b>
	<b>IWS 3.</b> Project work Celebrity Culture and Its Influence on Society		<b>20</b>
<b>12</b>	<b>PC 12.</b> Unit 6. The media and the message Making the headlines Listening. A new story. Why people want to be famous Strategy. Adapting to authentic listening situations Vocabulary. Idioms with in and out. Documentaries. Discourse markers Reading. Seeing is believing. Truth or lies? Strategy. Creating emphasis Vocabulary Insight 6	<b>3</b>	<b>10</b>
<b>13</b>	<b>PC 13</b> Unit 7 That's life Before I die... Reading. From here to eternity Strategy. Critical thinking: evaluating pros and cons Vocabulary. Phrasal verbs with <i>off</i> . Phrases with <i>life</i> Grammar. Conditionals. Mixed conditionals Listening. The luckiest man alive?	<b>3</b>	<b>10</b>
	<b>IWST 5.</b> Consultation on the implementation of the final exam	<b>1</b>	
<b>14</b>	<b>PC 14.</b> Unit 7 That's life Golden years Listening. Growing old in different societies Vocabulary. The old and the young. Discussing old age Reading. The road not taken by Robert Frost Grammar. Unreal situations Writing. Persuasive writing. Making comparisons Vocabulary Insight 7	<b>3</b>	<b>10</b>
<b>15</b>	<b>PC 15.</b> Revision Test. Discussion. Debate	<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

Criterion	"Excellent" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %

#### Written assignment "My professional history" (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
<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	Offers some policy and/or practical recommendations, proposals for enhancing the professional identity and professionalism of teachers in	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.

	Kazakhstan.	Kazakhstan		
<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.

**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.