

## **Course Description**

### **MEDD6702 Language Awareness: Grammar and Lexis**

<b>Course description</b>	
<p>This course focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the course highlights certain key areas for in-depth exploration. The course aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching.</p>	
<b>Course objectives</b>	
<ol style="list-style-type: none"><li>1. understand the meaning of teacher language awareness and its impact on pedagogic decisions, classroom practice and students' learning</li><li>2. develop an enhanced understanding of grammar and lexis, their interrelationship and the implications of this relationship for their TLA in making pedagogic decisions, implementing classroom practice and facilitating student learning</li><li>3. use grammar references as a basis for expanding their own knowledge of grammar and lexis in order to enhance their TLA on an ongoing basis</li><li>4. critically analyse the treatment of grammatical and lexical issues in textbook materials in order to ensure that teaching materials are sound and that grammatical and lexical issues addressed in the materials are accessible to their students</li><li>5. raise awareness of the way in which they handle grammatical and lexical issues in the classroom through critical reflection on their own practice</li><li>6. gain an enhanced understanding of the importance of critical reflection on classroom practice to the ongoing development of their TLA</li><li>7. develop greater confidence in handling content-related pedagogical decisions</li><li>8. develop an understanding of the importance of TLA in their ongoing professional development</li></ol>	
<b>Course learning outcomes</b>	<b>Aligned programme learning outcomes (PLOs)</b>
1. analyse and synthesise information on grammar and/or lexis from a range of reference sources in order to develop their TLA on an ongoing basis	PLOs 1, 2
2. derive appropriate pedagogical implications from their understandings about grammar and/or lexis in order to make principled decisions in relation to their own teaching of language content	PLOs 1, 2
3. critically evaluate the treatment of grammar and/or lexis in teaching materials in order to make principled decisions in relation to the way in which these materials are used in their classroom practice	PLOs 1, 2
4. reflect critically and in depth on their own TLA in relation to how they handle grammar and/or lexis in their teaching linking personal reflections on practice to the discussion of related issues in the literature	PLOs 1, 2, 3
5. reflect critically on their learning about TLA and the potential impact of TLA on students' learning from the course, the readings and writing the assignment with reference to related issues in the literature	PLOs 1, 3, 4, 5
6. identify strategies for ongoing development of their own TLA	PLOs 1-5
<b>Course assessment methods</b>	

<ul style="list-style-type: none"> <li>• Group presentation</li> <li>• Individual written assignment 1</li> <li>• Individual written assignment 2</li> </ul>
<b>Course content and topics</b>
<ul style="list-style-type: none"> <li>• Introduction to grammar and communication</li> <li>• Introduction to Lexis</li> <li>• Grammar and Lexis</li> <li>• Grammar and Pedagogy: Case Study 1a: Tense and Aspect</li> <li>• Grammar and Pedagogy: Case Study 1b: Tense and Aspect+</li> <li>• Grammar and Pedagogy: Case Study 2: Modality</li> <li>• Grammar and Pedagogy: Case Study 3: The Noun Phrase</li> <li>• Spoken and Written Grammar</li> </ul>
<b>Required / recommended readings and online materials</b>
<ol style="list-style-type: none"> <li>1. Andrews, S. (2007). <i>Teacher language awareness</i>. Cambridge University Press.</li> <li>2. Carter, R. (1998). <i>Vocabulary</i>. Routledge.</li> <li>3. Carter, R. &amp; McCarthy, M. (2006). <i>Cambridge grammar of English</i>. Cambridge University Press.</li> <li>4. Hinkel, E. &amp; Fotos, S. (eds.) (2002). <i>New perspectives on grammar teaching in second language classrooms</i>. Lawrence Erlbaum.</li> <li>5. Larsen-Freeman, D. (2003). <i>Teaching language: From grammar to grammaring</i>. Thomson Heinle.</li> <li>6. Parrott, M. (2010). <i>Grammar for English language teachers</i>. Cambridge University Press.</li> <li>7. Willis, D. (2003). <i>Rules, patterns and words – Grammar and lexis in English language teaching</i>. Cambridge University Press.</li> </ol>
<b>Other additional course information</b>
<p>Nil</p>