

Proposal for a New Academic Program

Institution: University of Oregon

College/School: College of Arts and Sciences

Department/Program: Department of Linguistics

Proposed Degree and Title: M.A. in Language Teaching Studies

1. Program Description

a. *Proposed Classification of Instructional Programs (CIP) number:* [to get from Registrar]

b. *Brief overview*

This proposal seeks to convert the M.A. in Linguistics with a Language Teaching Specialization (the LTS), which is a program track within the Linguistics degree, to a named M.A. degree in Language Teaching Studies. The proposed M.A. would have the same curriculum as the current track. Once the M.A. degree in Language Teaching Studies is approved by all review levels, we would discontinue the program track.

The current M.A. in Linguistics program track in Language Teaching Specialization (LTS) is an intensive and comprehensive 15-month (5-quarter term) professionally-oriented curriculum that includes a capstone Master's Project (typically a materials/teaching portfolio or a curriculum design). The LTS track was established in 2004 as the revival of an Applied Linguistics track/concentration in the Linguistics Department offered in the 1980s and 1990s, thus this applied focus reflects a long-standing orientation within the department. The 2004 track was designed to provide an option in language teaching to Linguistics graduate students with an emphasis on Foreign and Indigenous Language teaching, with graduates expecting to teach English as a Foreign Language (e.g. in institutions outside of English-speaking countries like the U.S.) or to teach some non-English language in an English dominant context (e.g. foreign languages like Korean or Persian, or indigenous languages like Tolowa or Sahaptin). Initially, the LTS was linked to the Hanyang-Oregon TESOL certificate program, established in 2001 through collaboration with Hanyang University in Seoul, South Korea. Students who completed their TESOL certificate at Hanyang University could apply some of the certificate credits towards the LTS, and these students comprised the majority of the LTS cohort body during the first years of the specialization. This certificate program was discontinued in 2012 due to changes in the Hanyang curriculum.

The LTS curriculum provides a solid foundation in research-based principles of second language acquisition and pedagogy that are common to a variety of language teaching and learning contexts, while allowing students to specialize in teaching one or more languages through individualized elective coursework and internships. Some

LTS students specialize in teaching English, some in English and an additional language, and some specialize only in a language other than English, including Chinese, Japanese, Korean, Spanish, Arabic, Persian, Turkish, Thai, Sahaptin, Tolowa Dee-Ni', Chinook Wawa, among others.

An M.A. is considered the terminal degree for language teachers who wish to teach adults or children in private or public schools, institutions, colleges, or universities in the US or abroad. LTS is intended for applicants who have completed a Bachelor's degree and who have demonstrated an interest and aptitude in language teaching through prior teaching or tutoring experiences. Applicants most likely to be admitted are those with at least one year of teaching experience and who majored in linguistics, education, or the language of focus for the applicant. Although a few of our students do pursue PhD degrees after graduation, the language teaching specialization is not designed to prepare students for advanced research, nor does it require the typical suite of graduate entry-level linguistics coursework. Thus, LTS graduates who are admitted to doctoral programs at UO or elsewhere must typically take additional M.A. level coursework in those programs.

The LTS track in Linguistics has been operating successfully for the past 12 years. Since its inception, we have added three tenure-line faculty in Linguistics who teach courses in the track, established numerous credit-bearing practicum opportunities for students, developed a strong online presence through social media and a UO blog that our social media team posts to several times a week, and have established relationships with educational institutions locally and abroad where our graduates can apply to teach. As noted further below, our graduates are very successful at finding teaching positions after graduation. The success and development of the LTS has motivated the department to request the conversion to program status, so that its designation reflects its identity more accurately.

c. Course of Study

Requirements for the degree include:

- 53 credits in Linguistics, Language Teaching, and Education coursework
- 7 Master's Project course credits and the successful completion of a final Master's Project

The average course load is 12-13 credits per term (9 in final Summer term) for 60 credits total. Most students complete the course sequence in 15 months, but a handful remain in the M.A. program for two years (e.g. if they wish to take additional elective coursework or to progress more slowly through the program).

Summer

LING 540 Linguistic Principles and Second Language Acquisition (4)

LT 535 Second Language Teaching Methods (4)

LING 594 English Grammar (4) or similar linguistic structure course, such as

Chinese Linguistics (CHN 580) if offered in another target language approved by the LTS Director.

Fall

- LT 536 Second Language Teaching Planning (4)
- LT 537 Second Language Teaching Practice (4)
- LT 528 Culture, Language and Literature (4)
- LT 608 Language Teaching Orientation (1)
- LT 608 Workshop: Computer Assisted Language Learning (1)

Winter

- LT 548 Curriculum and Materials Development (5)
- Electives of student's choice (8 credits) in Linguistics, Education or other language departments (see below)

Spring

- LT 541 Teaching English Pronunciation (4) or other similar target language course approved by the LTS Director, such as EALL 507 Sociophonetics.
- LT 549 Testing and Assessment (5)
- LT 611 Master's Project (3 or 4)

Summer

- LT 608 Workshop: Computer Assisted Language Learning (1)
- LT 611 Master's Project (3 or 4, to equal 7 total for LT 611)
- LT 507 Topics Seminar (4)

A handful of students (three-six) each year do not follow this timeline, either because they begin the program in Fall term instead of Summer term, or because they elect to progress more slowly through the program. Because some of these courses are offered a second time during the year students may take LING 540, LING 544, LING 594, LT 535, LT 536, LT 537, and LT 541 on an alternate schedule than the typical 15-month intensive sequence shown above.

Electives

Students working towards an M.A. degree must take 8 credits of designated elective course work, which may include any number of language or education related coursework, internships, or supervised tutoring or teaching opportunities. Students who have already taken any of the required courses or their equivalents previous to entering LTS should replace them with elective credits in consultation with the LTS Director. Students who have taken any of the required LTS courses at the 400 level as undergraduates or as UO Community Education Program credits may be able to have up to 15 of these credits waived from the 60 credit total. Students who already have two years or more of language teaching experience can choose to focus on additional coursework for their elective credit, while students with less than two years are advised to gain additional practical experience through the many supervised teaching opportunities noted below.

Courses that can count as electives include additional LT seminars (such as LT 610 *Teaching Pragmatics*) and any graduate Linguistics course (e.g. LING 510, *Language Revitalization Through Place-Based Learning*, LING 507 Seminars such as LING 507 *Heritage Language Acquisition*; LING 507 *Bilingualism*, and LING 507 *Speech Perception and Production*; LING 591 *Sociolinguistics*; or LING 644 *Advanced Second Language Acquisition*), as well as graduate level courses in other language departments, the School of Education, International Studies, Psychology, and others. Any course that relates to topics in education, language, or both is a potential elective choice, with Director approval. A few examples of the many possible elective courses are EDLD 530 *Comparative Education*, EALL *Multiliteracies* CHN 581 *Chinese Pedagogical Grammar*, INTL 534 *Language Issues in International Studies*, and PSY 533 *Learning and Memory*. See more on this in the Collaborations Section 6 below. An additional LT 608 *Microteaching Workshop* is a 1-2 credit option in Spring term for students who wish to practice and reflect on a variety of teaching techniques with supportive cohort members and faculty.

Internships and Supervised Teaching are arranged on an individual basis in a range of language teaching or curriculum development contexts. Students can assist in language classrooms at the [American English Institute](#) (AEI) at all proficiency levels, at [Lane Community College](#), in various Foreign Language classes at the UO or LCC, at the Center for Applied Second Language Studies ([CASLS](#)), and in K-12 classrooms, such as in the local Japanese, Spanish, or French immersion programs. Classroom internships involve observation, assisting, and some teaching under the supervision of a cooperating teacher.

Additionally, students can benefit from a range of supervised teaching opportunities for elective credit, in which LTS students are the primary teachers. LTS has established one such teaching opportunity in the after-school program at Edison Elementary (a local Eugene elementary school): [Chinese in the Chinese Language and Culture Club](#). Others include teaching groups of visiting middle and high school students from Thailand who come on short-term study abroad to Eugene twice a year, and teaching a term-long series of digital literacy workshops at Lane Community College. LTS students can also be primary teachers in the AEI's Discussion elective for English learners. All of these curricula have been developed and taught by past and current LTS students.

Advising:

Although the program is very applied, the final Master's Project is a substantial 80-100 page manuscript which includes a primary data needs analysis component. Each project is overseen by two M.A. Project committee members and two LTS faculty members who teach the LT 611 M.A. Project classes in Spring and Summer terms. Project proposals are due in February, and committee members from the LTS faculty and other language-teaching faculty across the UO are recruited to serve roughly ten hours (for advisors, who are provided a small stipend) or three hours (for second readers) to advise the projects and attend the public presentations of the projects. Because the LT 611 course substantially supports the process of project development,

committee members carry less of the burden relative to advisors of theses in other departments. Each year there is no shortage of volunteers for these committees; UO language professionals see this as a service opportunity to engage with graduate level scholarship and creativity.

d. Manner in which the program will be delivered

LTS coursework is currently offered face-to-face, although most LTS courses take a 'flipped learning' approach, which allows students to maximize in-class time for student-centered workshops. As one example, LT 537 *Language Teaching Practice* incorporates a robust online discussion, reflection and portfolio-building component that provides the students time in class to rehearse and then actually teach AEI students each week. Another course, LT 608 *Computer-Assisted Language Learning*, is offered in a blended format (partially face-to-face, partially online).

e. Adequacy and quality of faculty delivering the program

All of the primary faculty have been either teaching in the track since its inception in 2004 or have been hired in part to contribute to the strength of the track.

In the Linguistics Department, participating faculty include Assistant Professor Melissa Baese-Berk, whose research centers on second language speech production and perception, Assistant Professor Anna Mikhaylova, whose work focuses on the acquisition and teaching of second and heritage languages, and Associate Professor Julie Sykes, whose expertise centers on the acquisition and teaching of second language pragmatics. Senior Lecturer Dr. Keli Yerian directs and teaches several core courses in the specialization.

Also, a number of our faculty come from the American English Institute (AEI): Drs. Trish Pashby, Belinda Young-Davy, Deborah Healey, Andy Halvorsen, and Tom Delaney, as well as 'Master Teachers' Laura Holland (M.A.) and Robert Elliott (M.A.), regularly teach courses that are either required or are typical electives in the specialization. These faculty are among the most highly ranked and most professionally active within the AEI, and have either been teaching in the track since its inception or were hired in part to contribute to it. These AEI faculty specialize in classroom teaching and curriculum design, which adds critical value to the applied M.A. emphasis, and complements the research focus of the tenure-line faculty. The high number of participating AEI instructors reflects the historical status (from 1978 to 2015) of the AEI as a program within the Linguistics Department, which facilitated the participation of AEI faculty right from the beginning in designing the LTS curriculum. The Linguistics Department and the AEI now have an MOU that formalizes their continued sharing of faculty (to teach in LTS) and Graduate Employees (to teach in the AEI) across the two departments. This sharing is seen as a strong mutual benefit to the two departments, both in terms of staffing and professional development for both parties.

Other UO faculty are invited to teach LT coursework on a rotating or occasional basis, teaching courses or seminars that relate to their expertise. For example, Jeff Magoto, Director of the Yamada Language Center (YLC) taught the capstone LT seminar in

Summer 2016 and Senior Research Associate Dr. Joana Jansen, also Associate Director of the Northwest Indian Language Institute, co-taught a course in Summer 2016 with Professor Baese-Berk.

In terms of closely associated tenure-line faculty in other departments, Associate Professors Zhuo Jing-Schmidt and Kaori Idemaru, plus Assistant Professor Lucien Brown, all in the Department of East Asian Languages and Literatures, teach courses on Chinese, Japanese, and Korean linguistics and pedagogy, all popular electives for relevant LTS students. Similarly, a course taught by Professor Robert Davis in Romance Languages provides elective credit for LTS students who are in that department.

The number and range of teaching faculty who participate in the track reflects the diversity of expertise among UO language-education faculty across units, as well as the investment in LT coursework that other departments and units have consistently demonstrated. Please see Section 6 below for more information on Program Collaborations.

f. Faculty resources

Three of the Linguistics faculty teaching in the track are tenure-line (Professors Baese-Berke, Mikhaylova, and Sykes). Dr. Keli Yerian is a full-time non-tenure-track faculty (NTTF) Senior Lecturer in Linguistics who serves as Program Director and teaches each term in the track. All of the associated AEI faculty are NTTF Senior Instructor I or II rank in the American English Institute, except one, Andy Halvorsen, who was hired five years ago and is applying for early promotion due to his very strong file. The occasional adjunct faculty who teach in LTS are Drs. Barker and Jansen, both of whom hold PhDs in Linguistics. Additional coursework that can count as elective credit in the specialization is available through a wide range of language and education-related courses offered through EALL, Education, International Studies and other related departments.

g. Other staff

One full-time office manager, one full-time graduate coordinator, and one part-time student worker support the department's administrative needs.

h. Facilities, library, and other resources

The Linguistics Department has a dedicated, modern classroom for LTS with excellent furniture and audiovisual facilities (institute collaborations). The department also controls two seminar rooms in Straub that are available for meetings and small classes. The department has several small meeting rooms, a Linguistics library, and a kitchen in Straub for faculty and students. Students have access to all UO library resources, as well as equipment and access to rooms for classes and events in the Yamada Language Center.

Although M.A. students are not offered funding directly through the Department, and the majority of students are not funded, some opportunities for graduate support exist. Graduate students in LTS can apply for two dedicated Graduate Employee positions,

one each at CASLS and the AEI. The CASLS GE position is funded through a Global Studies Institute Institutional Priorities/Strategic Alliance, and the GE position at the AEI is assured through the AEI-LING MOU. LTS students are eligible for additional GE positions in the AEI as AEI enrollment allows. Some LTS students find GE positions in EALL, NILI, Romance Languages, the Jaqua Center, or the Libraries as well. As noted in Section 1c above, all LTS students have access to learning opportunities in the form of internships or highly-relevant student employment in units such as CASLS, the AEI, YLC, Lane Community College, local K-12 schools, the Teaching-Learning Center, the Mills International Center, and the Chinese Flagship Program.

i. Anticipated start date

We hope to have the LTS converted to an M.A. in Language Teaching Studies by Fall term, September 2017.

2. Relationship to mission and goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

The Linguistics Department itself contributes to the University of Oregon's identity as a "comprehensive public research university"¹ through the dedication of its faculty and PhD students to empirical research and theoretical work in the study of language and languages. As an M.A. track nested within the broader Department, the LTS specifically advances the University's goal of "application of knowledge" within the field of applied second language studies and pedagogy. The LTS and the Linguistics department both show commitment to international awareness and understanding, and "fostering the next generation of transformational leaders and informed participants in the global community". One of the primary goals of the LTS is to prepare leaders in language teacher education, both domestically and internationally. The program is particularly sensitive to the many changing needs of language learners in this era of globalization, technological development, and internationalization.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

The LTS contributes to student access and diversity by welcoming a wide range of applicants from a variety of fields and backgrounds. There are no prerequisite requirements to enter the program, although applicants who have strengths and experience in language-teaching related studies and work will be more successful.

The LTS offers a unique point of access for historically underrepresented groups in the U.S. who wish to be involved in community efforts to recognize and preserve minority languages. For example, heritage speakers of Spanish who wish to empower

¹ Quotations taken from the UO Mission Statement: <https://provost.uoregon.edu/content/mission-statement-revision>

other heritage language speakers can benefit from courses in both Linguistics and Romance Languages that provide theory and research support for such curricula. Also, very uniquely, speakers of indigenous Northwest languages from Oregon and neighboring states, such as Sahaptin, Chinook Wawa, and Tolowa Dee-Ni', are offered the opportunity to earn an M.A. degree in teaching or developing curricula for their languages, often in conjunction with working at NILI as an intern or Graduate Employee.

In addition to welcoming this kind of local diversity in applicants, LTS is defined by international diversity. As noted above, roughly half of the LTS cohort are international students from a wide range of countries; these students contribute to global awareness and understanding both in the department and at the University of Oregon.

- c. *Manner in which the program meets regional and statewide needs and enhances the state's capacity to:*
- i. *improve educational attainment in the region and state;*
 - ii. *respond effectively to social, economic, and environmental challenges and opportunities; and*
 - iii. *address civic and cultural demands of citizenship*

The diverse LTS alumni are themselves poised to provide key services to diverse communities both within and outside of the U.S. Both domestic and international LTS alumni provide critical English support to first- and second-generation immigrant children and adults as well as international students in K-16 U.S. institutions. They also provide increased access to English as an international language for learners of English abroad, who then in turn may decide to study in the U.S. Both domestic and international alumni also help address the enormous need for high-quality world language instruction in K-16 U.S. institutions, which is supported through LTS cooperation with the Center for Applied Second Language Studies (CASLS), one of the 16 National Foreign Language Resource Centers in the U.S. Finally, in collaboration with the Northwest Indian Language Institute (NILI), LTS provides a degree-granting path for teachers of critically endangered indigenous languages, which contributes to the stated UO values of respect for the "unique history and culture of Oregon," and additionally supports both the UO and the state of Oregon's relationship with and service to the nine federally recognized tribes of Oregon.

3. Accreditation: N/A

4. Need

- a. *Anticipated fall term headcount and FTE enrollment over each of the next five years*
- b. *Expected degrees/certificates produced over the next five years*

Over the past 12 years since 2004, 225 students have enrolled in the M.A. in Linguistics LTS track, and 216 have graduated as of Summer 2016. In these 12 years, nine students, or 5%, have withdrawn. The average number of degrees awarded has been 18.1 per year, while the number of students enrolled in the program during the academic year is 20-25 students, due to the handful of students who remain in the program for two years. In Summer terms, the outgoing and incoming cohorts overlap, resulting in a range of 35-45 students in Summer.

Below is a table and graph showing the numbers of applicants, offers made, offers accepted, and new attendees who actually attended the program. Note that we only have data for numbers of new attendees from 2004-2008. As can be seen, there have been fluctuations each year in all of these measures. In 2008, an unexpected number of applicants attended (34), which was higher than we could easily accommodate without adding sections and staff, given that many LT courses include undergraduate SLAT students as well. In response, students were admitted much more conservatively in 2011 (perhaps too conservatively), and a waitlist element was added to our admissions process in 2012. Since 2015, LTS has seen fewer overall applicants, but the quality of the applicants has been on average stronger, resulting in a relatively stable number of strong new attendees since 2013. Based on this data from the past 12 years, we expect the average numbers to remain similar in future years.

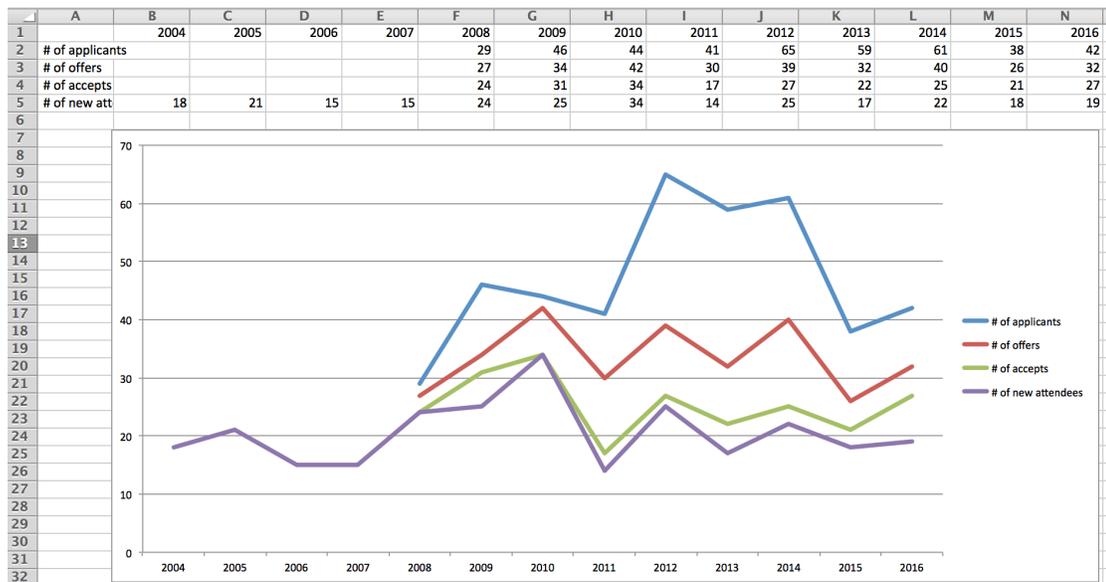


Table 1. LTS enrollment data 2004-2016

c. Characteristics of students

The student body in LTS has been 70% international and 30% domestic (averaged 2004-2016), with a growing proportion of domestic students in recent years since the discontinuation of the Hanyang-Oregon certificate in 2012 (the 2013-2016 ratio was 57% international, 43% domestic). We expect these numbers to remain similar when the degree program in Language Teaching Studies begins.

Domestic students have either recently graduated with a BA or BS degree, or are students who are beginning new careers in language teaching. Typically several students per year have completed the Second Language Acquisition and Teaching (SLAT) certificate at UO, which includes several 400/500 LT classes, allowing us to waive these classes for the M.A. degree. Domestic students are often eager to teach English or another language abroad, or to teach a foreign or indigenous language here in the U.S.

International students are often more experienced language teachers who have the equivalent to a BA or BS but have been teaching a language (typically English) in their home countries already for several years, and would like the additional educational M.A. qualification as well as the English immersion experience. These students tend to return to higher salaries or positions in their home countries, or stay in the U.S. to teach a foreign language. We typically have one or two Fulbright applicants per year. LTS is also the home department of several Fulbright Language Teaching Assistants (FLTAs) each year, who teach their native languages through the Yamada Language Center's self-study program. LTS students benefit from having FLTAs as non-degree seeking cohort members, and UO benefits by having a departmental track that provides attractive and relevant course offerings.

d. Evidence of market demand

The relatively consistent enrollment in the Linguistics master's degree program with the LTS track over the past 12 years, even with the discontinued "feeder" partnership with Hanyang University in 2012, points to the sustainability of this program. The number of applicants who apply and want to pursue the LTS track each year has ranged in the last five years between 43 and 72. Up to 30 of the strongest applicants per year are admitted who want to complete the track, some of whom decline to come or who accept but then cannot find sufficient funds to attend. The track can accommodate a maximum of 25 students each year. Our faculty has remarked frequently on the increased quality of the admitted and enrolled students over the years; we have attracted stronger and stronger candidates over time, have maintained high admission standards, and have been pleased with the high quality of work in the program and in their M.A. Projects.

- e. *If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g. surveys, focus groups, documented requests, occupational/employment statistics and forecasts)*

Although LTS shares some similar characteristics with Portland State's M.A. TESOL program, as described below in Section 6, this has not appeared to have any negative impact on either program's enrollment. This is likely due to the distinct differences between these programs, as described below.

f. *Success upon graduation*

In terms of employment after graduation, a large majority of alumni find target positions. From 2013-2016 (4 years) LTS has opportunistically kept track of alumni employment after graduation, which has become easier now that many alumni stay in touch through Facebook and have volunteered to post blog entries about their current work on our LTS alumni blog page. In 2017 we will begin a formal exit survey. Of the 73 alumni since 2013 that we have information on, 57 found target employment in the field after graduation, one took a job outside of the field, and 15 are unknown (they may or may not have found target positions). Of the most recent graduating cohort of 2016, all but one of the students had secured employment or returned to positions in teaching or research institutions/units before graduation, and the last one, who was restricted to the Eugene area, found a teaching position within a few months after graduating.

We consider these statistics to be excellent professional outcomes for our students. We believe the success of our students is due in large part to the strong reputation our students have gained over time with local and international institutions, some of whom (such as Toyko International University in Kawagoe, Japan and Universidad de la Sierra Sur in Oaxaca, Mexico) actively recruit and hire our alumni.

Their success may also result from the substantial professional development support the LTS has provided to students in terms of resources for searching for, preparing for, and interviewing for positions in the field. In 2014-15 LTS faculty and students developed a set of multimedia online modules called 'On the Path to Language Teaching' with funding from the Graduate School, the Dept. of Linguistics, Dept. of Romance Languages, East Asian Languages and Literatures, UO Libraries, the UO Career Center, and Obaverse, a course management system developed in the UO College of Education. These modules are used in LT 608 *Orientation Workshop* in Fall term and are available to students and the general public online at any time <https://oregonlts.obaverse.net/welcome/>. Additionally, LTS students have taken advantage of other professional development opportunities, such as presenting on campus in the UO's Graduate Student Research Forum, the UO Graduate School Three Minute Thesis Competition, the AEI's weekly Professional Development Series, and the Yamada Language Center's Foreign Language International Studies (FLIS) Day, which exposes hundreds of local high school students to language study and career opportunities. LTS students have also presented at local and national conferences, such as ORTESOL, TESOL International, the Workshop on American

Indigenous Languages (WAIL), the American Council on the Teaching of Foreign Languages (ACTFL), and the Chinese Language Teacher’s Association (CLTA) annual conference, among others.

5. Outcomes and Quality Assessment

- a. *Expected learning outcomes of the program*
- b. *Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction*

Expected Competencies	Assessments
<p>Competency 1: Students will be able to demonstrate knowledge of current linguistic and educational research and theory in the fields of Second Language Acquisition (SLA) and Second Language Teaching (SLT). Students demonstrate understanding of how this research and theory applies to their own areas of focus in second language, world language, or indigenous language teaching and learning.</p>	<p>Course-internal written and oral assessments across all program coursework, (beginning in Term 1 with LING 540 <i>Linguistic Principles and Second Language Acquisition</i>); M.A. Project completion and presentation to high standards.</p>
<p>Competency 2: Students will be able to demonstrate critical understanding of influential current and historical methodological frameworks in language teaching, as well as demonstrate the ability to evaluate, adapt, and apply pedagogical techniques drawn from these frameworks in principled and innovative lesson planning, according to contextual need.</p>	<p>Course-internal written and oral assessments across all program coursework (especially evident in LT 535 <i>Second Language Teaching Methods</i>, LT 536 <i>Second Language Planning</i>, and LT 548 <i>Curriculum and Materials Development</i>); M.A. Project completion and presentation to high standards.</p>
<p>Competency 3: Students will be able to recognize, value, and integrate instructional, curricular, and learner-initiated elements related to culture, interaction, and pragmatics within their teaching practices. Students will be able to value and integrate elements of text and performance as they pertain to literature and multiliteracies.</p>	<p>Course-internal written and oral assessments across all program coursework (especially evident in LT 528 <i>Culture, Language, and Literature</i>, LT 548 <i>Curriculum and Materials Development</i>, LT 608 <i>CALL</i>, LT 610 <i>Teaching Pragmatics</i>, and LT 536 <i>Language Teaching Planning</i>); M.A. Project completion and presentation to high standards</p>
<p>Competency 4: Students will be able to demonstrate ability to apply key principles derived from current SLA and SLT research, standards, and practice to curriculum design, course design, materials design, and assessment design in</p>	<p>Course-internal written and oral assessments across all program coursework (especially evident in LT 548 <i>Curriculum and Materials Development</i>, LT 608 <i>CALL</i>, LT 528 <i>Culture, Language, and Literature</i>, LT</p>

empirically grounded and innovative ways.	610 <i>Teaching Pragmatics</i> , and LT 548 <i>Testing and Assessment</i>); M.A. Project completion and presentation to high standards.
Competency 5: Students demonstrate the ability to apply key principles derived from current SLA/SLT research and practice to effective incorporation of digital technologies into their plans and teaching.	Lesson plans and online portfolios in all program coursework (with specific focus on this in LT 608 <i>CALL</i> and LT 610 <i>Teaching Pragmatics</i>), and in the MA project, all of which should incorporate technology in principled ways for the purpose of effective, research-supported language learning or teaching.
Competency 6: Students will be able to demonstrate the ability to put key principles derived from current SLA/SLT research into embodied practice within actual teaching contexts, including the appropriate use of classroom management and leadership skills.	LT 537 <i>Language Teaching Practice</i> participation; LT 608 <i>Microteaching Workshop</i> participation; Supervised internships and supervised teaching practice.
Competency 7: Students will be able to successfully review, organize, synthesize, and critically evaluate appropriate scholarly sources, as well as demonstrate the ability to apply principled small-scale needs analysis research methods and appropriate data collection techniques for the development of their teaching and curriculum materials.	Course-internal written and oral assessments across all program coursework (needs analysis components are especially evident in LT 611 <i>Masters Project parts I and II</i> and LT 548 <i>Curriculum and Materials Development</i>); M.A. Project completion and presentation to high standards.
Competency 8: Students will be able to demonstrate sensitivity to the needs of culturally and linguistically diverse learners through differentiation of curricula and practice.	Course-internal written and oral assessments across all program coursework; M.A. Project completion and presentation to high standards.
Competency 9: Students will be able to demonstrate flexibility and innovation in the face of the various sociocultural and contextual factors impacting language instruction.	Course-internal written and oral assessments across all program coursework; M.A. Project completion and presentation to high standards.
Competency 10: Students will be able to demonstrate autonomy and initiative in their own professional development, including welcoming peer and faculty mentoring, engaging in teamwork, and adapting to the dynamic nature of the language-teaching field.	M.A. Project completion and presentation to high standards. Engagement in various professional development resources and opportunities in LTS. Leadership and team-building opportunities across coursework and teaching practice opportunities.

- c. *Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas*

Faculty are expected to continue to remain active and productive in ways that are consistent with their appointments. Research faculty will continue to publish and present research in their areas of second-language acquisition and teaching expertise, while non-tenure line faculty will remain active at teaching conferences and in associations in addition to producing some applied publications. All LTS-associated non-tenure line faculty are among the most active NTTF members in their departments, often presenting their work or leading workshops at one or more national or international conferences each year. Please see faculty CVs in Appendix B.

6. Program Integration and Collaboration

- a. *Closely related programs in this or other Oregon colleges and universities*
b. *Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.*
c. *If applicable, proposal should state why this program may not be collaborating with existing similar programs.*
d. *Potential impacts on other programs*

We begin with the observation that our proposed M.A. in Language Teaching is not really a new program that we are planning to initiate, but is rather a new status for a program track that has already existed successfully as such for 12 years. Since we do not propose to change operations under the new title, most of these questions are less about possible future impacts, collaborations, and relationships and more about existing impacts, collaborations, and relationships.

Other existing Masters programs in the state of Oregon that can be considered related are listed below; as we will show, each only partially overlaps with the LTS in terms of content and outcomes.

[The M.A. TESOL at Portland State University](#). This two-year program focuses exclusively on English language teaching, and is the only graduate level program in the Applied Linguistics Department at Portland State. Like LTS, it does include a variety of pedagogical courses, including curriculum design and assessment, and it does result in a professional M.A. degree for language teachers. As such, the minority of LTS students with the exclusive goal to teach English could be served equally well by either the LTS or the PSU TESOL program. However, the M.A. TESOL at PSU does not extend its focus to preparing teachers of other world languages or to teachers of indigenous languages. This means that the majority of LTS applicants, those who focus on teaching multiple languages or a language other than English, are served most appropriately by LTS.

Moreover, despite the apparent overlap in serving students who focus exclusively on teaching English, LTS has not seen evidence of competition with PSU's M.A. TESOL in terms of applicants. For example, we are aware of no students who have

moved from the wider Portland area in order to attend the LTS instead of the PSU M.A. TESOL. In fact, the one student we know of who moved from Portland was a Japanese immersion teacher who would not have been served by PSU's program.

The UOTeach Licensure Program in the University of Oregon's School of Education. UOTeach prepares participants for K-12 teaching licensure in Oregon, while the LTS provides extensive language-teacher training from a linguistic perspective for teachers in multiple teaching contexts (such as adult language education). Students who have enrolled in LTS with the goal of teaching K-12 either already have a teaching license and want the additional training in language teaching specifically, or they plan to pursue a concurrent or consecutive M.A. degree in UOTeach or a similar Education program in the U.S. or abroad. LTS and the School of Education collaborate formally through shared coursework: UOTeach students are required to take LT 629 *Foundations in Language Theory*, a version of LING 540 *Linguistic Principles and Second Language Theory*, tailored specifically to K-12 teachers, while LTS students have the opportunity to take a variety of Education courses for elective credit, such as EDLD 530 (*Comparative Education*) or SPED 526 (*Behavior and Classroom Management*).

M.A. degrees in other OUS Language Departments and programs, including both European languages (e.g. Spanish, German, Russian) and Asian Languages (e.g. Chinese, Japanese). All foreign language departments typically offer M.A. degrees that qualify their alumni to obtain positions (generally in higher education) teaching their target language(s). Many departments include a teaching methods course, sometimes linked to the supervision of teaching assistantships. Unlike LTS, however, these departments do not focus their entire M.A. curriculum around language acquisition, pedagogy, curriculum design, and assessment; rather they tend to include substantial literature or linguistics courses, and related target language study. Thus, our coursework provides a valuable service to these students, as described in the next section.

Ongoing collaboration with UO language departments and units

At the University of Oregon, there is extensive collaboration at the curricular, instructional, and intellectual levels among LTS and other language departments and units. We believe this collaboration has increased the quality and influence of all language-education efforts at UO. Students enrolled in other language departments at the University of Oregon who seek more comprehensive training in pedagogical topics are able to enroll in language teaching (LT) classes for required or elective credit, while LTS students who seek additional expertise in the study or teaching of a specific language can take elective credits or apply for teaching assistantships or internships in relevant language departments or units. All of the units below participate in the [UO Language Council](#). The many relevant collaborations among these units are listed below, and are also discussed in a number of posts on the [LTS Blog](#).

LTS and the AEI: As noted above, the Linguistics Department and the American English Institute have a formal MOU that was established to confirm their ongoing

collaboration after the AEI was established as its own unit within CAS in 2015. The senior AEI faculty who helped to found the track or were hired to teach within it when the AEI was part of Linguistics all continue to teach in LTS, and many other AEI faculty continue to contribute to LTS through classroom guest lectures and demonstrations, as well as by serving on M.A. Project advising committees. Likewise, LTS and Linguistics continue to provide qualified Graduate Employees to teach in the AEI. The AEI and LTS also mutually benefit from LTS students who assist regularly in AEI classrooms, participate in the AEI Tutor and Conversation Partner Programs, and attend and present in the weekly AEI Professional Development Series.

LTS and CASLS: LTS and the Center for Applied Second Language Studies have collaborated intensively over the last several years. CASLS is one of 16 [National Foreign Language Research Centers](#) “that work to increase the nation’s capacity for language teaching and learning”². CASLS Director Dr. Julie Sykes is a faculty member in Linguistics who teaches an LTS elective each year (e.g. LT 610 Teaching Pragmatics). Over the past four years, LTS and CASLS have benefited from the [Institutional Priority/Strategic Alliance Graduate Employee awards](#), providing one LTS student per year with funding to contribute to current projects at CASLS. Several LTS students per year also participate as interns on various foreign language curriculum design and assessment projects, and three LTS alumni are currently working full-time at CASLS on grant-supported projects.

LTS and YLC: LTS and the Yamada Language Center collaborate in various ways. YLC Director Jeff Magoto teaches an LT course during most years, and serves on an LTS M.A. Project committee every year. LTS admits, as non-degree seeking students, several Fulbright Foreign Language Teaching Assistants each year who teach in the Yamada Language Center's self-study program (this year the FLTAs are teaching Swahili, Chinese, Thai, and Urdu). Often a degree-seeking LTS student teaches in the self-study program each year as well.

LTS and NILI: LTS provides a highly-relevant M.A. degree option for students who wish to teach an indigenous language, and the Northwest Indian Language Institute (NILI) is an essential collaborator for these students. In fact, students who have this focus informally refer to their track as the Native Language Teaching Specialization (NLTS). NILI is a UO research institute and provides training in language teaching, curriculum development and linguistics. It is only one of three such institutes that focus on indigenous languages in the United States. It was created in 1997 by Linguistics department graduate students and faculty as an answer to tribal requests for language teacher training. The Institute supports and strengthens language documentation, revitalization, and teaching efforts, for UO students as well as tribal partners, and offers classes online throughout the year to indigenous language teachers throughout the United States. NILI runs a 2-week Summer Institute during which indigenous language teachers and learners from the Pacific Northwest and beyond come together to study their Native languages, linguistics, teaching methods, materials development and language activism/policy. This institute has been a

² <https://casls.uoregon.edu/>

pipeline for indigenous students to enter the LTS program. LTS faculty and Director Keli Yerian has taught at the Institute. One or two LTS students each year focus on indigenous language revitalization efforts, and either are Graduate Employees or engage in internships or other curriculum projects at NILI, and so have access to financial support and professional training. A number of LTS students volunteer at the Summer Institute. NILI faculty, including Robert Elliott, Joana Jansen, and Janne Underriner, have taught LTS classes and regularly serve as LTS M.A. Project committee members. Along with elective coursework provided by Professor Underriner (e.g. LING 510, *Language Revitalization Through Place-Based Learning*), the involvement of NILI faculty provides revitalization-specific guidance for students in this track.

LTS and EALL: Of all of the foreign language departments at the UO, the Department of East Asian Languages and Literatures (EALL) includes the most pedagogy-related courses, and LTS and EALL coordinate their course offerings so that LTS and EALL students (as well as undergraduate/post-graduate EALL or Linguistics SLAT certificate students) can easily attend each the other department's classes for elective or required credits. LTS relies on EALL for Japanese, Korean, and Chinese-specific coursework (such as EALL 486/586 Korean Pedagogical Grammar and CHN 481/581 Chinese Pedagogical Grammar) and benefits from occasional seminar topics related to pedagogy that are applicable to all language educators (such as EALL 407/507 Multiliteracies). LTS and EALL were in fact awarded a small Recruitment and Retention grant from the Graduate School in 2015 to produce an 'LTS-EALL Collaborations' video, which is usable by both departments for promotional purposes. EALL also employs Graduate Employees from LTS when they have need (usually at least one GE each year), which provides welcome financial support, professional collaboration, and supervised training for the LTS students. LTS students are also often employed as tutors in the Chinese Flagship Program. Finally, EALL research and teaching faculty often serve on LTS Master's Project committees.

LTS and RL: Linguistics and Romance Languages rely on one another primarily for the shared SLAT undergraduate and post-graduate LT coursework. Students in LTS take RL courses when they are available and relevant; for example, when the occasional LTS student is employed as a GE in RL (as is the case this 2016-17 academic year), that student can take RL 608 Teaching Methods Workshop. LTS students have also been able to pursue internships in RL language classrooms for additional teaching practice. Finally, RL research and teaching faculty occasionally serve on LTS Master's Project committees. RL Professor Robert Davis, whose expertise includes language pedagogy, curriculum, and assessment, has been a key contact for LTS, providing guest lectures in LTS and co-serving on the UO Language Council with other LTS and RL faculty.

LTS and REEES & GRSC: As with RL, the Department of Russian, East European, and Eurasian Studies (REEES), the Department of German & Scandinavian, and the Department of Linguistics primarily cooperate at the level of the undergraduate/post-graduate SLAT certificate. However, REEES and GRSC students who are interested in language pedagogy but do not want the full SLAT certificate can take LT

coursework as elective credit. REEES and GRSC faculty occasionally serve on LTS Master's Project committees.

LTS also interacts regularly with other units on the UO campus, such as the [Global Studies Institute](#) (which is helping to administer overseas internships for LTS), the [Center for Asian-Pacific Studies](#) (a Center within the GSI that has provided funding for the Chinese Language and Culture Club, described below), the School of Education (by providing an LT course for their UOTeach M.A. program students as well as tutors for Education undergraduates), the [Teaching-Learning Center](#) (LTS provides writing tutors), and the [Mills International Center](#) (LTS provides Language Circle leaders).

Ongoing collaboration beyond the UO

[Chinese Language and Culture Club](#) at Edison Elementary: [Edison Elementary School](#) is in its 3rd year of collaboration with LTS to provide a weekly afterschool class that allows 3rd-5th graders, including Chinese heritage learners, to enjoy and learn Chinese language and culture. Two or three LTS students who speak Mandarin Chinese co-teach this club for elective supervised teaching credit. During the period of collaboration with Hanyang University in South Korea from 2005-2013, LTS students similarly taught a Korean Language and Culture Club at Willagillespie Elementary School.

Although LTS and PSU's M.A. TESOL and World Languages and Literatures Departments do not formally collaborate, LTS faculty member and CASLS Director Julie Sykes collaborates regularly with PSU on projects related to pragmatics and game-mediated language learning. PSU World Languages and Literatures faculty member Steven Thorne is invited by the UO Linguistics Department to provide a guest lecture at the weekly Linguistics Colloquium in Spring, 2017. UO Linguistics and PSU may be able to collaborate more extensively if online and blended coursework were added to their curricula, which would allow students to take complementary coursework, potentially at the doctoral levels.

We feel that this vibrant network of connections the LTS has built over the past 12 years across the UO campus and beyond has raised the LTS to the operational level of a formal M.A. program in terms of its identity and positive impact. We do not anticipate any negative impacts on other related units or programs in Oregon.

7. Financial Sustainability

No additional budgetary impact is expected beyond the current budget.

8. External Review

9. Appendices

Appendix 1: Relevant LING and LT Faculty CVs

Only the CVs of faculty who regularly instruct required courses or annual electives in the LTS are provided.

Appendix 2: LING and LT-prefix Course Descriptions/Syllabi

Only the Course Descriptions/Syllabi of relevant LING and LT-prefix courses are provided.