THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	English Grammar for Teachers II
Course Code	:	ENG2250
Department	:	Department of Linguistics and Modern Language Studies (LML)
Credit Point	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*Nil*
Medium of Instruction	:	English
Level	:	2

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 provides opportunities for students to develop their grammatical knowledge of the English language. Specific attention focuses on processes of sentence formation and complex sentence structures. The course attempts to analyze grammar from an integrated perspective, drawing insights from both formalist and functional approaches. Pedagogical implications link the concepts of syntax to real communicative events in the context of Hong Kong school classrooms.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ Demonstrate a sound understanding of the key concepts in standard English grammar;

CILO$_2$ Analyse short texts to show how different meanings are conveyed through different grammatical choices;

CILO$_3$ Use knowledge of English grammar to identify and explain learners' errors; and

CILO$_4$ Evaluate and adapt textbook materials for grammar teaching.

3. Course Intended Language Learning Outcomes (CILLOs)

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

CILLO$_1$ Demonstrate the use of appropriate metalanguage to discuss English errors and grammatical choices in text.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Clause structure and processes of sentence formation in English: ➢ Clause types and speech acts ➢ Interrogation ➢ Negation	*CILO$_{1,2\ \&\ 3}$ CILLO$_1$*	Readings, lectures, tutorials, exercises, class activities, group work and elearning.
● Complex sentences– combining messages: ➢ Coordination ➢ Subordination ➢ Relativisation ➢ Ellipsis and substitution	*CILO$_{1,2\ \&\ 3}$ CILLO$_1$*	Readings, lectures, tutorials, exercises, class activities, group work and elearning.
● Information packaging in the clause, e.g. passive clauses and the system of voice, extraposition, existential clauses and cleft construction.	*CILO$_{1,2\ \&\ 3}$ CILLO$_1$*	Readings, lectures, tutorials exercises, class activities, group work and elearning.
● Pedagogical implications:	*CILO$_{1,3\ \&}$*	Readings, lectures, tutorials,

➢ Teaching strategies which encourage a focus on form and meaning	*4 CILLO₁*	exercises, class activities, group work and elearning.
➢ Evaluating student texts, focusing on accuracy, and identifying and explaining grammatical errors in students' writing		
➢ Evaluating and adapting textbook materials for grammar teaching		

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
a. Quiz on key grammatical concepts	25%	*CILO₁* *CILLO₁*
b. Examination on		*CILO₁,₂,₃ & ₄* *CILLO₁*
• grammatical analysis	30%	
• correcting and explaining errors	20%	
• textbook evaluation and teaching materials design	15%	
c. Class participation	10%	*CILO₁,₂,₃ & ₄* *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)

Collins, P., & Hollo, C. (2017). *English grammar: An introduction* (3rd). Basingstoke: Palgrave.

8. Recommended Readings

Berry, R. (2018). *English grammar: A resource book for students* (2nd ed.). London: Routledge.

Biber, D., Conrad, S., & Leech, G. (2002). *Longman student grammar of spoken and written English*. Essex: Longman.

Bloor, T., & Bloor, M. (2013). *The functional analysis of English*. Oxon: Routledge.

Bunton, D. (2010). *Common English errors in Hong Kong*. Hong Kong: Longman.

Chan, A.Y.W. (2023). *The acquisition of English grammar and phonology by Cantonese ESL learners: Challenges, causes and pedagogical insights*. London, New York: Routledge.

Collins COBUILD English grammar. (2017). Bishopbriggs: HarperCollins.

Collins COBUILD English usage. (2012). Glasgow: HarperCollins.

Collins, P. (1998). *English grammar*. South Melbourne: Longman.

Derewianka, B. (2022). *A new grammar companion for teachers* (3rd ed.). Newtown, NSW: Primary English Teaching Association.

Deterding, D. H., & Poedjosoedarmo, G. R. (2001). *The grammar of English: Morphology and syntax for English teachers in Southeast Asia*. Singapore: Prentice Hall.

Downing, A. (2015). *English grammar: A university course*. Oxfordshire: Routledge.

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

Hinkel, E. (Ed.) (2016). *Teaching English grammar to speakers of other languages*. New York: Routledge.

Huddleston, R., & Pullum, G. K. (2005). *A student's introduction to English grammar*. Cambridge: Cambridge University Press.

Hung, T. (2005). *Understanding English grammar: a course book for Chinese learners of English*. Hong Kong: Hong Kong University Press.

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

Lee, J. F. K. (2003). Teaching and testing grammar in context. In Poedjosoedarmo, G. (Ed.). T*eaching and assessing language proficiency*. Anthology Series 45, pp.215-229. Singapore: SEAMEO Regional Language Centre.

Lock, G. (1996). *Functional English grammar: An introduction for second language teachers*. Cambridge: Cambridge University Press.

Nelson, G., & Greenbaum, S. (2015). *An introduction to English grammar* (4th ed.). London: Routledge.

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

Scrivener, J. (2012). *Teaching English grammar: What to teach and how to teach it*. Germany: Macmillan Education.

Thornbury, S. (2005). *Uncovering grammar*. Oxford: Macmillan Education.

Ur, P. (2009). G*rammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

9. Related Web Resources

'Error Types and Examples':
http://personal.cityu.edu.hk/enalice/encrproj/
'Grammar Teaching Resources for School Teachers':
https://lml.eduhk.hk/grammar/

10. Related Journals

English Today
TESOL Quarterly
Language and Education
Linguistics and Education

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/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

12. Others

Nil

1 August 2025