The University of Hong Kong  
Faculty of Education

Master of Arts in Teaching English to Speakers of Other Languages (MA(TESOL))

Outline of the eleven Elective Courses:

Elective Course 1: 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 ways in which language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature.
Assessment: 100% coursework.

Elective Course 2: 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-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 to language teaching professionals the relevant concepts and methods in spoken and written discourse analysis.
Assessment: 100% coursework.

Elective Course 3: MAES7102 Teaching Reading in English as an Additional 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.

Elective Course 4: MAES7103 Teaching Writing in a Second Language (6 credits)

This course aims to familiarize students with current theories and research on teaching writing to develop their understanding of how these ideas might be applied in the writing classroom. The course also aims to help students become more reflective practitioners by providing ways to create and evaluate courses, tasks and materials for teaching writing.
Assessment: 100% coursework.
Elective Course 5: MAES7105 Technology and English Teaching and Learning (6 credits)

This course prepares teachers 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 technology in English language teaching and learning. It looks in particular at concepts of Computer-Assisted Language Learning, network-based teaching and learning, and digital literacies. 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 of using technology in teaching is required.

Assessment: 100% coursework.

Elective Course 6: 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.

Elective Course 7: 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.

Elective Course 8: MAES7108 Corpora for Language Learning and Teaching (6 credits)

This elective course teaches students about the value of corpora to the learning of vocabulary and collocation, and how corpora can be used as both a reference and independent learning resource. The course also offers students insights into different corpora applications to English language teaching. In this course, students will be introduced to different corpora and are taught to look at how to search corpora, how to gain insights from the search results, how to build and annotate genre- and discipline-specific corpora of their own, and how to bring corpora into the classroom.

Assessment: 100% coursework.

Elective Course 9: MAES7109 Intercultural Communication (6 credits)

The course examines the relationship between intercultural communication, language use and context. It studies some key concepts such as intercultural communicative competence, culture shock and identity (re)construction, and explores methods for teaching intercultural communication in the classroom. The course offers interactive assessment tasks and a blend of lectures and seminars with invited guest speakers.

Assessment: 100% coursework.
Elective Course 10: MAES7110 Vocabulary Teaching and Learning (6 credits)

This postgraduate level elective course introduces latest research-informed practice on vocabulary teaching and learning with the goal of critically reviewing pedagogy for teachers and learners alike. Some key topics we will cover include goals of vocabulary acquisition, aspects of morphological/lexical/collocational knowledge, teaching and learning strategies in general and specialized domains, dictionaries and contexts, vocabulary testing, corpora and computer-assisted vocabulary learning. The course features a mix of lectures and seminars, in which much of the learning happens through interactive, in-class discussion among students and with instructor(s). The course and reading materials survey the field and its latest development, which in turn prepare students to critically examine vocabulary teaching and learning and its application in Hong Kong and beyond.

Assessment: 100% coursework.

Elective Course 11: MAES7111 English Language Teaching: Principles into Practice (6 credits)

This course aims to develop participants’ understanding of learning, teaching and assessment processes, particularly focusing on promoting their ability to draw on English language teaching (ELT) principles to shape and inform pedagogical decisions. Classroom observation and direct teaching experience will provide a context for participants to critically reflect on their understanding of teaching practice, with a specific focus on developing practice that meets learner needs and promotes effective learning. The module will particularly focus on developing participants’ lesson planning capability and on their awareness and understanding of strategies relating to classroom management, differentiation of learning and motivation and their skills and competence in planning, as well as, their ability to critically reflect on their teaching and student learning.

Assessment: 100% coursework.

Elective Course 12: MAES7112 Teaching and Learning Listening in the English Language Classroom (6 credits)

This course introduces students to the listening skill taught and learnt in the English language primary and secondary classroom. It first develops students' understanding of theoretical models underpinning listening comprehension, on the basis of which students 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. The course will also provide opportunities for students to design listening materials and set assessment questions. Throughout the course, an interactive and reflective approach will be adopted. Participants are expected to take an active role in class activities, discussions and presentations.

Assessment: 100% coursework.