TOPIC: University of Maryland, College Park: Master of Arts and Post-baccalaureate Certificate in Second Language Acquisition

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 28, 2012

SUMMARY: The proposed M.A. in Second Language Acquisition (SLA) and corresponding Post-baccalaureate Certificate will provide students with rigorous, comprehensive training in the theory and research of second (including foreign) language learning, teaching and testing, and related areas. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German.

The proposed M.A. will have two tracks, with and without a thesis. Those students who intend to pursue the Ph.D. will complete a thesis; those who will be consumers and interpreters rather than producers of research will likely follow the non-thesis track. The Post-baccalaureate Certificate will accommodate students in other graduate programs on campus, such as linguistics, human development, cognitive science, or languages and culture, who might wish the added expertise of second language acquisition. Student interest is expected to come from several populations from within the U.S. and overseas. Students in the program may include individuals with bachelor's degrees who wish to go into language teaching, junior staff members at the Center for Advanced Study of Language (CASL) and the National Foreign Language Center (NFLC), teachers, supervisors, and teacher trainers who need empirically-grounded master's level graduate training on SLA in a variety of languages, and employees in the many U.S. government language programs and language service contracting firms in the greater DC/MD/Northern VA geographical area. For example, at the Foreign Language Summit held at UMCP on December 9, 2010, the Secretary of Defense and former CIA Director Leon Panetta stated the national need in advanced training in foreign languages. In order to produce sufficient numbers of government linguists, analysts, interpreters, and translators, language training programs run by various U.S. government agencies require administrators, instructors, curriculum planners, and language assessment specialists with a deep understanding of the needs of adult second-language learners. Expected enrollment is about 10-15 students per year in the MA program, and another 10 students pursuing the Post-baccalaureate Certificate. The proposed M.A. and corresponding Post-Baccalaureate Certificate in SLA will provide training for those who seek expertise in SLA but who do not wish to, nor who are required to for their careers, make the lengthy commitment to a Ph.D. program.

There exist three master's level programs in the Washington, DC, metropolitan area: one with a broad orientation in linguistics and two that offer training in teaching English as a second language, but there are no other programs in the region that have the combined focus of cognitive science and second language acquisition that would be the core of the program at College Park.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition and reallocated funds.

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University of Maryland, College Park to offer the Master of Arts and Post-baccalaureate Certificate in Second Language Acquisition.

COMMITTEE RECOMMENDATION: DATE:

BOARD ACTION: DATE:

SUBMITTED BY: Irwin Goldstein   (301) 445-1992   irv@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program

University of Maryland, College Park
Institution Submitting Proposal

Second Language Acquisition
Title of Proposed Program

| **Master of Arts with Post-Baccalaureate Certificate** | **Fall 2012** |
| Degree to be Awarded | Projected Implementation Date |

| | **16.0199** |
| Proposed HEGIS Code | Proposed CIP Code |

| **School of Languages, Literatures, and Cultures** | **Kira Gor** |
| Department in which program will be located | Department Contact |

| **301 405 0185** | **kiragor@umd.edu** |
| Contact Phone Number | Contact E-Mail Address |

| Signature of President or Designee | Date |

Mission

The University of Maryland's Strategic Plan and its mission statement both call for an increased emphasis on globalization and initiatives that address critically important intellectual and societal issues. This proposal for a Master of Arts degree in Second Language Acquisition, with an accompanying Graduate Certificate, addresses this call by providing students with a thorough grounding in the theory, research and practice of learning second languages in a format that would appeal to a wide audience.

Second Language Acquisition is a relatively new and quickly growing highly interdisciplinary field, a branch of Applied Linguistics, combining elements of linguistic theory with cognitive research on how adults learn second languages. Research in SLA focuses on linguistic mechanisms in bilingual and multilingual speakers, and seeks to uncover the factors that make learning outcomes in adults variable, while first language acquisition is typically uniformly successful. Its results are further used to develop approaches to efficient language learning, teaching and assessment. The University of Maryland has a highly successful doctoral program in Second Language Acquisition, as well as a new, NSF-sponsored Integrative Graduate Education and Training (IGERT) grant that draws upon existing expertise in SLA, linguistics, cognitive science, and the wide array of faculty with expertise in foreign languages. Although the Ph.D. in SLA program is only six years old, it is quickly becoming recognized as among the top two or three in the U.S. SLA faculty have a close relationship with the Department of Defense-affiliated UM Center for the Advanced Study of Language (CASL), the only national center dedicated to providing specialized language research and resources to the national intelligence community. The program also has a relationship with UM's National Foreign Language Center, which provides policy and planning dedicated to improving the capacity of U.S. citizens to communicate in languages other than English, through partnerships with government agencies, educational institutions, non-governmental organizations, and individual scholars and policy-makers around the world.

Demand for graduate training in second language acquisition (SLA) is growing rapidly, chiefly due to increasing interest in the learning, teaching and testing of foreign and second languages by adults. Appendix C contains a narrative along with some data regarding the employment opportunities in the field. Much of this interest is the result of rapid geopolitical change, with both commonly taught languages, like Spanish, and languages once less commonly taught in the U.S., like Arabic, Chinese and Persian, vital for those working in the area of national security and local safety. These include intelligence analysts, military personnel, police, firefighters and other first responders, as well as those responsible for the reception and integration of large immigrant and migrant worker populations, and for those charged with legally mandated provision of social services to speakers of other languages. This need for a qualified workforce with high proficiency in multiple languages in turn creates a need for training in the fundamentals of SLA for K-12 curriculum developers and language coordinators, language testing officers and coordinators of government language-training programs, military linguists, and professionals working in the public sector with bilingual populations.

The proposed M.A. and corresponding Post-Baccalaureate (Graduate) Certificate in SLA will provide training for those who seek expertise in SLA but who do not wish to, nor who are required to for their careers, make the lengthy commitment to a Ph.D. program. There exist three Master's level programs in the Washington, DC, metropolitan area, one with a broad orientation in linguistics, and two that offer training in teaching English as a second language, but there are no other programs in the region that have the combined focus of cognitive science and second language acquisition that would be the core of the program at College Park.

Characteristics of the Proposed Program
a. Educational Objectives
The proposed M.A. will have two tracks, with and without a thesis. Those students who intend to pursue the Ph.D. will complete a thesis; those who will be consumers and interpreters rather than producers of research will likely follow the non-thesis track.   The curriculum will consist of six required courses, all taught in English, covering the fundamentals of second language acquisition and psycholinguistics. The thesis-track students will complete two additional elective courses and 6 credits of thesis research— those in the non-thesis track will take five of these six core courses and five additional elective courses. The Graduate Certificate will include four of the six required courses of the M.A., plus two electives, providing students with a thorough grounding in the theory, research and practice of second language learning, but with a narrower range of areas than the M.A. The Graduate Certificate will accommodate students in other graduate programs on campus, such as linguistics, human development, cognitive science, or languages and culture, who might wish the added expertise of second language acquisition.

b. Catalog Description
The M.A. in Second Language Acquisition and corresponding Graduate Certificate will provide students with rigorous, comprehensive training in the theory and research of second (including foreign) language learning, teaching and testing, and related areas. A major program focus includes preparation for those working, or intending to work, in programs for tertiary students and adults studying less commonly taught languages (LCTLs), e.g., East-Asian and Middle-Eastern languages, and such modern European languages as Spanish, French, Italian and German. Areas of particular faculty expertise include cognitive processes in SLA; language teaching methodology and pedagogy; psycholinguistics; language processing; individual differences in such factors as age, aptitude, and working memory; second language analysis; interlanguage studies; heritage learners; needs analysis; syllabus design; materials writing; learner training; language assessment; program evaluation; second language research methods; task-based language teaching; and uses of technology in language learning and testing.

c. General requirements for degree
Prior to admission to the program, applicants must have successfully completed a Bachelor's degree from an accredited university in a relevant field, e.g., linguistics, applied linguistics, psychology, foreign languages, cognitive science, anthropology or education. Because SLA is a still relatively young discipline, it is typical for students to enter through another discipline. Students in the M.A. program will be expected to complete 30 credits, those in the Graduate Certificate program will complete 18 credits. The expected plan of study for each program is in the table below.

d. Total number of credits and their distribution
The proposed M.A. has two tracks, with (Plan A) and without (Plan B) a thesis requirement. Plan A consists of six required courses (18 credits), two electives (6 credits), and six credits of thesis research. Plan B consists of five required courses (15 credits) and five electives (15 credits). In both cases, the electives may include any appropriate combination of SLA courses and courses in other departments, but all electives will be chosen in consultation with and with the approval of the program advisor.   The Graduate Certificate will consist of 18 credits, with four of the six courses required for the MA (Plan A), plus two electives. A typical schedule of coursework for full-time students in the two tracks is indicated in the table below. Course descriptions are included in Appendix A.

Semester	M.A. Plan A	M.A. Plan B	Graduate Certificate
Fall	SLAA 610, 611, 650	SLAA 610, 611, 650	SLAA 610, 611, 630
Spring	SLAA 620, 640, 1 elective	SLAA 640, 2 electives	SLAA 620, 2 electives
Fall	SLAA 630, 1 elective, Thesis 1	SLAA 630, Elective 3, Elective 4	
Spring	Thesis 2	Elective 5	

g. Expected student learning outcomes

- Students will demonstrate familiarity with the field's foundational literature. This outcome will be measured in course assignments such as literature review papers and examinations, at the end of the Fall and Spring semesters in the first year.

- Students will demonstrate ability to read and think critically about SLA theories and findings. This outcome will be measured in course assignments such as critique papers and examinations, at the end of the Fall and Spring semesters in the first year.

- Plan A M.A. students will demonstrate knowledge of research design and the ability to conduct empirical research in SLA. Students will conduct an original empirical study, based on an approved thesis proposal, and report it in a written thesis presented to a three person faculty committee. This outcome will be assessed at the end of the spring semester of the second year.

- Plan B M.A. students will demonstrate in-depth thinking about the relationship between SLA theories or research and the solution of practical problems such as second language pedagogy, bilingual education, translation and interpreting, and language program evaluation. Students will complete a term paper focusing on the application of SLA theories or research to practical problems and the outcome will be assessed at the end of the spring semester of the second year.

- Graduate Certificate students will demonstrate the ability to apply the knowledge of SLA research and theory to another field corresponding to their area of interest or expertise. For example, they will demonstrate their understanding of the connections between SLA and pedagogical practices, teaching methodologies, bilingual education, translation and interpreting (including simultaneous interpreting), and assessment. Students will complete a term paper focusing on the application of SLA theories or research to practical problems. This outcome will be assessed at the end of the spring semester in the second year, based on work done in either the fall or spring.

h. Demonstrable quality of program faculty

The SLA Master of Arts and Graduate Certificate will be housed within the School of Languages, Literatures, and Cultures (SLLC). The Program Director will be the Director of the current doctoral SLA program. The SLA faculty include three full professors and two associate professors, all internationally recognized experts in their field. They all have extensive experience operating similar programs at other institutions. Faculty expertise is described in Appendix B.

i. Student audience to be served by program and enrollment estimates

Student interest is expected to come from several populations from within the U.S. and overseas. Students in the program may include individuals with Bachelor's degrees who wish to go into language teaching, junior staff members at the Center for Advanced Study of Language (CASL) and the National Foreign Language Center (NFLC), teachers, supervisors, and teacher trainers who need empirically-grounded Master's level graduate training on SLA in a variety of languages, and employees in the many U.S. government language programs and language service contracting firms in the greater DC/MD/Northern VA geographical area. For example, at the Foreign Language Summit held at the University of Maryland on December 9, 2010, the Secretary of Defense and former CIA Director Leon Panetta stated the national need in advanced training in foreign languages (http://diverseeducation.com/article/14508/). In order to produce sufficient numbers of government linguists, analysts, interpreters, and translators, language training programs run by various U.S. government agencies require administrators, instructors, curriculum planners, and language assessment specialists with a deep understanding of the needs of adult second language learners.

Expected enrollment is about 10-15 students per year in the MA program, and another 10 students pursuing the Graduate Certificate.

j. Impact on student's technology fluency

The proposed Master of Arts and Graduate Certificate will integrate the use of technology into both core and elective courses. Part of the required course on second language research methodologies will be devoted to initiating students to different tools available for psycholinguistic data collection and analysis. Course projects and M.A. thesis research will involve the use of technological applications for online and internet-based data collection. Students will conduct specialized searches in linguistic corpora of different languages, learn to administer online questionnaires, program their experiments with the help of psycholingistic software, learn the basics of speech processing, and use statistical packages for data analyses.

k. Library requirements

Since the Master of Arts and Graduate Certificate will require only a sub-set of resources previously purchased for the Ph.D. in SLA, there is no need for additional library resources. The Ph.D. in SLA program has funding from the Center for the Advanced Study of Language to purchase books and other resources related to SLA research and education.

l. Facilities and equipment

No new facilities are required to deliver this program.

Finances

The administration of the Master of Arts and Graduate Certificate will not require additional resources. Both programs can be operated successfully using personnel and resources already in place for the Ph.D. in SLA program. The existing SLA faculty members are all tenured and more than adequate to handle the new program. The new Master of Arts and Graduate Certificate will involve a small increase in administrative work for some SLLC staff, in particular; it is expected that an additional 10% of the of the Graduate Coordinator's effort to admit and maintain students will be needed (see the Expenditures Table). Overall expenditures will be lower than the amount of the current and anticipated resources.

TABLE 1: RESOURCES					
Resources Categories	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1.Reallocated Funds	$5,000	$5,000	$5,000	$5,000	$5,000
2. Tuition/Fee Revenue (25% of c+g below)	$30,940	$61,880	$61,880	$61,880	$61,880
a. #F.T Students	10	20	20	20	20
b. Annual Tuition/Fee Rate[1]	$12,376	$12,376	$12,376	$12,376	$12,376
c. Annual Full Time Revenue (a x b)	$123,760	$247,520	$247,520	$247,520	$247,520
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	$0	$0	$0	$0	$0
3. Grants, Contracts, & Other External Sources[3]	$0	$0	$0	$0	$0
4. Other Sources	$0	$0	$0	$0	$0
TOTAL (Add 1 - 4)	$128,760	$252,520	$252,520	$252,520	$252,520

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1: Reallocated funds come from a small redirection of resources from within the School of Languages, Literatures and Cultures in the College of Arts & Humanities, which covers the expenses of the Graduate coordinator.

2: It is assumed that approximately 25% of the revenue from tuition & fees will be available to support the program. Expected annual tuition & fees is based on 75% in-State with no inflation factors for tuition increases.

3: Total resources in each year are calculated by adding the reallocated funds to a portion of the tuition revenue for each year.

TABLE 2: EXPENDITURES					
Expenditure Categories	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1. Total Faculty Expenses (b + c below)[1]	$117,673	$235,346	$235,346	$235,346	$235,346
a. # FTE	1.0	2.0	2.0	2.0	2.0
b. Total Salary	$91,932	$183,864	$183,864	$183,864	$183,864
c. Total Benefits	$25,741	$51,482	$51,482	$51,482	$51,482
2. Total Administrative Staff Expenses (b + c below)	$4,992	$4,992	$4,992	$4,992	$4,992
a. # FTE	0.10	0.10	0.10	0.10	0.10
b. Total Salary	$3,900	$3,900	$3,900	$3,900	$3,900
c. Total Benefits	$1,092	$1,092	$1,092	$1,092	$1,092
3. Total Support Staff Expenses (b + c below)	$4,992	$4,992	$4,992	$4,992	$4,992
a. # FTE	0	0	0	0	0
b. Total Salary	$0	$0	$0	$0	$0
c. Total Benefits	$0	$0	$0	$0	$0
4. Equipment	$0	$0	$0	$0	$0
5. Library	$0	$0	$0	$0	$0
6. New or Renovated Space	$0	$0	$0	$0	$0
7. Other Expenses	$0	$0	$0	$0	$0
TOTAL (Add 1 - 7)	$127,657	$245,330	$245,330	$245,330	$245,330

1: Faculty and FTE are based on the additional instruction required for three new courses.

2: Administrative expenses are based on 10% of the Graduate Coordinator's effort to admit and monitor students.

Appendix A: Courses for the MA and Graduate Certificate in Second Language Acquisition

New courses developed specifically for this program are indicated with an asterisk.

A.1: Core required courses:

SLAA 610 Introduction to SLA Research and Theories in Second Language Acquisition (3 credits)
Introduction to current theories and research findings in Second Language Acquisition (SLA).

SLAA 611 Fundamentals of Language Acquisition and Instruction (3 credits)
Introduction to theoretical and practical issues relevant to foreign language learning, language acquisition, and curriculum construction.

SLAA 620 Second Language Research Methodologies (3 credits)
Prerequisite: SLAA 610. Pre- or corequisite: SLAA 611. Exploration of research methodology in second language acquisition (SLA), with a focus on developing practical skills in data analysis and interpretation. Preparation in both critical evaluation of existing research and design of new research models.

*SLAA 630 Second Language Testing (3 credits)
An introduction to basic concepts in the assessment of second language knowledge. Issues of reliability, dependability, construct validity, utility, and washback on instruction are examined.

*SLAA 640 Psycholinguistics (3 credits)
An introduction to the field of psycholinguistics that covers speech perception, word recognition, sentence and discourse processing, speech production, and language acquisition. Basic concepts, research methods, major research topics, leading theories and related research findings, with implications of psycholinguistic theories and findings for second language studies.

*SLAA 650 Second Language Analysis (3 credits)
Overview of the field of linguistics with a particular attention to its application in SLA studies, introduces students to the basic concepts and skills related to the scientific study of language, and provides them with opportunities to apply these concepts and skills in the analysis of language. It covers topics such as phonetics, phonology, morphology, syntax, semantics, language acquisition, and language use.

A.2: Electives

SLAA 649 Special Topics in Second Language Acquisition (3 credits)
Repeatable to 9 credits if content differs. Current topics in research in second language acquisition.

SLAA 719 Second Language Acquisition and Application Internship (3 credits) Repeatable to 6 credits if content differs. Internship at a site to be determined. Topics may include heritage language learning, immersion education, testing and assessment, translation and interpretation, and national language planning and policy.

SLAA 740 Research Issues in Second Language Learning (3 credits)
Current topics in second language learning research, including interlanguage development, negative feedback, maturational constraints, units of acquisition, stabilization/fossilization, aptitude and aptitude training.

SLAA 741 Cognitive Processes in Second Language Learning (3 credits) Prerequisite: SLAA610 or equivalent, and permission of instructor. Examines the roles played by varied types of learning processes and memory, general processing issues, and the cognitive bases of individual differences in learning and processing a second language.

SLAA 742 Second Language Processing (3 credits)
Prerequisite: M.A. students need permission of instructor. Covers leading theoretical approaches and experimental methods in second language processing. Draws on research and theories in SLA, formal linguistics, cognitive grammar, psycholinguistics, and neurolinguistics.

SLAA 743 Interlanguage Studies (3 credits)
Prerequisite: SLAA610 or permission of instructor. Review of the accepted facts about interlanguage development, and critical study of the many, often mutually exclusive, explanatory mechanisms and processes proposed by advocates of different SLA theories.

SLAA 744 Age Effects in Second Language Learning (3 credits)
Prerequisite: SLAA610 and permission of instructor. Consideration of the empirical evidence for age effects in second language learning and potential confounds. Critical evaluation of the differing interpretations of those effects and their implications for educational practice, SLA theory, developmental psychology, and research methodology.

SLAA 749 Special Topics in Second Language Learning (3 credits)
Prerequisite: SLAA610 or permission of instructor. Current topics in research on second and foreign language learning.

SLAA 750 Instructed Second Language Acquisition (3 credits)
Prerequisite: SLAA610. Survey of studies of the effectiveness of SLA instruction within various domains of language, with a focus on research design.

SLAA 751 Second Language Classroom Research (3 credits)
Prerequisite: SLAA610. Critical evaluation of the evolution and current state of second language classroom research, focusing on theoretical concerns, methodological issues, and substantive findings.

SLAA 754 Task-Based Language Teaching (3 credits)
Overview of Task-Based Language Teaching (TBLT), including task-based needs and means analysis, syllabus design, materials writing, methodology and pedagogy, testing, and evaluation. Theoretical issues addressed include relationships of TBLT to research findings on the psychology of learning and SLA, and to libertarian approaches to education.

SLAA 759 Special Topics in Second Language Instruction (3 credits)

Topics in the theory and practice of second language instruction.

SLAA 760 Second Language Assessment (3 credits)
Prerequisite: SLAA610. An overview of current assessment models in second and
foreign language learning.

SLAA 773 The Heritage Language Speaker (3 credits)
Masters students need permission of instructor. Critical exploration of theoretical issues and existing
experimental research on heritage language learning and use, as well as classroom and curricular
implications of heritage language learning.

**SLAA 779 Directed Research in Second Language Acquisition and
Application (1-3 credits)**
Directed independent research in SLA.

SLAA 798 Master's Independent Study (1-3 credits)
Repeatable for 6 credits if content differs.

SLAA 799 Master's Thesis Research (1-6 credits)

Appendix B: Second Language Acquisition Faculty in the School of Languages, Literatures, and Cultures

All faculty have extensive experience operating similar programs at other institutions.

Robert DeKeyser (Full Professor, SLLC) (Ph.D., Education, with a minor in Linguistics, Stanford University, 1986): Interlanguage variability, individual differences in language learning, aptitude-treatment interaction, cognitive psychology of language acquisition, age effects in language learning; monitoring processes, effects of study abroad.

Michael H. Long (Full Professor, SLLC) (Ph.D., Applied Linguistics, University of California, Los Angeles, 1980): Epistemological issues and theory change in SLA; age differences; maturational constraints and sensitive periods in SLA; SLA processes, e.g., stabilization/fossilization in interlanguage development, negative feedback (models and recasts); language aptitude; the advanced learner; second language research methods; foreign language needs analysis; task-based language teaching.

Steven Ross (Full Professor, SLLC) (Ph.D., Second Language Acquisition, University of Hawai'i, 1995): Research methods and statistics; language testing; program evaluation; individual differences; discourse and conversation analysis. Professor Ross is also appointed at CASL.

Kira Gor (Associate Professor, SLLC) (Ph.D., Linguistics and Experimental Phonetics, St. Petersburg State University, 1983; Ph.D., Russian and Second Language Acquisition, Bryn Mawr College, 1993): Acquisition of second language (L2) phonology and morphology; cognitive aspects of phonological and morphological processing in Russian as a native or second language; L2 lexical access, heritage learners; foreign language pedagogy.
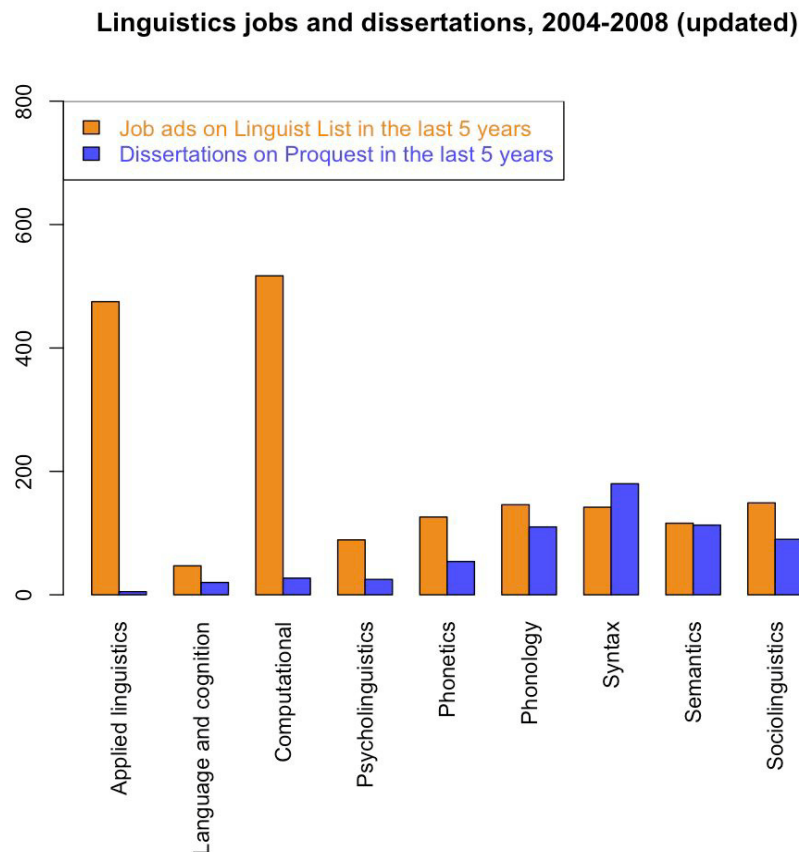
Nan Jiang (Associate Professor, SLLC) (Ph.D., Second Language Acquisition and Teaching, University of Arizona, 1998): Cognitive/psycholinguistic processes and mechanisms in adult second language acquisition; bilingual language processing, lexical representation in L2 development; language transfer; integration of linguistic knowledge in adult L2 learning; relationships between language and thought.

Additional instructional faculty

Catherine J. Doughty (Senior Research Scientist and Area Director for SLA, CASL) (Ph.D., Applied Linguistics, University of Pennsylvania, 1988): Cognitive processes in SLA; language aptitude; measurement of second language development and proficiency; research on second language instruction; technology and language teaching; the advanced learner. Professor Doughty has taught a course for the Ph.D. program in SLA on a regular basis, and is serving on many Ph.D. dissertation and qualifying paper committees.)

Appendix C: Market Analysis and Job Opportunities in Applied Linguistics

A growing demand for graduate-level training in Second Language Acquisition, or Applied Linguistics, is a steady national and international trend. The figure below presents the findings of Christopher Potts, a linguistics professor at Stanford University, and Heidi Harly, a linguistics professor at the University of Arizona, who have studied the employment outlook for graduates with a Ph.D. in linguistics for five years (2004-2008). They have tracked job ads and compared the data with the number of Linguistics Ph.D.s granted in the United States each year. (http://www.stanford.edu/~cgpotts/misc/linglist-barplot-updated.jpg)

Linguistics jobs and dissertations, 2004-2008 (updated)

These data indicate a demand that is especially pronounced in applied and computational linguistics, with applied linguistics to a large extent comprising SLA. The data reflect the general market need in applied linguists with all the levels of training. However, many professionals in the area of applied linguistics and working in the public sector are not interested in pursuing a Ph.D. degree that would require an important time and resource investment. An M.A. or Graduate Certificate program that is more limited in scope will better serve their needs.

Several sources of information confirm the anticipated growth in various sectors that would place a high demand for graduates of this program. First, there is a clear need for language instructors, program directors, and curriculum developers having an expertise in second language acquisition in universities, liberal arts colleges, and junior colleges. According to the Modern Language Association job list (http://www.mla.org/jil), the centralized database for academic jobs in the fields of foreign languages, linguistics, applied linguistics, and SLA, academic jobs in the U.S. calling for Master's

level training (instructor's rank) constituted one fourth of all jobs advertised for all ranks (22.1%, 218 listings) in 2010/2011.

The international job market is also growing, especially in Asia. For example, the Japan Association of College English Teachers (JACET) has posted more than 40 college level jobs in applied linguistics, TESOL, and SLA during four months in 2010. China also has a rapidly growing market for Master's degree recipients in SLA. Inquiries received by our SLA program over the past several years indicate a clear demand on the part of Chinese holders of a B.A. (often in English) for M.A.-level training in SLA. Typically these students plan to teach Chinese or English as a second language in the U.S. or China. These students often come to UM with external funding and some of them intend to continue on to a Ph.D. program.

Documentation suggests that the highest demand for M.A. in SLA graduates is in K-12 education. Among those are K-12 administrators, education program specialists and education program managers in bilingual education, world languages specialists, and curriculum developers for foreign language programs, bilingual education, and English as a second language. According to the Bureau of Labor Statistics Occupational Handbook, 2010-2011 Edition (http://www.bls.gov/oco/ocos318.htm), many school districts have difficulty hiring qualified teachers in four subject areas, two of which are bilingual education and foreign languages. The National Education Association states that "America's public schools enroll about 5 million English language learners – twice the number from just 15 years ago, and that number is expected to double again by 2015" (http://www.nea.org/home/29914.htm). The positions that need to be filled in K-12 education require specialized training in classroom-based SLA and foreign language assessment provided by our proposed M.A. in SLA degree.

At the Foreign Language Summit held at the University of Maryland on December 9, 2010, the Secretary of Defense and former CIA Director Leon Panetta noted a growing national need in advanced training in foreign languages (http://diverseeducation.com/article/14508/). In order to produce sufficient numbers of government linguists, analysts, interpreters, and translators, language training programs run by various U.S. government agencies require administrators, instructors, curriculum planners, and language assessment specialists with a deep understanding of the needs of adult second language learners.

Currently, several local U.S. government agencies have their own language training programs that require specialists in foreign language acquisition, teaching methodology, and assessment. These include the National Security Education and Training program administered by the Associate Directorate for Education and Training (ADET), the organization within the National Security Agency/Central Security Service (NSA/CSS), with one division devoted to foreign language training, the Language Testing and Assessment Unit at the Federal Bureau of Investigation (FBI), the Defense Language Office at the Department of Defense (DoD), and the Foreign Service Institute, the Federal Government's primary training institution for officers and support personnel of the U.S. foreign affairs community, preparing American diplomats and other professionals to advance U.S. foreign affairs interests overseas and in Washington.

Numerous contractors who provide language training services to the U.S. government also rely on foreign language specialists with a Master's-level training. These include L3 Communications (www.l-3com.com), who have already hired three of our students, who also worked at the Center for Advanced Study of Language (CASL), the main sponsor and employer of students from the Ph.D. program, the Diplomatic Language Services (http://www.dlsdc.com), and the ICA Foreign Language Services (http://www.icalanguages.com/forlang.html). According to the statement by the Associate Provost for

Language, Science and Technology made on October 3, 2011, the largest U.S. government foreign language training site in the country, Defense Language Institute (DLI) Foreign Language Center at Monterey, CA, is interested in hiring native-speaking teachers with M.A. degrees knowledgeable in language pedagogy and SLA theory. DLI has recently hired one of our graduate students in SLA. The job market in the U.S. government, and especially in the Washington, DC area, has a high demand for M.A. in SLA graduates.

The proposed program will not overlap with the existing programs in the Washington, DC metropolitan area and will provide a unique opportunity for professionals in the field of language instruction and U.S. government employees to receive advanced graduate training locally. There are three Master's-level programs in the area, the Master of Science (M.S.) and the Master of Arts in Teaching English as a Second Language/Bilingual Education (M.A.T.) offered at Georgetown University, and the Linguistics Concentration in the Master of Arts in English offered at George Mason University. All three have foci that are different from our proposed M.A. and target different populations. The Master of Science (M.S.) housed in the Department of Linguistics at Georgetown University has four areas of concentration, Applied Linguistics, Computational Linguistics, Sociolinguistics, and Theoretical Linguistics. Course offerings in SLA, which are part of the Applied Linguistics concentration, are extremely limited, understandably so given the broad applied linguistics focus of the degree. The M.A. in Teaching English as a Second Language/Bilingual Education (M.A.T.) at Georgetown University, and the Linguistics Concentration in the M.A. in English at George Mason University both concentrate on applied aspects of language teaching, and in particular, teaching English as a second language, and bilingual education. Students seeking those degrees are most interested in language pedagogy, and not cognitive aspects of SLA. Our proposed program is much more focused on the psycholinguistics of second language acquisition than these other programs. It emphasizes the psychological and linguistic underpinnings of the second language learning process rather than its social or institutional context. It is also different in that in deals with foreign language learning instead of English as a Second Language. The combination of these two factors makes the program especially unique, not just in the area, but nationwide, because it is precisely the combination of the *psycholinguistic* emphasis and the *foreign* language focus that is typically lacking.