

## English: Grammar A (A703031)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0** **Study time 120 h**

**Course offerings and teaching methods in academic year 2023-2024**

|                |                |      |                  |
|----------------|----------------|------|------------------|
| A (semester 1) | Dutch, English | Gent | seminar          |
|                |                |      | independent work |

**Lecturers in academic year 2023-2024**

|                    |      |                    |
|--------------------|------|--------------------|
| Buelens, Liisa     | LW22 | staff member       |
| De Wilde, Vanessa  | LW22 | staff member       |
| Kusé, Michiel      | LW22 | staff member       |
| De Clerck, Bernard | LW22 | lecturer-in-charge |

**Offered in the following programmes in 2023-2024**

|  | <b>crdts</b> | <b>offering</b> |
|--|--------------|-----------------|
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)   | 4            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)   | 4            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)  | 4            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)  | 4            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)  | 4            | A               |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)  | 4            | A               |
| Exchange Programme Applied Language Studies  | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, French)  | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, German)  | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Italian) | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Russian) | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Spanish) | 4            | A               |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages(main subject Dutch, English, Turkish) | 4            | A               |

## Teaching languages

English, Dutch

## Keywords

Foreign Language Teaching, English Linguistics, Grammar

## Position of the course

The study unit "English Grammar A" (EISA) forms part of the course, because knowledge of grammar is an essential aspect of learning a foreign language. Along with "English: Grammar B"(EISB), it is taught in the first Bachelor year as a solid foundation for the other English study units of the same and subsequent years with a view to maintaining the course's horizontal and vertical coherence.

The study unit seeks to:

- grant the students insight into the terminology used to refer to English grammar and the syntax of the English sentence;
- grant the students a concise overview of the main grammar rules;
- grant the students insight into, and practical knowledge of, the tenses that are used to refer to the present and the past.

These are the cornerstones for both written and oral language skills.

Exchange students may take up this course unit. No prior knowledge of Dutch is required for this module.

The study unit "English Grammar A" (EISA) consists of the following sub-units:

- Basics (EISA\_BA)
- Grammar (EISA\_GR)

## Contents

The study unit "English Grammar A" (EISA) consists of the following sub-units:

- Basics (EISA\_BA)
- Grammar (EISA\_GR)

EISA\_BA: These classes are restricted to four sessions and provide a concise but thorough overview of the main grammar rules of English. This crash course ought to enable the students to solve grammar problems in other language practice courses even when these problems have not been explored yet in the main course.

EISA\_GR: In the first lectures, students are familiarised with the structure of the English sentence and the associated terminology relevant for syntactic analyses. A major part of the course is devoted to the use of tenses in English to refer to the present and the past. The course content is ordered linearly: it first introduces general concepts and principles, such as discourse, time-tense-aspect, sequences of tenses, and these are then constantly referred to. During the lectures, theory and practice alternate each other. Students also get a reading assignment on a particular aspect of grammar, the content of which is tested on the exam.

## Initial competences

Students should have a B1/B2 level (according to the common European framework).

## Final competences

- 1 Having a basic command of English grammar rules with regard to morphology and syntax and the expression of present and past time in English. [B12; assessed]
- 2 Having a basic command of English grammar rules with regard to the morphology of nouns, adjectives and adverbs as well as the different kinds of pronouns. [B12; assessed]
- 3 Having a basic command of the terminology used in English syntax on sentence and word level, both from a formal and a functional perspective. [B13; assessed]
- 4 Knowing how to recognise, interpret and label grammatical structures, especially with regard to the analysis of word classes and simple, compound and complex sentences. [B13; assessed]
- 5 Recognising and interpreting English syntactic structures with special attention for contrastive comparison with the Dutch language. [B13; assessed]
- 6 Having a strong language awareness. [B31; not assessed]
- 7 Critically reflecting on their own thinking, learning, decisions and actions. [B33; not assessed]
- 8 Displaying intellectual curiosity and a lifelong learning attitude. [B34; not assessed]
- 9 Answering exam questions in correct English. [B63; assessed]
- 10 Recognising and interpreting language variation in the English language, especially with regard to grammatical aspects. [B13; assessed]

### Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

### Teaching methods

Seminar, Independent work

### Extra information on the teaching methods

Seminar: on the basis of this interactive teaching method students acquire and apply the basic grammar rules of English based on examples and exercises. Seminars include syntactic analysis, fill-out exercises on the use of present and past tenses, complemented with translation exercises which underscore the differences between English and Dutch. Answers are systematically explained and linked to the theory. Students also need to justify their answers by using the metalanguage that is offered.

Self-reliant study activities: some exercises need to be prepared in advance, followed by general and individual feedback. Students also submit online assignments with examples of grammatical phenomena.

### Learning materials and price

Books:

- Swan, Michael. Practical English Usage [latest edition]. Oxford University Press
- Longman Dictionary of Contemporary English (latest edition). London: Longman.

These are excellent reference books, but they are not systematically integrated in the course itself.

Course material

- Syllabus English Grammar EISA theory + exercises
- Syllabus English Grammar Basics EISA-BA

Learning platform:

- Online exercises

Other:

- Handouts

estimated costs: 40 euros

### References

Biber, Douglas et al. (1999), Longman Grammar of Spoken and Written English. London: Longman.

Biber, Douglas et al. (2002), Longman Student Grammar of Spoken and Written English. London: Longman.

Huddleston, Rodney and Geoffrey K. Pullum, eds. (2002), The Cambridge Grammar of the English Language. Cambridge: CUP.

Huddleston, Rodney and Geoffrey K. Pullum (2005), A Student's Introduction to English Grammar. Cambridge: CUP.

De Clerck, Bernard and Klaar Vanopstal (2015). Patterns of verb regularisation in British, American and Indian English. A closer look at -t/-ed variation. In P. Collins (ed.) *Grammatical Variation in English World-Wide*. Amsterdam: John Benjamins. 335-371.

Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985). A Comprehensive Grammar of the English Language. London: Longman.

These references may change, depending on the reading assignment.

### Course content-related study coaching

Students can sit a diagnostic test for Basics at the beginning of the academic year, which allows them to assess their grammatical competence. Exercises in class. Extra exercises via the learning platform Individual feedback during office hours or by appointment. There is a written test following the Basics component, with additional feedback.

### Assessment moments

end-of-term and continuous assessment

### Examination methods in case of periodic assessment during the first examination period

Written assessment

### Examination methods in case of periodic assessment during the second examination period

Written assessment

**Examination methods in case of permanent assessment**

Written assessment

**Possibilities of retake in case of permanent assessment**

examination during the second examination period is possible

**Extra information on the examination methods**

1st session

Written test (1/6), 1st quarter

Written exam (5/6)

2nd session

100% written exam

**Calculation of the examination mark**

1st session:

written test (1/6)

written exam (5/6)

2nd session: 100% written exam

**Facilities for Working Students**

It is possible to be exempted from class attendance.

It is possible to take the exam at a different moment throughout the academic year.

It is possible to get feedback by appointment during/after office hours.

Students with a special status, please consult: [https://www.ugent.](https://www.ugent.be/prospect/en/administration/application/special-status)

[be/prospect/en/administration/application/special-status](https://www.ugent.be/prospect/en/administration/application/special-status)

**Addendum**

EISA