

LT2232: ENGLISH LINGUISTICS – COMMUNICATIVE FUNCTIONS OF GRAMMAR

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

English Linguistics – Communicative Functions of Grammar

Subject Code

LT - Linguistics and Translation

Course Number

2232

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

According to the famous linguist, T. Givón (1993), grammar is not a set of rigid rules that must be followed in order to produce grammatical sentences. Grammar, instead, is a set of strategies that a speaker employs in order to produce coherent communication. If grammar is for communication, then some important questions follow, which constitute the themes of this course and will be answered one by one:

- How can a grammar be used for communication?
- Why do different languages have different “rules” ?
- What are the grammatical rules in English meant to communicate?
- Why are they the way they are?

To fulfil communicative purposes, a grammar must provide ‘means’ for speakers to communicate whatever they want to communicate. Then the task of teaching grammar is not just about “what” , but also involves “why” , since what is in the grammar (the rules) is motivated by what needs to be communicated (the functions). The course proposes a fundamental challenge to the traditional grammar teaching method in exploring the mapping relations between form and function. Each language has a unique way of associating form and meaning, just as different people have different personalities. The course is meant to capture English grammar by understanding its unique “personality” in terms of form-function mapping strategies.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Exercise critical thinking, organizational capability and oral skills.	25		x	x
2	Apply the learned analytical theoretical constructs to addressing 1-3 puzzling issues in English grammar.	25	x	x	x
3	Explain the functional mechanisms in English grammar and demonstrate a clear understanding of the grammatical system of English.	25	x	x	x
4	Apply the knowledge and the ability learned in class to the analysis of an English-Chinese bilingual text (“Making Sense of English” - the MSE Project).	25	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Students will critically engage with weekly reading tasks to enhance and consolidate learning	1, 2, 3	2-4 hours per week

2	Individual and group production	Students will discuss the discussion question posted for the week and produce a short essay for group work and presentation	1, 2, 3	1-2 hours/sem
---	---------------------------------	---	---------	---------------

Additional Information for LTAs

Weekly reading and discussion questions will be posted ahead of time for preview and group activities.

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	In-class participation, discussion and activities	1, 2, 3	20	Students can use GenAI tools to brainstorm and gather information. However, they should not present texts generated or translated by GenAI tools as their own original work.	Yes
2	Weekly production and presentation: creative production in weekly assignment, quiz and discussion	1, 2, 3	20	Students can use GenAI tools to brainstorm and gather information in weekly assignment and discussions. However, they should not present texts generated or translated by GenAI tools as their own original work. For quizzes, GenAI tools are not allowed.	Yes

3	Midterm assignment and presentation: students will engage in group activities to provide Q&As for understanding English grammar	1, 2, 3	20	Students can use GenAI tools to gather information, format references, and edit language. However, they should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. They should not present texts generated or translated by GenAI tools as their own original work.	Yes
4	“Making Sense of English” (MSE) Project: students will apply what is learned in class to a hands-on project on analysing an English-Chinese bilingual text	1, 2, 3, 4	20	Students can use GenAI tools to gather information, format references, and edit language. However, they should give proper acknowledgment to all the content from GenAI tools that they incorporated into the project and keep a journal of their GenAI conversations. They should not present texts generated or translated by GenAI tools as their own original work.	Yes

Continuous Assessment (%)

80

Examination (%)

20

Examination Duration (Hours)

2

Assessment Rubrics (AR)

Assessment Task

In-class participation, discussion and activities (20%)

Criterion

Active participation in the in-class discussion and activities

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence of the said ability

Assessment Task

Weekly production and presentation (20%)

Criterion

Clear, interesting, and well-organized oral presentation

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

Midterm assignment and presentation (20%)

Criterion

Clear, interesting and well-delivered arguments for the chosen approach

Excellent (A+, A, A-)

Excellent ability in demonstrative the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

MSE Project (20%)

Criterion

Clear, interesting and well-argued analysis of a set of chosen data with an abstract for conference presentation

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Assessment Task

Final exam (20%)

Criterion

Demonstration of command of the subject matter taught in the course; Clarity, accuracy, and fluency in writing

Excellent (A+, A, A-)

Excellent ability in demonstrating the said criteria

Good (B+, B, B-)

Good ability in demonstrating the said criteria

Fair (C+, C, C-)

Satisfactory ability in demonstrating the said criteria

Marginal (D)

Barely adequate evidence in demonstrating the said criteria

Failure (F)

Little or no evidence in demonstrating the said criteria

Part III Other Information

Keyword Syllabus

Topics to be covered in class discussion include:

Grammar and Communication

The Unique Personality of English

Subject vs. Object

Types of Verbs and Types of Complements

Main vs. Subordinate

Count vs. Mass Nouns

Reference and Definiteness

Tense, Aspect, and Modality

Active vs. Passive voice

Polysemy of Prepositions

Rules and Exceptions

Reading List

Compulsory Readings

Title	
1	Givón, T. (1993). English grammar: A function-based approach. #Amsterdam: Benjamins. https://books.google.com.hk/books?id=TWZM1bFFMSkC&printsec=frontcover&dq=Givon+English+grammar&hl=zh-TW&sa=X&ved=2ahUKEwjg9O-x4NbsAhWDIqYKHQ6ABMwQ6AEwAHoECAIQAg#v=onepage&q=Givon%20English%20grammar&f=false
2	劉美君 (2012) 《英文文法有道理》著。臺灣：聯經出版。 https://www.books.com.tw/products/0010557304

Additional Readings

Title	
1	Nil