

# : BALAS IN LINGUISTICS AND TEACHING ENGLISH AS A SECOND LANGUAGE

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## In Workflow

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9. U Senate Conf (none)
10. Board of Trustees (none)
11. IBHE (none)
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## Approval Path

1. Wed, 21 Oct 2020 22:06:26 GMT  
Deb Forgacs (dforgacs): Approved for U Program Review
2. Wed, 21 Oct 2020 23:32:47 GMT  
James Hye Suk Yoon (jyoon): Approved for 1864 Head
3. Thu, 22 Oct 2020 14:37:51 GMT  
Luisa-Elena Delgado (ldelgado): Approved for SLCL Head
4. Thu, 22 Oct 2020 19:55:09 GMT  
Kelly Ritter (ritterk): Approved for KV Dean
5. Thu, 22 Oct 2020 20:03:43 GMT  
John Wilkin (jpwilkin): Approved for University Librarian
6. Thu, 22 Oct 2020 20:40:23 GMT  
Kathy Martensen (kmartens): Approved for Provost

## New Proposal

Date Submitted: Wed, 21 Oct 2020 19:32:24 GMT

## Viewing:: BALAS in Linguistics and Teaching English as a Second Language

Changes proposed by: Amy Elli

## Proposal Type

### Proposal Type:

Major (ex. Special Education)

Proposal Title:

**If this proposal is one piece of a multi-element change please include the other impacted programs here. *example: A BS revision with multiple concentration revisions***

Establish in Linguistics and Teaching English as a Second Language (TESL), Bachelor of Arts in Liberal Arts and Sciences

**EP Control Number**

EP:21.022

**Official Program Name**

BALAS in Linguistics and Teaching English as a Second Language

**Effective Catalog Term**

Fall 2022

**Sponsor College**

Liberal Arts & Sciences

**Sponsor Department**

Linguistics

**Sponsor Name**

James Yoon

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Kelly Ritter

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## Program Description and Justification

**Provide *abrief* description and justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.**

The BALAS in Linguistics and TESL is an interdisciplinary program for students who plan to pursue careers in areas such as teaching English as a second/foreign language (ESL/EFL) in the US and abroad, ESL/EFL textbook publishing, language testing, technical or professional communication, material development in English for academic/legal/medical purposes, and/or language-related research. The proposed major allows students to combine the study of linguistics, language acquisition, ESL/EFL pedagogy and assessment, and other related fields to obtain well-balanced perspectives on ESL/EFL learning, instruction, and assessment in and outside of the classroom in the US and overseas. Considering that most of Illinois' peer institutions offer TESL-related degrees at the graduate/MA level, the proposed undergraduate major will be a forerunner in training students in TESL with a strong foundation in linguistics to enter these programs. The existing strengths in both linguistics and TESL within the Department makes Illinois the optimal site where this interdisciplinary undergraduate program can thrive for years to come.

The major is organized to introduce students to both general linguistics and educational linguistics through which they will gain a solid understanding of linguistic principles and linguistic developmental trajectories, as well as a practical training in ESL/EFL teaching, assessment, and material development. Students can then select from a range of options for intermediate and upper level courses offered in the Department of Linguistics and other units in the School of Literatures, Cultures, and Linguistics. The major culminates with a capstone course, "EIL 465: TESL in the Community"

for seniors. Along the way, students will gain knowledge of research methods, quantitative, qualitative, and mixed-methods, all of which are highly relevant to today's job market and scholarship in linguistics, applied linguistics, and related social sciences and humanities disciplines. Distinct from the current Early Childhood Education, Elementary Education, and Secondary Education majors largely focused on public school teacher certification, the proposed major in Linguistics and TESL will provide students with liberal arts training in the area of English language teaching in Pre-K-12 schools, higher education institutions, and adult centers in the US and beyond. (Please note that this new major, however, does not lead to teacher certification in Illinois.) This major will further help to expand students' critical awareness of the English language and its status, acquisition, and use around the globe. The focus of this new BALAS is also different from the two existing majors, the BALAS in Linguistics and BSLAS in CS-LING, in that while the new major includes strong emphasis on linguistic structures (as do the two current existing LING undergraduate degrees), it also entails coursework focusing on the cognitive, cultural, and societal factors that influence the learning, teaching, and assessment of English and its different varieties, both in and outside of classrooms in different parts of the globe. The emphasis on English as an additional language in instructional settings will set apart the new BALAS in Linguistics and TESL from the existing CS-LING degree whose learning goals are largely concerned with the computer-natural language relationship with implications for industries. Linguistics and other TESL-related programs offered in the Department of Linguistics are summarized below (and in the full proposal attached at the end of this form):

BA in Linguistics and BS in CS-Ling- Student population: Various majors and minors in LAS and beyond; Career opportunity: Graduate and professional schools and industry; Teaching Certification: No

Minor in TESL- Student population: Majors in East Asian Studies, English, Math, Latin, Linguistics, Spanish, French, Global Studies, Statistics, Elementary Education, Early Childhood Education, and Secondary Education and various other majors; Career opportunity: Graduate and professional schools, teaching abroad, and working for international organizations; Teaching Certification: No

Add-on TESL Endorsement - Student population: Teacher Education majors and currently practicing teachers seeking secondary endorsement; Career opportunity: K-12 public school teachers in Illinois; Teaching Certification: Yes

Proposed BA in Linguistics and TESL - Student population: Students taking minors in LAS and other colleges (Some of the current minors in TESL will migrate to this proposed major, but the TESL minor will still be useful for those who want to maintain their primary major. The new major therefore might attract some students who currently are interested in the TESL minor, as well as those who are interested in the BA in Linguistics track.) Career opportunity: Teaching English as an additional language in private and boarding schools in the US and in international, public, and private schools outside the US, as well as working in international English language teaching publishing and testing organizations; Teaching certification: No

According to a recent report by the British Council, there are as many as 1.5 billion English language learners worldwide, and approximately 275,000 English native speakers are engaged in English language teaching in some way. With the widespread use of English around the globe, an increasing number of countries have introduced the English language as a required subject in public, private, and international schools. At the same time, many of these countries and employers are also raising their minimum standards for these types of positions at all levels. While in the past it was often enough to simply be a native speaker of English to gain employment in English language teaching, the type of jobs available with individuals without adequate training are now often at a much lower level of pay with a much higher workload. This proposed degree will give Illinois graduates a significant advantage over almost all other entry-level BA-holding applicants.

A growing number of global companies and organizations likewise use standardized English test scores as a key criterion in hiring and promoting their employees. In recent years, there has been a surge in the number of consulting firms and education companies specialized in helping students around the world prepare for study abroad in Anglophone countries. As a result of the demands of globalization and the changing roles of English worldwide, US-based international organizations (e.g., Fulbright, the Peace Corps and other religion-affiliated groups) send more US citizens than ever to teach English overseas. Moreover, international publishing companies (e.g., Cambridge University Press, Oxford University Press, Palgrave Macmillan, Pearson, Routledge, etc.), testing institutions (e.g., the British Council, Cambridge Assessment English, Educational Testing Service, Michigan Language Assessment, Pearson, WIDA, etc.), and language-related research centers (e.g., the Center for Applied Linguistics, WestEd, etc.) are in need of a workforce with a strong background in both linguistics and ESL/EFL pedagogy and assessment. Undergraduate students in Linguistics and related fields of study at Illinois are already pursuing various opportunities to teach English abroad, as well as assist immigrants, visiting scholars, and their children in the local community. The new major in Linguistics and TESL will meet the needs of these students.

The emphasis on English language teaching both in and outside the United States will also set the new major apart from the existing Early Childhood Education, Elementary Education, and Secondary Education majors offered in the College of Education. The new major will address student interest in topics that are currently under-developed at the undergraduate level in LAS. Among the topics that will be included in the new major are both micro-level pedagogical issues (e.g., instructed second language acquisition, task-based language learning and assessment, learner individual differences, and the like) and macro-level societal issues (e.g., language politics and policies, language ideologies, linguistic biases, and such). The proposed list of topics will not only provide a skill set associated with English language teaching and assessment, but will also help to promote students' critical awareness of the driving forces behind the changing roles of the English language in many peoples' lives from differing backgrounds.

### **Corresponding Degree**

BALAS Bachelor of Arts in Liberal Arts and Sciences

**Is this program interdisciplinary?**

No

**Academic Level**

Undergraduate

**Will you admit to the concentration directly?**

No

**Is a concentration required for graduation?**

No

**CIP Code**

160105 - Applied Linguistics.

**Is This a Teacher Certification Program?**

No

**Will specialized accreditation be sought for this program?**

No

## **Institutional Context**

University of Illinois at Urbana-Champaign

Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built.

**Explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).**

Please see justification above for an overview of existing programs in Linguistics.

As mentioned earlier, TESL-related degrees are usually only offered at the graduate level. A large number of peer institutions that include Arizona State University, Michigan State University, Indiana University Bloomington, Iowa State University, Ohio State University, the Pennsylvania State University, University of Arizona, University of Minnesota, Twin Cities, Purdue University, and University of Wisconsin, Madison offer M.A. and Ph.D. degrees in related areas, such as applied/educational linguistics, second language studies, and TESOL (Teaching English to Speakers of Other Languages)/ TESL. The University of Hawaii in Manoa and the University of Iowa are the only peer institutions we could identify offering an undergraduate major in a TESL-related area. Most of the remaining peer institutions offer undergraduate minors and certificates and various short-term programs, on top of the graduate degree in TESL. With increasing employment standards and growing global competition, an undergraduate degree with a TESL minor or certificate tacked on is not competitive enough to guarantee future employment opportunities in English language teaching. As a leading institution with long history of offering TESL, Illinois will be the forerunner in offering a comprehensive undergraduate degree in TESL in conjunction with Linguistics.

Illinois, compared to its peer institutions, is in a unique position to lead the field with this new undergraduate degree in Linguistics and TESL because we have a comprehensive Linguistics program with faculty in core areas of General Linguistics and Applied/Educational Linguistics. The proposed BALAS in Linguistics and TESL could be a result of a marriage between the Linguistics undergraduate major and TESL, and we would like to capitalize on this. Our campus will also offer students a unique opportunity with a BALAS in Linguistics and TESL, particularly in consideration of the increasing population of international undergraduate students on campus, the existing infrastructure including the thriving ESL writing program and Intensive English Institute, and the stature of Illinois as a world-class institution. Unlike some of our named peer institutions, our TESL undergraduate minor/certificate and graduate programs are housed in the Department of Linguistics. It is such a natural move to merge the two distinct but interrelated areas of inquiry, Linguistics and TESL, in the same academic unit and to develop an undergraduate major.

Moreover, our undergraduate student body presents a strategic opportunity for our new BALAS in Linguistics and TESL, with an increasing proportion (currently 15-20%) from outside the United States. Many of them seek to find career opportunities in diverse settings after graduation. The new major will offer our undergraduate students another opportunity to gain practical skill sets that can directly translate into employment opportunities. Based on our informal conversations with former and current Linguistics major and TESL minor students, we anticipate a good number of students, both in-state domestic and international, will be interested to come to the University of Illinois for this novel interdisciplinary program in Linguistics and TESL. This degree will be coordinated by one non-tenure-track faculty who has been hired to put this proposed major program into practice, and taught by the existing Linguistics and TESL faculty in the Department.

University of Illinois

**Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.**

The new Linguistics and TESL major supports the University's mission, focus, and current priorities in several ways. It represents interdisciplinary scholarship that will help to create an academic home where students will gain exposure to and knowledge about varying perspectives on the English language and its acquisition, use, and manifestation in different parts of the globe. The new major will nurture student competence not just in English language teaching, but also in critical awareness of driving forces that (trans)form the status quo of English language teaching that includes cross-cultural issues, language policies and politics, and linguistic biases embedded in social contexts. The coursework that includes a balanced training in Linguistics and TESL, along with a capstone course in teaching practicum, will help raise students' awareness of the range of linguistic and non-linguistic factors that shape and transform ESL/EFL classroom climates. Aligned with the University's mission, the new major will help to cultivate the essential soft skills students need to thrive in the 21st century workplace that include genuine curiosity, critical thinking, cross-cultural communication and global citizenship.

The new major helps to fulfill recommendations by the campus-wide Strategy Task Forces that include Globalization, Undergraduate Education, Diversity, and Service Learning, among others. The development of the new major in Linguistics and TESL will contribute to the campus-wide effort put forward by the Globalization Strategic Task Force to "develop new undergraduate, graduate, and professional degree programs leveraging international interdisciplinary strengths across campus," as noted in their 2018 report (p. 4). The proposed major in Linguistics and TESL will be a great site for drawing on the existing on-campus resources, such as the Center for Global Studies, Center for East Asian and Pacific Studies, and the Center for Latin American and Caribbean Studies, among many others. The Undergraduate Education Strategic Task Force noted in their 2018 area report (p. 7) that "we must take advantage of the opportunity to clearly articulate the value proposition of our undergraduate programs, and to provide consistent marketing of programs of study that emphasize the student experience and the distinct value of an undergraduate education at research universities in general, and at the University of Illinois at Urbana-Champaign in particular." The Task Force also noted that "developing multiple paths to degrees that accommodate different interests, experiences, and preferred paces of learning can help to improve retention and graduation rates (p. 6)."

The proposed major further helps to prepare students for a more diverse and inclusive society as recommended by the Diversity Strategic Task Force as part of the 2018-23 Campus Strategic Plan, in that the nature and content of the major program centers on diversity within the English language, individual variability across second language learners and teachers, and cultural and linguistic diversity in increasingly globalized societies, including the United States. The new major also helps to pursue the Service Learning Strategic Task Force's 2015 recommendation "to adopt a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities (p. 18)." The Linguistics and TESL curriculum entails a teaching practicum through which students apply what they learn during their coursework to real-world problems and actual classroom practices, under the supervision of a cooperating teacher, program coordinator and/or faculty. By doing so, students will gain first-hand experience with how newcomers in the community are perceived, and what kinds of challenges they encounter while navigating and negotiating their new lives.

State of Illinois

**Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)**

Educational Attainment - increase educational attainment to match the best-performing states.

High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.

Integration of Educational, Research and Innovation Assets - Better integrate Illinois' educational, research and innovation assets to meet economic needs of the state and its regions.

**Describe how the proposed program supports these goals.**

The new Linguistics and TESL major supports goals of the Illinois Board of Higher Education's Strategic Initiative in several ways. First, the new degree will help increase educational attainment of residents of Illinois and beyond. This major combines the content foci of Linguistics and TESOL/TESL in one undergraduate degree and offers students opportunities to gain practical skill sets that can directly translate into employment opportunities. With increasing employment standards and growing global competition, this comprehensive undergraduate degree will make Illinois the forerunner in training future professionals in TESOL/TESL. Our MA TESL degree program has attracted applications by residents from different regions of Illinois. Many of them succeed in finding a career path in English language education in diverse settings after graduation or continue to study in advanced degree programs in TESOL/TESL. Based on our informal conversations with former and current students, we anticipate a good number of students, both in-state domestic and international, will be interested to come to the University of Illinois for this novel interdisciplinary program in Linguistics and TESL. We also anticipate that the new degree will attract students from diverse socioeconomic and geographic backgrounds, helping to narrow the gap of educational attainment within the state of Illinois.

Second, the proposed BALAS degree will help increase the number of post-secondary degrees in fields of critical skills shortages to meet the demands of the economy and an increasingly global society. According to the Illinois State Board of Education, Illinois has over 200,000 students who speak English as a new language. The English learners account for over 12% of the student population in the state. Based on the trend in the past five years, this percentage is slowly increasing. The growing number of ELs makes TESOL/TESL a field of critical skills and an undergraduate Linguistics and TESL degree desirable to provide adequate training in TESL to prospective K-12 teachers. Internationally, with the widespread use of English around the globe, an increasing number of countries have introduced the English language as a required subject in public, private, and international schools. At the same time, many of these countries and employers are raising the minimum standards for these types of positions at all levels. While in the past it was often enough to simply be a native speaker of English to gain employment in English language teaching, the type of jobs available with individuals without adequate training are now often at a much lower level of pay with a much higher workload. The proposed degree will give Illinois graduates a significant advantage over almost all other entry-level BA-holding applicants.

Third, the proposed BALAS degree can better integrate Illinois' educational, research and innovation assets. Aside from the stable population of English learners and demand of English language teachers, Illinois, compared to its peer institutions, has rich educational and research resources in several core areas in General Linguistics and Applied/Educational Linguistics. The proposed BALAS in Linguistics and TESL could be a result of a marriage between the Linguistics undergraduate major and TESL, and we would like to capitalize on this. Our campus will also offer students a unique opportunity with a BALAS in Linguistics and TESL, particularly in consideration of the increasing population of international undergraduate students on campus, the existing infrastructure including the thriving ESL writing program and Intensive English Institute, and the stature of Illinois as a world-class institution. In addition, the Linguistics and TESL faculty members actively engage in creating partnerships with local schools to provide hands-on experience and mentorship in language teaching for our students. The partnerships with potential employers create professional development opportunities for students outside the classroom. The combination of training and mentorship from both faculty members and potential employers will help provide high-quality post-secondary credentials to better prepare Illinois graduate students for the job market of TESOL/TESL in an increasingly global society.

## **Admission Requirements**

### **Desired Effective Admissions Term**

Fall 2022

**Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.**

The new BALAS degree follows the same general admission requirements for both freshmen and transfer students at UIUC.

### **Describe how critical academic functions such as admissions and student advising are managed.**

Admissions for the new degree will be handled by the Admissions Office of the University of Illinois.

In terms of academic advising, the Undergraduate Advising Office is open to help students choose patterns of courses relevant to their interests, as well as to help students explore graduate school, professional school, and career options. The School of Languages, Cultures, and Linguistics has

hired one undergraduate advisor who will assist students with their plan of study and course registration. In addition, area faculty members will also provide mentoring to students in terms of exploring research interests and career options.

## Enrollment

**Number of Students in Program (estimate)**

**Year One Estimate**

15

**5th Year Estimate (or when fully implemented)**

75

**Estimated Annual Number of Degrees Awarded**

**Year One Estimate**

0

**5th Year Estimate (or when fully implemented)**

30

**What is the matriculation term for this program?**

Fall

**What is the typical time to completion of this program?**

4 years

**What are the minimum Total Credit Hours required for this program?**

120 hours

## Delivery Method

**This program is available:**

On Campus

## Budget

**Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?**

No

## Resource Implications

### Facilities

**Will the program require new or additional facilities or significant improvements to already existing facilities?**

No

### Technology

**Will the program need additional technology beyond what is currently available for the unit?**

No

### Non-Technical Resources

**Will the program require additional supplies, services or equipment (non-technical)?**

No

## Resources

**For each of these items, be sure to include in the response if the proposed new program or change will result in replacement of another program(s). If so, which program(s), what is the anticipated impact on faculty, students, and instructional resources? Please attach any letters of support/acknowledgement from faculty, students, and/or other impacted units as appropriate.**

### Faculty Resources

**Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.**

We do not expect the creation of the new major to impact faculty resources, including the changes in number of faculty, class size, and teaching load. However, if the new major becomes popular, changes in student-faculty ratios and in class sizes will be expected. There will not be a change in faculty teaching loads. If necessary, seats may be added to existing sections of Linguistics and TESL courses to meet this demand.

In terms of academic advising, the Undergraduate Advising Office is open to help students choose patterns of courses relevant to their interests, as well as to help students explore graduate school, professional school, and career options. The School of Languages, Cultures, and Linguistics has hired one undergraduate advisor who will assist students with their plan of study and course registration. In addition, area faculty members will also provide mentoring to students in terms of exploring research interests and career options. Should the number of majors exceed College standards for student/academic advisor ratio we will request another academic advising position. We are not expecting this increase to occur in initial stages.

### Library Resources

**Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.**

No impact



Instructional Resources

**Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?**

No

**Does the program include other courses/subjects impacted by the creation/revision of this program?**

No

## Financial Resources

**How does the unit intend to financially support this proposal?**

Existing infrastructure in the Linguistics Department is sufficient to support this program for the next several years in its entirety. In addition, faculty members who teach courses in the new major program will have that effort counted toward their departmental teaching load

**Will the unit need to seek campus or other external resources?**

No

**Are you seeking a change in the tuition rate or differential for this program?**

No

## Market Demand

**What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students:**

With the growing spread of English around the globe, the English language has become the lingua franca of international professional communication, and as a result, English is now used by more non-native speakers than native speakers. An increasing number of countries around the world require the English language as a school subject in the formal schooling system, and are in need of well-trained teachers with English proficiency. There is therefore a strong market demand both in the U.S. and around the world for English teaching professionals, material developers, and language testing professionals with strong foundations in both Linguistics and TESL.

**What type of employment outlook should these graduates expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.**

It is expected that graduates of the new major in Linguistics and TESL would be well qualified to teach English abroad, working with children in international, public, and private Pre-K to 12 schools around the world or with adults in international companies and private English institutes. Potential employers for these teaching-abroad opportunities are New Oriental in China, the Japan Exchange and Teaching (JET) Program in Japan, English Program in Korea (EPIK), Education First (EF), and INTO University Partnerships, among many others. Domestic graduates of the new major could also consider opportunities with U.S. Agency for International Development, Foreign Service, and Defense Language Institute, among many others; international graduates could pursue employment opportunities in diplomacy in their home countries. Additional employment opportunities include international publishing companies (e.g., Cambridge University Press, Oxford University Press, Palgrave Macmillan, Pearson, Routledge, etc.), testing institutions (e.g., British Council, Cambridge Assessment English, Educational Testing Service, Michigan Language Assessment, Pearson, WIDA, etc.), and language-related research centers (e.g., Center for Applied Linguistics, WestEd, etc.).

### **What resources will be provided to assist students with job placement?**

The area faculty will closely work with students in profile development and job placement, by sharing a list of potential employers and mentoring students about the steps to take in the job search process. The long list of alumni of the existing MA TESL program could be a great built-in resource.

## **Program Regulation and Assessment**

**Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning. (Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable).**

The new Linguistics and TESL degree is not tied to any state licensure or certification in Illinois. However, the courses offered might be eligible to fulfill the coursework requirement for state licensure. Several existing TESL courses in the Department of Linguistics have been used to fulfill coursework requirements of the State of Illinois ESL/Bilingual Education Teacher Endorsement Approval Guidelines. Any new courses in the Linguistics and TESL degree will continue to closely align with the learning objectives of the Guidelines. We are also currently investigating the possibility of Illinois changing the states' standards so that students can obtain licensure via this TESL degree in keeping with some of our neighboring states.

### **Is the career/profession for graduates of this program regulated by the State of Illinois?**

No

## **Program of Study**

"Baccalaureate degree requires at least 120 semester credit hours or 180 quarter credit hours and at least 40 semester credit hours (60 quarter credit hours) in upper division courses" (source: <https://www.ibhe.org/assets/files/PrivateAdminRules2017.pdf>). For proposals for new bachelor's degrees, if this minimum is not explicitly met by specifically-required 300- and/or 400-level courses, please provide information on how the upper-division hours requirement will be satisfied.

**All proposals must attach the new or revised version of the Academic Catalog program of study entry. Contact your college office if you have questions.**

### **For new programs, attach Program of Study**

Ling + TESL degree proposal\_Curricula NEW form\_08052020.doc

Catalog Page Text

**Catalog Page Text: Description of program for the catalog page. This is not official content, it is used to help build the catalog pages for the program. Can be edited in the catalog by the college or department.**

Students must meet the requirements as listed below. Minimum required course work equates to a total of 41 credit hours of Linguistics and TESL courses, including at least 8 hours of foreign languages. Please see your academic advisor. A Major Plan of Study Form must be completed and submitted to the LAS Student Academic Affairs Office before the end of the fifth semester (60-75 hours).

Twelve hours of 300- and 400-level courses must be taken on this campus. Students will complete 40 hours of upper-division coursework (these hours can be drawn from all elements of the degree).

Minimum hours required for graduation is 120. Students must also complete the Campus General Education requirements including the campus general education language requirement.

## Statement for Programs of Study Catalog

Code	Title	Hours
<b>LING Core Courses</b>		<b>15</b>
LING 100 or EIL 486	Intro to Language Science Ling for Language Teachers	
LING 222 or LING 250	Language in Globalization American Voices: Linguistic Diversity in the US	
LING 301	Elements of Syntax	
LING 302	Elements of Phonology	
LING 307	Elmnts Semantics & Pragmatics	
<b>TESL Core Courses</b>		<b>15</b>
EIL 411	Intro to TESL Methodology (AND)	
Choose four (4) courses from the following list:		
EIL 422	Engl Grammar for ESL Teachers	
EIL 445	Second Lang Reading & Writing	
EIL 488	Phonology for Second Language Teachers	
EIL 456	Lang and Social Interaction I	
EIL 460	Principles of Language Testing	
LING 450	Sociolinguistics I	
LING 489	Theoretical Foundations of SLA	
Capstone Course		
EIL 465	TESL in the Community	3
Foreign Language Requirement		8
In addition the LAS foreign language language requirement, students must complete at least 8 hours in a second foreign language. One of the languages must be a non-Western language.		
Total Hours		41

## EP Documentation

## DMI Documentation

Key: 980





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## Proposal for new curricula (degree, major, concentration, minor)

Submit completed proposals via email to Associate Dean Kelly Ritter ([ritterk@illinois.edu](mailto:ritterk@illinois.edu)). Please obtain Executive Officer and School Director (if applicable) approval via email and forward with the proposal to LAS.

**Proposal Title:** Proposal to Establish a New Bachelor of Arts in Liberal Arts and Science Degree (BALAS) in Linguistics and TESL (Teaching English as a Second Language) in the Department of Linguistics, College of Liberal Arts and Sciences

**For proposals with concentrations-** will you admit to the concentration(s) directly? Is a concentration required for graduation?

**Proposed effective date:** *Fall 2022*

**Sponsor(s):** James Yoon, Head, Department of Linguistics, 217-244-3340, [jyoon@illinois.edu](mailto:jyoon@illinois.edu)

**College contact:** Kelly Ritter, Associate Dean for Curricula and Academic Policy, College of Liberal Arts and Sciences, [ritterk@illinois.edu](mailto:ritterk@illinois.edu)

**Is this program interdisciplinary?** No.

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### For Minors ONLY-

**1) Is this minor:**

- A comprehensive study in a single discipline
- An interdisciplinary study focusing on a single theme
- Exception

**2) Please include how the proposed minor requires some depth in the subject, but not as extensive as the major.**

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## PROGRAM DESCRIPTION and JUSTIFICATION

**1) BRIEF PROGRAM DESCRIPTION:** The BALAS in Linguistics and TESL is an interdisciplinary program for students who plan to pursue careers in areas such as teaching English as a second/foreign language (ESL/EFL) in the US and abroad, ESL/EFL textbook publishing, language testing, technical or professional communication, material development in English for academic/legal/medical purposes, and/or language-related research. The proposed major allows students to combine the study of linguistics, language acquisition, ESL/EFL pedagogy and assessment, and other related fields to obtain well-balanced perspectives on ESL/EFL learning, instruction, and assessment in and outside of the classroom in the US and

overseas. Considering that most of Illinois' peer institutions offer TESL-related degrees at the graduate/MA level, the proposed undergraduate major will be a forerunner in training students in TESL with a strong foundation in linguistics to enter these programs. The existing strengths in both linguistics and TESL within the Department make Illinois the optimal site for an interdisciplinary undergraduate program of this kind.

The major is organized to introduce students to both general linguistics and educational linguistics through which they will gain a solid understanding of linguistic principles and linguistic developmental trajectories, as well as a practical training in ESL/EFL teaching, assessment, and material development. Students can then select from a range of options for intermediate and upper level courses offered in the Department of Linguistics and other units in the School of Literatures, Cultures, and Linguistics. The major culminates with a capstone course, “EIL 465: TESL in the Community” for seniors. Along the way, students will gain knowledge of research methods--quantitative, qualitative, and mixed methods--all of which are highly relevant to today’s job market and research in linguistics, applied linguistics, and related social sciences and humanities disciplines. Distinct from the current Early Childhood Education, Elementary Education, and Secondary Education majors largely focused on public school teacher certification, the proposed major in Linguistics and TESL will provide students with broad training that will prepare them for careers in the area of English language teaching in Pre-K-12 schools, higher education institutions, and adult education centers in the US and beyond. (Please note that this new major, however, does not lead to teacher certification in Illinois.) This major will further help to expand students’ critical awareness of the English language and its status, acquisition, and use around the globe. The focus of this new BALAS is also different from the two existing majors, the BALAS in Linguistics and BSLAS in CS-LING, in that while the new major includes strong emphasis on linguistic structures (as do the two current existing LING undergraduate degrees), it also entails coursework focusing on the cognitive, cultural, and societal factors that influence the learning, teaching, and assessment of English and its different varieties, both in and outside of classrooms and in different parts of the globe. The emphasis on English as an additional language in instructional settings will set apart the new BALAS in Linguistics and TESL from the existing CS-LING degree whose learning goals are largely concerned with the computer-natural language relationship with implications for industries. Linguistics and other TESL-related programs offered in the Department of Linguistics are summarized below in the table.

Linguistics and TESL-related programs offered in the Department of Linguistics

Program	Student population	Career opportunity	Teaching certification
BA in Linguistics and BS in CS-Ling	Various majors and minors in LAS and beyond	Graduate and professional schools and industry	No
Minor in TESL	Majors in East Asian Studies, English, Math, Latin, Linguistics, Spanish, French, Global Studies, Statistics, Elementary	Graduate and professional schools, teaching abroad, and working for international organizations	No

	Education, Early Childhood Education, and Secondary Education and various other majors		
Add-on TESL Endorsement	Teacher Education majors and currently practicing teachers seeking secondary endorsement	K-12 public school teachers in Illinois	Yes
<b>Proposed BA in Linguistics and TESL</b>	<b>Students taking minors in LAS and other colleges</b> (Some of the current minors in TESL will migrate to this proposed major, but the TESL minor will still be useful for those who want to maintain their primary major. The new major therefore might attract some students who currently are interested in the TESL minor, as well as those who are interested in the BA in Linguistics track.)	<b>Teaching English as an additional language in private and boarding schools in the US and in international, public, and private schools outside the US, as well as working in international English language teaching publishing and testing organizations</b>	No

2) **Provide a justification of the program**, including how your unit decided to create this program, highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

**JUSTIFICATION:** According to a recent report by the British Council, there are as many as 1.5 billion English language learners worldwide, and approximately 275,000 English native speakers are engaged in English language teaching in some way. With the widespread use of English around the globe, an increasing number of countries have introduced the English language as a required subject in public, private, and international schools. At the same time, many of these countries and employers are also raising their minimum standards for these types of positions at all levels. While in the past it was often enough to simply be a native speaker of English to gain employment in English language teaching, the type of jobs available with individuals without adequate training are now often at a much lower level of pay with a much higher workload. This proposed degree will give Illinois graduates a significant advantage over almost all other entry-level BA-holding applicants.

A growing number of global companies and organizations likewise use standardized English test scores as a key criterion in hiring and promoting their employees. In recent years, there has been a surge in the number of consulting firms and education companies specialized in helping students around the world prepare for study abroad in Anglophone countries. As a result of the demands of globalization and the changing roles of English worldwide, US-based international organizations (e.g., Fulbright, the Peace Corps and other religion-affiliated groups) send more US citizens than ever to teach English overseas. Moreover, international publishing companies (e.g., Cambridge University Press, Oxford University Press, Palgrave Macmillan, Pearson, Routledge, etc.), testing institutions (e.g., the British Council, Cambridge Assessment English, Educational Testing Service, Michigan Language Assessment, Pearson, WIDA, etc.), and language-related research centers (e.g., the Center for Applied Linguistics, WestEd, etc.) are in need of a workforce with a strong background in both linguistics and ESL/EFL pedagogy and assessment. Undergraduate students in Linguistics and related fields of study at Illinois are already pursuing various opportunities to teach English abroad, as well as assist immigrants, visiting scholars, and their children in the local community. The new major in Linguistics and TESL will meet the needs of these students.

The emphasis on English language teaching both in and outside the United States will also set the new major apart from the existing Early Childhood Education, Elementary Education, and Secondary Education majors offered in the College of Education. The new major will address student interest in topics that are currently under-developed at the undergraduate level in LAS. Among the topics that will be included in the new major are both micro-level pedagogical issues (e.g., instructed second language acquisition, task-based language learning and assessment, learner individual differences, and the like) and macro-level societal issues (e.g., language politics and policies, language ideologies, linguistic biases, and such). The proposed list of topics will not only provide a skill set associated with English language teaching and assessment, but will also help to promote students' critical awareness of the driving forces behind the changing roles of the English language in many peoples' lives from differing backgrounds.

As mentioned earlier, TESL-related degrees are usually only offered at the graduate level. A large number of peer institutions that include Arizona State University, Michigan State University, Indiana University Bloomington, Iowa State University, Ohio State University, the Pennsylvania State University, University of Arizona, University of Minnesota, Twin Cities, Purdue University, and University of Wisconsin, Madison offer M.A. and Ph.D. degrees in related areas, such as applied/educational linguistics, second language studies, and TESOL (Teaching English to Speakers of Other Languages)/TESL. The University of Hawaii in Manoa and the University of Iowa are the only peer institutions we could identify offering an undergraduate major in a TESL-related area. Most of the remaining peer institutions offer undergraduate minors and certificates and various short-term programs, on top of the graduate degree in TESL. With increasing employment standards and growing global competition, an undergraduate degree with a TESL minor or certificate tacked on is not competitive enough to guarantee future employment opportunities in English language teaching. As a leading institution with long history of offering TESL, Illinois will be the forerunner in offering a comprehensive undergraduate degree in TESL in conjunction with Linguistics.



Illinois, compared to its peer institutions, is in a unique position to lead the field with this new undergraduate degree in Linguistics and TESL because we have a comprehensive Linguistics program with faculty in core areas of General Linguistics and Applied/Educational Linguistics. The proposed BALAS in Linguistics and TESL could be a result of a marriage between the Linguistics undergraduate major and TESL, and we would like to capitalize on this. Our campus will also offer students a unique opportunity with a BALAS in Linguistics and TESL, particularly in consideration of the increasing population of international undergraduate students on campus, the existing infrastructure including the thriving ESL writing program and Intensive English Institute, and the stature of Illinois as a world-class institution. Unlike some of our named peer institutions, our TESL undergraduate minor/certificate and graduate programs are housed in the Department of Linguistics. It is such a natural move to merge the two distinct but interrelated areas of inquiry, Linguistics and TESL, in the same academic unit and to develop an undergraduate major.

Moreover, our undergraduate student body presents a strategic opportunity for our new BALAS in Linguistics and TESL, with an increasing proportion (currently 15-20%) from outside the United States. Many of them seek to find career opportunities in diverse settings after graduation. The new major will offer our undergraduate students another opportunity to gain practical skill sets that can directly translate into employment opportunities. Based on our informal conversations with former and current Linguistics major and TESL minor students, we anticipate a good number of students, both in-state domestic and international, will be interested to come to the University of Illinois for this novel interdisciplinary program in Linguistics and TESL. This degree will be coordinated by one tenure-track faculty and taught by the existing Linguistics and TESL faculty in the Department.

3) In addition, please provide an answer as to how your degree (120 hours of coursework) will satisfy this requirement: IBHE requires that all degree programs contain at least 40 credit hours in upper division courses as part of their overall degree. Not all 40 hours need to be in your major. Simply state how many of those 40 hours are achieved in your major. Upper division courses have been described as 300- and 400- level coursework and some 200-level courses in which multiple prerequisites are required.

Students must meet the requirements as listed below. Minimum required course work equates to a total of 41 credit hours of Linguistics and TESL courses, including at least 8 hours of foreign languages. Please see your academic advisor. A Major Plan of Study Form must be completed and submitted to the LAS Student Academic Affairs Office before the end of the fifth semester (60-75 hours).

Twelve hours of 300- and 400-level courses must be taken on this campus. Students will complete 40 hours of upper-division coursework (these hours can be drawn from all elements of the degree).

Minimum hours required for graduation is 120. Students must also complete the Campus General Education requirements including the campus general education language requirement.

LING core courses	Ling 100: Introduction to Language Science OR EIL 486: Linguistics for Language Teachers  Ling 222: Language in Globalization (or Ling 250: Language Diversity in the USA) Ling 301: Elements of Syntax Ling 302: Elements of Phonology Ling 307: Elements of Semantics & Pragmatics	15 hours
TESL core courses	EIL 411: Introduction to TESL Methodology AND  Choose 4 from below EIL 422: English Grammar for ESL Teachers EIL 445: Second Language Reading and Writing EIL 488: Phonology for Second Language Teachers EIL 456: Language and Social Interaction I EIL 460: Principles of Language Testing Ling 450: Sociolinguistics Ling 489: Theoretical Foundations of Second Language Acquisition	15 hours
Capstone course	EIL 465 TESL in the Community	3 hours
Foreign language requirement	In addition to the LAS foreign language requirement, students must complete at least 8 hours in a second foreign language. One of these languages must be a non-Western language.	8 hours
Total hours		41 hours

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## **INSTITUTIONAL CONTEXT (new majors and degrees ONLY)**

University of Illinois at Urbana-Champaign

Mission: The University of Illinois at Urbana-Champaign is charged by our state to enhance the lives of the citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development.

**1) Describe the historical and university context of the program's development. Include a short summary of any existing program(s) upon which this program will be built. Also, explain the nature and degree of overlap with existing programs and, if such overlap exists, document consultation with the impacted program's home department(s).**

The Department of Linguistics is a highly collaborative, interdisciplinary department, offering undergraduate and graduate degrees in a number of areas in general and applied/educational linguistics. The MA degree in TESL is the oldest existing degree of its type in the US. Since its establishment, the program has well over 1,500 graduates, many of whom are teaching English as a second or foreign language across the globe. At the undergraduate level, the department also offers an on-campus certificate/minor in TESL. The proposed BALAS degree in Linguistics and TESL will be a new degree offered to undergraduate students, which aims to provide students with solid training in both linguistics and language pedagogy. It will not overlap with either the MATESL degree program or the certificate/minor in TESL.

Outside the Department of Linguistics, there are potential areas of overlap in content between this proposed BALAS degree in Linguistics and TESL and the new Concentration in Bilingual/ESL Education in the College of Education. However, James Yoon, Randall Sadler, and Hyun-Sook Kang had a meeting with Sarah McCarthy, the Department Head of Curriculum and Instruction, and the parties reached a consensus that the new BALAS in Linguistics and TESL and the College of Education's concentration can benefit from mutual cooperation in the future. A letter of support from the Department of Curriculum and Instruction in the College of Education is included.

University of Illinois

University of Illinois' mission: The University of Illinois will transform lives and serve society by education, creating knowledge and putting knowledge to work on a large scale and with excellence.

**2) Briefly describe how this program will support the University's mission, focus and/or current priorities. Demonstrate the program's consistency with and centrality to that mission.**

The new Linguistics and TESL major supports the University's mission, focus, and current priorities in several ways. It represents interdisciplinary scholarship that will help to create an academic home where students will gain exposure to and knowledge about varying perspectives on the English language and its acquisition, use, and manifestation in different parts of the globe. The new major will nurture student competence not just in English language teaching, but also in critical awareness of driving forces that (trans)form the status quo of English language teaching that includes cross-cultural issues, language policies and politics, and linguistic biases embedded in social contexts. The coursework that includes a balanced training in Linguistics and TESL, along with a capstone course in teaching practicum, will help raise students' awareness of the range of linguistic and non-linguistic factors that shape and transform ESL/EFL classroom climates. Aligned with the University's mission, the new major will help to cultivate the essential soft skills students need to thrive in the 21<sup>st</sup> century workplace that include genuine curiosity, critical thinking, cross-cultural communication and global citizenship.

The new major helps to fulfill recommendations by the campus-wide Strategy Task Forces that include Globalization, Undergraduate Education, Diversity, and Service Learning, among others. The development of the new major in Linguistics and TESL will contribute to the campus-wide effort put forward by the Globalization Strategic Task Force to "develop new undergraduate,

graduate, and professional degree programs leveraging international interdisciplinary strengths across campus,” as noted in their 2018 report (p. 4). The proposed major in Linguistics and TESL will be a great site for drawing on the existing on-campus resources, such as the Center for Global Studies, Center for East Asian and Pacific Studies, and the Center for Latin American and Caribbean Studies, among many others. The Undergraduate Education Strategic Task Force noted in their 2018 area report (p. 7) that “we must take advantage of the opportunity to clearly articulate the value proposition of our undergraduate programs, and to provide consistent marketing of programs of study that emphasize the student experience and the distinct value of an undergraduate education at research universities in general, and at the University of Illinois at Urbana-Champaign in particular.” The Task Force also noted that “developing multiple paths to degrees that accommodate different interests, experiences, and preferred paces of learning can help to improve retention and graduation rates (p. 6).”

The proposed major further helps to prepare students for a more diverse and inclusive society as recommended by the Diversity Strategic Task Force as part of the 2018-23 Campus Strategic Plan, in that the nature and content of the major program centers on diversity within the English language, individual variability across second language learners and teachers, and cultural and linguistic diversity in increasingly globalized societies, including the United States. The new major also helps to pursue the Service Learning Strategic Task Force’s 2015 recommendation “to adopt a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities (p. 18).” The Linguistics and TESL curriculum entails a teaching practicum through which students apply what they learn during their coursework to real-world problems and actual classroom practices, under the supervision of a cooperating teacher, program coordinator and/or faculty. By doing so, students will gain first-hand experience with how newcomers in the community are perceived, and what kinds of challenges they encounter while navigating and negotiating their new lives.

#### State of Illinois

The Public Agenda for Illinois Higher Education is a planning blueprint for the State of Illinois to direct state policies and resources to the higher education and career needs of Illinois residents and to address the current and future economic needs of the state.

#### **3) Indicate which of the following goals of the Illinois Board of Higher Education's Strategic Initiative are supported by this program: (choose all that apply)**

- Educational Attainment - increase educational attainment to match the best-performing states.
- College Affordability - ensure college affordability for students, families, and taxpayers.
- High Quality Credentials to Meet Economic Demand - Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.
- Integration of Educational, Research and Innovation Assets - Better integrate Illinois' educational, research and innovation assets to meet economic needs of the state and its regions.

#### **4) Describe how the proposed program supports the goals above:**

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The new Linguistics and TESL major supports goals of the Illinois Board of Higher Education's Strategic Initiative in several ways. First, the new degree will help increase educational attainment of residents of Illinois and beyond. This major combines the content foci of Linguistics and TESOL/TESL in one undergraduate degree and offers students opportunities to gain practical skill sets that can directly translate into employment opportunities. With increasing employment standards and growing global competition, this comprehensive undergraduate degree will make Illinois the forerunner in training future professionals in TESOL/TESL. Our MA TESL degree program has attracted applications by residents from different regions of Illinois. Many of them succeed in finding a career path in English language education in diverse settings after graduation or continue to study in advanced degree programs in TESOL/TESL. Based on our informal conversations with former and current students, we anticipate a good number of students, both in-state domestic and international, will be interested to come to the University of Illinois for this novel interdisciplinary program in Linguistics and TESL. We also anticipate that the new degree will attract students from diverse socioeconomic and geographic backgrounds, helping to narrow the gap of educational attainment within the state of Illinois.

Second, the proposed BALAS degree will help increase the number of postsecondary degrees in fields of critical skills shortages to meet the demands of the economy and an increasingly global society. According to the Illinois State Board of Education, Illinois has over 200,000 students who speak English as a new language. The English learners account for over 12% of the student population in the state. Based on the trend in the past five years, this percentage is slowly increasing. The growing number of ELs makes TESOL/TESL a field of critical skills and an undergraduate Linguistics and TESL degree desirable to provide adequate training in TESL to prospective K-12 teachers. Internationally, with the widespread use of English around the globe, an increasing number of countries have introduced the English language as a required subject in public, private, and international schools. At the same time, many of these countries and employers are raising the minimum standards for these types of positions at all levels. While in the past it was often enough to simply be a native speaker of English to gain employment in English language teaching, the type of jobs available with individuals without adequate training are now often at a much lower level of pay with a much higher workload. The proposed degree will give Illinois graduates a significant advantage over almost all other entry-level BA-holding applicants.

Third, the proposed BALAS degree can better integrate Illinois' educational, research and innovation assets. Aside from the stable population of English learners and demand of English language teachers, Illinois, compared to its peer institutions, has rich educational and research resources in several core areas in General Linguistics and Applied/Educational Linguistics. The proposed BALAS in Linguistics and TESL could be a result of a marriage between the Linguistics undergraduate major and TESL, and we would like to capitalize on this. Our campus will also offer students a unique opportunity with a BALAS in Linguistics and TESL, particularly in consideration of the increasing population of international undergraduate students on campus, the existing infrastructure including the thriving ESL writing program and Intensive English Institute, and the stature of Illinois as a world-class institution. In addition, the Linguistics and TESL faculty members actively engage in creating partnerships with local schools to provide hands-on experience and mentorship in language teaching for our students. The partnerships with potential employers create professional development opportunities for

students outside the classroom. The combination of training and mentorship from both faculty members and potential employers will help provide high-quality postsecondary credentials to better prepare Illinois graduate students for the job market of TESOL/TESL in an increasingly global society.

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## ADMISSION REQUIREMENTS

**1) Desired admissions term:** *For LAS units, a fall semester effective term for all curricula will be requested, please indicate the proposed year*

**Fall, 2022**

**2) Provide a brief description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students.**

The new BALAS degree follows the same general admission requirements for both freshmen and transfer students at UIUC.

**3) Describe how critical academic functions such as admissions and student advising are managed.**

Admissions for the new degree will be handled by the Admissions Office of the University of Illinois.

In terms of academic advising, the Undergraduate Advising Office is open to help students choose patterns of courses relevant to their interests, as well as to help students explore graduate school, professional school, and career options. The School of Languages, Cultures, and Linguistics has hired one undergraduate advisor who will assist students with their plan of study and course registration. In addition, area faculty members will also provide mentoring to students in terms of exploring research interests and career options.

## ENROLLMENT

**1) Number of students in program estimates**

**Year 1 estimate: 15**

**Year 5 estimate (or when fully implemented): 75**

**2) Estimated Annual Number of Degrees Awarded (degrees, majors and concentrations ONLY)**

**Year 1: 0**

**Year 5 (or when fully implemented): 30**

**3) Delivery Method, what is the program's primary delivery method? Choose from following:**

**Face to Face;** Online & Face to Face; Online Only; Other- specify

If NOT face to face, please describe the use of this delivery method:

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**4) MINORS ONLY:**

**Will the department limit enrollment in the minor?**

**Describe how the department will monitor admission to/enrollment in the minor.**

**Are there any prerequisites for the proposed minor? If yes, please list the courses and whether or not these course count in the total hours for the minor.**

**Other than certification via the students' degree audits, is there any additional planned mechanism to award/honor successful completion of the minor? If yes, please describe.**

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## **BUDGET**

**1) Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available? If yes, please describe.**

No. Existing infrastructure in the Linguistics Department is sufficient to support this program for the next several years in its entirety. In addition, faculty members who teach courses in the new major program will have that effort counted toward their departmental teaching load.

**2) Please provide any additional budget information needed to effectively evaluate the proposal.**

None.

## **RESOURCE IMPLICATIONS**

**1) Facilities- Will the program require new or additional facilities or significant improvements to already existing facilities? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No. The new major will not impact lab space. The existing lab classes in the Linguistics Department can be expanded relatively easily to accommodate the additional students. These classes use the general purpose computer labs or iFLEX classrooms in Foreign Languages Building or Nevada Building Completer Lab.

**2) Technology- Will the program need additional technology beyond what is currently available for the unit? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No. For the courses offered under the new degree, we will be making use of the computer clusters and other technological resources that are available through ATLAS.

**3) Non-Technical Resources- Will the program require additional supplies, services or equipment (non-technical)? If yes, please outline the specific need and Year 1 and Year 5 cost.**

No.

## **RESOURCES**

**1) Faculty Resources: Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc. Describe how the unit will support student advising, including job placement and/or admission to advanced studies.**

We do not expect the creation of the new major to impact faculty resources, including the changes in number of faculty, class size, and teaching load. However, if the new major becomes popular, changes in student-faculty ratios and in class sizes will be expected. There will not be a change in faculty teaching loads. If necessary, seats may be added to existing sections of Linguistics and TESL courses to meet this demand.

In terms of academic advising, the Undergraduate Advising Office is open to help students choose patterns of courses relevant to their interests, as well as to help students explore graduate school, professional school, and career options. The School of Languages, Cultures, and Linguistics has hired one undergraduate advisor who will assist students with their plan of study and course registration. In addition, area faculty members will also provide mentoring to students in terms of exploring research interests and career options. Should the number of majors exceed College standards for student/academic advisor ratio we will request another academic advising position. We are not expecting this increase to occur in initial stages.

**2) Library Resources: Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.**

The impact will not be above and beyond normal library business practices. Please see attached letter.

**3) Instructional Resources: Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change? If yes, please describe.**

No. A tenure-stream faculty member in the Linguistics Department will coordinate the proposed program. The Linguistics Department has also hired a specialized faculty member to help create courses to support the new major. Currently, the Department already teaches many courses applicable to this major. We have determined that these courses have the capacity to expand their enrollment and that existing classroom space will be sufficient. If necessary, new sections can be added to existing courses and new courses can be proposed in the Linguistics Department. However, no existing functions or programs will be terminated or reduced in scope to accommodate the program.

**4) Does this new program/proposed change result in the replacement of another program? If yes, please specify the program.**

No. As mentioned earlier, there are potential areas of overlap in content between this proposed BALAS degree in Linguistics and TESL and the new Concentration in Bilingual/ESL Education in the College of Education. However, James Yoon, Randall Sadler, and Hyun-Sook Kang had a meeting with Sarah McCarthey, the Department Head of Curriculum and Instruction. The parties reached a consensus that the new BALAS in Linguistics and TESL and the College of Education's concentration can benefit from mutual cooperation in the future. A letter of support from the Department of Curriculum and Instruction in the College of Education is included.



**5) Does the program include any required or recommended subjects that are offered by other departments? If yes, please list the courses. Explain how these additional courses will be used by the program and provide letters of support from the departments.**

No.

## **FINANCIAL RESOURCES**

**1) How does the unit intend to financially support this proposal?**

Existing infrastructure in the Linguistics Department is sufficient to support this program for the next several years in its entirety. In addition, faculty members who teach courses in the new major program will have that effort counted toward their departmental teaching load.

**2) Will the unit need to seek campus or other external resources? If yes, please provide a summary of the sources and an indication of the approved support.**

No.

**3) Will an existing tuition rate be used or continue to be used for this program? (degrees, majors and concentrations ONLY)? If no, please provide information on the request.**

Yes.

**4) Is this program requesting self-supporting status? (degrees, majors and concentrations ONLY)? If yes, please explain.**

No.

## **MARKET DEMAND**

**1) What market indicators are driving this proposal? If similar programs exist in the state, describe how this program offers a unique opportunity for students.**

With the growing spread of English around the globe, the English language has become the lingua franca of international professional communication, and as a result, English is now used by more non-native speakers than native speakers. An increasing number of countries around the world require the English language as a school subject in the formal schooling system, and are in need of well-trained teachers with English proficiency. There is therefore a strong market demand both in the U.S. and around the world for English teaching professionals, material developers, and language testing professionals with strong foundations in both Linguistics and TESL.

**2) What type of employment outlook should these graduate expect? Explain how the program will meet the needs of regional and state employers, including any state agencies, industries, research centers, or other educational institutions that expressly encourage the program's development.**

It is expected that graduates of the new major in Linguistics and TESL would be well qualified to teach English abroad, working with children in international, public, and private Pre-K to 12 schools around the world or with adults in international companies and private English institutes. Potential employers for these teaching-abroad opportunities are New Oriental in China, the Japan Exchange and Teaching (JET) Program in Japan, English Program in Korea (EPIK), Education First (EF), and INTO University Partnerships, among many others. Domestic graduates of the new major could also consider opportunities with U.S. Agency for International Development, Foreign Service, and Defense Language Institute, among many others; international graduates could pursue employment opportunities in diplomacy in their home countries. Additional employment opportunities include international publishing companies (e.g., Cambridge University Press, Oxford University Press, Palgrave Macmillan, Pearson, Routledge, etc.), testing institutions (e.g., British Council, Cambridge Assessment English, Educational Testing Service, Michigan Language Assessment, Pearson, WIDA, etc.), and language-related research centers (e.g., Center for Applied Linguistics, WestEd, etc.).

### **3) What resources will be provided to assist students with job placement?**

The area faculty will closely work with students in profile development and job placement, by sharing a list of potential employers and mentoring students about the steps to take in the job search process. The long list of alumni of the existing MA TESL program could be a great built-in resource.

## **PROGRAM REGULATION**

### **1) Describe how the program is aligned with or meets licensure, certification, and/or entitlement requirements, if applicable.**

Briefly describe the plan to assess and improve student learning, including the program's learning objectives; when, how, and where these learning objectives will be assessed; what metrics will be used to signify student's achievement of the stated learning objectives; and the process to ensure assessment results are used to improve student learning.

The new Linguistics and TESL degree is not tied to any state licensure or certification in Illinois. However, the courses offered might be eligible to fulfill the coursework requirement for state licensure. Several existing TESL courses in the Department of Linguistics have been used to fulfill coursework requirements of the State of Illinois ESL/Bilingual Education Teacher Endorsement Approval Guidelines. Any new courses in the Linguistics and TESL degree will continue to closely align with the learning objectives of the Guidelines. We are also currently investigating the possibility of Illinois changing the states' standards so that students can obtain licensure via this TESL degree in keeping with some of our neighboring states.

### **2) Is the career/profession for graduates of this program regulated by the State of Illinois? If yes, please describe.**

No.

## **ACADEMIC CATALOG ENTRY**

All proposals must submit the major requirements (courses, hours) for the proposed curricula. Please see the University of Illinois Academic Catalog- <http://catalog.illinois.edu/> for your unit for an example of the entry.

### Major requirements for the new BALAS in Linguistics and TESL

Students must meet the requirements as listed below. Minimum required course work equates to a total of 41 credit hours of Linguistics and TESL courses, including at least 8 hours of foreign languages. Please see your academic advisor. A Major Plan of Study Form must be completed and submitted to the LAS Student Academic Affairs Office before the end of the fifth semester (60-75 hours).

Twelve hours of 300- and 400-level courses must be taken on this campus. Students will complete 40 hours of upper-division coursework (these hours can be drawn from all elements of the degree).

Minimum hours required for graduation is 120. Students must also complete the Campus General Education requirements including the campus general education language requirement.

LING core courses	Ling 100: Introduction to Language Science OR EIL 486: Linguistics for Language Teachers  Ling 222: Language in Globalization (or Ling 250: Language Diversity in the USA) Ling 301: Elements of Syntax Ling 302: Elements of Phonology Ling 307: Elements of Semantics & Pragmatics	15 hours
TESL core courses	EIL 411: Introduction to TESL Methodology AND  Choose 4 from below EIL 422: English Grammar for ESL Teachers EIL 445: Second Language Reading and Writing EIL 488: Phonology for Second Language Teachers EIL 456: Language and Social Interaction I EIL 460: Principles of Language Testing Ling 450: Sociolinguistics Ling 489: Theoretical Foundations of Second Language Acquisition	15 hours
Capstone course	EIL 465 TESL in the Community	3 hours
Foreign	In addition to the LAS foreign language requirement, students	8 hours

language requirement	must complete at least 8 hours in a second foreign language. One of these languages must be a non-Western language.	
Total hours		41 hours