

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

*(See also General Regulations and Regulations for Taught Postgraduate Curricula)*

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.

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## **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]), a candidate

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
  - (b) shall hold a Bachelor's degree in English Language of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
  - (c) shall 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) shall 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 Period of study**

The curriculum shall normally extend over one academic year of full-time study, including a summer semester. 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.

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## **MATE4 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of the first semester. Changes to the selection of courses 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 courses 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) satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
  - (b) follow instruction in the syllabuses prescribed and complete all specified work;
  - (c) satisfy the examiners in all assessment tasks;
  - (d) complete and present a satisfactory project on an approved topic; and
  - (e) satisfy the examiners in an oral examination if required.
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#### **MATE6 Advanced standing**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. The amount of credits to be granted for Advanced Standing shall be determined by the Board of Studies, in accordance with the following principles:
    - (i) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
    - (ii) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of Studies but will be recorded on the transcript of the candidate.
  - (b) Courses from institutions, other than this University, granted advanced standing shall not normally be considered in determining the award of a mark of distinction.
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#### **MATE7 Assessment**

- (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 course for which they have received a passing grade or above for the purpose of upgrading.
  - (c) Courses 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 course.
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#### **MATE8 Re-assessment**

- (a) Candidates who have failed to satisfy the examiners in any part of the assessment at the first attempt may be permitted to present themselves for re-assessment of the failed course(s) as determined by the Board of Examiners.
  - (i) undergoing re-assessment/re-examination in the failed course to be held no later than the end of the following semester (not including the summer semester); or
  - (ii) re-submitting failed coursework, without having to repeat the same course of instruction; or
  - (iii) repeating the failed course by undergoing instruction and satisfying the assessments; or

- (iv) for elective courses, taking another course in lieu and satisfying the assessment requirements.
  - (b) Candidates who have presented a project which has failed to satisfy the examiners at the first attempt may be permitted to re-present the project 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 to satisfy the examiners upon re-assessment of a course or a project; or
  - (b) exceeded the maximum period of registration specified in Regulation MATE3.
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**MATE10      Grading system**

Individual courses shall be graded according to the following grading system:

<i>Grade</i>		<i>Standard</i>	<i>Grade Point</i>
A+	}	Excellent	4.3
A			4.0
A-			3.7
B+	}	Good	3.3
B			3.0
B-			2.7
C+	}	Satisfactory	2.3
C			2.0
C-			1.7
D+	}	Pass	1.3
D			1.0
F		Fail	0

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**MATE11      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 Regulations for Taught Postgraduate Curricula; and
    - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
  - (b) On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diploma.
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## **SYLLABUSES FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (MA[TESOL])**

Candidates are required to complete a total 12 courses which comprise:

- 6 core courses (6 credits each)
- Project (12 credits)
- 4 elective courses (6 credits each)

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

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### **COMPULSORY COURSES FOR TESOL**

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

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#### **MAES7001 English Language Teaching Methodology (6 credits)**

This course 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 course materials and authentic materials for language teaching purposes; and task design for communicative practice.

Assessment: 100% coursework.

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#### **MAES7002 Grammar and pedagogy (6 credits)**

This course aims to enhance candidates' knowledge about aspects of the language system, with grammar and lexis, and the relationship between the two, focused on in particular. It aims to promote understanding of the importance of such knowledge about lexico-grammar in pedagogical decision-making, and their development of teacher language awareness (TLA). The course explores TLA-related issues in the context of the teaching and learning of the grammar and lexis at the classroom level. It considers the importance of critical evaluation of the grammar treatment in course books and teaching materials, as well as in candidates' own classroom practice. The course also engages candidates in critically reflecting on their own TLA and its impact on their teaching and learning practices.

Assessment: 100% coursework.

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#### **MAES7003 Second Language Acquisition (6 credits)**

This course 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 course 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.

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#### **MAES7004 Sociolinguistics and English Language Education (6 credits)**

This course provides opportunities for candidates to explore the relationships between language, culture, education and society. It addresses a variety of topics such as 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.

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#### **MAES7005 Phonetics and Phonology for English Language Teaching (6 credits)**

This course 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.

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#### **MAES7006 Methods of Research and Enquiry in TESOL (6 credits)**

This course 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.

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### **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.

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#### **MAES7200 Project by Independent Study (2-course equivalent) (capstone requirement: 12 credits)**

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.

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### **ELECTIVE COURSES FOR TESOL (6 credits each)**

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

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#### **MAES7100 Literature in language teaching and learning (6 credits)**

This course 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.

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#### **MAES7101 Analysis of Spoken and Written Discourse (6 credits)**

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 course focuses on introducing to language teaching professionals the relevant concepts and methods in spoken and written discourse analysis.

Assessment: 100% coursework.

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#### **MAES7102 Reading in English as a Second Language (6 credits)**

This course aims to help candidates to develop an understanding of the related theory and principles in English as a second language (ESL) reading; a critical understanding of existing practices in this area; an interest in developing a possible topic for further investigation. Major topics in reading include reading as skills and strategies, the links between first and second language reading, and critical reading. Specific pedagogies for teaching reading, such as collaborative strategic reading, read-aloud and think-aloud will also be critically examined and implications drawn. Assessment: 100% coursework.

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#### **MAES7103 Teaching Writing in a Second Language (6 credits)**

This course 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 (6 credits)**

This course 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.

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**MAES7105 Technology and English Teaching and Learning (6 credits)**

This course 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. No previous experience using technology in teaching is required.

Assessment: 100% coursework.

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**MAES7106 Testing and Assessment in TESOL (6 credits)**

This course 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 course 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.

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**MAES7107 Autonomy and Language Learning (6 credits)**

This course 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.

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