

English: Grammar C (A703035)

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

Credits 5.0 **Study time 150 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 Clerck, Bernard LW22 lecturer-in-charge

Offered in the following programmes in 2023-2024

	crdts	offering
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, French)	5	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, German)	5	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Italian)	5	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Russian)	5	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Spanish)	5	A
Bachelor of Arts in Applied Language Studies: a combination of at least two languages(main subject Dutch, English, Turkish)	5	A
Exchange Programme Applied Language Studies	5	A
Linking 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)	5	A
Linking 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)	5	A
Linking 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)	5	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)	5	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)	5	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)	5	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)	5	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)	5	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)	5	A

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

Learning materials and price

Books:

Swan, M. (2005) *Practical English Usage*, third 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

Handouts and exercises for each unit are provided online

Learning Platform

Additional revision exercises

Mock exam

Other

Reader with academic articles (online)

handouts (hard copies)

Recordings available on request

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.

Rohdenburg, G. & J. Schlüter (2010) *One Language, Two Grammars? Differences between British and American English*. Cambridge. Cambridge University Press.

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)

Niebuhr, O., & Michalsky, J. (2019). Computer-generated speaker charisma and its effects on human actions in a car-navigation system experiment: or how Steve Jobs' tone of voice can take you anywhere. In Misra S. et al. (eds) *Computational Science and Its Applications – ICCSA 2019*. Lecture Notes in Computer Science, vol. 11620: 375-390. Springer, Cham. https://doi.org/10.1007/978-3-030-24296-1_31

Cambre, Julia & Kulkarni, Chinmay. (2019). One Voice Fits All?: Social Implications and Research Challenges of Designing Voices for Smart Devices. *Proceedings of the ACM on Human-Computer Interaction*. 3. 1-19. 10.1145/3359325.

Anderson R.C., & Klofstad, C.A. (2012). Preference for leaders with masculine voices holds in the case of feminine leadership roles. *PLoS ONE*, 7(12): e51216. <https://doi.org/10.1371/journal.pone.0184441>

[1371/journal.pone.0051216](https://doi.org/10.1371/journal.pone.0051216)

Alexander, Emma; Bank, Caroline; Yang, Jie Jessica. 2014. Asking for Help from a Gendered Robot. Proceedings of the Annual Meeting of the Cognitive Science Society, 36(36). <https://escholarship.org/uc/item/3w70h4t9>

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>

Okim Kang & Katherine Yaw (2021): Social judgement of L2 accented speech stereotyping and its influential factors, *Journal of Multilingual and Multicultural Development*.

Sethi, Shyam; Rho, Daniel; Vasquez, Areli; 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

Jiang, X., Gossack-Keenan, K., & Pell, M. D. (2020). To believe or not to believe? How voice and accent information in speech alter listener impressions of trust. *Quarterly Journal of Experimental Psychology*, 73 (1), 55-79. doi:10.1177/1747021819865833

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.

Hekanaaho, L. (2022). A thematic analysis of attitudes towards English nonbinary pronouns. *Journal of Language and Sexuality*, 11(2), 190-216. <https://doi.org/10.1075/jls.21025.hek>

Konnolly, L., & Cowper, E. (2019). Gender diversity and morphosyntax: An account of singular they. *Lingbuzz/003859*.

Palanica, A., Lopez, L., Gomez, A., & Fossat, Y. (2022). Effects of Including Gender Pronoun Questions in Surveys. *Frontiers in Psychology*, 13, Article: 873442. <https://doi.org/doi:10.3389/fpsyg.2022.873442>

Konnolly, L., & Cowper, E. (2019). Gender diversity and morphosyntax: An account of singular they. *Lingbuzz/003859*.

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Federale Diversiteit Netwerk. (2022). *Tips voor genderinclusief schrijven*. Federale Overheid België.

Gilquin, G. 2018. 'American and/or British influence on L2 Englishes – Does context tip the scale(s)?'. In S.C. Deshors (ed.) *Modeling World Englishes: Assessing the Interplay of Emancipation and Globalization of ESL Varieties*, pp. 187-216. Amsterdam: John Benjamins

Kostadinova, V. (2018). Attitudes to usage vs. actual language use: The case of literally in American English: American English speakers know how and why they use literally. *English Today*, 34(4), 29-38. doi:10.1017/S0266078418000366

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