

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> |
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| <i>Benchmarked against the highest international standards, the taught postgraduate curricula at HKU are designed to enable our students to develop their capabilities in:</i> | <i>Students completing the MA TESOL curriculum should be able to:</i> |
| Aim 1: Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession | <ol style="list-style-type: none"> 1. demonstrate knowledge and understanding of key concepts, theories and research in English language education 2. show a critical awareness and understanding of pedagogical approaches and curriculum developments in English language teaching and learning, applying this understanding to formulate pedagogical strategies for the teaching of English |
| Aim 2: Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity | <ol style="list-style-type: none"> 3. critically reflect on their own language learning and teaching experiences in light of key theories and concepts in the field and in the context of their own development as an ethical teaching professional 5. critically review and formulate research strategies to respond to methodological issues related to teaching and learning English as a second language, exploring and reflecting upon one's own developing identity as an ethical education researcher |
| Aim 3: Tackling novel situations and ill-defined problems | <ol style="list-style-type: none"> 2. show a critical awareness and understanding of pedagogical approaches and curriculum developments in English language teaching and learning, applying this understanding to formulate pedagogical strategies for the teaching of English 5. critically review and formulate research strategies to respond to methodological issues related to teaching and learning English as a second language, exploring and reflecting upon one's own developing identity as an ethical education researcher |
| Aim 4: Collaboration and communication of disciplinary knowledge to specialists and the general public | <ol style="list-style-type: none"> 4. demonstrate research and academic literacy in communicating with academic researchers and teaching professionals, as well as through sustained collaborative work |
| Aim 5: Awareness of and adherence to personal and professional ethics | <ol style="list-style-type: none"> 3. critically reflect on their own language learning and teaching experiences in light of key theories and concepts in the field and in the context of their own development as an ethical teaching professional 5. critically review and formulate research strategies to respond to methodological issues related to teaching and learning English as a second language, exploring and reflecting upon one's own developing identity as an ethical education researcher |
| Aim 6: Enhancement of leadership and advocacy skills in a profession (This educational aim applies only to professional curricula.) | N/A |