

SYLLABUS
Fall semester 2025-2026 academic year
Educational program "Foreign Language"

ID and name of course	Independent work of the student (IWS)	Number of credits			General number of credits	Independent work of the student under the guidance of a teacher (IWST)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
IVa1105	2		60	0	5	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
Offline	BD, University component	—	test of theoretical knowledge, speaking tasks	Writing task		
Lecturer - (s)	Nurlangazykyz Balnur, lecturer					
e-mail :	balnurbaitileuova@gmail.com					
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
<p>The purpose of the discipline is providing students with the necessary and sufficient level of communicative competence based on the Common European Framework for the active use of a foreign language, both in everyday and professional communication, and for further self-education. The discipline is intended to develop the learner's linguistic identity, capable of carrying out cognitive and communicative activities in a foreign language in the areas of interpersonal, social, professional, intercultural communication in the context of the implementation of state programs for trilingual and spiritual modernization of national consciousness.</p>	As a result of studying the discipline the undergraduate will be able to:					
	ER 1. Communicate Effectively in the Target Language			1.1. admission to participation in a foreign language without any problems (independently and in groups);		
				1.2. Demonstrate the ability to engage in basic conversations on everyday topics, using appropriate vocabulary and grammar structures.		
	ER 2. Comprehend Written Texts			2.1 ability to study and analyze what has been learned		
			2.2 Analyze and interpret various texts, including articles, short stories, and dialogues, identifying main ideas and supporting details.			
ER 3. Develop Listening Skills			3.1 Understand and respond to spoken language in diverse contexts, demonstrating comprehension of key information and nuances.			
			3.2 be able to share your experience or knowledge with the group and participate in discussions			
ER 4. Cultivate Cultural Awareness			4.1 Identify and discuss cultural aspects related to the target language, including customs, traditions, and social norms, reflecting an understanding of cultural diversity.			
Communicate Effectively in the Target Language						

Prerequisites	Basic English Proficiency
Postrequisites	Intermediate / Upper-Intermediate English Proficiency
Learning Resources	<p>Literature: main, additional.</p> <ol style="list-style-type: none"> Cambridge Empower, second edition (Student's Book) <ul style="list-style-type: none"> Authors: Doff, Puchta, Thaine. Cambridge English: Face2Face (Student's Book) <ul style="list-style-type: none"> Authors: Chris Redston, Gillie Cunningham Oxford: English File (Third Edition) <ul style="list-style-type: none"> Authors: Christina Latham-Koenig, Clive Oxenden Longman: Cutting Edge (Third Edition) <ul style="list-style-type: none"> Authors: Sarah Cunningham, Peter Moor <p>Research infrastructure</p> <ol style="list-style-type: none"> The department of Turkology and the theory of language <p>Internet resources</p> <ol style="list-style-type: none"> ManyThings.org - American English Pronunciation Practice BBC Learning English (https://www.bbc.co.uk/learningenglish) <ul style="list-style-type: none"> Description: Provides free audio and video lessons focused on improving listening, speaking, and vocabulary skills. The materials include everyday conversations and situational dialogues. Why Use: It serves as supplementary material for extra listening and speaking practice outside the classroom. <p>Software</p> <ol style="list-style-type: none"> Duolingo Elsa Speak Memrise BBC Learning English App Speakometer

Academic course policy	<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> . Documents are available on the main page of IS Univer .</p> <p>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.</p> <p>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.</p> <p>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.</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> . Documents are available on the main page of IS Univer .</p> <p>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: https://us04web.zoom.us/j/7396417505?pwd=4PTGnLaEVuOMrnFD5lyH8x6Mm3Wnox.1&omn=75415795551</p> <p>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.</p> <p>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.</p> <p style="text-align: center;">INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT</p>
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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			
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			
				Formative and summative assessment	Points % content
				Lecture	0
				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. Living and Communicating in English			
1	Getting to know English proficiency check	4	0
2	Unit 1 Communicating 1A. Ask and answer personal questions 1B. Talk about how you communicate 1C. Greet people and end conversations 1D. Write a personal email	4	0
3	Unit 2 Travel and tourism 2A. Talk about past holidays 2B. Describe travel problems 2C. Ask for information in a public place 2D. Write a travel blog	4	10
4	Unit 3 Money 3A. Talk about money and shopping experiences 3B. Talk about living with less 3C. Talk to people in shops 3D. Write an update email	4	10
5	Unit 4 Social life 4A. Talk about your plans for celebrations 4B. Plan a day out in a city 4C. Make social arrangements 4D. Write and reply to an invitation	4	10

MODULE 2. Communicating Through Work, Culture, and Change			
6	Unit 5. Work 5A. Talk about what people do at work 5B. Talk about the future of work 5C. Make offers and suggestions 5D. Write a job application	4	10
7	Unit 6. Problems and advice 6A. Give advice for common problems 6B. Describe extreme experiences 6C. Ask for and give advice 6D. Write an email giving advice	4	10
	IWST 1. Consultations on the implementation of IWS 1	1	
	IWST 2. Midterm exam consultation	1	
8	Unit 7. Changes 7A. Talk about life-changing events 7B. Describe health and lifestyle changes 7C. Talk to the doctor 7D. Write a blog about an achievement	4	20
	IWS 1. • Create a mini-project (presentation OR blog) where you: – Describe an extreme experience or life-changing event. – Give advice for common problems (study, health, relationships). – Reflect on one achievement (personal or famous). • Format: blog post (250 words) or a 5-min video presentation. • Assessment: content, creativity, communication, clarity.	1	20
	Midterm examination	1	
Midterm control 1			100
9	Unit 8. Culture 8A. Talk about art, music and literature 8B. Talk about sports and leisure activities 8C. Apologise; Make and accept excuses 8D. Write a book review	4	10
	IWST 3. Working on mistakes of midterm examination		
10	Unit 9. Achievements 9A. Talk about future possibilities 9B. Describe actions and feelings 9C. Make telephone calls 9D. Write a personal profile	4	10
MODULE 3. Exploring Values, Discoveries, and Characters			
11	Unit 10. Values 10A. Talk about moral dilemmas 10B. Describe problems with goods and services 10C. Return goods and make complaints 10D. Write an apology email	4	10
12	Unit 11 Discovery and invention 11A. Explain what technology does 11B. Talk about discoveries	4	10
13	Unit 11 Discovery and invention 11C. Ask for and give directions in a building 11D. Write a post expressing an opinion	4	10
14	Unit 12 Characters 12A. Tell a story 12B. Talk about family relationships	4	10
	IWST 4. Consultations on the implementation of IWS 2	1	
	IWST 5. Midterm consultation	1	
15	Unit 12 Characters 12C. Agree and disagree in discussions 12D. Write a short story	4	10
	IWS 2. Submit a portfolio (350–400 words total) with: 1. A short essay (150 words) on a moral dilemma and your opinion about it.	1	30

MODULE 2. Communicating Through Work, Culture, and Change

6	Unit 5. Work 5A. Talk about what people do at work 5B. Talk about the future of work 5C. Make offers and suggestions 5D. Write a job application	4	10
7	Unit 6. Problems and advice 6A. Give advice for common problems 6B. Describe extreme experiences 6C. Ask for and give advice 6D. Write an email giving advice	4	10
	IWST 1. Consultations on the implementation of IWS 1	1	
	IWST 2. Midterm exam consultation	1	
8	Unit 7. Changes 7A. Talk about life-changing events 7B. Describe health and lifestyle changes 7C. Talk to the doctor 7D. Write a blog about an achievement	4	10
	IWS 1. • Create a mini-project (presentation OR blog) where you: – Describe an extreme experience or life-changing event. – Give advice for common problems (study, health, relationships). – Reflect on one achievement (personal or famous). • Format: blog post (250 words) or a 5-min video presentation. • Assessment: content, creativity, communication, clarity.	1	27
	Midterm examination	1	
Midterm control 1			100
9	Unit 8. Culture 8A. Talk about art, music and literature 8B. Talk about sports and leisure activities 8C. Apologise; Make and accept excuses 8D. Write a book review	4	10
	IWST 3. Working on mistakes of midterm examination		
10	Unit 9. Achievements 9A. Talk about future possibilities 9B. Describe actions and feelings 9C. Make telephone calls 9D. Write a personal profile	4	10
MODULE 3. Exploring Values, Discoveries, and Characters			
11	Unit 10. Values 10A. Talk about moral dilemmas 10B. Describe problems with goods and services 10C. Return goods and make complaints 10D. Write an apology email	4	10
12	Unit 11 Discovery and invention 11A. Explain what technology does 11B. Talk about discoveries	4	10
13	Unit 11 Discovery and invention 11C. Ask for and give directions in a building 11D. Write a post expressing an opinion	4	10
14	Unit 12 Characters 12A. Tell a story 12B. Talk about family relationships	4	10
	IWST 4. Consultations on the implementation of IWS 2	1	
	IWST 5. Midterm consultation	1	
15	Unit 12 Characters 12C. Agree and disagree in discussions 12D. Write a short story	4	10
	IWS 2. Submit a portfolio (350–400 words total) with: 1. A short essay (150 words) on a moral dilemma and your opinion about it.	1	30

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

ISW 1

Criteria	Excellent (Full points)	Good (Mid points)	Needs Improvement (Low points)	Points
Content (10 pts)	Covers all three elements fully: extreme experience/life event, advice for problems, and reflection on an achievement. Information is accurate, detailed, and well-developed.	Covers most elements but some lack detail or depth. Minor inaccuracies.	Missing one or more required elements; ideas underdeveloped or unclear.	/10
Creativity (5 pts)	Original, engaging ideas; creative presentation/blog style; shows strong personal input.	Some creativity shown; ideas are clear but not highly original.	Very basic, little originality; ideas are predictable or copied.	/5
Communication (10 pts)	Ideas communicated fluently and effectively; wide range of vocabulary and structures; clear voice/tone.	Generally clear communication with some hesitation or errors; vocabulary/structures are adequate.	Difficult to understand due to frequent errors, limited vocabulary, or unclear organization.	/10
Clarity & Organization (10 pts)	Very well-organized: logical flow, clear structure (intro-body-conclusion), smooth transitions.	Mostly well-organized; some lapses in structure or flow.	Poorly organized, unclear structure; ideas not logically connected.	/10

ISW 2

Criteria	Excellent (Full points)	Good (Mid points)	Needs Improvement (Low points)	Points
Content & Task Fulfilment (12 pts)	All three tasks completed fully (essay, apology email, blog post). Clear focus on the topic, ideas are relevant, detailed, and well-developed.	All three tasks attempted, but one may lack detail or relevance. Minor gaps in content.	One or more tasks missing OR very incomplete. Content is off-topic or underdeveloped.	/12
Organization & Format (8 pts)	Clear structure: essay has intro-body-conclusion; email follows proper format and tone; blog post has logical flow. Smooth transitions and coherence throughout.	Generally well-structured but some weaknesses (weak conclusion, minor format issues). Ideas mostly flow logically.	Poorly organized, unclear structure, or wrong format (e.g. no greeting in email, essay lacks paragraphs).	/8
Language Accuracy (Grammar, Vocabulary, Style) (10 pts)	Wide range of vocabulary and grammar structures used correctly. Few or no errors; style appropriate for each task (formal/informal register).	Adequate range of vocabulary and grammar. Some noticeable errors, but they do not block understanding.	Limited vocabulary and grammar; frequent errors that make comprehension difficult; inappropriate style.	/10
Creativity & Critical Thinking (5 pts)	Shows originality, strong personal voice, and critical thinking (clear opinion, well-argued points, interesting perspective).	Some personal input and opinions; ideas are clear but not highly original or deeply argued.	Very basic, repetitive, or copied ideas; little to no personal engagement.	/5