THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title: Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level: 5
Course Title: Teaching Grammar and Vocabulary
Course Code: ENG3323
Department: Department of English Language Education (ELE)
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: English
Course Level: 3

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility;
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. Course Synopsis

This course enables students to develop practical skills for teaching grammar and vocabulary in a purposeful and contextualized manner in primary and secondary school classrooms in Hong Kong. Students will micro-teach to try out teaching strategies learnt. The course also helps students to further develop their own grammatical and lexical competence and awareness, which will benefit their teaching competence.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO1  Demonstrate greater understanding of the rationale and principles of grammar and vocabulary teaching and how this teaching can support students’ language learning; [PILO5 (SPK2)]; and

CILO2  Plan, design and implement English language lessons with a focus on helping school students use English with greater grammatical competence and a wider range of vocabulary. [PILO4 (SPK1), PILO5 (SPK2) & PILO6 (SPK3)].

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO1  Demonstrate further development in their grammatical and lexical competence; [PILO3 (SK3)]; and

CILLO2  Demonstrate greater awareness of grammar and vocabulary learning skills. [PILO3 (SK3)].

4. Content, CILOs, CILLOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>• Basic principles for teaching grammar: teaching language to mean, using language to mean.</td>
<td>CILOs 1 &amp; 2</td>
<td>Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecture and peer feedback, reflection, using online dictionaries.</td>
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<tr>
<td>• Grammar teaching strategies: integrating form, meaning, purpose and context using a text approach.</td>
<td>CILLOs 1 &amp; 2</td>
<td></td>
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<tr>
<td>• Basic principles for teaching vocabulary: what constitutes the learning of a word (pronunciation, spelling, meaning, collocation, use, etc.).</td>
<td>CILOs 1 &amp; 2</td>
<td>Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecture and peer feedback, reflection, using online dictionaries.</td>
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<tr>
<td>• Vocabulary learning and teaching strategies: semantic field, multiple</td>
<td>CILLOs 1 &amp; 2</td>
<td></td>
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- Teaching grammar and vocabulary in listening, reading, speaking and writing lessons.
- Planning English language lessons with a focus on teaching grammar and vocabulary; writing appropriate learning objectives for purposeful and contextualized grammar and vocabulary teaching and learning.
- Designing appropriate learning activities and materials to facilitate purposeful and contextualized grammar and vocabulary teaching and learning.
- Evaluating the effectiveness of available resources (e.g. textbooks) for grammar and vocabulary teaching and learning.
- Micro-teaching to try out teaching strategies; Lecturer and peer feedback to support reflection of the effectiveness of implementation.

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<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/CILLOs</th>
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<td>(a) A teaching unit including: a unit plan for teaching grammar and vocabulary using a text-based meaning-focused approach and related learning materials</td>
<td>80%</td>
<td>CILOs 1 &amp; 2</td>
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<td>(b) A 600-word script of classroom instruction for teaching vocabulary</td>
<td>20%</td>
<td>CILLO 2</td>
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6. Required Text(s)

Nil

7. Recommended Readings


Curriculum Development Council (2002). *Key learning area curriculum guide (Primary 1-Secondary 3)*. Hong Kong: EDB.

Curriculum Development Council (2004). *English language curriculum guide (Primary 1-6)*. Hong Kong: EDB.

Education Department. (1993). *Teaching grammar and spoken English: A handbook for Hong Kong schools*. Hong Kong: Education Department.


8. Related Web Resources

Learning and Teaching Grammar
http://www.bbc.co.uk/worldservice/learningenglish/teach/grammar/
http://www.educationworld.com/a_lesson/lesson/lesson334.shtml
http://a4esl.org/
http://www.testyourenglish.net/english-online/menu/grammar-subjects.html
http://www.oup.com/elt/catalogue/guidance_articles/14867483?cc=gb#one
http://www.brinternet.com/~ted.power/games.htm

Learning and Teaching Vocabulary
http://pbskids.org/lions/games/
http://www.funbrain.com/words.html
http://www.wordplays.com/p/index
http://www.primarygames.com/reading.htm
http://word-games.pogo.com/

9. Related Journals

ELTJ

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. Others

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018