8. Gender and language

This course explores the role of gender as a sociolinguistic variable in female and male speech. Candidates will learn the linguistic features associated with gender-specific speech in different speech communities, and examine major theoretical approaches to the analysis of the differences between female and male speech behavior. Topics such as sexism and language use in different cultural contexts and gender-based language reforms will also be addressed.

9. Language teacher development

This course engages participants in exploring how teachers of English for Academic Purposes (EAP) pursue professional development. Topics include the expertise of EAP teachers, the transition from EFL/ESL to EAP teachers, the teaching of English skills for general and specific academic purposes, teacher learning and teacher research in EAP. On completing the course, participants should be able to apply their knowledge in these topical areas to their own professional development.

ADVANCED RESEARCH METHODS
(for dissertation option) (6 credits)

This course consists of a series of interactive workshops which will focus on the skills needed to enter into the research phase leading to the production of a dissertation. By the end of the workshops, candidates will be able to design and carry out their own research plan. As a result, they will be ready to prepare their dissertation research proposal.

DISSERTATION / PORTFOLIO (15 credits)

Participants are required to complete a dissertation on an approved topic of about 15,000 words or a reflective portfolio of 12,500 words (plus or minus 10%). The dissertation will involve the collection and analysis of original data.

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

Composition fee (provisional):
  Full-time (2020-2021): Local: HK$137,000;
                          Non-local: HK$180,000
  Part-time (2020-2022): Local: HK$68,500 per year x 2
                          Non-local: HK$90,000 per year x 2

HOW CAN I GET MORE INFORMATION?

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

Dr. Ken Lau
Acting Course Director
Co-ordinator and Admissions Advisor
Centre for Applied English Studies
Email: lauken@hku.hk
Tel: (852) 3917 2010

For further information, please contact caes-maal@hku.hk or call **Ms Cecilia Chan at (852) 3917 7940**.

HOW DO I APPLY?

Applications can be submitted via the on-line application system at **http://www.aal.hku.hk/tpg/** .

Applications should be received no later than
February 11, 2020 (12:00 pm)

Master of Arts in Applied Linguistics
Prospectus for September 2020

CAES
Centre for Applied English Studies

The University of Hong Kong

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. Our programme is designed for those who have professional experience in English language education or other (non-educational) areas of English and applied linguistics. The programme develops students' knowledge and skills in the teaching, learning, and applied use of the English language across a range of diverse disciplines and contexts. 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 into its practical applications.

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

• *it adopts a functional approach to the description, analysis and teaching of language;*
• *it contains a strong empirical component and provides students with opportunities for data collection, analysis and interpretation;*
• *it provides individual supervision;*
• *it frames teaching, learning and investigation of language within the Hong Kong, China and global contexts.*

LENGTH AND REQUIREMENTS OF PROGRAMME

Full-time participants complete the programme in one year while part-time participants extend their studies over two years. To fulfill the programme requirements, participants have to complete 5 core courses (30 credits – 6 credits per course), 3 or 4 electives, then select from the 'dissertation' or 'portfolio' capstone options. The programme involves a minimum of 300 hours of prescribed work.

CORE COURSES (30 credits – 6 credits per course)

1. Discourse analysis
This course introduces participants to a range of approaches to the analysis of spoken discourse. These include Conversation Analysis, Pragmatics and analysis using Systematic Functional Linguistics. At the end of the course, participants should be able to describe, compare and apply the different approaches to analyze spoken texts.

2. Second language curricula
This course examines the cycle of curriculum design and renewal in English language programmes with particular emphasis on their theoretical basis and practical implementation with reference to secondary and tertiary contexts.

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 the key approaches and current trends within second language acquisition (SLA). By the end of the course, participants will gain a clear understanding of the relationship among different SLA theories, as well as the methodology and techniques used when analyzing 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, candidates should be able to (1) identify and describe the language use and function in some common genres, (2) apply relevant grammatical categories to critically analyse and interpret language data and (3) diagnose problems of language learners.

ELECTIVE COURSES (18/24 credits – 6 credits per course)

Depending on student enrollment and staff availability, we will offer a combination of the following courses as elective options.

1. Language testing and assessment
This course introduces fundamental principles of language testing and explores the design, trialling, moderation, validation and evaluation of testing instruments.

2. Phonology
This course reviews current issues in phonology and discusses the teaching of pronunciation and intonation in the Chinese context. By the end of the course, participants will be able to discuss general aspects of phonological systems, compare theoretical perspectives and identify the specific pronunciation problems of Chinese learners of English.

3. Vocabulary teaching and learning
The course helps candidates focus on English vocabulary acquisition and how to present words effectively to ESL/EFL learners. The kinds of words that learners need most, effective vocabulary learning strategies and use of corpora and online learning resources are also covered.

4. Advances in writing pedagogy
This course develops students' understanding of how current approaches to language learning (e.g., process, genre, task-based) can be applied to teach writing to ESL/EFL learners. Students are encouraged to become critical and reflective practitioners by engaging in tasks that focus on writing approach analysis, writing feedback critique, and action research in their own writing classrooms.

5. Technology in language teaching and learning
This course prepares teachers to use technology effectively in their professional practice. It explores some of the key issues in current and emerging uses of technology in language teaching and learning. It looks in particular at concepts of Computer-Assisted Language Learning, network-based teaching and learning, and digital literacies. It examines the use of technology from pedagogical and socio-cultural perspectives particularly with reference to language education.

6. Applied corpus linguistics
This course introduces students to a variety of applications of corpus linguistics, including genre/register analyses, contrastive analyses, discourse analyses, and L1/L2 corpora for assessment and pedagogical purposes.

7. Applied linguistics in the workplace
This course introduces to participants key aspects of workplace communication and organizational interactions that are pertinent to applied linguists, such as rapport management, identities, roles, and interactional strategies. These aspects will be contextualized within a range of professional contexts and relevant discourse data will be provided for analysis with reference to frameworks such as communities of practice, critical discourse analysis and interactional sociolinguistics.