**SYLLABUS**

**Fall semester 2025-2026 academic year**

**Educational program "Business 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)** |
| 1763544  Business Foreign Language | 3 | | - | 45 | - | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | UC  M – 5  The first foreign language module | - | | Practical lesson, discussion, written tasks | | Standard oral examination, offline | |
| **Lecturer - (s)** | Rakymbayev Ayat Zhumashevich, senior lecturer | | | | |
| **e-mail :** | aktam.82@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, students will be able to | | | | | **Indicators of LO achievement (ID)** | |
| The aim of the discipline "Basic Foreign Language B1" is to develop students' ability to communicate effectively in the target language at an intermediate level. The course focuses on enhancing listening, speaking, reading, and writing skills while expanding students' vocabulary and grammatical knowledge. By the end of the course, students will be able to understand and produce clear, coherent communication in everyday situations and on familiar topics, demonstrating a functional command of the language appropriate for academic and professional contexts. | **LO** 1 (cognitive) – to understand and interpret intermediate-level spoken and written texts in the target language, demonstrating comprehension of everyday situations and familiar topics. | | | | | 1.1 knows how to identify main ideas and details in spoken and written texts on familiar topics | |
| 1.2 **knows** how to apply reading and listening strategies, such as skimming and scanning, for comprehension in the target language. | |
| **LO 2** (functional) – to use appropriate vocabulary and grammatical structures to engage in conversations and discussions at an intermediate level. | | | | | 2.1 can participate in dialogues and conversations on everyday topics, using accurate vocabulary and structures. | |
| 2.2 owns the ability to maintain a conversation, asking questions and providing responses relevant to the situation. | |
| **LO 3** (functional) **–** to write clear and coherent texts, such as emails, reports, or essays, using intermediate-level grammar and vocabulary. | | | | | 3.1 **can** compose well-structured written texts, using appropriate transitions, sentence structures, and vocabulary. | |
| 3.2 owns the skills to self-edit writing for grammatical accuracy and coherence. | |
| **LO 4** (systematic) – to Demonstrate effective listening and speaking skills in real-life and academic situations, engaging with others in the target language. | | | | | 4.1 can understand spoken language on familiar topics, following conversations in everyday situations. | |
| 4.2 owns the ability to express thoughts and ideas fluently in spoken interactions, adapting speech to different contexts | |
| **LO 5** (systematic) – to apply language skills in practical scenarios, such as making presentations, conducting interviews, or participating in group discussions. | | | | | 5.1knows how to organize and deliver a presentation on a familiar topic, using clear and accurate language. | |
| 5.2 can take part in group discussions, offering meaningful contributions and responding to others’ input. | |
| **Prerequisites** | **Foreign language** | | | | | | |
| **Postrequisites** | Foreign language B1-B2 | | | | | | |
| **Learning Resources** | **Literature:** main, additional.  1. New English File. 4th edition. Pre-intermediate. Student’s e-book. Oxford University Press, 2019. Authors: Christina Latham-Koenig, Clive Oxenden, Kate Chomacki  2. New English File. 4th edition. Pre-intermediate. Workbook. Oxford University Press, 2019. Authors: Christina Latham-Koenig, Clive Oxenden, Kate Chomacki  3. Oxford Word Skills Intermediate. R. Gairns. S. Redman. 2012  4. English Grammar in Use. Raymond Murphy. 5th edition. Cambridge University Press, 2019.  5. English Grammar in Use. Raymond Murphy. 5th edition. Supplementary exercises. Cambridge University Press, 2019.  **Research infrastructure**  1. The department of Turkology and the theory of language  **Internet resources**  1. ManyThings.org - American English Pronunciation Practice  2. BBC Learning English (https://www.bbc.co.uk/learningenglish)   * 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.   **Software**   1. Duolingo 2. Elsa Speak 3. Memrise 4. BBC Learning English App 5. Speakometer | | | | | | |

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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 counseling assistance by phone / e- mail [k.akmaral2309@gmail.com](mailto:k.akmaral2309@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** | **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 | TOTAL | 100 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1**  **Identity, Time, and Everyday Experiences.** | | | |
| **1** | PC 1. [Negotiations 1: Building relationships](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-1-building-relationships) Practical English: At the airport | **3** | **0** |
| **2** | PC 2 [Socialising 1: Breaking the ice](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/socialising-1-breaking-ice) Writing Task: Describing yourself | **3** | **0** |
| **IWST 1.** Consultations on the implementation of **IWS 1** |  |  |
| **3** | PC 3. [Meetings 2: Getting involved in meetings](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/meetings-2-getting-involved-meetings) Unit 1D: The Devil’s Dictionary (Grammar: Defining relative clauses, Vocabulary: Expressions for paraphrasing, Pronunciation: Dictionary pronunciation) | **3** | **0** |
| **IWS 1.** Essay on topics (250-300 words)  1) My Daily Routine: Describe what you usually do every day (present simple) and what you are doing right now (present continuous).  2) What I Like to Do on Weekends: Talk about your weekend activities (present simple) and what you are doing this weekend (present continuous).  3) My Family: Describe your family members and what they do (present simple) and what they are doing today (present continuous). |  | **0** |
| **4** | [Socialising 2: Keeping conversations going](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/socialising-2-keeping-conversations-going)  Practical English: At the conference hotel | **3** | **20** |
| **5** | [Meetings 3: Managing a meeting](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/meetings-3-managing-meeting)  (Grammar: Prepositions of time and place, Vocabulary: Prepositions, Pronunciation: /ɑː/)  Writing Task: Describing a photo | **3** | **15** |
| **6** | [Negotiations: Positions and interests](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-2-positions-and-interests)  Unit 2D: One October evening (Grammar: So, because, but, although, Vocabulary: Verb phrases, Pronunciation: The letter 'r') | **3** | **15** |
| **IWST 2.** Consultations on the implementation of **IWS 2** |  |  |
| **7** | Business [meetings Brainstorming and evaluating](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/meetings-4-brainstorming-and-evaluating)  (Grammar: Going to, present continuous (future arrangements), Vocabulary: Phrasal verbs, Pronunciation: Sentence stress)  Practical English: Restaurant problems | **3** | **10** |
| [Negotiations. Questioning and clarifying](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-3-questioning-and-clarifying) business.  (Grammar: Will/won’t (predictions), Vocabulary: Opposite verbs, Pronunciation: Contractions) |  | **10** |
| **8** | **IWS 2.** Essay on topics:  [Socialising. Social networking](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/socialising-3-social-networking). Advantages and disadvantages of online buseness. | **3** | **30** |
| **Midterm control 1** | | | **100** |
| **9** | [Negotiations. Bargaining](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-4-bargaining)  Negotiating is all about bargaining.  The give-and-take between two sides.  Unit 3D: I was only dreaming (Grammar: Review of tenses, present, past, future, Vocabulary: Verbs + prepositions, Pronunciation: Sentence stress) | **3** | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 3** |  |  |
| **10** | [Socialising.in buseness. Active listening](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/socialising-4-active-listening)  Socialising is to ‘shut up and listen’.  The temptation to turn every conversation into a conversation about what we consider the most interesting thing in the world, i.e. ourselves.  The most skilful active listeners include business .  The social workers,  psychotherapists and counsellors. | **3** | **10** |
| **IWS 3**. Individual presentation:  My Hometown. Students can describe where they are from, talk about famous places, local food, and what makes their hometown special in business. |  | **20** |
| **MODULE 3**  **Family, Emotions, and Lifestyle Choices.** | | | |
| **11** | [Socialising 5: From contact to partner](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/socialising-5-contact-partner)  Focusing on the challenge of starting conversations with strangers and keeping these conversations going.  the real purpose of socialising is to turn these contacts into partners or even friends.  Discus: why such situations are difficult? | **3** | **10** |
| **12** | [Negotiations : Clinching the deal](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/negotiations-5-clinching-deal)  The final stages of a negotiation don’t always go smoothly. Why?  This lesson deals with a number of common events and situations from these closing stages. Students do a light-hearted quiz, a reading activity, a matching activity focusing on useful language and then finish with a role play. | **3** | **10** |
| **13** | [Meetings. Action points](https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/english-business/meetings-5-action-points)  How the Action Points it produces?  Action Points are the opening of the next meeting. This lesson looks in some detail at what makes a successful Action Point. There is also a focus on the various steps involved in bringing a meeting to a successful close.  Revision & Check | **3** | **10** |
| **IWST 4.** Consultation on the final examination |  |  |
| **14** | [Documents you need to know](https://eslbrains.com/vocabulary-for-documents/)  How to write a business plan?  Vocabulary: Verbs + infinitive, Pronunciation: Word stress)  Practical English: In an office. | **3** | **10** |
| **15** | [**Why businesses fail**](https://eslbrains.com/talking-about-business-failure/)**?**  Talk about what makes businesses succeed or fail!  Students review business-related vocabulary, watch part of a video about lessons from failed businesses and discuss real-life cases. They also share opinions on business ideas.  Midterm control test 2 | **3** | **30** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**ISW 1.** Essay on topics (250 300 words)

1) My Daily Routine: Describe what you usually do every day (present simple) and what you are doing right now (present continuous).

2) What I Like to Do on Weekends: Talk about your weekend activities (present simple) and what you are doing this weekend (present continuous).

3) My Family: Describe your family members and what they do (present simple) and what they are doing today (present continuous).

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| **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  well controlled, and error-free sentences  are frequent. | 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 accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| **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. |
| **Coherence and cohesion** | Information and ideas are logically organised,  and there is a clear progression throughout  the response.  A range of cohesive devices including  reference and substitution is used flexibly.  Paragraphing is generally used effectively to  support overall coherence, and the sequencing  of ideas within a paragraph is generally logical. | Information and ideas are generally arranged  coherently and there is a clear overall  progression.  Cohesive devices are used to some good effect  but cohesion within and/or between sentences  may be faulty or mechanical due to misuse,  overuse or omission. | 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 is no apparent logical organisation. Ideas are  discernible but difficult to relate to each other.  There is minimal use of sequencers or cohesive devices.  Those used do not necessarily indicate a logical relationship  between ideas.  There is difficulty in identifying referencing. |

**ISW 2. SIW (students’ individual work)**

**Essay on topics:**

1) My Favorite Hobby and Why I Enjoy It. Write about your favorite hobby. Explain how you started it, why you enjoy it, and how it makes you feel.

2) How I Spend My Free Time. Describe what you usually do in your free time. What activities do you enjoy the most, and how do they help you relax or have fun?

3) The Best Book I Have Ever Read. Write about your favorite book. What is it about? Why do you like it so much? How has it influenced you or changed your thinking?

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| **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  well controlled, and error-free sentences  are frequent. | 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 accuracy as in simple structures. | A limited range of structures is used, simple sentences predominate.  Some structures are produced accurately but grammatical errors are frequent  Punctuation is often faulty or inadequate | There is little or no evidence of  sentence forms (except in memorised  phrases). |
| **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. |
| **Coherence and cohesion** | Information and ideas are logically organised,  and there is a clear progression throughout  the response.  A range of cohesive devices including  reference and substitution is used flexibly.  Paragraphing is generally used effectively to  support overall coherence, and the sequencing  of ideas within a paragraph is generally logical. | Information and ideas are generally arranged  coherently and there is a clear overall  progression.  Cohesive devices are used to some good effect  but cohesion within and/or between sentences  may be faulty or mechanical due to misuse,  overuse or omission. | 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 is no apparent logical organisation. Ideas are  discernible but difficult to relate to each other.  There is minimal use of sequencers or cohesive devices.  Those used do not necessarily indicate a logical relationship  between ideas.  There is difficulty in identifying referencing. |

**ISW 3**. Individual presentation:

My Hometown. Students can describe where they are from, talk about famous places, local food, and what makes their hometown special.

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| **Criterion** | **"Excellent" 20-25%** | **“Good” 15-19%** | **“Satisfactory” 10-14%** | **“Unsatisfactory” 0-9%** |
| **Understanding of the Topic** | Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity. | Shows a solid understanding of the topic. | Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic. | Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic. |
| **Organization and Structure** | Presentation is well-structured with a clear introduction, body, and conclusion. | Presentation has a logical flow with clear sections and transitions between topics. | Presentation lacks clear organization; transitions may be unclear. | Presentation lacks structure, making it difficult to follow or understand. |
| **Engagement and Delivery** | Delivery is engaging, confident, and captures the audience's attention throughout the presentation. | Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding. | Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience. | Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience. |
| **Presentation defense** | Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work. | Good engagement, good quality of visuals, slides and other materials, good level of team work. | Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work. | Low level of engagement, low quality of slides, poor level of individual/team work. |

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

**Chair of the Academic Committee**

**on the Quality of Teaching and Learning \_\_\_\_\_\_\_\_ Zh.A. Sarsenbay**

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

**Lecturer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_A.Zh.Rakymbayev**