

SYLLABUS
Fall semester 2025 – 2026 academic year
Educational program "Foreign languages: two foreign languages"

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 (IWS)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
Foreign language	3		45		5	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
Offline	GED. Obligatory component. M-2: Instrumental module				Offline written form	
Lecturer - (s)	Akzhigitova Arailym					
e-mail :	arai.akzhigitova@mail.ru					
Phone :	+7 777 590 97 09					
Assistant - (s)						
e-mail :						
Phone :						
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *				Indicators of LO achievement (ID)	
The course is designed to develop students' communicative competence in English through an integrated approach to the four skills: listening, speaking, reading, and writing. The course focuses on expanding vocabulary, mastering grammar structures, improving pronunciation, and enhancing students' ability to use English effectively in academic, professional, and everyday contexts. Special attention is given to fluency and accuracy in oral	1. to develop confidence and fluency in speaking English in various real-life contexts.				1.1 Participate in discussions and debates with improved fluency and accuracy.	
					1.2 Comprehend authentic listening materials, including lectures, podcasts, and news.	
	2. to improve listening skills by understanding extended speech and different accents.				2.1 Demonstrate extended vocabulary knowledge in speaking and writing tasks.	
					2.2 Write essays, reports, and formal letters with coherence and correct grammar.	
	3. to strengthen grammar knowledge and apply it accurately in practice.				3.1 Understand and analyze upper-intermediate reading texts from different genres.	
					3.2 Apply correct pronunciation, intonation, and stress in spoken English.	
	4. to enhance reading and writing skills for academic and professional purposes.				4.1 Use complex grammar structures (e.g., conditionals, passive voice, reported speech) confidently.	
					4.2 Compare and contrast cultural features in English-speaking and native contexts.	
	5. to expand vocabulary and use it appropriately in both oral and written communication.				5.1 Present individual or group projects in English using academic presentation skills.	
					5.2 Demonstrate greater independence in self-study and lifelong language learning.	

and written communication.	
Prerequisites	English A2
Postrequisites	English B2
Learning Resources	Literature: main, additional. 1. English file (fourth edition). Pre-Intermediate. Student's book. Christina Latham-Koenig, Clive Oxenden, Kate Chomacki. Oxford university press Research infrastructure 1. Audio-visual equipment for listening and pronunciation practice. 2. Language learning apps (Duolingo, Memrise, Anki). Professional scientific databases 1. JSTOR 2. Google Scholar Internet resources (at least 3-5) 1. https://elt.oup.com/student/englishfile/ 2. https://www.bbc.co.uk/learningenglish 3. https://www.englishprofile.org/ Software 1. Oxford Online Dictionary (OED) 2. WoordHunt Application

Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity</u> HYPERLINK "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" of Al-Farabi Kazakh National University HYPERLINK "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 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 <u>the "Rules for the final control"</u> , <u>"Instructions for the final control of the autumn / spring semester of the current academic year"</u> , <u>"Regulations on checking students' text documents for borrowings"</u>. 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 arai.akzhigitova@mail.ru or via video link in MS Teams https://teams.microsoft.com/meet/419417487666?p=enluZmlnMYQTv8044S.
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	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.
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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																
B-	2.67	75-79																
C+	2.33	70-74																
C	2.0	65-69																
C-	1.67	60-64	Satisfactorily															
D+	1.33	55-59																
D	1.0	50-54																
FX	0,5	25-49	Unsatisfactory															
F	0	0-24																
				<table><tr><th>Formative and summative assessment</th><th>Points % content</th></tr><tr><td>Activity at lectures</td><td>-</td></tr><tr><td>Work in practical classes</td><td>42</td></tr><tr><td>Independent work</td><td>18</td></tr><tr><td>Design and creative activity</td><td>-</td></tr><tr><td>Final control (exam)</td><td>40</td></tr><tr><td>TOTAL</td><td>100</td></tr></table>	Formative and summative assessment	Points % content	Activity at lectures	-	Work in practical classes	42	Independent work	18	Design and creative activity	-	Final control (exam)	40	TOTAL	100
Formative and summative assessment	Points % content																	
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Design and creative activity	-																	
Final control (exam)	40																	
TOTAL	100																	

Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.

A week	Topic name	Number of hours	Max. ball
MODULE 1			
1	PC 1. Are you? Can you? Did you? The perfect date?		0
2	PC 2. The Remake Project OMG! Where's my passport?		0
3	PC 3. That's me in th picture! One dark October evening		0
	IWS1. Consultations on the implementation of IWS 1		0
4	PC 4. Trip Aside Put it in your calendar!		10
5	PC 5. Word games Who does what?		10
	IWS 1 Project work The Influence of Social Media on Communication in English • Research how people use English on platforms like Instagram, TikTok, or YouTube.		20

	- Collect examples of slang, abbreviations, and new words. - Write a short report (300–400 words) and present key findings.		
MODULE 2			
6	PC 6. In your basket #greatweekend		10
	IWST 2. Consultations on the implementation of midterm control work		0
7	PC 7. I want it NOW! Twelve lost wallets		10
8	Midterm control work		40
Midterm control 1			100
9	PC 9. How much is enough? Think positive – or negative? I'll always love you		6
	IWST 3. Consultations on the implementation of IWS 2		0
10	PC 10. The meaning of dreaming First day nerves		6
	IWS 2 Project work English Around the World: Varieties and Accents - Compare British, American, and Australian English (spelling, vocabulary, pronunciation). - Give examples (elevator vs. lift, cookie vs. biscuit). - Prepare a group presentation with audio/video examples.		12
MODULE 3			
11	PC 11. Happiness is ... Could you pass the test? Who is Vivienne?		6
	IWST 4. Consultations on the implementation of IWS 3		
12	PC 12. Should I stay or should I go? Murphy's law		6
	IWS 3 Project work Global Problems and Their Solutions - Choose one global issue (climate change, pollution, poverty, technology overuse). - Research how English-speaking countries discuss and solve this problem. - Create a multimedia project (slides + short speech) suggesting your own solutions.		12
13	PC 13. Beware of the dog Fearof.net Scream queens		6
	IWST 5. Consultation on the implementation of midterm control work		0
14	PC 14. Into the net Early birds International inventions		6
	IWST 6. Consultation on the implementation of final exam		0
15	Midterm control work		40
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean:

Zholdasbekova B.U.

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

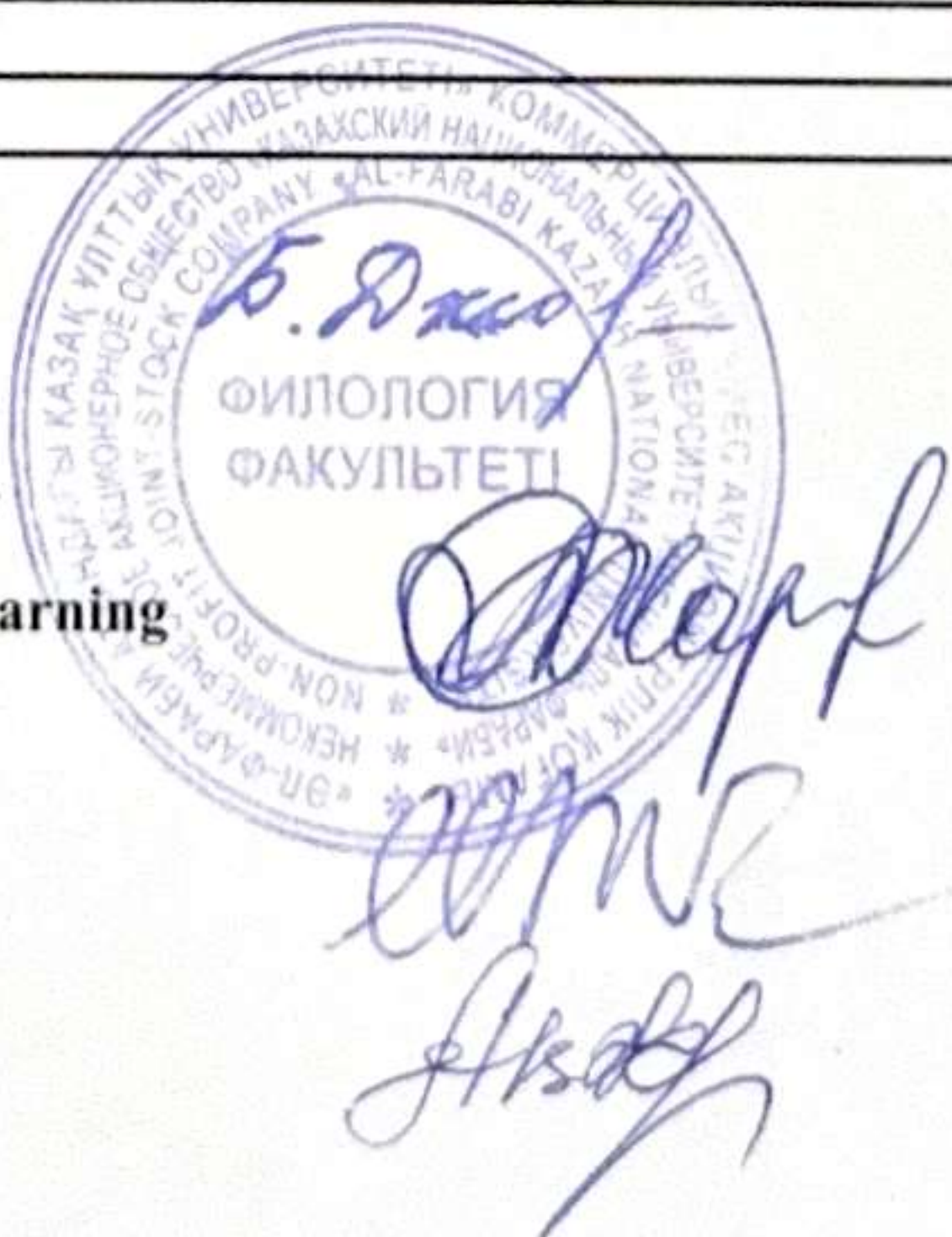
Sarsenbay Zh.

Head of Department:

Avakova R.A.

Lecturer:

Akzhigitova A.K.



RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

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

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.

Formula for calculating the final grade (obtaining the average value):

$$\text{Final grade} = (\%1 + \%2 + \%3 + \%4 + \%5 + \dots) \text{ by the number of criteria } / K,$$
where % is the level of task completion by criterion,
K is the total number of criteria in the rubricator.

Example 1. Project Work – “The Influence of Social Media on Communication in English” (IWS 1, 20% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
Research and Data Collection	Demonstrates extensive and systematic research. Provides a wide range of authentic examples with clear contextualization.	Demonstrates adequate research. Provides relevant examples, though limited in number or scope.	Demonstrates minimal research. Provides few examples, weakly contextualized.	Research is absent or irrelevant; examples are missing or inappropriate.
Linguistic Analysis	Provides in-depth linguistic analysis, explaining meanings, usage patterns, and cultural implications.	Provides analysis, though some explanations lack depth or precision.	Provides superficial or descriptive analysis with little interpretation.	Provides no analysis; examples listed without explanation.
Written Report	Report is well-structured, coherent, and academic in style. Demonstrates strong grammar, vocabulary, and cohesion at the C1 level.	Report is generally well-written, though with occasional weaknesses in grammar, vocabulary, or cohesion.	Report is weakly structured, with frequent errors and limited cohesion.	Report is disorganized, grammatically inaccurate, and stylistically inappropriate.
Oral Presentation	Presentation is confident, engaging, and well-organized, with effective use of visuals/examples.	Presentation is clear and understandable, though less engaging or lacking strong visuals.	Presentation is hesitant and minimally engaging, visuals poorly integrated.	Presentation is incomplete, unclear, or delivered in an inappropriate manner.

Example 2. Project Work – “English Around the World: Varieties and Accents” (IWS 2, 25% of 100% MC)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Comparative Research	Provides a comprehensive and detailed comparison of the three varieties. Examples are diverse, authentic, and accurate.	Provides a clear comparison with several accurate examples, though some areas are less detailed.	Provides a basic comparison, with limited or partially inaccurate examples.	Provides little or no comparison; examples are absent or irrelevant.
Use of Multimedia	Incorporates high-quality audio/video materials that effectively illustrate differences in accents and usage.	Incorporates some multimedia materials, though not always fully integrated.	Incorporates minimal multimedia, with weak connection to content.	Multimedia is absent or irrelevant.
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.