THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Certificate in Professional Development Programme on Teaching Grammar in Context
Programme QF Level	:	6
Course Title	:	Teaching Grammar in Context
Course Code	:	ENG5401
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	30
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	5

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 explores the rationale, principles and strategies for teaching grammar in context to better support English language learning and teaching in KS2 and KS3. It introduces a text-based, meaning-focused approach to grammar teaching, supported by a variety of classroom teaching strategies. The course will support teachers in guiding their students to raise their grammatical awareness and understand grammar forms and functions to make meaning in context, thus addressing such issues as language fluency, comprehension and accuracy in both a contextualised and coherent way. Teachers will analyse and evaluate sample learning materials as well as adapt and design their suitable materials for their students.

2. **Course Intended Learning Outcomes (CILOs)**

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

   CILO$_1$ Analyse the effectiveness of current grammar teaching approaches and practices and develop an understanding of the principles and strategies for contextualized grammar teaching and form-meaning relationships;

   CILO$_2$ Design and evaluate practical activities to support students' grammar learning; and

   CILO$_3$ Strengthen both competence and confidence in the teaching of grammar in context in KS2 and KS3 English classrooms.

3. **Course Intended Language Learning Outcomes (CILLOs)**

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

   CILLO$_1$ Further develop their grammatical awareness and competence.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Rationale for grammar teaching in a foreign/second language teaching context: the need for comprehensible input, noticing, comprehensible output and internalization (leading to automatisation).	*CILOs 1 & 2*	Lecture, modelling, workshop, seminar, discussion, sharing.
● Principles for grammar teaching: purposeful and contextualised; form-meaning relationships, grammar as meaning making; thinking as a necessary part of learning (vs acquisition).	*CILOs 1 & 2*	Lecture, modelling, workshop, seminar, discussion, sharing.

A text-based, meaning-focused approach to grammar teaching and strategies for integrating form, meaning, purpose and context e.g., contrasting comparable forms for different meanings, crossing out forms resulting in loss of meaning, different sequencing for different meanings, dictogloss, creating contexts (and meanings) for a form.	*CILOs 1, 2 & 3* *CILLO1*	Lecture, modelling, workshop, seminar, discussion, sharing, guided directed study, presentation, discussion, sharing, microteaching.

5. Assessment

Assessment Tasks		Weighting	CILOs/ CILLOs
(a)	A unit of learning for teaching a chosen grammar form using a text-based meaning-focused approach, including: a plan; and	50%	*CILOs 1,2 & 3* *CILLO1*
(b)	Presentation of individual poster illustrating a text-based, meaning focused strategy for grammar teaching, and peer feedback on others' presentations.	50%	*CILOs 1,2 & 3* *CILLO1*

6. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide: Spoken and written English grammar and usage*. Cambridge: Cambridge University Press.

Celce-Murcia, M. (2002). Why it makes sense to teach grammar through context and through discourse. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching in second language classrooms* (pp. 119–134). Mahwah, NJ: Lawrence

Erlbaum.

Collins, L. (2007). L1 differences and L2 similarities: Teaching verb tenses in English. *ELT Journal, 61*(4), 295-303.

Cullen, R. (2008). Teaching grammar as a liberating force. *ELT Journal, 62*(3), 221-30.

Curriculum Development Council. (2017). Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6). Hong Kong: EDB.

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

Derewianka, B. (2011). *A new grammar companion for teachers*. Newtown, N.S.W.: Primary English Teaching Association.

House, J. (2009). The grammar gallimaufry: Teaching students to challenge the grammar gods. *English Journal, 98*(3), 98-102.

Jones, R. H. & Lock, G. (2011). *Functional grammar in the ESL classroom: Noticing, exploring and practising*. Basingstoke: Palgrave Macmillan.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Boston, MA: Heinle, Cenage Learning.

Maley, A. (1983) (2nd Edition). *Drama techniques in language learning*. (Oxford: Oxford University Press)

Parrot, M. (2010). *Grammar for English language teachers* (2nd Edition). Cambridge: Cambridge University Press.

Rinvolucri, M. (1984). *Grammar games: Cognitive, affective and drama activities for EFL students*. Cambridge: Cambridge University Press.

Shak, J., & Gardner, S. (2008). Young learner perspectives on four focus-on-form tasks. *Language Teaching Research, 12*(3), 387-408.

Swan, M. (2017) (4th Edition) *Practical English Usage*. Oxford: Oxford University Press

Thornbury, S. (1999). *How to teach grammar*. Essex: Longman.

Wright, A. et al. (2006) (3rd Edition). *Games for language learning*. Cambridge: Cambridge University Press

Thornbury, S. (2005). *Uncovering grammar: How to help grammar emerge*. London, Macmillan Education.

9. Related Web Resources

Nil

10. Related Journals

ELT Journal

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

12. Others

Nil

15 July 2025