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1. Conference track  
   • LCTL Methodology
2. Session type:  
   • Colloquium (or co-presented) paper (90 minutes)


4. Abstract: This paper describes an innovative program for integrating language learning in a second language context. Using Kazakh as an example, we will discuss the advantages of the functional-semantic approach in teaching both second-language learners and heritage speakers. This approach is especially useful in less commonly taught languages, of which Kazakh is a prime example. Among its numerous advantages include: intentionally building upon students’ prior learning, fostering students’ communication ability, and avoiding rote memorization of limited grammar and vocabulary. In addition, students learn topics which are communication based, and thus the structure of grammar and grammar system is reinforced by connecting the beginning level to advance level based on the same topic. This approach organizes the textbook according to the communicational and functional characteristics of the language.

5. Proposal. Teaching grammar is a complex process. Expression of relations and functional types of statements are mastered through grammar. Based on new approaches in teaching grammar, the teaching language, which is based on functional-semantic approach, has its advantageous because this approach systematizes the language and helps to master the richness of the language. Compared to structural approach, the structural approach is based on the grammar and linguistic knowledge. In the structural approach, learners can only acquire the grammar, but they cannot use the skills into their communication effectively and their level still remains as in the grammar rules. This hinders revelation of the richness of the language.

Advantages of using the functional-semantic approach in language teaching are based on the fact that language is considered as a functional semantic system. The purpose of the functional-semantic approach is to systematize vocabulary and syntactic structures. For example, in the teaching expression time by using functional-semantic approach, we will minimize the grammar tools at the same time we combine the communicative-functional characteristics of the time expressions in teaching. This topic include from beginners to advanced level of Kazakh. At the beginning level, the topic includes the expressing time (1 p.m., 2:35 p.m., etc.), expressing the date (29th of April, etc.), expressing time of day (morning, day time, evening) and meal times (breakfast, lunch, etc.). At the intermediate level, we include the expressions of habitual action (daily, every year), intervals (from 9 to 5), expressions of beginning and ending (since the fall, starting at 5) and expressions of indefinite time (around 5:00, for about 3 hours) etc. At the advanced level, we include more complicated topics such as expressions of time through idioms. Each level has sublevels and sublevels have their own hierarchy status in using the functional-semantic characteristics of the topics. The same topic is repeated at different levels by adding the extended functional-semantic characteristic.

By using this approach we reach following results: (1) it improves logical and content relations of the language; (2) it develops associative thinking skills and logical reasoning of the learners; (3) it helps to find semantically close components and helps to apply language appropriately; (4) it builds a teaching system taking into account the connection between different language units; This approach not only fits for Kazakh language but also other languages because the functional
– semantic approach captures the universal characters of languages which include functional semantic usage based in every language.

6. Comments for the Conference Chair This paper will be given in English. Powerpoint slides and handouts will be in English.

7. Submission Checklist
The submission has not been previously published, nor is it before another conference for consideration.

8. Presenters Information (Provide the following information for each presenter)
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