SYLLABUS
Fall semester 2023-2024 academic year
Educational program "Practical Course on Testing Technique (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)		
99462 Practical Course on Testing Technique (first foreign language)	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, Elective component	-	test of theoretical knowledge, written tasks	Test, project work
Lecturer - (s)	Karlygash Zhaksylykkyzy			
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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 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.	1.identify the formats and requirements of IELTS; apply useful test-taking strategies for IELTS	1.1 Enables to analyse IELTS paper-based pattern in the run up to taking the test.
		1.2 Enables to analyse IELTS computer-based pattern in the run up to taking the test.
	2.practise relevant listening and speaking skills	2.1 Sharpens the listening skills in 4 sections for 4 recorded monologue speeches and coversations with total 40 number of questions
		2.2 Develops the speaking skills in 3 parts one-on-one conversation: 1 conversation on a familiar topic, a few short questions to answer, and 1 conversation on a structured topic.
	3.practise relevant academic reading and writing skills	3.1 Strengthens the reading skills in 3 long reading comprehension passages with a test of descriptive, factual and analytical concepts in tasks. Total 40 questions.
		3.2 Evolves the writing skills in 2 tasks that require short essays of 150-200 words each. Questions will be in the form of Graphs, charts, or diagrams. Candidates have to write essays by interpreting and describing the data.

	4.employ useful vocabulary and consolidated important grammar points	4.1 Understands what mistakes to avoid helps to optimize your chances for a better band score.
		4.2 Improves the IELTS Vocabulary; Expands the range and flexibility
	5.develop test-taking strategies specifically for the IELTS/TOEFL tests	5.1 Develops the English capabilities and IELTS strategies.
		5.2 Sets a realistic goal and do not aim for shortcuts.
Prerequisites	Basic Foreign Language B2, Information and Communication Technologies, Practical Course on Speech Communication (first foreign language)	
Postrequisites	Language for Special Purposes, Language of Business and and Professional Communication first foreign language)	
Learning Resources	**Literature:** main, additional.	

Literature: main, additional.
1. Cambridge IELTS 4 Academic Student's Book with Answers with Audio
2. Cambridge IELTS 7 Academic Student's Book with Answers with Audio
3. Cambridge IELTS 8 Academic Student's Book with Answers with Audio
4. Cambridge IELTS 9 Academic Student's Book with Answers with Audio
4. Cambridge IELTS 10 Academic Student's Book with Answers with Audio
5. Cambridge IELTS 11 Academic Student's Book with Answers with Audio
6. Check Your English Vocabulary for IELTS, ISBN: 978-1-4081-5393-2, Copyright © Rawdon Wyatt, 2012
Research infrastructure
1. The department of Turkology and the theory of language
2. www.adw.hct.ac.ae/site_ilc/frameset_test_prep.htm
Professional scientific databases
1. www.itests.com
2. www.justvocabulary.libsyn.com
Internet resources
1. http://www.ielts-exam.net/
2. www.elc.polyu.edu.hk/ielts
3. www.examenglish.com
Software
1. Memrise (application)

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 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.	
A	4.0 _	95-100	Great	**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.	
A-	3.67	90-94			
B+	3.33	85-89	Fine		
				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.	
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

A week	Topic name	Number of hours	Max. score
	MODULE 1		
1	**PC 1.** Paragraph Headings Learn how to match paragraphs to headings - a common question type in the reading test. How to Write an Academic IELTS Task 1 This starter lessons tells you in simple steps how to structure and write a basic IELTS Graph. IELTS Essay This starter lessons tells you in simple steps how to structure and write a basic IELTS essay. IELTS Listening Multiple Choice Tips In this lesson, learn some tips on how to improve your listening skills for multiple choice type questions. IELTS Speaking Part 1 - Improving your Responses This lesson uses a quiz to teach you how to best answer questions in part 1 of the IELTS speaking test.	3	10
2	**PC 2.** Multiple Choice & Scanning In this IELTS Practice lesson you learn how to scan in order to answer multiple choice type questions. Graphs Over Time This important lesson shows you what you must do to properly describe a graph or chart that has a period of time. Identifying the Topic Learn how to identify the topic of an essay question in order to help you answer it correctly. IELTS Listening Distractors In this lesson we learn more about a common way that you are tricked into writing the wrong answer. Learn about this so you can avoid the mistake. IELTS Speaking Part 2 - Extending Your Answer In this lesson, learn some tips on how to extend your speaking for part 2 of the speaking test.	3	10

	IWST P 1. Consultations on the implementation of **IWS 1**	**1**	
3	**PC 3.** True, False, Not Given In this IELTS lesson you learn how to answer True, False, and Not Given Questions. IELTS Pie Chart In this lesson you'll learn how to write about a pie chart, with tips on how to best organize your answer and advice on the language to use. IELTS Listening Map Labelling Here you can learn more about how to label a map, a task that sometimes comes up in Section Two of the test. Learn about the language of location and other top tips to score well. IELTS Speaking Part 3 - Describing Changes You often have to discuss changes in part 3 of the speaking test. This IELTS practice lesson provides you with grammar tips to answer these questions.	**3**	**10**
	IWS 1. Ideas for IELTS Candidates often worry about not having any ideas for IELTS essay topics. This gives you some advise on how to generate ideas. **"People living in the 21st century generally have better quality of lives than people born in earlier centuries."** **To what extent do you agree or disagree?**		**15**
4	**PC 4.** Matching Paragraph Headings Further practice with matching paragraph headings to paragraphs. Two graphs together Sometimes you get two graphs to describe together. This lessons shows you how to organize your answer if you do. IELTS Essay Introduction This lesson explains how you should approach writing an introduction for an IELTS Task 2 essay. IELTS Signposting Language for Section 4 Section 4 is the most difficult part of the listening test. Learn useful signposting language to improve your score for this section. IELTS Speaking Part 3 - Talking about the Future You often have to discuss the future in part 3 of the speaking test. This lessons provides you with grammar tips to answer these questions.	**3**	**10**
5	**PC 5.** Sentence Completion Learn and practice sentence completion type questions. IELTS Process In this lesson you'll learn how to describe an IELTS process diagram, with information about organizing your answer and using the passive voice. Writing a Thesis Statement The thesis statement is an important part of your essay, so this lesson explains how to write thesis statements for different essay types. IELTS Pre-Listening Activities - Predicting the Answer Predicting what you are going to hear is a really important skill that can help improve your listening and increase your score. IELTS Speaking Part 2 - Mind Map: Structuring your talk This lesson explain how you can use a mind map to help you brainstorm and organise you talk for part 2 of the test. There is also a sample answer.	**3**	**10**
MODULE 2			
6	**PC 6.** Multiple Choice / Skimming and Scanning Further practice on multiple choice questions and how skimming, scanning, and reading for detail can help you answer the questions. IELTS Tables This lesson provides you with IELTS practice for tables. It shows you that tables are not that different from other types of graph. IELTS Listening Sentence Completion Strategies In this IELTS practice lesson you will learn some strategies to deal with sentence completion questions. IELTS Parts 1-3 - Formality & Getting the tone right This lesson explains what tone you should use in the speaking to help you sound natural.	**3**	**10**
	IWST 2. Consultations on the implementation of **IWS 2**	**1**	

7	**PC 7.** Guessing meaning from context Improve your reading skills and speed by learning how to guess the meaning of new vocabulary. There is also a practice quiz. Language of Change This lesson explains some useful sentence structures using some common language of change and you can practice the words with a gap fill. IELTS Essay Conclusion Learn how to write a quick conclusion for an IELTS essay. IELTS Speaking Part 2 - A hypothetical situation IELTS Practice: speaking about an unreal future situation in part 2 of the IELTS test.	**3**	**10**
	IWS 2. Paragraph Writing Writing clear and well-organized paragraphs is essential for your essay, so here you will learn about the basic elements that make up a good paragraph. **"Blood sports have become a hot topic for debate in recent years. As society develops it is increasingly seen as an uncivilized activity and cruel to the helpless animals that are killed. Blood sports should be banned."** **To what extent to you agree or disagree?**		**15**
Midterm control 1			**100**
8	**PC 8.** Differences between 'False' and 'Not Given' This IELTS practice lesson has a reading on the ageing population and explains the difference between 'false' and 'not given' questions. There are practice questions and explanations of the answers. Language to Compare and Contrast Compare and contrast language is needed for most graphs and diagrams so it is important to learn and practice it. How to get an IELTS Writing band 7 There is no quick way to achieve this, but this lesson provides some general guidance on what is required to get an IELTS band 7 in the writing module. IELTS Speaking Part 3 - Giving & Justifying Opinions Learn some useful phrases for giving opinions in part 3 and justifying those opinions.	**3**	**10**
	IWST 3. Consultations on the implementation of **IWS 3**	**1**	
9	**PC 9.** Reading Strategies The aim of this lesson is to develop your IELTS reading strategies in order to find the answers to questions such as 'short answer' as quickly as possible. A Common Mistake This lesson takes you through a mistake that is common when describing graphs in Task 1. Band 7 Transitional Phrases for Essays Learn about useful phrases that can be used to improve the sophistication of your writing in argumentative essays. IELTS Part 1 - Types of Speaking Questions for IELTS In this IELTS practice lesson some of the common types of questions that appear in part 1 of the test are explained. The aim is to improve the accuracy of your answers to questions.	**3**	**10**
10	**PC 10.** Short Answer Questions Get advice and tips on IELTS short answer questions and further practice on True, False, Not Given questions. Using Prepositions Learn how to use the right prepositions when you are using the language of change in a graph over time. How to Score IELTS Band 8 This lesson tell you more about how the scoring works for band 8 writing and how long it can take you to get a band 8. IELTS Speaking - Useful IELTS Interview Expressions This lesson provides you with a set of useful expressions that you can use to help you in the all parts of the speaking test, particularly part 3.	**3**	**10**
	IWST 4. Consultation on the implementation **of IWS 3**	**1**	
MODULE 3			
11	**PC 11.** Summary Gap fills Learn strategies to complete a gapped summary from a reading to prepare you for the IELTS test.	**3**	**10**

	Describing graphs in the future Sometimes you may be given a graph to describe that is predicting what will happen in the future. View some strategies on how to approach a task 1 like this. IELTS Speaking Part 3 - Talking about Personal Experiences Many students make the mistake of talking about themselves in part 3. This is ok, but only for examples. Learn more about it here.		
	IWS 3. Problem Solution Essays Learn how to write a problem solution essay for the IELTS test - a quick method that will produce a well-organized answer. **"Nowadays many people have access to computers on a wide basis and a large number of children play computer games."** **What are the negative impacts of playing computer games and what can be done to minimize the bad effects?**		**20**
12	**PC 12.** Mastering 'Not Given' Questions This is another lesson on True, False, Not Given, but there is some extra help on learing to deal with Not Given questions. Organizing a Line Graph (Part 1) Find out about how there is more than one was to organize a task 1 graph, and learn how to write about a graph divided into 'age groups'. IELTS Opinion Essays Get an overview of the various types of essay that ask for your opinion in the test.	**3**	**10**
13	**PC 13** Organising a Line Graph (Part 2) If you want to achieve a high band score for your graph you must ensure it is well-organised. This lesson tells you more about one possible way of doing this. Personal Pronouns in Essays Can you use personal pronouns such as 'I', 'our' and 'we' in IELTS essays? Find out more in this lesson.	**3**	**10**
	IWST 5. Consultation on the implementation of the final exam	**1**	
14	**PC 14.** A Complex Essay Question This lesson shows you how to answer a more complex IELTS essay question that does not have a straightforward 'task' given to guide you. IELTS Speaking - Useful IELTS Interview Expressions This lesson provides you with a set of useful expressions that you can use to help you in the all parts of the speaking test, particularly part 3.	**3**	**10**
15	**PC 15.** Advantage Disadvantage Essay This lesson shows you how to write an IELTS advantage disadvantage essay that requires you to give an opinion. IELTS Speaking Part 3 - Talking about Personal Experiences Many students make the mistake of talking about themselves in part 3. This is ok, but only for examples. Learn more about it here.	**3**	**10**
Midterm control 2			**100**
Final control (exam)			**100**
TOTAL for course			**100**

Dean _____ **B.U. Dzholdasbekova**

Head of Department _____ **R.A. Avakova**

Lecturer _____ **K. Zhaksylykkyzy**

RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

Written assignment of IWS (30% content from 100% MC 1/2)

Criterion	"Excellent" 25-30%	"Good" 15-25%	"Satisfactory" 15-5%	"Unsatisfactory" 0-10%

the key criteria are:
 	
▪ Task Response
 	
  o how fully the student responds to the task.
  o how adequately the main ideas are extended and supported.
  o how relevant the student's ideas are to the task.
  o how clearly the student opens the discourse, establishes their position and formulates conclusions.
  o how appropriate the format of the
	Coherence and cohesion
	The message can be followed effortlessly.
	
	Cohesion is used in such a way that it very rarely attracts attention.
	
	Any lapses in coherence or cohesion are minimal.
	
	Paragraphing is skilfully managed
	
	Lexical resource
	Full flexibility and precise use are widely evident.
	
	A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features.
	
	Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.
	
	Grammatical range and accuracy
	A wide range of structures is used with full flexibility and control.
	
	Punctuation and grammar are used appropriately throughout.
		Coherence and cohesion
		The message can be followed with ease.
		
		Information and ideas are logically sequenced, and cohesion is well managed.
		
		Occasional lapses in coherence and cohesion may occur.
		
		Paragraphing is used sufficiently and appropriately.
		
		Lexical resource
		A wide resource is fluently and flexibly used to convey precise meanings.
		
		There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation.
		
		Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.
		
		Grammatical range and accuracy
			Coherence and cohesion
			Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response.
			
			The relationship of ideas can be followed but the sentences are not fluently linked to each other.
			
			There may be limited/overuse of cohesive devices with some inaccuracy.
			
			The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution.
			
			Paragraphing may be inadequate or missing.
			
			Lexical resource
			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.
			
			There may be frequent lapses in the appropriacy of word choice and a lack of flexibility is apparent in frequent simplifications and/or repetitions.
				Coherence and cohesion
				Responses of 20 words or fewer are rated at Band 1.
				
				The writing fails to communicate any message and appears to be by a virtual non-writer.
				The content is wholly unrelated to the prompt.
				
				Any copied rubric must be discounted.
				
				Lexical resource
				Responses of 20 words or fewer are rated at Band 1.
				
				No resource is apparent, except for a few isolated words.
				
				Grammatical range and accuracy
				Responses of 20 words or fewer are rated at Band 1.
				
				No rateable language is evident.

response is to the task. ▪ Coherence and Cohesion ▪ Lexical Resource ▪ Grammatical Range and Accuracy	Minor errors are extremely rare and have minimal impact on communication.	A wide range of structures is flexibly and accurately used. The majority of sentences are error-free, and punctuation is well managed. Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication	Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader. **Grammatical range and accuracy** The range of structures is limited and rather repetitive. Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences. Grammatical errors may be frequent and cause some difficulty for the reader. Punctuation may be faulty.	