SYLLABUS
Spring semester 2024-2025 academic year
Educational program "Basic foreign language in the context of intercultural communication (first 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)		
BIYaKMK 2211; 90825 Basic foreign language in the context of intercultural communication (first foreign language)	5	0	45	0	5	6

ACADEMIC INFORMATION ABOUT THE COURSE				
Learning Format	**Cycle, component**	**Lecture types**	**Types of practical classes**	**Form and platform final control**
Offline	M-8. Language and culture module	-	Practical lesson, discussion, written tasks	Standard written examination. Offline
Lecturer - (s)	Nurlangazykyzy Balnur, lecturer			
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Phone :				
Assistant - (s)				
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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: to form intercultural and communicative competence of students on the basis of a basic foreign language. The discipline is aimed at studying the language material that will help students to master idiomatic phrases, develop students' cultural, regional geographic thinking and communication skills within the framework of the	ER 1 Demonstrate basic communicative competence in a foreign language, including speaking, listening, reading, and writing.	Students can participate in simple conversations using basic vocabulary and expressions relevant to everyday situations.
		Students can comprehend and respond to short texts and spoken messages on familiar topics.
	ER 2. Understand and apply cultural norms and practices related to intercultural communication.	Students can identify key cultural norms and values in the target culture(s).
		Students can adjust their communication style to show respect and understanding of cultural differences.
	ER 3. Recognize and analyze the influence of cultural context on language use and meaning.	Students can provide examples of how cultural context shapes language expressions (e.g., idioms, gestures, tone).
		Students can explain the cultural significance of specific linguistic features or traditions in the target culture(s).

general cultural component of the curriculum, training in organizing press conferences, group discussions, round tables, interviews, role-playing games, case studies and project work in the process of mastering language material.	ER 4. Develop strategies for overcoming challenges in intercultural communication.	Students can use paraphrasing, clarification requests, and non-verbal cues to navigate communication barriers.
		Students can reflect on and adapt their communication behaviors to foster mutual understanding in diverse interactions.
	ER 5. Foster an appreciation for the diversity and richness of cultural perspectives.	Students can compare and contrast cultural practices, values, and beliefs between their own and the target culture(s). Students can demonstrate open-mindedness and curiosity when encountering unfamiliar cultural norms.

Prerequisites	Introductory Language Skills: Basic knowledge of the target language, including foundational vocabulary, grammar, and communication skills. Cultural Awareness: Familiarity with basic cultural concepts and the importance of diversity in communication. Academic Skills: Competence in reading, writing, and expressing ideas in the native language to support foreign language learning.
Postrequisites	Intermediate Language Studies: Progression to intermediate courses for deeper language proficiency. Advanced Intercultural Communication: Further training in professional and complex intercultural contexts. Cultural Immersion Opportunities: Preparation for study abroad, internships, or global competence programs.
Learning Resources	Literature: main, additional. **1. In Focus 3, Charles Browne, Brent Culligan, Joseph Phillips** **2. Across Cultures coursebook, Pearson Educ ati on Limited 2004, Elizabeth Sharman.** **3. Cambridge English: Face2Face Pre-Intermediate (Student's Book).** Chris Redston, Gillie Cunningham **4. Longman: Cutting Edge Intermediate (Third Edition),** Sarah Cunningham, Peter Moor **Research infrastructure** 1. The department of Turkology and the theory of language **Internet resources** 1**. Breakingnewsinenglish.com** **2. ManyThings.org - American English Pronunciation Practice** 3. **BBC Learning English (https://www.bbc.co.uk/learningenglish)** **Software** 1. BBC Learning English App 2. Speakometer 3. Duolingo 4. Elsa Speak 5. Memrise

Academic course policy	The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University . 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 and assignments.

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.

Academic 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" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "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 balnurbaitileuova@gmail.com

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
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	Satisfactorily
C-	1.67	60-64	
D+	1.33	55-59	Unsatisfactory
D	1.0	50-54	

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.

Formative and summative assessment	Points % content
Work in practical classes	70
Independent work	30
Final control (exam)	40
TOTAL	100
TOTAL	100
TOTAL	100

A week	Topic name	Number of hours	Max. score
	MODULE 1 **Global challenges and solutions**		
1	Unit 1 Gender Equality Reading texts: The Iron Lady; What if woman ruled the world; Research skills: Information gathering • Level of gender equality Interpreting and reporting results • Explaining differences Discussion • New laws for gender equality Quotable Quotes • Discussing the ways boys and girls are raised	3	10
2	Unit 2 A Thirsty World. Water access, consumption, and future global water scarcity issues Reading: 1 The Cochabamba Water War 2 Water Worries Research skills: Information gathering • Water resources and consumption by country Interpreting and reporting results • Explaining differences Writing a paragraph: Giving an opinion on the topic of water demand Categorizing statements: Completing a mind map: water demand	3	10
	IWST P 1. Consultations on the implementation of **IWS 1**	1	
3	Unit 3 Nuclear Power: Clean and Bright. The benefits of nuclear energy Reading: 1 Green Energy? 2 The One Energy Solution Information gathering: • Two nuclear accidents Writing a paragraph: Giving a personal opinion about the pros and cons of nuclear power Role play and debate: • Opinions about nuclear power	3	10
	IWS (students' individual work) Presentation: 1-topic: Women in power around the world 2-topic: Solutions to the world's water crisis	1	15
4	Unit 4 Free Trade: Cheap Goods or Good Jobs? The social impact of free trade Reading: 1 The North American Free Trade Agreement 2 Free Trade = No Bargain Research skills: Information gathering • Global production and trade over time Clarifying statements: Completing a mind map: pros and cons of free trade Discussion • Pros and cons of building a new factory	3	10
	IWST P 2. Consultations on the implementation of **IWS 2**	1	
5	Unit 5 Online Retailing: Disappearing Stores The effect of the Internet on retail and other industries Reading: 1 None in Laredo 2 The End of the Store as We Know It Research skills: Information gathering: • Growth in online shopping Interpreting and reporting results: • Comparing trends by country Writing a paragraph about the effects of showrooming	3	10
	IWS (students' individual work) **Presentation on the topics that were assigned to the students**		15
	MODULE 2 **Evolving societies and sustainability**		

6	Unit 6 Online Addiction: Too Much Fun? Video game and Internet addiction Reading: 1 Internet Addiction 2 Fun, Popular, and Deadly Research skills: Information gathering • Video game facts and partner interview Interpreting and reporting results • Comparing and discussing results about gaming Role play and debate • Government regulation and video games • Discussing the pros and cons of video games and TV	3	10
7	Unit 7 Marriage around the World. The changing of marriage in societies Reading: 1 Different Ways of Tying the Knot 2 Changing Views of Marriage Information gathering • Marriage and divorce by country Interpreting and reporting results • Explaining high and low divorce rates Discussion • Pros and cons of arranged marriage Quotable Quotes • Discussing love and marriage	3	10
	Midterm exam	1	
Midterm control 1			**100**
8	Unit 8 Fished Out: Our Empty Oceans The effects of overfishing Reading: 1 The Grand Banks 2 Our Desert Oceans Research skills: Information gathering • Survey of fish stocks over time Interpreting and reporting results • Summarizing and explaining changes Role play and debate • Future fishing policy Quotable Quotes • Discussing the damaging effects of humans on the oceans	3	10
	IWST P 3. Consultations on the implementation of **IWS 3**	1	
9	**Unit 9** **Renewable Energy: The Green Choice The benefits of renewable energy sources** Reading: 1 Winds of Change 2 Beyond Fossil Fuels Research skills: Information gathering • Changes in global energy sources Interpreting and reporting results • Discussing trends in energy supplies Presentation • The best renewable energy source for the future Quotable Quotes • Discussing cheap fossil fuels and ways to promote renewable energy	3	10
10	**Unit 10** (In)Equality in a Richer World Capitalism, other economic systems, and income equality in societies Reading: 1 The Lehman Shock 2 The Promotion of Wealth Research skills: Information gathering • Income inequality by country Interpreting and reporting results • Comparing wealth and inequality Writing a paragraph: Using facts and opinions to give a personal opinion about capitalism	3	10
	IWS 3 (students' individual work) **Speech and presentation: The economic system I would apply to my imaginary country and why**		10
MODULE 3 Cultural shifts and modern lifestyles			
11	Unit 11 The Office of the Future? Telecommuting Reading: 1 High-Tech Companies and Telecommuting 2 Telecommuting Research skills: Information gathering • Numbers of telecommuters by employer type	3	10

	Interpreting and reporting results • Discussing telecommuting trends among employers Role play and debate • Whether a college should introduce e-learning Quotable Quotes • Discussing job satisfaction and the balance between work and life activities		
12	Unit 12 Social Media: Changing Our Lives The impact of social media on politics and society Reading: 1 The Arab Spring and Social Media 2 A Networked World Research skills: Information gathering • Numbers of users of popular social media sites Interpreting and reporting results • Explaining growth rates of different social media sites Presentation • Cyberbullying and how to deal with it Quotable Quotes • Discussing the impact of social media on people	3	10
	IWST P 4. Consultations on the implementation of **IWS 4**	1	
13	Unit 13 Changing Ideals of Beauty What makes a person attractive? Reading: 1 Beauty 2 What Is Beauty? Research skills: Information gathering • Ranking attractive features in people Interpreting and reporting results • Comparing rankings and drawing conclusions Presentation • Using questions about the nature of beauty as the basis for a presentation Quotable Quotes • Discussing whether beauty is just physical	3	10
	SIW (students' individual work) **Vocabulary test**		5
14	Unit 14 Disappearing Languages. The disappearance of other languages because of English Reading: 1 The Rise and Fall of Languages 2 The Killer Language Research skills: Information gathering • Rating jobs that need English Interpreting and reporting results • Comparing lists • Predicting the future Presentation • English as the Global Language Quotable Quotes • Discussing whether everybody in the USA should speak English	3	10
	IWST P 5. Consultations on the implementation of **IWS 5**	1	
15	Unit 15 Is Beauty Skin Deep? Tattoos and cosmetic surgery Reading: 1 Improving on Nature? 2 The Never-Ending Desire for Beauty Research skills: Information gathering • Group survey on attitudes to physical features Interpreting and reporting results • Comparing survey results about appearance Discussion • How important is appearance in professional life? Quotable Quotes • Discussing making changes in life that are permanent	3	10
	IWS (students' individual work) Create a poster and prepare a speech on your most esteemed topics from this discipline. Justify why you consider them to be relevant and interesting for you and present your perspective on the subject.		5
	IWST 6. Consultation on the final examination	1	
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

RUBRICS FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)
CRITERIA FOR ASSESSING LEARNING OUTCOMES

IWS (students' individual work)
Presentation: 1-topic: Women in power around the world
2-topic: Solutions to the world's water crisis

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Content Quality	Comprehensive, well-researched, and highly relevant content; addresses all aspects of the topic effectively.	Accurate and relevant content with minor gaps or omissions; addresses most aspects of the topic.	Basic understanding of the topic with noticeable gaps; limited depth and relevance.	Inadequate or incomplete content; lacks understanding and relevance.
Structure & Organization	Logical and cohesive structure; smooth flow of ideas with clear introduction, body, and conclusion.	Organized structure with minor lapses in flow or transitions; introduction, body, and conclusion are present but not fully developed.	Basic structure with significant gaps in organization; ideas may lack coherence or logical flow.	Poor structure; lacks logical flow, with disorganized or missing sections.
Language Use	Fluent and accurate use of language with advanced vocabulary and minimal errors.	Effective language use with occasional minor errors; vocabulary is appropriate but not advanced.	Limited language proficiency; frequent errors in grammar and vocabulary that affect clarity.	Poor language use with significant errors that impede understanding.
Delivery Skills	Confident, engaging, and clear delivery with effective eye contact, body language, and vocal variety.	Clear and understandable delivery with good eye contact and vocal control; some lapses in engagement.	Basic delivery skills; lacks confidence, with occasional issues in clarity or engagement.	Ineffective delivery; unclear, monotone, or lacks confidence and engagement.
Visual Aids (if used)	Highly effective and professional visual aids that enhance understanding and engagement.	Effective visual aids that support the presentation with minor issues in design or relevance.	Basic visual aids with limited impact on understanding; design may be cluttered or unclear.	Ineffective or absent visual aids; distract from or fail to support the presentation.
Intercultural Sensitivity	Demonstrates deep understanding and respect for cultural differences; effectively	Shows good understanding and respect for cultural differences; applies intercultural	Limited awareness of cultural differences; applies intercultural	Lacks understanding or respect for cultural differences; fails to apply

	incorporates intercultural communication concepts.	concepts with minor omissions.	concepts in a superficial or inconsistent manner.	intercultural concepts.
Time Management	Adheres to time limits effectively while delivering comprehensive content.	Stays within time limits with minor deviations; may slightly overrun or underutilize time.	Significant deviation from time limits; content may feel rushed or incomplete.	Does not adhere to time limits, resulting in a lack of coherence or incomplete delivery.

ISW 2. Presentation on the topics that were assigned to the students

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Content Accuracy and Relevance	Presentation is highly informative, thoroughly covers the assigned topic with accurate and relevant content.	Presentation is mostly informative, covers the assigned topic with only minor inaccuracies or missing details.	Presentation provides some relevant information, but there are noticeable inaccuracies or missing key points.	Presentation lacks relevant content, contains multiple inaccuracies, or fails to cover the topic effectively.
Organization and Structure	Presentation is well-organized, follows a clear structure (introduction, body, conclusion), and transitions smoothly between sections.	Presentation is generally well-organized with minor issues in structure or transitions between sections.	Presentation is somewhat disorganized or lacks clear structure, making it harder to follow.	Presentation is poorly organized, with little to no structure, making it difficult to follow.
Delivery and Visual Aids	Delivery is clear, confident, and engaging. Visual aids (slides, charts, etc.) are well-designed, supportive of the content, and enhance the understanding.	Delivery is generally clear but may lack some confidence or engagement. Visual aids are mostly effective but could be improved.	Delivery lacks confidence or is unclear. Visual aids are present but do not effectively support or enhance the presentation.	Delivery is unclear or difficult to understand. Visual aids are missing, poorly designed, or do not support the presentation

IWS 3 (students' individual work)
Speech and presentation: The economic system I would apply to my imaginary country and why

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Content and Relevance	The speech is highly relevant to the topic, fully addressing both past aspirations and current motivation for teaching.	The speech is mostly relevant to the topic, with some minor areas not fully developed.	The speech is somewhat relevant but lacks depth or misses important parts of the topic.	The speech lacks relevance or does not address the topic sufficiently.
Structure and Organization	The speech has a clear, logical structure with an engaging introduction, well-developed body, and strong conclusion.	The speech is mostly well-organized, with minor issues in transitions or flow.	The speech has some structure but may lack coherence in parts or transitions between ideas.	The speech lacks clear organization, making it difficult to follow.
Delivery and Engagement	The presentation is delivered confidently, with excellent eye contact, voice clarity, and audience engagement.	The presentation is delivered well, but with minor issues in confidence, eye contact, or engagement.	The presentation is delivered somewhat hesitantly, with noticeable issues in engagement or voice clarity.	The presentation is poorly delivered, with little to no engagement or unclear speech.

IWS 4
Vocabulary test

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Grammatical range and accuracy	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent Punctuation is often faulty or inadequate	There is little or no evidence of sentence forms (except in memorised phrases).

	well controlled, and error-free sentences are frequent.	accuracy as in simple structures.	Punctuation is often faulty or inadequate	
Task response	The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported	The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant.	The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed.	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed.
Lexical Resource	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication.	The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling.

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