



**Faculty of Humanities**  
The Education University of Hong Kong

# Bachelor of Arts (Honours) in English Studies and Digital Communication and Bachelor of Education (Honours) (English Language)

*Nurturing Tomorrow's Language Educators and Digital Professionals*

A large, white, stylized cursive letter 'H' logo.

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## English Education in the Digital Era

- In today's rapidly evolving technological landscape, the field of English education is experiencing significant transformations:
  - Integration of digital tools and platforms in classrooms
  - Personalised learning experiences through adaptive software
  - Online resources for language practice and skill development
  - Gamification and interactive learning applications
  - Virtual reality and augmented reality for immersive language experiences
- Enhancing engagement and motivation among students, and making room for interactive and collaborative learning
- Definitely not inborn talents even for students born and raised in the digital age with digital gadgets everywhere
- This programme answers the needs of the future

## Curriculum

### Double Degree of BA(ESDC) & BEd(EL)

156 credit points in 5 years of study

Receive training to teach in both primary and secondary schools with a study of focus (i.e. primary or secondary level) assigned

There are two majors, namely, Education Major and Discipline Studies Major:

- Education Major focuses on theories and practices in English language teaching. It will cover both primary and secondary school settings.
- Discipline Studies Major is about Linguistics, Phonology, Literature, Information Technology, etc.

## Field Experience(FE) - Compulsory

Semesters I & II of Year 2	Field Experience Foundation
Semester II of Year 3	Block Practice I
Semester II of Year 3 – Semester II of Year 5	FE and Professional Learning Portfolio
Semester II of Year 3 (Mid-May to Jun)	School Experience in
Semester I of Year 5	Field Experience Semester



## Overseas Immersion (Compulsory)

### Double Degree of BA(ESDC) & BEd(EL)

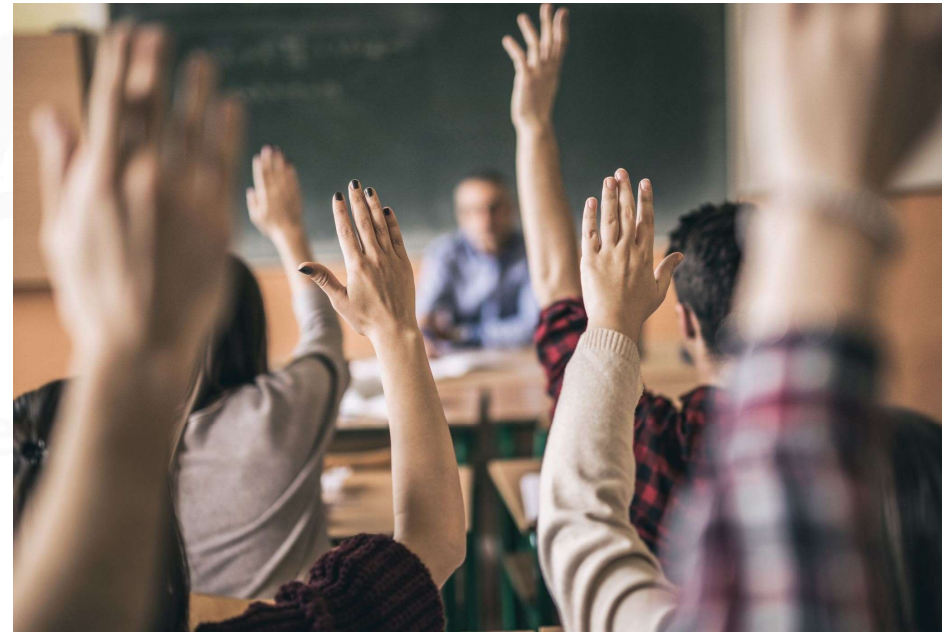
A full-semester (bearing 15 credit points)

- Semester I of Year 4
  - The location will be subject to agreement based on collaboration with overseas institutions. Relevant information will be released in Year 3.
  - Students are required to contribute no less than 18% of the estimated cost of the Immersion Programmes. The actual amount is subject to the programme location and the availability of relevant subsidies.
- 
- Live in an English-speaking country and study at a university there
  - Stay with a host family
  - Enhance English language proficiency
  - Learn more about English-speaking cultures
  - With Field Experience teaching component
  - Develop a wider worldview



## Internship (Compulsory)

- Students will be joining a compulsory and credit-bearing internship programme in Year 4 Summer Semester
- Approximately 120 hours
- Providing students with working experiences outside the classrooms and diversifying students' career pathways
- The internship placement will be subject to agreement based on collaboration with internship organisations, and relevant information will be provided in Year 4.



## Visit to Greater Bay Area (GBA) and/or other parts of Chinese Mainland

- Students admitted to this programme are required to visit the Greater Bay Area (GBA) and/or other parts of Chinese Mainland.
- Programme may also require students to participate in other non-local learning experience for completion of the programme. While the visits are heavily subsidised, students are still required to contribute part of the estimated cost of the visits.

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of Hong Kong

### Zhuhai Study Tour

Where history is lively

**FREE OF CHARGE!**  
(MEALS NOT INCLUDED)

Known for its rich maritime heritage, innovative development and vibrant culture, Zhuhai is famous for blending tradition with modernity, creating a unique, dynamic atmosphere. Come explore this captivating city with us!

15 - 16 Dec 2025  
\*Application Deadline:  
20 Oct 2025

**APPLY NOW!**

## Graduate Employment Survey 2024

Employment status and average starting monthly salary of BEd programmes graduates:

	2024
Employed	88%
Further study	8%
Seeking employment	0%
Others	0%
Emigrated/Returned home	4%

- The 2025/26 academic year marks the first cohort of the BA(ESDC) & BEd(EL) programme. Employment survey data is currently unavailable.
- For reference, data from the double degree of Bachelor of Arts (Honours) in Language Studies & Bachelor of Education (Honours) (English Language) shows that 100% of employed graduates are working in the education sector. The average initial monthly salary of full-time locally employed graduates is HK\$36,941.

## Entrance Requirements

	Minimum Level
Chinese Language	3
English Language	3
Mathematics (Compulsory Part)	2
Citizenship And Social Development	Attained
Any 2 Subjects (excluding Applied Learning Chinese)	2

JUPAS Admission (2026 Entry)



Please visit the University's admission website for details: <https://www.apply.eduhk.hk/ug/jupas>

## JUPAS Average Admission Score

Double Degree of BA(ESDC)&BEd(EL) Average Admission Score		
Year	Admission Score (with weightings)	English Language
2025	23.5	5

This programme requires high English language proficiency. The HKDSE English Language requirement cannot be substituted.

- Double Degree of BA(ESDC) & BEd(EL) -  
HKDSE Subjects with Heavier Weighting for Score Calculation:
- English Language (x1.5)
  - ICT (x1.5)
  - Literature in English (x1.5)

- Literature in English (x1.5)
- ICT (x1.5)



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## JUPAS Offer Statistics

### Application Statistics (after Modification of Programme Choices)

Year	Band A	Band B	Band C	Band D	Band E	Total
2025	323	273	310	325	293	1524

### Offer Statistics (as at the Announcement of the Main Round Offer Results)

Year	Band A	Band B	Band C	Band D	Band E	Total
2025	16	3	0	0	0	19

Please visit the JUPAS webpage for details:

<https://www.jupas.edu.hk/en/programme/eduhk/JS8004/>

## Entrance Requirements

### Non-JUPAS Admission

- We welcome local and non-local applicants who are seeking admission on the strength of non-HKDSE qualifications to apply for our programmes via the non-JUPAS application route

### Other Entrance Requirements

- Satisfactory performance in subject interview

## Entrance Requirements

Applicants who possess the following qualifications are welcome to apply via the non-JUPAS route:

- Associate Degree/Higher Diploma students or graduates (including those who will obtain such a qualification by August in the year in which admission is sought)
- Non-local Qualifications
- Transfer Students who are currently enrolled in a Bachelor's degree or higher degree programme at a recognised local or non-local university
- HKALE Qualification
- Mature Applicants

Non-JUPAS  
Admission



## English Language Requirements for Non-JUPAS Application

Proficiency Tests	Minimum Requirements
HKALE	Grade E or above in ASL Use of English
HKDSE	Level 3 or above in English Language Level 2 or above in English Language (applicable to holders of a recognized AD/HD)
GCE System	Grade E or above in GCE AS-level or A-level English; or Grade C / Grade 4 or above in IGCSE / GCE O-level English; or Grade C / Grade 4 or above in GCSE English or English Literature
IB	English A: Language and Literature (Higher or Standard Level) – Grade 4; or English A: Literature (Higher or Standard Level) – Grade 4; or English B (Higher Level) – Grade 4; or English B (Standard Level) – Grade 5; or English Literature and Performance (Standard Level) – Grade 4; or English Text and Performance (Standard Level) – Grade 4
IELTS Academic	Overall Band: 6 <i>(the test should be taken in test centres and the result should be valid within two years after the test date)</i>
SAT	A sub-score of 8 in Essay Writing in old SAT; or 590 in Evidence-Based Reading and Writing in new SAT
TOEFL <i>(within 2 years after the test date)</i>	Internet-based Test (iBT): 80 <sup>+</sup> ; or Paper-based (prior to July 2017): 550; or Paper-delivered Test: A sum score of 60 <i>* TOEFL ITP and MyBest™ Score are not accepted</i> <i>(the test should be taken in test centres and the result should be valid within two years after the test date).</i>
Others	Other English language qualifications deemed acceptable by the University

## Chinese Language Requirements for Non-JUPAS Application

Proficiency Tests	Minimum Requirements
HKALE	Grade E or above AS-level Chinese Language & Culture
HKDSE	Level 3 or above Chinese Language Level 2 or above Chinese Language (applicable to holders of a recognized AD/HD)
GCE System	Grade E or above in GCE AS-level or A-level Chinese; or Grade C / Grade 4 or above in GCSE / IGCSE / GCE O-level Chinese
IB	Chinese Language – Grade 4
Others	Other Chinese language qualifications deemed acceptable by the University

## Entrance Scholarships

The University offers a wide range of entrance scholarships to attract aspiring, committed, high-quality students with outstanding academic and non-academic achievements to join our undergraduate programmes and to encourage and support outstanding new entrants to develop their academic and non-academic talents to their full potential.

<u>University-level Entrance Scholarships</u>	<u>Faculty-level Entrance Scholarships</u>
<ul style="list-style-type: none"><li>• EdUHK Entrance Scholarship for Local Students</li><li>• EdUHK Entrance Scholarship for Non-Chinese Speaking Local Students</li><li>• HKDSE 'Star' Scholarship Scheme</li><li>• EdUHK Programme Entrance Scholarship</li><li>• EdUHK Entrance Scholarship for Senior Year Admission Local Students</li><li>• EdUHK Entrance Scholarship for Non-local Students</li><li>• EdUHK Tuition Scholarship for Elite Athletes</li></ul>	Faculty of Humanities Entrance Scholarship

For the details of University-level Entrance Scholarships, please visit <https://www.apply.eduhk.hk/ug/scholarships>

# Faculty of Humanities

## Programme Enquiry

Phone	2948 7141
Email	a5b108@eduhk.hk
Website	<a href="https://www.apply.eduhk.hk/ug/programmes/esdc_el">https://www.apply.eduhk.hk/ug/programmes/esdc_el</a>
Useful Link	<a href="https://www.apply.eduhk.hk/ug/">https://www.apply.eduhk.hk/ug/</a>





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# Taster Lecture



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Studies and Digital Communication and  
Bachelor of Education (Honours)  
(English Language)**

Digital Literacies and English Language  
Teaching: "Bridging the Gap"



## Digital Literacies and English Language Teaching: Bridging the Gap

- English language teaching in the digital era
- Responding to changing communication practices
- Implications for teachers and learners
- Using digital tools and multimedia to communicate effectively in academic & professional contexts

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## Defining Digital Literacies

- Literacy beyond print-based reading and writing
- Meaning-making through text, images, audio, and video
- Communication across digital platforms
- Critical evaluation and creation of digital content

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## The Rise of Digital Communication

- Increasing reliance on digital platforms for communication
- Widespread use in online and Artificial Intelligence(AI) -mediated contexts
- Shifts in language forms, purposes, and audiences
- Growing importance of digital English proficiency

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## The Gap We Train You to Bridge

- Traditional English lessons focus on print-based and formal language
- Digital communication uses short, multimodal, and interactive formats
- Gap between classroom instruction and real-world communication practices
- Limited guidance on effective and ethical digital language use

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## Implications for English Language Learning

- Informal digital fluency does not equal academic proficiency
- Risk of over-reliance on digital and AI tools
- Need for explicit instruction in language awareness
- Importance of critical and reflective language use

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## The Role of the English Language Teacher

- Bridging digital practices and academic language learning
- Guiding appropriate and ethical use of digital tools
- Supporting critical evaluation of AI-generated language
- Teaching ethical and responsible digital participation
- Teachers as:
  - Language experts
  - Digital communicators
  - Ethical guides (AI use, plagiarism, online behaviour)

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## Teaching with Multimodal Digital Texts

- Digital texts combine words, images, and sound
- Common in students' everyday communication
- Examples: social media posts, short videos
- Classroom focus: meaning and audience
- Connects classroom learning with real-world communication

## AI in English Language Teaching

- AI as a support for drafting and revising
- Distinction between AI assistance and authorship
- Importance of transparency and academic integrity
- Developing critical evaluation of AI outputs
- Avoiding over-reliance and ethical misuse of AI

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## Bridging the Gap in Practice

- Align classroom tasks with digital communication realities
- Explicit instruction on language use across contexts
- Ethical guidelines for digital and AI tools
- Balanced integration of traditional and digital approaches

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## Conclusion and Key Takeaways

- English Language Teaching is shaped by changing digital communication practices
- The gap reflects evolving patterns of language use across contexts
- Teachers play a critical mediating role
- Goal: effective, ethical, and context-appropriate English use

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