**SYLLABUS**

**Spring semester 2024-2025 academic year**

**Educational program "** Practical course on speech communication**"**

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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)** |
| **ID 1625486**Practical course on speech communication | 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** |
| *Offline* | BD, Compulsory component | - | Practical lesson, discussion, written tasks | Written tasks |
| **Lecturer - (s)** | Rakymbayev Ayat Zhumashevich, senior lecturer |
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| **Phone :** | 3773330 (1270) |
| **Assistant - (s)** |  |
| **e-mail :** |  |
| **Phone :** |  |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \*** As a result of studying the discipline the undergraduate will be able to: | **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. Practical course on speech communication is an approach to language teaching as a Second or Foreign Language, which aim is to create, to apply theoretical frameworks and key concepts in communication to personal | 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 |
| **Prerequisites** | Basic Foreign Language B2, Practical course on speech communication is related to basic disciplines as “Practical Grammar of the First Foreign Language”, “Theoretical phonetics”, and to the theoretical and linguistic disciplines to be studied in the next semester. |
| **Postrequisites** | Language for Special Purposes B2,C1 |
| **Learning Resources** | Literature:main, additional. Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman, 2020.Insight Upper Intermediate Student’s Book with Answers with Audio Jane Wildman,2020.1. 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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| **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 counselling assistance by phone/e- mail zhaksylykkyzy.k@kaznu.kz. **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 | Work in practical classes | 70 |
| C+ | 2.33 | 70-74 | Independent work | 30 |
| C | 2.0 | 65-69 | Satisfactorily | Final control (exam) | 40 |
| C- | 1.67 | 60-64 | TOTAL | 100 |
| D+ | 1.33 | 55-59 | Unsatisfactory | TOTAL | 100 |
| D | 1.0 | 50-54 | TOTAL | 100 |
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| **Calendar (schedule) the implementation of the course content:** |
| Week / date | Topic title (lectures, practical classes, Independent work of students) | Number of hours | Maximum score |
| **1** | Definition. Links with Other Branches of LinguisticsTwo Approaches to Language StudyLexical UnitsVarieties of Words**Practical class 1***Speak on:*Special Lexicology and General LexicologySynchronic and the diachronic *a*pproachesVariants of words: lexico-semanticvariants, phonetic and morphological variants. | **3** | 10 |
| **2** | SemasiologyWord-MeaningTypes of meaning**Practical class 2***Speak on:*The referential approach and the functional approachGrammatical Meaning, Lexical Meaning, Part-of-Speech MeaningDenotational and Connotational MeaningEmotive Charge and stylistic Reference**Food**Do you like to eat? Why or why not?Do you prefer to eat at a restaurant or at home?Do you prefer your own country's food or other kinds of food?Do you like to cook? Why or why not?Do you think a vegetarian diet is better than a diet that includes meat?How often do you eat at a fast-food?If you are living abroad, what is the food that you miss most from home | **3** | 10 |
| **3** | Word-meaning and meaning in Morphemes Word-meaning and motivation**Practical class 3***Speak on*Lexical Meaning, Functional Meaning, Differential Meaning, Distributional meaning**Clothes**Do you like shopping? Can you judge someone by their appearance? Is it possible to be beautiful without wearing any make-up, earrings or other accessories?What do you think about men who wear earrings?What do you think about secondhand clothes? Advantages and disadvantages of online shopping**IWST** Morphological motivation, Phonetical Motivation, Semantic Motivation |  3  3 | 1015 |
| **4** | Change of meaning**Practical class 4***Speak on:*Causes of Semantic Change and Nature of Semantic Change (similarity of Meanings and contiguity of meanings)Results of semantic change: the denotationalmeaning of the word (restriction and extensionof meaning), the alteration of its connotational component (amelioration and deterioration of meaning)**Money**How important is money to you? How do you think money helps make us happy?If someone gave you a million dollars, what would you do with it?Some people say that "money makes the world go around."Do you agree? Why or why not? | 3 | 10 |
| **5** | Meaning and polysemy**Practical class 5***Speak on:*Semantic Structure of Polysemantic Words**Living in a city or in a country (small village)** Did you grow up in the city or in the country?What are some of the advantages and disadvantages of living in a city?What are some of the advantages and disadvantages of living in a country?Can you describe your hometown?What aspects of life in Almaty would you complain about?**IWST** Secondary and derived meaningCorrelated words. | 3 | 10 |
| **6** | **Lecture 6.**Polysemy and homonymy**Practical class 6***Speak on:*Full and partial homonymyLexical, lexico-grammatical and grammatical homonymsHomographs, homophones and perfect homonymsSources of Homonymy**Cell (mobile, smart) phones**What was life like before cell phones? Could you live without your cell phone?What age you think children should be allowed to have a cell phone?What are good things about cell phones?What are bad things about cell phones?How cell phones affect people's lives? | 3 | 10 |
| **7** | Word-meaning in syntagmatics and paradigmaticsCommon Contextual Associations.Thematic Groups**Practical class 7***Speak on:***Music** What kind of music do you like?Can you concentrate on other things when you are listening to music?Can you play a musical instrument? If so, what do you play? How long have you been playing? Do you enjoy music videos?Do you prefer listening to songs in your own language or in another language? Why?Do you think your favorite music twenty years from now will be the same as it is today?Is there any kind of music that you hate?Do you think that animals can enjoy music? How do you know?**IWST** Polysemy and Context: Lexical Context, Grammatical Context, Extra-Linguistic Context | 33 | 1015 |
|  | **Midterm** |  | 100 |
| **8** | Meaning relations in paradigmatics and semantic classification of words**Practical class 8***Speak on:*Conceptual (or Semantic) FieldsHyponym and hyperonymSynonymy Antonymy: Contradictories. Contraries, Incompatibles.**Traveling**Why do people travel?Have you ever been abroad?Where have you been?What was your best trip.What countries would you like to visit? Why?Do you think it is a good idea to travel with friends, or alone? How about with your family? |  3 | 10 |
| **9** | Word-Groups and Phraseological Units**Practical class 9***Speak on:*Lexical Valency, Grammatical ValencyCriterion of distribution: endocentric, exocentricEndocentric word-groups: nominal, adjectival, verbal and adverbial groups or phrases.Motivated and non-motivated word-groups**Jobs and professions**When you were a child, what did you want to be when you grew up?What is your dream job?What do you like most about your future profession?Would you like a job in which you traveled a lot?Do you think it is more important to make a lot of money or to enjoy your job?What are the most unusual jobs in the world?What are the most dangerous jobs in the world?  | 3 | 10 |
| **10** | Phraseological units**Practical class 10***Speak on:*Free Word-Groups, Versus Set-Phrases, **Hometown**Where are you from?Do you miss your hometown (country)?What are the main attractions in your hometown (country)?Is your hometown famous for anything?After you graduate our university do you want to live in your hometown? Why or why not?**IWST** Phraseological Units, Idioms, Word-EquivalentsPhraseological units: phraseological fusions,phraseological unities and phraseological collocations.Phraseological units: phrasemes and idioms | 33 | 1015 |
| **11** | Word-Structure**Practical class 11***Speak on:*Morphemic segmentability of words: complete, conditional and defectiveSemantically morphemes: root -morphemes and non - root or affixational morphemesStructurally morphemes: free morphemes, bound morphemes, semi-free (semi-bound) morphemesMоrphiс words according to the number of root-morphemes: monoradical (or one-root words) and polyradiсal words Simplexes or simple, non-derived words and complexes or derivatives. **Coronavirus 19**1 What images are in your mind when you hear the word 'VIRUS'?2. What do you know about COVID-19? Is it really happening or it is just political game? 3. Have you changed your daily routine because of the coronavirus?4. How do we vaccinate the world? Are you ready to take vaccination?5. What about the current crisis worries you the most? What gives you the most hope? | 3 | 10 |
| **12** | Word-Formation**Practical class 12****Speak on:** Word-Formation Word-formation in Modern English**Annoying things** What is the most annoying thing for you?(Eg; slow internet, waiting for smb. and smth. for a long time, phone call after 10 p.m…..) What kind of people annoy you?(Eg: smoking, drinking, more talking, worrying) Do you get annoyed when other people display bad manners? (Eg: shout on M phones, throw garbage and spit on the street, can't or don't speak your language ….. ) What annoying habits does your best friend have? ( Eg: snore, ague, lie, not keep secrets……)Do you think you have habits that annoy other people? | 3 | 10 |
| **13** | Sound- and stress-interchange in Modern English**Practical class 13**Highly-productive, semi-productive, non-produtive affixes Word-formation in Modern English: word-derivation and word-composition**Motivation**What is motivation?What motivated you when you were a teenager**?**How do you motivate yourself to do your work(study)?What’s the best way to motivate someone else?What is the difference between internal and external motivation? |  3 | 10 |
| **14** | Conversion, Word-compositionEtymological Survey of the English Word-Stock**Practical class 14** |  3 | 10 |
| **15** | **Time** How do you spend most of your time?Do you manage time, or does time manage you?What takes up most of your time?If you could stop time, what would you do and why?If time travel were possible, which period of time would you like to return to? Why?What do you think about multitasking? Do you think multitasking helps you to use your time better?**IWST**Speak on:BorrowingsVariants and Dialects of the English Language | 3  3 | 1015 |
|  | **Final Control**  |  | 100 |
| **Independent work of students with teacher is 6 hours for semester. 3, 7, 10 and 15 weeks are included into syllabus (assignment submission)** |

**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

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| **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)**

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| **Criterion**  | **"Excellent"**20-25% | **"Good"**15-20% | **"Satisfactory"**10-15% | **"Unsatisfactory"**0-10% |
| **Understanding Theories** **and concepts of professional identity and professionalism of a teacher**   | 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.  |
| **Awareness of key issues of professional identity and professionalism of teachers in Kazakhstan**   | 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.  |
| **Policy proposal or practical recommendations/suggestions**   | 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.  |
| **Letter,**  **APA style**   | 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)**

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| **Criterion**  | **"Excellent"** 25-30% | **"Good"** 20-20% | **"Satisfactory"** 15-20% | **"Unsatisfactory"** 0 – 15% |
| **Understanding theories and concepts of the professional identity of the teacher and the teaching profession**   | 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.  |
| **Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan**   | 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.  |
| **Pilot Study**   | 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.  |
| **Suggestion of policy or practical recommendations/suggestions**   | 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.  |
| **Presentation,** **teamwork**   | 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.  |