**Theoretical grammar of the first foreign language SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program “**Theoretical phonetics of the first foreign language**”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **Number of credits** | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | **Laboratory (Lab)** |
| **PFSRAYa 5204****PFSRAYa 5206** | **Theoretical grammar of the first foreign language** |  | 15 | 30 |  | 5 | 7 |
| **Academic course information** |
| **Form of education** | **Type of course**  | **Types of lectures** | **Types of practical training**  | **Form of final control**Test, project work |
| Full-time | theoretical | Informative, lecture-presentation | test of theoretical knowledge, written tasks |
| Lecturer  | Rakymbayev Ayat Zhumashevich, senior lecturer | Examination |
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| Telephone number | 3773330 (1270) |

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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) |
| to form students' understanding of language theory, theory of phonetics. Recognize of the rules of the correlation of language and society, language and thinking, the place of language in various classification schemes of world languages, the interaction of languages and problems of bilingualism and multilingualism, the structure of the language and many others. etc., the features of the English, Russian and Kazakh languages, the foundations of Germanic studies and the structure of Germanic and Romance languages | 1. to know basic language theories and hypothesis of human language origin.  | ID 1.1 – understands origin of human language; ID 1.2 – describes language families. |
| 2. to know theories of phonetics; | ID 2.1 – builds logically correct oral and written speech;ID 2.2 – groups and systematizes lexical units according to various characteristics (semantic, word-formation and etc.) |
| 3. to analyze languages by their typological and genetic features; | ID 3.1 – uses adequate language tools to achieve communicative goals in compliance with the norms of lexical compatibility;ID 3.2 – removes language difficulties that affect the understanding of the text content;ID 3.3 – distinguishes between language types by different . |
| 4. to carry out phonetic analyses ; | ID 4.1 – performs phonetic analysis of sounds;ID 4.2 – analyzes English consonant systemID 4.3 – considers classification of vowel system |
| 5. to define parts of speech by the main criteria of discrimination. | ID 5.1 – defines parts of speech;ID 5.2 – group parts of speech into sub categories ;ID 5.3 – considers syllabic system of a language. |
| **Prerequisites** | «Introduction to linguistics», «General linguistics» |
| **Post requisites** | The acquired knowledge and skills can be used to improve intercultural and professional competences. |
| **Information resources \*\*** | **Literature:\*\***Бурая, Е. А . Фонетика современного английского языка : теоретический курс : учебник для вузов / Е .А . Бурая, И.Е . Галочкина, Т.И. Шевченко. Изд.2-е, испр. - М.: Академия, 2008. -271 с.2. Соколова М.А. и др. Теоретическая фонетика английского языка.- 3-е изд.,стер.- М.: Владос, 2006.- 286с.16 Шевченко Т.И. Теоретическая фонетика английского языка: Учебник/ Т.И.3. Шевченко. - М.: Высшая школа, 2006. – 191**Internet resources:**Oxford learners dictionaries - http://oald8.oxfordlearnersdictionaries.comтеоретическая фонетика - http://www.linguistics.ucla.edu/people/ladefoge |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:** All students are required to register for the MOOC. The deadlines for completing the modules of the online course must be strictly observed in accordance with the schedule for studying the discipline. Leave in case of current MOOC or SPOC courses.**ATTENTION!** Failure to meet deadlines results in loss of points! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the training course, as well as in the MOOC. Leave in case of current MOOC or SPOC courses.**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 \*\*\*\*\*\*\*@gmail.com. |
| **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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| --- | --- | --- | --- |
| week | Topic name | Number of hours | Max.score\*\*\* |

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| **Неделя** | **Название темы** | **Количество часов** | **Максимальный балл** |
| **1** | Unit 1 Present ContinuousPresent Simple | **3** | **10** |
| **2** | Unit 2 Past SimplePast Continuous | **3** | **10** |
| **3** | Unit 3 Present PerfectPresent Perfect Continuous | **3** | **10** |
| **4** | Unit 4 Past PerfectPast Perfect Continuous | **3** | **10** |
| **5** | Unit 5 Future:Present tenses for the futureWill / shall | **3** | **10** |
| **6** | Unit 6 Passive voice | **3** | **10** |
| **7** | Midterm examination  | **3** | **10** |
| **8** | Unit 8 Modal Verbs Can, could, to able to,Must, can’t, have to | **3** | **10** |
| **9** | Unit 9 May and might Should Would | **3** | **10** |
| **10** | Unit 10 Requests, offers, permission, invitation. Grammar revision. | **3** | **10** |
| **11** | Unit 11 Countable and uncountable | **3** | **10** |
| **12** | Unit 12 A/an and the | **3** | **10** |
| **13** | Unit 13 The definite article | **3** | **10** |
| **14** | Unit 14 Singular and plural Noun+noun | **3** | **10** |
| **15** | Unit 15 Grammar revisionRС # 2. Grammar Test on sequence of tenses, modals and articles | **3** | **10** |

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| **Module 1 Title**(the number of modules, the name of the topics, as well as their distribution by week is set by the teacher) |
| 1 | **Lec 1.** Introduction into theory of phonetics | 1 |  |
| 1 | **Sem 1.** Branches of phonetics. | 1 | 5 |
| 1 | **Lab 1.** Aspects and units of phonetics. | 1 | 5 |
| 2 | **Lec 2.** Phoneme as a unit of Language. | 1 | 5 |
| 2 | **Sem 2.** Definition of the phoneme and its functions. | 1 |  |
| 2 | **Lab 2.** Types of allophones and the main features of the phoneme | 1 | 5 |
| 2 | IWST 1. Methods of the phonemic analysisATTENTION: (number of IWS (2-5), IWST (6-7)Independent work of students (IWS, colloquium, etc.) is estimated at 55-60% of the total points. | 1 | 5 |
| 3 | **Lec 3.** Classifications of English speech sounds | 1 |  |
| 3 | **Sem 3** **. Articulatory classification of English consonants** | 1 |  |
| 3 | **Lab 3.** The articulatory classification of English Vowels | 1 |  |
| 3 | **SIW 1.** How are English vowels classified? | 1 | 5 |
| 4 | **Lec 4.** The system of the English phonemes |  |  |
| 4 | **Sem 4.** The system of consonant phonemes. Problem of affricates | 1 | 5 |
| 4 | **Lab 4** **The system of vowel phonemes. Problems of diphthongs and vowel length** | 1 | 5 |
|  | **IWST 2. Presentation Problems of diphthongs and vowel length** | 1 | 5 |
| 5 | **Lec 5.** Alternations and modifications of speech sounds in English | 1 |  |
| 5 | **Sem 5.**. The notion of alternation and its types | 1 | 5 |
| 5 | **Lab 5** **Contextual alternations in English** | 1 | 5 |
| **Module 2**  |
| 6 | **Lec 6.** The syllabic structure in English | 1 |  |
| 6 | **Sem 6.** **Theories on syllable formation and division** | 1 | 5 |
| 6 | **Lab 6.** The structure and functions of syllables in English | 1 | 5 |
| 7 | **Lec 7.** Word stress in English | 1 |  |
| 7 | **Sem 7.** Nature of word stress | 1 | 5 |
| 7 | **Lab 7.** Place of word stress in English. Degrees of stress | 1 | 5 |
| 7 | IWST 3. Consultation on the implementation of the IWS 2. | 1 | 5 |
|  |  **LEVEL CONTROL 1** |  | **100** |
| 8 | **Lec 8.** Intonation in English | 1 |  |
| 8 | **Sem 8.** Intonation: approaches, definitions, functions | 1 | 5 |
| 8 | **Lab 8.** Components of intonation and the structure of English intonation group | 1 | 5 |
| 8 | **IWS 2.** The phonological aspect of intonation. | 1 | 5 |
| 9 | **Lec 9.** Regional and stylistic varieties of English pronunciation | 1 | 5 |
| 9 | **Sem 9.**. Spoken and Written language | 1 | 5 |
| 9 | **Lab 9.** Classification of pronunciation variants in English. British andAmerican pronunciation models. | 1 | 5 |
| 10 | **Lec 10 Standard English** | 1 |  |
| 10 | **Sem 10.** Standard and General English | 1 | 5 |
| 10 | **Lab 10.** Language attitudes | 1 | 5 |
| 10 | **IWST 4. Colloquium (test, test, project, essay, situational task, etc.). Topic, type of task.** **The conjunction. Report.**  |  | **5** |
|  | **Module 3**  | 1 |  |
| 11 | **Lec 11 National and regional varieties of English** | 1 |  |
| 11 | **Sem 11.** English in the British Isles | 1 | 5 |
| 11 | **Lab 11.** England and Wales | 1 | 5 |
| 12 | **Lec 12 English in America** | 1 |  |
| 12 | **Sem 12.** The languages of the United States and Canada | 1 | 5 |
| 12 | **Lab 12.** National and regional varieties of AmE | 1 | 5 |
| 12 | IWST 5. Consultation on the implementation of the IWS 3. | 1 | 5 |
| 13 | **Lec 13 English in Australia, New Zealand and South Africa** | 1 |  |
| 13 | **Sem 13.**. Australian English (AusE) | 1 | 5 |
| 13 | **Lab 13.** New Zealand English (NZE) | 1 | 5 |
| 13 | **IWS 3.** South African English (SAE) | 1 | 5 |
| 14 | **Lec 14 English as a second language (ESL)** |  |  |
| 14 | **Sem 14.** English in Africa | 1 | 5 |
| 14 | **Lab 14.** English in Asia | 1 | 5 |
|  | **IWST 6. Pidgin and Creole English** | 1 |  |
| 15 | **Lec 15 Fixed expressions as clichés** | 1 |  |
| 15 | **Sem 15.** Collocations | 1 | 5 |
| 15 | **Lab 15.** Idioms | 1 | 5 |
| 15 | **IWST 7. Consultation on examination issues** | 1 |  |
|  |  **LEVEL CONTROL 2** |  | **100** |

**Dean of the faculty B.O.Zholdasbekova**

**Chairman of methodical bureau N. Sagyndyk**

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

 **Lecturer A.Zh.Rakymbayev**

**NOTE:**

 The total volume of the syllabus is no more than 5 pages, font 10, Times New Roman

\* LO is based on cognitive (1-2), functional (2-3), systemic (1-2) competencies, total 4-7.

The types and number of competencies (out of 5) are compiled according to the level of education.

\*\* Give no more than 5-7 sources of literature (full bibliographic description), in depth for the last 10 years. (in exceptional cases, 20-30% of irreplaceable classical textbooks), for natural directions - 10 years. Humanitarian direction -5 years

Literature and resources:

1. Basic literature

2. Additional reading

3. Software

4. Internet resources

5. Professional databases

\*\*\*Spreading the assessment of students' knowledge is at the discretion of the compilers of the syllabus.

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