**SYLLABUS**

**Spring term 2021-2022 academic years**

**on the educational program “Foreign language(professional)”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **SMIO 5301** | Functional English grammar | 6 | 15 | 30 | | - | | 3 | 6 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Theoretical | lecture-discussion, multimedia lecture. | | | Written task | | 6 | | Test |
| Lecturer | teacher:Konyrbekova T.O | | | | | |  | | |
| e-mail | tolkyn.79@mail.ru | | | | | |
| Telephone number | Konyrbekova Tolkyn 87017836506 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the undergraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The main goal of the course "Functional grammar of the English language" is to deepen and specialize the knowledge gained by students in the process of studying normative courses in linguistics, theoretical grammar and lexicology of the English language. | 1. To have an overall understanding of the theory and key concepts of functional grammar as well as the positive role functional grammar plays in school contexts. | **ID 1.1** enables to train various aspects of communication and connect them in different combinations;  **ID 1.2 –** helps to become aware of speech features and skills;  **ID 1.3** – helps to form linguistic abilities. |
| 2. To provide students with an understanding the nature of functional grammar, the key concepts of functional grammar. | **ID 2.1 –** writes a variety of different types of essay, eg. persuasive, cause and effect etc.;  **ID 2.2 -** defining a debatable question, having so far in science of the unambiguous decision;. |
| 3. To provide students with an understanding the fundamental differences between traditional grammar and functional grammar. | **ID 3.1 –** creates communicative situations;  **ID 3.2 -** a formulation of independent conclusions and justifications, with reduction of examples. |
| 4. To provide students with an understanding the functional grammar, and the implications for English teaching and learning. | **ID 4.1** – facilitates the implementation of individual approach;  **ID 4.2** – intensifies students' independent study; |
| 5. Todevelop creative competence as an indicator of a certain level of a foreign language communicative proficiency; | **ID 5.1** drawing up the terminological glossary.  **ID 5.2** – creation of logical and practical tasks. |
| **Prerequisites** | Basic foreign language B2 | |
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| **Information resources** | 1. Закон Республики Казахстан «Об образовании». – А. 2007.  2. Государственная программа развития образования в Республике Казахстан. Астана, 2004.  3. Концепция развития иноязычного образования Республики Казахстан. – Алматы, 2004.  4. Lock, G., & Jones, R. (2010). Functional Grammar in the EFL Classroom: Noticing, Exploring and Practicing. Publisher (United Kingdom): Palgrave Macmillan. Martin, J. R., Matthiessen, C. M. I. M., & Painter, C.  (1997). Working with Functional Grammar. New York, NY: St. Martin’s Press, Inc.  4. Halliday, M. (1994). An Introduction to Functional Grammar (2nd ed.). New York, NY: Oxford University Press Inc.  5. Beikoff, K. (1996). How functional grammar works. Daily Telegraph. Retrieved June 10, 2013, from http://minerva.ling.mq.edu.au/network/debates/DailyTelegraph.html  6. Bloor, T. (2005). Grammar of modern English. Fundamental Issues in Grammar. Retrieved March 10, 2010, from http://www.philseflsupport.com/grammar\_issues.htm  7. Chen Jing. (2010). An Empirical Study of Applying Functional Grammar to College English Teaching. Foreign Languages in China, 7(3), 59-64.  8. Knapp, P., & Watkins, M. (2005). Genre, Text, Grammar: Technologies for Teaching and Assessing Writing. Sydney: UNSW Press.  9. Schleppegrell, M. J. (2004). The Language of Schooling: A Functional Linguistics Perspective. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., Publishers.  10. Thompson, G. (1996). Introducing Functional Grammar. New York, NY: St. Martin’s Press, Inc.  11. Xu Rumin. (1993). A Theoretical Grammar of English. Nanning: Guangxi People's Publishing House.  12. Петрашкевич, Н.П., Шелег, Л.А., Дмитриева, И.В. Функциональная грамматика английского языка: Учеб.пособие для студентов специальности «Соврем. иностр. яз. учреждений, обеспечивающих получение высш. образования / Н.П. Петрашкевич, | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum. Appropriating timeframes of homeworks or projects can be prolonged in case of softening circumstances (such, as illness, emergencies, the accident, unforeseen circumstances, etc.) according to the Academic policy of university. Participation of the student in discussions will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback are welcomed.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - Students with disabilities can receive counseling at e-mail marina\_719@mail.ru |
| **Evaluation and attestation policy** | **Criteria-based evaluation:** assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| weeks | Topic name | LO | ID | amount of hours | Maximum score | Form of Knowledge Assessment | The  Form of the lesson  / platform |

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| Module **1** | | | | | | | |
| 1 | **Practical lesson 1,2:** UNIT 1. Success: L1 Communication, L2 Language Builder | LО 1 | ID 1.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 2 | **Practical lesson 3,4:** UNIT 1. Success: L3 Reading, L4 Language Builder, L5 Pre-Task | LО 5 | ID 5.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 3 | **Practical lesson 5,6:** UNIT 2. The Arts:  L1 Communication, L2 Language Builder | LО 5  LO 1 | ID 5.2.  ID 1.3. | 3 | 10 | Analysis | Online on Zoom platform |
| 3 | **IWSP 1 Consultation on the implementation of IWS1** | LО 3 | ID 3.2 |  | 5 |  | Online on Zoom platform |
| 3 | **IWS 1:** Read the advert on p.14 and write an article about someone famous. Write 220–260 words. | LО 3 | ID 3.2 |  | 25 | Logic task |  |
| **Module П** | | | | | | | |
| 4 | **Practical lesson 7,8:** UNIT 2. The Arts:L3 Reading, L4 Language Builder, L5 Pre-Task | LО 1 | ID 1.2. | 3 | 10 |  | Online on Zoom platform |
| 5 | **Practical lesson 9,10:** UNIT 3. Social issues: L1 Communication, L2 Language Builder | LО 5 | ID 5.1. | 3 | 10 |  | Online on Zoom platform |
| 5 | **IWSP 2 Consultation on the implementation of IWS2** | LО 3 | ID 3.1. |  | 5 |  | Online on Zoom platform |
| 5 | **IWS 2:** Write a film review based on the information you collected in I (20p). Include good and bad points and say whether or not it is worth seeing. Write 220–260 words. | LО 3 | ID 3.1. |  | 15 | Logic task |  |
| 5 | **MT 1** | LО 1 | ID 1.1. |  | 100 |  |  |
| 6 | **Practical lesson 11,12:** UNIT 3. Social issues:L3 Reading, L4 Language Builder, L5 Pre-Task | LО 1 | ID 1.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 7 | **Practical lesson 13,14:** UNIT 4.  The environment: L1 Communication, L2 Language Builder | LО 5 | ID 5.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 8 | **Practical lesson 15,16:** UNIT 4.  The environment: L3 Reading, L4 Language Builder, L5 Pre-Task | LО 4 | ID 4.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 8 | **IWSP 3 Consultation on the implementation of IWS3** | LО 4 | ID 4.1. |  | 5 |  | Online on Zoom platform |
| 8 | **IWS 3:** Imagine that you have received the letter in G(36p). Write a proposal for your boss outlining your recommendations for improving the park. Use I as a model. Write 220–260 words. | LО 3 | ID 3.2. |  | 25 | Logic task | Online on Zoom platform |
| 9 | **Practical lesson 17,18:** UNIT 5. Good news, bad news: L1 Communication, L2 Language Builder | LО 2 | ID 2.1. | 3 | 10 | Analysis | Online on Zoom platform |
| 10 | **Practical lesson 19,20:** UNIT 5. Good news, bad news: L3 Reading, L4 Language Builder, L5 Pre-Task | LО 4 | ID 4.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 10 | **IWSP 4 Consultation on the implementation of IWS4** | LО 4 | ID 4.1. |  | 5 |  | Online on Zoom platform |
| 10 | **IWS 4:** Decide whether you are for or against banning nuclear power internationally and write a one-sided argumentative essay. Use the plan to help you. Write 220–260 words.(50p) | LО 4 | ID 4.1. |  | 25 | Problem task |  |
| 10 | **IWSP 5 Consultation on the implementation of MT** | LО 2 | ID 2.2. |  | 10 |  |  |
| 10 | **МТ (Midterm Exam)** | LО 3 | ID 3.2. |  | 100 |  |  |
| 11 | **Practical lesson 21,22:** UNIT 6 International business: L1 Communication, L2 Language Builder | LО 1 | ID 1.3. | 3 | 10 | Analysis | Online on Zoom platform |
| 12 | **Practical lesson 23,24:** UNIT 6 International business: L3 Reading, L4 Language Builder, L5 Pre-Task | LО 1 | ID 1.2. | 3 | 10 | Analysis | Online on Zoom platform |
| 12 | **IWSP 6 Consultation on the implementation of IWS5** | LО 1 | ID 1.1. |  | 5 |  | Online on Zoom platform |
| 12 | **IWS 5: write your short story using the plan(56p). Write 220–260 words.** | LО 3 | ID 3.1. |  | 25 | Problem task | Online on Zoom platform |
| 13 | **Practical lesson 25,26:** | LО 1 | ID 1.2. | 3 | 8 | Analysis | Online on Zoom platform |
| 14 | **Practical lesson 27,28:** | LО 2 | ID 2.1. | 3 | 8 | Analysis | Online on Zoom platform |
| 15 | **Practical lesson 29,30:** | LО 1 | ID 1.1. | 3 |  |  | Online on Zoom platform |
| 15 | **IWSP 7 Consultation on the implementation of MT2** | LО 5 | ID 5.1. |  | 5 |  | Online on Zoom platform |
| 15 | Position of adverbs in sentences. Viewpoint adverbs, connecting adverbs and inversion. | LО 2 | ID 2.1. |  | 25 | Analysis |  |
| 15 | **TEST** | LО 1 | ID 1.1. |  | 10 |  |  |
| 15 | **MT 2** | LО 3 | ID 3.2. |  | 100 |  |  |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean Dzholdasbekova B.U.**

**Head of the Department Avakova R.A.**

**Seminar teacher Konyrbekova T.O**