

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 (IWSST)	
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)			
Language for special purposes C1	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	MD. University component. M-14: Module Professional Language				Offline written form		
Lecturer - (s)	Akzhigitova Arailym						
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Phone :	+7 777 590 97 09						
Assistant - (s)							
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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 B2	
Postrequisites	English C2	
Learning Resources	Literature: main, additional. 1. English file (fourth edition). Upper-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 of Al-Farabi Kazakh National University</u>. 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 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" , "Instructions for the final control of the autumn / spring semester of the current academic year" , "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=enluZmlnMYOTy8044S. 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.
A	4.0 _	95-100	Great	

A-	3.67	90-94	Fine	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.															
B+	3.33	85-89																	
B	3.0	80-84																	
B-	2.67	75-79																	
C+	2.33	70-74	Satisfactorily	<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
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TOTAL	100																		
C	2.0	65-69																	
C-	1.67	60-64																	
D+	1.33	55-59																	
D	1.0	50-54	Unsatisfactory																
FX	0,5	25-49																	
F	0	0-24																	
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. Questions and answers		0
2	PC 2. It's a mystery		0
3	PC 3. Doctor, doctor		0
	IWST 1. Consultations on the implementation of IWS 1		0
4	PC 4. Act your age		10
5	PC 5. Fasten your seatbelts		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. ● Collect examples of slang, abbreviations, and new words. ● Write a short report (300–400 words) and present key findings.		20
MODULE 2			
6	PC 6. A really good ending?		10
	IWST 2. Consultations on the implementation of midterm control work		0
7	PC 7. Stormy weather A risky business		10
8	Midterm control work		40
Midterm control 1			100
9	PC 9. I'm a survivor Wish you were here		6
	IWST 3. Consultations on the implementation of IWS 2		0
10	PC 10. Night night Music to my ears		6
	IWS 2 Project work English Around the World: Varieties and Accents		12

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

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):
 Final grade = $(\%1 + \%2 + \%3 + \%4 + \%5) \div K$,
 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, 25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-20%	"Satisfactory" 10-15%	"Unsatisfactory" 0-10%
Research & Content	Demonstrates thorough and well-documented research. Examples are diverse, highly relevant, and clearly analyzed. Shows originality and critical thinking.	Research is clear, examples mostly relevant, some minor gaps in analysis.	Research is limited; examples are few or weakly connected to the topic.	Research is minimal or missing. Examples are irrelevant or absent.
Language Analysis	Provides a detailed linguistic analysis of collected data, explaining meaning, usage, and cultural context. Shows advanced understanding of modern English.	Provides analysis, but some explanations lack depth or detail.	Provides only basic explanations; analysis is weak or superficial.	Provides no analysis; examples are listed without explanation.
Structure & Style	Report is well-organized, logically structured, and coherent. Written in correct academic style with smooth transitions.	Report is clear and organized, though minor stylistic or cohesion issues appear.	Report is weakly organized; ideas are loosely connected.	Report is disorganized, incoherent, and stylistically inappropriate.
Presentation Skills	Oral delivery is confident, clear, and engaging. Excellent use of visuals/examples. Presenter demonstrates fluency and strong command of CI English.	Oral delivery is generally clear, though less engaging. Some reliance on notes.	Delivery is hesitant, lacks engagement; visuals are limited.	Delivery is unclear, monotone, or incomplete. No effort to engage the audience.

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%
Research & Examples	Comparison is extensive, detailed, and accurate. Examples are diverse and clearly demonstrate the differences between varieties of English.	Comparison is clear and accurate, though examples are limited.	Comparison is basic; examples are few and partly inaccurate.	Comparison is missing or irrelevant; examples not provided.
Presentation & Delivery	Presentation is highly engaging, well-structured, and professional. Clear speech and excellent use of multimedia (audio/video).	Presentation is clear and organized, with some use of multimedia.	Presentation is understandable but basic, limited multimedia.	Presentation is unclear, monotone, no multimedia support.
Teamwork & Collaboration	Demonstrates excellent teamwork. Roles are well-distributed, smooth cooperation evident.	Teamwork is good, though some imbalance in contribution.	Teamwork is uneven, with some members dominating.	Teamwork is poor; no real collaboration evident.
Language Use	Students use fluent, accurate English at C1 level, with strong vocabulary and pronunciation.	Students use mostly accurate English, minor errors present.	Students show limited fluency; frequent errors.	Students use very poor English, with errors preventing communication.