SYLLABUS
Spring semester 2023-2024 academic year
Educational program "6B02304 –Translational studies"

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)		
50 Foreign Language	45	0	3	0	5	4,8

ACADEMIC INFORMATION ABOUT THE COURSE					
Learning Format	**Cycle, component**	**Lecture types**	**Types of practical classes**	**Form and platformfinal control**	
Offline	OC (Obligatory Component)	-	Meaningful drill, usage, case study, discussion, brainstorm	Oral and offline UC Univer	
Lecturer - (s)	G.S. Sharipova candidate of philology, senior lecturer				
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Assistant - (s)	G.S. Sharipova candidate of philology, senior lecturer				
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ACADEMIC COURSE PRESENTATION		
Purpose of the course	**Expected Learning Outcomes (LO) ***	**Indicators of LO achievement (ID)**
To form the improvement of knowledge of foreign-language communicative competence. The main methods of speech skills and skills of foreign-language communication as a basis for the development of communicative competence are considered; development of professionally significant skills and experience of foreign-language communication in all types of speech activities; implementation of acquired speech skills in the process of searching, selecting and using material in English.	1. to form the basis of fundamental theoretical knowledge for the successful language acquisition and its further improvement;	1.1 distinguish the basic laws of communication between English writing and pronunciation;
		1.2 to clearly express thoughts, cope with difficulties and deadlock situations;
	2. to demonstrate in situations of official and informal communication a high command of a foreign language in all types of speech activity (speaking, listening, reading, writing);	2.1 produce clear, well-organized and supported arguments in oral and written forms on different topics covered within the course;
		2.2 to form a conversation on various subjects: general, educational and professional and also concerning free time;
	3. to form an idea of the grammatical system of the foreign language, its structure, peculiarities of the relationship and the functioning of the units and means of this system;	3.1 select and demonstrate control of various grammatical structures and vocabulary appropriate for the level;
		3.2 read a variety of texts for knowledge and recreation;
	4. produce an opinion essay giving arguments either for or against a particular point of view;	4.1 to interact effectively in society in everyday life and in the professional sphere;
		4.2 to reproduce the dialogue without preparation, without making grammatical mistakes, without visible restrictions of styles of the speech;
	5. to demonstrate the ability to use conceptual tools and methods of grammatical analysis and description, the ability to apply the theoretical knowledge in practice (discourse analysis, text interpretation).	5.1 to demonstrate communicative intentions in compliance with the regulatory requirements of execution (unofficial letter, essay, article, etc.);
		5.2 to explain the personal interest in any business, explain and support their point of view with the help of the necessary arguments.
Prerequisites	Foreign language	

Postrequisites	Foreign language (B1)
Learning Resources	**Main literature** 1. Clive Oxenden, Christina Latham-Koenig, Paul Seligson. New English File. Upper-Intermediate Student's Book. – Oxford University Press, 2020. 2. Clive Oxenden, Christina Latham-Koenig, Paul Seligson. New English File. Upper-Intermediate Work Book. – Oxford University Press, 2020. 3. Mark Harrison. Grammar Spectrum 2. English rules and practice. Upper-Intermediate. Oxford University Press, 2020 4. S.G. Nyashina. English for Journalists. Journalism as a profession. Minsk, 2021 **Additional literature** 1. Murphy R. English Grammar in Use. Second Edition. - Cambridge University Press, 2020. 2. 2000 наиболее употребительных английских слов и выражений. Тематический словарь. – Москва: Айрис пресс 2020. 3. Olga Csalova. English Grammar for Journalists. Nitra, 2020 **Internet resources:** 1. http://elibrary.kaznu.kz/ru 2. http://www.labirint.ru 3. http://biblioclub.ru

| Academic course policy | The academic policy of the course is determined by the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University .
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.
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 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".
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 Sharipovaguln@gmail.com, or Teams https://teams.microsoft.com/l/meetup-join/19%3ameeting_YjEyZmM1ZDMtNGZiOS00NGQxLWJmZWYtZDRjMjg5NmRjNzg1%40thread.v2/0?context=%7b%22Tid%22%3a%22b0ab71a5-75b1-4d65-81f7-f479b4978d7b%22%2c%22Oid%22%3a%229f210cb1-91c4-41a0-a23a-4a597753d056%22%7d
IntegrationMOOC (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 coursestudy 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-ratingletter 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	**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-	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		Activity at lectures	5
C+	2.33	70-74		Work in practical classes	20
C	2.0	65-69	Satisfactorily	Independent work	25
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59	Unsatisfactory	Final control (exam)	40
D	1.0	50-54		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 1Title:Introducing yourself		
1	**PC 1. Theme:**Who is who? Who knows you better? **Grammar:** word order in questions. Present Simple. **Vocabulary:** common verb phrases, classroom languages. **Speaking and listening**: Talking about dates and times.	3	10
	LC 1. Talking about family, personality adjectives		
2	**PC 2. Theme:** At the Moulin Rouge. The Devil's Dictionary. **Grammar:** Present Continuous. Defining relative clauses. **Vocabulary:** The body, prepositions of place. Expressions for paraphrasing. **Speaking:** Describing a painting. Giving definitions.	3	10
	LC 2. Describingyourself. Write a similar e-mail about you.What do you remember? What can you do?		
	IWSP 1. Consultations on the implementation of **IWST 1**		
3	**PC 3. Theme:** Right place, wrong time. A moment in time. **Grammar:** Past simple regular and irregular verbs. Past Continuous. **Vocabulary:** Holidays. Prepositions of time and place: at, in, on. **Reading:** The Holiday Magazine. **Speaking:** Your last holiday. **Listening:** An interview about a disastrous holiday.-	3	10
	LC 3. Write and speak about your last holiday. Past Simple		
	IWST 1. Presentation "My favourite journalist (designer, writer, actor, actress)".		10
4	**PC 4. Theme:** Fifty years of pop.One October evening. **Grammar:** questions with and without auxiliaries. so, because, but, although. **Vocabulary:** Question words, pop music, **Reading:** Who wrote Imagine. **Speaking:** Favourite music, music quiz. **Listening:** Song Imagine.	3	10
	LC 4. Retell the text: "Who wrote Imagine". Write about your favourite photo.		
5	**PC5. Theme:** Where are you going?The pessimist's phrase book. **Grammar:** going to, present continuous (future arrangements). will/won't (predictions). **"Where are you going?".** **Vocabulary:** verb phrases/opposite verbs. **Reading:** Airport Stories. **Speaking:** Talking about plans and arrangements. **Listening:** a radio programme about positive thinking.	3	10
	LC 5. Present Continuous ex-es.		
	MODULE 2 Title: Dreams		
6	**PC6.Theme:**I'll always love you. I was only dreaming. **Grammar:** will, won't (promises, offer, decisions). Review of tenses: present, past and future	3	10

	Speaking: Dreams.		
	Listening: Song "White flag"		
	LC 6. Review of tenses. Write the informal letter.		
	IWST2. Consultations on the implementation of **IWS 2**		
7	**PC7.Theme:** From ragsto riches.Family conflicts **Grammar:** Present Perfect. **Vocabulary:** clothes, verb phrases **Reading:** Problems with your teenage children	3	10
	LC 7. Present Perfect ex-es. Retell the text: "Problems with your teenage children"		
	IWST 2. Essay: "Mass media and society"		10
Midterm control 1			**100**
8	**PC8. Theme:**Faster, faster. The world's friendliest city**.** **Grammar:** Degrees of adjectives. Comparatives and Superlatives. **Vocabulary:** Opposite adjectives. **Reading:** The world's friendliest city. **Speaking:** Talking about experiences. **Listening:** London.	3	10
	LC 8. Degrees of adjectives ex-es.		
	IWST 3. Consultations on the implementation of **IWS3**		
9	**PC9. Theme:** Are you a party animal? What makes you feel good? **Grammar:** infinitive and verb + -ing. **Vocabulary:** Prepositions of time and place: at, in, on. **Reading:** Famous photographs by Harry Benson and Willy Rhonis. **Speaking:** Describing famous photos. **Listening:** Lovers at the Bastille.	3	10
	LC 9. Describe the famous photo		
	IWST3. Describing where you live. Write a description of the place where you live.		
10	**PC10. Theme:** How much can you learn in a month? The name of the game. **Grammar:** have to, don't have to, must, mustn't. **Vocabulary:** Prepositions of time and place. Sport. **Reading:** How much can you learn in a month? **Speaking:** Talking about language learning. **Listening:** Journalist talking about learning Polish.	3	10
	LC 10. Essay: ""Sport in our life"		
	IWST4. Consultation on the implementation **of IWS4**		10
MODULE 3 Title:Famous fears and phobias			
11	**PC11. Theme:** If something bad can happen, it will. Never smile at a crocodile. **Grammar:** if + present; will + infinitive;if + past; would + infinitive; **Vocabulary:** confusing verbs, animals.	3	10
	LC 11. Conditionals ex-es.		
	IWST4. Presentation:"Good health and well-being"		10
12	**PC12. Theme:** Decisions, decisions. What should I do? **Grammar**: may/might (possibility), should / shouldn't **Vocabulary:** noun formation. **Reading:** "How to make decisions when you have to choose between two possibilities".	3	10
	LC 12. Write an e-mail to your friend. What do you remember? What can you do?		
13	**PC13. Theme:** Famous fears and phobias. I used to be a rebel **Grammar:** present Perfect + for and since. Used to **Vocabulary:** words related to fear, biographies **Reading:** We're all afraid… **Speaking:** about a member of your family **Listening:** a TV programme	3	10
	LC 13. Essay:"My favourite actor/actress"		
	IWST 5. Consultation on the implementation **of IWST 4.**		
14	**PC14. Theme:** I hate weekends. Waking up is hard to do **Grammar:** something, anything, nothing **Vocabulary:** health and lifestyle, phrasal verbs **Reading:** How old is your body. Are you allergic to mornings? **Listening:** On the phone	3	10
	LC 14. Presentation:"The mothers of invention"		
15-16	**PC15. Theme:** What a week. Then he kissed me **Grammar:** Past Perfect **Vocabulary:** adverbs: suddenly, immediately	3	10

	Reading: Fact is always stranger than fiction Review: Grammar. Vocabulary. Pronunciation		
	LC 15. What do you remember? What can you do?		
	IWST5. What do you remember? What can you do? Consultation on examination issues		
Midterm control 2			**100**
Final control (exam)			**100**
TOTAL for course			**100**

Dean _____ B.O. Dzholdasbekova

Head of Department _____M.M. Aimagambetova

Lecturer _____ G.S. Sharipova

RUBRICATOROF 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" Max. weight in %	"Good" Max. weight in %	"Satisfactory" Max. weight in %	"Unsatisfactory" Max. weight in %

Example 1. Written assignment "My professional history" (25% of 100% MC)

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, APAstyle	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.

Example 2. Group presentation "Teaching profession in Kazakhstan" (30% of 100% RK)

Criterion	"Excellent" 25-30%	"Good" 20-20%	"Satisfactory" 15-20%	"Unsatisfactory" 0 – 15%
Understanding theories and concepts of the professional identity of the teacher and the teaching profession	Deep understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Understanding theories, concepts of the professional identity of the teacher and the teaching profession.	Limited understanding of theories, concepts of the professional identity of the teacher and the teaching profession.	Superficial understanding / lack of understanding of theories, concepts of the professional identity of the teacher and the teaching profession.
Awareness of key issues of the professional identity of the teacher and the teaching profession in Kazakhstan	Competent correlation of the key concepts of the professional identity of the teacher and the teaching profession with the context of Kazakhstan. Excellent substantiation of arguments with evidence from empirical research (for example, based on interviews or statistical analysis).	There is a connection between the concepts of professional identity of a teacher and the teaching profession with the context of Kazakhstan. The arguments are backed by evidence from empirical research.	Limited correlation of the professional identity of the teacher and the concepts of the teaching profession with the context of Kazakhstan. Limited use of evidence from empirical research	Insignificant connection / lack of connection between the concepts of the teacher's professional identity and the context of Kazakhstan. Little or no empirical research is used.
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.