

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)			
Practical course on testing techniques	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	CD. Elective component. M-12: Module Level Organization of Language				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 equip intermediate-level students with the knowledge, skills, and strategies required for successful performance in the IELTS examination. It aims to familiarize learners with the test format and scoring system, develop their academic language proficiency, and enhance their ability to apply effective test-taking techniques under time constraints.	1. to understand the structure, format, and scoring of IELTS				1.1 Identify question types in IELTS Listening, Reading, Writing, and Speaking.		
					1.2 Use skimming and scanning effectively in Reading passages.		
	2. to develop effective strategies for answering IELTS Reading, Listening, Speaking, and Writing tasks				2.1 Take accurate notes and predict answers in Listening.		
					2.2 Write clear, structured essays (Task 2) and reports/letters (Task 1).		
	3. to apply time-management techniques in testing situations				3.1 Speak fluently with improved coherence and lexical range.		
					3.2 Use academic vocabulary appropriately in writing and speaking.		
	4. to analyze common errors and improve accuracy in test performance				4.1 Manage timing and pacing during mock IELTS tests.		
					4.2 Self-assess and peer-assess using IELTS band descriptors.		
	5. to demonstrate confidence and autonomy in independent test preparation				5.1 Employ strategies to avoid common traps in multiple-choice and matching tasks.		
					5.2 Achieve improved IELTS practice test results compared to initial baseline.		
Prerequisites	English B2						
Postrequisites	English C2						
Learning Resources	Literature: main, additional. 1 Check your English vocabulary for IELTS (fourth edition). Rawdon Wyatt. Bloomsbury information 2 Cambridge IELTS Practise Test						

Learning Resources	Literature: main, additional. 1 Check your English vocabulary for IELTS (fourth edition). Rawdon Wyatt. Bloomsbury information 2 Cambridge IELTS Practise Test 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
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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 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=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. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure
A	4.0 _	95-100	Great	
A-	3.67	90-94		

B+	3.33	85-89	Fine	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	3.0	80-84		Formative and summative assessment	Points % content	
B-	2.67	75-79			Activity at lectures -	
C+	2.33	70-74			Work in practical classes 42	
C	2.0	65-69	Independent work 18			
C-	1.67	60-64	Satisfactorily	Design and creative activity -		
D+	1.33	55-59		Final control (exam) 40		
D	1.0	50-54		TOTAL 100		
FX	0,5	25-49				
F	0	0-24	Unsatisfactory			
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. Introduction to IELTS: structure, scoring, strategies.		0
2	PC 2. Listening Part 1 & 2: note-taking, predicting answers.		0
3	PC 3. Listening Part 3 & 4: multiple-choice, following arguments.		0
	IWS 1. Consultations on the implementation of IWS 1		0
4	PC 4. Reading skills: skimming, scanning, True/False/Not Given.		10
5	PC 5. Reading tasks: matching headings, sentence completion.		10
	IWS 1 IELTS Reading Scavenger Hunt		20
	- Students search for 3 authentic English texts online (news, blogs, short articles). - They create 5 IELTS-style questions for each text (True/False/Not Given, matching, multiple choice). - In class, they exchange their questions with peers for practice.		
MODULE 2			
6	PC 6. Writing Task 1 (Academic/General): describing charts, graphs, letters.		10
	IWS 2. Consultations on the implementation of midterm control work		0
7	PC 7. Writing Task 2: opinion essays, argument structure.		10
8	Midterm control work		40
Midterm control 1			100
9	PC 9. Vocabulary & grammar for IELTS Writing and Speaking.		6
	IWS 3. Consultations on the implementation of IWS 2		0
10	PC 10. Speaking Part 1: fluency, personal questions.		6
	IWS 2 Writing Task 2 Debate Blog		12
	- Students pick one IELTS essay topic (e.g., "Technology in education," "Climate change"). - They write one essay draft (250 words). - Then, they must write a short blog-style post (150 words) on the same topic but in a more informal tone.		

	The aim: compare how academic and informal writing differ in structure and language.		
MODULE 3			
11	PC 11. Speaking Part 2: cue cards, extended responses.		6
	IWST 4. Consultations on the implementation of IWS 3		
12	PC 12. Speaking Part 3: discussion, complex ideas.		6
	IWS 3 Speaking Video Project		12
	- Students record themselves answering a full IELTS Speaking test (Part 1–3). - Deliverables: - Submit the recording (video/audio). - Make a self-checklist: fluency, coherence, vocabulary, grammar, pronunciation (✓ or X). - Write a reflection (300–400 words) about their strongest and weakest parts, and what they would change next time.		
13	PC 13. Integrated mock testing (Listening, Reading, Writing).		6
	IWST 5. Consultation on the implementation of midterm control work		0
14	PC 14. Final speaking mock exam + feedback & reflection.		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

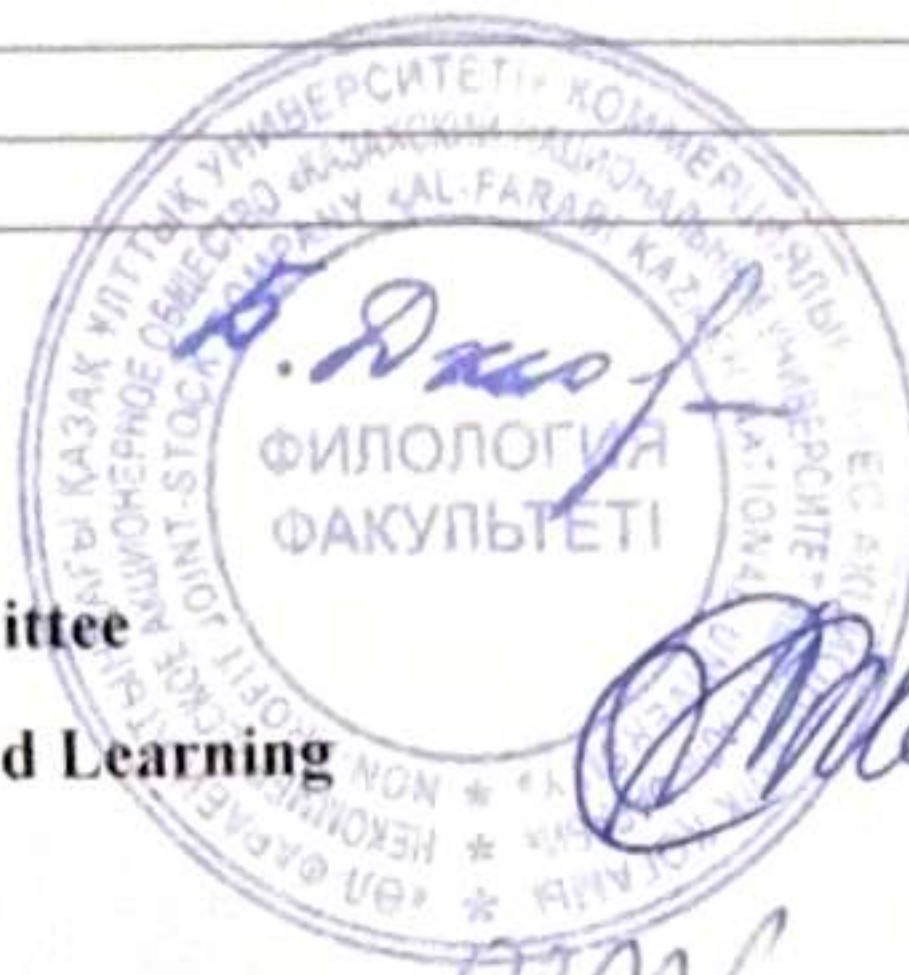
Sarsenbay Zh.

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):
 Final grade = $(\%1 + \%2 + \%3 + \%4 + \%5 + \dots)$ 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.