7c``Y[ Y. 7c``Y[Y cZ @]VYfU 5fhg / GW]YbWYg

8YdUfha Ybh 5dd`]YX @]b[i]gh]Wg

Dfc[fUa . HYUW\]b[9b[`]g\ hc GdYU_Yfg cZ Ch\Yf @Ub[i U[Yg

8Y[fYY. A UghYffg fifA5 H9GC@L

New curriculum starting Fall 2019
Teaching Track

Dfc[fUa ; cU g	@YUfb]b[CihWta Yg
%" I bXYfghUbX]b[UbX 5dd`m]b[H\Ycf]Yg. Ghi XYbhg k]`` `Uj Y h\ Y dfc[ fUa k]h\ h\ Y g_]`g hc i bXYfghUbX UbX Udd`m YgYUfW ]b UbX h\ Ycf]Yg cZ`]b[i]gh]Wgž W `hi fY UbX `YUfb]b[h\ UhiUfY fY Yj Ubh hc hYUW]b[`Ub[i U[Y"	**5"I bXYfghUbX]b[cZH\ Ycf]Yg.** 1. Students will be able to (SWBAT) describe the basic assumptions and implications of current theories of second language acquisition and how these have changed over time. 2. SWBAT describe the basic assumptions and implications of current theories of culture and intercultural communication and how these have changed over time. 3. SWBAT compare and contrast assumptions and implications of theories for language learning and teaching. 4. SWBAT read and summarize primary literature in language teaching and applied linguistics. **6"5dd`]WUh]cb cZH\ Ycf]Yg Zcf HYUW]b[** 5. SWBAT to explain how theories of learning and language acquisition have influenced teaching methodologies. 6. SWBAT articulate the connection between theories and research in language teaching, and the connection between research and teaching practice. 7. SWBAT articulate which theories and/or theoretical constructs will inform their future teaching and why. 8. SWBAT determine the relevance of research findings for specific teaching and learning contexts. 9. SWBAT critically evaluate cultural representations in teaching materials. 10. SWBAT use a variety of approaches to integrate culture into their teaching.

	11. SWBAT articulate how culture affects themselves and their students and use this information to inform their practice.
&" **I bXYfg**	

ZUW]`]hUhY XYW]g]cb a U_]b[UVci h\h\Y hYUW\]b["	with learner needs. 23. SWBAT to analyze teaching contexts ranging from the immediate classroom context to broader socio-political contexts. **6 "5 dd`]WUh]cb cZ 5 bU`mg]g G_]``g** 24. Drawing on needs analysis, SWBAT design or adapt curriculum or materials to address these needs. 25. SWBAT analyze learner performance to assess learner development and teaching needs. 26. SWBAT analyze learner language to determine developmental trajectories and patterns of variation. 27. SWBAT analyze interaction between teachers and learners or among learners to determine patterns and influences on performance.
**("DYXU[c[]WU` ?bck`YX[Y UbX G_]``g.** Ghi XYbhg k]`` `YUj Y h\Y dfc[fUa k]h\ U hcc`_]h hc XY`]j Yf	