

## English: Grammar C (A703035)

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

**Credits 5.0**

**Study time 150 h**

**Course offerings in academic year 2024-2025**

**Lecturers in academic year 2024-2025**

Buelens, Liisa

LW22

staff member

De Clerck, Bernard

LW22

lecturer-in-charge

**Offered in the following programmes in 2024-2025**

**crdts**

**offering**

**Teaching languages**

English, Dutch

**Keywords**

English; Grammar

**Position of the course**

The main aim of the unit of study 'English Grammar C' (E2SC) is to provide an in-depth study of modality and modal verbs in English. In addition, problem areas in English grammar are elaborated on in advanced exercises. It builds on the first bachelor study units 'English Grammar A' (E1SA) and 'English Grammar B' (E1SB). The orientation is mainly practical (correct application of the rules of grammar when producing text), but also provides a more in-depth theoretical framework with relevant academic papers, enabling the student to reflect on grammatical problems related to language variation and language varieties. Reflection is also linked to the reading assignment, complemented with a corpus study, analysis of harvested data or critical reflection.

Exchange students may take up this course unit, for which no prior knowledge of Dutch is required.

**Contents**

This course focuses on modals and modality. In addition, first year topics are revised (including tenses, conditionals, etc.) and other problem areas that were only dealt with succinctly in the first bachelor course get a more in-depth treatment. The course focuses on the nominal constituent (adjectives, articles, pronouns and determiners), on adverbials, complementation patterns (e.g. on infinitival and gerund constructions), collocations and it elaborates on constituent order and complex patterns. Contrastive reference is made to Dutch and other languages where relevant. Additional attention is paid to topics in linguistics and research related to language variation and cross-varietal differences regarding the realization and use of certain structures and language-related aspects (e.g. accents, non-binary pronouns, etc.). The course mainly focuses on differences between varieties of English. Students get an assignment which can range from a literature study or corpus analysis to a survey. Results are presented in a report, which serves as the basis of further activities in English Practice D.

**Initial competences**

The final objectives of the different English units of study of the first bachelor year.

**Final competences**

- 1 Having an advanced command of English grammar rules with regard to the morphology and the use of nouns, adjectives and adverbs as well as the different kinds of pronouns. [B12; assessed]
- 2 Having an advanced command of English grammar rules with regard to morphology and the

expression of all tenses in English, passive, conditional and causative structures as well as modals. [B12; assessed]

- 3 Recognising and interpreting English syntactic structures with special attention to contrastive comparison with the Dutch language. [B13; assessed]
- 4 Recognising and interpreting language variation in the English language, especially with regard to grammatical aspects. [B13; assessed]
- 5 Having an informed opinion about norm and variation in the English language. [B13; assessed]
- 6 Answering exam questions in correct English. [B63; assessed]
- 7 Having a strong language awareness. [B31; with assessment]
- 8 Critically reflecting on their own thinking, learning, decisions and actions. [B33; not assessed]
- 9 Displaying intellectual curiosity and a lifelong learning attitude. [B34; not assessed]
- 10 Command the use of modal verbs in English [B12, assessed]
- 11 Using the right grammatical terminology to refer to aspects of modality [B13, assessed]

#### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

#### 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 advanced grammar rules of English based on examples and exercises. Seminars include fill-out exercises on modality, adjectives, adverbs, complementation patterns, etc., 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.

Independent work: students get an assignment (possible topics: language variation and change, collocations, lexicogrammar, or more general topics in linguistics) with a reading assignment complemented with either corpus analysis, the analysis of harvested data or critical reflection on a larger reading sample. The assignment constitutes 20% of the final mark based on the final assessment after feedback

#### Study material

None

#### References

- Biber, Douglas et al. (1999), Longman 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.
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- Swan, M. (2005) Practical English Usage, third edition. Oxford University Press. Longman Dictionary of Contemporary English [latest edition]. London: Longman
- These references may change, depending on the nature of the assignment.
- Examples from reader (to be selected based on topic of interest)
- Edworthy J, Hellier E, Rivers J. The use of male or female voices in warnings systems : A question of acoustics. Noise Health [serial online] 2003 [cited 2022 Sep 26];6:39-50. Available from: <https://www.noiseandhealth.org/text.asp?2003/6/21/39/31683> (no pdf in Ufora Folder)
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Dewaele, Jean-Marc & James McCloskey (2015) Attitudes towards foreign accents among adult multilingual language users, *Journal of Multilingual and Multicultural Development*, 36 (3), 221-238, DOI: 10.1080/01434632.2014.909445

Nejjari W, Gerritsen M, van Hout R, Planken B (2020) Where does a 'foreign' accent matter? German, Spanish and Singaporean listeners' reactions to Dutch-accented English, and standard British and American English accents. PLoS ONE 15(4): e0231089. <https://doi.org/10.1371/journal.pone.0231089>

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Sethi, Shyam; Rho, Daniel; Vasquez, Arel; Worley, Taylor C.; Park, Lindsay. 2020. How Do Foreign Accents Impact Perception and Credibility? [How Do Foreign Accents Impact Perception and Credibility? \(escholarship.org\)](https://escholarship.org/uc/item/3w70h4t9)

Frances, C., Costa, A., & Baus, C. (2018). On the effects of regional accents on memory and credibility. *Acta Psychologica*, 186, 63-70. doi:10.1016/j.actpsy.2018.04.003

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Lev-Ari, S., & Keysar, B. (2010). Why don't we believe non-native speakers? The influence of accent on credibility. *Journal of Experimental Social Psychology*, 46 (6), 1093-1096. doi: 10.1016/j.jesp.2010.05.025.

Stocker, L. (2017). The impact of foreign accent on credibility: An analysis of cognitive statement ratings in a Swiss context. *Journal of Psycholinguistic Research*, 46, 617-628. doi: 10.1007/s10936-016-9455-x

Björkman, B. (2017). Singular they and the syntactic representation of gender in English. *Glossa: A Journal of General Linguistics*, 2(1), 80, 1-13. <https://doi.org/10.5334/gjgl.374>

Conrod, K. (2019). Names before pronouns: Variation in pronominal reference and gender. In D. K. E. Reisinger (Ed.), *Proceedings of the Northwest Linguistics Conference 33*. UBCWPL.

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#### Course content-related study coaching

- Exercises in class
- Extra exercises via the Ufora learning platform
- Mock exam
- Individual feedback during office hours or by appointment.
- Online Q&A sessions related to the assignment. Individual and general feedback

#### Assessment moments

- end-of-term 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**

Assignment

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

examination during the second examination period is possible

**Extra information on the examination methods**

Written exam (100%). The exams consist of fill in the gaps exercises, translations (alternative exercises are provided for exchange students), motivate your choice and questions on the assignment

The report accounts for 20% of the final mark and involves tackling the main issues in the reading assignment and proper execution of the corpus assignment or the analysis of one's own gathered data to illustrate the linguistic phenomena at hand.

**Calculation of the examination mark**

See heading 'explanatory note to the evaluation methods'

**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.be/prospect/en/administration/application/special-status>

**Addendum**

E2SC