**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "****Practical course on Speech communication”**

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| **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)** |
| **PRO2211**  **Practical course on Speech communication** | 3 | | 0 | 45 | 0 | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline* | BD, Compulsory component | - | | Practical lesson, discussion, written tasks | | Standard oral examination. Offline | |
| **Lecturer - (s)** | Nurlangazykyzy Balnur, lecturer | | | | |
| **e-mail :** | [balnurbaitileuova@gmail.com](mailto:balnurbaitileuova@gmail.com) | | | | |
| **Phone :** |  | | | | |
| **Assistant - (s)** |  | | | | |
| **e-mail :** |  | | | | |
| **Phone :** |  | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \***  As a result of studying the discipline the undergraduate will be able to: | | | | | **Indicators of LO achievement (ID)** | |
| The purpose of the discipline "Practical Course on Speech Communication" is to develop students' spoken communication skills in English. This includes improving fluency, accuracy, and confidence in expressing ideas, engaging in discussions, and responding to various communicative situations, preparing them for real-life interactions in academic and professional settings. | ER 1. more detailed description and explanation of phenomena, self-experience, assessment; | | | | | 1.1. admission to participation in a foreign language without any problems (independently and in groups); | |
| 1.2. ability to think, analyze and communicate in a foreign language | |
| ER 2. comment on the events; | | | | | 2.1 ability to study and analyze what has been learned | |
| 2.2 be able to ask questions about the events read and answer other questions | |
| ER 3. explain, justify position, point of view, public speeches, etc. | | | | | 3.1 be able to argue and prove their point of view in front of the majority (group); | |
| 3.2 be able to share your experience or knowledge with the group and participate in discussions | |
| ER 4. The free use of language for international communication, including emotion, using idiomatic expressions. | | | | | 4.1 ability to use complex sentences, complex phrases in communication | |
| 4.2 ability to use idiomatic and phraseological expressions in communication | |
| ER 5. Use a wide range of vocabulary and grammar in both written and oral communication. | | | | | 5.1 be able to use appropriate vocabulary and grammar in tasks. | |
| **Prerequisites** | Basic English Proficiency (A2 Level): Students should have foundational knowledge of English, including basic grammar structures (e.g., present simple, past simple), essential vocabulary, and the ability to engage in simple conversations.  Basic Listening and Speaking Skills: Students must be able to understand and produce basic spoken English, including asking and answering simple questions about familiar topics.  Familiarity with Classroom Communication: Prior experience with interactive classroom settings where pair work, group discussions, and role-playing are common.  Basic Writing and Reading Competence: Students should be able to read and write short texts, such as simple descriptions and informal letters or messages. | | | | | | |
| **Postrequisites** | Intermediate English Proficiency (B1 Level): Upon successful completion of this course, students should be prepared to move on to an intermediate level of English, where they will handle more complex grammatical structures, vocabulary, and communication tasks.  Advanced Speaking and Listening Courses: Students will be ready for more advanced courses focusing on speaking and listening | | | | | | |
| **Learning Resources** | Literature:main, additional. Insight: Pre- Intermediate (Student’s book)  * **Authors:** Jayne Wildman, Fiona Beddall   **2. Cambridge English: Face2Face Pre-Intermediate (Student’s Book)**   * **Authors:** Chris Redston, Gillie Cunningham   **3. Oxford: English File Pre-Intermediate (Third Edition)**   * **Authors:** Christina Latham-Koenig, Clive Oxenden   **4. Longman: Cutting Edge Pre-Intermediate (Third Edition)**   * **Authors:** Sarah Cunningham, Peter Moor   **Research infrastructure**  1. The department of Turkology and the theory of language  **Internet resources**  1**. ManyThings.org - American English Pronunciation Practice**  2. **BBC Learning English (https://www.bbc.co.uk/learningenglish)**   * **Description:** Provides free audio and video lessons focused on improving listening, speaking, and vocabulary skills. The materials include everyday conversations and situational dialogues. * **Why Use:** It serves as supplementary material for extra listening and speaking practice outside the classroom.   **Software**   1. Duolingo 2. Elsa Speak 3. Memrise 4. BBC Learning English App 5. Speakometer | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/%D0%90%D0%BA%D0%B0%D0%B4%D0%B5%D0%BC%D0%B8%D1%87%D0%B5%D1%81%D0%BA%D0%B0%D1%8F%20%D0%BF%D0%BE%D0%BB%D0%B8%D1%82%D0%B8%D0%BA%D0%B0.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](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 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.  **Аcademic 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"](https://univer.kaznu.kz/Content/instructions/%D0%9F%D1%80%D0%B0%D0%B2%D0%B8%D0%BB%D0%B0%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%B8%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%9B%D0%AD%D0%A1%202022-2023%20%D1%83%D1%87%D0%B3%D0%BE%D0%B4%20%D1%80%D1%83%D1%81%D1%8F%D0%B7%D1%8B%D0%BA%D0%B5.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/%D0%98%D0%BD%D1%81%D1%82%D1%80%D1%83%D0%BA%D1%86%D0%B8%D1%8F%20%D0%B4%D0%BB%D1%8F%20%D0%B8%D1%82%D0%BE%D0%B3%D0%BE%D0%B2%D0%BE%D0%B3%D0%BE%20%D0%BA%D0%BE%D0%BD%D1%82%D1%80%D0%BE%D0%BB%D1%8F%20%D0%B2%D0%B5%D1%81%D0%B5%D0%BD%D0%BD%D0%B5%D0%B3%D0%BE%20%D1%81%D0%B5%D0%BC%D0%B5%D1%81%D1%82%D1%80%D0%B0%202022-2023.pdf) , "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 counselling assistance by phone/e- mail [balnurbaitileuova@gmail.com](mailto:balnurbaitileuova@gmail.com)  **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.  **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 | **Formative and summative assessment** | **Points % content** |
| B- | 2.67 | | 75-79 | Work in practical classes | 70 |
| C+ | 2.33 | | 70-74 | Independent work | 30 |
| C | 2.0 | | 65-69 | Satisfactorily | Final control (exam) | 40 |
| C- | 1.67 | | 60-64 | TOTAL | 100 |
| D+ | 1.33 | | 55-59 | Unsatisfactory | TOTAL | 100 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
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| **A week** | **Topic name** | **Number of hours** | **Max.**  **score** |
| **MODULE 1**  **Exploring Life's Journeys: From Everyday Moments to Extraordinary Experiences** | | | |
| **1** | Unit 1  A. Everyday life  Reading Life in a day  Strategy Scanning for specific information  Vocabulary insight Adjectives + prepositions: feelings  Vocabulary insight Compound nouns: everyday objects  Unit 1  B. Around the world  Grammar Present simple and present continuous  Listening Volunteer projects | **3** | **10** |
| **2** | Unit 2  A. Ghost towns  Reading Ghost towns: then and now  Strategy Identifying paraphrase  Vocabulary insight Antonyms: describing places  Vocabulary Places in town  Unit 2  B. The kindness of strangers  Grammar Past simple and past continuous  Listening A happy ending | **3** | **10** |
|  | **IWST P 1.** Consultations on the implementation of **IWS 1** | **1** |  |
| **3** | Unit 3  A. In my fridge  Reading Food for thought: the good, the bad and the ugly  Vocabulary Life cycle of food  Vocabulary insight Compound nouns and adjectives  Unit 3  B. Burger or broccoli?  Grammar Determiners: a lot of, a little, a few, some, any,  much and many  Listening Eating habits in the UK | **3** | **10** |
| **IWS (students’ individual work)**  Vocabulary and grammar test for Units 1 and 2 | **1** | **15** |
| **4** | Unit 4  A. Moving house  Reading The 1940s house  Vocabulary insight Adverbs of manner and comment  Vocabulary insight Compound adjective  Unit 4  B. A room of my own  Grammar Comparative and superlative adjectives (not) as... as, too, enough  Listening The best room in the house | **3** | **10** |
|  | **IWST P 2.** Consultations on the implementation of **IWS 2** | **1** |  |
| **5** | Unit 5  A. Taking risks  Reading Blame your brain  Strategy Understanding pronoun referencing  Vocabulary insight Adjective suffixes: -ing and -ed  Vocabulary insight Noun suffixes: -merit and -ion  Unit 5  B. Too young, too old?  Grammar Present perfect and past simple  Present perfect with already, just and yet  Listening At the top of the world | **3** | **10** |
| **IWS (students’ individual work)**  **Presentation on the topics that were assigned to the students** |  | **15** |
| **MODULE 2**  **Challenges and Success: Overcoming Obstacles and Achieving Goals** | | | |
| **6** | Unit 5  C. Fears and phobias  Listening The fear factor  Vocabulary insight Base and strong adjectives  Everyday English Describing a photo  Unit 5  D. Antarctic adventure  Reading Eyewitness account: Scott's Hut  Vocabulary insight Phrasal verbs: stages in a journey  Grammar Present perfect with for and since | **3** | **10** |
| **7** | Unit 6  A. A hard lesson  Reading War zones  Vocabulary insight Collocations: crime  Vocabulary insight Negative prefixes: un-, im-, ir- and il- | **3** | **10** |
|  | Midterm examination | **1** |  |
| **Midterm control 1** | |  | **100** |
| **8** | Unit 6  B. Hungry to learn  Grammar will and going to  First conditional  Listening 1 want to be a teacher  Unit 6  C. The best things in life  Listening Playing games  Strategy Taking notes  Grammar Zero conditional  Everyday English Making offers and suggestions | **3** | **10** |
|  | **IWST P 3.** Consultations on the implementation of **IWS 3** | **1** |  |
| **9** | Unit 7  A. Big and small  Reading Going global  Vocabulary Statistics  Vocabulary insight Nouns with two meaningsUnit 7  B. Be an entrepreneur  Grammar must, mustn't, have to, don't have to  Listening How to catch a dream | **3** | **10** |
| **10** | Unit 8  A. Against all odds  Reading Success stories  Vocabulary insight Verbs + prepositions: success  Vocabulary insight Suffixes: -ant, -ent, -ance, -ence  Unit 8  B. Foul play  Grammar Past perfect  Listening Don't believe your ears | **3** | **10** |
| **IWS 3 (students’ individual work)**  **Speech and presentation: “Who I wanted to be when I was a kid and Why I want to be a teacher now”** |  | **10** |
| **MODULE 3**  **Exploring Global Perspectives and Social Impact** | | | |
| **11** | Unit 9  A. ln the news  Reading What's in the news?  Vocabulary The press  Vocabulary insight Collocations: the media  Unit 9  B. Multitasking  Grammar Reported speech  say and tell  Listening A multifunctional device  Listening To multitask or not to multitask | **3** | **10** |
| **12** | Unit 9  C. Behind the scenes  Listening Inflatable crowds  Strategy Listening for main ideas  Vocabulary Films  Everyday English Giving and reacting to news  Unit 9  D. The BBC story  Reading A short history of the BBC  Vocabulary Types of TV programme  Grammar Question tags  **IWST P 4.** Consultations on the implementation of **IWS 4** | **3**  **1** | **10** |
| **13** | Unit 10  A. Make a difference  Reading The story of your T-shirt  Strategy Understanding the purpose of a text  Vocabulary insight Phrasal verbs: buying and selling clothes  Vocabulary insight Compound nounsEveryday English Giving and reacting to news  B. Where does it come from?  Grammar The passive: present simple, past simple and present perfect  Listening How much do you know about... ? | **3** | **10** |
| **SIW (students’ individual work)**  **Vocabulary Test by Unit 9 (A. B. C. D) & 10 (A. B.)** |  | **10** |
| **14** | Unit 10  C. Protest  Listening Blood phones  Vocabulary Environment  Everyday English Persuading, agreeing and disagreeing  Unit 10  D. Eyes in the sky  Reading The big picture  Vocabulary insight Adjective suffixes: -ful / and -less  Grammar The passive: future | **3** | **10** |
|  | **IWST P 5.** Consultations on the implementation of **IWS 5** | **1** |  |
| **15** | Unit 10  E. Describing a process  Strategy Checking your writing: spelling and punctuation  Expressing sequence  **IWS (students’ individual work)**  Create a poster and prepare a speech on your most esteemed topics from this discipline. Justify why you consider them to be relevant and interesting for you and present your perspective on the subject. | **3** | **10** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B.U. Dzholdasbekova**

**Chair of the Academic**

**Committee on the Quality**

**of Teaching and Learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Zh.A.Sarsenbay**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ R.A. Avakova**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_B. Nurlangazykyzy**

**RUBRICS FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)**

**CRITERIA FOR ASSESSING LEARNING OUTCOMES**

**ISW 1. Vocabulary and Grammar Test for Units 1 and 2**

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| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Accuracy in Vocabulary Usage | Virtually no mistakes in using vocabulary from Units 1 and 2. Demonstrates a strong command of the unit vocabulary in both form and meaning. | Few minor mistakes in vocabulary usage; generally shows a good understanding of the vocabulary, with minor inaccuracies. | Some mistakes in vocabulary usage, but overall demonstrates a basic understanding of key words and phrases. | Numerous mistakes in vocabulary usage; shows little understanding of the vocabulary from Units 1 and 2. |
| Correct Use of Grammar Structures | Almost perfect use of grammar structures from Units 1 and 2, with no significant errors. | Mostly correct grammar usage, with a few minor mistakes. Shows a solid grasp of grammar rules from the units. | Some errors in grammar usage, but demonstrates a basic understanding of the structures covered in Units 1 and 2. | Frequent errors in grammar; shows limited or no understanding of grammar structures from Units 1 and 2. |
| Completion and Clarity | All tasks are completed thoroughly with clear, well-organized responses. | Most tasks are completed, and responses are clear and organized, with only minor issues. | Some tasks are incomplete, and responses may lack clarity or organization. | Many tasks are incomplete, and responses are unclear, disorganized, or difficult to follow |

**ISW 2. Presentation on the topics that were assigned to the students**

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| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Content Accuracy and Relevance | Presentation is highly informative, thoroughly covers the assigned topic with accurate and relevant content. | Presentation is mostly informative, covers the assigned topic with only minor inaccuracies or missing details. | Presentation provides some relevant information, but there are noticeable inaccuracies or missing key points. | Presentation lacks relevant content, contains multiple inaccuracies, or fails to cover the topic effectively. |
| Organization and Structure | Presentation is well-organized, follows a clear structure (introduction, body, conclusion), and transitions smoothly between sections. | Presentation is generally well-organized with minor issues in structure or transitions between sections. | Presentation is somewhat disorganized or lacks clear structure, making it harder to follow. | Presentation is poorly organized, with little to no structure, making it difficult to follow. |
| Delivery and Visual Aids | Delivery is clear, confident, and engaging. Visual aids (slides, charts, etc.) are well-designed, supportive of the content, and enhance the understanding. | Delivery is generally clear but may lack some confidence or engagement. Visual aids are mostly effective but could be improved. | Delivery lacks confidence or is unclear. Visual aids are present but do not effectively support or enhance the presentation. | Delivery is unclear or difficult to understand. Visual aids are missing, poorly designed, or do not support the presentation |

**ISW 3. Presentation “Speech and presentation: “Who I wanted to be when I was a kid and Why I want to be a teacher now””**

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| --- | --- | --- | --- | --- |
| Criteria | Excellent (20-25%) | Good (15-19%) | Satisfactory (10-14%) | Unsatisfactory (0-9%) |
| Content and Relevance | The speech is highly relevant to the topic, fully addressing both past aspirations and current motivation for teaching. | The speech is mostly relevant to the topic, with some minor areas not fully developed. | The speech is somewhat relevant but lacks depth or misses important parts of the topic. | The speech lacks relevance or does not address the topic sufficiently. |
| Structure and Organization | The speech has a clear, logical structure with an engaging introduction, well-developed body, and strong conclusion. | The speech is mostly well-organized, with minor issues in transitions or flow. | The speech has some structure but may lack coherence in parts or transitions between ideas. | The speech lacks clear organization, making it difficult to follow. |
| Delivery and Engagement | The presentation is delivered confidently, with excellent eye contact, voice clarity, and audience engagement. | The presentation is delivered well, but with minor issues in confidence, eye contact, or engagement. | The presentation is delivered somewhat hesitantly, with noticeable issues in engagement or voice clarity. | The presentation is poorly delivered, with little to no engagement or unclear speech. |