



PROJECT MUSE®

Publishing in the Teaching Linguistics section of *Language*

Kazuko Hiramatsu, Michal Temkin Martinez

Language, Volume 97, Number 2, June 2021, pp. 406-408 (Article)

Published by Linguistic Society of America

DOI: <https://doi.org/10.1353/lan.2021.0023>



→ For additional information about this article

<https://muse.jhu.edu/article/794879>

TEACHING LINGUISTICS

Publishing in the Teaching Linguistics section of *Language*

KAZUKO HIRAMATSU

University of Michigan – Flint

MICHAL TEMKIN MARTINEZ

Boise State University

The mission of the Teaching Linguistics section of *Language* is to publish high-quality peer-reviewed articles in the area of the Scholarship of Teaching and Learning (SoTL). Publications in the section focus on issues that relate not only to the direct teaching of linguistics, but also to the application of linguistic concepts and theories and the insight it provides about teaching and education more broadly.

Teaching Linguistics became a section of *Language* in August 2012, after starting as a co-journal of the Linguistic Society of America's (LSA's) eLanguage journal series. Since then, we have published fifteen articles and six textbook reviews. As editors of the LSA's sole publication venue for teaching-related scholarship, we strive to facilitate conversations leading to a critical examination of teaching practices in our field. Through our publications, we are also committed to supporting linguists in seeing their role as advocates in their communities and institutions for addressing issues of justice, equity, diversity, and inclusion (JEDI).

1. THE SCHOLARSHIP OF TEACHING AND LEARNING. As conscientious teachers, many in our field take time to reflect on their teaching practices and to engage with pedagogical literature and colleagues about improving student learning. Traditionally, these conversations about pedagogy have taken place in local contexts, often in institutional settings that are not specifically focused on the teaching of linguistics. Over the past decade, the LSA has hosted several organized sessions, mini-courses, and professional-development opportunities for members to engage in such conversations with colleagues from similar disciplinary backgrounds. These opportunities have increased the number of linguists who reflect critically on their teaching and who participate in SoTL conversations in their institutional contexts.

When we shift our reflective practices to include the assessment of student learning and as we begin sharing our findings publicly, we enter the realm of SoTL. Felten (2013) argues for the importance of articulating the norms shared by the community of SoTL practitioners and proposes a set of guiding principles: SoTL is 'inquiry into student learning, grounded in context, methodologically sound, conducted in partnership with students, and appropriately public' (Felten 2013:122).

Due to the emergent nature of SoTL as a field in our discipline, part of our goal as associate editors of Teaching Linguistics is to support capacity building and to help linguists transition to this type of scholarship. Although SoTL research has not been valued in our discipline in the same way as the scholarship of discovery, we believe the presence of a Teaching Linguistics section in *Language* signals a broader shift toward valuing SoTL and brings attention to the exciting and important contributions of SoTL scholars in our field. Further, Teaching Linguistics aligns the LSA with other professional organizations that promote and uplift SoTL in their disciplines; compare the American Psychological Association's journal *Scholarship of Teaching and Learning and Psychology* and the American Sociological Association's *Teaching Sociology*.

To further build capacity in SoTL in linguistics, the two of us have been co-facilitating an NSF-funded Faculty Learning Community (FLC) on the Scholarship of

Teaching and Learning in linguistics.¹ We meet as a group regularly, and the resulting collaborations and thoughtful conversations have guided our own reflection on the vision for the journal section and led to a reexamination of the evaluation criteria with an eye toward the future of SoTL in our field. We want to acknowledge our FLC members for this important contribution: Christina Bjorndahl (Carnegie Mellon University), Reed Blaylock (University of Southern California; Graduate Student Associate), Evan Bradley (Penn State, Brandywine), Ann Bunger (Indiana University), Kristin Denham (Western Washington University), Jessi Grieser (University of Tennessee, Knoxville), Wesley Y. Leonard (University of California, Riverside), Michael Rushforth (University of Texas at San Antonio), Taylor Sharp (Boise State University; Undergraduate Student Associate), Rosa Vallejos (University of New Mexico), and Lynsey Wolter (University of Wisconsin–Eau Claire).

2. PUBLISHING YOUR MANUSCRIPT. We encourage prospective contributors to discuss manuscript ideas with us prior to submission. Through this practice, more submissions become eligible for review. Additionally, contributors are highly encouraged to take into account the following criteria used by us and our referees in the evaluation of submissions:

1. Does the article address the teaching of linguistics or the use of linguistic concepts/theory in teaching?
2. How clearly does the author describe the pedagogical issue under investigation?
3. Does the author explain their positionality and institutional context and how that influences their approach to the pedagogical issue? How well does the author discuss the applicability of this approach outside of their own context?
4. How well does the review of the literature situate the article in a broader pedagogical context, both within the field of linguistics and more broadly within the scholarship of teaching and learning?
5. How well does the author provide support or evidence for their proposed approach to the pedagogical issue?
6. How are issues of justice, equity, diversity, and inclusion (JEDI) discussed and addressed throughout the article, as an integral aspect of the criteria above, when relevant?

3. MANUSCRIPT TYPES. To allow for a broader range of perspectives on teaching in our field, there are currently three article types in our section: research articles, articles on innovations in teaching linguistics, and textbook reviews. As our understanding of SoTL grows in the field, we are actively looking for new article types and new venues for sharing pedagogical materials and scholarship.

For all article types, authors should explain how ethical practices were used in the collection of any data (e.g. assessment data, course surveys, interviews, or focus groups). More detailed guidelines for each article type are available on the Teaching Linguistics page of the *Language* website (https://languagelsa.org/index.php/language/teaching_linguistics).

3.1. RESEARCH ARTICLE: an original, empirical contribution that helps us understand and enhance teaching and learning via evidence-based conclusions. These manuscripts

¹ The Faculty Learning Community was supported by the National Science Foundation under Grant No. 1924593. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation.

should not exceed 10,000 words (not including references, appendices, and supplemental materials).

3.2. ARTICLE ON INNOVATIONS IN TEACHING LINGUISTICS: an article that describes an innovative pedagogical approach. Innovations may encompass (i) novel topics in linguistics not traditionally included in the curriculum, (ii) the implementation of novel pedagogical techniques in the linguistics classroom, or (iii) novel collaborations for introducing linguistics in the K–16 curriculum. The purpose of this article type is to quickly and broadly share new approaches that can be adopted throughout the discipline. As such, these manuscripts tend to be shorter than research articles and include supplemental materials to allow readers to further explore the innovation.

3.3. TEXTBOOK REVIEW: a review of a book (published within the last three years) that the author(s) have used in the classroom; the review should address pedagogical issues related to the use of the book. We highly encourage authors to consider collaborating with a former student who was enrolled in the course in which the text was used. While this collaboration is not a requirement, the inclusion of a student's perspective is an important element of these book reviews.

In order to avoid multiple reviews of the same text, we ask that potential authors email us to express their intent. Authors are selected on a first-come, first-served basis and are allotted six months to submit their review.

3.4. SUPPLEMENTAL MATERIALS. Our hope is that papers in *Teaching Linguistics* serve as a useful pedagogical resource for linguists. As such, it is an expectation that contributors to the section include relevant supplemental materials with their manuscripts. Within the guidelines of the Creative Commons license chosen by the authors,² supplemental materials are made available whenever possible.

4. FINAL THOUGHTS. As the associate editors for the *Teaching Linguistics* section, we find fulfillment in supporting our fellow linguists and our field in our collective understanding of the Scholarship of Teaching and Learning. Our commitment to the dissemination of high-quality SoTL materials is grounded in our belief that continued critical examination of our pedagogical practices will lead to more inclusive opportunities for student learning and active participation in our field.

REFERENCE

FELTEN, PETER. 2013. Principles of good practice in SoTL. *Teaching & Learning Inquiry: The ISSOTL Journal* 1.121–25. DOI: 10.20343/teachlearninqui.1.1.121.

[kazukoh@umich.edu]
[michaltmartinez@boisestate.edu]

² See <https://creativecommons.org/share-your-work/>.