WHO IS THE COURSE FOR?
Are you currently teaching and wish to teach English at tertiary level? Are you interested in issues relating to the teaching, learning and use of English? Would you like to develop your knowledge and skills in the areas of English for Academic/Professional Purposes? If the answer to one or more of these questions is yes, then you will be interested in the M.A. in Applied Linguistics Programme, which has been offered by the Centre for Applied English Studies (formerly named the English Centre) since September 1996.

Upon completion of the programme, participants will have a critical understanding of theory in the field of applied linguistics and be able to conduct research on its practical applications.

Our M.A. in Applied Linguistics Programme has a number of distinctive features:

• it prepares participants who wish to teach English for Academic Purposes and English for Professional Purposes in universities, colleges, and the professional workplace;
• it adopts a functional approach to the description, analysis and teaching of language;
• it contains a strong empirical component and provides participants with many opportunities for data collection, analysis and interpretation;
• it frames teaching, learning and investigation of language within the Hong Kong, China and the global contexts.

LENTh AND REQUIREMENTS OF PROGRAMME

Full-time participants complete the programme in one year while part-time participants extend their studies over two years.

To fulfil the programme requirements, participants have to complete 5 core courses, 3 elective courses, advanced research methods and a dissertation. The programme involves a minimum of 300 hours of prescribed work.

CORE COURSES (10 credits – 2 credits per course)

1. Discourse analysis
This course introduces participants to a range of approaches to the analysis of discourse including conversation analysis, pragmatics, systemic functional linguistics and critical discourse analysis. At the end of the course, participants should be able to identify how context influences the use of language and apply this to the analysis of texts.

2. Second language curricula
The course introduces key concepts and skills in the planning, implementation and evaluation of language curricula for a range of teaching contexts. Participants will be able to define key concepts in curriculum design, articulate beliefs about the nature of language and learning, describe relevant research into second language acquisition, and identify ways in which these will inform their approach to curriculum design and development.

3. Introduction to research methods
This course provides an overview of key methods for researching applied linguistics. At the end of the course, participants will be able to identify, describe and evaluate the relevance of research methods.

4. Second language acquisition
This course provides an overview of key approaches and current trends of second language acquisition (SLA). By the end of the course, participants will have a clear understanding of the relationship among different SLA theories, as well as the methodology/techniques used in collecting second language data.

5. Understanding language through grammar
This course adopts a functional view of grammar to understand language as a stratified system. At the end of the course, participants will be able to identify and describe the language use and function in some common genres, apply relevant grammatical categories to critically analyse and interpret language data and diagnose problems of language learners.

ELECTIVE COURSES (6 credits – 2 credits per course)

Unless stated otherwise, all courses listed below will be offered in both 2012-2013 and 2013-2014. Whether the courses will be run depends on student enrollment.

1. Language testing and evaluation
This course introduces fundamental principles of language testing and provides hands-on experience in the design, trialling, moderation, validation and evaluation of testing instruments. By the end of the course, participants will be able to construct useful tests suitable for their purpose and be able to critique the usefulness of existing tests in a variety of contexts.

2. Phonology
This course reviews current issues in phonology and discusses the teaching of pronunciation and intonation in the Hong Kong context. By the end of the course, participants will be able to discuss general aspects of phonological systems based on the Discourse Intonation model, identify the specific pronunciation problems of Cantonese learners of English, and evaluate the theory and applications of different pronunciation teaching approaches.

3. Vocabulary teaching and learning
The course discusses vocabulary teaching approaches, learning strategies and use of corpora and online resources in ESL/EFL settings. By the end of the course, participants will be able to present vocabulary needed by their learners effectively so as to maximize acquisition.

4. Autonomous approaches to language learning and teaching
This course explores the theory and practice of autonomy in language learning and teaching through discussions on differing interpretations of, and contexts for, learner autonomy, and how these interact with various methods of implementation. By the end of the course, participants will be able to define autonomous language learning and help students to learn autonomously in both classroom and other contexts.

5. Advances in writing pedagogy
This course introduces students to current theories of writing and teaching writing. We discuss theoretical and practical developments and focus in particular on process, genre and critical approaches to writing and on feedback on writing. On completion, students will be able to design and evaluate writing syllabuses, lessons, materials and tasks informed by current thinking in the field.

6. Language education in China
This course addresses macro language planning concerns and micro learner experience in China from 1949. By the end of the course, participants should be able to demonstrate a critical understanding of the language education circumstances and the dialectics of language and ethnic identity in China and reflect on how to apply such knowledge in opportunities for cultural exchange with China.

7. Sociocultural dimensions of SLA
This course addresses core sociolinguistic concepts to examine language spread and politics surrounding salient issues of second language acquisition, with emphasis on English as a second language in Hong Kong. At the end of the course, participants will be able to identify key sociolinguistic notions and analyse various forces at play in the language policy scene of a multilingual society.

8. Gender and language (Only offered in 2012-2013)
This course explores the role of gender as a sociolinguistic variable in female and male speech and examines the major theoretical approaches to the analysis of the differences between female and male speech behavior. By the end of the course, participants will be able to identify the linguistic features associated with gender-specific speech.

9. Information technology in language teaching and research (Only offered in 2012-2013)
This course discusses major issues and current uses of information technology (IT) in language teaching, learning and research. Participants will be able to: 1) define, exemplify and discuss concepts of Computer-Assisted Language Learning, network-based teaching and learning, and electronic literacy; 2) identify goals and resources for IT-enhanced language learning; and 3) evaluate the use of technology within a pedagogical and socio-cultural context.
10. Literature and language teaching (Only offered in 2013-2014)
This course examines the role of literature in language teaching. By the end of the course, students should be able to: 1) explain why and how literature can be used in the language classroom; 2) demonstrate a basic understanding of literary theory, stylistics, drama in education, film theory and how they are related to language teaching and 3) write lesson plans based on literary works.

11. Corpora and ELT (Only offered in 2013-2014)
This course introduces students to corpus linguistics and its applications in English language teaching. We discuss the pedagogical value of corpora in teaching and the challenges of corpus use. On completion, students will be able to develop effective ways to introduce corpora into classroom to facilitate students’ language learning.

ADVANCED RESEARCH METHODS (2 credits)
This course consists of interactive workshops which focus on the skills needed for the research phase of the MAAL dissertation. By the end of the course, participants will be able to produce a proposal for their own dissertation research.

DISSERTATION (6 credits)
Participants are required to complete a dissertation on an approved topic of about 15,000 words (plus or minus 10%). The dissertation will involve the collection and analysis of original data.

For the tentative timetable for 2012-2013, please visit our programme homepage: http://caes.hku.hk/maal

ENTRY REQUIREMENTS
To be eligible for admission you must hold either a Bachelor's degree of this University or of another University or comparable institution; or another qualification of equivalent standard accepted for this purpose. If your qualification comes from a university outside Hong Kong where the language of teaching and/or examination is not English, you must provide official TOEFL/IELTS score reports issued within the last two years. You may be required to sit for a qualifying examination and/or attend an interview which will assess your ability to follow the programme.

HOW MUCH WILL IT COST?

One-time fees (provisional):
Application Fee: HK$300
Caution Money: HK$350

Annual fee (provisional):
Composition Fee (2012-13): HK$87,000 (Full-time)
Composition Fee (2012-14): HK$87,000 (Part-time)

HOW CAN I GET MORE INFORMATION?
From:
Professor Ken Hyland
Course Director
Centre for Applied English Studies

Dr. Yvonne Loong
Co-ordinator and Admissions Advisor
Centre for Applied English Studies
Email: loongycw@hku.hk
Tel: (852) 2859 2910

Or:
by visiting the MAAL Programme home page:
http://caes.hku.hk/maal/

A briefing session for the M.A. in Applied Linguistics programme will be held from 10:00 – 11:15 am, Saturday, February 4, 2012, in Room 605, K.K. Leung Building, the University of Hong Kong. For further information, please call Ms Cecilia Chan at (852) 2859 2004.

HOW DO I APPLY?
Applications can be submitted via the on-line application system at http://www.asa.hku.hk/admissions/tpg from early January 2012.

Applications should be received no later than February 20, 2012.