

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

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

Programme learning outcomes

1. Demonstrate knowledge and understanding of key concepts, theories and research in English language teaching
2. Show a critical awareness and understanding of approaches to teaching English and curriculum developments in English language teaching and learning
3. Identify links between theory and their own language learning experiences, and reflect critically on their own language learning experiences in the light of language learning theories and concepts
4. Apply their awareness of the underlying systems of the English language in pedagogic situations
5. Critically review and formulate strategies to respond to methodological issues related to teaching and learning English as a second language
6. Master the practical skills needed for classroom research, curriculum development and the implementation of innovations
7. Demonstrate research and academic literacy to communicate with academic researchers and teaching professionals
8. Engage in collaboration with peers and sustain productive group participation
9. Explore and reflect upon one's own developing identity as an ethical teaching professional and education researcher

**Mapping of the Programme Learning Outcomes of the MA(TESOL)
curriculum with the Institutional TPg Educational Aims**

<i>Institutional TPg Educational Aims</i>	<i>Programme Learning Outcomes</i>
<i>To enable our students to develop their capabilities in:</i>	<i>Students completing the MA TESOL curriculum should be able to:</i>
(i) Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession	1. demonstrate knowledge and understanding of key concepts, theories and research in English language teaching 2. show a critical awareness and understanding of approaches to teaching English and curriculum developments in English language teaching and learning
(ii) Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity	3. identify links between theory and their own language learning experiences, and reflect critically on their own language learning experiences in the light of language learning theories and concepts 4. apply their awareness of the underlying systems of the English language in pedagogic situations
(iii) Tackling novel situations and ill-defined problems	5. critically review and formulate strategies to respond to methodological issues related to teaching and learning English as a second language 6. master the practical skills needed for classroom research, curriculum development and the implementation of innovations
(iv) Collaboration and communication of disciplinary knowledge to specialists and the general public	7. demonstrate research and academic literacy to communicate with academic researchers and teaching professionals 8. engage in collaboration with peers and sustain productive group participation
(v) Awareness of and adherence to personal and professional ethics	9. explore and reflect upon one's own developing identity as an ethical teaching professional and education researcher
(vi) Enhancement of leadership and advocacy skills in a profession ^{Note}	N/A
(^{Note} This educational aim will apply only to professional curricula. Whether a similar aim might be articulated for non-professional curricula is still being considered.)	