B.S. in World Language

Learning Outcomes

Students should:

- Demonstrate interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
- Demonstrate understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.
- Understand the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.
- Understand the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.
- Know the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.
- Demonstrate a high level of proficiency in the target language.
- Know the target language culture(s), practices, and products and integrate them into foreign language instruction.
- Know literary and cultural texts and integrate into foreign language instruction to interpret and reflect upon the target culture(s).
- Integrate knowledge of other disciplines into foreign language study.
- Use the target language to demonstrate knowledge and understanding of a variety of career options.
- Understand how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Use a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.
- Use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.
- Understand language acquisition at various developmental levels, and use this knowledge to develop a variety of instructional practices to help students acquire the target language.
- Understand the Standards for Foreign Language Learning and state standards, and integrate these frameworks into curricular planning, language instruction, and use of instructional resources.
• Know multiple ways of assessing students and adjust instruction based on the results of assessments, and reports the results of student performances to all stakeholders.
• Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.
• Be able to learn about and to use technology, as appropriate for the discipline.
• Understand and use technology to enhance his/her teaching.
• Know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.
• Be able to models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities.
• Provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills.
• Undertake independent inquiry and use technology as one tool to assist him or her in the overall inquiry process.
• Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
• Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.
• Understand education as a profession, maintains standards of professional conduct, and provides leadership and advocacy to improve student learning and well-being.