

LT5451: PEDAGOGICAL GRAMMAR: CHINESE AND ENGLISH

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Pedagogical Grammar: Chinese and English

Subject Code

LT - Linguistics and Translation

Course Number

5451

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented with Putonghua

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English supplemented with Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details**Abstract**

This course aims to equip students with the knowledge of essential grammar in Chinese and English for second/foreign language (CSL and ESL) teaching purposes. Phonetics, phonology, and morphology of the two languages will be discussed. The relationship between syntax, semantics and pragmatics will be explored through the analyses of the form, meaning and function of the morpho-syntactic and syntactic structures of Chinese and English. Discussion of theory and research on the pedagogy of CSL/ESL grammar will be incorporated with practices or grammar activities. Students will be trained to use research to inform practice, and enhance teaching and learning.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe and analyse the essential the phonetic, phonological, morpho-syntactic and syntactic structures of Chinese and English.		x	x	
2	Critically review the pedagogy and research of teaching grammar of Chinese and English as a second language.		x	x	
3	Discover the relationship between grammar, meaning and function in Chinese and English.		x	x	x
4	Apply the knowledge of essential grammar of Chinese and English to teaching demonstration in a second language classroom.		x	x	x
5	Create learning tasks and lesson plans concerning pedagogical grammar in Chinese and English.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	1	Readings - Students will read book chapters, articles, and supplementary materials on pedagogical grammar in Chinese and English.	1, 2, 3, 4, 5	

2	2	Lectures - Students will engage in formal lectures to gain knowledge about concepts and theories related to pedagogical grammar in Chinese and English.	1, 2, 3, 4	
3	3	In-class Activities Students will engage in assignments, take-home exercises and activities that help them analyse the morpho-syntactic and syntactic structures of Chinese and English for learning and teaching purposes.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Critical review: Students will review critically on research articles related to pedagogical grammar in Chinese and English.	1, 2, 3, 4, 5	50	Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes

2	Semester-end project: Create tasks for L2 learners learning Chinese and English grammar. Design lesson plans for teaching L2 learners Chinese and Chinese grammar. Final report: Include theoretical rationale of the tasks created and the lesson plans designed.	1, 2, 3, 4, 5	50	Written Project 25% Oral Presentation 25% Students can use GenAI tools to brainstorm, gather information, solve problems, format references, and edit language. Students should give proper acknowledgment to all the content from GenAI tools that they incorporated into the assignment and keep a journal of their GenAI conversations. Students should not present texts generated or translated by GenAI tools as their own original work.	Yes
---	--	---------------	----	---	-----

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Critical reviews (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Capability to write critical reviews on research articles related to pedagogical grammar in Chinese and English.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not reaching marginal level

Assessment Task

Semester-end project (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Ability to create tasks for L2 learners learning Chinese and English grammar. Ability to design professional lesson plans for teaching L2 learners Chinese and Chinese grammar. Ability to write final report which includes theoretical rationale of the tasks created and the lesson plans designed.

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Significant

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Not reaching marginal level

Assessment Task

Critical reviews (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Capability to write critical reviews on research articles related to pedagogical grammar in Chinese and English.

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Not reaching marginal level

Assessment Task

Semester-end project (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Ability to create tasks for L2 learners learning Chinese and English grammar. Ability to design professional lesson plans for teaching L2 learners Chinese and Chinese grammar. Ability to write final report which includes theoretical rationale of the tasks created and the lesson plans designed.

Excellent

(A+, A, A-) High

Good

(B+, B) Significant

Marginal

(B-, C+, C) Basic

Failure

(F) Not reaching marginal level

Part III Other Information

Keyword Syllabus

Characteristics of pedagogical grammar, Sequencing of grammatical items

Essential pedagogical Grammar in Chinese and English:

Phonetics, phonology

Word formation principles

Content words vs. Function words,

Morphological/word Structures (e.g. inflectional/derivational morphemes, conjoined/verb-complement/verb-object words)

Sentential Structures in Chinese and English (e.g. subject-predicate structure, topic-comment structure, BA Construction, passive structures, conjoined and subordinate structures)

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	Leech, G. & Svartvik J. (2002) A communicative grammar of English (3rd ed.), Harlow : Longman.
2	Quirk, R. & Greenbaum, S. (1973) A concise grammar of contemporary English, San Diego : Harcourt Brace Jovanovich.
3	Celce-Murcia, M. & Larsen-Freeman, D. (1999). The Grammar Book: An ESL/EFL Teacher' s Course (2nd Ed.). Boston: Heinle & Heinle.
4	Firsten & Killian (2002). The ELT Grammar Book: A Teacher-Friendly Resource Guide. San Francisco: Alta Book Center Publishing.
5	Yule, G. (1998). Explaining English Grammar. Oxford: Oxford University Press.
6	鄧守信 對外漢語教學語法 臺北市文鶴出版社 2009.
7	國家對外漢語教學領導小組辦公室教學處編 對外漢語教學語法探索 中國社會科學出版社 2002.
8	盧福波 對外漢語教學語法研究 北京語言大學出版社 2004.
9	齊滬揚(主編), 對外漢語教學語法 上海復旦大學出版社 2005.