

**Al-Farabi Kazakh National University**  
**Faculty of History Archeology and Ethnology**  
**Specialty “Librarianship”**

**SYLLABUS**  
**English for specific purposes**  
**30.03-04.06.**

Discipline code	Discipline	Type	Hours per week			Credits	ECTS
			Lec	Prac	Lab		
ESP	ESP	OK	0	2	0	2	4
Lecturer	Ongarbayeva M.S.			Office hours		Course Schedule	
e-mail	Trmeru16@mail.ru			Tuesday 15.00-17.00			
Telephone	8 (727) 221 13 23			Room 311			
Discipline description	<p>This Module is aimed at mastering English for Specific Purposes (ESP) in the Library context. It deals with the functional language of the Library staff and natural language in authentic library situations. It is designed for librarians working at academic institutions and universities.</p> <p>The overall aim of the Module is to develop essential receptive and productive skills of English for Specific Purposes (ESP) in the Library context corresponding to A1 – A2 levels of the CEFR.</p>						
The aim of the course	<p>To develop essential receptive and productive skills of English for Specific Purposes (ESP) in the Library context corresponding to A1 – A2 levels of the CEFR.</p> <p>To acquire foreign language at the level of professional communication and development of the professional competence of a library specialist, determining its ability to solve professional problems</p>						
The outcome of the course	<p><b>1. Receptive skills outcomes:</b></p> <p>a. Learners become able to understand properly the specific language (vocabulary units and speech patterns) essential to the Library context both in oral and written formats.</p> <p>b. Learners become aware of the crucial library functional exponents and the most frequent active phrases for professional communication.</p> <p><b>2. Productive skills outcomes:</b></p> <p>a. Learners know the meaning of the basic Library vocabulary units.</p> <p>b. Learners become able to pronounce the basic Library vocabulary units and speech patterns in a correct way.</p> <p>c. Learners become able to use specific vocabulary units and speech patterns relating to the Library context in their own speech.</p> <p>d. Learners become able to communicate on general topics of the Library context including speaking about library collections, library space, library services, library opening hours, library rules of conduct, library electronic resources, finding and borrowing books from the library, renewing and returning books to the library, etc.</p> <p>e. Learners become able to deliver the professional profile presentations and create promoting flyers.</p>						
Literature and resources	<p><b>Main literature:</b></p> <p>1.Face to Face (Elementary. Student’s Book)</p> <p>2.Skillful student’s book (all levels) Reading and Writing/Listening and speaking MacMillian.</p> <p>3.Raymond Murphy. English Grammar in Use, Cambridge University Press, Fourth edition 2011.</p>						

	<b>Supplementary literature:</b> 1. <a href="https://www.britishcouncil.kz/ru/english/websites">https://www.britishcouncil.kz/ru/english/websites</a> 2. <a href="https://www.britishcouncil.kz/ru/english/apps">https://www.britishcouncil.kz/ru/english/apps</a> 3. YouTube video on the ESP: <a href="https://www.youtube.com/watch?v=3eCj7iulp4A">https://www.youtube.com/watch?v=3eCj7iulp4A</a> 4. YouTube video on the English alphabet: <a href="https://www.youtube.com/watch?v=8KjezV-1K4s">https://www.youtube.com/watch?v=8KjezV-1K4s</a>		
Course organization	Designed module develops special component of complex competence - the information culture of a specialist - the ability to differentiate the role in specific communicative (linguistic) situations and the willingness to use language tools to implement these roles. The future librarian must have the ability to realize the roles of a mediator, educator, consultant, social educator, researcher, bibliotherapist, professional, etc., and each role implies a special language knowledge. New competence guidelines suggest simultaneous changes in the content of English-language preparation and methods, forms and means of training librarians in English at the university. First of all, it is necessary to reflect new functions and tasks in the lexical filling of the general English course, regardless of the methodology that the teacher uses. For example, the method of Schechter, which assumes the mastering of a foreign language is similar to the production of speech in the native language, actively uses role games, therefore, in the development of the system of study assignments, the teacher models the variety of linguistic practices of the modern librarian. Secondly, the task of forming lexical and grammatical competences for future information and library specialists goes beyond the framework of general cultural competencies and is transformed into the problem of forming readiness for (future) professional activity of information and library specialists in the process of studying a foreign language at a university. Mastering general cultural and everyday vocabulary allows the future information and library specialist to work with sources of mass, popular scientific information, news and art works.		
Course requirements	1. For each classroom graduates have to prepare in advance, according to the schedule. 2. Assignments will be distributed throughout the semester, according to the schedule. They should be carried out within a specified time. 3. Most homework will include practice and few questions that can be answered by querying on the database. Search appropriate learning resources are required to prepare for independent work assignments. 4. Participation: graduates are required to attend class and to actively participate in class discussion and discussion of their home assignments. Attendance and participation is worth 15% of course grade. 5. Policy of academic behavior and ethics: graduates should be tolerant, respectful. Objections should be worded in the polite and correct form. Plagiarism and other forms of cheating are not allowed. It is not allowed to prompt and use cribs during midterm control and exams, to copy other graduates' assignments, to take an exam for another graduate. Graduates found guilty in falsifying information connected with the course receive a final "F" grade.		
Evaluation policy	Self-independent work description	Assignments weights	Course outcome
	Home assignments	35%	1,2,3,4,5
	Discussion points for each class meeting	35%	2,3
	Final Examination	30%	1,2,3,4,5
TOTAL		100%	1,2,3,4,5
Grading scale in percentage terms: 95% - 100%: A                      90% - 94%: A-			

	85% - 89%: B+	80% - 84%: B	75% - 79%: B-
	70% - 74%: C+	65% - 69%: C	60% - 64%: C-
	55% - 59%: D+	50% - 54%: D-	0% -49%: F
Discipline policy	In accordance with the Academic policy of the university homework or graduates' individual work deadlines may be extended in the event of extenuating circumstances (such as illness, emergencies, accidents, contingency, etc.) Graduates' attendance and participation in discussions and practical work in the classroom will be taken into account in its overall assessment of the discipline.		

### COURSE SCHEDULE

Week	Topic	Hours	Maximum grade
<b>Module 1 ESP</b>			
1	<p><b>Lesson 1.</b> <i>Grammar explanation: Face to Face (Elementary. Student's Book): Page 121: V0.2; Page 123: G1.1, G1.2, G1.3; Page 127: G3.1, G3.2, G3.3, G3.4, G3.5; Page 130: G4.1, G4.2, G4.3.</i></p> <p>Personal information: name, age, address, occupation, personal documents (passport, driving license, credit card, working ID card).</p> <p>Grammar: the verb 'have got'.1. Focus on information (ex-s)</p> <p>1. Focus on language (ex-s)</p> <p>2. Practice activities (definitions)</p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to learn how to communicate one's personal information (name, age, address, occupation);</li> <li>- to learn how to speak about one's personal documents (passport, driving license, credit card, working ID card);</li> <li>- to learn the forms of the verb 'have got'.</li> </ul>	1 h.	10
	<b>SIW Essay:</b> The Future Library specialist.		5
2	<p><b>Lesson 2.</b> <i>Calendar. Dates. Time and money. Phone numbers. Days of the week. Grammar: Prepositions of time. Grammar: Numerals.</i></p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to learn cardinal and ordinal numerals;</li> <li>- to learn how to convey numerical information;</li> <li>- to learn to speak about days of the week, dates, time, money, and phone numbers.</li> </ul> <p><i>Grammar explanation: Face to Face (Elementary. Student's Book): Page 125: G2.1, G2.2; Page 130: G4.4.</i></p>	1 h.	10
	<p><b>Lexical Topic:</b> "Library service"</p> <p>1. Self-check questions</p> <p>2. Vocabulary Use.</p>	1 h.	10
3	<p><b>Lesson 3.</b> <i>Library collections. Library space.</i></p> <p>1. Introduction of the active vocabulary relating to library collections and library space</p> <p>2. Learning how to express information about library collections and library space</p> <p>Achieved Can-Do results:</p> <ul style="list-style-type: none"> <li>- to learn how to express information about library collections;</li> <li>- to learn how to speak about the library space.</li> </ul>	1 h.	10

	<p><i>Grammar explanation:</i></p> <p><i>Face to Face (Elementary. Student's Book): Page 122: V1.2, V1.5; Page 124: V2.5; Page 125: RW2.1, RW2.2, RW2.3; Page 126: V3.3, V3.4, V3.5; Page 146: V12.1.</i></p>		
4	<p><b>Lesson 4.</b> <i>Library services. Library opening hours.</i></p> <p>1. Introduction of the active vocabulary relating to library services and library opening hours</p> <p>2. Learning how to express information about library services and library opening hours</p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to express information about the library services;</li> <li>- to speak about the library opening hours.</li> </ul> <p><i>Grammar explanation:</i></p> <p>(1) <i>Face to Face (Elementary. Student's Book): Page 139: G8.1; Page 143: G10.2; Page 143: G10.2.</i></p> <p>(2) <i>YouTube video on modal verbs:</i>  <a href="https://www.youtube.com/watch?v=u-u5A5_xxoo">https://www.youtube.com/watch?v=u-u5A5_xxoo</a></p>	1 h.	10
5	<p><b>Lesson 5.</b> <i>Library jargon. Rules of conduct in the library.</i></p> <p>1. Grammar: Modal verbs and their equivalents.</p> <p>2. Introduction of the active vocabulary relating to the library jargon and rules of conduct in the library.</p> <p>3. Learning how to use basic library terms and speak about the rules of conduct in the library.</p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to get to know how to use basic library terms;</li> <li>- to learn how to speak about the rules of conduct in the library;</li> <li>- to learn how to use basic modal verbs.</li> </ul>	1 h.	10
	<b>SIW</b> Rendering and analyzing of a specialty text		10
	<b>Rating control # 1</b>		20
	<b>Midterm Examination</b>		100
6	<p><b>Lesson 6.</b> <i>Library electronic resources. Grammar: Past Simple and Future Simple tenses.</i></p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to get to know how to speak about the library's electronic resources;</li> <li>- to learn how to use Past Simple and Future Simple tenses.</li> </ul>	1 h.	10
7	<p><b>Lesson 7.</b> <i>Borrowing and returning books. Finding books in the library.</i></p> <p>Grammar: Present, Past and Future Simple Passive.</p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to get to know how to speak about borrowing, returning and finding books in the library;</li> <li>- to learn how to use Simple Passive Voice tenses.</li> </ul>	1 h.	15
8	<p><b>Lesson 8.</b> <i>Library communication.</i></p> <p>Learning essential phrases for communication in the library</p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to become able to use the most essential phrases needed for the library communication.</li> <li>- to learn the useful phrases of the library context.</li> </ul>	1 h.	15
	<b>SIW 12.</b> Role-play. "At the Library"		10
9	<p><b>Lesson 9.</b> <i>Role-playing on the Library context.</i></p> <p><b>Achieved Can-Do results:</b></p> <ul style="list-style-type: none"> <li>- to learning model dialogues for communication in the library;</li> <li>- to practise role-playing in real library situations.</li> </ul> <p>In random pairs, learners role-play conversations on the suggested</p>	1 h.	15

	situations.		
10	<b>Lesson 10. Library staff. Preparing presentations. Learning how to speak about yourself as a member of the library staff.</b> <b>Achieved Can-Do results:</b> - to learn how to speak about yourself as a member of the library staff; - to prepare a self-presentation; - to prepare a flyer about yourself as a member of the library staff. Delivering individual presentations and presenting flyers before the colleagues and the teacher	1 h.	<b>15</b>
	<b>Rating control 2. Test</b>		20
	<b>Examination (in written form)</b>		<b>100</b>
	<b>Total</b>		<b>400</b>

**Faculty Dean**

M.S. Nogaybayeva

**Head of the Department**

G.S. Salimzhanovna

**Lecturer**

M.S. Ongarbayeva