**SYLLABUS**

**Spring semester 2023-2024 academic year**

**Educational program**

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| **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)** |
| 6В03104 МО  Foreign language (practical B2 level) | 3 | | 0 | 5 | 0 | 5 | 6 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| Offline | Basic course of university component | - | | Brainstorming, questions & answers, discussion, roleplay, case studies, task-based,  problem-solving | | Offline (oral) | |
| **Lecturer - (s)** | Kassymova Gulnara Mamatbekovna | | | | |
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| **Phone :** | 87471390554 | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| Students at B2 level will be able to utilize all four skills (speaking, listening,  reading, writing) for the purposes of: socializing, providing and obtaining information, expressing personal feelings and opinions, persuading others to adopt a course of action, in the targeted topic's areas. | 1. Able to understand the main ideas of complex texts on concrete or abstract topics, including some professional discussions | | | | | 1.1 comprehends messages and short conversations when listening to peers, familiar adults, and providers of public services in face-to-face interactions. | |
| 1.2 understands the main idea and some discrete information in television, radio, or live presentations. | |
| 1. Able to express themselves fluently and spontaneously enough to comfortably communicate with other English speakers | | | | | 2.1 initiates and sustain conversations, face-to-face, with more fluent individuals. | |
| 2.2 exhibit spontaneity in their interactions, particularly when the topic is familiar, but often relying on familiar utterances. | |
| 3. Able to read texts on many subjects and explain a complex viewpoint on a topic, including expressing advantages and disadvantages. | | | | | 3.1 reads and comprehends materials written for native speakers when the topic and language are familiar. | |
| 3.2 reads simple materials independently, but may have to guess at meanings of longer or more complex material. | |
| 4.Able to produce clear, detailed text on many subjects following the grammar, semantic and stylistic requirements. | | | | | 4.1 writes short notes, uncomplicated personal and business letters, brief journals, and short reports. | |
| 4.2 writes brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently. | |
| 5. Able to translate and interpret text related to general topics and his professional sphere.  6. Able to demonstrate cross-cultural skills and understandings of perceptions, gestures, folklore, and family and community dynamics. | | | | | 5.1 able to analyze and translate texts related to different genres | |
| 5.2 justifies their choice of translation strategy and technique. | |
| 6.1exibits an awareness of their own native culture and identify specific cultural traits. | |
|  |  | | | | | 6.2 understands how words, body language, rituals, and social interactions influence communication. | |
| **Prerequisites** | Foreign language (practical B1 level) | | | | | | |
| **Postrequisites** | Foreign language (practical C1 level); ESP (English for Professional purposes | | | | | | |
| **Learning Resources** | **Main and additional literature:**   1. New-English Upper intermediate, 2008, Oxford. Clive Oxenden and Christina Latham Koenig   **Research laboratories:**   1. Multimedia language classroom 322 2. Center for cross-cultural communication and research 302   **Internet resources:**   1. English-Russian Online Dictionary: [www.multitran.com/](http://www.multitran.com/) 2. English-Russian Online Dictionary: <https://www.lingvolive.com/en-us> 3. Collocation Online Dictionary: <http://www.ozdic.com> 4. Oxford Comprehensive Online Dictionary: <https://www.oxfordlearnersdictionaries.com/> 5. Cambridge Comprehensive Online Dictionary: <https://dictionary.cambridge.org> 6. Online course “Working with Translation” by Cardiff University https://www.futurelearn.com/courses/working-with-translation/8/todo/132923 7. Main types of translation transformations https://cyberleninka.ru/article/n/osnovnye-vidy-perevodcheskih-transformatsiy 8. On difficulties of translating English words-realities into Russian<https://www.alba-translating.ru/ru/tag/2022-02-23-19-14-36.html>   <http://www.trworkshop.net/>   1. <http://www.trworkshop.net/> 2. <http://elibrary.kaznu.kz/ru> | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/%D0%9F%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0%20%D0%B0%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%BE%D0%B9%20%D1%87%D0%B5%D1%81%D1%82%D0%BD%D0%BE%D1%81%D1%82%D0%B8.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** 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 andassignments.  **Attendance.** 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.  **Аcademic honesty.** 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.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer.  **Basic principles of inclusive education.** 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 counseling assistance by e- mail [a.alipbayeva@gmail.com](mailto:a.alipbayeva@gmail.com) or via video link in MS Teams Meeting ID: 471 903 392 468, Passcode: hpkDfr*.*  **Integration MOOC (massive open online course).** 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.  **ATTENTION!** 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. | | | | |
| **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** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment 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.  **Summative assessment** -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. | |
| A | 4.0 | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 25 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 20 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1** | | | |
| **1** | **PC 1 Unit 1:** Q&A. Questions formulations. | 1 | 3 |
| **PC 2 Unit 1**: Do you believe it? Auxiliary verbs. Comparative structures. | 1 | 3 |
| **PC 3 Unit 1:** You are the doctor? Present perfect (simple, continuous). | 1 | 3 |
| **2** | **PC 4 Unit 1:** What does the future holds? Colloquial English. | 1 | 3 |
| **PC 5 Unit 1**: Writing an informal email/letter | 1 | 3 |
| **PC 6 Unit 1:** Revision: What do you remember and what can you do? | 1 | 3 |
| **IWST 1** Consultation on the implementation of IWS 1 | 1 |  |
| **3** | **PC7 Unit 2:** National stereotypes: truth or myth? Clothes and fashion. Adjectives as nouns, adjective order | 1 | 3 |
| **PC8 Unit 2:** Air travel: the inside story. Narrative tenses, past perfect continuous. | 1 | 3 |
| **PC9 Unit 2:** Incredibly short stories.Adverbs and adverbial phrases. | 1 | 3 |
| **4** | **PC10 Unit 2:** Flying high. Colloquial English | 1 | 3 |
| **PC 11 Unit 2:** Writing a short story. | 1 | 3 |
| **PC 6 Unit 2:** Revision: What do you remember and what can you do? | 1 | 3 |
| **IWS 1. Writing a short story about a case of national stereotype or your air travel.** | 10 | 20 |
| **5** | **PC 13 Unit 3:** The one place the burglar won’t look. Crime and punishment. Passive (all forms) | 1 | 3 |
| **PC 14 Unit 3:** Stormy weather. Future perfect and future continuous. | 1 | 3 |
| **PC 15 Unit 3:** Taking a risk. Conditional and future time clauses**.** | 1 | 3 |
| **6** | **PC 16 Unit 3:** High risk. Colloquial English. | 1 | 3 |
| **PC 17 Unit 3:** Expressing your opinion in written form | 1 | 3 |
| **PC 18 Unit 3:** Revision: What do you remember and what can you do? | 1 | 3 |
| **IWST 2.** Consultation on problematic issues | 1 |  |
| **MODULE 2** | | | |
| **7** | **PC 19 Unit 4**: Would you get out alive? Feelings. Unreal conditions. | 1 | 3 |
| **PC 20 Unit 4:** How I trained my husband? Past modals. | 1 | 3 |
| **PC 21 Unit 4:** Let your body do the talking. The body language. | 1 | 3 |
| **IWST 3.** Consultations on the implementation of IWS 2 | 1 | **3** |
| **8** | **PC 22 Unit 4**: Stage and screen. Colloquial English. | 1 | 3 |
| **PC 23 Unit 4:** Writing a short article (180 words) | 1 | 3 |
| **PC 24 Unit 4:** Revision: What do you remember and what can you do? | 1 | 3 |
| **IWS 2. Write an article/essay about one of the topics covered in Unit 3-4.** | 10 | 20 |
|  | **Midterm control 1** |  | 100 |
|  | **IWST 4.** Consultations on the implementation of IWS 3 | 1 |  |
| **9** | **PC 25 Unit 5**: Psychology of music. Gerund and infinitives. | 1 | 3 |
| **PC 26 Unit 5:** Counting sheep. Used to, Be used to, Get used to. | 1 | 3 |
| **PC 27 Unit 5:** Media: Breaking news. Reporting verbs. | 1 | 3 |
| **IWST 3.** Consultation on problematic issues | 1 | 3 |
| **10** | **PC 28 Unit 5:** Musical festivals. Colloquial English. | 1 | 3 |
| **PC 29 Unit 5:** Writing a formal letter. | 1 | 3 |
|  | **PC 30 Unit 5:** Revision: What do you remember and what can you do? | 1 | 3 |
|  | **IWS 3.** Writing a formal letter. | 1 | 20 |
| **MODULE 3** | | | |
| **11** | **PC 31 Unit 6:** Speaking to the world. Collocation: word pairs. Article. | 1 | 3 |
| **PC 32 Unit 6:** Bright lights and big cities. Uncountable and plural nouns. | 1 | 3 |
| **PC 33 Unit 6:** Science: Eurika. Quantifiers: all/every. | 1 | 3 |
|  | **IWST 4:** Consultation on problematic issues | 1 |  |
| **12** | **PC 34 Unit 6:** Great cities. Colloquial English | 1 | 3 |
| **PC 35 Unit 6:** Writing a report. | 1 | 3 |
| **PC 36 Unit 6:** Revision: What do you remember and what can you do? | 1 | 3 |
|  | **IWS 4: Writing a report or presentation about “Eating out in Kazakhstan”** | 1 | 20 |
| **13** | **PC 37 Unit 7:** I wish you wouldn’t. Structure after wish. | 1 | 3 |
| **PC 38 Unit 7:** Business and advertising. A test of honesty. Clauses of contrast and purpose. | 1 | 3 |
| **PC 39 Unit 7:** The story behind the words. Relative clause. | 1 | 3 |
|  | **IWST 5:** Consultation on problematic issues | 1 |  |
| **14** | **PC 40 Unit 7**: Words. Colloquial English. | 1 | 3 |
| **PC 41 Unit 7:** Writing a composition. | 1 | 3 |
| **PC 42 Unit 7:** Revision: What do you remember and what can you do? | 1 | 3 |
|  | **IWS 5: Writing a composition or presentation: “What are advantages and disadvantages of being famous’** |  | 20 |
| **15** | **PC 43** Conclusion of the course. | 1 | 3 |
| **PC 44** Review practice. | 1 | 3 |
| **PC 45 Midterm control 2** | **1** | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean of International Relations Faculty Zhekenov D.K.**

**Head of Diplomatic Translation Department Seidikenova A.S.**

**Lecturer Kassymova G.M.**

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT** OF **IWST TASK**

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| **Criterion** | **"Excellent"**  20-25% | **"Good"**  15-20% | **"Satisfactory"**  10-15% | **"Unsatisfactory"**  0-10% |
| Reading | Speech is easy to understand: there are no unnecessary pauses; phrasal stress and intonation contours, pronunciation of words. | Speech is perceived quite easily, but there are unnecessary pauses; phrasal stress and intonation contours, with virtually no violations of the norm; several phonetic errors are allowed, including 1-2 errors that distort the meaning | Speech is perceived quite easily, but there are unnecessary pauses; there are errors in phrasal stress and intonation contours; 5-7 phonetic errors are allowed, including errors that distort the meaning | Speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours, a large number of phonetic errors were made |
| Speaking | Lexical and grammatical formatting of speech, deep understanding of the text. the task is completed in full: the goal of communication is achieved; the topic is covered in full (all aspects specified in the assignment are fully, accurately and fully disclosed). | The statement is logical and complete; There are introductory and concluding phrases that correspond to the topic. Logical communication tools are used correctly. | The statement is basically logical and has a fairly complete character, BUT there is no introductory or concluding phrase, there are one or two violations in the use of logical communication means | Lack of lexical material, speech is not perceived due to unreasonable pauses; incorrect phrasal stresses and distorted intonation contours |
| Translation | Equivalent translation: content identity of the target text, full lexical correspondence of the text, equivalent translation using basic grammatical structures characteristic of the corresponding language, compliance with stylistic norms for the entire text. | Translation errors do not violate the general meaning of the original, lack of lexical correspondence for 10-20% of the text, errors in the translation of basic grammatical structures characteristic of the corresponding language, compliance with stylistic norms for 80-90% of the text . | Inaccuracy in conveying the meaning: errors lead to an inaccurate transmission of the meaning of the original, but do not distort it completely, lack of lexical correspondence for 30-40% of the text, lack of grammatical correspondence for 30-40% of the text, compliance with stylistic norms for 60-70% of the text | Inequivalent conveying of meaning: errors represent a gross distortion of the meaning of the original content, lack of lexical correspondence for 70-100% of the text, lack of grammatical correspondence for 70-100% of the text, compliance with stylistic norms for less than 30% of the text. |
| Writing | 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. |