

PROGRAMA DE LA ASIGNATURA: Gramática Inglesa III

CARRERA/S: Profesorado de Inglés

ORDENANZA/S PLAN DE ESTUDIOS:

Profesorado Ord. 430/2009

RÉGIMEN DE CURSADA: Primer cuatrimestre

CARGA HORARIA: 4 horas semanales

DEPARTAMENTO: Lingüística Teórica

ORIENTACIÓN: Gramática Inglesa

EQUIPO DE CÁTEDRA:

Profesora a cargo: Anabel Monteserin

Asistente de docencia: María Teresa Araya

Asistente de docencia: María del Rosario Tartaglia

1. RATIONALE

Grammar was thought to be a system of rules that tells you how to speak and write correctly, according to certain norms or standards. However, the concept of grammar nowadays has acquired the status of science and its main objective is not only to describe but also explain the way any linguistic system works. Thus, the study of English Grammar from this perspective will provide teachers-to-be essential knowledge about the target language as both learners and future professionals.

This course will be carried out within the framework of Generative Grammar, i.e. the study of the human Faculty of Language developed by Chomsky (1957), specifically, the study of language concerned with “sentence construction” and the syntactic rules that group words together to form phrases and sentences. A grammar can be defined as the rules for the formation of syntactic structures and associated sounds and meanings, and a language is the set of all such triples defined by the grammar. The underlying thesis of this framework, Generative Grammar, is that sentences are generated by a subconscious set of procedures and that these procedures are part of our cognitive abilities. The goal of syntactic theory is to describe and explain these procedures. In generative grammar, the means for modelling these procedures is through the explication of the procedures that are thought to generate the sentences of a language, hence the name *generative* grammar.

Relevant implications for teaching and learning can be derived from the underlying premises of this approach. That is, the study of language as a natural object inevitably implies the discovery and formulation of the formal mechanisms that operate in the language system through abstraction and deduction. Consequently, learning generative syntax implies observing data, arguing in favour of one analysis over another, using arguments drawn from language data (empirical arguments) and from the theory (theoretical arguments) to evaluate proposals, making predictions and generalizations and accepting or rejecting theoretical assumptions. Adopting this view on language analysis will guarantee students can both critically relate to the notions under study and creatively apply the central notions in the bibliography to their productions in the target language and their future tasks of teaching and planning lessons. That is, in each unit, learners will be directed to reflect on the role this knowledge about the grammar of the language has not only in their development of the target language but also as a tool that grounds the planning of their lessons.

An explicit and conscious analysis of the grammatical properties of the target language will enable learners to develop deep and conscious knowledge of the target language they will then teach. With this aim in mind, learners will be guided to: (1) systematize and explain the relevant grammatical properties of the L2, (2) anticipate errors and possible areas of difficulties of their students, (3) develop solid theoretical knowledge that will guide them to plan lessons, design activities and device suitable actions taking into account those areas of difficulties, and (4) analyse the underlying causes of errors and guide learners to consciously correct them.

2. AIMS AND OBJECTIVES

2.1 AIMS

This course seeks

- To help learners to deepen their solid theoretical knowledge to describe the syntax of the English language both descriptively and theoretically with the specific metalanguage;
- to derive general implications as to the ways in which language-specific rules are related to general principles; and
- to guide learners in the scientific study of language and describe different linguistic problems;
- to encourage learners to read theoretical analyses critically;

- to contribute to learners' development of the different cognitive and metacognitive strategies that will help them engage in the analysis of English data problems and employ the empirical and theoretical arguments that best account for them;
 - to promote learners' self-monitoring and self-evaluation of their mistakes to improve their performance in the target language;
 - to guide learners to become aware of their individual learning strategies and broaden their scope to have them self-regulate their learning;
 - to help learners become more autonomous and self-directed in their learning processes;
- and
- to develop a cooperative attitude towards learning.

2.2 OBJECTIVES

This course intends

- to help students learn the main concepts about verb types, and their arguments' semantic and syntactic restrictions in all of them;
- to have learners become familiar with the steps to analyse and describe linguistic data;
- to enable them to recognise and characterise different structures in English by resorting to the formal criteria involved in the identification of their semantic and syntactic characterizations;
- to have them understand the relevance of knowing about the formal workings of English to identify, predict and explain their errors in the target language;
- to sensitise learners to detect and explain instances of Interlanguage (IL) errors in their and other classmates' language productions theoretically;
- to assist learners to relate the theoretical descriptions under study to other languages, English varieties and Second Language Learners' (SLLs) productions to analyse and explain the ways in which the structures under study are manifested;
- to analyse SLLs' productions and their underlying rules to inform the design and analysis of activities;
- to encourage learners to evaluate pieces of evidence, and the organization and back-up of valid arguments and the presentation of general conclusions to develop their linguistic awareness.

Upon the completion of the course, learners are expected:

- to have gained solid knowledge of the descriptions of the English language as to the semantic and syntactic properties analysed in this course;
- to have grown familiar with the rhetorical conventions, steps and terminology to describe formal processes accurately;
- to have acquired the empirical and theoretical argumentation adopted in this course to engage in language analyses critically;
- to have grown adept at analysing their productions in the target language through the linguistic knowledge gained; and
- to detect the relevant grammatical properties of the L2, that will help them to anticipate errors and possible areas of difficulties in their own and their students' IL.

3. ANALYTICAL CONTENTS & READING MATERIALS

Unit 1: The basics and Second/Foreign Language acquisition.

Grammar and variation. Analysis of underlying assumptions on grammar teaching in ESL activities. Theta Theory. Arguments and predicates. The Theta Criterion and the Projection Principle. Apparent violations of the Theta Criterion: Lexical saturation of the theme with activity verbs, lexical saturation of the reflexive object, lexical saturation of the reciprocal object. Saturation by means of empty categories. Predicate types: transitive, unergative and unaccusative verbs: semantic and syntactic properties. Unaccusative vs unergative: semantic and syntactic diagnostic tests. Syntactic argumentation, data analysis and description, relevant generalizations. Interlanguage and Second language acquisition. Stages of L2 acquisition in verb types and *errors* SLLs' produce. Syntactic argumentation: (1) data analysis, (2) intital and counter-evidence, (3) hypothesis refinement, and (4) generalizations.

Reading materials

Carnie, A. (2021). Generative Grammar. In A. Carnie (Ed.), *Syntax. A Generative Introduction* (pp.1-6). Wiley.

Carnie, A. (2021). Generative Grammar. In A. Carnie (Ed.), *Syntax. A Generative Introduction* (pp.243-259). Wiley.

Larson, R. (2010). Constructing Arguments I. In R. Larson (Ed.), *Grammar as Science* (pp.179-186). The MIT Press.

Larson, R. (2010). Constructing Arguments II. In R. Larson (Ed.), *Grammar as Science* (pp.201-207). The MIT Press.

Saville-Troike, M. (2006). Introducing Second Language Acquisition. In M. Saville-Troike. *Introducing Second Language Acquisition* (pp.1-5, 16-21). Cambridge University Press.

Further readings¹

Escutia, M. (2008). Transfer and Universal Grammar in unaccusative constructions errors. *Miscelánea: A journal of English and American studies*, 37(pp. 23-38). ISSN: 1137-6368.

Schäfer, F. (2009). The causative alternation. *Language and Linguistics Compass*, 3(2), 641-681. <https://doi.org/10.1111/j.1749-818x.2009.00127.x>

Unit 2: Case and A-movement.

Case Assigners and assignees. Case Assignment under canonical government and spec-head agreement. Structural Case: types. Nominative, accusative, oblique. The concept of Abstract Case. The Case Filter. Burzio's generalization. Conditions for accusative case assignment. Exceptional Case Marking: in small clauses, in *believe*-type sentences, in for complementizer and in resultatives with unergative verbs. A-movement. The Extended Projection Principle vs. Case assignment. Properties of A-movement: formation of A-chains. Movement in raising, passive and unaccusative constructions.

Reading materials

Carnie, A. (2021). DP Movement. In A. Carnie (Ed.), *Syntax. A Generative Introduction* (pp.331-360). Wiley Blackwell.

Koenenman, O. and Zeijlstra, H. (2017). Case Theory. In. O. Koenenman and H. Zeijlstra (Eds.) *Introducing Syntax* (pp.163-172). Cambridge University Press.

Further readings

Escutia, M. (2012). Expletives and Unaccusative Predicates in L2A. *Higher Education of Social Science*, (2) 3, pp. 1-14. DOI:10.3968/j.hess.1927024020120203.3022.

¹ Readings labelled *Further Reading* are the ones used in this course to illustrate SLA phenomena and SLLs' errors as presented in the research papers. Data and their results will be explained during lessons for students to work with these data and analyse them, group them considering their common syntactic properties, explain them and detect which pedagogical actions can aid SL development.

Unit 3: Empty Categories

Inventory of empty categories. PRO and control Theory. Features of PRO and NP traces: case and thematic properties that restrict their distribution. Predicate types: thematic and syntactic properties that set them apart: (1) Raising vs. Subject control predicates and (2) ECM vs. Raising predicates. Tests to prove their different thematic properties: *expletive* insertion, selectional restrictions and *that*-clause paraphrase. Analysis of IL productions and their sources.

4. COURSE METHODOLOGY

-Class activities:

To complete this plan, learners will be asked to actively engage in different activities:

- asking and answering questions;
- sentence analysis;
- exemplifying;
- analysing sentences in a minimal pair;
- explaining grammatical and ungrammatical sentences;
- explaining errors in their L2 productions or those of others;
- comparing English and Spanish in the same linguistic phenomena;
- solving reverse analysis exercises; and
- reflecting and solving quick response exercises.
- constructing examples of their own to test certain hypotheses;
- providing (counter)evidence to challenge a hypothesis or solve a syntactic problem; and
- reworking a coherent description or proposing a new hypothesis or thesis for a theoretical description.

- Tutorials

- **Individual tutorials** are offered. Students can consult the teachers about any doubt they might have concerning any of the theoretical or practical issues discussed in class or to clear out doubts in connection to the reading materials.
- **Group tutorials** to discuss any problems students might encounter while reading the theory assigned or their doubts about exercises and the steps to complete them.

- **On-line tutorials** via Zoom are offered for those who cannot enroll for the other types of tutorials. Learners generally join a Zoom meeting and this can be arranged as an individual or group session.

- **PEDCO**

The site for the subject at PEDCO has an interactive board where students will find all the necessary information. These will include links to: (1) the general doubts' forum; (2) Power Point Presentations of synchronous lessons; (3) Weekly Practical Guides and subsequently uploaded keys to some exercises, **only if/when** needed; (4) Videos of those asynchronous theoretical presentations to aid the reading of the theoretical material and (5) Practical assignments.

The platform also shows the course calendar, which specifies key dates for exams, important discussions and special events. In here, contact information, when and where the class meets and the timetable for tutorials are offered.

- **Written assignments**

Learners have to complete a number of written assignments connected with the theoretical concepts discussed during the course. They are generally asked to write one or two by the end of each unit. Some section of the written assignments or an assignment also serves a secondary and essential function: to have learners revise the specific terminology in the field used in a specific description. These will be termed theory check-ups and complement the course assessment on the direct retrieval of the concepts under discussion. In this last case, they are generally completed at PEDCO as multiple-choice exercises or short questions.

5. ASSESSMENT AND EVALUATION IN THE COURSE

5. 1 ASSESSMENT

Students are expected to:

- participate in class discussions actively;
- read and interpret the reading material critically;
- use technical vocabulary accurately;
- establish connections between theoretical descriptions and data;
- analyse language data to find patterns and make general descriptions;

- provide relevant evidence to support a generalization; and
- write coherent argumentation pieces.

5.2 EVALUATION

In order to qualify as a regular student, students:

- should have obtained a passing mark of 4 or above in 60% of class assignments;
- should have passed the two written exams with a mark of 4 or above or their make-ups.
- should have passed two term tests or their corresponding make-ups.

Written term tests will consist in solving linguistic problems, analysing and describing language data critically and using the appropriate technical terms with the strategies and concepts discussed in class. Their corresponding make-up exams also consist of a written exam that is done in class and contains exercises in every relevant way similar to the ones they carry out in class. For **term test 2** students will be asked to analyse the concepts dealt with in IL productions as well.

In case students do not meet these requirements, they will be considered extra-mural students.

In order to pass this subject for “promoción”, students:

- should have obtained a mark of 7 or above in 70% of written assignments;
- should have passed the two written exams with a mark of 7 or above, without failing any of them (you should not have had to sit for any make-up exam).

The final mark will result from the average of both term exams and the practical assignments

Final exams

Regular students

The final exam for regular students will consist of a qualifying written exam which is made up of two parts. These will include activities where students will have to integrate the concepts learnt during the course. These will require them to: (1) provide a description of the relevant processes using the correct terminology: IL productions, data from other languages, English

and different English varieties; and (2) to characterize a given phenomenon and provide evidence for a generalization will also be tested through statements and syntactic argumentation exercises.

Extra-mural students

They must have worked on the totality of the syllabus corresponding to the course taught the previous year. Learners sitting during the winter recess on the second call should have worked with that same year's syllabus.

Exams for these learners will consist of a qualifying written exam, similar to the tests regular students have taken during the course. It will consist of three different types of activities. The first one will involve the analysis of concepts presented in different units of the syllabus to show they can accurately describe and explain the processes and concepts in this syllabus. The other two will be similar to the ones regular students have taken during the course. These will require learners to apply the knowledge this course addresses in new contexts through the explanation of a syntactic problem and the construction of examples of their own to test certain hypotheses. Students will also have to analyse language data of any of the sources provided in class and provide a coherent description or propose a possible hypothesis or thesis for the theoretical description provided.

6. TENTATIVE SCHEDULE

Weeks 1, 2 and 3: Unit 1. Written assignment # 1. Theory check-up.

Weeks 4, 5 and 6: Unit 1. Written assignment # 2.


Week 7: Revision and integration. Mid-term exam # 1.

Weeks 8, 9, 10: Unit 2. Make-up exam #1, week 9.

Weeks 11, 12 and 13: Unit 2 and Unit 3.

Weeks 14 and 15: Revision and integration. Mid-term exam # 2 (end of week 15).

Week 16: Make-up.


Prof. Paola Scilipoti y Prof. Leticia Tacconi
Dirección del Departamento de Linguística


Prof. Anabel Monteserin