

## **REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN ENGLISH STUDIES (PDipES)**

*(See also General Regulations)*

### **PDES 1 Admission requirements**

To be eligible for admission to the courses leading to the Postgraduate Diploma in English Studies, a candidate shall

- (a) comply with the General Regulations;<sup>1</sup>
  - (b) hold
    - (i) a Bachelor's degree from this University; or
    - (ii) another qualification of equivalent standard from this University or from another university or comparable institution accepted for this purpose; and
  - (c) satisfy the examiners in a qualifying examination if required.
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### **PDES 2 Qualifying examination**

- (a) A qualifying examination may be set to test the candidate's formal academic ability or his/her ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent.
  - (b) A candidate who is required to satisfy the examiners in a qualifying examination shall not be permitted to register until he/she has satisfied the examiners in the examination.
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### **PDES 3 Award of postgraduate diploma**

To be eligible for the award of the Postgraduate Diploma in English Studies, a candidate shall

- (a) comply with the General Regulations; and
  - (b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.
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### **PDES 4 Length of curriculum**

The curriculum shall normally be completed within either one academic year of full-time study or two academic years of part-time study with a minimum of 240 hours of prescribed work. A candidate admitted into the full-time mode is not allowed to switch to the part-time mode after the first term of his/her study has started, and vice-versa.

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### **PDES 5 Completion of curriculum**

To complete the curriculum, a candidate shall

- (a) follow courses of instruction and complete satisfactorily all prescribed work; and
  - (b) satisfy the examiners in all prescribed courses and in any prescribed form of assessment.
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<sup>1</sup> In addition to the TOEFL requirement specified in General Regulation G 2, the Faculty also requires a Test of Written English (TWE) score of 4 or above or a Writing score of 25 or above in the internet-based TOEFL.

## **PDES 6          Assessment**

- (a) A candidate's academic performance may be assessed through written assignments or other forms of prescribed work.
  - (b) A full-time candidate failing to satisfy the examiners in not more than two courses in a year, may be permitted to present himself/herself for re-assessment in the failed course(s) before the end of the academic year.
  - (c) A part-time candidate failing to satisfy the examiners in not more than two courses in the first year, may be permitted to present himself/herself for re-assessment in the failed course(s) before the beginning of the second year.
  - (d) A part-time candidate is required to satisfy the examiners in all the courses in the first year before proceeding to the second year.
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## **PDES 7          Discontinuation**

- (a) A candidate who fails in more than two courses in a year may be required to discontinue his/her studies.
  - (b) A candidate who is not permitted to present himself/herself for re-assessment in any course(s) in which he/she has failed to satisfy the examiners shall be deemed to have failed and shall be recommended for discontinuation under the provisions of General Regulation G 12.
  - (c) A candidate who has failed to satisfy the examiners in re-assessment in any course may be required to discontinue his/her studies.
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## **PDES 8          Examination results**

A pass list shall be published in alphabetical order after completion of the programme requirements. A candidate who has shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidate's diploma.

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## **SYLLABUS FOR THE POSTGRADUATE DIPLOMA IN ENGLISH STUDIES (PDipES)**

The curriculum for the Postgraduate Diploma in English Studies takes either one year of full-time work, or two years of part-time work. Applicants will normally hold a first degree or its equivalent.

The programme is designed to enhance the subject knowledge of schoolteachers who are currently teaching English or who intend to teach English. It consists of 8 core courses and 4 broadening courses. For each course, there will be two evening sessions of two-and-a-half contact hours each week over four weeks. The list of courses on offer may vary with each intake.

Assessment is by coursework.

### **A.          Core Courses**

#### **PDES6001.      Phonetics and phonology for English Language Teaching**

This course will introduce students to the basics of speech sound production including the articulation of consonants and vowels as well as the features of connected speech. Topics to be covered include: the IPA, the phonological characteristics of authentic speech, analysis of suprasegmentals using the discourse intonation system as well as the relationship between phonetics and phonics. The differences between Cantonese and English phonemes and syllable structure will also be explored. Assessment is by coursework.

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**PDES6002. Lexis, morphology and semantics for English Language Teaching**

This course examines a number of key concepts underlying current theories of and approaches to vocabulary teaching. These include: principles of morphology and word-formation and the history of English words; vocabulary usage and exceptions to rules; principles of semantics, especially those concerned with levels of meaning and sense relations; and issues of context and discourse. Assessment is by coursework.

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**PDES6003. Pedagogic grammar**

This course focuses on the grammar structures of the English language. It covers the basic units and processes of sentence formation and combination in English, and the forms and meanings of grammatical constructions in their contexts of use in spoken and written discourse. The course applies a functional perspective to the teaching of tense, aspect, transitivity, voice and mood. It also covers the basic but complex systems in English for accounting for gender, number, person and case. Assessment is by coursework.

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**PDES6004. Written and spoken discourse for English Language Teaching**

This course introduces students to the systems of English from a discursive context. Participants will be introduced to a wide range of contemporary spoken and written discourse types, and will explore the systematic relationships between linguistic systems and contexts of use. The topics to be covered include: discourse and phonology; discourse and vocabulary; discourse and grammar; coherence and cohesion; speech acts, information structure and genre analysis; spoken versus written language; the acquisition of discourse and classroom discourse analysis. Assessment is by coursework.

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**PDES6005. Sociolinguistics and English as an international language**

This course looks at social aspects of language use, in particular, the social factors governing the choices speakers make in selecting from a repertoire of varieties. Choice of variety is examined with respect to language standards, norms of acceptability and social pressures of various kinds. The mutual influences operating on language and culture are examined, and the issue of bilingualism in education is reviewed, especially with reference to circumstances in Hong Kong. The rise of English to its position as the foremost international language, the emergence of nativised varieties, and the possibility of linguistic imperialism are also discussed. Assessment is by coursework.

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**PDES6006. Psycholinguistics and second language acquisition**

This course examines the psychological aspects of language with an emphasis on second language acquisition. The topics to be covered include: language comprehension and language production, the relation between language and cognition and the implications for first and second language development, stages and processes of first and second language acquisition, individual and situational factors affecting second language acquisition and the development of bilingualism. Assessment is by coursework.

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**PDES6007. Introduction to literature in English**

This course has a two-fold purpose: to introduce participants to the major literary genres, including fiction, poetry, drama, and film; and to some important works in adolescent literature written in English. Participants will learn how to respond to, read, and write about literature. Class activities include lectures, discussion, and drama activities. Assessment is by coursework.

## **PDES6008. Introduction to language arts**

This course has two main purposes: to introduce participants to important basic features of literature, such as alliteration, metaphor, plot, setting, and theme; and to some important works in children's and young adolescent literature written in English. Participants will read and respond to the literature, both analytically and through creative expression. Class activities include lectures, discussion, and dramatic activities. Assessment is by coursework.

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## **B. Broadening Courses**

### **PDES6019. Teaching Writing**

This course focuses on current theories of writing and teaching writing and what they mean for teachers of second language students. We begin by looking at different ways of understanding writing and the implications these have for the writing classroom. We look in particular at process, genre and critical approaches to writing and at how teachers can design effective writing syllabuses, lessons, materials and tasks to promote more effective writing. We will examine text samples and consider teacher and peer feedback in learning to write as well as how teachers can research writing, writers and texts in their own classrooms.

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### **PDES6020. Introduction to Corpus Linguistics**

This course introduces students to corpus linguistics as a means to study language use. It examines authentic English language data through different English language corpora and concordance tools. Students will learn the principles and methodology of corpus linguistics, and later on apply them to the analysis of English texts. Ways of applying corpora to English teaching will also be discussed. Assessment is by coursework.

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### **PDES6021. An Introduction to Systemic Functional Grammar**

This course introduces participants to Halliday's Systemic Functional Grammar. The three meta-functions of language, namely, ideational, interpersonal, and textual, will be discussed. Grammatical devices to represent these meta-functions will also be introduced. Participants will learn to apply the essential constructs of Halliday's framework to different textual analyses. Assessment is by coursework.

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### **PDES6022. Intercultural Communication**

The two-fold purpose of this course is, first, to discuss the various aspects of the process in which persons from different linguistic and cultural backgrounds communicate with each other; and second, to examine the dynamics of communication in intercultural settings. Topics to be covered include elements and dimensions of culture; cultural diversity and communication; language, culture, and identity; communicative competence; as well as the role of culture in language teaching. Assessment is by coursework.

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## **Coursework Assessment**

Participants must satisfy the examiners in coursework assessment for each of the courses which may take the form of written assignments, oral presentations, tests and/or other prescribed work.