**SYLLABUS**

**Fall semester 2024-2025 academic year**

**Educational program "Basic foreign language in the context of intercultural communication (first foreign language)"**

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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)** |
| 90825**Basic foreign language in the context of intercultural communication (first foreign language)** | 3 | - | 45 | - | 5 | 7 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** |
| **Learning Format** | **Cycle,****component** | **Lecture** **types** | **Types** **of practical classes** | **Form and platform final control** |
| *Offline* | OCM – 2 Instrumental module  | - | Practical lesson, discussion, written tasks | Written examination, offline |
| **Lecturer - (s)** | Konyrbekova Tolkyn Ordabekovna |
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| **Phone :** | +77017836506 |
| **Assistant - (s)** | - |
| **e-mail :** | - |
| **Phone :** | - |
| **ACADEMIC COURSE PRESENTATION** |
| **Purpose****of the course** | **Expected Learning Outcomes (LO) \***  | **Indicators of LO achievement (ID)** |
| to enhance knowledge in foreign language communicative competence. The focus is on key methods for developing speech abilities and foreign language communication skills as a foundation for building communicative competence. This includes fostering professionally relevant skills and practical experience in foreign language communication across all types of speech activities, as well as applying acquired speech skills when searching, selecting, and utilizing materials in English. | **LO** 1 (cognitive) – to understand and interpret spoken and written English materials on topics relevant to professional settings, and articulate responses in discussions and writing. | 1.1 knows how to identify key information in spoken and written texts, using skimming and scanning techniques. |
| 1.2 can differentiate between various text genres (e.g., reports, essays) and apply appropriate analytical strategies. |
| **LO 2** (functional) – to apply new vocabulary, phrases, and expressions in real-world communicative tasks, particularly in professional contexts. | 2.1 can confidently use newly acquired vocabulary in discussions and written tasks on professional topics. |
| 2.2 owns the ability to use context-appropriate language during role-plays and scenario-based tasks. |
| **LO 3** (functional) **–** to use grammatical structures effectively to produce coherent and fluent speech and written discourse. | 3.1 knows complex grammar structures, such as conditionals and passive voice, and their usage in communication. |
| 3.2 owns the ability to apply these structures correctly in both speaking and writing activities. |
| **LO 4** (systematic) – to organize and present information in English, integrating key communicative strategies across various media (e.g., presentations, ICT tools). | 4.1 can create and deliver presentations using digital tools, demonstrating effective structuring of ideas |
| 4.2 owns the skills required to participate in peer discussions, providing constructive feedback. |
| **LO 5** (systematic) – todemonstrate collaborative problem-solving in group tasks, using English to share ideas and make decisions. | 5.1knows the key strategies for effective teamwork and decision-making |
| 5.2 can lead or contribute to group discussions, ensuring clear communication and task completion. |
| **Prerequisites** | **Foreign language** |
| **Postrequisites** | Foreign language B1-B2 |
| **Learning Resources** | **Literature:** main, additional. 1. English File. 4th edition. Intermediate plus. Student’s e-book. Oxford University Press, 2020. Authors: Christina Latham-Koenig, Clive Oxenden, Kate Chomacki2. English File. 4th edition. Intermediate plus. Workbook. Oxford University Press, 2020. Authors: Christina Latham-Koenig, Clive Oxenden, Kate Chomacki3. Oxford Word Skills Intermediate. R. Gairns. S. Redman. 20124. English Grammar in Use. Raymond Murphy. 5th edition. Cambridge University Press, 2019.5. English Grammar in Use. Raymond Murphy. 5th edition. Supplementary exercises. Cambridge University Press, 2019.**Research infrastructure**1. The department of Turkology and the theory of language**Internet resources** 1. ManyThings.org - American English Pronunciation Practice2. 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 counseling assistance by phone / e- mail k.akmaral2309@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 | TOTAL | 100 |
| D | 1.0 | 50-54 | TOTAL | 100 |
| FX | 0,5 | 25-49 | Unsatisfactory |
| F | 0 | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** |

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| **A week** | **Topic name** | **Number of hours** | **Max.****ball** |
| **MODULE 1 Exploring Communication: Names, Colors, and First Impressions** |
| **1** | **PC 1.** Unit 1ATopic: Why did they call you that?Grammar: PronounsVocabulary: NamesPronunciation: Vowel sound | **3** | **10** |
| **2** | **PC 2.** Unit 1BTopic: Life in ColourGrammar: AdjectivesVocabulary: Adjective suffixesPronunciation: Word stress | **3** | **10** |
| **IWST 1.** Consultations on the implementation of **IWS 1** |  |  |
| **3** | **PC 3.** Practical English: Episode 1Focus: Reporting lost luggage | **3** | **10** |
| **IWS 1.** Essay on topics (250-300 words) The Influence of Social Media on Beauty StandardsHow Does Media Shape Our Perception of Success?First Impressions in Friendships: Can first impressions affect the potential for friendship? Why do you think this is the case? |  | **15** |
| **4** | **PC 4.** Unit 2ATopic: Get ready! Get set! Go!Grammar: Present tensesVocabulary: PackingPronunciation*: /s/, /z/, and /ɪz/* | **3** | **10** |
| **5** | **PC 5.** Unit 2BTopic: Go to checkoutGrammar: PossessivesVocabulary: Shops and servicesPronunciation*: /r/ and final /-r/* | **3** | **10** |
| **MODULE 2 Life Journeys and Creative Communication** |
| **6** | **PC 6.** Revise and Check (1&2)Review Units: 1A, 1B, 2A, 2BActivities: Revision, practice, and assessment | **3** | **10** |
| **IWST 2.** Consultations on the implementation of **IWS 2**  |  |  |
| **7** | **PC 7.** Unit 3ATopic: Grow up!Grammar: Past simple, past continuous, or used to?Vocabulary: Stages of lifePronunciation: *-ed* endings, sentence rhythm | **3** | **10** |
| **IWS 2.** Essay on topics: The Most Memorable Journey of My Life: Reflect on a personal journey that had a significant impact on your life.How Travel Transforms Our Perspectives: In what ways do memorable journeys shape our worldview and personal growth?Cultural Exchange Through Tourism: How does tourism promote understanding and appreciation of different cultures? |  | **15** |
| **Midterm control 1** | **100** |
| **8** | **PC 8.** Unit 3BTopic: Photo albumsGrammar: PrepositionsVocabulary: PhotographyPronunciation: Word stress | **3** | **10** |
| **9** | **PC 9.** Practical English: Episode 2Focus: Renting a car | **3** | **10** |
| **IWST 3.** Consultations on the implementation of **IWS 3** |  |  |
| **10** | **PC 10.** Unit 4ATopic: Don’t throw it away!Grammar: Future forms: will/shall and be going toVocabulary: Rubbish and recyclingPronunciation: */ɑː/ and /eɪ/* | **3** | **10** |
| **IWS 3**. Group project: Short Film Creation:Topic: “A Day in the Life of a Language Learner” or “Cultural Misunderstandings”.Task: The group (3-4 students) writes a script, acts, and films a short video based on the chosen topic. Each student can take on different roles such as scriptwriter, director, actor, and editor.Skills developed: Creativity, storytelling, scriptwriting, and teamwork. |  | **20** |
| **MODULE 3 Connecting Experiences: CVs, Screen Time, and Everyday Communication** |
| **11** | **PC 11.** Unit 4BTopic: Put it on your CVGrammar: First and second conditionalsVocabulary: Study and workPronunciation: Word stress | **3** | **10** |
| **12** | **PC 12.** Revise and Check 3&4Review Units: 3A, 3B, 4A, 4BActivities: Revision, practice, and assessment | **3** | **10** |
| **13** | **PC 13.** Unit 5ATopic: Screen timeGrammar: Present perfect simpleVocabulary: TelevisionPronunciation: */w/, /v/, and /b/* | **3** | **10** |
| **IWST 4.** Consultation on the final examination |  |  |
| **14** | **PC 14.** Unit 5BTopic: A quiet life?Grammar: Present perfect continuousVocabulary: The countryPronunciation: Vowel sounds, sentence rhythm | **3** | **10** |
| **15** | **PC 15.** Topic: Practical English: Episode 3Focus: Making a police report | **3** | **10** |
| **Midterm control 2** | **100** |
| **Final control (exam)** | **100** |
| **TOTAL for course** | **100** |

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT**

**CRITERIA EVALUATION OF LEARNING OUTCOMES**

**ISW 1.** Essay on topics (250 300 words)

1) The Influence of Social Media on Beauty Standards

2) How Does Media Shape Our Perception of Success?

3) First Impressions in Friendships: Can first impressions affect the potential for friendship? Why do you think this is the case?

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| Criterion  | "Excellent" 20-25%  | “Good” 15-19%  | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy  | A variety of complex grammatical structures is usedwith some flexibility and accuracy.Grammar and punctuation are generallywell controlled, and error-free sentencesare frequent. | A mix of simple and complex sentenceforms 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 ofsentence forms (except in memorisedphrases). |
| 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. Theformat may be inappropriate in places.The writer expresses a position, but the development is not alwaysclear.Some main ideas are put forward, but they are limited and are notsufficiently developed. | No part of the prompt is adequately addressed, or theprompt has been misunderstood.No relevant position can be identified, and/or there islittle direct response to the question/s.There are few ideas, and these may be irrelevant orinsufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.There is some ability to use less commonand/or idiomatic items.An awareness of style and collocation isevident.There are only a few errors in spellingand/or word formation and they do notdetract 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 impedecommunication. | The resource is limited but minimallyadequate for the task.Simple vocabulary may be used accuratelybut the range does not permit muchvariation in expression.Errors in spelling and/or word formationmay be noticeable and may cause somedifficulty for the reader. | The resource is extremely limited with fewrecognisable strings, apart from memorisedphrases.There is no apparent control of wordformation and/or spelling. |
| Coherence and cohesion  | Information and ideas are logically organised,and there is a clear progression throughoutthe response. A range of cohesive devices includingreference and substitution is used flexibly.Paragraphing is generally used effectively tosupport overall coherence, and the sequencingof ideas within a paragraph is generally logical. | Information and ideas are generally arrangedcoherently and there is a clear overallprogression.Cohesive devices are used to some good effectbut cohesion within and/or between sentencesmay be faulty or mechanical due to misuse,overuse or omission. | Organisation is evident but is not wholly logicaland there may be a lack of overall progression.Nevertheless, there is a sense of underlyingcoherence to the response.The relationship of ideas can be followed butthe sentences are not fluently linked to eachother. | There is no apparent logical organisation. Ideas arediscernible but difficult to relate to each other.There is minimal use of sequencers or cohesive devices.Those used do not necessarily indicate a logical relationshipbetween ideas.There is difficulty in identifying referencing. |

**ISW 2. SIW (students’ individual work)**

**Essay on topics:**

1) The Most Memorable Journey of My Life: Reflect on a personal journey that had a significant impact on your life.

2) How Travel Transforms Our Perspectives: In what ways do memorable journeys shape our worldview and personal growth?

3) Cultural Exchange Through Tourism: How does tourism promote understanding and appreciation of different cultures?

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| Criterion  | "Excellent" 20-25%  | “Good” 15-19%  | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Grammatical range and accuracy  | A variety of complex grammatical structures is usedwith some flexibility and accuracy.Grammar and punctuation are generallywell controlled, and error-free sentencesare frequent. | A mix of simple and complex sentenceforms 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 ofsentence forms (except in memorisedphrases). |
| 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. Theformat may be inappropriate in places.The writer expresses a position, but the development is not alwaysclear.Some main ideas are put forward, but they are limited and are notsufficiently developed. | No part of the prompt is adequately addressed, or theprompt has been misunderstood.No relevant position can be identified, and/or there islittle direct response to the question/s.There are few ideas, and these may be irrelevant orinsufficiently developed. |
| Lexical Resource | The resource is sufficient to allow some flexibility and precision.There is some ability to use less commonand/or idiomatic items.An awareness of style and collocation isevident.There are only a few errors in spellingand/or word formation and they do notdetract 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 impedecommunication. | The resource is limited but minimallyadequate for the task.Simple vocabulary may be used accuratelybut the range does not permit muchvariation in expression.Errors in spelling and/or word formationmay be noticeable and may cause somedifficulty for the reader. | The resource is extremely limited with fewrecognisable strings, apart from memorisedphrases.There is no apparent control of wordformation and/or spelling. |
| Coherence and cohesion  | Information and ideas are logically organised,and there is a clear progression throughoutthe response. A range of cohesive devices includingreference and substitution is used flexibly.Paragraphing is generally used effectively tosupport overall coherence, and the sequencingof ideas within a paragraph is generally logical. | Information and ideas are generally arrangedcoherently and there is a clear overallprogression.Cohesive devices are used to some good effectbut cohesion within and/or between sentencesmay be faulty or mechanical due to misuse,overuse or omission. | Organisation is evident but is not wholly logicaland there may be a lack of overall progression.Nevertheless, there is a sense of underlyingcoherence to the response.The relationship of ideas can be followed butthe sentences are not fluently linked to eachother. | There is no apparent logical organisation. Ideas arediscernible but difficult to relate to each other.There is minimal use of sequencers or cohesive devices.Those used do not necessarily indicate a logical relationshipbetween ideas.There is difficulty in identifying referencing. |

**ISW 3.** Group project/presentation: Short Film Creation:

Topic: “A Day in the Life of a Language Learner” or “Cultural Misunderstandings”.

Task: The group (3-4 students) writes a script, acts, and films a short video based on the chosen topic. Each student can take on different roles such as scriptwriter, director, actor, and editor.

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| 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. |

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

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

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ T.O. Konyrbekova**