

ENGE2720 Pedagogical Grammar

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Teaching Assistant:

Course description

The aim of the course is to equip students with the grammatical knowledge that is essential for ESL teaching and learning. We will begin by looking at some of the key concepts involved in grammar pedagogy and teaching methodologies. Then, we will study grammatical forms and structures in English that may be particularly difficult for second language learners to acquire, with an emphasis on understanding the connection between form, meaning and use. Students will appreciate the importance of incorporating the communicative functions of grammatical forms in classroom teaching, and can apply what they have learned through designing and conducting grammar lessons. At the end of the course, students should feel more confident about the use of grammar terminology in second language teaching and more knowledgeable about a communicative approach to grammar teaching in second language classrooms.

Learning outcomes:

After completing this course, students should be able to:

- understand the basic concepts in grammar pedagogy
- appreciate the relation between form, meaning and use in English grammar
- design grammar teaching materials that demonstrate an understanding of grammar usage
- become more aware of the discourse functions of grammar forms in various text types

Course components: onsite face-to-face lectures and interactive tutorials

Assessment:

Lecture and tutorial attendance/participation	10%
Group presentation	15%
Grammar teaching (includes a written component)	35%
In pairs (done in tutorial)	10%
In groups (done in class)	25%
End-of-term Test	40%

Details:

- **Lecture and tutorial attendance/participation:** It is very important that students attend and participate in the learning activities conducted in both lectures and tutorials.

To apply for sick leave or special leave, 1) email your instructor *and* tutor **before class**, and 2) fill out the Google form for **leave application** (on Blackboard).

- In groups of three, give a **10-minute presentation** on an assigned text type and identify the grammatical features commonly found in this text type (genre).

Using three to four authentic texts from the same genre, explain the connection between form, meaning and use of two to three grammatical features. Share one to two teaching ideas based on the text type.

- Students will get a chance to apply their grammatical knowledge by designing and delivering **two grammar lessons**, one done in pairs in tutorials (12 minutes) and one done in groups of three in class (25 minutes). For each lesson, students will submit an **individual written component** for assessment.
- The **end-of-term** test will be on the grammatical and pedagogical topics covered in the course.

Course Schedule

Week/Date	Topic / Readings
Week 1	Teaching grammar for communication Widdowson, H. G. (1988). "Grammar, and nonsense and learning." In W. Rutherford & M. Sharwood Smith (Eds.) <i>Grammar and second language teaching: A book of readings</i> . New York: Newbury House. Celce-Murcia, M. (2002). "Why it makes sense to teach grammar in context and through discourse." In Hinkel, E. & Fotos, S. (Eds.). <i>New perspectives on grammar teaching in second language classrooms</i> . Mahwah, NJ: Lawrence Erlbaum.
Week 2	Grammar instruction in ESL classrooms Larsen-Freeman, D. (2001). "Teaching grammar." In M. Celce-Murcia (Ed.). <i>Teaching English as a second or foreign language</i> (3 rd ed.). Boston, MA: Heinle & Heinle.

	Nassaji, H., & Fotos, S. (2010). The changing view of grammar instruction. In <i>Teaching Grammar in Second Language Classrooms: Integrating Form–Focused Instruction in Communicative Context</i>. New York, Routledge. Richards, J. C. (2002). “Accuracy and fluency revisited. In Hinkel, E. & Fotos, S. (Eds.). <i>New perspectives on grammar teaching in second language classrooms</i>. Mahwah, NJ: Lawrence Erlbaum.
Week 3	Grammar focus: 1. Articles (Yule Ch.2)
Week 4	2. Tense and Aspect (Yule Ch.3)
Week 5	<i>Public holiday – no class</i>
Week 6	3. Modals (Yule Ch.4) 4. Conditionals (Yule Ch.5)
Week 7	5. Infinitives and gerunds (Yule Ch.8)
Week 8	6. Relative clauses (Yule Ch.9)
Week 9	7. Prepositions and particles (Yule Ch.6) 8. Indirect objects (Yule Ch.7)
Week 10	<i>Group presentations</i>
Week 11	<i>Grammar teaching</i>
Week 12	<i>Grammar teaching</i>
Week 13	<i>Quiz</i>

Learning resources

Required text:

Yule, George. (1998, 2008). *Explaining English Grammar*. Oxford: Oxford University Press

Reference readings:

Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.

Bygate, M., Tonkyn, A. & Williams, E. (Eds.). (1994). *Grammar and the language teacher*. New York: Prentice Hall.

Carter, R., Hughes, R. & McCarthy, M. (2000). *Exploring grammar in context*. Cambridge: Cambridge University Press.

Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: ESL/EFL teacher's course* (2nd ed.). Boston, MA: Heinle & Heinle.

Keck, C., & Kim, Y. (2014). *Pedagogical grammar*. John Benjamins Publishing Company.

Huddleston, R., Pullum, G. K., & Reynolds, B. (2021). *A student's introduction to English grammar*. Cambridge University Press.

Larsen-Freeman, D. (Ed.). (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Leech, G. & Svartvik, J. (1994). *A communicative grammar of English*. London, New York: Longman.

Greenbaum, S. & Quirk, R. (1990). *A student's grammar of the English language*. London: Longman.

Hinkel, E. & Fotos, S. (Eds.). (2002). *New perspectives on grammar teaching in second language classrooms*. Mahwah, NJ: Lawrence Erlbaum.

Jacobs, R. A. (1995). *English syntax: A grammar for English language professionals*. Oxford: Oxford University Press.

Joyce, H. & Burns, A. (1999). *Focus on grammar*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.

Odlin, T. (Ed.). (1994). *Perspectives on pedagogical grammar*. Cambridge: Cambridge University Press.

Nelson, G. (2001). *English: An essential grammar*. London, New York: Routledge.

Pennington, M. (Ed.). (1995). *New ways in teaching grammar*. TESOL.

Rutherford, W. (1987). *Second language grammar: Learning and teaching*. London, New York: Longman.

Rutherford, W. & Sharwood Smith, M. (Eds.). (1998). *Grammar and second language teaching: A book of readings*. New York: Newbury House.

Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press..

Williams, J. D. (2005). *The teacher's grammar book*. Mahwah, NJ: Lawrence Erlbaum.

Sick leave, attendance and late submissions:

The Department has issued a set of guidelines on sick leave, attendance and late submissions, including acceptable reasons for application of leave and extensions, the documents required, and the maximum period of extension to be granted. Please refer to this document (available on Blackboard) for details.

Late submission of assignments will be penalized half a grade for each day late.

Feedback for evaluation:

Students will be asked to complete Course Evaluations for both the lectures and tutorials of ENGE2720 at the end of the semester. Comments and suggestions about the course content, teaching method and learning tasks are most welcome at any time during the semester.

Academic honesty:

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuide at <http://www.cuhk.edu.hk/veriguide> .

To comply with University regulations, you are therefore asked to:

- 1) submit your written work via VeriGuide before due date and print the receipt issued by VeriGuide
- 2) submit a hard copy of the work, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt but is also attached here for your use).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded.

Prohibition of all AI tools in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT).

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

Department of English

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.