**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program " Practical Course on Phonetics of the First Foreign Language "**

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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 1658412**  **Practical Course on Phonetics of the 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, Compulsory component | - | | Practical lesson, discussion, written tasks | | Written tasks | |
| **Lecturer - (s)** | Rakymbayev Ayat Zhumashevich, senior lecturer | | | | |
| **e-mail :** | [aktam.82@mail.ru](mailto:tolesha.81@mail.ru) | | | | |
| **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)** | |
| Practice on Phonetics of the First Foreign Language is an approach to language teaching as a Second or Foreign Language, which aim is to create system of competences the sound pronouncing means of English language | 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 A1,A2, B1,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. The course “Practice on Phonetics of the First Foreign Language**”** 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 A1,A2, B1,B2, | | | | | | |
| **Learning Resources** | Literature:main, additional.   1. New headway pronunciation. Upper-Intermediate. Student`s practice book. Oxford University Press, 2005.  Insight Pre-Intermediate Student’s Book with Answers with Audio Jane Wildman, 2020.Insight Pre- 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. **Pre-**Intermediate Student`s book. Oxford University Press, 2009.  New headway. **Pre-**Intermediate . 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](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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| **Calendar (schedule) the implementation of the course content:** |

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| **Discipline schedule** | | | |
| **Week** | **Theme title** | **Hours** | **Max. point** |
| **1** | ***Модуль 1 The Basics of Practical Phonetics***  Exercises on developing deep breathing. Articulation exercises. Vowels [i:], [ı], diphthong [ıә], consonants [p], [b], [m]. Intonation Pattern I (Low Pre-Head+) Low Fall (+Tail). Intonation Pattern II (Low Pre-Head+) High Head + Low Fall (+Tail). | **3** | **10** |
| **2** | **The Sounds of Speech.**  Vowels [æ], [e], diphthong [ei], consonants [t], [d], [n]. Intonation Pattern III (Low Pre-Head+) Falling Head + Low Fall (+Tail). Intonation Pattern VI (Low Pre-Head+) Stepping Head + Low Fall (+Tail). Accidental Rise. | **3** | **10** |
| **3** | ***Модуль 2 The Main Theoretical Aspects, Further Pronunciation and Intonation Practice***  Vowels [ә], [ɜ:]. Diphthong [ɜυ]. Consonants [k], [g], [ŋ]. Intonation Pattern V (Low Pre-Head+) Low Rise (+Tail). Sequence of tones (alternative and disjunctive questions). | **2** | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | **1** | **25** |
| **4** | ***Modification of Vowels in Connected Speech. Syllable structure.***  Vowels [α:], [ʌ], diphthong [ai], consonants [f], [v], [w]. Weak forms. Intonation Pattern VI (Low Pre-Head+) High Head + Low Rise (+Tail). | **3** | **10** |
| **5** | ***Word stress***  Vowels [u:], [υ], diphthong[υә], consonants [s], [z], [r]. Intonation Pattern VII (Low Pre-Head+) Stepping/Falling Head + Low Rise (+Tail). Sequence of tones. The simple sentence. Intonation of Adverbials. Adverbial clauses of condition and time. Rhythm practice. | **2** | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | **1** | **25** |
|  | **Mid-Term 1 total** |  | **100** |
| **6** | ***Модуль 3 Advanced Pronunciation and Intonation Practice***  Vowels [ɔ],[ɔ:], diphthongs [ɔı], [aυ], consonants [θ], [ð], [l], [∫], [Ʒ], [h]. Weak forms. Length reduction. Contractions. Link-up. Intonation of the author’s words and parenthesis. Intonation Pattern VIII (Low Pre-Head+) Fall-Rise (+Tail). | **3** | **10** |
| **7** | ***Sound Sequences (Clusters).***  Diphthong [εә], consonants [t∫], [dƷ], [j]. Clusters: initial, medial, final. Longer consonant sequences. Elision of consonants. Intonation Pattern IX (Low Pre-Head+) (High Level Head+) High Rise (+Tail). Intonation of direct address. | 3 | **10** |
| **8** | ***Intonation in Use.***  High Fall, Rise-Fall, Mid-Level Tone (the Terrace), Tone group sequences. Placement of sentence stress (highlighting). Choice of terminal tone. Intonation and social role of speakers. | **2** | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | **1** | **25** |
| **9** | ***Модуль 4 Pronunciation as Part of Effective Communication***  Dialogue and monologue. Small talk and discussions as dialogue strategies. Other dialogue strategies. Models of conversational monologues. Giving a talk. | **3** | **10** |
| **10** | ***Styles: Informational and Academic.***  Models of informational monologues. Giving an informational talk. Models of academic public presentations. Presentation practice: planning and structuring the presentation, linking words, using the right kind of language, effective delivery. Presenting and evaluating an academic talk. | **2** | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | **1** | **25** |
|  | **Mid-Term 2 total** |  | **100** |
| **11** | Modification of Consonants in Connected Speech. | **3** | **10** |
| **12** | Modification of Vowels in Connected Speech. Syllable Structure. | **3** | **10** |
| **13** | Introduction to Phonostylistics. Vowels: principles of classification (stability of articulation, tongue position, lip position, character of vowel end, vowel length) | **2** | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | **1** | **25** |
| **14** | Vowels and consonants. Consonants: principles of classification (the degree of noise, the manner of articulation, the place of articulation. Vowels: principles of classification (stability of articulation, tongue position, lip position, character of vowel end, vowel length). | **3** | **10** |
| **15** | Combinative and positional changes. Assimilation. Types of assimilation according to direction, degree of completeness, degree of stability. Rules of assimilation. Elision. Non-obligatory assimilation in colloquial speech. | 2 | **10** |
|  | **SIW(students’ individual work )**  **Vocabulary-Phonetic Test** | 1 | **25** |
|  | **Mid-Term 3 total** |  | **100** |
|  | **Exam** |  | **100** |
|  | **Total** | **45** | **400** |

**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. |