SYLLABUS

**Fall semester 2023-2024 academic year**

**Educational program "Methods of Foreign Language Education"**

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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)** |
| **MIO 4216** | 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, University component | - | | Practical lesson, discussion, written tasks | | Written tasks | |
| **Lecturer - (s)** | Aliakbarova Aigerim Tilesbekkyzy | | | | |
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| **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 studying the discipline: based on the new concept of foreign language education, to ensure the quality of professional and substantive training of a future teacher of foreign languages that meets the social and pedagogical requirements of a specialist at the present stage. | 1. To provide students with an understanding of the patterns of the socio-historical conditional development of the methodology of foreign language education and the change of fundamental paradigms; | | | | | **ID 1.1** enables to train various aspects of communication and connect them in different combinations;  **ID 1.2 –** helps to become aware of speech features and skills;  **ID 1.3** – helps to form linguistic abilities. | |
| 2. To form the students' scientific view of the methodology as a theoretical and applied science, its current state and development prospects; | | | | | **ID 2.1 –** writes a variety of different types of essay, eg persuasive, cause and effect etc.;  **ID 2.2 -** defining a debatable question, having so far in science of the unambiguous decision. | |
| 3. Create a holistic, scientifically-based understanding of the cognitive-cultural and cultural methodology as the conceptual basis of a new competence-oriented type of foreign language education; | | | | | **ID 3.1 –** creates communicative situations;  **ID 3.2 -** - a formulation of independent conclusions and justifications, with reduction of examples. | |
| 4. To ensure the mastery of the main categories of the methodological system (goals, content, principles, methods, etc.) in the new interpretation of their conceptual essence; | | | | | **ID 4.1** – facilitates the implementation of individual approach;  **ID 4.2** – intensifies students' independent study; | |
| 5. Todevelop creative competence as an indicator of a certain level of a foreign language communicative proficiency; | | | | | **ID 5.1** drawing up the terminological glossary.  **ID 5.2** – creation of logical and practical tasks. | |
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| **Prerequisites** | Pedagogy, psychology | | | | | | |
| **Postrequisites** | School practice | | | | | | |
| **Learning Resources** | 1 Закон Республики Казахстан «Об образовании». – А. 2007.  2 Государственная программа развития образования в Республике Казахстан. Астана, 2004.  3 Концепция развития иноязычного образования Республики Казахстан. – Алматы, 2004.  4 Кунанбаева С.С. Современное иноязычное образование: методологии и теории.- Алматы, 2005.  5 Кунанбаева С.С. Теория и практика современного иноязычного образования.- Алматы, 2010.  6 Кулибаева Д.Н. Методологические основы управления образовательной системой школ международного типа.- Алматы, 2006.  7 Бордовская Н.В. Современные образовательные технологии. Учебное пособие. - М., 2010.  8 Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. М, 2000.  9 Зимняя И. А. Ключевые компетенции-новая парадигма-результата образования. Высшее образование сегодня. – М.,2003, №5  10 Колкер М.Я., Устинова Е.С. Практическая методика обучения иностранному языку: Практикум. М, 2000.  11 Щукин А.Н. Обучение иностранным языкам. Теория и практика. М., 2006.  12 Завалко Н.А. Современные педагогические технологии: учебник.- Алматы: Эверо, 2015.  13 Ерчак Н.Т. Иностранные языки: психология усвоения: учебное пособие.- Минск: Новое знание, М., 2015. | | | | | | |

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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](mailto: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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| **A week** | **Topic name** | **Number of hours** | **Max.**  **score** |

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| **Module 1 Methodology of foreign language education** | | | | | |
| 1 | **Lec 1.** Methodology of foreign-language education. | | 3 | | 10 |
| 1 | **Sem 1.** Methodology of foreign-language education. Aims of FLT. Content of FLT. | |  | |  |
| 2 | **Lec 2.** Principles of foreign language teaching. Methods of foreign-language education as theoretical - applied science | | 3 | | 10 |
| 2 | **Sem 2.** Principles of foreign language teaching.   1. The principle of conscious approach 2. The principle of activity 3. The principle of visualization 4. The foreign language syllabus | |  | |  |
| 2 | IWST 1. Consultation on the implementation of IWS1 on the topic:  “Technique of foreign-language education as theoretical - applied science” | |  | |  |
| 3 | **Lec 3.** Connection between methods of foreign-language education with other sciences. | | 3 | | 10 |
| 3 | **Sem 3.**  1. Relations of Foreign Language Method to Pedagogy.  2. Psychological prerequisites for foreign language teaching.  3. Methods of foreign language teaching is closely related to Physiology.  4. Relations of Methods of Foreign Language Teaching to Linguistics. | |  | |  |
| 3 | **SIW 1.** Connection of a technique of foreign-language education with other sciences | |  | |  |
| 4 | **Lec 4.** Teaching aids and teaching materials | | 3 | | 10 |
| 4 | **Sem 4.** 1. Teaching Aids  2. Teaching Materials | |  | |  |
|  | **IWST 2. Colloquium (quiz, test, project, essay, situational task, etc.).** 1. The teacher should use various audio-visual materials. Say what factors you will consider in selecting these materials in teaching foreign languages. Confirm your statement. | |  | |  |
| 5 | **Lec 5.** The use of grammar-translation method in teaching foreign language | | 3 | | 10 |
| 5 | **Sem 5.** 1. Background of the **Grammar-Translation Method**  2. Techniques of GTM  3. Lesson Procedure. | |  | |  |
| **Module 2** | | | | | |
| 6 | **Lec 6.** The direct method: a good start to teach oral language. Principles and techniques of the direct method | 3 | | 10 | |
| 6 | **Sem 6.** 1. Objectives of the Direct Method.  2. Principles and Techniques of the Direct Method  3. Drawbacks of the Direct Method. |  | |  | |
| 7 | **Lec 7.** The audio-lingual method: an easy way of achieving speech | 3 | | 10 | |
| 7 | **Sem 7.**  1. Features of Audio-lingual method  2. The Audio-Lingual Method and Speech Development |  | |  | |
| 7 | IWST 3. Consultation on the implementation of the IWS 2.  1. Show the use of Scavenger hunt (mingling): describe the use of the activity in the classroom.  2. Work out cognitive activities using “Brainstorming” in the lessons of an FL: substitution and mutation drills on the theme “Modern manners” |  | |  | |
|  | **LEVEL CONTROL 1** |  | | **100** | |
| 8 | **Lec 8.** Total-physical response method  1. Principles of TPR  2. TPR activities for teaching English to young learners | 3 | | 10 | |
| 8 | **Sem 8.** 1. Background of TPR  2. Principles of TPR  3. TPR PROCEDURE |  | |  | |
| 8 | **IWS 2.** “TPR activities for teaching English to young learners” |  | |  | |
| 9 | **Lec 9.** COMMUNICATIVE LANGUAGE LEARNING | 3 | | 10 | |
| 9 | **Sem 9.** Communicative Language Teaching (CLT) as an effective approach.  1. Communicative competence: Grammatical competence, Discourse competence, Strategic competence.  2. Communicative techniques |  | |  | |
| 10 | **Lec 10.** Suggestopedia **­**–a method of teaching of English | 3 | | 10 | |
| 10 | **Sem 10.**  1. Concept of Suggestopedia  2. Key features of Suggestopedia  3. Role of Teacher in Suggestopedia |  | |  | |
| 10 | **IWST 4. Colloquium (quiz, test, project, essay, situational task, etc.).**  1. Give examples of transformation drills of cognitive approach.  2. The use of Internet technologies in teaching writing English at the middle stage.  3**.** Jigsaw reading activity can boost communication. |  | |  | |
|  | **Module 3** |  | |  | |
| 11 | **Lec 11.** Task-based language learning as an approach. | 3 | | 10 | |
| 11 | **Sem 11.**  1. What is a task?  2. The **aim of task-based** language learning?  3. Procedure of **task-based** language lesson. |  | |  | |
| 12 | **Lec 12.** TEACHING APPROACHES: WHAT IS THE SILENT WAY? | 3 | | 10 | |
| 12 | **Sem 12.** The Silent Way Method.   1. Objectives of the Silent Way Method. 2. Types of learning and teaching activities.   Advantages and disadvantages of the Silent way method. |  | |  | |
| 12 | IWST 5. The use of rhymes in English classes in preschool educational institutions for the formation of lexical skills of children 5-6 years. |  | |  | |
| 13 | **Lec 13.** Role of evaluation in foreign language teaching | 3 | | 10 | |
| 13 | **Sem 13.** Types of evaluation. Criteria of evaluation. Self- evaluation as a system of evaluation. European language portfolio about evaluation |  | |  | |
| 13 | **IWS 3.** Problem task: Modern foreign- educational process: managements, organization, technologies of training. Standard operating documents: (state obligatory educational standard of specialty, educational program as organizational axis educational process |  | |  | |
| 14 | **Lec 14.** Teaching Testing | 3 | | 10 | |
| 14 | **Sem 14.** Teaching and testing. Testing and evaluation. Basic aspects of testing. Types of tests |  | |  | |
|  | **IWST 6. Colloquium (quiz, test, project, essay, situational task, etc.).**  Functions, forms and content of the current, intermediate and final control of the course of foreign language in the secondary and high school |  | |  | |
| 15 | **Lec 15.** Systems of exercises in training foreign languages | 3 | | 10 | |
| 15 | **Sem 15.** Typology of exercises. Structure component of the foreign language exercises. Contents, tasks, typical exercises. Classification of exercises in teaching foreign language. |  | |  | |
| 15 | **IWST 7. Consultation on examination issues** |  | |  | |
|  | **LEVEL CONTROL 2** |  | | **100** | |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U.  Dzholdasbekova**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A. Aliakbarova**