

College: College of Liberal Arts & Sciences
Department: Applied Linguistics
Program: Teaching English to Speakers of Other Languages
Degree: Master's (MA TESOL)

New curriculum starting Fall 2019
 Teaching Track

Program Goals	Learning Outcomes
<p><u>1. Understanding and Applying Theories:</u> Students will leave the program with the skills to understand and apply research in and theories of linguistics, culture and learning that are relevant to teaching language.</p>	<p>A. Understanding of Theories:</p> <ol style="list-style-type: none"> 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. <p>B. Application of Theories for Teaching</p> <ol style="list-style-type: none"> 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.

	<p>11. SWBAT articulate how culture affects themselves and their students and use this information to inform their practice.</p>
<p><u>2. Understanding the Function, Context, and Use of Language:</u> Students will leave the program with the ability to inform their teaching with knowledge of the relationship between language structure and functions, perceptions, and contexts of language use.</p>	<p>A. Understanding of the Structure, Functions, Contexts and Use of Language</p> <p>12. SWBAT use linguistic metalanguage to describe the structures and functions of language (e.g., describe the grammar and sound systems of English using appropriate technical language and notation).</p> <p>13. SWBAT explain how context, genre, register, and other factors influence variation in language.</p> <p>14. SWBAT describe the potential consequences of changing or not changing one’s use of language based on the factors above.</p> <p>15. SWBAT to describe the relationship between language structure and language use for a variety of target texts and genres.</p> <p>16. SWBAT identify specific linguistic structures and functions in samples of language in use.</p> <p>17. SWBAT articulate how language is used to create meaning in context, for example: to convey information about social roles and relationships or speaker intents and beliefs.</p> <p>B. Application of the Structure, Functions, Contexts and Use of Language</p> <p>18. SWBAT design teaching materials that connect the linguistic knowledge outlined above to learner needs in specific instructional contexts.</p> <p>19. SWBAT evaluate the language of learners, classroom interaction, and teaching materials (among others) for their appropriateness and effectiveness.</p>
<p><u>3. Analysis Skills and Knowledge of English for Teaching:</u> Students will leave the program with the skills to use analyses to</p>	<p>A. Analysis Skills</p> <p>20. SWBAT to compare and contrast the structures of English for both sound and grammar to those of other languages, especially those likely to be spoken by their students.</p> <p>21. SWBAT analyze learner needs and expectations in different learning contexts.</p> <p>22. SWBAT analyze language teaching textbooks, materials, and technology for appropriateness, pedagogical approach, and fit</p>

<p>facilitate decision making about their teaching.</p>	<p>with learner needs.</p> <p>23. SWBAT to analyze teaching contexts ranging from the immediate classroom context to broader socio-political contexts.</p> <p>B. Application of Analysis Skills</p> <p>24. Drawing on needs analysis, SWBAT design or adapt curriculum or materials to address these needs.</p> <p>25. SWBAT analyze learner performance to assess learner development and teaching needs.</p> <p>26. SWBAT analyze learner language to determine developmental trajectories and patterns of variation.</p> <p>27. SWBAT analyze interaction between teachers and learners or among learners to determine patterns and influences on performance.</p>
<p><u>4. Pedagogical Knowledge and Skills:</u> Students will leave the program with a toolkit to deliver instruction to adult learners by making principled decisions appropriate to their context.</p>	<p>A. Pedagogical Knowledge</p> <p>28. SWBAT describe how linguistic, cognitive, psychological, social, cultural and other learner variables can affect learning behavior, processes and outcomes.</p> <p>29. SWBAT identify how learners’ and teachers’ outside lives can function as assets or constraints.</p> <p>30. SWBAT describe the multiple facets of language competence.</p> <p>31. SWBAT describe how language learning engages learners on cognitive, social, psychological, and cultural levels .</p> <p>32. SWBAT identify a variety of teaching methods and techniques.</p> <p>B. Pedagogical Skills:</p> <p>33. SWBAT design pedagogically sound and effective materials, lessons, and assessments.</p> <p>34. SWBAT design appropriate materials, lessons, and assessments that account for learner factors as well as contextual factors in the immediate and broader teaching environment (e.g., standards, culture, policy).</p> <p>35. SWBAT effectively and appropriately implement materials, lessons, curricula and assessment by monitoring and adjusting to learners and the broader situation.</p>

	<p>36. SWBAT make effective and appropriate use of textbooks, technology and other teaching tools.</p> <p>37. SWBAT create a supportive, caring, engaging and safe learning environment.</p> <p>38. SWBAT make instructional decisions and justify their choices based on pedagogical or (applied) linguistics research, experience and/or contextual factors. (check Venn diagram)</p> <p>39. SWBAT support students of different backgrounds, at different developmental stages and with different preferences to learn by relying on multiple instructional strategies.</p>
<p><u>5. Professional Skills and Dispositions:</u> Students will leave the program with the skills to be engaged members of their professional and/or academic communities.</p>	<p>A. Academic and Professional Skills:</p> <p>40. SWBAT produce an academic paper in which they support analytic claims with their data analysis using the writing conventions of the field.</p> <p>41. SWBAT recognize the value of ongoing professional development, such as reading and evaluating relevant research articles, developing support systems with colleagues, reflecting on their teaching, engaging in action research and participating in professional conferences and workshops.</p> <p>42. SWBAT communicate and collaborate effectively and appropriately with students, colleagues, and supervisors.</p> <p>43. SWBAT formulate a principled teaching philosophy.</p> <p>44. SBAT evaluate feedback and incorporate insights from it into their professional practice.</p> <p>B. Professional Dispositions:</p> <p>45. SWBAT recognize language learners as legitimate language users and question native speaker bias.</p> <p>46. SWBAT respond to learners' need by recognizing how their lived experiences might shape those needs.</p> <p>47. SWBAT view learners as having agency and being able to make choices about their learning.</p>

2/10/2020 (bcs)

To update this information, please contact Brian Sandlin in OAA at bsandlin@pdx.edu.