THE HONG KONG INSTITUTE OF EDUCATION
Course Outline

Part I

Programme Title : Certificate in Professional Development Programme for English Teachers (Saturday Mode)
Course Title : Teaching Grammar in Context
Course Code : ENG5401
Department : Department of English Language Education (ELE)
Credit Point : 3
Contact Hours : 30
Pre-requisite(s) : Nil
Medium of Instruction : English
Level : 5

Part II

1. Synopsis

This course explores the rationale, principles and strategies for teaching grammar in context to better support English language teaching and learning in KS2 and KS3. It introduces a text-based, meaning-focused approach to grammar teaching, supported with a variety of classroom teaching strategies. The course will facilitate teachers in enabling their students to raise their grammatical awareness and understand grammar forms as meaning in context, thus addressing language fluency, comprehension and accuracy in both a contextualized and coherent way. Teachers will analyze and evaluate samples of appropriate learning materials as well as adapt and design their own materials suitable for their students.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

CILO₁ Analyze 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 (PILO1);

CILO₂ Design and evaluate practical activities to support students’ grammar learning (PILO2);

CILO₃ Strengthen both competence and confidence in the teaching of grammar in context in KS2 and KS3 English classrooms (PILO3).

3. Course Intended Language Learning Outcomes (CILLOs)

Upon successful completion of this course, students should be able to:

CILLO₁ Further develop their grammatical awareness and competence.
4. **Course Content**, **CILOs, CILLOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs/ CILLOs</th>
<th>Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>● Rationale for grammar teaching in a foreign/second language teaching context: the need for comprehensible input, noticing, comprehensible output and internalization (leading to automatisation).</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, modelling, workshop, seminar, discussion, sharing.</td>
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<tr>
<td>● Principles for grammar teaching: purposeful and contextualised; form-meaning relationships, grammar as meaning making; thinking as a necessary part of learning (vs acquisition).</td>
<td>CILO₁ CILO₂</td>
<td>Lecture, modelling, workshop, seminar, discussion, sharing.</td>
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<tr>
<td>● 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.</td>
<td>CILO₁ CILO₂ CILO₃ CILO₁</td>
<td>Lecture, modelling, workshop, seminar, discussion, sharing, guided directed study, presentation, discussion, sharing, microteaching.</td>
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5. **Assessment**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
<th>CILOs/ CILLOs</th>
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<tbody>
<tr>
<td>● A unit of learning for teaching a chosen grammar form using a text-based meaning-focused approach, including: a plan; and</td>
<td>50%</td>
<td>CILO₁ CILO₂ CILO₃ CILO₁</td>
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<tr>
<td>● Related learning materials.</td>
<td>50%</td>
<td>CILO₁ CILO₂ CILO₃ CILO₁</td>
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6. **Required Text(s)**

None

7. **Recommended Readings**

1-12.
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

To be advised

9. Related Journals
10. Others

Mode of Delivery

To cater for the schedules of teachers in schools and their difficulties in being released from teaching, the programme will be offered on 5 consecutive Saturdays twice a year, once in Semester 1 (7, 14, 21, 28 November and 5 December 2015) and once in Semester 2 (23, 30 April and 7, 21, 28 May 2016).

Each Saturday will be a stand-alone seminar exploring a strategy for teaching grammar in context, an area currently identified by EdB as a priority for teachers’ professional development.

Participants who attend all of the 5 Saturday sessions and complete the assignment tasks either within one semester or across two semesters, will be considered as having completed the course, and will be awarded a certificate of programme completion.

The 30 course hours are organized as follows:
5 Saturdays x 6 hours (3 hours of lecture / modelling / workshop / seminar / discussion in the morning + 3 hours of guided directed study / presentation / sharing in the afternoon)