

SYLLABUS
Fall semester 2024-2025 academic year
Educational program "Practical course on phonetics of the first language"

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)		
90771; PFPIYa 1201	3		60	0	5	7
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control		
Offline	M-4 Professional-pedagogical Module;		test of theoretical knowledge, written tasks	Standardized written offline exam		
Lecturer - (s)	Nurlangazykyzy Balnur, lecturer					
e-mail :	balnurbaitileuva@gmail.com					
Phone :						
Assistant - (s)						
e-mail :						
Phone :						
ACADEMIC COURSE PRESENTATION						
Purpose of the course	Expected Learning Outcomes (LO) *			Indicators of LO achievement (ID)		
	As a result of studying the discipline the undergraduate will be able to:					
The purpose of the discipline is to form a basic knowledge about the phonetic system of the first language, its components, the norms of pronunciation, the classification of vowels and consonants, the structure of the speech apparatus and its functions in the formation of speech sounds before proceeding to develop students' pronunciation skills.	ER 1. Demonstrate a thorough understanding of the phonetic system of the target language, including pronunciation, stress, rhythm, and intonation.			1.1 Accurately produce individual sounds (phonemes) of the target language, including vowels and consonants.		
				1.2 Correctly apply stress patterns in words and sentences, distinguishing between stressed and unstressed syllables.		
	ER 2. Accurately reproduce the sounds and intonation patterns of the target language in both controlled and spontaneous speech contexts.			2.1 Produce individual sounds and sound combinations accurately in isolated words and phrases.		
				2.2 Maintain accurate pronunciation in connected speech, avoiding common pronunciation errors.		
	ER 3. Identify and correct phonetic errors in their own and others' spoken language, improving clarity and pronunciation.			3.1 Recognize and identify common phonetic errors in their own and others' speech.		
				3.2 Apply knowledge of phonetic principles to correct pronunciation errors and improve clarity.		
	ER 4. Engage in effective oral communication, exhibiting clear and natural pronunciation that enhances comprehensibility and fluency in the target language.			4.1 Speak fluently and confidently in the target language, with minimal hesitation or pauses.		
				4.2 Produce clear and understandable speech, articulating words and sounds distinctly.		

	5. critically evaluate their own pronunciation and the articulation of others.	ID 5.1 – analyses and contrasts phonetic phenomena of the native and foreign language. ID 5.2 – understands the need for a constant development, broadening their phonetic knowledge and improving their performance.
Prerequisites	Basic knowledge of the target language: Students should have a foundational understanding of the target language's grammar and vocabulary. Interest in language learning: A genuine interest in language acquisition and a willingness to practice pronunciation regularly. Ability to listen and imitate sounds: The ability to accurately perceive and reproduce foreign sounds.	
Postrequisites	Accurate pronunciation: Produce the sounds of the target language with precision and clarity. Intonation and rhythm: Use appropriate intonation and rhythm to convey meaning and emotion in spoken language. Self-correction: Identify and correct phonetic errors in their own speech. Effective communication: Engage in clear and natural oral communication in the target language. Foundation for further language learning: Develop a strong foundation for advanced language learning, including speaking, listening, and pronunciation.	
Learning Resources	<p>Literature: main, additional.</p> <ol style="list-style-type: none"> 1. Mark Hancock. English Pronunciation in Use, Cambridge: Cambridge University Press, 2003. 2. Roach, P. (1995) English Phonetics and Phonology: a Practical Course, Cambridge: Cambridge University Press. 3. Bill Bowler, Sue Parminter. New Headway Pronunciation Course, Pre Intermediate, Oxford University Press, 2001. 4. Аракин В.Д. Практический курс английского языка, 1 курс. 6 изданиеб 2012. 5. Beverley Collins, Inger M. Mees, Paul Carley. Practical English Phonetics and Phonology, A Resource Book for Students. 2019. <p>Research infrastructure</p> <ol style="list-style-type: none"> 1. The department of Turkology and the theory of language <p>Internet resources</p> <ol style="list-style-type: none"> 1. English Listening Lesson Library Online 2. ManyThings.org - American English Pronunciation Practice 3. Randall's ESL Cyber Listening Lab 4. EFpodEnglish <p>Software</p> <ol style="list-style-type: none"> 1. Sound Pronunciation App 2. Learn English Sounds Right 3. Say it: English Pronunciation 4. Pronunroid IPA Pronunciation 5. Elsa Speak: English Accent Coach 6. Forvo Pronunciation 7. English Pronunciation App by Kepham 8. English Pronunciation by Yobimi Group 	

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 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 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 counselling assistance by phone/e- mail 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	<p>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.</p> <p>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.</p> <p>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</p>
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

				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
				Lecture
B-	2.67	75-79		0
C+	2.33	70-74		Work in practical classes
C	2.0	65-69	Satisfactorily	70
C-	1.67	60-64		Independent work
D+	1.33	55-59		30
D	1.0	50-54	Unsatisfactory	Final control (exam)
				40
				TOTAL
				100
				TOTAL
				100
				TOTAL
				100

A week	Topic name	Number of hours	Max. score
MODULE 1			
Section A. Letters and sounds			
1	PC 1 Letters and sounds. 1. Bye, buy. Introducing Letters and sounds. 2. Plane, plan. /ei/, /æ/ 3. Back, pack. /b/, /p/ 4. Rice, rise. /s/, /z/	3	10
2	PC 2 Letters and sounds. 1. Down, town. /d/, /t/ 2. Meet, met. /i:/, /e/ 3. Carrot, cabbage. /ə/, /i/ 4. Few, view. /f/, /v/	3	10
	IWST P 1. Consultations on the implementation of IWS 1	1	
	PC 3 Letters and sounds. 1. Gate, Kate. /g/, /k/ 2. Here, we're, year. /h/, /w/, /j/ 3. Wine, win. /ai/, /i/ 4. Sheep, jeep, cheap. /ʃ/, /dʒ/, /tʃ/	3	10
	IWS 1. Transcribe the words. Worksheet 1.		15
4	PC 4 Letters and sounds. 1. Flies, fries. /l/, /r/ 2. Car, care. /ɑ: (r)/, /eə (r)/ 3. Some, sun, sung. /m/, /n/, /ŋ/ 4. Note, not. /əv/, /ɔ/	3	10
	PC 5 Letters and sounds. 1. Arthur's mother. /θ/, /ð/ 2. Sun, full, June. /ʌ/, /v/, /u:/ 3. Shirt, short. /ɜ: (r)/, /ɔ: (r)/ 4. Toy, town. /ɔi/, /av/	3	10
MODULE 2			
Section B. Syllables, words and sentences			
6	PC 6 Syllables, words and sentences 1. Eye, my, mine. Introducing syllables. 2. Saturday September 13 th . Introducing word stress. 3. Remember, he told her. Introducing sentence stress	3	10
	IWST 2. Consultations on the implementation of IWS 2	1	

	PC 7 Syllables 1. Oh, no snow! Consonants at the start of syllables. 2. Go - goal- gold. Consonants at the end of syllables. 3. Paul's calls Max's faxes. Syllables: plural and other -s ending. 4. Pete played, Rita rested. Syllables: adding past tense endings	3	10
	IWS 2 Underline the stressed syllable in the following words. Worksheet 2.		15

Midterm control 1

			100
8	PC 8 Word stress 1. Record, eCORD. Stress in two-syllable words. 2. Second hand, bookshop. Stress in compound words. 3. Unforgettable. Stress in longer words 1. 4. Public, publicity. Stress in longer words 2.	3	10
	IWS 3. Consultations on the implementation of IWS 3	1	
9	PC 9 Sentence stress 1. DON'T LOOK NOW! Sentences with all the words stressed. 2. THAT could be the MAN Unstressed words. 3. I'll ASK her (Alaska). Pronouns and contractions. 4. She was FIRST. Pronouncing the verb be.	3	10
10	PC 10 Sentence stress 1. WHAT do you THINK? Auxiliary verbs. 2. A PIECE. of Cheese. Pronouncing short words (a, of, or). 3. Pets enter, pet centre. Joining words 1. 4. After eight, after rate. Joining words 2. 5. Greet guests, Greek guests. Joining words 3.	3	10
	IWS 4. Consultation on the implementation of IWS 3	1	

MODULE 3
Section C. Conversation

11	PC 11 Conversation 1. Could you say that again? Understanding conversation. 2. 'Was that the question f' he asked. Reading aloud: 'pronouncing punctuation ' 3. A shirt and a tie I a shirt and tie. Grouping words. 4. Ehm •.. Showing that you want to continue.	3	10
	IWS 3 Transcribe the text "A STREET IN LONDON". Worksheet 3.		20
12	L.12 Conversation 1. Well, anyway ... Telling a story. 2. I mean, it' sort of like ... Understanding small talk. 3. Right. OK ... Understanding instruction. 4. "Like father like son" as they say. Quoting speech.	1	
12	PC 11 Conversation 1. He will win. Introduction to emphatic stress. 2. Schwartz...Pedro Schwartz. Emphasising added details. 3. I think you're in my seat. Emphasising important words. 4. Chips or salad? Emphasising contrasting alternatives.	3	10
13	PC 13 Conversation 1. Fifty? No, fifteen! Emphasising corrections. 2. Look who's talking! Introducing tones. 3. Here? Yes, here! Asking and checking tones. 4. Where were you born? Tones in asking for information.	3	10
	IWS 5. Consultation on the implementation of the final exam	1	
14	PC 14 Conversation 1. We're closed tomorrow Tones in new and old information. 2. Oh , really? Continuing or finishing tones. 3. It's fun. Isn' it? Agreeing and disagreeing tones. 4. It was brilliant! High tones.	3	10

15	PC 15 Pronunciation test.	3	10
Midterm control 2			
Final control (exam)			100
TOTAL for course			100
			100

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

CRITERIA FOR ASSESSING LEARNING OUTCOMES

IWS 1. Transcribe the words. Worksheet 1.

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Accuracy of Transcription	Virtually no errors in transcription. All words are correctly transcribed with accurate phonetic symbols.	Few minor errors in transcription; the majority of words are correctly transcribed with minor inaccuracies.	Several errors in transcription, but the overall understanding of phonetics is present.	Numerous errors; the transcriptions are incorrect or incomplete, showing lack of understanding.
Consistency in Phonetic Rules	Consistent application of phonetic rules throughout the transcription.	Mostly consistent application of phonetic rules, with only minor lapses.	Inconsistent application of phonetic rules, but some understanding is demonstrated.	Little to no consistency in applying phonetic rules, leading to confusion in transcription.
Clarity and Neatness	Transcription is extremely clear, legible, and neatly organized.	Transcription is mostly clear and legible, with only minor issues in neatness or organization.	Transcription is somewhat unclear or disorganized, but can be understood with effort.	Transcription is unclear, illegible, or disorganized to the point that it is difficult to interpret.

IWS 2: Underlining the Stressed Syllable in Words

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Accuracy of Stress Placement	All words are correctly marked with the appropriate stressed syllable.	Most words are correctly marked with only a few minor mistakes in stress placement.	Several words have incorrectly placed stress, but basic understanding is evident.	Numerous mistakes in stress placement, indicating a lack of understanding.
Consistency in Identifying Stress	Stress is consistently and correctly identified across all word types (simple, complex, compound words).	Mostly consistent identification of stress, with a few minor inconsistencies.	Inconsistent identification of stress, but some understanding is demonstrated across different word types.	Little to no consistency in identifying stressed syllables, leading to frequent mistakes.
Clarity and Neatness	Underlining is clear, legible, and neatly organized, making it easy to identify the stressed syllable.	Underlining is mostly clear and legible, with only minor issues in neatness or organization.	Underlining is somewhat unclear or disorganized, but can be understood with effort.	Underlining is unclear, illegible, or disorganized to the point that it is difficult to interpret.

IWS 3: Transcribing the text "A STREET IN LONDON" (Worksheet 3)

Criteria	Excellent (20-25%)	Good (15-19%)	Satisfactory (10-14%)	Unsatisfactory (0-9%)
Accuracy of Transcription	Virtually no errors in the transcription of the text. All words are transcribed correctly with accurate phonetic symbols.	Few minor errors in transcription; the majority of the text is correctly transcribed with minor inaccuracies.	Several errors in transcription, but the overall understanding of phonetics is present.	Numerous errors; the transcription is incorrect or incomplete, showing a lack of understanding.
Consistency in Phonetic Rules	Consistent application of phonetic rules throughout the entire text.	Mostly consistent application of phonetic rules, with only minor lapses in parts of the text.	Inconsistent application of phonetic rules, but some understanding is demonstrated.	Little to no consistency in applying phonetic rules, leading to confusion in transcription.
Clarity and Neatness	The transcription of the text is extremely clear, legible, and neatly organized.	The transcription is mostly clear and legible, with only minor issues in neatness or organization.	The transcription is somewhat unclear or disorganized, but can be understood with effort.	The transcription is unclear, illegible, or disorganized to the point that it is difficult to interpret.

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. Nurlangazykyz

