



Indiana University of Pennsylvania

Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics

Department of English



Handbook Updated May, 2017

Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics

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Welcome

The M.A. in TESOL and Applied Linguistics welcomes prospective professionals in the areas of TESOL (Teaching English to Speakers of Other Languages) and Applied Linguistics from the US and abroad. The program is designed to enrich students' understanding of praxis in TESOL and Applied Linguistics with particular foci in the areas of teaching English as a global language, teaching methodological approaches focused on English as an international language, second language acquisition, critical pedagogy, materials and curriculum development in worldwide contexts, cross-cultural and multicultural communication and pedagogy, critical and democratic assessment, observation of teaching as a professional endeavor, practicum experience, and research methods in TESOL and Applied Linguistics.

The Program has a rich history of over thirty years of academic excellence and professional accomplishments. It has awarded degrees to students from over forty countries. Its students and alumni have held leadership positions in TESOL and Applied Linguistics programs worldwide. Many have gone on to pursue doctoral degrees in institutions both domestically and globally. Others have become distinguished teachers, curriculum and materials designers, and program directors around the world.

The MA TESOL and Applied Linguistic Faculty includes professionals with established academic, publication, and leadership records as well as with significant TESOL and Applied Linguistics experience. We serve as role models who provide expert professional guidance to our students. Many of us have held leadership positions in TESOL, AAAL, AERA, and other professional organizations. We are also among the founders and greatest supporters of our local Three Rivers TESOL Organization. For more information on faculty teaching and research areas of focus, please visit the faculty websites at www.iup.edu/English.

With its significant historical and current accomplishments, with its diverse and highly motivated student body, and with its dedicated and distinguished faculty, the MA TESOL and Applied Linguistics program provides a friendly atmosphere of intellectual creativity and teacher-student collaboration that foster career and professional excellence.

The Indiana Community and Beyond

IUP is located in Indiana, Pennsylvania, 55 miles northeast of Pittsburgh, in the foothills of the beautiful Allegheny Mountains. Therefore, it offers much of the best of both small town and city life. With a population of about 35,000, Indiana and its neighboring small towns are quiet and picturesque, with several nearby natural areas and state parks that provide opportunities for hiking, camping, boating, and fishing. The Indiana area is rich in culture from its history of mining to its most famous son, Hollywood film legend Jimmy Stewart. The local economy is based primarily on energy resources, health care, education, finance, and other service industries.

Although it is a small town, Indiana has many places to explore off campus. Indiana's bustling Philadelphia Street has many restaurants, including Tandoor Indian Cuisine, H.B. Culpeppers, Cozumel

Mexican Restaurant, Hookah Bookah and The Coney. Along with these great restaurants, Indiana also has a mall, a movie theater, and other small shops.

There are other attractions near Indiana, PA as well, such as Frank Lloyd Wright's world-famous Fallingwater, which is a 90-minute car trip from IUP, near some of the best whitewater rafting in the region. Nearby Pittsburgh offers students opportunities to enjoy all that a large, rejuvenated American city has to offer. From the Strip District, with its bustling, open-air warehouse food markets; to the Bohemian coffee shops; to the fine and ethnic restaurants; to the internationally known art museums, including the Carnegie Museum and the Andy Warhol Museum; to the John Heinz Museum of Regional History; to the music of the Pittsburgh Symphony and the jazz and small rock and roll clubs; to the collegiate and national sports teams--the Pittsburgh Steelers, Pirates, and Penguins; Pittsburgh is a cosmopolitan city that has not lost its multicultural and working class, ethnic heritage.

The University

Indiana University of Pennsylvania has a history rich in accomplishments. Since 1875, when IUP served only 225 students in a single building, the institution has grown to be Pennsylvania's fifth largest university. IUP comprises seven colleges and two schools and offers thirteen degree programs through the doctoral program. IUP, which was granted university status in 1965, has been nationally acclaimed as among the academic best. In October, 1985, Edward Fiske, education editor of the *New York Times*, included IUP as one of 221 "Best Buy" colleges and universities in the nation in his highly acclaimed publication, *The Best Buys in College Education*. Only twelve Pennsylvania schools were chosen. It was also one of five universities chosen for the "Best Values in Public Colleges" list by Kiplinger's Personal Finance magazine. In 2006 the university was awarded accolades for its "exemplary comprehensive self-study" and "outstanding faculty, student services and information technology" by the Middle States Commission on Higher Education.

The IUP campus hosts more than 200 cultural and entertainment events each year. For example, each summer IUP hosts the Indiana community's Picnics in the Grove, and each spring semester the Office of International Education hosts International Unity Day. IUP also provides students with many opportunities for internships and studying abroad. Its internship program, the largest in Pennsylvania, offers students on-the-job experience as well as classroom learning. The university also provides many research resources. The IUP Stapleton Library is one example of this, holding more than 850,000 volumes and many scholarly journals, many of which pertain to composition, TESOL, and American literature.

IUP is 55 miles northeast of Pittsburgh in the foothills of the beautiful Allegheny Mountains. This provides easy access to other resource centers like Carnegie Mellon University's Hunt Library in Pittsburgh as well as the Library of Congress, which is only several hours away in Washington, D.C.

Statement Against Discriminatory Practices

The Indiana University of Pennsylvania Master's in TESOL program is committed to promoting equal opportunity and does not tolerate discriminatory practices of employers. As such, the program does not condone applying to positions which explicitly exclude hiring non-native English speaking teachers. Therefore, students in our graduate certificate program will not be encouraged to apply for any positions with such discriminatory qualifications. It is our hope that all students of the Master's in TESOL programs will continue to consider and combat the discriminatory native versus non-native English speaking teacher dichotomy as they pursue positions in the TESOL field.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Students

Many of the students enrolled in our M.A. in TESOL and Applied Linguistics program, along with an equal number of alumni, hold teaching positions at academic institutions throughout the world. This diverse student population creates opportunities to learn about composition, language, and literacy in different educational settings and cultures. At the end of the degree program, many of our students return to their home institutions as tenure-track faculty. Our graduates go on to publish, speak at conferences, and lead workshops.

Faculty

Our program's faculty members are teacher-scholars. They teach undergraduate as well as masters and doctoral courses. They have written books used in graduate programs and have been published by scholarly presses: Heinemann Boynton/Cook, Cambridge University Press, the National Council of Teachers of English, Hampton Press, TESOL Publications, and the University of Michigan Press. You will find their names in journals such as *College Composition and Communication*, *Computers and Composition*, *English Journal*, *English Teaching Forum*, *Journal of Adolescent and Adult Literacy*, *Journal of Reading*, *The Language Teacher*, *PRE/TEXT*, *Research in the Teaching of English*, *TESOL Journal*, *TESOL Quarterly*, and *The Writing Instructor*. You will also see them at conferences, such as the American Association of Applied Linguistics, the annual convention of the National Council of Teachers of English, the College Language Association, the Conference on College Composition and Communication, the Linguistics Society of America, the Three Rivers TESOL Conference, and the annual TESOL convention.

Director: Curt Porter

M.A. in TESOL and Applied Linguistics Faculty:

Sharon K. Deckert, Dana Driscoll, David Hanauer, Gloria Park, Curtis Porter, and Lilia Savova

Faculty Profiles

Sharon K. Deckert, Ph.D.

Sharon Deckert's research interests include questions of how individuals construct identities that function for particular purposes. Her dissertation, titled, "*The Construction of Functional Identities in Forensic Interviews with Children*" examined how children co-construct identities with interviewers in forensic interviews. Her research interests also include language use in the legal system, the use of narratives for identity construction, issues of power in identity construction, power and sociolinguistics, corpus linguistics, oral and textual discourse analysis, and ethical considerations in academic research. She currently serves on IUP's Institutional Review Board. Her publications have appeared in *Language Variation and Change*, *Corpus Analysis: Language Structure and Language Use*, *Journal of Language, Identity, and Education*, and *Critical Inquiry in Language Studies*.

Selected Publications:

- Deckert, S. K. and C. H. Vickers (2015). *An introduction to sociolinguistics: Society and identity* (Chinese edition: L. He. & Y. Su Trans.). China, China Book Press.
- Vickers, C., Goble, R. & Deckert, S.K. (2015). "Third party interaction in the medical context: Code-switching and control." *Journal of Pragmatics* 84: 154-171.
- Vickers, C. H., Deckert, S. K., & Goble, R. (2014). Constructing language normativity through the animation of stance in Spanish-language medical consultations. *Health Communication*, 29(7), 707-716.
- Deckert, S. & Vickers, C. (2013). Sewing empowerment: Examining multiple identity shifts as a Mexican immigrant woman develops expertise in a sewing cooperative community of practice. *Journal of Language, Identity, and Education*, 12(2).
- Deckert S. & Vickers, C. (2011). *An introduction to sociolinguistics: Society and identity*. London/New York: Continuum International Publishing Group.
- Deckert, S.K. (2011). Task-based materials, ownership, and identity construction. In H. P. Widodo & L. Savova (Eds.), *The Lincom Guide to Materials Design in ELT* (pp. 194-204). München, Germany: Lincom Europa.
- Deckert, S.K. (2010). Approaching the ‘task’ of generating language-learning tasks: Using specific questions to generate well-developed tasks. *Innovation & Creativity in ELT Methodology*. H. P. Widodo & A. Ciroki (Eds.). New York, Nova Science Publishers.
- Deckert, S.K. (2009). A(n)/The/Ø Article About Articles. In Bruce, S. & Rafoth, B. (Eds.), *ESL writer: A guide for writing center tutors* (2nd ed.). Portsmouth, NH: Boynton/Cook Publishers.
- Deckert, S.K. (2010). Co-animation of and resistance to the construction of witness, victim, and perpetrator identities in forensic interviews with children. *Critical Inquiry in Language Studies*, 7(2-3).
- Deckert, S. & Vickers, C. (Eds.). (2010). Micro-interactional constructions of power and identity. *Critical Inquiry in Language Studies*, 7(2-3).

Dana Driscoll, Ph.D.

Dana Driscoll’s research focuses primarily on two aspects: how people learn to write and transfer that knowledge to a wide range of circumstances and how we can support research-based writing center practices.

Her first research focus surrounds students’ long-term development as writers, their ability to use and adapt what they learn to new circumstances, and how we can better support that learning. Specifically, Dana examines how students develop as writers and “transfer” that knowledge from high school to college, course to course, or the university to workplace settings. This research has lead her to an interest in studying students’ dispositions, or individual qualities that help foster writing success, as well as students’ metacognitive awareness. She is part of the Writing Transfer Project, a multi-institutional team of researchers supported by grants from the Spencer Foundation and the Conference on College

Composition and Communication. She is also currently undertaking a seven-year study of 13 student writers as they move through a variety of college writing tasks and into the workplace and beyond. She has published on writing transfer in a variety of venues including *Composition Forum*, *Across the Disciplines*, *Teaching and Learning Inquiry*, and *Writing Program Administration* as well as in several edited collections.

Dana's second line of research draws upon her long-term work in writing centers and her passion for research methodology. This line of research seeks to support writing center practitioners (tutors and directors) in developing research that are replicable, aggregable, and data-supported (RAD). Her co-authored 2012 article "Theory, lore, and more: An analysis of RAD research in the *Writing Center Journal*, 1980–2009" won the International Writing Center Association's Outstanding Article award. Her work on this topic has appeared in the *Writing Center Journal*, among other venues.

In addition to Dana's scholarly pursuits, she has also served the field in a variety of ways. She recently completed a three-year term as a member of the CCCC Executive Committee; prior to this, she served a three-year term as the CCCC Connected Community editor. She is a founding editorial board member of the *Writing Research, Pedagogy, and Policy* series with Southern Illinois University Press and has served as a founding editorial board of the *Peer Review*, an IWCA journal dedicated to sponsoring new authors. Additionally, she serves as an article reviewer for the *Writing Center Journal*, *Writing Program Administration*, *CCC*, *Present Tense*, and *Composition Forum*.

Dana is passionate about fostering student learning and in helping students build connections in their learning to real-world contexts. At her previous position as an associate professor at Oakland University, Dana won two teaching awards: the 2014 Excellence in Teaching award, given to one tenure-line faculty member a year, and a 2014 College of Arts and Sciences Teaching Engagement Award.

Selected Publications:

- Driscoll, D. L., Gorzelsky, G., Wells, J., Hayes, C., & Salchak, S. (2017) Down the rabbit hole: Challenges and methodological recommendations in researching writing-related student dispositions. *Composition Forum* 35.
- Driscoll, D. L. (2016). Ideals and realities in students' literacy development: Writing Center/ELT collaborations to support learning transfer. *TESOL Arabia Perspectives*, 24(3).
- Driscoll, D. L. and Powell, R. (2016). States, traits, and dispositions: The impact of emotion on writing development and writing transfer across college courses and beyond. *Composition Forum* (Special Issue on Emotions) 34.
- Driscoll, D. L. (2015) Building connections and transferring knowledge: The benefits of a peer tutoring course beyond the writing center. *Writing Center Journal*, 35(2).
- Allan, E., & Driscoll, D. L. (2014). Reflective writing in general education: Improving student learning, assessment, and faculty professional development. *Assessing Writing*, 21. 37-55.

David Hanauer, Ph.D.

David Ian Hanauer's research employs arts-based, theoretical, qualitative and quantitative methods and focuses on the connections among authentic literacies and social functions in first and second languages. As an applied linguist his research has investigated scientific discourse, assessment in the sciences, the processes of scientific inquiry, scientific writing in L1 and L2, the genre specific aspects of poetry reading in L1 and L2, graffiti research, cognitive aspects of literary education, cross-cultural understandings of fable reading and academic literacy across disciplines. His articles have been published in *Science*, *Applied Linguistics*, *Discourse Processes*, *TESOL Quarterly*, *Canadian Modern Language Review*, *Research in the Teaching of English*, *Teaching and Teacher Education*, *Language Awareness*, *Cognitive Linguistics*, *Discourse Processes*, *The Arts in Psychotherapy*, *Poetics*, and *Poetics Today*. He is the author of five books *Scientific Discourse: Multiliteracy in the Classroom*, *Active Assessment: Assessing Scientific Inquiry*, *Poetry as Research: Exploring Second Language Poetry Writing*, *The Balanced Approach to Reading Instruction* and *Poetry and the Meaning of Life*. Dr. Hanauer is the recipient of a National Science Foundation Grant for 2003-2005 for the study of science-literacy connections in the elementary school classroom, several Howard Hughes Medical Institute grants from 2005-2011 for work on scientific inquiry, representation and assessment in the field of microbiology, and a 2009 grant from the US Department of Education for the enhancement of science reading collections in the Pittsburgh School District. Dr. Hanauer is a Professor of English at Indiana University of Pennsylvania and the Assessment Coordinator and educational researcher in the PHIRE (Phage Hunting Integrating Research and Education) Program in the Hatfull Laboratory, Pittsburgh Bacteriophage Institute at the University of Pittsburgh. Dr. Hanauer is co-editor of the *Language Studies, Science and Engineering* book series with John Benjamins and associate editor of the journal *Linguistics and Education* from Elsevier.

Selected Publications:

- Hanauer, D. I. (2016). Beauty judgments of non-professional poetry: Regression analyses of authorial attribution, emotional response and perceived writing quality. *Scientific Study of Literature*, 5(2), 183-199.
- Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication*, 32(1), 66-86.
- Hanauer, D. I. (2014). Being in the Second Iraq War: A poetic ethnography. *Qualitative Inquiry*, 21(1): 83-106.
- Hanauer, D. I. (2014). Appreciating the beauty of second language poetry writing. In D. Disney (ed.) *Exploring Second Language Creative Writing* (pp. 11-22). Amsterdam: John Benjamins.
- Hanauer, D., & Englander, K. (2013). *Scientific Writing in a Second Language*. West Lafayette: Parlor Press
- Hanauer, D., & Englander, K. (2011). Quantifying the burden of writing research articles in a second language: Data from Mexican scientists. *Written Communication*, 28(4) 403-416.
- Hanauer, D. (2011). The discursive construction of the separation wall at Abu Dis: Graffiti as political discourse. *Journal of Language and Politics*.

- Hanauer, D. (2011). The scientific study of poetic writing. *The Scientific Study of Literature*, 1(1), 79-87.
- Hanauer, D. (2010). *Poetry as Research: Exploring Second Language Poetry Writing*. Amsterdam: John Benjamins.
- Hanauer, D., Hatfull, G., & Jacobs-Sera, D. (2009). *Active Assessment: Assessing Scientific Inquiry*. New York: Springer.

Gloria Park, Ph.D.

Gloria Park completed her Ph.D. in 2006 with a dissertation entitled, “*Unsilencing the Silenced: The Journeys of Five East Asian Women Teacher Candidates in US TESOL Programs*” at the University of Maryland, College Park. Her dissertation work won the Promising Researcher Dissertation Fellowship (2004-2006) from University of Maryland, College of Education. Her publications have appeared in *ELT Journal*, *Journal of Language Identity and Education*, *TESOL Quarterly*, *TESOL Journal*, *Race, Ethnicity, and Education* and *TESOL Publication Series in Community College Teaching and Second Language Writing*. She is currently serving on the Editorial Advisory Board of the *TESOL Journal* and serving as an associate editor for the *International Journal of Innovation in English Language Teaching and Research*. Her teaching and research interests focus on teachers’ narratives, qualitative research, classroom research, World Englishes scholarship, and critical pedagogy issues in second language teacher education.

Selected Publications:

- Tanghe, S., & Park, G. (2016). “Build[ing] something which alone we could not have done”: International collaborative teaching and learning in language teacher education. *System: An International Journal of Educational Technology and Applied Linguistics*, 57, 1-13.
- Varghese, M., Motha, S., Park, G., Reeves, J., & Trent, J. (2016). Language teacher identity in (multi)lingual educational contexts. Special Themed Issue for *TESOL Quarterly*.
- Widodo, H. J., & Park, G. (2014) (Edited). *Moving TESOL beyond the Comfort Zone: Exploring Criticality in TESOL*. New York: NOVA Science’s Language and Linguistics Series.
- Park, G., Rinke, C., & Mawhinney, L. (2016). Exploring the interplay of cultural capital, habitus, and field in the life histories of two West African teacher candidates. *Teacher Development: An International Journal of Teachers’ Professional Development*, 20(5).
- Park, G. (2015). Raising awareness of diversity and social (in)justice issues in undergraduate research writing: Understanding students and their lives via connecting teaching and research. *Journal of Pedagogic Development*, 5(1), 65-72.
- Park, G. (2015). Situating the discourses of privilege and marginalization in the lives of two East Asian women teachers of English. *Race, Ethnicity and Education*, 18(1), 108-133.
- Park, G., & Henderson Lee, S. (2014). Critical perspectives on World Englishes: An inquiry into our disciplinary spaces as teacher-scholars. Special Themed Issue for *TESOL Journal*, 5(3), 395-411.

- Park, G. (2013). My Autobiographical Poetic Rendition: An Inquiry into Humanizing our Teacher-Scholarship. *L2 Journal Special Themed Issue: L2 Writing and Personal History*, 5(1), 6-18.
- Park, G. (2013). "Writing is a way of knowing" Writing and identity. *ELT Journal*, 63
- Park, G. (2013). Situating the discourses of privilege and marginalization in the lives of two East Asian women teachers of English. *Race, Ethnicity and Education*.
- Park, G. (2012). "I am never afraid of being recognized as an NNES": One woman teacher's journey in claiming and embracing the NNES identity. *TESOL Quarterly*, 46(1), 127-151.
- Park, G. (2011). Adult English language learners constructing and sharing their stories and experiences: The cultural and linguistic autobiography (CLA) writing project. *TESOL Journal*, 2(2), 156-172.
- Park, G., Widodo, H., & Cirocki, A. (Eds.). (2010). *Observation of teaching: Bridging theory and practice in research on teaching*. Berlin, Germany: Lincom Europa Publisher.

Curtis Porter, Ph.D.

Curt Porter's areas of academic interest include language and literacy education, teacher education, educational philosophy, cultural studies and critical pedagogy. His research projects have investigated autobiographical writing in teacher development, the use of multimedia in language instruction, and connections between literacy practices, affect, and subjectivity. Recently he has explored the role of bodies and places in literacy development in an effort to seek out applications for embodied literacies in classroom teaching and research. His work has appeared in *TESOL Quarterly*, *TESOL Journal*, *English Teaching: Practice & Critique*, *TESL-EJ*, *Currere Exchange*, and other journals, books, and reference materials. He currently serves on the editorial board of the *Korean Association of Media Assisted Language Learning Journal* and *STEM Journal*.

Selected Publications:

- Porter, C., & Park, G. [in press]. Complementary and contradictory visions of epistemic justice in world Englishes Graduate Seminars: A Dialog. In A.F. Selvi & N. Rudolph (Eds.), *Contextualizing Education for Glocal Interaction - Issues and Implications*. Springer.
- Porter, C. & Gallagher, C. (2017). Exploring Professional Uncertainty in Critical Language Teacher Education: A Collaborative Story of Political Transition. *Currere Exchange*, 1(1).
- Porter, C. & Tanghe, S. (2016). Emplaced identities and the material classroom. *TESOL Quarterly*, 50(3).
- Craig, M., & Porter, C. (2014). "Speaking back" from the English periphery: Art-work in a South Korean high school English classroom. *English Teaching: Practice & Critique*, 13(2), 35-54.
- Porter, C. (2014). Beyond a politics of the plural in World Englishes. *TESOL Journal*, 5(3), 532-540.
- Porter, C. (2014). Liquid textbooks: Collaborative course design, Dogme instruction, and localizing critical pedagogies. *STEM Journal*, 15(2). 167-185.

Porter, C. (2013). Political expressions in a digital landscape: Exploring aesthetic foundations for critical practices. *Multimedia Assisted Language Learning*, 16(2).

Porter, C. (2010). Blogging towards a purpose: Inquiry-based instruction and purposeful language. *STEM Journal*, 11(2). 207-228.

Lilia Savova, Ph.D.

Dr. Lilia Savova specializes in linguistics, applied linguistics and teacher education. Her graduate education includes a thesis on the *Linguistic Comparison of J. Keat's Poetry and S. Fitzgerald's The Great Gatsby*. Her dissertation is on *Collaborative Activities in the English Language Classroom: A Sociolinguistic, Psycholinguistic and Discourse Analysis*. Her undergraduate and graduate education is from the English Philology Department of Sofia University, Bulgaria. Her postgraduate education includes certificates in Applied Linguistics from Edinburgh University, London University, and Lancaster University, UK, as well as special courses in Applied Linguistics from Leeds University and Lancaster University, UK. As a linguist, Dr. Savova uses professionally Bulgarian, Russian, English and French. She has also studied extensively Latin, Old English, Middle English, and Gothic. Her work in linguistics includes a study of consonant clusters in Old English, contrastive studies of Bulgarian and English prepositions and articles.

As an applied linguist, Dr. Savova has worked in translation, English language education, and English teacher education. As a translator, she has worked in both simultaneous and written translation. She has translated at national and international fora, at UN events, and at professional conferences in Bulgaria. She has also translated into English two Bulgarian plays as well as numerous papers and articles. Her work as a translator enabled her to learn about different discourse types, meet outstanding professionals, and learn about other disciplines.

Her expertise in translation enriched her teaching of English in Bulgaria, S. Korea, and the US, where she has taught English at various proficiency levels, from beginning to advanced, and from young to adult learners. As a teacher educator, she has taught applied linguistics courses at Sofia University, Kwangju University, University of Pittsburgh, and IUP. She has taught foreign language methodology, instructional design, linguistics and the English teacher, grammar, cross-cultural communication, sociolinguistics, psycholinguistics, discourse analysis, and language assessment. She has also participated in designing program and national curricula for the teaching of English in the Bulgarian public school system.

Her research and publications reflect her commitment to language studies. She has designed and co-authored a series of 10 EFL textbooks for the Bulgarian public schools, 2 EFL textbooks for the Classical Languages High School in Sofia, 1 EFL textbook for the English Medium High School in Sofia, as well as their supplementary teacher and student books. In S. Korea, she wrote a college EFL textbook for Channam University. In the US, she co-edited TESOL's 15-volume Classroom Practice Series. She has also written for professional journals and presented at over 100 conferences. Her most recent research focuses on technology in education, language assessment, design principles in education, the

ecology of the classroom, and conversational analysis. Her professional leadership activities include serving as Three Rivers TESOL President, TESOL Teacher Education Interest Section Chair, co-founder of the TESOL Graduate Student Forum, IUP ALI Curriculum Coordinator, and MA TESOL Curriculum Coordinator. In 2010, she received Three Rivers TESOL's distinguished educator award.

Selected Publications:

Widodo, H., & Savova, L. (Eds.). (2010). *The Lincom guide to materials design in ELT*. Lincom Europa, Germany.

Savova, L. (Ed.). (2009). *Effective use of textbooks*. Washington, DC: TESOL Publishers.

Savova, L. (2008-2011). *TESOL Classroom Practice Series*. Series Editor. Jointly with M. Dantas-Whitney and S. Rilling. Participated in the series conceptual design, organization, manuscript management and editing. Worked from 2008 until 2011 on 15 volumes on Pragmatics (2), Listening, Speaking, Reading, Writing, Language Games, Diverse Classrooms, Integrating Language and Content, Authenticity (2), Classroom Management, Textbooks, Adult Language Learners, and Task-Based Learning.

Savova, L. (2009). Authentic tasks for effective learning: When is an apple not an apple. In M. Dantas, & S. Rilling (Eds.), *Authenticity: Children and adolescent learners* (pp. 59–71). Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Savova, L. (2006). A local approach to global English: A Bulgarian EFL model based on international children's culture. In M. Dolitsky, M. McClosky, & J. Orr (Eds.), *Teaching English as a foreign language in primary school*. Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Savova, L. (2003). Grammar conversations: Educating teachers about grammar discourses. In D. Liu & P. Master (Eds.), *Grammar teaching in teacher education*. Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Admission

IUP Institutional Requirements

To learn about graduate admissions at IUP in general, candidates to the MA in TESOL program should go to the Graduate Admissions website: www.iup.edu/admissions/graduate/

MA TESOL Requirements

In addition to meeting IUP's general graduate admissions requirements, candidates to the MA in TESOL program should be aware of the following:

- Candidates are expected to have at least a **3.0 GPA** (B average), preferably in a relevant field of study such as TESOL, ESL, EFL, second/foreign language, linguistics, English, composition, literature, education, sociology, psychology, anthropology, or history.
- Candidates with strong academic records but with backgrounds in other disciplines may be admitted conditionally pending completion of ENGL 526 ESL Methods and Materials.

- Candidates are not required to take the Graduate Record Examination (GRE), but may submit it to bolster their applications.
- Candidates who are speakers of English as a second language are required to submit with their applications a minimum **TOEFL score of 570** paper-based (PBT), or **88** internet-based (iBT), and a minimum **TWE** (Test of Written English) score of **4.5**.

All applications to the MA TESOL program will be assessed according to the following admissions criteria:

- *Academic record and other evidence of academic ability*
- *Quality of the personal statement of goals.* You may include in it a rationale for selecting TESOL and the IUP MA in TESOL program, an explanation of the relevance of your academic and professional background to your graduate studies, and a statement of your academic and professional goals.
- *Disciplinary background*
- *Letters of recommendation.* These are reviewed for the evidence they provide about the applicant's academic, scholarly, teaching and other professional accomplishments and abilities, as well as for his/her general human, social, communication, and other related skills.
- *Teaching/professional experience*
- *Language proficiency*

To apply to the MA TESOL Program, please submit the following materials to IUP Admissions

- Application Form - available at <http://www.iup.edu/admissions/graduate/howto/>
- Official transcripts from all colleges and universities attended, even if a degree was not obtained from a particular institution
- Signed, dated personal statement of academic and career goals
- Two letters of recommendation
- TOEFL score (only for speakers of English as a second language)
- Nonrefundable \$30 application fee

Send application materials to: Indiana University of Pennsylvania, Admissions Office, Sutton Hall, Suite 120, 1011 South Drive, Indiana, PA 15705

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Financial Assistance

For information on Graduate Assistantships, please visit

<http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>

Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

- *All incoming MA TESOL students will initially be advised by the current MA TESOL program coordinator. Students electing to write a thesis will then work with the current program coordinator and other MA TESOL faculty to determine which faculty member will best serve as a thesis director.*

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/

Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Office of the Bursar: www.iup.edu/bursar/

Office of the Registrar: www.iup.edu/registrar/

Disability Support Services: www.iup.edu/disabilitysupport/

IUP Campus Library www.iup.edu/library/

MyIUP: www.iup.edu/myiup/

Applied Research Lab: www.iup.edu/arl/

IT Support Center: www.iup.edu/itsupportcenter/

Veterans and Service Members: www.iup.edu/itsupportcenter/

IUP Writing Center: www.iup.edu/writingcenter/

IUP Career and Professional Development Center <http://www.iup.edu/career/>

IUP Parking Services and Visitor Center <http://www.iup.edu/parking/>

University Police <http://www.iup.edu/police/> | 724-357-2141

Crisis Intervention 24/7 Hotline: 1 - 877 - 333- 2470

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account.

For more information regarding University policy on email communication, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Degree and Program Requirements

The Master of Arts/Teaching English to Speakers of Other Languages (MA/TESOL) is designed to prepare students to teach English as a second or foreign language within the guidelines established by the professional organization, TESOL. The program focuses on TESOL and Applied Linguistics praxis.

MA/TESOL Course Requirements:

TOTAL CREDIT HOURS: **36 S.H.**

A. CORE COURSES (15 S.H.)

- ENGL 625 Introduction to TESOL
- ENGL 644 Teaching Methodology, Materials, and Instructional Technology
- ENGL 649 Introduction to Research in TESOL & Applied Linguistics
- ENGL 724 Second Language Acquisition
- ENGL 725 Second Language Literacy

B. TEACHER EDUCATION COMPONENT (6 S.H.)

- ENGL 688 Practicum in TESOL
- ENGL 694 Observation of English Teaching

C. TESOL Research Component

- ENGL 749 Advanced Research Seminar (Second year Students on Thesis/Research Track)
- ENGL 795 Thesis Research

D. TESOL ELECTIVES (9 S.H.)

Nine semester hours, approved by the Director of Graduate Studies in Composition & TESOL, from the following list:

- ENGL 734 Linguistics & the English Teacher
- ENGL 641 Topics in ESL Pedagogy: Critical ESL Assessment
- ENGL 723 Second Language Teaching
- ENGL 730 Teaching Writing
- ENGL 742 Cross Cultural Communication
- ENGL 754 World Englishes

D. OPEN ELECTIVES (6 S.H.)

Six additional semester hours of electives approved by the Director of Graduate Studies in Composition & TESOL. These semester hours may be taken outside of the English Department.

(Students who elect to write a Thesis will take six hours of Thesis credit (ENGL 795) in place of their open electives.)

Transfer Credit Policy

The MA TESOL program generally does not accept transfer credits.

Course Descriptions

ENGL 625 Introduction to TESOL

Introduces key concepts in teaching English as a second or foreign language. Offers a broad introduction to the knowledge and skills needed to become a professional teacher of ESL or EFL and prepares students for the remainder of the M.A./TESOL program. Students are expected to improve their language ability as well as their research and presentation skills in this course. Required for M.A./TESOL students in their first semester.

ENGL 644 TESOL Methodology, Materials, and Instructional Technology

This course surveys current theory and practice in teaching English to non-native speakers around the world. It includes traditional and innovative approaches to integrating instructional technology and multimedia, designing classroom materials for specific purposes, and preparing procedures for teaching all language skills at various educational levels. This is meant to heighten the awareness of unequal social hierarchies that may be embedded in approaches, materials and media used in the classroom. Required for M.A./TESOL students in their first semester.

ENGL 649 Introduction to Research in Applied Linguistics and TESOL

The aim of this course is to explore the basic concepts and methods of conducting and reading research. The course will use a textbook to introduce these basic concepts and will practice their usage within the framework of the class. This course is designed to prepare students for the process of writing an MA Thesis and read and conduct research. Within the framework of this course, each student will define a research question of personal interest, collect suitable research articles, write and present a literature review and finally write and present a provisional MA Thesis proposal. Required for M.A./TESOL students in their first semester.

ENGL 749 Advanced Research Seminar

This course is designed to provide advanced MA TESOL students with the knowledge required to conceptualize, conduct and analyze a research project in the field of applied linguistics. With this general overview, this course has two parallel tracks: 1) Development of students' personal research project (MA Thesis); 2) Deepening of students' knowledge concerning advanced topics in applied linguistic research methodology. The idea behind this double track design is to allow each student to develop their own research in a timely manner and at the same time to develop advanced knowledge of research and methodology for the whole group.

ENGL 754/854 World Englishes in Composition and Applied Linguistics

An interdisciplinary approach to understanding issues around World Englishes (WE) scholarship where teachers, researchers, teacher educators, and administrators from composition, developmental writing, writing centers, ESL/EFL K-16 and teacher education contexts come together to understand, explore, critique how English(es) is/are positioned around the globe, and how that impacts learning and teaching.

ENGL 688 Practicum in TESOL

Intended to provide a balance between observation and practical teaching experience. Students plan, teach, and reflect on lessons. Emphasis is placed on application of theory and pedagogical knowledge gained from course work, as well as on developing skills to reflect on teaching and its consequences for learners. Class size is limited to fifteen students. Although not a prerequisite, this course can be used as a way to prepare for a teaching internship.

ENGL 694 Observation of English Teaching

Surveys instruments to observe classroom teaching behavior and provides practice in the use of observation instruments. Surveys research on classroom teaching and design. Emphasizes awareness of teaching behaviors and their consequences in English classrooms for native and non-native speakers of English.

ENGL 723/823 Second Language Teaching

Considers trends, issues, research, and exploration in second language teaching, as well as language learner assessment and testing (limited space for MA TESOL).

ENGL 724/824 Second Language Acquisition

Introduces current research in second language acquisition, especially in English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context (limited space for MA TESOL).

ENGL 730/830 Teaching Writing

Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing in schools and colleges (limited space for MA TESOL).

ENGL 703/803 Language and Cognition (Elective for MA TESOL students)

ENGL 705/805 Language and Social Context (Elective for MA TESOL students)

ENGL 742/842 Cross-Cultural Communication (Elective for MA TESOL students)

Investigates cultural behaviors, assumptions, values, and conflicts surrounding communication across cultures in the context of teaching English as a second or foreign language at all levels (limited space for MA TESOL students).

ENGL 734 Linguistics & the English Teacher

Examines four key topics: foundations of linguistic thought, applications of linguistics to the teaching of English, classroom discourse patterns, and language pedagogy.

ENGL 746/846 Advanced Seminar in Literacy

Explores a single topic in depth in the fields of Composition and/or TESOL. Topics are announced in advance and have recently included writing centers, computers in composition, discourse analysis, foundational texts, and writing program administration. May be taken more than once (limited space for MA TESOL).

ENGL 748/848 Advanced Topics in Linguistics

Explores the study of language involving systematic research techniques. Focuses on a single topic. Topics, announced in advance include such areas as discourse analysis, language and gender, language and social context, linguistic aspects of translation, the linguistics of written texts, and relation of oral and written communication (limited space for MA TESOL).

MATESOL Thesis (Option)

An MA thesis is an extended research project conducted under the direct supervision of an MA thesis supervisor. The thesis is an official university recognized document and is considered a publication in itself. Accordingly, the MA thesis must follow accepted guidelines of practice (both methodological and ethical) in its completion. The MA TESOL program at Indiana University of Pennsylvania provides a number of qualified thesis directors and a process through which the thesis can be completed. However, students need to recognize that the MA thesis project involves 12-18 months of continual work and involves a serious commitment on the part of the student.

Reasons for Doing a Thesis

Students in the MA TESOL program at Indiana University of Pennsylvania have the option of doing an MA Thesis in their second year of study. While this is not a requirement, there are several very good reasons why conducting an MA Thesis may be important:

1. An MA thesis provides a serious introduction into the world of academic scholarship and provides a basis for initial conference presentations and research publication. This grounding in research is becoming increasingly important to educational practice across the world.
2. In the increasingly research-based environment of higher education, many college and university positions require research experience and publications as a prerequisite for the application for work.

3. Having completed a research based MA Thesis is sometimes a prerequisite for entry into a Ph.D. program in applied linguistics.

Aims of an M.A. Thesis

An MA Thesis is an extended research project that creates new knowledge and makes a contribution to the field of language studies. By definition an MA Thesis involves conducting research (qualitative, quantitative or theoretical) according to the accepted guidelines of disciplinary practice with the aim of producing knowledge. The aim for students within the MA TESOL program is that their thesis research will be valuable to the fields of TESOL, applied linguistics and educational linguistics and be publishable within one of the academic outlets in the field.

The Scope of the MA Thesis

An MA Thesis is an extended research project that takes a year to a year and a half to complete. In many ways an MA thesis is similar to a dissertation. Both are supervised research projects and both must follow the best ethical and methodological practices of the field of research. However, a thesis is a much smaller project than the dissertation. The scope of an MA Thesis is usually a single, focused research question with a limited scope. In many cases, the question chosen involves continuing an existing line of research and offering some specified new research-based information concerning this research direction. The issue of the scope of the project is a crucial one in that the MA Thesis needs to be completed within a relatively limited period of time (about 12 months) but at the same time this project must meet all criteria and guidelines for best research practice. Faculty at Indiana University of Pennsylvania are experienced and trained in directing thesis projects and advise in relation to the decision as to the scope of the research project.

The Educational Process of the MA Thesis

It is impossible to do an MA Thesis without knowledge of how to conduct research. Accordingly, work on the MA thesis happens before the specific student project is started. During the second semester of your first year a course is offered that builds basic knowledge of research practice and also helps you to formulate an idea for your thesis project. During the summer between your first and second year, you will be expected to conduct independent reading of research books assigned by the MA Thesis coordinator and develop your knowledge of research methods. During the Fall semester of the second year, you will need to attend an MA Thesis seminar in which you will write your proposal, form a committee, have your proposal approved and complete your Internal Review Board documentation for the ethical approval of your MA thesis research. During the Spring semester of your second year you will collect data, analyze data and write your thesis under the supervision of your thesis director. As a final stage you will defend your thesis in an oral format and in front of your thesis committee.

Timeline of Thesis

TIME	Course	Aims and Outcomes
Fall Semester-First Year	ENGL 649 – Introduction to Research in TESOL & Applied Linguistics	Developing a basic understanding of research Initial writing of an MA thesis proposal
Spring Semester-First Year	ENGL 749 Advanced Research Seminar	Writing of MA Thesis Proposal Formation of thesis committee Approval of Thesis proposal Completion and submission of an IRB
Summer months- First Year	Individual learning: Reading required and specified research books	Deepening understanding of research and specific research methods
Fall and Spring Semesters – Second year	Supervised research	Data collection Data Analysis Thesis Writing Thesis defense

Format of the M.A. Thesis

Your thesis must follow the American Psychological Association Style Manual (latest edition) and conform to any requirements of the graduate school at Indiana University of Pennsylvania. The Thesis-Dissertation Manual can be downloaded as a PDF file at <http://www.iup.edu/thesismanual/default.aspx>

An MA Thesis often (though not always) includes the following chapters and sections:

Title page (as defined in grad school requirements)

Abstract

Acknowledgements

Table of Contents

List of Tables and Figures

Chapter 1: Introduction to Thesis:

An introduction that places the thesis in a broader disciplinary context. Sections within this chapter include - a statement of the problem, why this problem is significant, how it relates to current disciplinary thinking and the wider world, social issues, a brief description of the approach taken in the study in addressing the central issue, a statement of the research questions directing this study and a clear outline of the organization of the study.

Chapter 2: Literature Review:

This chapter explores current disciplinary knowledge concerning the proposed study. The aim of this literature review is to specify what we currently know about the issues at the center of the thesis and areas in which the current study can make a clear contribution. The chapter needs to address all relevant existing knowledge concerning the area of research being studied. The existing literature needs to be presented in a manner that contributes to the understanding of why the current study is needed and what the backdrop for the existing study is.

Chapter 3: Methodology:

This chapter explains how your study is to be conducted. Specifically, it outlines the general research approach, the participants, the tools that will be used, the procedure followed and methods of data analysis. Someone reading this chapter should be able to follow exactly how your study was conducted and be able to replicate the study if necessary.

Chapter 4: Results:

This chapter describes the results of the study and presents these results in a logical and consistent manner. This chapter should include any descriptive or inferential statistics that were used, qualitative coding systems with examples and appropriate visual and graphic organizers so that the results of the study can be properly understood. The chapter must have a summary of findings that directly address the research questions that have been posed.

Chapter 5: Discussion, Conclusion and Ramifications

The final chapter discusses the found results in relation to current disciplinary literature and the broader field of action in the world and social settings. This final chapter should establish what the study's findings are and what they mean for the disciplines of TESOL, applied linguistics and educational linguistics. This chapter should present some concrete ramifications for action to be taken, whether in relation to pedagogical activity, disciplinary research or real world social contexts. The last chapter should also discuss the limitations of the study conducted and future actions that need to be taken.

References

Appendices

Students are eligible for a thesis defense only if they have completed necessary course work with a 3.5 GPA or higher, have sufficient time to complete and defend the thesis before reaching the 5-year limit for completing the degree, and have an approved Research Topic Approval form on file with the Graduate School. All students who have completed coursework are required to maintain Continuous Enrollment during the thesis writing period.

Criteria for Evaluation

During the thesis defense meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and excellent writing. The committee will evaluate the student's oral and written performance. The committee will suggest revisions and send those revisions to the student and the thesis director.

Effective fall 2017 for all students -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Grievances

Students are expected to work through problems that might arise during the program with their advisor. However, in the unlikely event that an issue cannot be resolved in consultation with the advisor, students should seek the guidance of the MA TESOL and applied linguistics program coordinator. Should contact with the coordinator not be possible, the student should seek the guidance of the chair of the English Department.

Some Readings Suggested for Incoming Students

All entering MATESOL students should read one or more of the following before they begin the program:

- Alsagoff, L., McKay, S., Hu, G., & Renandya, W. (2012). *Principles and practices for teaching English as an international language*. (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.
- Bloch, J. (2008). *Technologies in the second language composition classroom*. Ann Arbor, MI: The University of Michigan Press.
- Casanave, C., & Li, X. (2008). *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation*. The University of Michigan Press.
- Deckert S. & Vickers, C. (2011). *An introduction to sociolinguistics: Society and identity*. London/New York: Continuum International Publishing Group.
- Deckert, S.K. (2010). Co-animation of and resistance to the construction of witness, victim, and perpetrator identities in forensic interviews with children. *Critical Inquiry in Language Studies*, 7(2-3).
- Deckert, S. & Vickers, C. (Eds.). (2010). Micro-interactional constructions of power and identity (a Special Double Issue). *Critical Inquiry in Language Studies*, 7(2-3).
- Hanauer, D. (2010). *Poetry as research: Exploring second language poetry writing*. Amsterdam: John Benjamins.
- Hanauer, D. (2011). Meaningful literacy: Writing poetry in the language classroom. *Language Teaching: Surveys and Studies*.
- Johnson, K., & Golombek, P. (2010). *Research on second language teacher education: A sociocultural perspectives on professional development*. (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.
- Kumaravadivelu, B. (2005). *Understanding language teaching: From method to post-method*. New Jersey: Lawrence Erlbaum.
- Kumaravadivelu, B. (2007). *Cultural globalization and language education*. New Jersey: Lawrence Erlbaum.
- Kumaravadivelu, B. (2011). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing*. (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.
- Nunan, D., & Choi, J. (2010). *Language and culture: Reflective narrative and the emerging identity*. (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.
- Park, G. (2013). Situating the discourses of Privilege and Marginalization in the lives of two East Asian women teachers of English. *Race, Ethnicity and Education*.
- Park, G. (2012). Critical perspectives on English language teaching and research: A push toward interdisciplinary scholarship in the era of globalization. *International Journal of Innovation in English Language Teaching and Research (IJIELTR)*, 1(1), 9-12.
- Park, G. (2012). "I am never afraid of being recognized as an NNES": One woman teacher's journey in claiming and embracing the NNES identity. *TESOL Quarterly*, 46(1), 127-151.
- Park, G. (2011). Adult English language learners constructing and sharing their stories and experiences: The cultural and linguistic autobiography (CLA) Writing Project. *TESOL Journal*, 2(2), 156-172. doi:10.5054/tj.2011.250378
- Savova, L. (Ed.). (2009). *Effective use of textbooks*. Washington, DC: TESOL Publishers.
- Savova, L. (2009). Authentic tasks for effective learning: When is an apple not an apple. In M. Dantas, & S. Rilling (Eds.). *Authenticity: Children and adolescent learners* (pp. 59–71). Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

- Savova, L. (2006). A local approach to global English: A Bulgarian EFL model based on international children's culture. In M. Dolitsky, M. McClosky, & J. Orr (Eds.). *Teaching English as a foreign language in primary school*. Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.
- Widodo, H., & Savova, L. (Eds.). (2010). *The Lincom guide to materials design in ELT*. Lincom Europa, Germany.

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact the MA TESOL program coordinator or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

Academic Grade Appeal Policy

For Information regarding the Grade Appeal policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Academic Integrity

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thefsource/

Academic Status and Satisfactory Academic Progress

For more information, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Affirmative Action

Indiana University of Pennsylvania is committed to providing leadership in taking affirmative action to attain equal educational and employment rights for all persons, without regard to race, religion, national origin, ancestry, sex, physical handicap, or affectional or lifestyle orientation. This policy is placed in this document in accordance with state and federal laws including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973 as well as federal and state executive orders. This policy extends to disabled veterans and veterans of the Vietnam era. Please direct inquiries concerning equal opportunity to: Office of the Provost, 205 Sutton Hall, 1011 South Drive, IUP, Indiana, PA 15705-1046 U.S.A.

Bereavement-Related Class Absences

For Information regarding the Bereavement-Related Class Absences policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Continuous Graduate Registration for Dissertation and Thesis

***Note: Admission effective fall 2017 and after:** Masters thesis, MFA thesis and Doctoral dissertation students beginning the program fall 2017 and thereafter, must adhere to the following Continuous Graduate Registration policy for Dissertation and Thesis.

*Following completion of course work, including internship or practicum; (excluding comprehensive exam or qualifiers) **all** doctoral and masters thesis students must be continuously enrolled for at least one credit of dissertation or thesis each semester (Fall and Spring) annually, through the graduation of the student or until the time limit is exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.*

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

***Note: Admissions prior to fall 2017:** doctoral dissertation students and MFA thesis students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/ Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or

thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from the cumulative grade calculation.

Note: *The Continuous Dissertation policy has been in place since 1990. Students failing to register as directed by this policy will be registered by their program coordinator and billed accordingly. If it is the doctoral or M.F.A. student's intent to "quit" the program, he/she should schedule an appointment with the graduate coordinator as soon as possible to avoid any further registration and subsequent assessment.*

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Graduate Fresh Start Policy

A graduate student who has been separated from the university as a result of academic dismissal, including time-to-degree dismissal, may only apply for readmission to the University if the student has been separated from the university, for a minimum of two calendar years (24 consecutive months) from the date of dismissal. The request to be considered for readmission to the University must be into a graduate program, and readmission to the program from which the student was dismissed may not be sought. A student dismissed as a result of an academic integrity violation is barred from utilizing the Graduate Fresh Start Policy to request readmission.

Conditions for a Graduate Fresh Start Application

A graduate student may apply for a Graduate Fresh Start only if he/she meets all of the following conditions:

- he/she was academically dismissed, including time-to-degree dismissal from an IUP graduate program;
- he/she has been separated from the university for a minimum of two calendar years (24 consecutive months);
- he/she applies for readmission consideration to a graduate program at IUP, excluding the program from which the student was academically dismissed.

The graduate student must apply to the desired program through the standard Admissions process. Having reviewed the prior and intervening factors for evidence of potential for improved academic success, the program coordinator, after departmental review, may recommend to the Dean of Graduate Studies and Research that the student be readmitted to the University and admitted to the program. The Dean's decision is final and is not subject to appeal.

Conditions for a Graduate Fresh Start Record

All credits and grades for IUP course work taken before readmission under this Graduate Fresh Start Policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based on credits and grades earned from the date of readmission. Individuals may seek readmission to the University through the provisions of this policy only once.

Prior Record

The student's graduate record will be identified as a Graduate Fresh Start. No graduate credits earned from the program in which the student was dismissed are permitted to be transferred to the Graduate Fresh Start sought degree. Any other transfer credits must meet the IUP Transfer Credit Policy.

Students seeking a degree under the Graduate Fresh Start are not permitted to repeat a previously taken course from the program in which the student was dismissed and have it count towards improving the previous CGPA that was prior to readmission. Any course repeat(s) will be counted as a course taken under the Graduate Fresh Start and applied solely to the new degree sought and new cumulative GPA.

Academic Standards

A student who is readmitted under the provisions of the Graduate Fresh Start Policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. Students readmitted to the University under this policy and who were dismissed initially by exceeded time-to-degree requirements may not be granted extensions of time-to-degree requirements.

Graduation Graduate Residency Requirement Policy

Transfer credits are not accepted. All program credits are 'in residence'.

Active-duty service members who are graduate students will be handled on a case by case basis.

Exceptions are to be approved by the Office of the Chancellor's Division of Academic and Student Affairs.

Program Level Exams Appeal Policy

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the Dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations; and not simply on the outcome of the examination. Procedural violations would be cases in which the program / department failed to follow program / department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the Dean of the School of Graduate Studies and

*Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR within **30** days of receipt of the outcome of the examination.*

*Upon receipt of the written appeal to the Dean of the SGSR, the Dean will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/ and/ or procedure has been violated, the Dean of the SGSR will instruct the program/ department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a “third” examination without a recommendation to that effect from the degree program’s sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration

<http://www.iup.edu/registrar/students/registration/>

For more information regarding registration and tuition billing, please contact the Office of the Bursar:
www.iup.edu/bursar/

Social Equity

The Office of Social Equity: www.iup.edu/social-equity/

For more information regarding University policy, view the Graduate Catalog:
www.iup.edu/graduatestudies/catalog/

Student Conduct

Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/ and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

- a. *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*
- b. *Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.*

No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

Title IX Reporting Requirement

For more information regarding Title IX Reporting Requirement policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Transfer of Credits Policy (Effective Fall 2017)

The MA TESOL program does not accept transfer credits at this time.

For more information regarding School of Graduate Studies and Research policy on transfer credits, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Access forms processed through the School of Graduate Studies and Research, click on *Current Students*: <http://www.iup.edu/graduatestudies/>

Research

School of Graduate Studies and Research (SGSR) has increased funding for existing research support programs and created a new program starting in the 2008-2009 year. See <http://www.iup.edu/graduatestudies/> for more forms and instructions and www.iup.edu/arl/ for more information on Applied Research Lab.

Doctoral and Masters Student Travel to Present Papers

This fund supports graduate students currently enrolled in an IUP doctoral or masters program who are presenting papers at professional meetings. The maximum award for doctoral students is \$750 for a paper presented out-of-state and \$350 for a paper presented in-state. Students who are co-presenting papers and seeking graduate school funding must evenly divide the award money. An application for funding must be submitted for each conference presentation and received in the English Graduate Office at least two weeks prior to the conference date.

Graduate Student Research Grants

This fund was created to encourage and support students as they undertake research and creative projects which will contribute new insights in the student's chosen academic field. The amount of the grant that students may receive in support of their research project, creative project, thesis, or dissertation is \$1,000. Applications for support must reflect excellent academic scholarship and must carefully follow the proposal guidelines for funding consideration. The student must be enrolled at IUP during the term of the award. Two grant competitions are held annually; proposals are due the first Monday in November and the first Monday in February.

Graduate Student Professional Development Fund

Graduate students can apply for up to \$300 to support their participation in scholarly and creative activities that add to their professional development in a significant way. Graduate students must provide a clear description of the proposed activity and explain how it adds to their scholarly development. As part of the application, a faculty member must describe the importance of the activity as it relates to the student's scholarly goals and educational progress. Examples of activities that may be supported include: serving as a moderator, discussant, or session chair at a disciplinary conference; leadership activities related to professional or disciplinary associations; or other activities that require active participation by graduate students leading to their professional development. Support to individual students will not exceed \$300 per academic year.

Outstanding Graduate Student Researchers

This award recognizes graduate students who have completed what their academic departments believe to be outstanding research projects. Three to five \$100 awards are made to graduate students each spring. These awards are competitive and open to graduate students nominated by faculty advisors from departments that offer graduate programs. For applications, please view SGSR at <http://www.iup.edu/research>.

Department/Program Awards

There are a number of awards potentially available for MA TESOL students. Please see <http://www.iup.edu/english/grad/literature-ma/additional-resources/graduate-student-awards/> for more details.

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to Dr. Curtis Porter by September 30, 2017

The MA TESOL program] will keep this signed document on file.