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| **Al-Farabi Kazakh National University**  **Syllabus**  **(SMLU 5301) Modern Methodology of Linguistic Studies**  **Autumn semester 2016-2017 year** | | | | | | | | | | | | |
| **Code of the Discipline** | | **Title of the Discipline** | **Type** | **Hours per week** | | | | **Credits** | | | | **ECTS** |
| **Lecture** | **Practice** | | **Lab** |
| SMLU 5301 | | Modern Methodology of Linguistic Studies | SD 2 | 1 | 0 | | 1 | 2 | | | | 3 |
| **Prerequisites** | | theoretical and practical disciplines (Introduction to Linguistics, General Linguistics, “History of Linguistics”) | | | | | | | | | | |
| **Lecturer:** | | Karagoishiyeva Danel Almasbekovna, PhD, candidate of philological sciences | | | | **Office-hours** | | | | According to the schedule | | |
| **e-mail** | | [danel.karagoish@mail.ru](mailto:danel.karagoish@mail.ru) | | | |
| **Telephones** | | 377-33-39 (1323), 221-13-23 | | | | **Room** | | | | 309 | | |
| **Description of the Discipline** | | is to study deeply by means of innovative methods the basic theories of Modern Methodology of Linguistic Studies | | | | | | | | | | |
| **The aim of the course** | | to explore important theoretical and practical problems of Modern Methodology of Linguistic Studies;  to determine application of modern information technologies in modern sciences; to generate the systemic representation about applicability and development of computer technologies in philological researches and in the linguistic analysis;  to show an opportunity of using Modern Methodology of Linguistic Studies for much deeper studying native and foreign languages; to analyze the basic methods of creation and using of Modern Methodology of Linguistic Studies;  to give representation about work with computer programs, which enable the philological information. | | | | | | | | | | |
| **Outcomes** | | 1. to know to put the research task in the field of Modern Methodology of Linguistic Studies 2. to be able to work with the basic retrieval information and expert systems, systems of information processing of lexicography; 3. to be able to use a professional achievements of native and foreign methodological heritage, modern teaching trends and concepts of teaching foreign languages; 4. to be able to use the conceptual apparatus theoretical and applied linguistics to solve professional problems; 5. to be able to use modern technologies for the collection, processing and interpretation of the experimental data; 6. to be able to develop independently the actual problem, which has theoretical and practical significance. | | | | | | | | | | |
| **Literature and sources** | | 1. Dixon R.M.W. (2009) Basic Linguistic. Methodology. Oxford University Press   2 [Hayes](http://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Bruce+Hayes&search-alias=books&text=Bruce+Hayes&sort=relevancerank), B, [Curtiss](http://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Susan+Curtiss&search-alias=books&text=Susan+Curtiss&sort=relevancerank), (2001) Linguistics: An Introduction to Linguistic Theory. USA  3 McGregor, B. (2009) Linguistics: An Introduction. – New York.   1. Nunan D. Research Methods in Language Learning. Cambridge Unversity Press, 1992 2. <http://www.nature.com/nature/journal/v445/n7125/index.html> 3. Jerrold J. Katz, ”Mentalism in Linguistics, *Language* 1964, 131 4. Some Methodological Remarks on Generative Grammar”, *Word* 1961, 219-239 5. R.B. Lees, *Language* 1957:376 Chomsky 1975 [1955-1956], *The Logical Structure of*   *Linguistic Theory*, New York: Plenum Press, 61 | | | | | | | | | | |
| **Organization of the course** | | It is the introductory course in which it will be carried out the general acquaintance to great volume of a theoretical material, therefore during preparation for discipline the essential role is allocated to the textbook and the collection of problems. | | | | | | | | | | |
| **Requirement of the course** | | 1. For the auditory lesson you should be prepared in advance, according to the chart resulted below. Preparation of the task should be completed up before the auditory lesson on which the subject matter is discussed.  2. Hometasks will be distributed during a semester, as shown in the chart of discipline.  3. The majority of hometasks will include some questions which it is possible to answer, having executed inquiry about an example of a database; you will need to execute inquiries, and answers which you have received, to use for a following part of homework.  At performance of hometasks following rules should be complied:   * Hometasks should be observed in the specified timeframes. Later homeworks will not be accepted. * The Hometask should be executed on one side of sheet of paper А4, and pages should be fastened under the order of numbering of questions (problems). Questions (problems) should be numbered, and final answers (if necessary) should be allocated. (house the tasks mismatching these standards, will be returned with a unsatisfactory assessment). * You can work together with other student at performance of hometasks provided that each of you works on a separate question (a separate problem). | | | | | | | | | | |
| **Policy of the assessment** | | **Description of the Individual work** | | | | | **Percent** | | **Outcomes** | | | |
| Hometask  Individual Assessments  Exams  Total | | | | | 35%  25%  40%  100% | | 1,2,34,5,6  2,3,4  4,5,6  1,2,3,4,5,6 | | | |
| Your final assessment will be done according this formula    There are minimal assessment in percentage below:  95% - 100%: А 90% - 94%: А-  85% - 89%: В+ 80% - 84%: В 75% - 79%: В-  70% - 74%: С+ 65% - 69%: С 60% - 64%: С-  55% - 59%: D+ 50% - 54%: D- 0% -49%: F | | | | | | | | | | |
| **Policy of the Discipline** | | 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 and exercises on employment will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback for a question of discipline are welcomed and encouraged during employment, and the teacher at a conclusion of a final assessment will consider participation of each student on employment. | | | | | | | | | | |
| **Chart of the discipline** | | | | | | | | | | | | |
| **Week** | **Theme** | | | | | **Hour** | | | | | **Point** | |
| **1** | **Lecture 1.** **«**The subject and contents of the course**»,** «Research as a process. Science research. Methodology after A.E. Karlinskii. General Methodology. Facts. Importance of critical attitudes» | | | | | 1 | | | | | 0 | |
|  | **Seminar 1**  Scientific research (Essay). **«**Theories in our life. The tasks of a theory. Features of good theories. Falsification**»** | | | | | 1 | | | | | 10 | |
| **2** | **Lecture 2.** «Theory, observation and data. Theoretical concepts and predicts. The theory of Chomsky. Broad and narrow theories» | | | | | 1 | | | | | 0 | |
|  | **Seminar 2**  Draw an assotiated table of *language* and *speech*. Structural Linguistics. | | | | | 1 | | | | | 10 | |
| **3** | **Lecture 3.** **«**Linguistic methods. Theory and method. The main stages of scientific investigation**»** | | | | | 1 | | | | | 0 | |
|  | **Seminar 3**  Strategy and tactic. Analyze these terms from different point of view. | | | | | 1 | | | | | 3 | |
|  | IWMT 1  The theory about ‘paradigm’ of Kuhn. | | | | | 2 | | | | | 7 | |
| **4** | **Lecture 4.** **«**The types of Linguistic methods. Principles of Linguistic research». | | | | | 1 | | | | | 0 | |
|  | **Seminar 4**  Distinctive features of discourse and text. | | | | | 1 | | | | | 3 | |
|  | IWMT 2  Parts of External Linguistics. Paradigm and syntagm. Analyze these terms from different point of view. | | | | | 2 | | | | | 7 | |
| **5** | **Lecture 5.** «Gnoseological, ontological and pragmatic aspects of relation “language-speech». | | | | | 1 | | | | | 0 | |
|  | **Seminar 5**  Theory and Falsification. | | | | | 1 | | | | | 3 | |
|  | IWMT 3  Distinctive features of ‘language’ and ‘speech’ after F. Saussure | | | | | 2 | | | | | 7 | |
| **6** | **Lecture 6.** **«**Theory and data in scientific investigations. Logical forms of theories». | | | | | 1 | | | | | 0 | |
|  | **Seminar 6**  Inductive and deductive method (F. Bacon, Aristotelian) | | | | | 1 | | | | | 3 | |
|  | IWMT 4  Chosmky’s theory about generative grammar | | | | | 2 | | | | | 7 | |
| **7** | **Lecture 7.** **«**The structure of Macrolinguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 7**  Cognition as a part of human activity. | | | | | 1 | | | | | 3 | |
|  | IWMT 5  Differences between Phonetics and Phonology. | | | | | 2 | | | | | 7 | |
| **8** | **Lecture 8.** **«**The contrastive-historical method». | | | | | 1 | | | | | 0 | |
|  | **Seminar 8**  The comparative method. | | | | | 1 | | | | | 10 | |
| **9** | **Lecture 9.** **«**The typological method». | | | | | 1 | | | | | 0 | |
|  | **Seminar 9**  «Immediate constituent analysis». The defects of contrastive-historical method. The defects of comparative method. | | | | | 1 | | | | | 10 | |
| **10** | **Lecture 10.** **«**Distributional analysis». | | | | | 1 | | | | | 0 | |
|  | **Seminar 10**  The defects of typological method. The defects of immediate constituent analysis. | | | | | 1 | | | | | 3 | |
|  | IWMT 6  Transformational method. The defects of transformational method. | | | | | 2 | | | | | 7 | |
| **11** | **Lecture 11.** **«**The methods and ways of psycholinguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 11**  Psycholinguistic experiment. | | | | | 1 | | | | | 3 | |
|  | IWMT 7  The types of experiments: Associations. Stimulus. | | | | | 2 | | | | | 7 | |
| **12** | **Lecture 12.** **«**The methods and ways of sociolinguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 12**  Reaction time in psycholinguistic experiment | | | | | 1 | | | | | 3 | |
|  | IWMT 8  The role of scientific research in our life | | | | | 2 | | | | | 7 | |
| **13** | **Lecture 13.** **«**The methods and ways of ethnolinguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 13**  Principles of questionnaires in psycholinguistic studies | | | | | 1 | | | | | 3 | |
|  | IWMT 9  The ways of using of Association method in Linguistic Investigations | | | | | 2 | | | | | 7 | |
| **14** | **Lecture 14.** **«**The methods and ways of cognitive linguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 14**  The tasks of Synchronic and Diachronic investigations | | | | | 1 | | | | | 3 | |
|  | IWMT 10  The tasks of Logical and Experimental investigations. | | | | | 2 | | | | | 7 | |
| **15** | **Lecture 15.** «The methods and ways of Paralinguistics». | | | | | 1 | | | | | 0 | |
|  | **Seminar 15**  Internal and external reconstruction. | | | | | 1 | | | | | 10 | |

Dean of the Faculty O. Abdymanuly

Chairman of the Methodological Council S. Imankulova

Head of the Department D.A. Karagoishiyeva

Lecturer D.A. Karagoishiyeva