SYLLABUS
Fall semester 2024-2025 academic year
Educational program "Foreign 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)		
50, Iya1105 Foreign Language	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	M-2 Instrumental Module	-	Practical lesson, discussion, written tasks	Standardized written offline exam
Lecturer - (s)	Nurlangazykyzy Balnur, lecturer			
e-mail :	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 Foreign Language discipline for first-year students is to develop foundational language skills that facilitate effective communication in a global context. This course aims to enhance students' listening, speaking, reading, and writing abilities in the target language, while also fostering cultural awareness and appreciation. By engaging with diverse texts, multimedia resources, and interactive	ER 1. Communicate Effectively in the Target Language	1.1. admission to participation in a foreign language without any problems (independently and in groups);
		1.2. Demonstrate the ability to engage in basic conversations on everyday topics, using appropriate vocabulary and grammar structures.
	ER 2. Comprehend Written Texts	2.1 ability to study and analyze what has been learned
		2.2 Analyze and interpret various texts, including articles, short stories, and dialogues, identifying main ideas and supporting details.
	ER 3. Develop Listening Skills	3.1 Understand and respond to spoken language in diverse contexts, demonstrating comprehension of key information and nuances.
		3.2 be able to share your experience or knowledge with the group and participate in discussions

activities, students will gain confidence in using the language for academic, professional, and social purposes.	ER 4. Cultivate Cultural Awareness	4.1 Identify and discuss cultural aspects related to the target language, including customs, traditions, and social norms, reflecting an understanding of cultural diversity.
	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. 1. **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	

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**	**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.
A-	3.67	90-94		
B+	3.33	85-89	Fine	**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.

				Formative and summative assessment	**Points % content**
B	3.0	80-84			
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

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	3	10
	IWST P 1. Consultations on the implementation of **IWS 1**	1	
	Unit 2 B. The kindness of strangers Grammar Past simple and past continuous Listening A happy ending		
3	**IWS 1 (students' individual work)** Vocabulary and grammar test for Units 1 and 2		15
	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
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 I 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 meanings Unit 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 (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. In the news Reading What's in the news? Vocabulary The press Vocabulary insight Collocations: the media Unit 9 B. Multitasking Grammar Reported speech	3	10

	say and tell Listening A multifunctional device Listening To multitask or not to multitask		
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	3	10
	IWST P 4. Consultations on the implementation of IWS 4	1	
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 nouns Everyday 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
	IWS (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

RUBRICS FOR SUMMATIVE ASSESSMENT OF INDEPENDENT WORK OF THE STUDENT (ISW)
CRITERIA FOR ASSESSING LEARNING OUTCOMES

IWS (students' individual work)
Vocabulary and grammar test for Units 1 and 2 (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Grammatical range and accuracy	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent Punctuation is often faulty or inadequate	There is little or no evidence of sentence forms (except in memorised phrases).
Task response	The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported	The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant.	The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed.	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed.
Lexical Resource	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication.	The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling.

IWS 2.

Presentation on the topics that were assigned to the students

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Grammatical range and accuracy	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent Punctuation is often faulty or inadequate	There is little or no evidence of sentence forms (except in memorised phrases).
Task response	The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported	The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant.	The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are not sufficiently developed.	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or insufficiently developed.
Lexical Resource	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication.	The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling.
Coherence and cohesion	Information and ideas are logically organised, and there is a clear progression throughout the response. A range of cohesive devices including reference and substitution is used flexibly. Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical.	Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.	Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response. The relationship of ideas can be followed but the sentences are not fluently linked to each other.	There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. There is minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. There is difficulty in identifying referencing.

Speech and presentation: "Who I wanted to be when I was a kid and Why I want to be a teacher now"

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Understanding of the Topic	Demonstrates a comprehensive understanding of the topic, discussing the topic with depth and clarity.	Shows a solid understanding of the topic.	Demonstrates a basic understanding of the topic, but may lack depth in discussing the topic.	Displays a limited understanding of the topic, with significant gaps in knowledge regarding the given topic.
Organization and Structure	Presentation is well-structured with a clear introduction, body, and conclusion.	Presentation has a logical flow with clear sections and transitions between topics.	Presentation lacks clear organization; transitions may be unclear.	Presentation lacks structure, making it difficult to follow or understand.
Engagement and Delivery	Delivery is engaging, confident, and captures the audience's attention throughout the presentation.	Delivery is mostly engaging, with clear articulation and appropriate use of visuals to enhance understanding.	Delivery may lack enthusiasm or confidence, with some issues in engagement with the audience.	Delivery is monotonous, lacks enthusiasm, or shows significant issues in articulation, leading to disinterest of the audience.
Project defense, team work	Informative presentation, high quality visual effects, slides, high engagement with the audience, excellent team work.	Good engagement, good quality of visuals, slides and other materials, good level of team work.	Satisfactory level of engagement, satisfactory quality of slides, satisfactory level of team work.	Low level of engagement, low quality of slides, poor level of individual/team work.

IWS 4
Vocabulary and grammar test for Units 9 and 10 (25% of 100% MC)

Criterion	"Excellent" 20-25%	"Good" 15-19%	"Satisfactory" 10-14%	"Unsatisfactory" 0-9%
Grammatical range and accuracy	A variety of complex grammatical structures is used with some flexibility and accuracy. Grammar and punctuation are generally well controlled, and error-free sentences are frequent.	A mix of simple and complex sentence forms is used but flexibility is limited. Examples of more complex structures are not marked by the same level of accuracy as in simple structures.	A limited range of structures is used, simple sentences predominate. Some structures are produced accurately but grammatical errors are frequent Punctuation is often faulty or inadequate	There is little or no evidence of sentence forms (except in memorised phrases).
Task response	The main parts of the prompt are appropriately addressed. A clear and developed position is presented. Main ideas are extended and supported	The main parts of the prompt are addressed. An appropriate format is used. A position is presented that is directly relevant to the prompt. Main ideas are relevant.	The main parts of the prompt are incompletely addressed. The format may be inappropriate in places. The writer expresses a position, but the development is not always clear. Some main ideas are put forward, but they are limited and are	No part of the prompt is adequately addressed, or the prompt has been misunderstood. No relevant position can be identified, and/or there is little direct response to the question/s. There are few ideas, and these may be irrelevant or

			not sufficiently developed.	insufficiently developed.
Lexical Resource	The resource is sufficient to allow some flexibility and precision. There is some ability to use less common and/or idiomatic items. An awareness of style and collocation is evident. There are only a few errors in spelling and/or word formation and they do not detract from overall clarity.	The resource is generally adequate and appropriate for the task. The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. There are some errors in spelling and/or word formation, but these do not impede communication.	The resource is limited but minimally adequate for the task. Simple vocabulary may be used accurately but the range does not permit much variation in expression. Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	The resource is extremely limited with few recognisable strings, apart from memorised phrases. There is no apparent control of word formation and/or spelling.

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**