

## LINGUISTICS DEPARTMENT

### Language Teaching Studies Masters of Arts (LTS-MA) Program Assessment

#### Learning Outcomes and Associated Assessment

Expected Outcomes in the LTS MA program	Assessments for determining outcomes
<p><b>Outcome 1:</b> Students will demonstrate mastery of subject content knowledge. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• current linguistic and educational research and theory in the fields of Second Language Acquisition (SLA) and Second Language Teaching (SLT)</li> <li>• current and historical methodological frameworks in language teaching, and how these support the development of linguistic, cultural, strategic, discourse, and pragmatic competencies</li> <li>• known learner and contextual variables that may affect teaching, curriculum, materials, or assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Course-internal written and oral assessments across all program coursework</li> <li>• Written M.A. Project completion and oral presentation to high standards</li> </ul>
<p><b>Outcome 2:</b> Students will demonstrate ability to <i>apply</i> subject content knowledge to the design of language learning experiences. This includes the ability to:</p> <ul style="list-style-type: none"> <li>• evaluate, adapt, and apply pedagogical principles to lesson planning, curriculum design, course design, materials design, and assessment design in empirically grounded and innovative ways</li> <li>• recognize, value, and integrate elements related to culture, interaction, and pragmatics within teaching practices</li> <li>• leverage digital technologies in their plans and teaching</li> <li>• demonstrate sensitivity to the needs of culturally and linguistically diverse learners through differentiation of curricula and practice, and demonstrate flexibility and innovation in the face of the various sociocultural and contextual factors impacting language instruction</li> <li>• apply all of the above to their own individual focus in second language, world language, or indigenous language teaching</li> </ul>	<ul style="list-style-type: none"> <li>• 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>)</li> <li>• Written M.A. Project completion and oral presentation to high standards</li> </ul>
<p><b>Outcome 3:</b> Students will demonstrate the ability to apply field-specific knowledge and planning skills into practice with actual learners, including the appropriate use of online teaching strategies in online contexts, and embodied strategies in face-to-face teaching contexts, such as classroom management and leadership skills.</p>	<p>Supervised internships and supervised teaching practice, including but not limited to LT 537 <i>Language Teaching Practice</i>; LT 608 <i>Microteaching Workshop</i>; LT 609 <i>Supervised Tutoring</i> and LING 601 <i>Supervised Teaching</i></p>

<p><b>Outcome 4:</b> Students will be able to <i>conduct independent secondary and primary research</i> to complete a capstone Master’s Project. This includes the ability to</p> <ul style="list-style-type: none"> <li>• review, organize, synthesize, and critically evaluate appropriate scholarly sources</li> <li>• use principled, small-scale needs analysis research methods and appropriate data collection techniques to support their development of their teaching and curriculum materials</li> </ul>	<ul style="list-style-type: none"> <li>• Written M.A. Project completion and public oral presentation</li> </ul>
<p><b>Outcome 5:</b> Students will demonstrate effective written and oral communication skills across a variety of professionally-relevant contexts</p>	<ul style="list-style-type: none"> <li>• Course-internal written and oral assessments across all program coursework, including class presentations, course discussions, research papers, lesson, unit, curricular, and assessment analyses and plans, and interactions with faculty.</li> <li>• Written M.A. Project completion and public oral presentation to high standards</li> </ul>
<p><b>Outcome 6:</b> Students will 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</p>	<ul style="list-style-type: none"> <li>• Engagement in various professional development resources and opportunities in LTS and in the field (campus, local, and national or international conferences</li> </ul>

### Assessment Processes and Timeline

In Fall 2017, the Language Teaching Studies Masters of Arts Program was established, following a program review by three external faculty of the curriculum under its previous designation as a ‘Language Teaching Specialization’ track, founded in 2003, within the General Linguistics MA. This program review allowed us to identify and confirm current strengths of the program, as well as highlight areas to continue to strengthen. The outcomes and assessments above are a shortened version of those from the 2017 program review.

2019: Currently, the faculty is identifying curriculum changes that will further strengthen the program. All of the learning outcomes listed above are being reviewed in 2018-2019 through overall curricular mapping and syllabi review in preparation for submission to the UO Curriculum Committee. The above listed outcomes will be partially revised to reflect program changes, such as the anticipated increased focus on research-related outcomes.

2020-2022: The faculty will revisit all learning outcomes on an annual basis in the few years following program changes through faculty meetings and student feedback processes.