

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

These regulations apply to students admitted to the Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)] curriculum in the academic year 2021-22 and thereafter.

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

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 94 in the internet-based TOEFL with a score of 25 or above in the Writing section; or
 - (ii) a minimum overall band of 7.0 with no sub-test lower than 6.5 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.

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.

MATE5 Curriculum requirements

To complete the curriculum, candidates shall

- (a) satisfy the requirements prescribed in TPG6 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

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:

- (a) 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
 - (b) 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.
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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.
 - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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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

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)]

These syllabuses apply to students admitted to the Master of Arts in Teaching English to Speakers of Other Languages [MA(TESOL)] curriculum in the academic year 2025-26 and thereafter.

Candidates are required to complete a total of 72 credits which comprise:

- 6 core courses (6 credits each)
- Capstone project (12 credits)
- 4 elective courses (6 credits each)

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

CORE COURSES

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

MAES7001 Methodological Innovations in TESOL (6 credits) /
MAES7008 Methodological Innovations in TESOL (COIL) (6 credits)

(MAES7001 and MAES7008 are mutually exclusive. The offering of MAES7008 is subject to the availability of an overseas partnering university for collaboration. The course may not be offered every year. Candidates can only complete either one of these two courses.)

This course introduces participants to the latest developments in English language teaching (ELT) methodology. It discusses innovative approaches to learning, teaching, and assessing the four macro skills – speaking, listening, reading, and writing – internationally, and engages participants in critically reflecting on the applicability of these approaches in their (previous and) future teaching contexts. Topics such as principles underlying the communicative approach, technological advancement in ELT and its implications for effective TESOL instruction, the evaluation, selection, adaptation, and use of authentic and digital resources for ELT, and task design for optimal communicative practice in different classroom settings will be explored.

Assessment: 100% coursework.

MAES7002 Grammar and Pedagogy (6 credits)

This course aims to enhance participants' 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 an understanding of the importance of lexico-grammar in pedagogical decision-making, and the development of teacher language awareness (TLA). The course explores TLA-related issues in the context of teaching and learning grammar and lexis in the TESOL classroom. It considers the importance of critically evaluating grammar treatment in course books and teaching materials, as well as in participants' own classroom practice. The course also engages participants in critically reflecting on their own TLA and its impact on their teaching and learning practices.

Assessment: 100% coursework.

MAES7003 Second Language Acquisition (6 credits)

This course introduces participants to various issues in second language acquisition and engages them in understanding and reviewing these issues from a range of perspectives, including psycholinguistic, sociocultural, and critical aspects. Both theoretical and pedagogical issues will be addressed on the course. Participants will examine current debates in the field, in particular the influence of the 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 explore the broader socio-political context of second language learning and language policy development, including controversial questions such as the “native” speaker issue, use of the mother tongue in second language learning, and debates on the medium of instruction.

Assessment: 100% coursework.

MAES7004 Sociolinguistics and TESOL (6 credits)

This course aims to guide participants in developing a systematic understanding of various sociolinguistic approaches to TESOL, including sociocultural, critical, and social semiotic perspectives. They will be guided to examine intersections among English as a global language, race, class, GenAI, ideologies, and TESOL pedagogies. They will also be introduced to current debates in the field, such as world Englishes and ELF-aware pedagogies, translanguaging and the role of the first language in TESOL classrooms, linguistic racism and its impact on TESOL hiring and teaching practices, multimodality and its implications for curricular innovations, and the myth of native speakerism and the evolving nature of pedagogical models in TESOL. The course aims to engage participants in critically reflecting on their own experiences of language use and developing theory-informed sociolinguistic approaches to TESOL in their professional practices.

Assessment: 100% coursework.

MAES7005 Teaching Spoken Communication for English as a Global Language (6 credits)

English serves as an international lingua franca, facilitating intercultural interactions among speakers from diverse English backgrounds. This course introduces participants to key aspects of spoken communication most relevant to teaching English in local and global contexts, including linguistic, discourse, and sociolinguistic knowledge, as well as intercultural and communicative competence. The course will also examine segmental and suprasegmental features of English, highlighting key factors that influence pronunciation and overall intelligibility. Discussions will explore relevant approaches to teaching spoken communication, while practical applications of these concepts will enhance the teaching and learning of spoken English as a global language.

Assessment: 100% coursework.

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. Participants 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.

CAPSTONE PROJECT

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

MAES7200 Project by Independent Study (Capstone requirement: 12 credits)

Participants are provided with an opportunity to build on or extend interests developed in TESOL by undertaking a 6000-word individual project by independent study. Examples of such projects are a small-scale research study, 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 in TESOL.

Assessment: 100% coursework.

ELECTIVE COURSES (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 annually.

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 TESOL classroom. It examines different literary genres (poetry, prose, and drama) and the literary techniques associated with them, and addresses the texts of mass media, film, and other multimodalities. It also examines how language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature.

Assessment: 100% coursework.

MAES7101 Critical Discourse Studies (6 credits)

Discourse analysis refers to *the study of language in its contexts of use*. Over the last four decades, there has been a fundamental shift in the study of language away from looking at de-contextualised 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 language teaching professionals to the relevant concepts and methods in spoken and written discourse analysis.

Assessment: 100% coursework.

MAES7102 Teaching Reading in English as an International Language (6 credits)

This course aims to develop participants' understanding of the related theories and principles in English-as-an-international-language (EIL) reading, their critical faculty in reviewing existing practices in this area, and their interest in identifying topics for further investigation. Major topics 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 will be drawn.

Assessment: 100% coursework.

MAES7103 Second Language Writing Instruction in Global Contexts (6 credits)

This course aims to familiarise participants with current theories and research on teaching writing to develop their understanding of how these ideas might be applied in the TESOL writing classroom. The course also aims to train participants to become more reflective practitioners by providing ways to create and evaluate courses, tasks, and materials for teaching writing.

Assessment: 100% coursework.

MAES7105 Technology and English Teaching and Learning (6 credits)

This course prepares participants to use technology effectively in their professional practice within the field of teaching English as a second, foreign or international language. It explores some of the key issues in current uses of technology in language teaching and learning. Specifically, it looks at concepts of Computer-Assisted Language Learning, network-based teaching and learning, and digital literacy within a pedagogical and socio-cultural context, particularly with reference to TESOL.

Assessment: 100% coursework.

MAES7106 Testing and Assessment in TESOL (6 credits)

This course introduces participants to the principles of testing and test evaluation most relevant to teaching English as a second, foreign or international language. It discusses testing in a range of contexts, including formative and summative assessments, as well as 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 the assessment of student performance, and issues related to the reliability and validity of tests.

Assessment: 100% coursework.

MAES7107 Autonomy and Language Learning (6 credits)

This course explores significant issues implicit in fostering autonomy in language learning, with specific reference to the context of English as a second, foreign or international language. It includes a discussion of the theoretical grounding of the concept in the history of both general and language education and covers 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 will also be explored.

Assessment: 100% coursework.

MAES7108 Corpora for Language Learning and Teaching (6 credits)

This course provides participants with a foundational understanding of corpus linguistics and how it has been used within language education for applied linguistic research and pedagogy. Corpus linguistics (CL) is a fast-growing field of linguistics that intersects with GenAI and provides unique insights into language through the computer-aided analysis of (large) collections of spoken and written text from around the world. The aim of this course is to help participants: Use corpora to improve their expertise in the English language; apply corpus analysis techniques to language education research and the development of classroom tasks and curricula; investigate aspects of language development and English as an international language; use a variety of online and offline tools that leverage traditional corpus methods and newer innovative AI; and understand the current trends and key ideas in corpus research. This course has a significant practical component that provides extensive hands-on experience with some of the most widely used corpora and software tools.

Assessment: 100% coursework.

MAES7109 Intercultural Communication (6 credits)

This course examines the relationship between intercultural communication, language use, and context. It studies key concepts such as intercultural communicative competence, culture shock, identity (re)construction, translanguaging and transcultural communication, and explores the pedagogical implications of these concepts for TESOL.

Assessment: 100% coursework.

MAES7110 Vocabulary Teaching and Learning (6 credits)

This course focuses on English vocabulary acquisition and how to present words effectively to learners. In the course, participants will learn to identify the kinds of words that learners need most, examine how words are remembered, and look at strategies for effective vocabulary learning. The course also suggests ways of assessing learners' word power and reviews technology-assisted approaches to vocabulary teaching, such as the use of corpora and autonomous lexical development.

Assessment: 100% coursework.

MAES7111 English Language Teaching: Principles into Practice (6 credits)

This course aims to develop participants' understanding of the processes of planning, implementing, and evaluating lessons. They will be given the opportunity to critically reflect on the ways in which theories and principles in language education come into play in the TESOL classroom. They will be led to consider the real-time challenges and obstacles teachers face, and address key issues, such as classroom management, differentiation, and motivation, with practical pedagogic strategies. The course is also designed to engage participants in an ongoing collaborative process of exploration, and analysis of language teaching processes through teaching observations, development of lesson plans, engagement in peer teaching activities, and critical reflection on their teaching and student learning.

Assessment: 100% coursework.

MAES7112 Teaching Listening for English as a Global Language (6 credits)

This course introduces participants to the listening skill taught and learnt in the TESOL classroom. It first draws on research conducted in various contexts across the globe to develop participants' understanding of theoretical models underpinning listening comprehension. Subsequently, participants will explore a variety of topics in relation to how learners learn to listen by using listening strategies, how teachers design lessons to develop learners' listening competence, and how listening assessment is carried out. Recent and innovative research and practice of second language listening against the background of English as a global language will be discussed. The course will also provide opportunities for participants to design listening materials and set assessment questions.

Assessment: 100% coursework.

MAES7113 Teaching Multimodality (6 credits)

This course develops participants' critical awareness of multimodality and its application to language teaching. Participants will enhance their knowledge of key theories and approaches within the field of multimodality, critically applying them to different teaching contexts and situations. They will learn to evaluate multimodal resources and design practical and engaging multimodal activities. By the end of the course, participants will be equipped with the skills and knowledge to leverage multimodality to enhance their language teaching provision in diverse TESOL settings.

Assessment: 100% coursework.
