

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009 / 2010**

This form is for completion by the *Course Co-ordinator/Examiner*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title: Teaching English: Grammar and Vocabulary

Course Code: EN3307

Course Duration: 1 semester

No. of Credit Units: 3

Level: B3

Medium of Instruction: English

Prerequisites: *(Course Code and Title)* Nil

Precursors: *(Course Code and Title)* Nil

Equivalent Courses: *(Course Code and Title)* Nil

Exclusive Courses: *(Course Code and Title)* Nil

Part II

1. Course Aims:

This course focuses on the teaching of English grammar and vocabulary. More specifically, it aims: a) to provide a conceptual framework and technical terminology for analyzing key areas of English grammar and basic sentence structures in English, as well as formal and semantic relationships between English lexical units; b) to identify common problems involved in the teaching and learning of English grammar and vocabulary, with special relevance to the Hong Kong educational context; c) to practise using activities such as games and other useful techniques for teaching

different aspects of English grammar and vocabulary in the classroom; d) to foster independent learning by exploring effective learner strategies in acquiring English grammatical structures and vocabulary; and e) to develop and critique materials for the effective teaching of English grammar and vocabulary.

2. Course Intended Learning Outcomes (CILOs)

(state what the student is expected to be able to do at the end of the course according to a given standard of performance)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1	Understand a conceptual framework and technical terminology for analyzing key areas of English grammar and basic sentence structures in English.	
2	Identify common problems involved in the teaching and learning of English grammar and vocabulary.	
3	Critique materials for the effective teaching of English grammar and vocabulary	
4	Develop independent learning by exploring effective learner strategies in acquiring English grammatical structures and vocabulary.	

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	TLAs	Hours/week (if applicable)
1-2	Interactive Lectures. Short input sessions integrated with student based discussion tasks.	
3	Tutorial activities. Combination of self and peer work to improve understanding of issues related to teaching grammar and vocabulary.	
4	Reflective activities. Choose from lists of grammar and vocabulary strategies and develop a learning plan for future use.	

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely activities and tasks students will undertake to learn in this course. Final details will be provided to students in their first week of attendance in this course.

CILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
1	In-class quiz to demonstrate understanding of the basic aspects of English grammar and vocabulary	40%	Individual assessment. Students are given four quizzes one every two weeks based on the information presented in the course.
2-3	In-class assessment on group activities.	20%	Students will be work on group project and demonstrate that they are aware of issues related to the teaching and learning of English grammar and vocabulary for Hong Kong students.
3	Written lesson plan	20%	Students present a written lesson plan based on the micro-lesson they presented to class.
4	Self-Reflection Portfolio.	10%	Students are required to reflect on each issue introduced in the course and keep a diary of their own learning strategies.
1-4	Class mark	10%	Students are awarded a mark for their attendance and active participation in class activities.

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

Grading Criteria

Individual in-class quizzes

Grade	CILO 1
A	Demonstrates excellent understanding of the subject matter.
B	Demonstrates good understanding of the subject matter, although weak on some points.
C	Demonstrates adequate understanding of the main issues.
D	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.
F	Has not answered enough questions to demonstrate an understanding of the main issues.

Group project

Grade	CILOs 1-3
A	A clearly presented group project. All areas of teaching a grammatical point and introduction of vocabulary are covered and there is a clear rationale and explanation of the lesson. Excellent use of English.
B	A well presented lesson. Most of teaching a grammatical point and introduction of vocabulary are covered and there is a clear rationale and explanation of the lesson. The standard of English is very good.
C	An adequately presented project. There are a number of issues related to teaching a grammatical point and introduction of vocabulary which are not clear There are recurrent language problems in the text.
D	A poorly presented report. There are several areas of teaching a grammatical point and introduction of vocabulary which are not explained. There are a lot of questions that still need to be answered related to the lesson taught. The standard of English is below what is expected in an English lesson.
F	An unacceptable presentation. Brief. Not enough information to understand the grammatical point being introduced or the vocabulary taught. Presented poorly.

Written Lesson Plan

	CILOs 1-4
A	The student has chosen exercises and activities which are suitable to the level of learner they are teaching. A very clearly written lesson plan, easy to follow. The reader would be able to teach from this plan with no problems. The student has identified possible problems in teaching the lesson and indicated in the plan where these problems may come and how s/he will deal with them. An illustration at the end of the plan of carefully thought out board work.
B	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. The plan is well presented and the reader would be able to follow it if teaching this lesson. However, there are some questions that could be asked about the sequencing of activities. The student may not have anticipated all the possible problems in teaching the lesson. There are not many concept questions to check understanding. The board work looks OK but may need a little rearranging.
C	The exercises chosen for this lesson are appropriate although there may be some disconnection in the sequencing. There is some confusion in following this lesson plan. Several questions need to be asked in order to gain a clear idea of how to teach from it. Concept questions are missing. There may appear to be a lot of teacher talking/activity, and not so much student talking/activity. The board work could be better.
D	The exercises and activities do not match the level of students. The lesson would be too difficult for the identified group of students. The lesson plan is difficult to follow as there is not enough information in it for the reader to fully understand. Although the teacher's part may be worked out, it is unclear what responses are expected from the pupils. The board work is not good.
F	An inadequate lesson plan. The exercises and activities are unsuitable for the students. The lesson plan does not demonstrate a sequence of activities which would lead the students to an understanding and ability to use the language.

Class mark (continual assessment)

Grade	CILOs 1-4
A	Student participates in all activities actively. Demonstrates ability to self correct. Excellent use of English.
B	Student participates in most of the activities. Have a very good standard of spoken English.
C	Student does not participate actively in many of the in-class activities. Has poor pronunciation and hesitant when speaking. There are recurrent language problems.
D	Student has to be asked to take part in activities and does not demonstrate any active engagement with the other students. The standard of English is below what is expected for most of the activities.

	Student does engage him/herself in the activities or does not attend enough classes to be assessed properly.
F	Non attendance, or very weak performance, i.e. poor pronunciation, hesitant, limited vocabulary.

Self-Reflection Portfolio.

Grade	CILO 4
A	Student is able to accurately reflect on the strategies they use in learning English grammar and vocabulary. Their comments are insightful and based on what they have learned during the course. They are also able to set a realistic plan to improve their grammar and vocabulary.
B	Student is able to reflect on the strategies they use in learning English grammar and vocabulary. They present some insightful comments based on what they have learned during the course. They are also able to set a realistic plan to improve their spoken discourse.
C	Student is able to reflect on the some of the strategies they use in learning English grammar and vocabulary. They offer a few comments based on what they have learned during the course. They are somewhat able to set a realistic plan to improve their spoken discourse.
D	Student is not able to reflect well on the strategies they use in learning English grammar and vocabulary. They only present some limited comments based on what they have learned during the course. They are unable to set a realistic plan to improve their spoken discourse.
F	Students are not able to reflect on the strategies they use in learning English grammar and vocabulary. They do not present any comments based on what they have learned during the course. They are not able to set a realistic plan to improve their spoken discourse.

Part III

Keyword Syllabus:

Word class and grammatical categories; noun group and verb group; prepositions and conjunctions; tenses; articles and measure words; expressing modal meanings; active vs passive voice; conceptual meaning and affective meaning; style, register and dialect; sense relations; multi-word verbs; idioms; and collocation; morphemes and affixes; receptive vs productive vocabulary; memory and effective vocabulary learning strategies; awareness raising; different approaches to teaching grammar and vocabulary; using learner dictionaries as resource in fostering independent learning; material design and development for teaching grammar and vocabulary.

Recommended Reading:

Textbook:

- Jackson, H. (2002) Grammar and Vocabulary, Routledge

- Lock, G. (1996) Functional English Grammar: An introduction for second language teachers.

Recommended Reading:

- Hunston, S. & Francis, G. (2000) Pattern Grammar, John Benjamins
- Jackson, H. & Zé Amvela, E. (2000) Words, Meaning and Vocabulary, Continuum
- Matthews, P.H. (1981) Syntax, CUP
- Partington, A. (1998) Patterns and Meanings, John Benjamins
- Vitto, C.L. (2006), Grammar by Diagram, Broadview Press

Reference:

- Plag, I. (2003) Word-Formation in English, CUP
- Biber, D. et al. (1999) Longman Grammar of Spoken and Written English, Pearson Education
- Carter, R. & McCarthy, M. (2006) Cambridge Grammar of English, CUP

Online Resources:

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

<http://www.nonstopenglish.com/>

<http://www.ego4u.com/>

English Language Centre On-Line Resources

<http://www.cityu.edu.hk/cityu/dpt-acad/elc.htm>

Hong Kong Polytechnic University On-line Resources

<http://elc.polyu.edu.hk/LanguageLearningResources/default.htm>

Returned by:

Name: Dr Lindsay Miller

Department: English

Tel: 3442 8854

Date: 19 June 2009

Revised by Lindsay Miller on 11 Feb 2011