

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 grammar of the first foreign language	3		60		6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
Offline	BD. University component. M-4: Propaedeutic courses in education				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 form and develop students' phonetic competence in the first foreign language, which includes correct perception and reproduction of its sound system (phonemes, stress, rhythm, and intonation).	1. to demonstrate proficiency in recognizing and using core English grammatical structures (tenses, articles, modal verbs, conditionals, passive voice, reported speech).			1.1 Correctly identifies and explains English grammatical forms and rules in context.		
				1.2 Produces grammatically accurate sentences in both spoken and written English.		
	2. to apply grammar knowledge in academic and everyday communication.			2.1 Uses appropriate grammar in oral presentations, discussions, and dialogues.		
				2.2 Demonstrates accuracy in essays, reports, and other written assignments.		
	3. to analyze and compare grammatical phenomena in English and the native language.			3.1 Explains similarities and differences between English and Kazakh/Russian grammar systems.		
				3.2 Identifies typical grammar mistakes made by non-native speakers and suggests appropriate corrections.		
	4. to develop skills of self-correction and peer-correction in grammar usage.			4.1 Actively participates in peer review and grammar-focused collaborative tasks.		
				4.2 Improves accuracy of own grammar usage based on self-assessment and instructor feedback.		
	5. to critically evaluate different approaches to grammar teaching and learning			5.1 Explains the advantages and limitations of deductive and inductive approaches to grammar learning.		
				5.2 Applies suitable grammar learning strategies in independent and classroom practice.		
Prerequisites	English A2					

Postrequisites	Theory of grammar
Learning Resources	Literature: main, additional. 1. English Grammar in Use (5th edition) Raymond Murphy, Cambridge university press, 2019 2. Navigate B1 Intermediate Student's Book. Catherine Smith, Oxford University Press, 2016. Research infrastructure 1. Cambridge Grammar in Use Online Resources 2. British Council – Grammar Practice Platform Professional scientific databases 1. Oxford English Dictionary (OED) 2. Cambridge Grammar of the English Language – Online Resources 3. Grammar Laboratory Resources (Cambridge/Oxford platforms) Internet resources (at least 3-5) 1. https://www.oxfordlearnersdictionaries.com/ 2. https://dictionary.cambridge.org/grammar/ 3. https://learnenglish.britishcouncil.org/grammar 4. https://www.grammarly.com/blog/category/handbook/grammar/ 5. https://owl.purdue.edu/ 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@mailru 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.			
	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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Final control (exam)	40																	
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 Vowels and diphtongs			
1	PC 1. Course introduction. How many tenses do you know? (overview of A2 grammar) Present Simple & Present Continuous in use.		0
2	PC 2. Past Simple & Past Continuous. Storytelling practice. Irregular verbs. Time markers.		0
3	PC 3. Present Perfect Simple & Continuous. Life experience, duration. Have/has + V3. Markers: already, yet, ever, never, just. Difference between result vs duration. Contrast with Past Simple.		0
	IWS 1. Consultations on the implementation of IWS 1		0
4	PC 4. Future forms: will, going to, Present Continuous. Will (decisions, promises), be going to (plans), Present Continuous for arrangements. Time markers (tomorrow, next week).		10
5	PC 5. Modal verbs (present/future). Can/could (ability, permission), must/have to (obligation), should/ought to (advice), may/might (possibility).		10
	IWS 1 Essay using tenses & modals		20
MODULE 2 Consonants			
6	PC 6. Modal verbs (past forms). Must have, can't have, could have, might have, should have. Expressing deduction and criticism in the past.		10
	IWS 2. Consultations on the implementation of midterm control work		0
7	PC 7. Conditionals. Zero, First, Second. If-clauses, main clauses. Contrast between real vs unreal situations.		10
8	Midterm control work		40

Midterm control 1			100
9	PC 9. Passive voice. Formation in Present, Past, Future. Passive in Continuous/Perfect. Passive in academic writing.		6
	IWST 3. Consultations on the implementation of IWS 2		0
10	PC 10. Reported speech. Reported statements, questions, commands. Backshift of tenses. Changes in pronouns and time expressions.		6
	IWS 2 News report in reported speech		12
MODULE 3 Consonant and consonant groups			
11	PC 11. Infinitives & Gerunds. Verb + ing vs verb + to-infinitive. Verbs with two meanings (stop doing vs stop to do).		6
	IWST 4. Consultations on the implementation of IWS 3		
12	PC 12. Relative clauses. Defining and non-defining. Relative pronouns (who, which, that, whose, where). Reduced relative clauses.		6
	IWS 3 Description with relative clauses		12
13	PC 13. Complex sentences and conjunctions. Subordinating conjunctions (although, even though, whereas, while). Cause-effect (because, since, therefore). Time clauses (as soon as, until, by the time). Linking devices in academic texts.		6
	IWST 5. Consultation on the implementation of midterm control work		0
14	PC 14. Noun clauses, indirect questions, emphasis & inversion. That-clauses, if/whether clauses. Reported (indirect) questions. Emphatic structures (cleft sentences: <i>It was ... who/that ...</i>). Inversion for emphasis (<i>Never have I ...</i>).		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

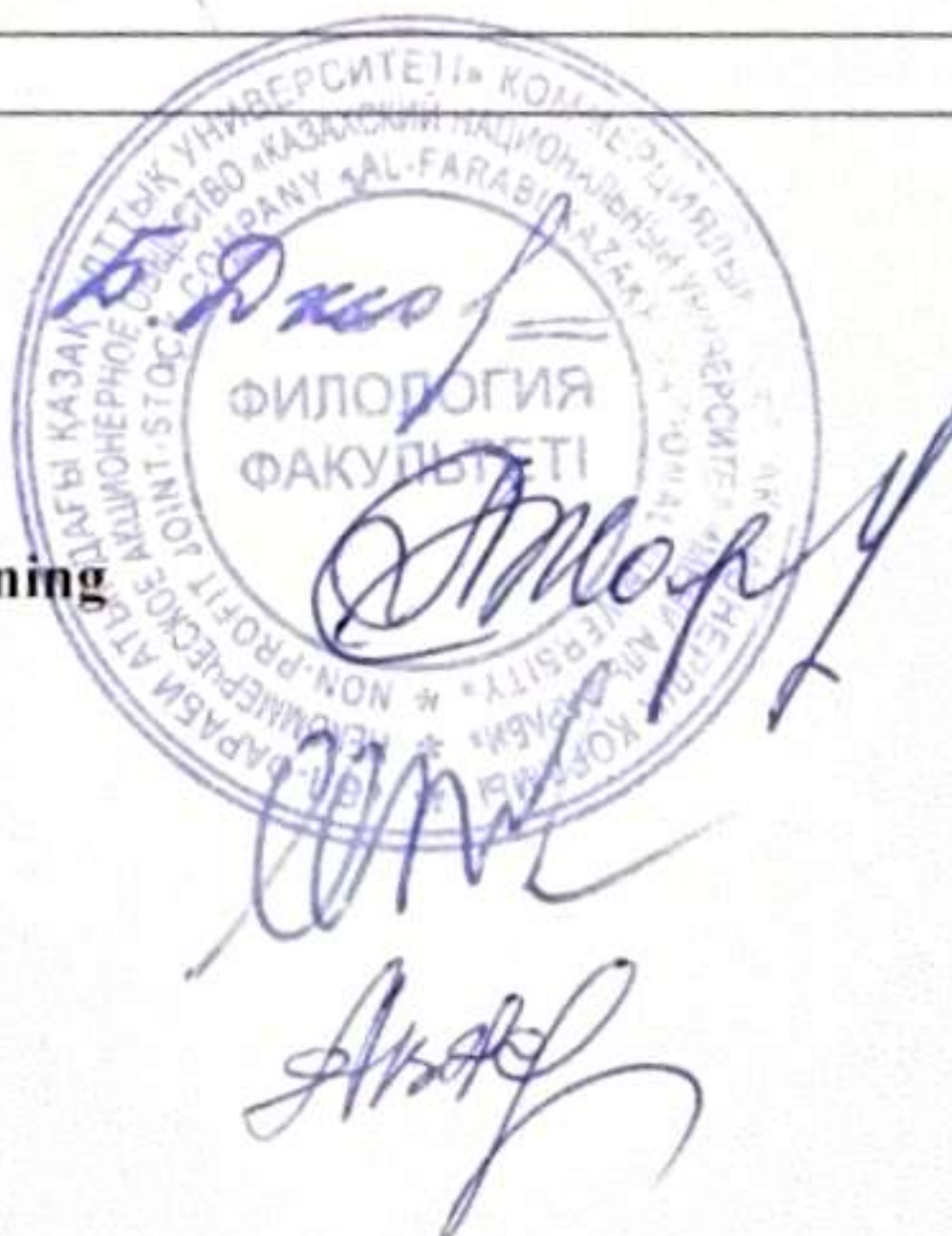
Sarsenbay Zh.

Head of Department:

Avakova R.A.

Lecturer:

Akzhigitova A.K.



RUBRICATOR OF THE SUMMATIVE ASSESSMENT

CRITERIA EVALUATION OF LEARNING OUTCOMES

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.