**SYLLABUS**

**Fall semester 2024-2025 academic years**

**on the educational program “**Grammar theory and teaching methods**”**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)**  *Enter IWS, IWM, IWD*  *depending on the level of education* | **Number of credits**  **Lectures (L)** | **General**  **number**  **of credits** | | | | | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)**  *Submit IWST, IWMT, IWDT depending on the level*  *of education* | **ID**  **and name**  **of course**  **Lectures (L)** |
| **Practical classes (PC)** | **Lab. classes (LC)** | | **Laboratory (Lab)** | |
| Grammar theory and teaching methods  99530 | The number of IWS is 7. | 15 | 30 |  | |  | | The number of IWS is 7. |  |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | | **Types**  **of practical classes** | | **Form and platform final control**  Written form, offline | | |
| *Offline* | MD University component  M-16  Module Theory of language | Lecture | | | Discussion/ student oriented forms of the class | |
| **Lecturer - (s)** | Konyrbekova Tolkyn | | | | | | Examination | | |
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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 grammar and 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, grammar; | 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 and grammatical analyses ; | ID 4.1 – performs phonetic analysis of sounds;  ID 4.2 – analyzes the specific material using a variety of methods of linguistic analysis  ID 4.3 – considers correlation between the stages of the speech chain and the aspects of the sound matter |
| 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 – divide types of sentences by criteria. |
| **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:\*\***  1. 1. Блох М.Я. Теоретическая грамматика английского языка (на англ. яз.): Учебник. – 4-е изд.,  испр. – М.: Высшая Школа, 2003. – 423с.  2. Ильиш Б.А. Строй современного английского языка (на англ. яз.): Учебник. – М., Л.:  Просвещение, 1965. – 379с  3. Quirk R., Greenbaum S., Leech G., Svartvik J. A University Grammar of English / Под редакцией  И.П. Верховской. – М.: Высшая Школа, 1982. – 391с  **Internet resources:** | |

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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\*\*\* |
| **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 grammar | 1 |  |
| 1 | **Sem 1.** The place of grammar in the system of language  types of grammatical categories. | 1 | 10 |
| 1 | **Lab 1.** main notions of grammar: grammatical meaning, grammatical form, grammatical categories  Syntagmatic and paradigmatic relations as the subject of study of theoretical grammar  . | 1 |  |
| 2 | **Lec 2.** Grammatical Classes of words | 1 | 10 |
| 2 | **Sem 2.**  General description of the notion “a part of speech”. | 1 | 10 |
| 2 | **Lab 2.** Notional and functional parts of speech  Subcategorization of parts of speech. | 1 |  |
| 2 | IWST 1. Origin of the language. ATTENTION: (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 | 10 |
| 3 | **Lec 3.** Noun. Gender. Number. | 1 | 10 |
| 3 | **Sem 3.** General characterization. | 1 |  |
| 3 | **Lab 3.** The gender of the noun | 1 |  |
| 3 |  |  |  |
| 4 | **Lec 4.** Noun. Case. Article determination | 1 |  |
| 4 | **Sem 4.** Theme. The usage of the article | 1 | 10 |
| 4 | **Lab 4.** Theme. Situational assessment of the article uses. | 1 |  |
|  | **IWST 2. Presentation on “**Category case of the noun. Compare Case system of English, Kazakh and Russian languages.**”.** | 1 |  |
| 5 | **Lec 5.** Theme. The Grammatical Categories of the Pronoun | 1 | 10 |
| 5 | **Sem 5.** Theme. Meaning and morphological structure of pronouns. | 1 |  |
| 5 | **Lab 5.** Theme. Classification of pronouns | 1 |  |
| **Module 2** | | | |
| 6 | **Lec 6.** CATEGORIES OF THE VERB | 1 |  |
| 6 | **Sem 6.** Grammatical categories of verbs. | 1 |  |
| 6 | **Lab 6.** Notional, semi-notional and functional verbs. | 1 | 10 |
| 7 | **Lec 7.** NON-FINITE VERBS (VERBIDS) | 1 |  |
| 7 | **Sem 7.** The verbids: general characteristics. | 1 | 10 |
| 7 | **Lab 7.** The infinitive | 1 |  |
| 7 | IWST 3. Consultation on the implementation of the IWS 2. | 1 |  |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Lec 8.** FINITE VERBS | 1 |  |
| 8 | **Sem 8.** The verbal categories of person and number. | 1 |  |
| 8 | **Lab 8.** The category of tense. | 1 | 10 |
| 8 | **IWS 2.** The category of aspect. | 1 |  |
| 9 | **Lec 9.** THE ADJECTIVE AND THE ADVERB | 1 | 10 |
| 9 | **Sem 9.** The adjective. | 1 |  |
| 9 | **Lab 9.** The adverb | 1 |  |
| 10 | **Lec 10** THE NUMERAL, THE PREPOSITION, THE CONJUNCTION, THE PARTICLE AND  THE INTERJECTION | 1 | 10 |
| 10 | **Sem 10.** The numeral. | 1 |  |
| 10 | **Lab 10.** The preposition | 1 |  |
| 10 | **IWST 4. Colloquium (test, test, project, essay, situational task, etc.). Topic, type of task.** **The conjunction. Report.** |  | **10** |
|  | **Module 3** | 1 |  |
| 11 | **Lec 11** PHRASES | 1 |  |
| 11 | **Sem 11.** General preview of phrases. | 1 | 10 |
| 11 | **Lab 11.** Types of phrases. | 1 |  |
| 12 | **Lec 12** Syntactical relations between the components of a phrase. | 1 |  |
| 12 | **Sem 12.** Phrases equivalent to prepositions. | 1 | 10 |
| 12 | **Lab 12.** Phrases equivalent to conjunctions. | 1 |  |
| 12 | IWST 5. Consultation on the implementation of the IWS 3. | 1 |  |
| 13 | **Lec 13** SENTENCE: GENERAL NOTIONS | 1 | 10 |
| 13 | **Sem 13.** Words and sentences. | 1 |  |
| 13 | **Lab 13.** Sentence categories. | 1 | 10 |
| 13 | **IWS 3.** Sentence as a unity of nominative and predicative functions. | 1 |  |
| 14 | **Lec 14** ACTUAL DIVISION OF THE SENTENCE  COMMUNICATIVE TYPES OF SENTENCES |  | 10 |
| 14 | **Sem 14.** Actual division of the sentence. | 1 |  |
| 14 | **Lab 14.** Communicative types of sentences. | 1 | 10 |
|  | **IWST 6. Sentence as a Unity of Nominative and Predicative Functions** | 1 |  |
| 15 | **Lec 15** SIMPLE SENTENCE | 1 | 10 |
| 15 | **Sem 15.** Constituent structure. | 1 | 10 |
| 15 | **Lab 15.** Paradigmatic structure. | 1 |  |
| 15 | **IWST 7. Consultation on examination issues** | 1 |  |
|  | **LEVEL CONTROL 2** |  | **100** |

Dean Zholdasbekova B.O.

Chair of the Academic Committee

on the Quality of Teaching and Learning Seidenova S.D.

Head of Department Avakova R.A.

Lecturer Konyrbekova T.O.

SIW. 1. Report/presentation. Origin of the language.

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Identification and Explanation of Language Origins | Provides a comprehensive and detailed explanation of the origin of languages, including different theories (e.g., divine source theory, natural sound theory, social interaction theory, genetic basis of language, etc.). Discusses the earliest known languages, proto-languages, and the role of language evolution. | Offers a mostly accurate and detailed explanation of language origins, but may overlook some key theories or aspects of language development. The explanation is still mostly comprehensive and covers the main points. | Provides a basic explanation of the origin of languages, though some important details or theories are missing. The overall understanding is sound but lacks depth.  . | The explanation of language origins is unclear or incomplete, with significant gaps in understanding. Only one or two theories may be mentioned with minimal detail |
| Understanding of Language Families and Proto-Languages | Demonstrates an in-depth understanding of major language families (e.g., Indo-European, Afro-Asiatic, Uralic, Sino-Tibetan, etc.), proto-languages, and how languages are classified. Clearly explains the development of languages from proto-languages and provides examples of linguistic evolution. | Shows a good understanding of language families and proto-languages with only minor errors or omissions. Most key language families are identified and correctly explained.        . | Demonstrates a basic understanding of language families and proto-languages, but with limited details or incomplete explanations. Only a few examples are provided. | Shows minimal understanding of language families or proto-languages, with several key omissions or inaccuracies |
| Discussion of Theories on the Evolution of Human Language | Provides a thorough discussion of the different theories on the evolution of human language (e.g., biological evolution, cultural evolution, and cognitive development theories). Includes relevant linguistic, anthropological, and genetic research supporting these theories. | Discusses the main theories of language evolution, with only minor gaps in detail. Most supporting research or evidence is presented and relevant. | Presents a basic discussion of language evolution theories, but lacks depth or supporting research. Key theories may be mentioned, but their explanations are somewhat superficial. | The discussion of language evolution is incomplete or unclear. Few theories are mentioned, and supporting evidence is minimal or incorrect. |
| Comparison of Language Origin Theories | \*\*Excellent (5 points)\*\*:  Effectively compares different theories of language origin, highlighting key similarities and differences (e.g., divine theories vs. evolutionary theories). Demonstrates a nuanced understanding of the strengths and limitations of each theory. | Provides a good comparison of the major language origin theories, with mostly accurate details. The analysis is clear, though it may lack some nuance. | Presents a basic comparison of some language origin theories, though the analysis is limited or lacks depth. Some key distinctions are noted but not fully explored. | Attempts a comparison of language origin theories but with significant gaps or inaccuracies. The analysis is unclear or superficial. |
| Clarity and Organization of Explanation | The explanation is well-organized, with clear and logical flow. Uses precise language to describe the case systems and their functions.. | The explanation is mostly clear and organized, though there may be minor lapses in structure or clarity.. | The explanation is understandable but may be disjointed or lack clarity in some areas. | The explanation is difficult to follow, with frequent lapses in clarity or structure. |

SIW. 2. Category case of the noun. Compare Case system of English, Kazakh and Russian languages.

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| Criterion | "Excellent" 20-25% | “Good” 15-19% | “Satisfactory” 10-14% | “Unsatisfactory” 0-9% |
| Identification and Description of Noun Cases | Clearly identifies all noun cases in English, Kazakh, and Russian. Provides accurate and thorough descriptions of each case, including nominative, genitive, dative, accusative, instrumental, locative (where applicable), and vocative (in Russian and Kazakh). | Identifies most noun cases correctly in each language and provides mostly accurate descriptions, though some minor details may be missing or unclear. | Identifies most noun cases but with notable omissions or inaccuracies in description. Basic understanding of each case is demonstrated. | Incorrect or incomplete identification of noun cases with minimal or unclear description of their functions. |
| Comparison of Case Systems in English, Kazakh, and Russian | Provides a detailed comparison of the case systems, highlighting key differences and similarities. Discusses the simplicity of the English case system (with focus on possessive/genitive) and contrasts it with the more complex systems of Kazakh and Russian, covering all relevant cases. | Gives a clear comparison with minor omissions or generalizations. Key distinctions between English, Kazakh, and Russian case systems are mostly accurate and well-explained. | Provides a basic comparison of the case systems but lacks depth or misses important distinctions. Some differences and similarities are discussed but not in detail. | The comparison is vague or lacks coherence. Some attempt is made, but many key aspects of the case systems are ignored.. |
| Application of Cases in Context | Demonstrates an excellent ability to apply the correct noun case forms in sentences across all three languages. Examples provided are accurate, and the functions of each case are well understood. | Applies noun cases correctly in most contexts, with minor errors. Examples are mostly accurate, and case functions are generally well understood. | Applies some noun cases correctly, but with frequent errors or inconsistencies. Understanding of case functions may be basic or incomplete.. | Struggles to apply noun cases correctly in context. Examples are mostly inaccurate, and there is confusion about case functions. |
| Language-Specific Case Rules | Demonstrates a strong understanding of language-specific rules, such as case endings in Russian and Kazakh (e.g., declension patterns, vowel harmony in Kazakh, or soft vs. hard stems in Russian). Provides examples illustrating these rules in practice | Shows a good understanding of most language-specific rules with minor errors. Provides adequate examples demonstrating key rules. | Demonstrates some understanding of language-specific rules, but with notable errors or omissions. Examples may lack depth or specificity | Shows minimal understanding of language-specific rules, with frequent mistakes or missing details.. |
| Clarity and Organization of Explanation | The explanation is well-organized, with clear and logical flow. Uses precise language to describe the case systems and their functions.. | The explanation is mostly clear and organized, though there may be minor lapses in structure or clarity.. | The explanation is understandable but may be disjointed or lack clarity in some areas. | The explanation is difficult to follow, with frequent lapses in clarity or structure. |