

SYLLABUS
Fall semester 2025-2026 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)
		Lecture s (L)	Practical classes (PC)	Lab. classes (LC)		
PFPIYa 1201	2		60	0	6	6
ACADEMIC INFORMATION ABOUT THE COURSE						
Learning Format	Cycle, component	Lecture types	Types of practical classes		Form and platform final control	
Offline	BD, University component		test of theoretical knowledge, written tasks			
Lecturer - (s)	Nurlangazykyzy Balnur, lecturer					
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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 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	Literature: main, additional. 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. Research infrastructure 1. The department of Turkology and the theory of language Software 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 Kephem 8. English Pronunciation by Yobimi Group

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
A	4.0 _	95-100	Great	
A-	3.67	90-94		
B+	3.33	85-89	Fine	

				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.	
B	3.0	80-84		Formative and summative assessment	Points % content
				Lecture	0
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			
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/	4	0
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/	4	0
3	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/	4	5
4	PC 4 Letters and sounds. 1. Flies, fries. /f/, /r/ 2. Car, care. /ɑ: (r)/, /eə (r)/ 3. Some, sun, sung. /m/, /n/, /ŋ/ 4. Note, not. /əv/, /ɔ/	4	10
	PC 5 Letters and sounds. 1. Arthur's mother. /θ/, /ð/ 2. Sun, full, June. /ʌ/, /ʊ/, /u:/ 3. Shirt, short. /ɜ: (r)/, /ɔ: (r)/ 4. Toy, town. /ɔi/, /əv/	4	10
MODULE 2			
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	4	10
	IWS 1. Consultations on the implementation of IWS 1	1	

7	PC 7 Syllables - Oh, no snow! Consonants at the start of syllables. - Go - goal- gold. Consonants at the end of syllables. - Paul's calls Max's faxes. Syllables: plural and other -s ending. - Pete played, Rita rested. Syllables: adding past tense endings	4	10
	IWST 2. Midterm consultation	1	
8	PC 8 Word stress - Record, eCORD. Stress in two-syllable words. - Second hand, bookshop. Stress in compound words. - Unforgettable. Stress in longer words 1. - Public, publicity. Stress in longer words 2.	4	20
	IWS 1. Transcribe the text.	1	25
	Midterm control 1		100
9	PC 9 Sentence stress - DON'T LOOK NOW! Sentences with all the words stressed. - THAT could be the MAN Unstressed words. - I'll ASK her (Alaska). Pronouns and contractions. - She was FIRST. Pronouncing the verb be.	4	10
	IWST 3. Work on mistakes	1	
10	PC 10 Sentence stress - WHAT do you THINK? Auxiliary verbs. - A PIECE. of Cheese. Pronouncing short words (a, of, or). - Pets enter, pet centre. Joining words 1. - After eight, after rate. Joining words 2. - Greet guests, Greek guests. Joining words 3.	4	10
	IWST 4. Consultation on the implementation of IWS 4	1	
MODULE 3			
11	PC 11 Conversation - Could you say that again? Understanding conversation. 'Was that the question f' he asked. Reading aloud: 'pronouncing punctuation ' - A shirt and a tie I a shirt and tie. Grouping words. - Ehm •.. Showing that you want to continue.	4	10
12	PC 11 Conversation - He will win. Introduction to emphatic stress. - Schwartz... Pedro Schwartz. Emphasising added details. - I think you're in my seat. Emphasising important words. - Chips or salad? Emphasising contrasting alternatives.	4	10
13	PC 13 Conversation - Fifty? No, fifteen! Emphasising corrections. - Look who's talking! Introducing tones. - Here? Yes, here! Asking and checking tones. - Where were you born? Tones in asking for information.	4	10
	IWST 5. Midterm consultation	1	
14	PC 14 Conversation - We're closed tomorrow Tones in new and old information. - Oh , really? Continuing or finishing tones. - It's fun. Isn' it? Agreeing and disagreeing tones. - It was brilliant! High tones.	4	10
15	PC 15 Pronunciation test.	4	10
	IWS 2. Word Stress Practice Worksheet IWS 3. Transcribing the text "A STREET IN LONDON"	1	30

	IWST 6. Exam consultation		
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

**RUBRICATOR OF THE SUMMATIVE ASSESSMENT
CRITERIA EVALUATION OF LEARNING OUTCOMES**

IWS 1: Transcribe the Text

Criterion	Excellent (20–25%)	Good (15–20%)	Satisfactory (10–15%)	Unsatisfactory (0–10%)
Accuracy of transcription	No errors; all words, sounds, and symbols are transcribed correctly.	Minor errors that do not affect understanding.	Several errors, some affecting clarity but still understandable.	Frequent errors; transcription is largely inaccurate.
Completeness	Entire text is fully transcribed with no omissions.	Almost all text transcribed; only 1–2 minor omissions.	Noticeable omissions but main parts are included.	Major omissions; incomplete transcription.
Formatting and conventions	Proper use of transcription conventions (IPA/phonetic symbols); neat and consistent.	Mostly correct conventions; minor formatting inconsistencies.	Some misuse of conventions; lack of consistency.	Incorrect or missing conventions; poorly formatted.
Timeliness and submission	Submitted on time, carefully proofread.	Submitted on time with minor issues in presentation.	Slightly late or carelessly presented.	Late submission or not submitted at all.

IWS2: Word Stress Practice

Criterion	Excellent (20–25%)	Good (15–20%)	Satisfactory (10–15%)	Unsatisfactory (0–10%)
Accuracy of stress placement	All words pronounced with correct stress; no mistakes.	Few errors in stress placement; does not hinder understanding.	Several errors; listener sometimes confused.	Frequent errors; stress mostly incorrect.
Pronunciation clarity	Clear, natural pronunciation; easy to understand.	Mostly clear with minor issues; overall understandable.	Noticeable difficulties; sometimes unclear.	Poor pronunciation; difficult to understand.
Fluency and consistency	Smooth and confident delivery; stress applied consistently.	Generally fluent with occasional hesitation or inconsistency.	Some hesitation; inconsistent stress patterns.	Halting, unclear, and inconsistent throughout.
Completion and effort	All required words/practice tasks completed thoroughly.	Nearly all words/tasks completed; minor gaps.	Several words/tasks missing.	Many tasks missing or incomplete.

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

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