THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language)
Programme QF Level	:	5
Course Title	:	Teaching Grammar and Vocabulary
Course Code	:	ENG3323
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	*(if applicable)*
Medium of Instruction	:	English
Course Level	:	3

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 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$_1$ 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$_2$ 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$_1$ Demonstrate further development in your grammatical and lexical competence; and

CILLO$_2$ 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$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for comparing and contrasting	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for crossing out	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for building texts	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for dictogloss	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, listening, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for sequencing	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop

Identify, evaluate and create activities based on strategies for songs	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, listening, lecture, seminar, workshop
Identify, evaluate and create activities based on strategies for teaching young learners grammar and vocabulary	CILO$_{1,2}$ CILLO$_{1,2}$	Reading, lecture, seminar, workshop
Critiquing a grammar lesson	CILO$_{1,2}$ CILLO$_{1,2}$	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%	CILO$_{1,2}$ CILLO$_{1,2}$
(b) A 500-word (max) script of classroom instruction for teaching vocabulary	20%	CILO$_{1,2}$ CILLO$_{1,2}$

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)

Nil

8. 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.

9. 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://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.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/

10. Related Journals

ELT Journal
Language Learning Journal
Modern English Teacher
TESOL Quarterly

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/uploads/docs/0000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

13 August 2025