

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)	: <i>Nil</i>
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 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. 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:

- CILO₁ Demonstrate a sound understanding of the key concepts in standard English grammar;
- CILO₂ Analyse short texts to show how different meanings are conveyed through different grammatical choices;
- CILO₃ Use knowledge of English grammar to identify and explain learners' errors; and
- CILO₄ 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:

- CILLO₁ 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
<ul style="list-style-type: none">● Clause structure and processes of sentence formation in English:<ul style="list-style-type: none">➤ Clause types and speech acts➤ Interrogation➤ Negation	<i>CILO_{1,2 & 3}</i> <i>CILLO₁</i>	Readings, lectures, tutorials, exercises, class activities, group work and elearning.
<ul style="list-style-type: none">● Complex sentences– combining messages:<ul style="list-style-type: none">➤ Coordination➤ Subordination➤ Relativisation➤ Ellipsis and substitution	<i>CILO_{1,2 & 3}</i> <i>CILLO₁</i>	Readings, lectures, tutorials, exercises, class activities, group work and elearning.
<ul style="list-style-type: none">● Information packaging in the clause, e.g. passive clauses and the system of voice, extraposition, existential clauses and cleft construction.	<i>CILO_{1,2 & 3}</i> <i>CILLO₁</i>	Readings, lectures, tutorials exercises, class activities, group work and elearning.

<ul style="list-style-type: none"> ● Pedagogical implications: <ul style="list-style-type: none"> ➤ Teaching strategies which encourage a focus on form and meaning ➤ Evaluating student texts, focusing on accuracy, and identifying and explaining grammatical errors in students' writing ➤ Evaluating and adapting textbook materials for grammar teaching 	<i>CILO</i> _{1,3 & 4} <i>CILLO</i> ₁	Readings, lectures, tutorials, exercises, class activities, group work and elearning.
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5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
a. Online quiz on key grammatical concepts	20%	<i>CILO</i> ₁ <i>CILLO</i> ₁
b. Examination on <ul style="list-style-type: none"> • grammatical analysis • correcting and explaining errors • textbook evaluation and teaching materials design <p><i>N.B.: Students must pass the Examination in order to pass the course.</i></p>	30% 20% 15%	<i>CILO</i> _{1,2,3 & 4} <i>CILLO</i> ₁
c. Analysis of speaking task	15%	<i>CILO</i> _{1 & 3} <i>CILLO</i> ₁

6. Required Text(s)

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

7. 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. (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.
- 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.
- Ur, P. (2009). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

8. Related Web Resources

'Language Proficiency Assessment for Teachers':

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

'Error Types and Examples':

<http://personal.cityu.edu.hk/enalice/encrproj/>

'Grammar Teaching Resources for School Teachers':

<https://lml.eduhk.hk/grammar/>

'The Internet of English Grammar'

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

9. Related Journals

English Today

TESOL Quarterly
Language and Education
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

12 August 2023