

**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>	: Nil
<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 students to develop practical skills for teaching grammar and vocabulary in a purposeful and contextualized manner in primary and secondary school classrooms in Hong Kong. Students will micro-teach to try out teaching strategies learnt. The course also helps students to further develop their own grammatical and lexical competence and awareness, which will benefit their teaching competence.

## 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 grammar and vocabulary teaching and how this teaching can support students' language learning; [PILO5 (SPK2)]; and
- CILO<sub>2</sub> Plan, design and implement English language lessons with a focus on helping school students use English with greater grammatical competence and a wider range of vocabulary. [PILO4 (SPK1), PILO5 (SPK2) & PILO6 (SPK3)].

## 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 their grammatical and lexical competence; [PILO3 (SK3)]; and
- CILLO<sub>2</sub> Demonstrate greater awareness of grammar and vocabulary learning skills. [PILO3 (SK3)].

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

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> <li>● Basic principles for teaching grammar: teaching language to mean, using language to mean.</li> <li>● Grammar teaching strategies: integrating form, meaning, purpose and context using a text approach.</li> </ul>	<p><i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i></p>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.
<ul style="list-style-type: none"> <li>● Basic principles for teaching vocabulary: what constitutes the learning of a word (pronunciation, spelling, meaning, collocation, use, etc.).</li> <li>● Vocabulary learning and teaching strategies: semantic field, multiple</li> </ul>	<p><i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i></p>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.

exposure, recycling, storage.		
● Teaching grammar and vocabulary in listening, reading, speaking and writing lessons.	<i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.
● Planning English language lessons with a focus on teaching grammar and vocabulary; writing appropriate learning objectives for purposeful and contextualized grammar and vocabulary teaching and learning.	<i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.
● Designing appropriate learning activities and materials to facilitate purposeful and contextualized grammar and vocabulary teaching and learning.	<i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.
● Evaluating the effectiveness of available resources (e.g. textbooks) for grammar and vocabulary teaching and learning.	<i>CILOs 1 &amp; 2</i> <i>CILLOs 1 &amp; 2</i>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.
● Micro-teaching to try out teaching strategies; Lecturer and peer feedback to support reflection of the effectiveness of implementation.	<i>CILLOs 1 &amp; 2</i>	Lecture, seminar, group work, lesson planning, online multimedia materials development, microteaching, lecturer and peer feedback, reflection, using online dictionaries.

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A teaching unit including: a unit plan for teaching grammar and vocabulary using a text-based meaning-focused approach and related learning materials	80%	<i>CILOs 1 &amp; 2</i>
(b) A 600-word script of classroom instruction for teaching vocabulary	20%	<i>CILLO<sub>2</sub></i>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Azar, B. (2007). Grammar-based teaching: A practitioner's perspective. *TESL-EJ*, 11(2), 1-12.
- Biber, D., & Reppen, R. (2002). What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition*, 24(2), 199-208.
- Blachowicz, C. L. Z. & Fisher, P. J. (2010). *Teaching vocabulary in all classrooms*. 4th ed. Boston: Allyn & Bacon.
- Carter, R., & McCarthy, M. (2006). *Cambridge grammar of English: A comprehensive guide: Spoken and written English grammar and usage*. Cambridge: Cambridge University Press.
- 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.
- Education Department. (1993). *Teaching grammar and spoken English: A handbook for Hong Kong schools*. Hong Kong: Education Department.
- 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.
- Fan, M. (2009). An exploratory study of collocational use by ESL students: A task based approach. *System*, 37(1), 110-123.
- House, J. (2009). The grammar gallimaufry: Teaching students to challenge the grammar gods. *English Journal*, 98(3), 98-102.
- Kalyuga, M. (2008). Metaphor awareness in teaching vocabulary. *Language Learning Journal*, 36(2), 249-257.
- 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.
- Nation, I. S. P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston, Mass.: Heinle.
- Nunan, D. (1996). An organic approach to the teaching of grammar. *Hong Kong Journal of Applied Linguistics*, 1, 65-86.
- Schneider, J. (2005). Teaching grammar through community issues. *ELT Journal*, 59, 298-305.
- 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.
- Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5 (1), 122-141.
- Xu, Z. (2010). *Vocabulary Studies: Lexis, Morphology and Semantics*. Singapore: Pearson Asia.

## 8. Related Web Resources

Learning and Teaching Grammar

<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>

Learning and Teaching Vocabulary

<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

ELTJ

## 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

This course is only offered to undergraduate students in their 3rd year of study or beyond.

7 May 2018