

**SYLLABUS**  
**Fall semester 2024-2025 academic year**  
**Educational program "Practical course on Speech communication"**

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)		
<b>90771; PRO2211</b> Practical course on Speech communication	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
<i>Offline</i>	M-4 Professional-pedagogical Module:	-	Practical lesson, discussion, written tasks	Standard written examination. Offline
<b>Lecturer - (s)</b>	Nurlangazykyzy Balnur, lecturer			
<b>e-mail :</b>	balnurbaitileuova@gmail.com			
<b>Phone :</b>				
<b>Assistant - (s)</b>				
<b>e-mail :</b>				
<b>Phone :</b>				

**ACADEMIC COURSE PRESENTATION**

Purpose of the course	Expected Learning Outcomes (LO) *	Indicators of LO achievement (ID)
The purpose of the discipline "Practical Course on Speech Communication" is to develop students' spoken communication skills in English. This includes improving fluency, accuracy, and confidence in expressing ideas, engaging in discussions, and responding to various communicative situations, preparing them for real-life	As a result of studying the discipline the undergraduate will be able to:	
	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, using idiomatic expressions.	4.1 ability to use complex sentences, complex phrases in communication

interactions in academic and professional settings.		4.2 ability to use idiomatic and phraseological expressions in communication
	ER 5. Use a wide range of vocabulary and grammar in both written and oral communication.	5.1 be able to use appropriate vocabulary and grammar in tasks.
<b>Prerequisites</b>	<p>Basic English Proficiency (A2 Level): Students should have foundational knowledge of English, including basic grammar structures (e.g., present simple, past simple), essential vocabulary, and the ability to engage in simple conversations.</p> <p>Basic Listening and Speaking Skills: Students must be able to understand and produce basic spoken English, including asking and answering simple questions about familiar topics.</p> <p>Familiarity with Classroom Communication: Prior experience with interactive classroom settings where pair work, group discussions, and role-playing are common.</p> <p>Basic Writing and Reading Competence: Students should be able to read and write short texts, such as simple descriptions and informal letters or messages.</p>	
<b>Postrequisites</b>	<p>Intermediate English Proficiency (B1 Level): Upon successful completion of this course, students should be prepared to move on to an intermediate level of English, where they will handle more complex grammatical structures, vocabulary, and communication tasks.</p> <p>Advanced Speaking and Listening Courses: Students will be ready for more advanced courses focusing on speaking and listening</p>	
<b>Learning Resources</b>	<p>Literature: main, additional.</p> <ol style="list-style-type: none"> <li>1. <b>Insight: Pre- Intermediate (Student's book)</b> <ul style="list-style-type: none"> <li>– Authors: Jayne Wildman, Fiona Beddall</li> </ul> </li> <li>2. <b>Cambridge English: Face2Face Pre-Intermediate (Student's Book)</b> <ul style="list-style-type: none"> <li>– Authors: Chris Redston, Gillie Cunningham</li> </ul> </li> <li>3. <b>Oxford: English File Pre-Intermediate (Third Edition)</b> <ul style="list-style-type: none"> <li>– Authors: Christina Latham-Koenig, Clive Oxenden</li> </ul> </li> <li>4. <b>Longman: Cutting Edge Pre-Intermediate (Third Edition)</b> <ul style="list-style-type: none"> <li>– Authors: Sarah Cunningham, Peter Moor</li> </ul> </li> </ol> <p><b>Research infrastructure</b></p> <ol style="list-style-type: none"> <li>1. The department of Turkology and the theory of language</li> </ol> <p><b>Internet resources</b></p> <ol style="list-style-type: none"> <li>1. <b>ManyThings.org - American English Pronunciation Practice</b></li> <li>2. <b>BBC Learning English (<a href="https://www.bbc.co.uk/learningenglish">https://www.bbc.co.uk/learningenglish</a>)</b> <ul style="list-style-type: none"> <li>– <b>Description:</b> Provides free audio and video lessons focused on improving listening, speaking, and vocabulary skills. The materials include everyday conversations and situational dialogues.</li> <li>– <b>Why Use:</b> It serves as supplementary material for extra listening and speaking practice outside the classroom.</li> </ul> </li> </ol> <p><b>Software</b></p> <ol style="list-style-type: none"> <li>1. Duolingo</li> <li>2. Elsa Speak</li> <li>3. Memrise</li> <li>4. BBC Learning English App</li> <li>5. Speakometer</li> </ol>	

<b>Academic course policy</b>	<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>.</p> <p>Documents are available on the main page of IS Univer .</p> <p><b>Integration of science and education.</b> 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</p>
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teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, 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](mailto: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	<p><b>Criteria-based assessment</b> is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.</p> <p><b>Formative assessment</b> 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.</p> <p><b>Summative assessment</b> - 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.</p> <table border="1"> <thead> <tr> <th>Formative and summative assessment</th> <th>Points % content</th> </tr> </thead> <tbody> <tr> <td>Work in practical classes</td> <td>70</td> </tr> <tr> <td>Independent work</td> <td>30</td> </tr> <tr> <td>Final control (exam)</td> <td>40</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> <tr> <td>TOTAL</td> <td>100</td> </tr> </tbody> </table>		Formative and summative assessment	Points % content	Work in practical classes	70	Independent work	30	Final control (exam)	40	TOTAL	100	TOTAL	100	TOTAL	100
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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																	

A week	Topic name	Number of hours	Max. score
<b>MODULE 1</b>			
<b>Exploring Life's Journeys: From Everyday Moments to Extraordinary Experiences</b>			
<b>1</b>	Unit 1 A. Everyday life Reading Life in a day Strategy Scanning for specific information Vocabulary insight Adjectives + prepositions: feelings Vocabulary insight Compound nouns: everyday objects Unit 1 B. Around the world Grammar Present simple and present continuous Listening Volunteer projects	<b>3</b>	<b>10</b>
<b>2</b>	Unit 2 A. Ghost towns Reading Ghost towns: then and now Strategy Identifying paraphrase Vocabulary insight Antonyms: describing places Vocabulary Places in town Unit 2 B. The kindness of strangers Grammar Past simple and past continuous Listening A happy ending	<b>3</b>	<b>10</b>
<b>IWST P 1. Consultations on the implementation of IWS 1</b>		<b>1</b>	
<b>3</b>	Unit 3 A. In my fridge Reading Food for thought: the good, the bad and the ugly Vocabulary Life cycle of food Vocabulary insight Compound nouns and adjectives Unit 3 B. Burger or broccoli? Grammar Determiners: a lot of, a little, a few, some, any, much and many Listening Eating habits in the UK	<b>3</b>	<b>10</b>
<b>IWS (students' individual work)</b> Vocabulary and grammar test for Units 1 and 2		<b>1</b>	<b>15</b>
<b>4</b>	Unit 4 A. Moving house Reading The 1940s house Vocabulary insight Adverbs of manner and comment Vocabulary insight Compound adjective Unit 4 B. A room of my own Grammar Comparative and superlative adjectives (not) as... as, too, enough Listening The best room in the house	<b>3</b>	<b>10</b>
<b>IWST P 2. Consultations on the implementation of IWS 2</b>		<b>1</b>	
<b>5</b>	Unit 5 A. Taking risks Reading Blame your brain Strategy Understanding pronoun referencing Vocabulary insight Adjective suffixes: -ing and -ed Vocabulary insight Noun suffixes: -merit and -ion Unit 5 B. Too young, too old?	<b>3</b>	<b>10</b>

	Grammar Present perfect and past simple Present perfect with already, just and yet Listening At the top of the world		
	<b>IWS (students' individual work)</b> <b>Presentation on the topics that were assigned to the students</b>		<b>15</b>
<b>MODULE 2</b>			
<b>Challenges and Success: Overcoming Obstacles and Achieving Goals</b>			
<b>6</b>	Unit 5 C. Fears and phobias Listening The fear factor Vocabulary insight Base and strong adjectives Everyday English Describing a photo Unit 5 D. Antarctic adventure Reading Eyewitness account: Scott's Hut Vocabulary insight Phrasal verbs: stages in a journey Grammar Present perfect with for and since	<b>3</b>	<b>10</b>
<b>7</b>	Unit 6 A. A hard lesson Reading War zones Vocabulary insight Collocations: crime Vocabulary insight Negative prefixes: un-, im-, ir- and il-	<b>3</b>	<b>10</b>
	Midterm examination	<b>1</b>	
<b>Midterm control 1</b>			<b>100</b>
<b>8</b>	Unit 6 B. Hungry to learn Grammar will and going to First conditional Listening I want to be a teacher Unit 6 C. The best things in life Listening Playing games Strategy Taking notes Grammar Zero conditional Everyday English Making offers and suggestions	<b>3</b>	<b>10</b>
	<b>IWST P 3. Consultations on the implementation of IWS 3</b>	<b>1</b>	
<b>9</b>	Unit 7 A. Big and small Reading Going global Vocabulary Statistics Vocabulary insight Nouns with two meanings Unit 7 B. Be an entrepreneur Grammar must, mustn't, have to, don't have to Listening How to catch a dream	<b>3</b>	<b>10</b>
<b>10</b>	Unit 8 A. Against all odds Reading Success stories Vocabulary insight Verbs + prepositions: success Vocabulary insight Suffixes: -ant, -ent, -ance, -ence Unit 8 B. Foul play	<b>3</b>	<b>10</b>

	Grammar Past perfect Listening Don't believe your ears		
	<b>IWS 3 (students' individual work)</b> <b>Speech and presentation: "Who I wanted to be when I was a kid and Why I want to be a teacher now"</b>		<b>10</b>
<b>MODULE 3</b> <b>Exploring Global Perspectives and Social Impact</b>			
<b>11</b>	Unit 9 A. In the news Reading What's in the news? Vocabulary The press Vocabulary insight Collocations: the media Unit 9 B. Multitasking Grammar Reported speech say and tell Listening A multifunctional device Listening To multitask or not to multitask	<b>3</b>	<b>10</b>
<b>12</b>	Unit 9 C. Behind the scenes Listening Inflatable crowds Strategy Listening for main ideas Vocabulary Films Everyday English Giving and reacting to news Unit 9 D. The BBC story Reading A short history of the BBC Vocabulary Types of TV programme Grammar Question tags	<b>3</b>	<b>10</b>
	<b>IWST P 4. Consultations on the implementation of IWS 4</b>	<b>1</b>	
<b>13</b>	Unit 10 A. Make a difference Reading The story of your T-shirt Strategy Understanding the purpose of a text Vocabulary insight Phrasal verbs: buying and selling clothes Vocabulary insight Compound nouns Everyday English Giving and reacting to news B. Where does it come from? Grammar The passive: present simple, past simple and present perfect Listening How much do you know about... ?	<b>3</b>	<b>10</b>
	<b>SIW (students' individual work)</b> <b>Vocabulary Test by Unit 9 (A. B. C. D) &amp; 10 (A. B.)</b>		<b>10</b>
<b>14</b>	Unit 10 C. Protest Listening Blood phones Vocabulary Environment Everyday English Persuading, agreeing and disagreeing Unit 10 D. Eyes in the sky Reading The big picture Vocabulary insight Adjective suffixes: -ful / and -less Grammar The passive: future	<b>3</b>	<b>10</b>

<b>IWST P 5. Consultations on the implementation of IWS 5</b>		
<b>15</b>	Unit 10 E. Describing a process Strategy Checking your writing: spelling and punctuation Expressing sequence <b>IWS (students' individual work)</b> 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.	<b>1</b> <b>3</b>
<b>Midterm control 2</b>		<b>100</b>
<b>Final control (exam)</b>		<b>100</b>
<b>TOTAL for course</b>		<b>100</b>

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

**ISW 1. Vocabulary and Grammar Test for Units 1 and 2**

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
<b>Accuracy in Vocabulary Usage</b>	Virtually no mistakes in using vocabulary from Units 1 and 2. Demonstrates a strong command of the unit vocabulary in both form and meaning.	Few minor mistakes in vocabulary usage; generally shows a good understanding of the vocabulary, with minor inaccuracies.	Some mistakes in vocabulary usage, but overall demonstrates a basic understanding of key words and phrases.	Numerous mistakes in vocabulary usage; shows little understanding of the vocabulary from Units 1 and 2.
<b>Correct Use of Grammar Structures</b>	Almost perfect use of grammar structures from Units 1 and 2, with no significant errors.	Mostly correct grammar usage, with a few minor mistakes. Shows a solid grasp of grammar rules from the units.	Some errors in grammar usage, but demonstrates a basic understanding of the structures covered in Units 1 and 2.	Frequent errors in grammar; shows limited or no understanding of grammar structures from Units 1 and 2.
<b>Completion and Clarity</b>	All tasks are completed thoroughly with clear, well-organized responses.	Most tasks are completed, and responses are clear and organized, with only minor issues.	Some tasks are incomplete, and responses may lack clarity or organization.	Many tasks are incomplete, and responses are unclear, disorganized, or difficult to follow

**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%)
<b>Content Accuracy and Relevance</b>	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.
<b>Organization and Structure</b>	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.
<b>Delivery and Visual Aids</b>	Delivery is clear, confident, and	Delivery is generally clear but	Delivery lacks confidence or is	Delivery is unclear or difficult to



	engaging. Visual aids (slides, charts, etc.) are well-designed, supportive of the content, and enhance the understanding.	may lack some confidence or engagement. Visual aids are mostly effective but could be improved.	unclear. Visual aids are present but do not effectively support or enhance the presentation.	understand. Visual aids are missing, poorly designed, or do not support the presentation
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**ISW 3. Presentation “Speech and presentation: “Who I wanted to be when I was a kid and Why I want to be a teacher now””**

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
<b>Content and Relevance</b>	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.
<b>Structure and Organization</b>	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.
<b>Delivery and Engagement</b>	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 and grammar test for Units 9 and 10 (25% of 100% MC)**

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	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	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent	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.

Dean

  
B.U. Dzholdasbekova

Chair of the Academic  
Committee on the Quality  
of Teaching and Learning

  
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B. Nurlangazykyzy