<u>B.A. (Honours) in Contemporary English Studies</u>

Course Title   : Pedagogical Grammar
Course Code   : ENG3103
Recommended Study Year : 3rd or 4th Year
No. of Credits/Term   : 3
Mode of Tuition   : Lecture-tutorial mode
Class Contact Hours   : 2-hour lecture per week
                              1-hour tutorial per week
Category   : Discipline Elective
Prerequisite(s)   : Nil
Co-requisite(s)   : Nil
Exclusion(s)   : ENG2103 Introduction to English Grammar
Exemption Requirement(s) : Nil

Brief Course Description

This course provides undergraduate students with a comprehensive understanding of how to effectively teach grammar in language learning settings. Through this course, students will explore various approaches to grammar instruction, integrating theory and practice to develop practical teaching strategies. Students will delve into key linguistic concepts and their application to language teaching. The course also covers the integration of grammar instruction with other language skills, error analysis and correction techniques, and the use of technology in teaching grammar. Furthermore, students will explore the specific needs of diverse learner groups and engage in hands-on activities such as lesson planning, micro-teaching, and reflective practice. By the end of the course, students will be equipped with the knowledge and skills necessary to design engaging grammar lessons and support language learners in their grammatical development.

Aims

The course aims to equip students with the knowledge and skills necessary to effectively teach grammar to language learners. Students will explore various approaches to grammar instruction, including deductive and inductive methods, explicit and implicit instruction, and form-focused techniques. They will learn how to design engaging grammar activities, tasks, and assessments, and how to adapt their instruction to cater to the specific needs of different learner groups.

Learning Outcomes

By the end of this course:

- Knowledge of grammar concepts: Students will demonstrate a solid understanding of key grammar concepts. They will be able to analyze and explain grammatical structures and rules, and identify common errors made by language learners. [LO1]

- Application of pedagogical approaches: Students will be able to design and implement effective grammar lessons that engage learners and promote meaningful language use. [LO2]

- Assessment and error correction skills: Students will develop skills in assessing and

evaluating learners' grammar knowledge and proficiency. They will be able to identify and analyze errors made by language learners and provide appropriate error correction feedback. [LO3]

The course does **not** aim to 'teach' English grammar to students, in the sense of improving their proficiency, although there may be some transfer of the knowledge and awareness gained to students' productive and receptive skills. **It is not a 'practical' grammar class. It is assumed that students have mastered the basics of English grammar.**

Indicative Contents

Introduction to Pedagogical Grammar
Grammar Instruction in Language Teaching
Teaching Grammar in Context
Error Analysis and Correction
Pedagogical Grammar for Specific Learner Needs
Technology and Pedagogical Grammar
Current Trends and Research in Pedagogical Grammar
Pedagogical Grammar in Practice

Teaching Method

The course will consist of a lecture in which the key concepts and skills are introduced (LO1, LO2) and a one-hour tutorial in which the students will identify various grammatical forms and functions (LO1, LO2, LO3).

Measurement of Learning Outcomes

1. Lesson Plan and Micro-teaching:
   Students will create a detailed lesson plan focusing on a specific grammar topic or structure. The lesson plan should include clear objectives, a step-by-step procedure, materials, and assessment methods. [LO1]

   Additionally, students will have the opportunity to deliver a micro-teaching session based on their lesson plan, providing them with hands-on experience in teaching grammar to their peers. After the micro-teaching session, students can reflect on their teaching practice and receive feedback from both their peers and the instructor. [LO2, LO3]

2. Error Analysis and Correction Project: Students will choose a sample of written or spoken language produced by language learners and conduct an error analysis. They will identify and categorize the grammatical errors made by the learners, analyzing the underlying causes and implications. Based on their analysis, students will develop a comprehensive error correction plan, including strategies and activities to help learners overcome the identified errors. Students will present their findings and correction plan, explaining the rationale behind their choices and providing examples. [LO1, LO3]

Assessment

Continuous assessment: 100%
- Class attendance and participation (10%)

- Lesson Plan (15%) and Micro-teaching (30%):
- Individual project (45%)
  - Grammatical analysis (15%)
  - Individual presentation (30%)

Recommended/Supplementary Readings

The handouts will supply most of the materials you need. If you wish to consult further (e.g. for your own interest or for the presentation) the books below may help.

Berry, R. 2018. English Grammar: a resource book for students (2nd Edition). London: Routledge.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teacher's Course (2nd ed.). Boston, MA: Heinle & Heinle.

Ellis, R. (2002). Second Language Acquisition. Oxford, UK: Oxford University Press.

Larsen-Freeman, D., & Anderson, M. (2011). Techniques and Principles in Language Teaching (3rd ed.). Oxford, UK: Oxford University Press.

Larsen-Freeman, D. (2018). Teaching Language: From Grammar to Grammaring (4th ed.). Boston, MA: National Geographic Learning.

Lightbown, P. M., & Spada, N. (2013). How Languages Are Learned (4th ed.). Oxford, UK: Oxford University Press.

Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching (3rd ed.). Oxford, UK: Macmillan Education.

Swan, M. (2005). Practical English Usage (3rd ed.). Oxford, UK: Oxford University Press.

Thornbury, S. (2006). An A-Z of ELT. Oxford, UK: Macmillan Education.

Important Notes:
(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
(2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
(3) Students are required to submit writing assignment(s) using Turnitin.
(4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.