

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

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

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**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 you to develop practical skills for teaching grammar and vocabulary in an innovative, purposeful and contextualised manner in primary and secondary school classrooms in Hong Kong. The course also helps you to further develop your own grammatical and lexical competence and awareness, which will benefit your teaching competence through the development of professional excellence, ethical responsibility and application of innovative teaching methodologies.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate greater understanding of the rationale and principles of innovative, ethical and professional grammar and vocabulary teaching and how this teaching can support students' language learning; and
- CILO<sub>2</sub> Plan, design and implement innovative, ethical and professional English language lessons with a focus on helping school students use English with greater grammatical competence and a wider range of vocabulary.

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

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

- CILLO<sub>1</sub> Demonstrate further development in your grammatical and lexical competence; and
- CILLO<sub>2</sub> Demonstrate greater awareness of grammar and vocabulary learning skills.

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Identify, evaluate and create activities based on key concepts and basic principles of grammar and vocabulary teaching	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for comparing and contrasting	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for crossing out	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for building texts	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for dictogloss	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, listening, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for sequencing	CILO <sub>1,2</sub> CILLO <sub>1,2</sub>	Reading, lecture, seminar, workshop

Identify, evaluate and create activities based on strategies for songs	<i>CILO</i> <sub>1,2</sub> <i>CILLO</i> <sub>1,2</sub>	Reading, listening, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for teaching young learners grammar and vocabulary	<i>CILO</i> <sub>1,2</sub> <i>CILLO</i> <sub>1,2</sub>	Reading, lecture, seminar, workshop
Critiquing a grammar lesson	<i>CILO</i> <sub>1,2</sub> <i>CILLO</i> <sub>1,2</sub>	Reading, lecture, seminar, workshop

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individually construct a lesson plan with learning materials for teaching grammar and vocabulary	80%	<i>CILO</i> <sub>1,2</sub> <i>CILLO</i> <sub>1,2</sub>
(b) A 500-word (max) script of classroom instruction for teaching vocabulary	20%	<i>CILO</i> <sub>1,2</sub> <i>CILLO</i> <sub>1,2</sub>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Azar, B. (2007). Grammar-based teaching: A practitioner's perspective. *TESL-EJ*, 11(2), 1-12.
- 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.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book* (2nd ed.). Boston: Heinle & Heinle.
- 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 (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.

- Derewianka, B. (2011). *A new grammar companion for teachers*. Newtown, N.S.W.: Primary English Teaching Association, 2011.
- Education Department. (2017). *Curriculum Guide (Primary 1 – Secondary 6)*. Hong Kong: Education Bureau.
- Ellis, R. (2001). Making an impact: Teaching grammar through awareness-raising. *Guidelines*, 23(1), 4-6.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83-107.
- Fountas, I. C., & Pinnell, G. S. (2001) *Guiding Readers and Writers*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2011) *The Continuum of Literacy Learning (Grades PreK-8): A Guide to Teaching*. Portsmouth, NH: Heinemann.
- Hinkel, E. (2016). *Teaching English grammar to speakers of other languages*. Oxford: Routledge.
- House, J. (2009). The grammar gallimaufry: Teaching students to challenge the grammar gods. *English Journal*, 98(3), 98-102.
- Jackson, H. (2002). *Grammar and vocabulary: A resource book for students*. London: Routledge.
- Lee, J. F. K. (2003). Teaching and testing grammar in context. In G. Poedjosoedarmo (Ed.). *Teaching and assessing language proficiency. Anthology Series 45* (pp.215-229). Singapore: SEAMEO Regional Language Centre.
- Lee, J. F. K. (2006). Playing with words: Using grammar games in the classroom. *Modern English Teacher*, 15 (2), 27-36.
- Lee, J. F. K. (2007). Using short stories in the classroom: The Cinderella effect. *Modern English Teacher*, 16 (4), 39-43.
- Lee, J. F. K. (2009). Teaching be and do. *Modern English Teacher*, 18 (4), 47-50.
- Lee, J. F. K. (2011). Pick up a pronoun. *English Teaching Professional*, 72, 12-15.
- Lee, J. F. K., & Collins, P. (2009). English grammar: An investigation of Hong Kong ESL books. *The Hong Kong Journal of Applied Linguistics*, 11 (2), 51-70.
- Native-speaking English Teacher Section. (2010). *Primary Literacy Programme – Reading and Writing KS1*. Hong Kong: Education Bureau.
- Nunan, D. (1996). An organic approach to the teaching of grammar. *Hong Kong Journal of Applied Linguistics*, 1, 65-86.
- Parrot, M. (2010). *Grammar for English language teachers (2nd Edition)*. Cambridge: Cambridge University Press.
- Qin, J. (2008). The effect of processing instruction and dictogloss tasks on acquisition of the English passive voice. *Language Teaching Research*, 12(1), 61–82.
- Richards, J. C., & Reppen, R. (2014). *Towards a Pedagogy of Grammar*

- Instruction. *RELC Journal: A Journal of Language Teaching and Research*, 45(1), 5-25.
- Schneider, J. (2005). Teaching grammar through community issues. *ELT Journal*, 59, 298-305.
- Shak, J., & Gardner, S. (2008). Young learner perspectives on four focus-on-form tasks. *Language Teaching Research*, 12(3), 387-408.
- Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5 (1), 122-141.
- Watcyn-Jones, P. (2002). *Grammar games and activities*. Oxford: Oxford University Press.

#### On vocabulary teaching

- Blachowicz, C. L. Z. & Fisher, P. J. (2010). *Teaching vocabulary in all classrooms*. 4th ed. Boston: Allyn & Bacon.
- Fan, M. (2009). An exploratory study of collocational use by ESL students: A task based approach. *System*, 37(1), 110-123.
- Kalyuga, M. (2008). Metaphor awareness in teaching vocabulary. *Language Learning Journal*, 36(2), 249-257.
- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston, Mass.: Heinle,
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press. pp.142-150.
- Tompkins, G. E., & Blanchfield, C. (2004). *Teaching vocabulary: 50 creative strategies, grades K-12*. (Eds). N.J.: Pearson/Merrill Prentice Hall.
- Thornbury, S. (2002). *How to teach vocabulary*. Essex, Pearson Education Limited.
- Wallace, C. (2008). Vocabulary: The key to teaching English language learners to read. *The Education Digest*, 73 (9), 36-39.
- Xu, Z. (2010). *Vocabulary studies: Lexis, morphology and semantics*. Singapore: Pearson Asia.

## 8. Related Web Resources

### *For grammar teaching*

<http://www.bbc.co.uk/worldservice/learningenglish/teach/grammar/>

[http://www.educationworld.com/a\\_lesson/lesson/lesson334.shtml](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.oup.com/elt/catalogue/guidance_articles/14867483?cc=gb#one)  
<http://www.btinternet.com/~ted.power/games.htm>

***For vocabulary teaching***

<http://pbskids.org/lions/games/>  
<http://www.funbrain.com/words.html>  
<http://www.eastoftheweb.com/games/index.html>  
<http://www.wordplays.com/p/index>  
<http://www.primarygames.com/reading.htm>  
<http://word-games.pogo.com/>

## **9. Related Journals**

ELT Journal  
Language Learning Journal  
Modern English Teacher  
TESOL Quarterly

## **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.

30 December 2018