

PROGRAMA DE LA ASIGNATURA: Gramática Inglesa II

CARRERA/S: Profesorado en Inglés | Traductorado en Inglés

ORDENANZA/S PLAN DE ESTUDIOS: Profesorado en Inglés Ord. 430/2009 | Traductorado en Inglés Ord. 499/2011

AÑO LECTIVO: 2023

RÉGIMEN DE CURSADA: 2º Cuatrimestre

CARGA HORARIA: 4 horas semanales, 60 horas en el cuatrimestre

DEPARTAMENTO: Lingüística

ÁREA: Lingüística Teórica

ORIENTACIÓN: Gramática Inglesa

EQUIPO DE CÁTEDRA: **Rocío Albornoz**

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1. The course rationale

The subject English Grammar II is part of both the Teacher Training and the Translation courses of studies. It is the third out of five English grammar courses in the former, and the third and last one in the latter. This subject takes place during the second term of first¹ year of both courses of studies.

In this subject, students will continue acquiring basic knowledge about English grammar at the same time they will reflect on how the language works. This means that students will not only gain linguistic knowledge but also learn about the scientific method applied to study language, which is fundamental to later take methodological decisions when

¹ It is worth mentioning that the first year of both courses of studies is actually the second year students attend University because they have generally attended the introductory course the year before this one.

teaching and translating. This can only be done if learners reflect upon the principles that regulate language, and on language's systematic functioning.

Consequently, English Grammar II will present challenges for students, as they will have to put themselves in a linguist's shoes. They will complete tasks in which they have to formulate hypotheses, and back them up with linguistic data; to explain ungrammatical data; to identify the source of error in an interlanguage production; to propose and back up the best translation of certain structures; among other tasks. Students are expected to solve linguistic problems² by applying the central concepts discussed in the reading materials and lessons, and by using syntactic argumentation reasoning.

2. AIMS AND OBJECTIVES OF THE COURSE

7.1 Aims according to the study programme

The general aims of English Grammar II according to both the Teacher Training (Ord. 430/2009) and Translation courses (Ord. 499/2011) of studies are the ones below:

- to have students acquire the grammar of English in a descriptive fashion; and
- to have students apply the knowledge gained in the subject to other subjects in English.

7.2 General aims of the course

The course intends to relate to both the theoretical concepts students will learn during the course and the strategic competence they will develop during the learning process. These strategies might come in handy in the near future either for the subjects they will take in their course of studies or for their professional careers as teachers of English or translators.

This course attempts to:

- introduce learners to the main concepts related to subordination in English;

² To analyse and discuss possible solutions to linguistic problems, the subject will resort to the analyses proposed in the Generativist Framework.

- guide students to use the accurate metalinguistic terminology when describing and analysing the language;
- provide students with opportunities to use cognitive and metacognitive strategies;
- offer instances for students to practise their critical thinking skills; and
- equip learners with some strategies or tools that will help them as future professionals.

7.3 Specific objectives of the course

With respect to the theoretical contents of the syllabus, the objectives of the subject are to have learners:

- identify the difference between main and subordinate clauses;
- acquire the main concepts regarding subordination in English: types, distribution, and function;
- incorporate tools to differentiate declarative from interrogative clauses;
- distinguish between integrated and supplementary relative clauses; and
- acquire the main concepts and issues concerning non-finite subordinate clauses: introductory element, type of subject, function, etc.

In relation to the strategies expected to be developed in the course, the objectives are to have learners:

- apply tools to analyse linguistic data and derive hypotheses in relation to how the language works;
- provide evidence to prove their hypotheses right or wrong;
- provide generalizations on the rules of the language; and
- anticipate possible challenges present and past participial subordinate clauses might present for both teachers and translators, and suggest potential ways to overcome those problems.

3. CONTENTS REQUIRED BY THE STUDY PROGRAMME

The three units proposed for the English Grammar II course have been pulled together considering the minimum contents required by the study programme of both the Teacher Training and Translation courses of studies. The minimum contents are the ones listed below:

- Characteristics of the subordinate clause depending on the Inflection type: finite and non-finite clauses.
- The gerund and its realizations in the structure.
- The infinitive and its realizations in the structure.

4. SPECIFIC CONTENTS OF THE SYLLABUS

Unit 1: Looking inside sentences.

Revision of functional categories. The category of IP. Independent clauses vs. dependent clauses. Finiteness: main verbs and auxiliary verbs. Grammatical information associated with verbs. Argument structure to identify subordinate clauses in a sentence.

Unit 2: Finite Subordinate Clauses: distribution, types, and functions.

Subordination. Distributional properties of subordinate clauses: subject, adjunct or complement clauses.

Complement clauses types: declarative and interrogative clauses. Matrix verb selection of sentence type. Complementizers. Selection of CP.

Relative clauses. How they are introduced. Their relativized position. Integrated vs. Supplementary relative clauses.

Unit 3: Non-Finite Subordinate Clauses.

Types of non-finite subordinate clauses: *to*-infinitive clauses, bare infinitive clauses, *-ing* clauses, and past participle clauses.

Similarities and differences between finite and non-finite complement clauses. Selection for finiteness.

Subjectless non-finite clauses. Functions of non-finite clauses. Non-finite clauses with an overt or non-overt subject.

-ing and past participial clauses. Challenges for teaching and translation.

5. METHODOLOGICAL PROPOSAL OF THE SYLLABUS

The lessons' dynamics in the English Grammar II course follow an adaptation of the 'Flipped learning' approach proposed by Sams and Bergmann (2014). English Grammar II, students will be asked to complete a guide that contains practical exercises guided through theoretical questions related to the reading material assigned in each unit. Then, during the lesson, students will have the opportunity to test their understanding of the readings and to think of possible hypotheses, examples, or evidence to solve the tasks in the guide. The guides will be completely revised in class. Here students will have the chance to clarify their doubts and to check whether their answers are correct.

English Grammar II aims at highlighting the systematic nature of language and the relations among the different parts of the grammar. This means that this subject intends to make students aware of the complexity and nature of the language system. Therefore, students will not only describe the grammar but also apply the scientific method.

Hence, in the theoretical-practical guides students will have to answer questions that will carefully guide students to explain new concepts and linguistic phenomena, to propose hypotheses, to test them, and to back them up with linguistic data. By following the steps proposed in the guides, students will be able to provide generalizations on how the language works.

Some of the exercises that will be included in the guides are the ones classified by Bosque and Gallego (2016). These are inverse analysis exercises, exercises of ungrammatical sequences analysis, minimal pair exercises, and exercises of ambiguous sequences analysis. All of them aim at having students play the linguist's role, to think about the way in which the structure of language contributes to the interpretation of sentences, and to come up with generalizations or principles that underlie language production.

The input selected for the exercises will be taken from authentic material students read in other subjects such as English Language I³, and from their own productions found in English Language I compositions. Following the terms of Avellana and Kornfeld (2019), special emphasis will be made on the notion of *grammaticality* and *ungrammaticality* in relation to the different varieties analysed in the texts.

6. ASSESSMENT AND EVALUATION

6.1 Requirements to pass the subject

In compliance with the University and Faculty regulations, to qualify as *alumno regular*, students should meet these requirements:

- pass at least 70% of the total number of assignments with a minimum pass-mark of 4 (four); and
- pass two term exams or their corresponding make-up exams with a minimum pass-mark of 4 (four).

Students with a very good record of performance can qualify as *alumno promocional*, which implies not having to sit for the final exam. They should meet the following requirements:

- pass at least 70% of the total number of assignments with a minimum pass-mark of 7 (seven); and
- pass two term exams with a minimum final mark of 7 (seven).

6.2 Final exam

As an attending student (*alumno regular*)

The final exam consists of a written exam in which all the topics covered in the term will be tested.

³ Some of the texts that will be used are: Minchin M. (2021, April 8). *Quiet hours*. SmokeLong Quarterly. <https://www.smokelong.com/stories/quiet-hours/> and Weinstein A. (2020). *The year of nostalgia*. Project MUSE. <https://muse.jhu.edu/article/745944/pdf>

As an extramural student (*alumno libre*)

The final exam consists of a written exam in which all the topics in the syllabus will be tested.

7. SCHEDULE ORGANISATION

7.1 Lessons

Students will attend two weekly lessons on:

- Tuesdays 10 – 12
- Thursdays 10 – 12

7.2 Tutorials

Individual tutorials will be offered during office hours. Each member of the team will provide coaching lessons one hour per week. During office hours, students can ask about specific doubts they have in relation to the reading materials or to the tasks that they could not solve during the lessons.

8. TENTATIVE SCHEDULE

The contents of the syllabus will be covered throughout the term following the tentative schedule below:

August	September	October	November
Unit 1	Unit 1- Unit 2	Unit 2- Unit 3	Unit 3

Written Assignment #1: during the last week of August

Written Assignment #2: during the last week of September

Mid-term exam #1: during the first week of October

Written Assignment #3: during the last week of October

Mid-term exam #2: during the first week of November.

Make-up tests 1 & 2: during the last week of November.

9. COMPULSORY AND OPTIONAL BIBLIOGRAPHY

Unit 1

- Burton-Roberts, N. (2011) Sentences within sentences (pp. 171-174). In *Analysing sentences. An Introduction to English Syntax. Third Edition*. Pearson Education Limited. **(further reading)**
- Tallerman, M. (2020). Looking Inside Sentences. (Pp. 77-84). *Understanding Syntax. Fifth Edition*. Routledge.
- Tallerman, M. (2020) Looking inside sentences. (Pp. 93-97) *Understanding Syntax. Fifth Edition*. Routledge.

Video (watch up to minute 11, and then from minute 24 onwards)

- [Linguistics and English Language at the University of Edinburgh]. (2014, October 2). *Generative Syntax 4.2-4.4: Sentence Structure* [Video]. YouTube. <https://www.youtube.com/watch?v=kwBEHF-SVsg>

Unit 2

- Burton-Roberts, N. (2011) Sentences within sentences (pp. 179-185). In *Analysing sentences. An Introduction to English Syntax. Third Edition*. Pearson Education Limited.
- Carnie, A. (2013). *Syntax. A Generative Introduction. Third Edition*. (211-213). Wiley Blackwell.
- Carnie, A. (2013). *Syntax. A generative Introduction. Third Edition*. (250-254) Wiley Blackwell.
- Huddleston, R. and G. Pullum. (2007) Relative Clauses. (183-192) In *A Student's Introduction to English Grammar*. Cambridge University Press.
- Tallerman. (2020). Looking Inside Sentences. (Pp. 285-296) *Understanding Syntax. Fifth Edition*.

Video (watch up to minute 7:25)

- Carnie, A. (2020, September 1). *Video 7.2: What is a clause*. YouTube. Retrieved September 1, 2023, from <https://www.youtube.com/watch?v=MOtouOMwCQ4>

Unit 3

- Huddleston, R. and G. Pullum. (2007) Relative Clauses. (204-214) In *A Student's Introduction to English Grammar*. Cambridge University Press.
- Larson, R. (2010). Complement Sentences II (Pp. 297-308). In *Grammar as Science*. Massachusetts Institute of Technology.

10. REFERENCES SECTION

Avellana, A., & Kornfeld, L. (2019). Enseñanza de la gramática: una propuesta basada en la variación lingüística. *Quintú Quimiin*, 3.

Bosque, I., & Gallego, Á. J. (2016). La aplicación de la gramática en el aula: recursos didácticos clásicos y modernos para la enseñanza de la gramática. *RLA. Revista de lingüística teórica y aplicada*, 54(2), 63-83. <https://doi.org/10.4067/s0718-48832016000200004>

Sams, A., y Bergmann, J. (2014). *Dale la Vuelta a tu clase: Lleva tu clase a cada estudiante, en cualquier momento Y cualquier Lugar*. Ediciones SM España.



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