

**REGULATIONS FOR THE DEGREE OF
MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER
LANGUAGES
(MA[TESOL])**

(See also General Regulations)

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

MATE1 Admission requirements

To be eligible for admission to the degree of Master of Arts in Teaching English to Speakers of Other Languages (MA[TESOL]), candidates shall

- (a) comply with the General Regulations;
 - (b) hold
 - (i) a Bachelor's degree in English Language with honours of this University; or
 - (ii) another qualification of equivalent standard from this University or another university or comparable institution accepted for this purpose;
 - (c) obtain the following, if they are seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English:
 - (i) a score of 580 or above in the paper-based Test of English as a Foreign Language (TOEFL) with a Test of Written English score of 4.0 or above *or* a score of 80 in the internet-based TOEFL with a score of 25 or above in the Writing section; or
 - (ii) a minimum overall band of 6.5 with no subtest lower than 6.0 in the International English Language Testing System (IELTS);
 - (d) satisfy the examiners in a qualifying examination, if required.
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MATE2 Qualifying examination

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the curriculum prescribed.
 - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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MATE3 Length of curriculum

The curriculum shall extend over one academic year of full-time study, including a summer semester, with a minimum of 360 hours of teaching and prescribed work. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two consecutive academic years of full-time study, unless otherwise permitted or required by the Board of Studies.

MATE4 Selection of modules

- (a) Candidates shall select their modules in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of the first semester. Changes to the selection of

modules may be made only during the add/drop period of the first semester, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period shall not normally be considered.

- (b) Withdrawal from modules beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of Studies.
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MATE5 Curriculum requirements

To complete the curriculum, candidates shall

- (a) follow instruction in the syllabuses prescribed and complete all specified work as required;
 - (b) satisfy the examiners in all assessment tasks as may be required;
 - (c) complete and present a satisfactory project on an approved topic; and
 - (d) satisfy the examiners in an oral examination if required.
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MATE6 Advanced standing

- (a) Advanced standing may be granted to candidates who have successfully completed one or more relevant specialist modules in the Postgraduate Certificate in Advanced Educational Studies curriculum of this University or another qualification of equivalent standard accepted for this purpose.
 - (b) Candidate may be granted advanced standing up to a maximum of three modules subject to the following conditions:
 - (i) the module(s) is appropriate for the field concerned; and
 - (ii) the application for advanced standing is received within five years of successful completion of the relevant modules or graduation from the Postgraduate Certificate in Advanced Educational Studies or another qualification of equivalent standard accepted for this purpose, whichever is later.
 - (c) Application for advanced standing shall normally be made prior to the commencement of the curriculum, and should be accompanied by copies of academic transcripts to support the application.
 - (d) Courses from institutions other than this University granted advanced standing shall not normally be considered in determining the award of mark of distinction but will be recorded on the transcript of the candidate.
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MATE7 Assessment and grades

- (a) Candidates shall be assessed by diverse forms of assessment as prescribed by examiners during the course of their studies.
 - (b) Candidates shall not be permitted to repeat a module for which they have received a D grade or above for the purpose of upgrading.
 - (c) Modules in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-assessed or repeats the failed module.
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MATE8 Re-assessment

- (a) Candidates who have failed to satisfy the examiners in not more than half of the modules taken in an academic year may be permitted to present themselves for re-assessment of the failed module(s) as determined by the Board of Examiners.
 - (b) Candidates who have failed to present a satisfactory project but have satisfied the examiners in all the remaining modules may be permitted to revise and re-present the project for re-assessment within a period of not more than 12 months after it is deemed unsatisfactory.
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MATE9 Discontinuation

Unless otherwise permitted by the Board of Studies, candidates shall be recommended for discontinuation of their studies, if they have:

- (a) failed more than half of the modules at a first attempt in an academic year;
 - (b) failed to present a satisfactory project and failed to satisfy the examiner(s) in one or more module(s) at a first attempt in an academic year;
 - (c) failed to satisfy the examiners at a second attempt in any modules(s) or in their project; or
 - (d) exceeded the maximum period of registration specified in Regulation MATE3.
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MATE10 Award of degree

- (a) To be eligible for the award of the degree of Master of Arts in Teaching English to Speakers of Other Languages, candidates shall
 - (i) comply with the General Regulations; and
 - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
 - (b) Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded on the transcript of candidates. A list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.
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SYLLABUSES FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (MA[TESOL])

The MA(TESOL) curriculum consists of a minimum of 360 hours of teaching and prescribed work. Candidates are required to complete a total 12 modules which comprise:

- 6 core modules (each entailing at least 30 hours, including 20 contact hours)
- Project (equivalent to 2 modules, entailing at least 60 hours, including 5 contact hours)
- 4 elective modules (each entailing at least 30 hours, including 20 contact hours)

Candidates have to complete 5 modules, including 3 compulsory and 2 elective modules, in the first semester and the remaining 5 modules including 3 compulsory and 2 elective modules, and the project in the second and summer semesters. All candidates will be required to submit their project by end of the summer semester.

COMPULSORY MODULES FOR TESOL

Candidates are required to complete 3 compulsory modules in each of the first and second semesters and complete a project in the summer semester.

MAES7001 English Language Teaching Methodology

This module is concerned with developments in English Language teaching methodology and focuses on a variety of approaches to the learning, teaching and assessment of the four macro skills, reading, writing, listening and speaking internationally. Topics covered include: principles underlying the communicative approach and implications for the teaching and learning of reading, writing, listening and speaking; approaches to the teaching and learning of grammar and lexis; the teaching of phonology and implications for the classroom; evaluation, selection and adaptation of module materials and authentic materials for language teaching purposes; and task design for communicative practice.

Assessment: 100% coursework.

MAES7002 Grammar and pedagogy

This module focuses on candidates' knowledge about language (specifically relating to grammar and lexis: the lexico-grammar) and the impact of such knowledge on pedagogical practice.

Assessment: 100% coursework.

MAES7003 Second Language Acquisition

This module introduces candidates to the various issues in second language acquisition and engages them in understanding and reviewing these issues from a range of perspectives including the psycholinguistic, sociocultural and critical aspects. Both theoretical and pedagogical issues will be addressed. Candidates will also be introduced to current debates in the field, in particular the influence of first language and culture, the relationship between language and cognition, as well as the role of

input, instruction, interaction, motivation and learning strategies in second language development. The module will also briefly address the broader socio-political context of second language learning and language policy development, including such controversial questions as "native" speaker issue, use of the mother tongue in second language learning, and medium of instruction.

Assessment: 100% coursework.

MAES7004 Sociolinguistics and English Language Education

This module provides opportunities for candidates to explore the relationships between language, culture, education and society. It addresses a variety of topics including nationalism and popular culture, style and identity, gender and ethnicity, critical language awareness, language policy, in particular, choice of a language as medium of instruction, as well as language and power and different varieties of English and the selection of appropriate models in specific contexts. Discussions will be conducted to draw implications for English language teaching professionals in a wide range of TESOL contexts. These discussions prepare the candidates to help their students accept and access as classroom resources a variety of communication repertoires.

Assessment: 100% coursework.

MAES7005 Phonetics and Phonology for English Language Teaching

This module aims to introduce course participants to aspects of the English sound system most relevant to the teaching of English (& specifically English pronunciation) as a second or foreign language. It includes a systematic analysis of both segmental and supra-segmental features as well as wider issues within phonology and a consideration of their practical application to the learning of English as a second or foreign language.

Assessment: 100% coursework.

MAES7006 Methods of Research and Enquiry in TESOL

This module examines different approaches to conducting research in teaching English as a second language, including experimental, naturalistic, critical and action research. Students will be introduced to the various stages of the research process from the development and justification of research questions and the formulation of an appropriate research design, including methods of data-gathering and data analysis, to the final stage of writing up.

Assessment: 100% coursework.

PROJECT FOR TESOL

Candidates are required to complete a project by the end of August in the year which they plan to complete their studies.

MAES7200 Project by Independent Study (2-module equivalent)

The project represents at least 60 hours of work (including 5 contact hours). Candidates are provided with an opportunity to build on or extend interests developed in TESOL by undertaking an individual

project normally of 6,000 words by independent study. Examples of possible projects are a small-scale research project, an extended literature review of an issue or topic of significance in TESOL, a relevant professional development activity, a case study of learning or teaching, or any other project which is intellectually demanding and requires reading of the research and professional literature.

Assessment: 100% coursework.

ELECTIVE MODULES FOR TESOL

Candidates are required to take 2 elective modules in each of the first and second semesters. Not all elective modules will be offered every year.

MAES7100 Literature in language teaching and learning

This module focuses on the role of literature in the English Language curriculum and the issues related to using literature in the language classroom. It examines different literary genres (poetry, prose and drama) and the literary techniques associated with them, and addresses the texts of mass media and film. It also examines the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature.

Assessment: 100% coursework.

MAES7101 Analysis of Spoken and Written Discourse

Discourse analysis refers to *the study of language in its contexts of use*. Over the last three decades, there has been a fundamental shift in the study of language away from looking at de-contextualized language structures in isolated sentences or phrases and towards looking at language functioning as communication in real life contexts to achieve different purposes, including the study of how discourses construct different ideologies and identities. This module focuses on introducing to language teaching professionals the relevant concepts and methods in spoken and written discourse analysis.

Assessment: 100% coursework.

MAES7102 Reading in English as a Second Language

This module focuses on the knowledge and skills involved in the teaching and learning of English as a second language (ESL) reading and vocabulary learning. Topics in lexis include the development and use of the English lexical system; lexical relations such as denotation, connotation, collocation, sense relations, synonyms, antonyms, hyponymy; and the nature of the bilingual mental lexicon. Major topics in reading include reading as skills and strategies, top-down versus bottom-up processing, reading as literacy; the links between first and second language literacy skills; and critical reading. Pedagogical implications will be drawn to shed light on the practice of teaching reading and vocabulary.

Assessment: 100% coursework.

MAES7103 Teaching Writing in a Second Language

This module focuses on current theories of writing and teaching writing and what they mean for English as a foreign language (EFL) / English as a second language (ESL) teachers. It is concerned with how current theories and research can be used to inform teacher reflection and classroom practice

Assessment: 100% coursework.

MAES7104 English for Academic Purposes

This module introduces students to the rapidly expanding field of English for academic purposes (EAP) and aims to provide them with an understanding of the issues and challenges of teaching English in university settings. It will offer participants an overview of research and teaching techniques and a theoretical approach which will allow them to critically evaluate current research and methodologies and show them how these might be applied in specific contexts.

Assessment: 100% coursework.

MAES7105 Technology and English Teaching and Learning

This module prepares candidates to use information technology effectively in their professional practice within the field of teaching English as a second or foreign language. It explores some of the key issues in current uses of information technology (IT) in language teaching and learning. It looks in particular at concepts of Computer-Assisted Language Learning, network-based teaching and learning, and electronic literacy. It sets the use of technology within a pedagogical and socio-cultural context particularly with reference to the teaching of English as a second or foreign language.

Assessment: 100% coursework.

MAES7106 Testing and Assessment in TESOL

This module introduces candidates to the principles of testing and test evaluation most relevant to the teaching of English as a second or foreign language. It discusses testing in a range of contexts including formative and summative assessments, as well as the areas of self-assessment, classroom-based assessment and alternative assessments. The module includes an overview of the theory of language testing; key aspects of developing, scoring and reporting tests; test item analysis; ways in which tests contribute to assessment of student performance and issues related to the reliability and validity of tests.

Assessment: 100% coursework.

MAES7107 Autonomy and Language Learning

This module explores the major issues implicit in fostering autonomy in language learning, with specific reference to the English as a Second Language context. It includes a discussion of the theoretical grounding of the concept in the history of both general and language education and covers the learner-based, classroom-based, curriculum-based, resource-based and technology-based approaches to autonomy used within language teaching. The implications of these approaches for the changing roles of teachers and learners are explored.

Assessment: 100% coursework.
