



# Course Specification

## (Postgraduate Programs)

<b>Course Title:</b> Advanced English Grammar
<b>Course Code:</b> 6201TEFL-3
<b>Program:</b> Master of Arts in Teaching English as a Foreign Language
<b>Department:</b> Department of English
<b>College:</b> College of Languages and Translation
<b>Institution:</b> King Khalid University
<b>Version:</b> 5
<b>Last Revision Date:</b> October 30, 2024



## Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods: .....	4
C. Course Content: .....	7
D. Students Assessment Activities: .....	8
E. Learning Resources and Facilities:.....	8
F. Assessment of Course Quality: .....	10
G. Specification Approval Data:.....	10



## A. GENERAL INFORMATION ABOUT THE COURSE

### 1. COURSE IDENTIFICATION

#### 1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

#### 2. Course Type

A.  University  College  Department  Track

B.  Required  Elective

#### 3. Level/year at which this course is offered: (Semester 1/Year 1)

#### 4. Course General Description

The Advanced English Grammar course serves as an in-depth exploration into the intricate elements of English grammar, adopting both prescriptive and descriptive approaches. The course intricately delves into verb categories such as tense, aspect, mood, modality, and voice, as well as nuanced topics like conditional sentences and non-finite verb forms. While maintaining its essence of investigating grammar in context through authentic materials, the course further refines its focus to provide a comprehensive understanding of linguistic diversity in formal and informal registers. The overarching goal of the course is not only to enhance the grammatical proficiency of advanced learners but also to empower MA students to employ effective and ethically responsible instructional strategies for teaching English as a Foreign Language (EFL).

#### 5. Pre-requirements for this course (if any)

N/A

#### 6. Co-requirements for this course (if any)

N/A

#### 7. Course Main Objective(s)

The principal objectives of the Advanced English Grammar course are as follows:

To impart an in-depth understanding of the foundational principles of grammar, including its historical evolution and the distinctions between prescriptive and descriptive grammar.

To equip students with the skills required to analyze and apply various grammatical structures such as tenses, aspects, moods, and verb forms, with a particular focus on issues



that pose challenges to non-native speakers.

- To enable students to distinguish and implement complex sentence constructions, including conditional sentences, infinitives, participles, and gerunds, as well as the intricacies of the English noun phrase.
- To cultivate a respectful and ethically responsible approach towards the complexities of English grammar, thus preparing MA students to be autonomous and effective educators in the realm of English language teaching.

The course aims to foster both personal grammatical proficiency and pedagogical efficacy, emphasizing the need for mutual respect and ethical conduct within academic and teaching environments.

## 2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid Traditional classroom E-learning	-	-
4	Distance learning	-	-

## 3. CONTACT HOURS

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	-
3.	Field	-
4.	Tutorial	-
5.	Others (specify)	-
	<b>Total</b>	<b>45</b>

## B. COURSE LEARNING OUTCOMES (CLOS), TEACHING STRATEGIES AND ASSESSMENT METHODS

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>			
1.1	Understand the	K1	Historical Overviews to	Assessed



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	foundational principles of grammar, including its evolution and the dichotomy between prescriptive and descriptive approaches.		examine the evolution of grammar.  Debate Sessions to explore the prescriptive vs. descriptive paradigms.	through Midterm Test and Final Exam.
1.2	Recognize the major categories of the English verb, encompassing tense, aspect, mood, modality, and voice.	K1	Expert Lectures focusing on tense, aspect, mood, modality, and voice.  Interactive Webinars featuring real-world examples.	Assessed through Midterm Test and Final Exam.
1.3	Differentiate between the indicative and subjunctive moods, and their respective uses in context.	K1	Contextual Exercises to identify moods.  Comparative Analyses of indicative and subjunctive in authentic texts.	Assessed through Midterm Test and Final Exam.
<b>2.0</b>	<b>Skills</b>			
2.1	Analyze and apply various tenses, aspects, and moods in English, focusing on the indicative and subjunctive.	S1	Sentence Construction Workshops with a focus on indicative and subjunctive moods.  Interactive Skill Drills to identify and correct mistakes.	Assessed through Homework/As signments/Class Participation, and Final Exam.
2.2	Demonstrate competence in the use of modal and semi-modal verbs to express a range of modal meanings.	S3	Targeted Role Plays to express modal meanings.  Expert-led Workshops on the nuances of modal and semi-modal verbs.	Assessed through Homework/As signments/Class Participation, and Final Exam.
2.3	Understand and construct conditional sentences,	S1	Scenario-based Exercises to practice cause and effect relations.	Assessed through Homework/As signments/Class





Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	incorporating variations in cause and effect, and open or unreal conditions.		Hands-on Sentence Manipulation Activities to explore open and unreal conditions.	s Participation, and Final Exam.
2.4	Differentiate and apply non-finite verb forms, including infinitives, participles, and gerunds, and their roles in sentence construction.	S1	Mini-Lectures on infinitives, participles, and gerunds.  In-depth Sentence Analysis Exercises.	Assessed through Homework/Assignments/Class Participation, and Final Exam.
2.5	Apply knowledge of direct and indirect speech, as well as the intricacies of the English noun phrase including restrictive and non-restrictive relative clauses.	S3	Exercises on Restrictive and Non-restrictive Relative Clauses.  Case Studies focusing on the shift from direct to indirect speech.	Assessed through Homework/Assignments/Class Participation, and Final Exam.
<b>3.0</b>	<b>Values, Autonomy, and Responsibility</b>			
3.1	Exhibit respect for the linguistic diversity and complexities of English grammar when interacting in academic settings.	V1	Multicultural Discussion Panels.  Language Sensitivity Training in academic contexts.	Assessed through observations during Presentation and Class Participation.
3.2	Demonstrate autonomy in identifying and applying complex grammatical structures, for both personal proficiency and instructional purposes.	V4	Independent Research Assignments.  Strategy Sharing Sessions for peer learning.	Assessed through observations during Presentation and Class Participation.
3.3	Employ ethical considerations in the interpretation and teaching of	V2	Workshops on Academic Integrity and Ethics.	Assessed through observations during



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	grammar, upholding standards of fair competition and teamwork.		Collaborative Activities promoting fair competition and teamwork.	Presentation and Class Participation.

### C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	<b>Introduction to Grammar:</b> <ul style="list-style-type: none"> <li>Definitions and Perspectives on Grammar.</li> <li>Historical Overview of Grammar Evolution.</li> <li>A Comparative Study: Prescriptive vs. Descriptive Approaches.</li> </ul>	4.5
2.	<b>Grammatical Categories of the English Verb:</b> <ul style="list-style-type: none"> <li>Exploring Tense, Aspect, Mood, Modality, and Voice.</li> </ul>	4.5
3.	<b>The Dynamics of the Indicative Mood:</b> <ul style="list-style-type: none"> <li>A Study of Tenses: Present, Past, and Future.</li> <li>Interplay of Tense and Aspect: Delving into the Progressive and Perfect Constructs.</li> </ul>	4.5
4.	<b>Modal and Semi-modal Verbs in English:</b> <ul style="list-style-type: none"> <li>Expressing Various Modal Meanings: Ability, Possibility, Permission, Expectation, Inference, Belief, Characteristic Behavior, and More.</li> </ul>	7.5
5.	<b>Unraveling the Subjunctive Mood:</b> <ul style="list-style-type: none"> <li>Synthetic vs. Analytical Approaches.</li> <li>Expressions of Preference and Regret within the Subjunctive Mood.</li> </ul>	4.5
6.	<b>The Conditional in Linguistic Context:</b> <ul style="list-style-type: none"> <li>Anatomy of the Conditional Sentence: Examining Cause and Effect, Open Conditions, Unreal Conditions (Present/Future and Past References), Mixed Types, and Inversions.</li> <li>A Deeper Look into Omissions of "If."</li> </ul>	4.5
7.	<b>Non-finite Forms of the English Verb:</b> <ul style="list-style-type: none"> <li>Comprehensive Study of the Infinitive, Participle, and Gerund.</li> <li>Distinctions Between Verbal Adjectives and Verbal Nouns.</li> <li>Analyses of Infinitival and Participial Constructions.</li> </ul>	6
8.	<b>Direct vs. Indirect Speech:</b> <ul style="list-style-type: none"> <li>Mechanisms and Structures Involved in Reported Speech.</li> </ul>	4.5





9.	<b>Dynamics of the English Noun Phrase:</b> <ul style="list-style-type: none"> <li>Relative Clauses: A Comparative Analysis of Restrictive and Non-restrictive Clauses.</li> </ul>	4.5
<b>Total</b>		45

## D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Test	7th week	20%
2.	Presentation	Continuous assessment	10%
3.	Homework/Assignments/Class participation, term paper	Continuous assessment	20%
4.	Final Exam	13th week	50%

## E. LEARNING RESOURCES AND FACILITIES

### 1. REFERENCES AND LEARNING RESOURCES

<b>Required Textbooks</b>	<p>DeCapua Andrea (2008) Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers, Springer: New York.</p> <p>Hewings, Martin (2005) Advanced Grammar in Use, 2nd edition, Cambridge: Cambridge University Press.</p> <p>Vince, Michael (2009) Advanced Language Practice, 3rd edition, Macmillan: Oxford.</p>
<b>Essential References</b>	<p>Berry, Roger (2012) English Grammar: A Resource Book for Students, Routledge: Oxford.</p> <p>Ellis, R. (2006). Current Issue in the Teaching of Grammar: An SLA perspective. TSOL Quarterly, vol. 40, no.1, 83-107.</p> <p>Graver, B. D. (1986) Advanced English Practice, 3rd edition, Oxford University Press: Oxford.</p> <p>Greenbaum, Sidney (1996) The Oxford English Grammar, Oxford University Press: New York.</p> <p>Huddleston, Rodney and Geoffrey K. Pullum (2005) A Student's Introduction to English Grammar, Cambridge University Press: New York.</p> <p>Leech, Geoffrey and Jan Svartvik (2013) A Communicative Grammar of English, 3rd edition, Routledge: New York.</p> <p>Lester, Mark (2017) Advanced English Grammar for ESL Learners, 2nd edition, McGraw-Hill: New York.</p>







	Williams, James D. (2005) The Teacher's Grammar Book, 2nd edition, Lawrence Erlbaum Associates, Publishers: London.
Electronic Materials	<ol style="list-style-type: none"> <li>1. <b>Corpus of Contemporary American English (COCA)</b> <ul style="list-style-type: none"> <li>• A comprehensive linguistic corpus that offers valuable insights into modern grammatical usage.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>2. <b>Grammarly Premium for Academic Use</b> <ul style="list-style-type: none"> <li>• An advanced version of Grammarly which includes specific checks for academic writing.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>3. <b>JSTOR Linguistics Collection</b> <ul style="list-style-type: none"> <li>• A repository of scholarly articles related to language and linguistics, including grammar.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>4. <b>Purdue OWL (Online Writing Lab)</b> <ul style="list-style-type: none"> <li>• Provides resources on various elements of English grammar with a focus on academic writing.</li> <li>• <a href="#">Website</a></li> </ul> </li> </ol>
Other Learning Materials	<ol style="list-style-type: none"> <li>1. <b>"Cambridge Grammar of English" Interactive CD-ROM</b> <ul style="list-style-type: none"> <li>• Complements the textbook by offering interactive exercises and real-world language examples.</li> </ul> </li> <li>2. <b>The "Treebank" Database</b> <ul style="list-style-type: none"> <li>• A parsed corpus of texts which can be utilized for syntactical analysis.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>3. <b>"Grammar Girl's Quick and Dirty Tips" Podcast</b> <ul style="list-style-type: none"> <li>• Provides easily digestible tips on complex grammar topics, suitable for those pursuing advanced studies.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>4. <b>TED-Ed Original lessons about Grammar</b> <ul style="list-style-type: none"> <li>• A series of video lessons and discussions that delve into the complexities of English grammar.</li> <li>• <a href="#">Website</a></li> </ul> </li> </ol>

## 2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas





Items	Resources
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

## G. SPECIFICATION APPROVAL DATA

<b>COUNCIL /COMMITTEE</b>	English Department Council
<b>REFERENCE NO.</b>	4-27/3/46
<b>DATE</b>	September 30, 2024

