

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 I
Course Code	: ENG1249
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Point	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Level	: 1

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 provides opportunities for students to develop their grammatical knowledge of the English language, with a special focus on word classes, and the structure of phrases and simple sentences. The course attempts to analyze grammar from an integrated perspective, drawing insights from both formalist and functional approaches. Pedagogical implications link the grammar 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:

- CILO₁ Demonstrate a sound understanding of key concepts in English grammar;
- CILO₂ Differentiate and explain key grammatical phenomena, e.g. word classes; class and function in word groups; clause types; clause functions and
- CILO₃ Apply grammatical and pedagogical knowledge in second language learning and teaching context to achieve professional excellence in teaching.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Correct and explain grammatical errors in school students' written work, using appropriate wording with metalanguage; and
- CILLO₂ Demonstrate grammatical accuracy and metalinguistic knowledge of English grammar in relevant speech and writing.

Commented [H1]: The original number was incorrect, should be 2.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">● An overview of grammars:<ul style="list-style-type: none">➢ Definition [and re-definition] of key concepts in and beyond traditional grammar➢ Formal approach➢ Functional approach	CILO _{1,2} CILLO _{1,2}	Readings, lectures, tutorial exercises and online learning activities.
<ul style="list-style-type: none">● Word classes and groups:<ul style="list-style-type: none">➢ Open and closed classes➢ Noun groups/phrases: order and functions within noun groups➢ Verb groups/phrases: order and functions within verb groups	CILO _{1,2} CILLO _{1,2}	Readings, lectures, tutorial exercises, outside-class activities, and online learning activities.
<ul style="list-style-type: none">● Major clause patterns.	CILO _{1,2} CILLO _{1,2}	Readings, lectures, tutorial exercises, outside-class activities,

		and online learning activities.
● Development of students' own grammatical accuracy.	<i>CILLO</i> _{1,2}	Readings, lectures, tutorial exercises, outside-class activities with in-class student presentation, and online learning activities.
● Pedagogical implications: <ul style="list-style-type: none"> ➢ Teaching strategies which encourage a focus on meaning-making through grammatical choices ➢ Evaluating student texts, focusing on grammaticality, and identifying and explaining lexico-grammatical and text-level errors in students' writing ➢ Beginning to adapt textbook texts 	<i>CILO</i> _{1,3} <i>CILLO</i> _{1,2}	Readings, lectures with video, tutorial exercises, on-line materials.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
● In class quiz on focal grammatical concepts; differentiating key grammatical phenomena.	20%	<i>CILO</i> _{1,2} <i>CILLO</i> _{1,2}
● In class mid-term examination on grammatical concepts	30%	<i>CILO</i> _{1,2} <i>CILLO</i> _{1,2}
● Final examination – understandings of focal grammatical concepts and error analysis.	50%	<i>CILO</i> _{1,2 & 3} <i>CILLO</i> ₂

6. Required Text(s)

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

7. Recommended Readings

- Barry, A. K. (2002). *English grammar: language as human behavior*. Upper Saddle River, N.J.: Prentice Hall.
- 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.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar: an explorer's guide*. Sydney: National Centre for English Language Teaching

& Research (NCELTR)

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

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

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

Derewianka, B. (2011). *A new grammar companion for teachers*. Newtown, NSW: Primary English Teaching Assn.

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.

Halliday, M.A.K. (2007) *Language and education*. Volume 9 in Webster, J.J. The collected works of M.A.K. Halliday. London, New York: Continuum.

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.). *Teaching 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. (2010). *Teaching English grammar: What to teach and how to teach it*. Oxford: Macmillan.

Thornbury, S. (2001). *Uncovering grammar*. Oxford: Macmillan Heinemann English Language Teaching.

Thompson, G. (1996). *Introducing Functional grammar*. UK: Edward Arnold.

Ur, P. (2009). *Grammar practice activities: a practical guide for teachers*. Cambridge: Cambridge University Press.

8. Related Web Resources

A professional site with learning activities:

<http://learnenglish.britishcouncil.org/en/>

'Language Proficiency Assessment for Teachers':

<http://www.hkeaa.edu.hk/en/lpat/>

'Error Types and Examples':

http://personal.cityu.edu.hk/~encrproj/error_types.htm

'Grammar Teaching Resources for School Teachers':

<http://corpus.eduhk.hk/grammar/>

‘The Internet of English Grammar’

<http://www.ucl.ac.uk/internet-grammar/>

https://owl.purdue.edu/owl/purdue_owl.html (navigate to General Writing, then Grammar)

Teaching materials and lesson plans: <https://www.usingenglish.com/>

Exercises: http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm

Exercises: <https://www.grammar-monster.com/>

Brief explanations of English grammar from a linguistic perspective:

<https://arts.uottawa.ca/writingcentre/en/hypergrammar>

Common errors: <https://brians.wsu.edu/common-errors/>

Common mistakes by native speakers: <https://video.newyorker.com/series/comma-queen>

Short grammar explanations: <https://www.grammarbook.com/>

9. Related Journals

Annual Review of Applied Linguistics

The Australian Review of Applied Linguistics

Linguistics and Education

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

Nil

10 January 2019